

KIDS' WEB 3

Teacher's Book



 Richmond

SECOND
EDITION

KIDS' WEB 3

Teacher's Book



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Kids' Web series presentation

Dear teacher,

The **Kids' Web** series is aimed at the initial years of Primary School and offers students the opportunity to learn a foreign language in a progressive and meaningful way, promoting education as a whole.

Through the classroom activities, **Kids' Web** seeks to simulate students' real-life experiences in society, integrating their knowledge of the English language with that of other school subjects and enabling students to use this knowledge in real-life situations.

This series is classified as the A1 level of the Common European Framework of References for Languages (CEFR), the internationally acknowledged standard to indicate language proficiency. The A1 level corresponds to the linguistic profile of a beginner, who is capable of communicating in everyday situations through simple statements and whose aim is to satisfy their basic needs, introduce themselves or other people, among other communicative situations that do not demand any complexity.

The digital components which accompany this series have the common objective of consolidating and expanding upon the topics covered in the Student's Book, following the proposal of learning through the exploration of different environments and situations. Acting as a resource to support learning and teaching, these components present plausible challenges for

different age groups and promote the interest for study by means of discovery, not only expanding upon themes, but also providing opportunities for dialogue in class, whilst reinforcing the practical use of the topics studied throughout the series and contributing to students' digital literacy.

In this Teacher's Book you will have a wide view of what this series' proposal consists of. The **Kids' Web series fundamentals** section presents the objectives of the course, featuring the concepts of life skills and socio-emotional competences. You will come to understand how the course is conducted in an interdisciplinary manner, and the importance given to creativity. The **Theoretical and methodological approach** section includes specific guidance in relation to teaching a foreign language to children in the initial years of Primary School as well as different assessment methods. In the **Working with the Kids' Web series in the classroom** section you will find instructions on how to deal with some of the structural elements of the course, how to work with socio-emotional competences and life skills, and how to activate students' prior knowledge and curiosity.

Each book also has a variety of resources which provide teachers with the necessary support to deliver the course effectively.

Have a good and productive school year!

Kids' Web series fundamentals

The **Kids' Web** series was carefully conceived and planned to create a learning environment in which knowledge is acquired in a progressive and significant manner.

When we think about the most frequent motivations to prioritise the teaching of a foreign language to children, inevitably we think about ideas related to students, future academic and / or professional lives. However, the contact with the English language can provide immediate advantages, like the familiarity of the child with the language, their interaction with other cultures and the knowledge acquired from the internet, games, songs, etc. Additionally, the contact from an early age with the English language as a lingua franca fosters respect for cultural differences, values the diversity that surrounds us and, with time, prepares students to act critically and actively as global citizens.

In the three books that make up this series, the fundamentals of the English language are presented taking into account some essential aspects, like linguistic progression (from the simpler to the more complex) and competence of diverse aspects (for example, themes, lexis, culture, emotions and selection of genres), according to the stages of child development.

It is important to highlight, though, that considering the different phases of children development does not mean we should limit the potential of children's learning, oversimplifying or limiting the possible areas of interest of students in the early years of Primary School. Conversely, as it was previously mentioned, one of the criteria that lead the conception of this course - in the sense of not underestimating children capabilities - relates to the challenges that inevitably emerge when we take into account the profile of the 21st-century student. In this respect, it is worth reflecting upon what Freitas et al. (2005) have to say regarding this subject. According to the authors:

The demands upon schools and teachers have never been as numerous as they have been over the recent years. This is due, firstly, to the development of information and communication technology and, secondly, to the rapid transformations in the work processes and in the cultural production. (FREITAS et al., 2005, p. 89).

Faced with these "demands", it is easier to understand why it is increasingly unanimous that schools should also have the role of providing students with integral

education, and not limiting themselves to teach the core subjects, without undertaking other aspects like the social, psychological and emotional ones. This is particularly relevant during Primary School, especially in the initial years.

Children spend a significant part of their lives at school, in contact with teachers and peers, precisely in the periods of the day when they are most active.

When we consider the teaching of a foreign language to this age group, the role of schools in providing students with integral education becomes even more relevant because students can be shown a new window through which they also can see the world and give it a new significance. The fact that the children's contact with the English language begins (at least formally, in the school environment) generally at six years of age, the phase in which they are also learning to read and write in their mother language, should be seen as an opportunity to make them more confident and independent in terms of general communication.

In this way, the **Kids' Web** series wishes to offer a new challenge, a new discovery, a new experience to those who generally feel excited about things that get unveiled in the process of exploration of the world around them: the children.

LIFE SKILLS AND SOCIO-EMOTIONAL COMPETENCES

In order to make students able to face contemporary demands, it is necessary, as previously mentioned, that the school helps them to develop not only their cognitive abilities - objective associated with the school environment -, but also a broader set of competences and abilities that will integrally prepare them to act critically and responsibly in real life.

To establish this new meaning of education, it is essential to give students tools and methods that will help them to develop socio-emotional competences and life skills.

Life skills

Life skills are defined by the United Nations International Children's Emergency Fund (UNICEF, 2003) as psychosocial skills, of cognitive nature, personal and interpersonal, that enable individuals to deal effectively with the demands and challenges of everyday life. Those skills can be improved and help to analyse information,

to develop initiative and attitude and to promote fruitful communication between different parties. So, life skills go beyond the development of cognitive abilities and focus on a broader context of use.

When properly developed, life skills are not an end in themselves, but a tool to be used in real contexts by active citizens with the intention to promote a fairer, more democratic and more inclusive society.

Socio-emotional competences

Socio-emotional competences are defined, in the view of UNICEF, as life skills of a personal and interpersonal nature.

They are related to values, attitudes and social skills that not only contribute to students' emotional, physical and psychosocial development but also enable them to live with others respectfully and peacefully. Together with the areas of behavioural and cognitive learning, socio-emotional competences form the basis for the concept of Global Citizenship Education (GCED).

Global citizenship: what is it about?

There are various interpretations of the concept of global citizenship. Some define it as "citizenship without boundaries" or "citizenship beyond the nation-state". Overall, the notion of global citizenship is linked to an increasing interdependence and interconnectedness between countries in the economic, cultural and social areas through increased international trade, migration, communication, etc. It is also linked to the concern of global welfare beyond national borders and it is based on the understanding that global welfare influences national and local well-being.

Despite the differences in interpretation of the concept of global citizenship, this term refers to the sense of belonging to a wider community and a common humanity, as well as to the promotion of a "global look" that links the local to the global and the national to the international. It is also a way of understanding, acting and relating with others and with the environment in space and time based on universal values through respect for diversity and pluralism. In this context, the life of each individual has implications in everyday decisions that connect the global to the local and vice versa.

Why teaching life skills and socio-emotional competences at school?

At a time when the world opens itself for young people to become the protagonists of their own development, the traditional school still counts on somewhat inadequate pedagogical proposals, focusing only on content, which

results in a huge discrepancy between the demands of the 21st century world and what the school offers. This discrepancy can be resolved by combining socio-emotional competences with cognitive skills, in order to prepare students in an integral manner.

Examples of life skills and socio-emotional competences

The life skills and socio-emotional competences covered in this series are presented in the following table:

Being sociable	Learning from others	Sharing spaces
Having responsible possession of animals	Respecting diversity	Learning to lose

Main results of working with life skills and socio-emotional competences

When working with life skills and socio-emotional competences, students:

- ◆ learn to take a critical and analytical view on the information they receive from different sources;
- ◆ reflect on how they can positively engage in their community;
- ◆ learn to establish relationships between different facts and information in order to understand broader contexts and more complex situations;
- ◆ learn to develop their self-esteem and value other people;
- ◆ learn to approach others and establish positive relationships by asking for and offering help;
- ◆ learn to recognise, regulate and manage their own and other people's emotions (positive and negative);
- ◆ learn to resolve conflicts, resist negative peer pressure and prevent violence - including gender violence and bullying;
- ◆ learn to negotiate, mediate and find solutions that benefit everyone, as well as to become aware of the importance of listening and respecting different opinions and points of view;
- ◆ develop attitudes of empathy, solidarity and respect for differences and for diversity (e.g., regarding culture, language, gender, sexuality, religion, way of life, age and physical characteristics), considering what makes us similar and what distinguishes us from others;
- ◆ experience a sense of belonging to a community and share values and responsibilities based on human rights, and understand how the community relates to the world;

- ◆ learn to value and respect all living things and consider planet Earth as the place that shelters us all;
- ◆ understand that human beings are normative (i.e., that all relationships are created and organised based on norms, which can be social, cultural, legal, etc.);
- ◆ learn about their identity and role in the relationships they are part of (for example, with family, friends, at school, in their community, in their country) and use it as a basis to understand the global dimension of citizenship.

How to teach Global Citizenship Education?

There isn't obviously a single way to teach Global Citizenship Education (GCED) at school, but there are some factors that contribute to its implementation. Throughout the **Kids' Web** series, there are several opportunities to sensitise students about issues related to global citizenship. It should be mentioned, however, that it is at the discretion of each teacher, according to their local reality, to the needs and particularities of their students and their community, to detect these opportunities and, within their possibilities, to explore them in class. The teachers' role is very important in this process, as one of the prerequisites for promoting GCED is to avoid the creation of "models" to be followed by all, regardless of their inherent differences. So this is work that must be done in the light of contextual factors.

Listed below are some basic pedagogical practices necessary to the work with socio-emotional and cognitive competences. However, the importance of transforming - as far as possible - these practices into constant habits throughout the school year should be emphasised, because this is the only way (and not in an isolated practice, without continuity) to make their benefits really last. They are:

- ◆ Creation of a respectful, inclusive and interactive environment in the classroom and at school (for example, through the inclusion, the understanding of classroom rules and of the opportunity for students to have an active voice).
- ◆ Introduction of student-centred pedagogical approaches that are culturally sensitive, interactive and coherent with learning objectives (for example, autonomous and collaborative learning, media literacy).
- ◆ Use of globally oriented educational resources to help students understand how they fit into the world in relation to their local circumstances (for example, through a variety of sources and media).

- ◆ Applying assessment strategies that are consistent with the learning objectives and the instructional means used to support them (for example, reflection and self-assessment, peer feedback, teacher assessment, journals and portfolios).
- ◆ Providing opportunities for students to experience learning in different contexts, including supervised classroom activities, in other school environments and in the community, from the local to the global level (for example, participation in the community, international email exchange, contact with virtual communities).
- ◆ Proposed interdisciplinary activities that integrate students' prior knowledge of other fields of knowledge with language learning or that deepen themes already worked on in other school subjects.

How to evaluate results when working with life skills and socio-emotional competences?

Evaluation is a very useful tool to measure the effectiveness of actions and, naturally, to identify difficulties, prioritise objectives and, if appropriate, to rethink procedures throughout the process. However, this is only possible when a learning environment is created so that socio-emotional competences can be developed in conjunction with cognitive and life skills. Therefore, we encourage the elaboration of guidelines in which observable data related to the developed competences and skills can be registered. Such guidelines should not allow single answers, right or wrong, but should stimulate reflection upon the learning process. The following chart shows how this can be accomplished, considering some of the competences and skills previously presented.

Life skill or socio-emotional competence	Attitudes to be observed
Helping the community	How interested is the student in the issues that are relevant to his/her community? What solutions does he/she propose to the problems his/her community faces? How does he/she help to solve these problems? How does he/she usually ask for help if he/she also suffers with any of the problems faced by his/her community?
Learning to lose	How does the student feel when they lose a game? How does he/she react to these feelings? How does he/she treat the colleague who won the game? How does he/she behave when he/she has to play again after losing?

Sociability

How does the student try to approach peers? How does he/she try to interact with people he/she is not very close to? How does he/she react when classmates try to approach him/her?

INTERDISCIPLINARITY AND THE CLIL APPROACH

Interdisciplinarity is the attempt to overcome the idea of traditional and fragmented teaching, trying to make the taught content to have a clear and meaningful relationship with reality, culture and the identity of those who participate in the learning process. Following a proposal of integral training of students, the *Kids' Web* series aims to provide the study of the English language related to other areas of knowledge, notably those included in Primary School, and to areas related to other fields of knowledge.

An important aspect that inevitably brings the study of languages close to the study of other school subjects is the fact that access to all other areas of knowledge, such as Geography, Mathematics and History, among others, occurs due to the exposure to the language. This is why some people argue that all teachers, especially Primary School teachers, regardless of the subject they teach, are also language teachers. Thus, in this position, language teachers can facilitate this dialogue, establishing relationships between language teaching and other areas of knowledge. Therefore, this series offers, at different times, especially in the CLIL section, suggestions for working with other subjects. Content and Language Integrated Learning (CLIL) is a teaching-learning approach whereby contents from different subjects are taught through a foreign language, allowing students to simultaneously develop language and cognitive skills without the former overlapping with the latter. According to Pérez-Vidal (2009), this approach reflects the constant growth of globalisation and internationalisation processes and it is a natural development of the communicative approach of language teaching adopted by the present series.

According to the author, the use of a CLIL approach offers the following benefits to students:

- ◆ the resulting communication is authentic and less controlled, because it is centred on the discussion of concepts, not on the use of language as an end in itself;
- ◆ enrichment of the speaker's sociolinguistic repertoire, who finds different fields of knowledge and language functions in use;

- ◆ fostering interaction and increasing motivation;
- ◆ greater students' participation and protagonism, as language teachers are no longer solely responsible for the production in the foreign language;
- ◆ encouragement of unconscious or implicit learning, as the use of the foreign language comes from an intrinsic motivation to communicate;
- ◆ enlargement and enrichment of students' worldview;
- ◆ promotion of linguistic and cultural diversity in class.

CREATIVITY

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

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

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

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

Raising self-esteem

If children do not feel safe, if they feel that they do not belong to the group or are unable to accomplish a task, they will surely experience a block in their creative thinking process.

It is then necessary that teachers help them raise their self-esteem, valuing their contributions, enhancing their talents and respecting their opinions. Teachers should help children to acquire this sense of belonging and to realise, for example, that having opinions or ideas

different from others is precisely one of the elements that makes the notion of group even more interesting.

Be an example

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

Make productive use of questions

It is necessary to ask questions that arouse the interest of children and that can trigger and promote their thinking, encouraging them to engage in the creative process. Thus, the teacher is often instructed to ask students about the content of the pages, especially when exploring the scenes on the opening pages of the units to prompt them to predict what they will learn. Also, in the Teacher's Book there are suggestions of questions that the teacher can ask to broaden the discussion driven by the activities or themes.

Make connections

Being able to establish relationships among things is also one of the conditions to develop creative thinking. This is because the relationships that one student establishes between two things may not be the same as the relationships that another student will establish, since each individual will be moved by different values, emotions and experiences. The practice of creating connections also provides children with the basis to become increasingly creative in their future work.

Thus, the themes studied in the units always seek to relate something from the world to the child's reality, enabling them to create connections.

Explore ideas

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

Stimulate critical thinking

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

learn to assess and critically consider their own ideas, performance, actions and results. It is through this exercise that children can assess the importance of their own creative work. This can be done at the end of each unit, as self-assessment suggested by the teacher. What is essential is that children learn if they have done enough or if they could have done something differently, when they think critically about their work.

DIGITAL LITERACY

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

According to Leal et al. (2007), literacy corresponds not to the process by which one acquires technology, but it is related to the effective and competent use of that technology. In the case of digital literacy, it can be said that it is not the access to digital tools that necessarily brings benefits to its user, but the use made of them. In this sense, digital literacy is seen as the individual's ability to appropriately respond to the social demands that involve the use of technological resources and writing in the digital environment. For the use of these tools to be relevant, they must be learned, and one way to teach digital literacy is through formal education in school. The fact that children, even being native to a linguistic community, need to go to school to be literate and use their language properly reinforces the notion that they also need to learn to deal with the digital universe, acquiring skills that may be developed and put into practice.

Consequently, this series intends to broaden students' contact with digital contents through digital objects specifically developed to deepen the topics presented in the book.

The approach to digital skills in this series includes themes related to the reality of students in this age group and provides access to content via QR codes and through resources such as games, socio-emotional animations, etc. Thus, the teacher can use these tools to help students make meaningful, productive and conscious use of digital content.

Theoretical and methodological approach

FOREING LANGUAGE TEACHING APPROACH

As we have already explained, the key elements of this series are: working with life skills and socio-emotional competences, an interdisciplinary approach, fostering creativity and curiosity, and digital literacy. What these elements have in common is the fact that the student is the protagonist of their own learning and a generator of meaning, an “active being, who formulates ideas, develops concepts and solves practical life problems through their mental activity, thus building their own knowledge” (HAIDT, 1994, p. 61). A “protagonist student” is understood as the one who has the opportunity to learn through research, motivated by the genuine curiosity that makes children explore the world around them. It is the one who perceives knowledge as something tangible, close to their reality, in opposition to the notion of knowledge “transmitted” in a decontextualised way.

However, the role of an active student in the face of knowledge only comes with the meaningful role of the teacher, who organises the situations for the student to become the protagonist. Accordingly, this work is based on Vygotsky’s concepts of teaching and learning, which consider learning an essentially social process, “which occurs in the interaction with adults and more experienced peers” (FREITAS, 2002, p. 104). Vygotsky calls the “zone of true development” the child’s ability to perform tasks independently (mature functions), the “zone of potential development” the child’s ability to perform certain tasks with the help of others (functions in process of maturation) and “zone of proximal development” the one that lies between the other two development zones. Vygotsky suggests that schools should aim their actions at promoting the zone of proximal development, in order to enhance the children’s ability to do what they are still not able to do autonomously. According to the author, “with the help of another person, any child can do more than they could on their own, even when restricted to the limits set by their level of development” (VYGOTSKY, 2008, p. 19).

Thus, this series departs from a learning conception that believes the child’s mind is a clean slate, that is, which sees the child as an “empty” individual who comes to school passively and to whom teachers must transmit information and experiences in the hope that they, as students, will absorb whatever is transmitted following

a relatively predictable ritual of behaviour. It also differs from the concept that the teacher has got answers for everything or holds the only valid interpretation, but it considers the teacher as a “facilitator”, that is, as the most experienced person in the group, capable of creating situations that awaken and value the students’ ability to think, to produce and to have a critical view, in accordance with their development. Accordingly, it is considered that students already have prior knowledge that can be used by the teacher as a tool to articulate the new information they receive in class, building the new knowledge together.

For Ausubel, Novak and Hanesian (1980), the notion of prior knowledge is of paramount importance in the teaching-learning process. According to those researchers, if it was possible to reduce educational psychology to a single principle, it would be that “the single factor that most influences learning is what the learner already knows” (AUSUBEL; NOVAK; HANESIAN, 1980, p. 137). What we can understand of this quote is that new significance (in the case of a foreign language) is acquired through the interaction of new concepts and potentially relevant ideas with ideas and concepts that have already been learned before. In other words, for meaningful learning to actually take place, it is important to associate what the student already knows with what must be learned. Hence, new concepts and meanings must be incorporated into an existing cognitive structure, that is, the new ideas must be incorporated into something that can work as an anchor point. Regarding this, we highlight that in this work the selection of themes takes into account the contents that are studied in other school subjects aiming to take advantage of students’ prior knowledge, to approach the topics in an integrated way and to provide a kind of teaching that is meaningful to the child. One of the greatest advantages of studying languages at school is that it is through it that we can gain knowledge of other areas. This finding leads to the need to consider language teaching almost as an interdisciplinary practice. After all, as Freitas (2002) recalls when addresses pedagogical practice according to Bakhtin’s interdisciplinary and dialectical view, language must be viewed “from the perspective of openness, integrated with human life” (p. 134).

In other words, verbal communication cannot be understood out of its context, and similarly, language

teaching should not focus only on linguistic content, but it should include the context in which content can be taught. This context is shared by several areas of knowledge. Nowadays, there is a need to review crystallised concepts and try out new practices. In addition, it is necessary to set new objectives based on the current concern that teaching should not be limited to the transmission of content and the accumulation of knowledge of a given object, but to promote a teaching environment that contributes to the integral training of the student. This learning perspective, on which this series is based, is also based on the notion that schooling is a substantial foundation for the broad exercise of citizenship.

Thus, by focusing on working on cognitive and socio-emotional competences – in an interactive manner – in the English teaching-learning process, this series expects to actively participate in the promotion of positive social attitudes.

LANGUAGE AND SPEECH CONCEPTS

The language perspective to which this series adheres, is the one that conceives it as a dynamic, social phenomenon, in constant movement and transformation. This perspective is based on Vygotsky's works and on Bakhtin's theoretical framework for the language field. For Bakhtin, the use of language does not occur in a vacuum, and this is opposed to a view of language as a system, detached from its users and from the social context in which it is produced. In this way, the interlocutor (real or presumed) also constructs the sense of what they read or hear; therefore, it is impossible to always think of simplistic relationships such as "someone says X - someone else understands exactly X".

This, in the context of foreign language teaching, has got important implications on classroom dynamics and on the construction of meanings in the other language. According to Bakhtin (2006), "all comprehension is pregnant with response, and in any form it necessarily generates it: the listener becomes a speaker" (p. 271). Therefore, considering the student as an active element in the teaching-learning process of a foreign language, the aim is to offer as many opportunities as possible for them to have an active voice, to react, give opinions, cooperate, produce, recreate and interpret. Thus, by interacting with the teacher, with peers and with the textbook, students' responses will be unpredictable and might introduce something unexpected, since these responses point the continuity of the dialogue, and not

an ending. This dialogue can be used by teachers to enrich their classes, engage students and make learning more meaningful.

LANGUAGE TEACHING IN THE EARLY YEARS IN PRIMARY SCHOOL

Walter Benjamin (1987) observed that what best describes children is the fact that they play and that makes them capable of building things with bits and pieces (BENJAMIN apud KRAMER, 2007). Kramer complements this observation by stating that through play, children establish new relationships and combinations, and demonstrate their ability to create. For children, playing is one of the ways they explore the world around them, build a particular universe and give different meanings to their daily lives.

Although the child entering Primary School has already been exposed to formal education in Kindergarten, that experience has essentially been ludic. It is in Primary School that they effectively come into contact with an institutionalised space, with stricter rules and schedules. It is also with this experience that they reinforce social life and consolidate their participation in a group which is different from the more restricted social environment that is their family. For the transition of children to Primary School to be successful, Campos (2009, p. 12) states that:

A child of five, six or seven years old is the same, whether in one educational stage or another. The contents and teaching methods must be tailored to their characteristics and potential, whatever school they are educated in. The more harmonious this passage is, the more conditions a child will have to maintain their interest in learning. [...] Not only does the Primary School usually treats all new students alike – whether or not they have been students in previous years –, but it also seems to make a point of reinforcing the rupture between the two initial stages of basic education: it is clearly emphasised that the right to play is over, that obligation overrides motivation, that learning is imposed and not built, that everyone must follow at the same pace, regardless of their differences – individual, cultural or of level of knowledge.

It is important that the early years of Primary School are not an abrupt disruption to a process lived by the child outside school and in Kindergarten; therefore, it is necessary to broaden possibilities of learning with new objectives without neglecting to consider forms of pedagogical work appropriate to each age group, like, for example, playing games. It is advisable to promote a learning environment in which children can identify themselves, in which they feel valued and respected

and can play, give different meanings to things, sing, participate in language games while playing, dancing, etc. This ludic aspect must permeate every initial year in Primary School to a greater or lesser degree according to the student's stage of development. Therefore, it is important to know the characteristics of children in the early primary school age group, recognising interests and skills. The table below, based on the research of Scott and Ytreberg (apud SANTOS, 2009), presents the characteristics of the child learning languages and can be useful for understanding the different types of activities suggested in the series according to each age group.

CHARACTERISTICS	5 TO 7-YEAR-OLD CHILDREN
	They comment on what they do or hear.
	They do not always differentiate fact from fiction.
	They plan activities.
	They argue logically about something.
	They use their imagination.
	They use different intonation patterns in their mother tongue.
	They understand human interaction.
	They recognise the existence of rules.
	They give priority to the actual world.
	8 TO 10-YEAR-OLD CHILDREN
	They already have solid basic concepts.
	They differentiate fact from fiction.
	They ask questions all the time.
	They are able to decide what they want to learn.
	They know what they like and what they do not like doing.
	They begin to question the decisions of teachers.
	They are able to work with and learn from others.
	They are competent users of their mother tongue.
	They understand abstractions, symbols, and generalisations.

Besides respecting the characteristics of each stage of the child's life, foreign language teaching should also take into account their feelings, interests and motivations. In this sense, it may be interesting to consider the concept of affective filter introduced by Krashen (1985).

According to the author's hypothesis, there are some variables that can be a facilitating element in the acquisition of a second language, such as self-confidence and motivation. In this way, a motivated and confident child would be willing to learn, while an anxious, insecure child with low self-esteem would experience a foreign language learning blockage. For Krashen, the lower the affective filter, the more likely the child is to absorb input more easily. And here, once again, the teacher's role is fundamental, as it is up to them to work on these issues of affectivity in class, that is, to promote the development of socio-emotional competences. This is so important that, according to Krashen, if an individual's affective filter is too high, input will not easily reach the part of the brain responsible for language acquisition, even if they can understand something.

The teacher can, to a large extent, contribute to make the child establish a healthy affective relationship with learning a foreign language. And here, once again, the ludic aspect might be quite significant, acting as one of the factors that provide an environment in which affective filters are low.

Irma-Kaarina Ghosn (2013) also stands for the importance of the emotional aspect in learning a foreign language. To this author, motivation and interest influence academic success. Being interested does not just involve a person's individual and particular curiosity about a subject, but also the situational fascination that can be triggered by the teacher or textbook in the form of novelty or curiosity, causing an effect of engagement.

It is therefore important that foreign language teaching be related to culturally relevant and appropriate content for learners. Regarding teaching children, the author argues that most textbooks underestimate them and are based only on school and other scenarios known by students, ignoring those that could be culturally explored and more attractive to them.

It is based on these characteristics that this series intends to offer, apart from English language content, a motivating and relevant content for the children, which takes into account their abilities and interests.

ASSESSMENT

Assessment should be seen as a way of promoting improvement and growth, not about causing fear and discomfort in students. Assessment practices traditionally used at school often exclude students by trying to measure the amount of learning, which is often abstract, and by classifying them as able or not to

continue their studies. For the practice of evaluation to be inclusive, we suggest:

- ◆ knowing the students and their out-of-school context;
- ◆ identifying the strategies they use to meet school demands and thus modifying the conditions for carrying out the pedagogical work when necessary;
- ◆ following the development of their individuality;
- ◆ identifying their prior knowledge and work from it;
- ◆ identifying progress and encouraging students to continue developing their capabilities;
- ◆ understanding students' difficulties and planning activities that help them overcome them;
- ◆ evaluating the need to review content that has not been very well acquired;
- ◆ analysing the teaching strategies and modifying them when necessary. In a similar way, it is necessary to

evaluate the school context in which learning takes place. We suggest that the teacher consider the following issues:

- ◆ students' engagement in the educational process and, if it is problematic, identifying the reasons for this;
- ◆ accomplishment of the proposed tasks and, if not fulfilled, identifying the reasons for this;
- ◆ use of adequate teaching resources by the teacher or the reasons for not doing so;
- ◆ teacher's relationship with students and how they interfere with learning;
- ◆ adequacy of the school space for carrying out the activities suggested;
- ◆ family participation in the students' school life and, if not, identifying the reasons for this.

Working with the *Kids' Web* series in the classroom

LIFE SKILLS AND SOCIO-EMOTIONAL COMPETENCES

Life skills and socio-emotional competences are worked on throughout the series, especially in the Life Skills section.

Through these activities, we suggest discussing with students the issues related to some attitudes and skills that can help them deal with their emotions in different situations.

Students may be asked to observe a situation and reflect upon what attitude they would have or how they would react by thinking about the consequences (positive and negative) of each of the possibilities. The activities layout is flexible and aims to avoid predictability in the book, even though the ultimate goal of all activities be the same: to create, based on students' reflection, an appropriate context for the development of life skills and socio-emotional competences.

Here are some suggestions for working with life skills and Socio-emotional competences activities:

- ◆ Always create a supportive classroom environment for students to give answers freely, without feeling under pressure or influenced. It is essential that there are no judgments, either from the teacher or the other students.
- ◆ Remind students that in activities whose responses are personal, their classmates may have different

opinions from theirs, and that they must respect them.

- ◆ Discuss with them the advantages and disadvantages of each answer. Evidently, the aim is not to impose an ideal kind of attitude, but the teacher, with the role of educator, should show students that certain attitudes are preferable to others because they can bring better results, help them face daily challenges more wisely and better explore their own potential.
- ◆ Save a moment in the next lessons to review the skills and competences students have worked on and ask them to share with the class something that has happened to them involving what they have learned with the activity. This is a way of making work more meaningful as it shows students that there is a real interest in their learning and in the applicability of what they have learned.
- ◆ Review the competences and skills that have been worked on previously, using them as the basis for developing others.

For example, by doing an activity aimed at developing self-control and overcoming fears, the teacher may, at some point, relate this new competence to others that have already been studied, such as openness to new experiences.

It is important to bear in mind that the development of a life skill or a socio-emotional competence occurs within

a process – that is, it is not something that students develop immediately. Therefore, the activities proposed in this series initially aim to sensitise students about certain issues so that they start to reflect on what they had discussed during the activities and gradually begin to experiment new attitudes in the face of daily events, acquiring the habit of observing whether they are really getting better results with the new attitudes than when they used to act differently.

Although there are specific moments to deal with these skills and competences, this concern should permeate all classroom work. In most activities, for example, there are good opportunities to discuss with students, in a way that is accessible to them, about possible obstacles in carrying out these activities and ways to overcome them.

ACTIVATING STUDENTS' PRIOR KNOWLEDGE AND CURIOSITY

Prior knowledge

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

1. At the beginning of the school year

It is advisable to conduct a general survey of prior students' knowledge in class at the beginning of the school year to identify the strengths and weaknesses of most students, which ones need more attention, which seem more proficient in English, etc. These data might be obtained through different kinds of activities that will enable this initial assessment, which may be used as the basis for planning the activities for the rest of the year.

2. Before starting each unit

It is important to begin each unit by presenting its theme with questions such as "What do you know about...?", "How can we know that...?", "Why do you think...?". Based on the answers provided by students, the teacher will lead them to the theme by showing them that they already know something about the topic that will be studied. The teacher can also perform a more specific poll of elements such as theme, vocabulary and grammar through an introductory activity. The scenes on the opening pages of the units have been specially crafted for this purpose and can help the teacher learn more about their students. This initial verification can also help the teacher determine if more or less time will be needed to work on the present unit.

3. Before vocabulary activities

You can try brainstorming, which usually encourage students to participate by providing samples of their

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

4. Before listening activities

Select in advance some words that will be tackled in the listening activity and write them on the board. Then ask students what these words mean or ask them to relate them to some context in which they may appear.

Curiosity

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

5. Show students how to ask questions

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

6. Set up the basis for curiosity

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

7. Diversify the sources

When proposing to students to seek answers to a particular question, challenge them to do so using other means than the internet and specialised books. For example, they may be encouraged to find answers in fiction books, poems and with experts or people who have had particular experiences. Depending on the question students are asked, they will be able to look for answers outside the classroom by exploring other school environments.

8. Show what is amazing in everyday life

Arouse students' curiosity by bringing to class everyday elements related to the theme being studied, showing their particularities and how interesting they are. The

enchantment with an object is the first step to arouse curiosity about it.

READING COMPREHENSION AND LITERARY GENRES

The **Kids' Web** series seeks to introduce the work with textual genres that are part of students' reality.

As suggestions to approach the texts, the teacher may:

- ◆ explore the visual aspects of the genre by asking students what type of text it is and how they managed to identify it;
- ◆ activate students' prior knowledge by asking in which situations they find this type of text (for example, contact with the genre "invitation" happens when there is a party or event) and what its purpose is;
- ◆ encourage students to talk about their experiences with the genre to make them familiar with the text before reading it.
- ◆ It is important that students interact with the text in some way before they read it, as the more comfortable they are with the material, the better the reading and textual comprehension experience will be.

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Component of the *Kids' Web* series

FOR THE STUDENT

- ◆ **Student's Book:** It is composed of a Welcome Unit, eight regular Units, four Reviews and four CLIL or Life Skills sections. It also includes a game, a glossary and other resources as an aid to learning.
- ◆ **Workbook:** It is fully integrated with the Student's Book and it provides extra activities for all the units. The workbook pages can be used in the classroom, as homework and even as an evaluation tool.
- ◆ **Kids' Web Comic Book:** It is composed of four chapters to awake the pleasure for reading and to provide contact with different textual genres. The materials include comprehension activities and follow the content studied in the Student's Book.
- ◆ **QR Codes:** They give access to different digital objects for introducing, reviewing or complementing content studied in the units.
- ◆ **Socio-emotional Animations:** Three episodes of the *Oppa Kêki* series in order to work on English listening comprehension associated with reflection on different socio-emotional competences.
- ◆ **Kids' Web Pastimes:** A digital material that offers playful and interactive features to stimulate and engage students in the English language learning.
- ◆ **Kids' Web Site:** It brings information about the series and provides access to a variety of resources such as audios, animations, karaokes and other digital components, such as *Kids' Web Pastimes*, socio-emotional animations and music videos to support learning.

FOR THE TEACHER

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

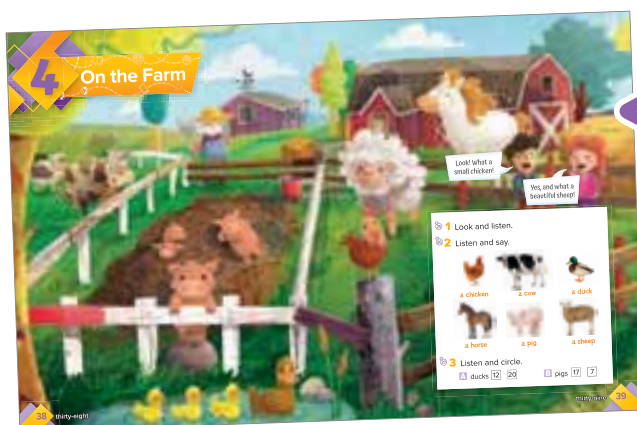
FOR THE PARENT / GUARDIAN

- ◆ **Kids' Web Home Connection:** The downloadable booklet provides information about the series, including suggestions on how parents or guardians can participate in the child's learning. Also, it offers activities to be done at home, so that families and children have fun and learn together.

Tour of the Student's Book

Welcome

The introductory unit brings playful activities that review the work already done in the previous book.



Units

Eight regular units that aim to present and consolidate the content studied through a ludic approach.

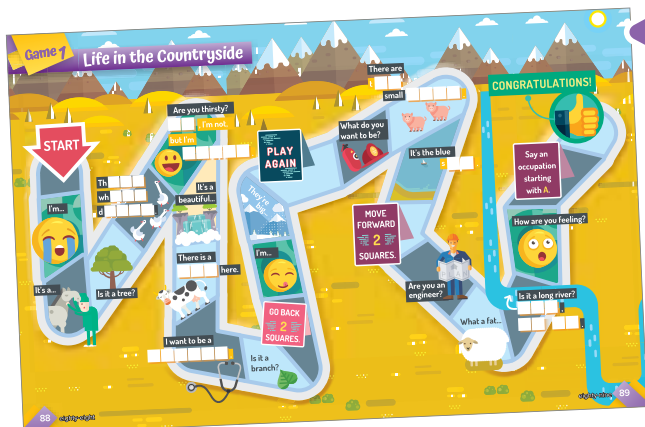
CLIL / Life Skills

At the end of all odd-numbered units, there is a section that presents proposals focused on interdisciplinarity (**CLIL**) or on the development of socio-emotional and cognitive competences (**Life Skills**).



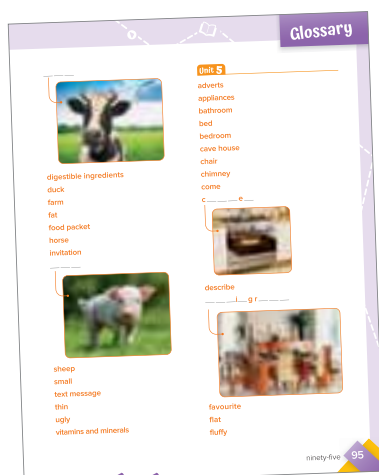
Review

At the end of all even-numbered units, there is a review with activities that aim to consolidate the contents studied, providing additional practice.



Games

The games seek to recycle the vocabulary and the structures taught in the units in a fun and playful way. They can be played at the end of the school year for reinforcement or even assessment.



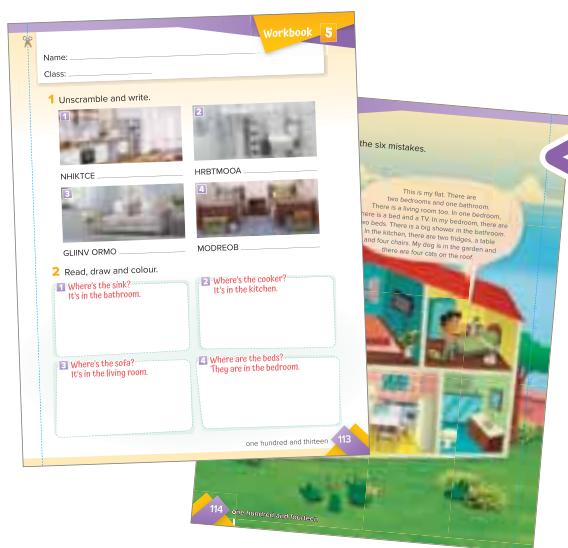
Instructions

This section brings a list of commands used throughout the units to help students (and their parents or guardians) to understand the rubrics of the activities carried out in the classroom or assigned as homework. It is recommended that these commands be explored at the beginning of the school year.



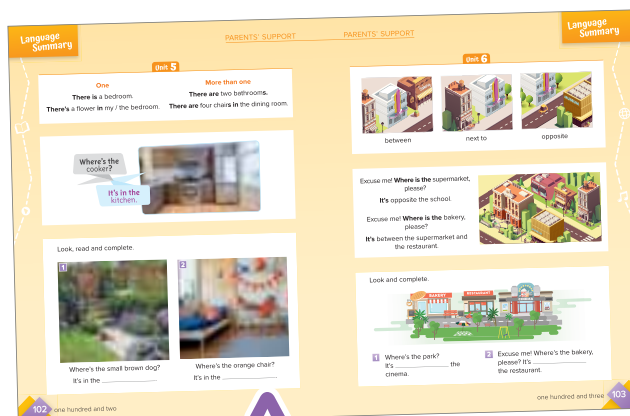
Glossary

This section presents the keywords studied in each unit, offering the students opportunities to consolidate vocabulary through a personalised glossary.



Workbook

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



Language Summary

This section is organised by unit and aims to summarise and systematise the functions and structures presented in the book, which can be a useful reference for students (and parents or guardians) if they need to reinforce the linguistic contents.

Tour of a Unit

Opening Pages

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



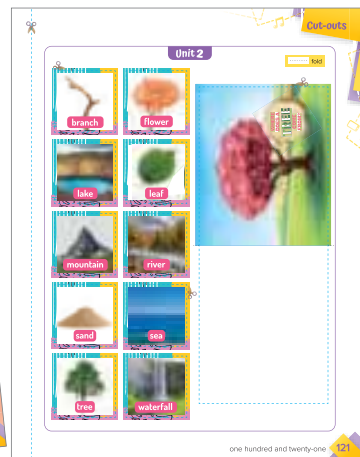
Look & Listen

This box aims to present the students with the new lexical items and structures worked on in the units using examples and visual references.



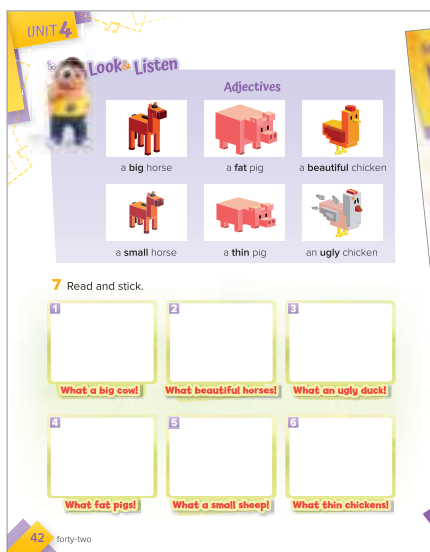
Practice Activities

Varied activities that involve the expansion, recognition and understanding of the content presented in the opening pages and in the Look & Listen box. They stimulate language practice, as well as consolidation of knowledge.



Cut-outs

Cut-outs support for the practice activities suggested in the Student's Book.

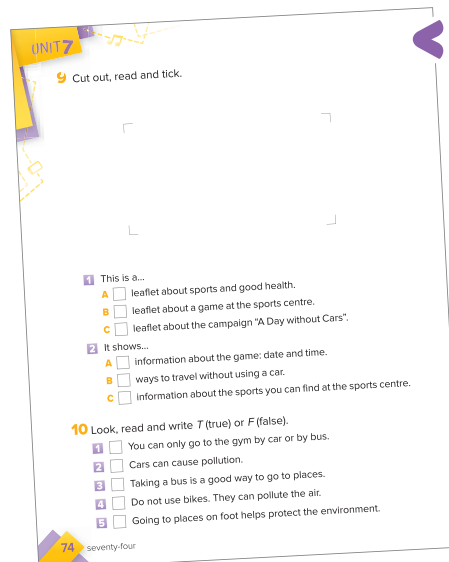
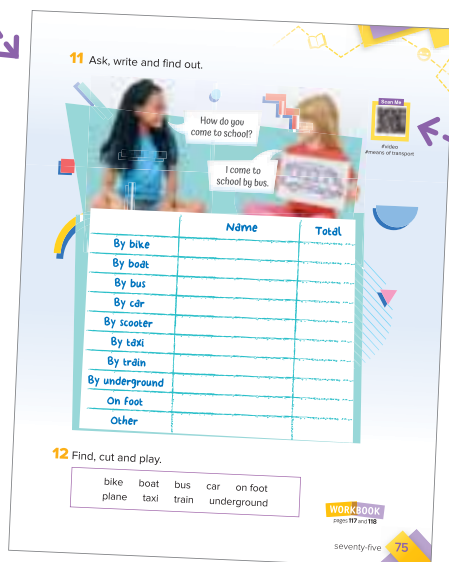


Stickers

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

Production Activities

The activities proposed in the last pages of the units encourage children to use the language in a more independent way and stimulate them to spontaneously apply the content studied at the beginning of the units, by expressing themselves orally, through drawings, games, etc.



Textual Genres

Each unit brings reading and recognition activities of different written, verbal and verbal-visual textual genres.

QR Codes

This icon indicates the existence of a digital object (videos, GIFs, animated infographics or multimedia galleries) that caters for the expansion of the contents in the units.

Songs

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

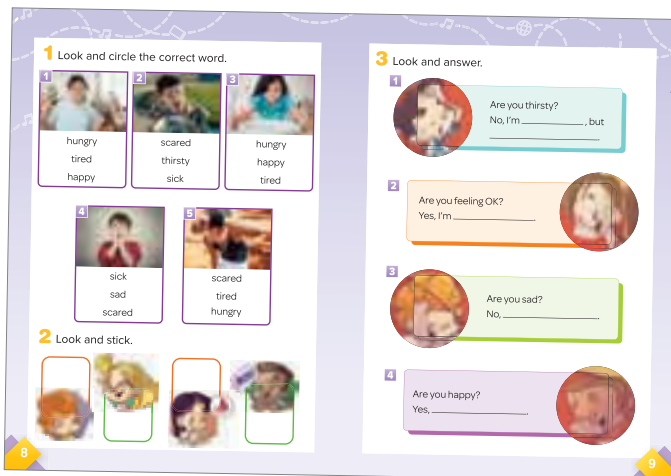


Tour of the Comic Book

Each level of the series includes a separate Comic Book component. The Comic Book includes four colourful chapters with children as the main characters to awake the pleasure for reading. All reading material has been recorded to facilitate students' understanding by listening to the corresponding audio material.



The artwork is designed to be dynamic, visually rich and easy to exploit for language practice. It provides teachers with lots of opportunities to promote visual literacy.



At the end of every chapter, there are comprehension-related activities, also engaged with contents from the Student's Book, as revision in a ludic and fun way.

Socio-emotional Animations

One episode per level related to topics that are being studied, with dialogues to enhance the students' listening comprehension skills.



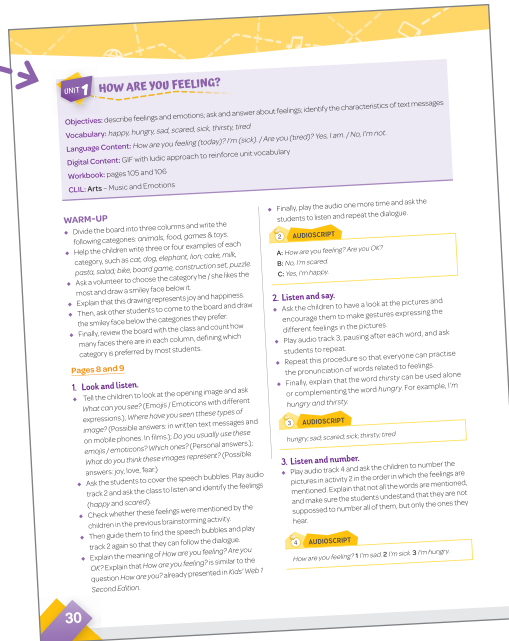
The QR codes take students to the socio-emotional animations in an easy and fast way.

An armadillo and a tortoise go through experiences that trigger reflections on different socio-emotional skills.

Tour of the Teacher's Book

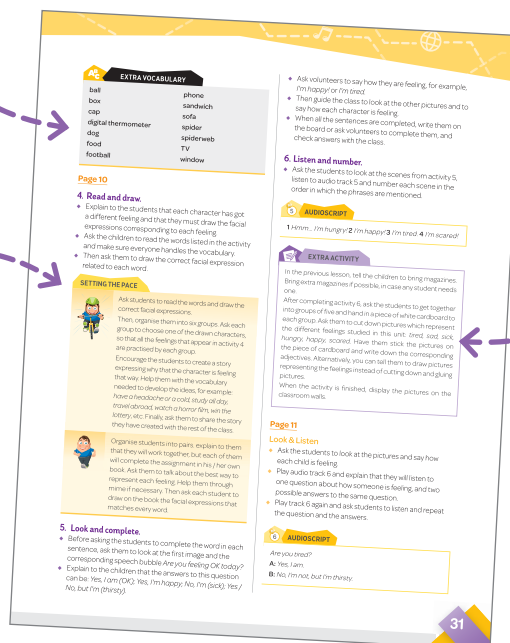
Unit Overview

Each unit is presented with an initial Unit Overview to help with quick lesson plans. It also provides the transcripts and answer keys, assessment guidance, and detailed instructions for developing the activities on the Student's Book.



Expansion of Vocabulary

This box at the end of the opening scene presents other lexical items that are pertinent to the subject of the unit and can be worked on as extra vocabulary.



Setting the Pace

This box gives instructions on how to do the same activity with students who present different learning styles, allowing the teacher to cater for their individual needs more effectively.

Extra Activity

For those teachers who desire to expand on a particular subject, this box presents ideas for extra activities and offers suggestions for tasks that can be carried out in different parts of the unit.

Scope and Sequence

Unit	Objectives	Vocabulary
Welcome	<ul style="list-style-type: none"> Review 	
1 How Are You Feeling?	<ul style="list-style-type: none"> Describe feelings and emotions. Ask and answer about feelings. 	<i>happy, hungry, sad, scared, sick, thirsty, tired</i>
2 My World	<ul style="list-style-type: none"> Name places and elements related to nature. Ask and answer yes / no questions. 	<i>branch, flower, lake, leaf, mountain, river, sand, sea, tree, waterfall</i>
3 Occupations	<ul style="list-style-type: none"> Talk about jobs and occupations. Use indefinite articles before nouns. 	<i>artist, astronaut, athlete, ballerina, doctor, engineer, firefighter, lawyer, pilot, singer, teacher, vet</i>
4 On the Farm	<ul style="list-style-type: none"> Identify and describe farm animals. Talk about how many animals there are on a farm. 	<i>chicken, cow, duck, horse, pig, sheep; beautiful, big, fat, small, thin, ugly</i>
5 My House	<ul style="list-style-type: none"> Talk about parts of the house and objects in a house / flat. Ask and answer questions about where objects are located in a house / flat. 	<i>bathroom, bedroom, dining room, garden, kitchen, living room; bed, chair, cooker, fridge, shower, sink, sofa, table, wardrobe</i>
6 My Town	<ul style="list-style-type: none"> Identify places in a town / city. Ask and answer about the location of places in a town / city. 	<i>bakery, bank, cinema, library, museum, park, restaurant, school, shopping centre, supermarket; between, next to, opposite</i>
7 Means of Transport	<ul style="list-style-type: none"> Name means of transport. Talk about how you go to certain places. 	<i>bike, boat, bus, car, on foot, plane, taxi, train, underground</i>
8 Numbers around Us	<ul style="list-style-type: none"> Say the numbers from 20 to 60. Talk about numbers in daily life. 	<i>numbers 20-60</i>

	Language Focus	Textual Genre	CLIL / Life Skills	Digital Content	Workbook
	<i>How are you feeling (today)? I'm (sick). Are you (tired)? Yes, I am. / No, I'm not.</i>	Text message	CLIL: Art <i>Music and Emotion</i>	GIF with ludic approach to reinforce unit vocabulary.	• pp. 105-106
	<i>Is it (a river)? Yes, it is. Is it (a flower)? No, it isn't.</i>	Diagram			• pp. 107-108
	<i>What do you want to be? I want to be a / an (athlete).</i>	Invitation	Life Skills: <i>Learning from Others</i>	Video on jobs and occupations vocabulary.	• pp. 109-110
	<i>There is a / an (duck) on the farm. There are (two cows) on the farm. What a (big) (horse)! What (beautiful) (pigs)!</i>	Packaging		Video with ludic approach to revise <i>there is / there are</i> .	• pp. 111-112
	<i>Where's the (bed)? It's in the (bedroom). There is a (bathroom). There are (two) (bedrooms). There's a (ball) in my (bedroom). There are (six chairs) in the (dining room).</i>	E-mail	Life Skills: <i>Sharing Common Areas</i>		• pp. 113-114
	<i>Excuse me! Where's the (park), please? It's (opposite) the (bank).</i>	Map legends		Gallery of pictures related to places in a town / city.	• pp. 115-116
	<i>How do you go / come to (school)? I go / come to school by (car) (with my mum). I go there / come here (on foot). I travel (by plane).</i>	Leaflet	CLIL: Geography <i>Going Places</i>	Video on means of transport to use as unit revision.	• pp. 117-118
	<i>What's (your flat) number? It's (thirty-four). What number is on (your football T-shirt)? It's (twenty-three).</i>	Joke			• pp. 119-120

Suggestions for the First Lessons

Suggestions for the first lesson

- ◆ Before you start working on the first unit in the Student's Book, it is advisable to carry out some warm-up activities which may contextualise English learning and help teacher and children come to an agreement on classroom rules. These activities do not involve the use of the Student's Book since many times not all the children have it at the very beginning of the school year.
- ◆ For the first class, we suggest a game that works as vocabulary revision of the items studied the previous year and also as a fun way to practise English with the group.
- ◆ Choose a student to start with. Tell him / her *Look at (Daniele)!*, saying the name of another student in the class. Let the first student look carefully at the chosen classmate for approximately five seconds and ask him / her to close his / her eyes, saying *Close your eyes*. Ask him / her questions about the student he / she observed. Suggestions: *What colour is his / her hair?*; *How many pens are there on his / her desk?*; etc. If the student does not know the answer or gives an incorrect answer, another classmate, even with his / her eyes open, can answer. Ask the student three questions and then let him / her choose the next classmate.

Suggestions for the second lesson

- ◆ If the students do not have the Student's Book yet, we suggest a game for them to get to know *Kids' Web Second Edition* and its resources.
- ◆ Bring magazine cut-outs with pictures of people of different gender, race, age and physical characteristics. Place the cut-outs in a box.
- ◆ Hand out blank sheets of paper and ask the children to work with coloured pencils.
- ◆ Ask a volunteer to choose a magazine cut-out, take a look at it and describe it to the rest of the class for them to draw a picture. For example: *She is a girl. She has got long, brown hair and green eyes. / He is a man. He has got short, black hair and black eyes.*
- ◆ *TIP:* You can also start the game by reading a description of a person and drawing the picture on the board at the same time.
- ◆ In the end, exhibit the students' pictures together with the original pictures.

By asking the students to open the book at a certain page, you can use the command *Open your books to page (eight)*. Write the page number on the board as students may not yet know numbers in English.

WELCOME

WARM-UP

- ◆ Ask the students to open their books to page 92 and draw their attention to the set of **Instructions** that appear on that page. The students will find a list of commands used throughout the units. This section will help children (and their parents) understand the rubrics of the activities carried out in the classroom or assigned as homework. The aim is to help students memorise and learn the meaning of these words and also how to pronounce these commands.
- ◆ Let the children study the page for a minute. Then play audio track 62 and ask them to listen and repeat the words.

62

AUDIOSCRIPT

answer; ask; beak the code; categorise; circle; colour; complete; correct; cut out; dance; do; draw; find; identify; interview; listen; look; match; mime; number; play; practise; read; say; sing; stick; talk; think; tick; unscramble; write

Pages 6 and 7

The *Kids' Web 3 Second Edition* maze provides a playful and fun revision of the content worked on Level 2 of *Kids' Web*. At this first moment, it is important to let the students feel free to revise in a relaxed way what has already been learnt and, at the same time, stimulate their interest in the content to be featured in Level 3. This activity can be done individually, in pairs or in groups of up to four participants, with students thinking in the answer together and walking through the maze together.

- ◆ Have students open their book to pages 6 and 7 and explore the maze scene. Read the rubric out loud. Ask the children if they understand the instruction and, if necessary, explain what the word *maze* means. Practise pronunciation of this word with the class. Then encourage the students to figure out what they should do to get out of this place. (Answer some questions correctly and go through the maze to one of the exits.)
- ◆ Introduce the terms *arrow*, *boat*, *bridge*, *chest*, *island*, *ladder* and *sign*. Then ask *What can you see?* (A maze.);

Where is this maze located? (On an island.); *Where is the starting point?* (In the middle of the maze.); *How many exits are there?* (Two.); *What is the ultimate prize?* (A chest with toys.).

1. Follow the maze.

- ◆ Tell the children that they are going to walk down the mysterious paths of a maze and that, along that path, they will find some signs with questions that they should answer before continuing the path. Explain that each numbered question has got two possible answers linked to arrows of different colours. They need to choose one of the alternatives, look at the correct colour of this option and follow the indicated path with the same colour.
- ◆ Organise the class into groups of up to four students and provide a small object to help them go through the maze more easily, like an eraser or a sharpener, placing it in the centre of the maze, in the **START!** position.
- ◆ Explain to the children that the numbered signs are linked to tasks that can be an image to be named, a question to be answered or a sentence to be completed.
- ◆ The group reads the question, decides on the answer together and continues through the maze by following the arrow that matches the colour of the chosen alternative. If the path leads to another sign, they must repeat the process, choosing another answer and following the path indicated by the correct colour; if they reach a dead end, they must go back to the previous sign and choose the other (correct) option to go the other way.
- ◆ Explain that if the students answer the questions correctly, they will find the way out and consequently get the prize (chest) quickly. However, it is worth noting that choosing incorrect answers does not make the activity impossible to carry out, as it only increases the length of the path within the maze and the number of signs found along the way.
- ◆ The purpose of this activity is to review the vocabulary presented in *Kids' Web 2 Second Edition* and provide an opportunity for the students to get to know each other. Therefore, it should not be treated as a competition.

Welcome

1 Follow the maze.

1 WHAT'S THE WEATHER LIKE?

IT'S CLOUDY. IT'S HOT.

2

I LIKE

SUMMER AUTUMN

3

WHERE'S MY RULER?

IT'S IN THE PENCIL CASE. IT'S UNDER THE PENCIL CASE.

8

10

6

2

4

THIS IS A

PENCIL

PENCIL SHARPENER

5

WHAT'S YOUR FAVOURITE TOY?

IT'S A DOLL. IT'S A TEDDY BEAR.

6

SIX



UNIT 1 HOW ARE YOU FEELING?

Objectives: describe feelings and emotions; ask and answer about feelings; identify the characteristics of text messages

Vocabulary: *happy, hungry, sad, scared, sick, thirsty, tired*

Language Content: *How are you feeling (today)? I'm (sick). / Are you (tired)? Yes, I am. / No, I'm not.*

Digital Content: GIF with ludic approach to reinforce unit vocabulary

Workbook: pages 105 and 106

CLIL: Arts – Music and Emotions

WARM-UP

- ◆ Divide the board into three columns and write the following categories: *animals, food, games & toys*.
- ◆ Help the children write three or four examples of each category, such as *cat, dog, elephant, lion; cake, milk, pasta, salad; bike, board game, construction set, puzzle*.
- ◆ Ask a volunteer to choose the category he / she likes the most and draw a smiley face below it.
- ◆ Explain that this drawing represents joy and happiness.
- ◆ Then, ask other students to come to the board and draw the smiley face below the categories they prefer.
- ◆ Finally, review the board with the class and count how many faces there are in each column, defining which category is preferred by most students.

Pages 8 and 9

1. Look and listen.

- ◆ Tell the children to look at the opening image and ask *What can you see?* (Emojis / Emoticons with different expressions.); *Where have you seen these types of image?* (Possible answers: in written text messages and on mobile phones. In films.); *Do you usually use these emojis / emoticons? Which ones?* (Personal answers.); *What do you think these images represent?* (Possible answers: joy, love, fear.)
- ◆ Ask the students to cover the speech bubbles. Play audio track 2 and ask the class to listen and identify the feelings (*happy* and *scared*).
- ◆ Check whether these feelings were mentioned by the children in the previous brainstorming activity.
- ◆ Then guide them to find the speech bubbles and play track 2 again so that they can follow the dialogue.
- ◆ Explain the meaning of *How are you feeling? Are you OK?* Explain that *How are you feeling?* is similar to the question *How are you?* already presented in *Kids' Web 1 Second Edition*.

- ◆ Finally, play the audio one more time and ask the students to listen and repeat the dialogue.

2 AUDIOSCRIPT

A: *How are you feeling? Are you OK?*

B: *No, I'm scared.*

C: *Yes, I'm happy.*

2. Listen and say.

- ◆ Ask the children to have a look at the pictures and encourage them to make gestures expressing the different feelings in the pictures.
- ◆ Play audio track 3, pausing after each word, and ask students to repeat.
- ◆ Repeat this procedure so that everyone can practise the pronunciation of words related to feelings.
- ◆ Finally, explain that the word *thirsty* can be used alone or complementing the word *hungry*. For example, *I'm hungry and thirsty*.

3 AUDIOSCRIPT

hungry; sad; scared; sick; thirsty; tired

3. Listen and number.

- ◆ Play audio track 4 and ask the children to number the pictures in activity 2 in the order in which the feelings are mentioned. Explain that not all the words are mentioned, and make sure the students understand that they are not supposed to number all of them, but only the ones they hear.

4 AUDIOSCRIPT

How are you feeling? 1 I'm sad. 2 I'm sick. 3 I'm hungry.

ball	phone
box	sandwich
cap	sofa
digital thermometer	spider
dog	spiderweb
food	TV
football	window

Page 10

4. Read and draw.

- ◆ Explain to the students that each character has got a different feeling and that they must draw the facial expressions corresponding to each feeling.
- ◆ Ask the children to read the words listed in the activity and make sure everyone handles the vocabulary.
- ◆ Then ask them to draw the correct facial expression related to each word.

SETTING THE PACE



Ask students to read the words and draw the correct facial expressions.

Then, organise them into six groups. Ask each group to choose one of the drawn characters, so that all the feelings that appear in activity 4 are practised by each group.

Encourage the students to create a story expressing why that the character is feeling that way. Help them with the vocabulary needed to develop the ideas, for example: *have a headache or a cold, study all day, travel abroad, watch a horror film, win the lottery*, etc. Finally, ask them to share the story they have created with the rest of the class.



Organise students into pairs. explain to them that they will work together, but each of them will complete the assignment in his / her own book. Ask them to talk about the best way to represent each feeling. Help them through mime if necessary. Then ask each student to draw on the book the facial expressions that matches every word.

5. Look and complete.

- ◆ Before asking the students to complete the word in each sentence, ask them to look at the first image and the corresponding speech bubble *Are you feeling OK today?*
- ◆ Explain to the children that the answers to this question can be: *Yes, I am (OK); Yes, I'm happy; No, I'm (sick); Yes / No, but I'm (thirsty).*

- ◆ Ask volunteers to say how they are feeling, for example, *I'm happy!* or *I'm tired.*
- ◆ Then guide the class to look at the other pictures and to say how each character is feeling.
- ◆ When all the sentences are completed, write them on the board or ask volunteers to complete them, and check answers with the class.

6. Listen and number.

- ◆ Ask the students to look at the scenes from activity 5, listen to audio track 5 and number each scene in the order in which the phrases are mentioned.

5

AUDIOSCRIPT

1 *Hmm... I'm hungry!* 2 *I'm happy!* 3 *I'm tired.* 4 *I'm scared!*



EXTRA ACTIVITY

In the previous lesson, tell the children to bring magazines. Bring extra magazines if possible, in case any student needs one.

After completing activity 6, ask the students to get together into groups of five and hand in a piece of white cardboard to each group. Ask them to cut down pictures which represent the different feelings studied in this unit: *tired, sad, sick, hungry, happy, scared*. Have them stick the pictures on the piece of cardboard and write down the corresponding adjectives. Alternatively, you can tell them to draw pictures representing the feelings instead of cutting down and gluing pictures.

When the activity is finished, display the pictures on the classroom walls.

Page 11

Look & Listen

- ◆ Ask the students to look at the pictures and say how each child is feeling.
- ◆ Play audio track 6 and explain that they will listen to one question about how someone is feeling, and two possible answers to the same question.
- ◆ Play track 6 again and ask students to listen and repeat the question and the answers.

6

AUDIOSCRIPT

Are you tired?

A: *Yes, I am.*

B: *No, I'm not, but I'm thirsty.*

7. Look, circle and write.

- ◆ Read each of the questions with the students.
- ◆ Then, ask them to look at the pictures and circle the correct answers.
- ◆ Check answers orally by reading the questions and the correct answers.
- ◆ When the answer is negative, encourage them to write the feeling using the learnt structure on the *Look & Listen* box, for example, *No, I'm not, but I'm (hungry)*.

Page 12

8. Let's play!

- ◆ Tell the children they will play a game. Ask them to get together in pairs and provide a coin for each pair.
- ◆ Now tell them to get a blank sheet of paper, divide it into two parts and write one name in each part. They will use that sheet to write down their scores.
- ◆ Instruct them to look at the board game and place an eraser or any other object on the *Start* square. Tell the children what *head or tails* mean by showing them the two faces of a coin.
- ◆ Explain the game. The first child tosses the coin. If it falls heads up, he / she goes forward two squares; if it falls tails up, he / she goes forward only one square. Once in that square, his / her partner has to ask *How are you (feeling)?* If the answer matches the feeling represented in the square, he / she scores a point, which must be written down in the score sheet. If the coin falls on the *You're lucky!* square, the child who tossed the coin, goes forward 2 squares. If the coin falls on the *Sorry!* square, he / she goes backward 2 squares. The winner is the child who gets to the *The End* square first.

SETTING THE PACE



Change the rules of the game a little by changing the type of question students should ask.

On the first line of the path, keep the question and the default answer.

On the next two lines, students should ask *Are you feeling OK?* and the answers should read *Yes, I'm (happy)*. or *No, I'm (tired)*. Whoever answers correctly gets a point.

In the last two lines of the path, the students should change the question to *Are you...?* and the response to *Yes, I am*. or *No, I'm not, but I'm...* For example, one student in the pair tosses the coin and moves forward the

corresponding number of squares. Then, the opponent must ask a question, such as *Are you sad?* If the expression shown in square he / she is in represents sadness, he / she gets a point if the answer is *Yes, I am*. If the expression does not represent sadness, the answer must be *No, I'm not, but I'm (scared)* to score a point. If anyone makes a mistake, he / she does not score and it is the opponent's turn to play.



EXTRA ACTIVITY

Ask one of the children to go to the front of the class and whisper one of the adjectives in activity 4 in your ear. Then ask him / her to mime that adjective for the rest of the class to guess what it is. The child who guesses the adjective, goes to the front of the class to mime another one and so on. Make sure all the adjectives are practised more than once and most of the students have had the opportunity to guess the adjectives.

Page 13

9. Let's sing and dance!

- ◆ Tell the students they will listen to a song called *If You're Happy and You Know It*. Play audio track 7 so that the students become familiar with the song.
- ◆ Read the lyrics of the song slowly or play the song, pausing after each line to mime the movements mentioned: *clap your hands, stamp your feet, shout Hooray* for the children to understand the meaning of the phrases. Ask the children to imitate your movements as they hear them.
- ◆ Now play track 7 again, pausing after each verse for the children to repeat.
- ◆ After everyone is familiar with the lyrics, play the karaoke version of the song and ask the children to sing along while making the choreography movements at the same time.

7

AUDIOSCRIPT

If You're Happy and You Know It

If you're happy and you know it, clap your hands!

If you're happy and you know it, clap your hands!

If you're happy and you know it,

and you really want to show it,

if you're happy and you know it, clap your hands!

If you're happy and you know it, stamp your feet!
If you're happy and you know it, stamp your feet!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, stamp your feet!

If you're happy and you know it, shout Hooray!
If you're happy and you know it, shout Hooray!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, shout Hooray!

If you're happy and you know it, do all three!
If you're happy and you know it, do all three!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, do all three!

SETTING THE PACE



Organise the students into three groups and ask each group to sing a line of the song, making the correct choreography movements. Rehearse a few times, playing each verse of the song and helping each group with lyrics and gestures. Then, play the full audio track and ask the groups to show their choreography.

10. Draw.

- ◆ Write the word *happy* on the board and ask the students *What makes you happy?*
- ◆ Give some personal examples of what makes you feel happy, and if you prefer, illustrate your answers with pictures from magazines.
- ◆ Next, ask volunteers to respond freely and provide vocabulary that will likely be new to them: *going to the beach, a beautiful sunny day, being with my family makes me happy*, etc.
- ◆ Finally, ask the children to draw themselves in their notebooks, in some situation that makes them very happy.

Page 14

11. Read and tick.

- ◆ Explain to the students that it is common to use emojis / emoticons to express feelings in text messages exchanged by mobile phone or computer.

- ◆ Help the children read the text and teach some features of the type of message, such as the use of abbreviated phrases. Explain, for example, the meaning of *R u OK?*, which is shorthand for *Are you OK?*
- ◆ Also ask if they can identify what the structure used in the text is. (Short dialogues, with questions and answers.)
- ◆ Then ask the class to identify the feeling or emotion that each emoji expresses in the message and have them tick the correct alternatives.
- ◆ Ask if they often use emojis / emoticons and / or abbreviated texts and for whom these messages are intended.
- ◆ Finally, ask the class to read the sentences and the alternatives that complete them correctly.



ADDITIONAL INFORMATION

Explain to the students that in formal texts and conversations, it is important to write without abbreviations. However, in exchange mobile phone and social media messages, in addition to the use of emojis / emoticons, it is common to use abbreviated words, because it is an informal text and it makes typing easier and faster.

Based on <<https://www.englishclub.com/esl-chat/abbreviations.htm>>
 Accessed on December 15, 2022.

12. Read, circle and stick.

- ◆ Tell the students to read through the message exchange from activity 11 again to identify each feeling expressed by Emily and Jack throughout the conversation.
- ◆ Then ask them to circle the feelings expressed by Emily and Jack.
- ◆ Finally, encourage them to place the stickers from page 130 in the correct places. Draw the students' attention to the fact that they may not need to use all the stickers.

Page 15

13. Write T (true) or F (false).

- ◆ Tell the students to read the text from activity 11 again and then ask them to read the sentences and compare them with the text messages.
- ◆ Ask them to write *T* (true) if they are correct and *F* (false) if they are incorrect.
- ◆ Finally, read the sentences and check them orally. If possible, help them correct the false sentences, making them true: *Jack is sick and tired; Emily is sad* (explain to the students that Emily is sad because her friend Jack is sick); *Emily started the conversation*.

14. Listen and say.

- ◆ Ask the students to look at the picture and speech bubbles and identify what the children are talking about.
- ◆ Play audio track 8 and ask students to listen and repeat the dialogue.
- ◆ Ask them how the girl is feeling (*happy*).
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find a GIF with ludic approach to revise the unit vocabulary. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

8

AUDIOSCRIPT

A: How are you feeling today?

B: I'm happy! And you?

15. Now, you!

- ◆ Ask the children to walk around the classroom and ask their classmates how they are feeling.
- ◆ Tell them to answer to classmates when asked questions.
- ◆ To do so, encourage them to follow the dialogue presented in activity 14.
- ◆ Encourage the students to use *Are you feeling OK?*; *Yes / No, I'm (happy / sad)*; *Yes / No, but I'm (thirsty)*; and *Are you (scared)?*; *Yes, I am*; *No, I'm not, but I'm sick*.



EXTRA ACTIVITY

Ask the children to put their desks aside and stand in a circle in the middle of the classroom. Give three pencils to three children: a blue pencil, a red pencil and a yellow pencil. Play any song you want and ask the children to pass the pencils on to the classmates to their right, in the *Hot Potato* game style. When the music stops, the child who is holding the yellow pencil must mime one of the feelings studied in this unit. The child who is holding the blue pencil must ask the one with the red pencil *How are you (feeling) today?* and he / she, in turns, has to give the right answer. Play the song again and repeat the procedure several times. Ask the children with the yellow pencil to mime different feelings so that the class has the opportunity to practise all of them.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 105-106. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 16 and 17

CLIL: MUSIC AND EMOTION (ARTS)

1. Listen and draw.

- ◆ Play audio track 9 and ask the students to listen carefully. Pause as each song is played and guide them to complete the faces with the feeling that each song makes them feel, such as fear, sadness, joy, among others. Repeat each rhythm a few times until the children are comfortable to complete the drawings.
- ◆ Also tell them to write in their book or notebook how they felt when listening to each song. Encourage them to use the studied terms in the unit and, if necessary, assist them with the vocabulary.
- ◆ When checking students' answers, ask volunteers to show their drawings and say what each melody conveys to them and how they feel. Mention that there are different musical rhythms of different origins. If you consider it appropriate, talk to the students about the origin of songs selected for this activity. (Some information can be found in the *Additional Information* box below).
- ◆ Then, explain that music can make us experience different feelings and we can listen to it in different contexts. In the following activity, some of these contexts will be studied.
- ◆ Possible responses to the activity: *1 happy*; *2 tired*; *3 sad*; *4 scared*.

9

AUDIOSCRIPT

1 (Celtic music); 2 (Chinese bamboo flute); 3 (mariachi music); 4 (classical music)



ADDITIONAL INFORMATION

CELTIC MUSIC

Celtic music comes from Ireland, Scotland and Wales and dates back to the 1600s. The main instruments heard in Celtic melodies are the harp, the violin, the flute, the lute and bagpipes.

Based on <www.celtic-weddingsrings.com/history-of-celtic-music>. Accessed on December 15, 2022.

CHINESE BAMBOO FLUTE

The Chinese bamboo flute is an ancient instrument and is among the oldest in the world. In excavations made by archaeologists at ruins in Henan Province in the 1980s, bone flutes were found that can play a six-note scale, which is rare in the history of music.

Based on <<http://www.china.org.cn/english/culture/94027.htm>>.
Accessed on December 15, 2022.

MARIACHI MUSIC

Mariachi, a traditional Mexican musical genre, emerged in mid-nineteenth century. A group of mariachis is formed by men who sing together ("screamed" singing) and play guitars, violins and other similar stringed instruments.

Based on <<https://www.britannica.com/art/mariachi>>.
Accessed on December 15, 2022.

CLASSICAL MUSIC

In 1876, Tchaikovsky composed the opera *Francesca da Rimini*, inspired by a tale from *The Divine Comedy* by Dante Alighieri. The melody is obscure and expresses an identification with tragedy experienced by the heroine in the story, who was murdered by her husband.

Based on <www.allmusic.com/composition/francesca-darimini-symphonic-fantasy-for-orchestra-in-e-minor-op-32-mc0002371792>.
Accessed on December 15, 2022.

2. Look, listen and match.

- ◆ Ask the children to look at the pictures carefully and ask what is happening in each scene, what people are doing, where they are and how they are feeling (personal answers).
- ◆ Play audio track 10 and pause as each song is played.
- ◆ Ask the students to number the pictures by matching them with the songs. They must think in which situation each melody could be played (for example, if you are in a good mood, if you are sad, if you are at a party, in a park).
- ◆ Mention that music is present in our daily lives in different contexts and that it is often selected according to our mood of each day.
- ◆ When checking the students' answers, ask the children to justify their answers. Ask *Why, in the first picture, is the person happy?; What kind of music could she be listening to?; In the other pictures, what kind of music do you think people are listening to?* (Personal answers.)

10

AUDIOSCRIPT

1 (relaxing music); 2 (cheerful music); 3 (frightening music); 4 (sad music)

3. What about you?

- ◆ Ask the children if they like listening to music. If the answer is yes, ask them to tell you which songs they like listening to (personal answers).
- ◆ Ask when and where they listen to music. Refer to the music excerpts worked on in the previous activity and also ask how the songs made them feel.
- ◆ Mention that listening to music is not just a form of distraction, but it can help us relax, improve our concentration (depending on the heard rhythm), rejoice, etc.
- ◆ Also explain that listening to music is not always appropriate, because there are times when we must respect the boundaries of the other, for example, when someone tries to rest or study, when someone is sleeping or at times that it is not allowed, in buildings and homes.
- ◆ Furthermore, explain that our own boundaries should also be respected when we listen to music using headphones, because if the volume is too high, our hearing may be impaired. Ask them to always check the proper volume of headphones when using them.

4. Look, listen to the sounds and number. Then play.

- ◆ Ask the students to look at the pictures and ask them to say what each one represents (personal answers).
- ◆ Mention that each image shows a type of sound that can be produced with the body itself. Explain that vocal sounds or music with body parts is known as *body percussion* and, combined in tune, these sounds can compose a song.
- ◆ Tell them they are going to learn some hand gestures and movements, which will then be used to compose a song.
- ◆ Ask them to close their eyes. Explain that you will make one of the sounds and they must listen to it with their eyes closed. Say in loud voice *One!* and then pat your palm repeatedly on a table.
- ◆ When you say *Open your eyes!*, they must open their eyes and match the sound with the correct image in the book.
- ◆ Repeat the same procedure with the other sounds. The sequence suggested for this activity is: 1 pat your hands on a table; 2 stamp your feet on the ground; 3 clap your hands; 4 snap your fingers.
- ◆ Then repeat each sound, also emitting its onomatopoeia. Ask the class to repeat the movement and the vocabulary referring to the sounds (*clap, pat, snap, stamp*).

- ◆ Ask them to stand up. Make some of the studied sounds in rhythmic sequence and encourage the students to make them as well.
- ◆ If you wish, choose a few students to do the moves and sounds to be imitated by others. Mention that they must make the sounds following a rhythm. Allow them to feel free to create other sounds or make those they have learnt in the activity.
- ◆ At the end of the activity, ask students about their experience of working with body percussion. Also ask if they know other ways of producing sounds besides those they have learnt in the activity (personal answers).

5. Look and circle.

- ◆ Before starting the activity, provide materials whose handling can make different sounds. Material suggestions: PET bottles, beans in bottles, plastic cups, boxes of cardboard, wooden spoon, pots. Place these materials on your table or desk.
- ◆ Instruct the students to look at the pictures on the page and ask what they represent (musical instruments). Check if they know which instruments are illustrated (organ, xylophone, rattle, violin, tambourine, drum, flute, saxophone) and ask them whether they have already heard the sounds they make and on what occasions.
- ◆ Explain to the children that another way to make sounds to compose a melody is by means of musical instruments. However, these instruments are not always available, so we can assemble them using different materials. Ask *What materials can you identify in the instruments shown in the pictures?* (PET bottles, bottle caps, glass bottles, markers, cans.)
- ◆ Make some sounds using the materials provided earlier to show students some examples.
- ◆ Allow the children to experiment with using these materials, also in a free way. Then ask them to look at the pictures again and circle the instrument that matches the one made with unconventional materials.
- ◆ Choose a few students and ask them to close their eyes. Tell a classmate to select one or more materials to make a sound. The student with eyes closed must guess the materials used in the sounds.

- ◆ Finally, explain that it is important to experience the use of different materials so that we can understand what sounds they make. In this way, we can combine different sounds in a rhythmic way and compose a song. Furthermore, we can have fun, even without having the original instruments.

6. Make your own music!

- ◆ Organise the class into four groups and ask them to compose a song based on what they learnt in the previous activities. Explain that they can use body percussion or different materials to make the sounds.
- ◆ To do so, demonstrate the ways in which they can express feelings or make sounds. Make different facial expressions (for example, smile, express sadness or fear or pretend to be relaxed). Also use the movements of your body to express yourself (for example, jump and stamp your feet on the ground, walk slowly or as if you are relaxed; sketch sounds as if expressing happiness or sadness, tiredness, some louder sounds, others at a low volume, at different speeds).
- ◆ Also make some objects available whose handling can make sounds (PET bottles with beans inside, cans, pencils, plastic cups) and show how they can be used in the activity. For example, shake a PET bottle with beans inside in a happy rhythm and smile, dancing excitedly.
- ◆ Next, mention that each group should think of one rhythm so that sounds come out synchronously. They should also think about which emotion they want to convey through their music, without letting other groups know.
- ◆ Assist as needed but allow the students to experiment with different ways of making sounds to compose melodies.
- ◆ Once everyone has finished their compositions, ask them to show them to the class. The other groups must say the feeling they had when listening to the music of their classmates and the group members must say what they sought to convey through it.
- ◆ End the activity by mentioning that music makes us experience different feelings (happiness, sadness, relaxation, fear, etc.) and that each person feels differently when listening to it. Furthermore, music can be present in different contexts and can be produced in different ways, as studied in these activities.

1

How Are You Feeling?

How are you feeling?
Are you OK?

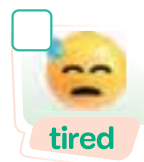
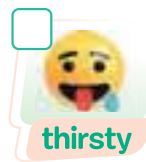
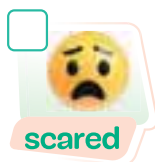
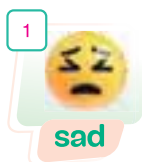
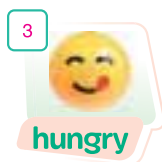
No, I'm
scared.

8

eight

2 1 Look and listen.

3 2 Listen and say.



4 3 Listen and number.

Yes, I'm
happy.

nine

9

UNIT 1

4 Read and draw.

1



2



3



4



5



6



5 Look and complete.



Yes, I'm h a pp y.



No, I'm s care d.



Yes, but I'm h u ng r y.



No, I'm t i re d.

6 Listen and number.

10

ten

6

Look & Listen



How are you feeling?

Are you tired?



Yes, I am.



No, I'm not, but I'm thirsty.

7 Look, circle and write.

1



Are you happy?

A Yes, I am.

B No, I'm not.

No, I'm not, but I'm sad.

2



Are you sick?

A Yes, I am.

B No, I'm not.

3

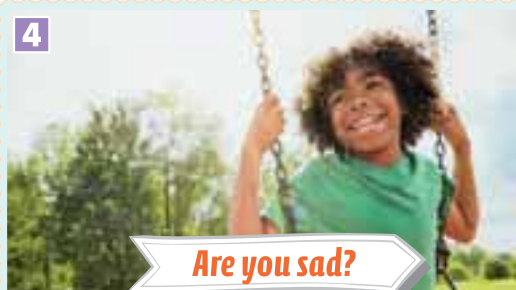


Are you scared?

A Yes, I am.

B No, I'm not.

4



Are you sad?

A Yes, I am.

B No, I'm not.

No, I'm not, but I'm happy.

eleven

11

UNIT 1

8 Let's play!





7 9 Let's sing and dance!

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, clap your hands!

If you're happy and you know it, stamp your feet!
If you're happy and you know it, stamp your feet!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, stamp your feet!

If you're happy and you know it, shout Hooray!
If you're happy and you know it, shout Hooray!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, shout Hooray!

If you're happy and you know it, do all three!
If you're happy and you know it, do all three!
If you're happy and you know it,
and you really want to show it,
if you're happy and you know it, do all three!



10 Draw.

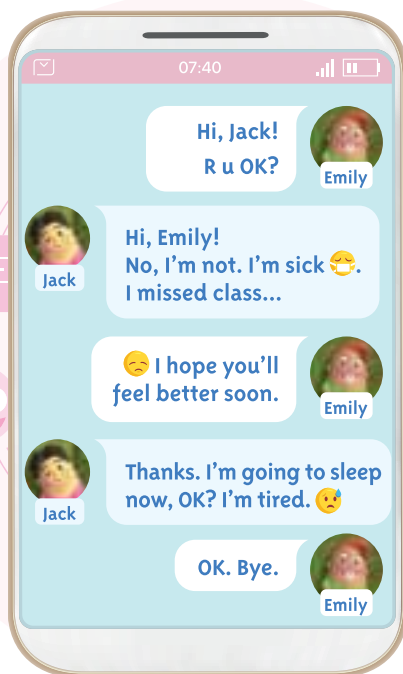


thirteen

13

UNIT 1

11 Read and tick.



1 This is...

- A ☐ an interview.
B ☒ a text message.

2 This kind of text shows...

- A ☐ questions and emoticons.
B ☒ questions, answers and emoticons.

12 Read, circle and stick.

1 How is Emily feeling?

- A sad
B tired
C hungry

sad emoji sticker

2 How is Jack feeling?

- A happy / hungry
B sick / tired
C happy / tired

sick emoji and tired emoji stickers

13 Write *T* (true) or *F* (false).

- 1** ☐ **F** Jack is sad and scared.
- 2** ☐ **F** Emily is sick and tired.
- 3** ☐ **T** Emily and Jack are friends.
- 4** ☐ **T** Jack missed class.
- 5** ☐ **F** Jack started the conversation.

8 **14** Listen and say.

Scan Me



#GIF #feelings

How are you
feeling today?

I'm happy!
And you?

WORKBOOK
pages **105** and **106**

15 Now, you!

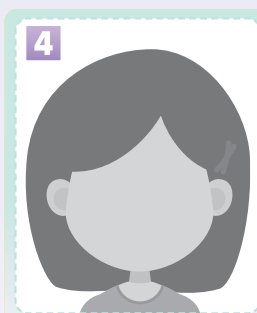
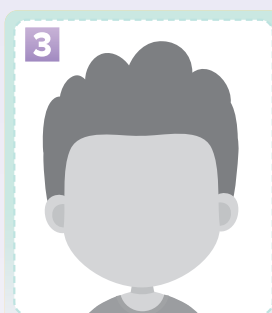
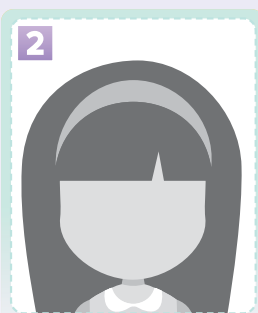
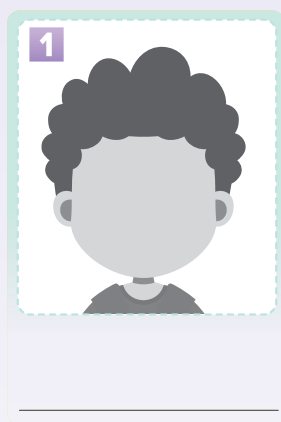
fifteen

15

CLIL

Music and Emotion (Arts)

1 Listen and draw.



2 Look, listen and match.



3 What about you?

4 Look, listen to the sounds and number. Then play.

A 4



B 1



C 3

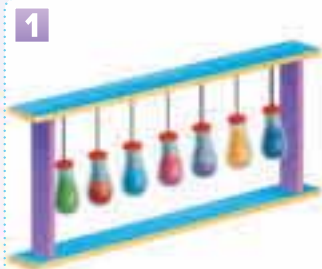


D 2



5 Look and circle.

1



A



B



2



A



B



3



A



B



4



A



B



6 Make your own music!



Workbook 1

Name: _____

Class: _____

1 Look and write.

happy hungry sad ~~scared~~ sick tired



1 I'm scared.

4 I'm sick.

2 I'm happy.

5 I'm tired.

3 I'm sad.

6 I'm hungry.

one hundred and five

105

Workbook

2 Read and match.

1 **Are you feeling OK?**
No, I'm not.
I'm sick.

2 **Are you sad?**
Yes, I am.

3 **Are you hungry?**
No, I'm not, but
I'm scared.

4 **Are you feeling OK?**
Yes, I am.



3 Colour and complete.

I'm not (Student's own answer.),
 but I'm (Student's own answer.).

UNIT 2 MY WORLD

Objectives: name places and elements related to nature; ask and answer yes / no questions; identify the characteristic of diagrams

Vocabulary: *branch, flower, lake, leaf, mountain, river, sand, sea, tree, waterfall*

Language Content: *Is it a (river)? Yes, it is. / Is it a (flower)? No, it isn't.*

Workbook: pages 107 and 108

WARM-UP

- ◆ Look for an image that shows natural landscapes in magazines or on the internet (preferably with varied elements and presence of animals).
- ◆ Show the students this image and ask *What can you see?* Try to elicit as many answers as possible: animal names, elements of nature, etc.
- ◆ Then also ask *Do you enjoy nature?* and ask volunteers to draw elements of nature on the board which they like the most. Help them name these elements in English.

Pages 18 and 19

1. Look and listen.

- ◆ Invite the children to explore the scene and ask *What can you see?* (Different elements of nature.); *What animals can you see?* (Alpaca, monkey, bird and armadillo); *What are they doing?* (They are camping); *Have you ever gone camping?*; *What did you take to the camp?*; *Did you have fun?*; *What did you do there?* (Personal answers.)
- ◆ Then ask the children to cover the speech bubbles. Play audio track 11 and ask them to identify which element of nature the characters are talking about (*a beautiful flower and a red and yellow flower*).
- ◆ Tell the students to uncover the speech bubbles and play track 11 once again for them to follow the lines.
- ◆ Finally, ask for volunteers to practise the dialogue by reading the speech bubbles.

11

AUDIOSCRIPT

A: Look! That's beautiful! Is it a flower?

B: Yes, it is. It's a red and yellow flower.



ADDITIONAL INFORMATION

Currently, there are many devices that replace campfires. Some places have infrastructure to cook food, but if the idea is to travel to more remote locations, there are portable cookers that can be taken to the camp and thus avoid the use of bonfires, which are very dangerous for fauna, flora and travellers themselves.

Based on <<https://exploreparks.dbca.wa.gov.au/campfires-firewood-and-cooking-appliances>>. Accessed December 15, 2022.

2. Listen and say.

- ◆ Ask the students to look at the pictures that show elements from nature.
- ◆ Play audio track 12, pausing after the name of each element, and invite the class to repeat each word.
- ◆ Play track 12 one more time and make sure that all the children are following along and repeating the words correctly.

12

AUDIOSCRIPT

a branch; a flower; a leaf; a mountain; a tree; sand

3. Listen and circle.

- ◆ Ask the children to look at the pictures from activity 2 again.
- ◆ Play track 13 and tell them to circle all the elements mentioned.
- ◆ Finally, play track 13 again and ask the students to repeat the phrases.

13

AUDIOSCRIPT

1 *There are some birds on the branch.*

2 A: *Is it a mountain?* **B:** *No, it isn't. It's a tree.*



EXTRA ACTIVITY

RELAY RACE

Bring to class printed pictures (cut from magazines or found on the internet) related to the vocabulary presented in activity 2 (*branch, flower, leaf, mountain, sand, tree*) and stick them on the board.

Organise students into two groups. Ask each group to stand in a row in front of the board. Whisper a word corresponding to an image in the ear of the last student in each row. When you say *go*, students should whisper the word to the classmate who is in front. This student must do the same with the classmate in front, and so on, until the first person in the line hears the word. Then, that student must run to the board and touch the correct picture. The group whose student touches the correct image first scores a point.

For the next round, both students who were first in the row should go to the back. Repeat this procedure until all students have been first at least once.

Suggestion: if the class is very large, divide it into more groups.



EXTRA VOCABULARY

battery	nature
beach	ocean
blocks	respect
camping	rocks
enjoy	sleeping bag
flashlight	tent
grass	thermal bag
like	travel

Page 20

Look & Listen

- ◆ Ask the students to look at the pictures of the tree and the leaf.
- ◆ Play audio track 14, pointing to the images as they are said.
- ◆ Call students' attention to the answer *Yes, it is* when it is affirmative and *No, it isn't* when it's negative.
- ◆ Make sure students understand how to ask and answer to confirm that the image shown represents or not the element mentioned in the question.
- ◆ Play track 14 again, pausing after each sentence for the class to repeat. Check students' pronunciation and assist them if necessary.

14

AUDIOSCRIPT

Is it a tree? Yes, it is.

Is it a branch? No, it isn't.



EXTRA ACTIVITY

Bring printed pictures to class (cut from magazines or found on the internet) of branches, flowers, leaves, mountains, sand and trees.

Make a line on the floor with chalk or masking tape. On one side, write *Yes, it is.* and, on the other *No, it isn't.* Ask the students to stand on the line. Show a picture and ask *Is it (a flower)?* They must answer *Yes, it is.* or *No, it isn't.* while jumping to the correct side to the answer they have provided.

Encourage them to correct the answer if it is negative and repeat the procedure until all images have been used.

4. Look and answer.

- ◆ Ask the students to read the sentences in the **Look & Listen** section.
- ◆ Then explain to them that they will be using the same structure to answer the questions in this activity.
- ◆ Point to item 1 (image of a branch) and ask *Is it a mountain?* Encourage the class to answer *No, it isn't.* Ask the children to write this answer in the appropriate place.
- ◆ Lead them into looking at the other images and read each question. Then ask them to write their answers *Yes, it is* or *No, it isn't.*
- ◆ Check students' answers by asking volunteers to read and answer to each item. Take the time to write the answers on the board so that the students can check spelling.

Page 21

5. Look, read and tick.

- ◆ Ask the students to look at the pictures and read the sentences.
- ◆ Then ask them to tick the ones that match each picture.
- ◆ If you wish, use item 1 as a template to help them choose the option that matches each picture.
- ◆ Check students' answers by asking *What's this?* and encourage the children to read the answers they chose for each item.



EXTRA ACTIVITY

Ask the children to draw an element of nature, without showing it to their classmates.

Then organise them into pairs and ask them to cover the drawing partially and ask a classmate *What's this?* His / Her classmate will try to guess which element of nature has been drawn, answering *It's a / an (tree).*

6. Look, read and number.

- ◆ Ask the class to look carefully at the scene. Point to each numbered character and ask which element of nature he / she is pointing to.
- ◆ Then ask the students to read the sentences and number them, matching the elements in the scene to the actions described in each sentence.
- ◆ Help them with new vocabulary if needed. Explain that *They are (They're)* is the plural of *he / she / it* and that *leaves* is the plural of *leaf*.
- ◆ Finally, ask some volunteers to say the number and the correct sentence.

Page 22

Look & Listen

- ◆ Ask students to look at the pictures and sentences.
- ◆ Explain that water is the main element in each image.
- ◆ Play audio track 15 and ask the children to listen and repeat the phrases.
- ◆ Explain to the class that the article *the* is used because it is something that is considered unique. If necessary, mention other elements, such as *the sky*, *the ocean*, *the air*, etc.
- ◆ Play track 15 a few more times to practise pronunciation.

15

AUDIOSCRIPT

It's a lake. It's a river. It's a waterfall. It's the sea.



ADDITIONAL INFORMATION

American English speakers generally use the term *the ocean* to designate the portion of salt water that covers the surface of our planet. While British English speakers use the term *the sea* to talk about this element of nature.

Based on <www.oxfordlearnersdictionaries.com/us/definition/english/ocean?q=oceansea%20/%20ocean>. Accessed December 15, 2022.



EXTRA ACTIVITY

Ask the children to name words they remember related to elements of nature, and write them on the board. Help them with vocabulary if needed.

Organise the class into small groups and give each group a large brown piece of paper or poster board. Explain to them that they will create a poster with a scene from nature and they will name all the elements of nature that they have drawn.

Display the posters in the classroom to serve as a reference to the students.

7. Listen, complete and match.

- ◆ Play audio track 16 and ask the students to complete the sentences using the vocabulary in the box.
- ◆ Then ask them to look at the pictures and ask some volunteers to identify each element of nature that they represent.
- ◆ Finally, encourage the class to match the sentences to the correct pictures.

16

AUDIOSCRIPT

1 *It's the blue sea.* **2** *It's a big lake.* **3** *It's a beautiful waterfall.*
4 *It's a long river.*



ADDITIONAL INFORMATION

The colour of the sea varies between blue and green. The salts, particles and organic matter in the sea affect its colour. Sometimes this makes the water bluer, but it also turns some parts green, red or yellow. In areas close to islands, for example, there are algae and other vegetables with yellow pigments that make the sea blue-green.

Based on <<https://www.thoughtco.com/why-is-the-ocean-blue-609420>>. Accessed December 15, 2022.

Page 23

8. Let's sing!

- ◆ Explore the scene with the students, asking them to name the elements of nature they see in the scene. Then, point to a flower and ask *Is it a flower?* Encourage them to respond *Yes, it is*. Repeat the procedure, asking about the lake, the mountain and the trees.
- ◆ Tell the students they will listen to a song about nature called *My World*. Then play audio track 17 and help the children with new vocabulary if necessary.
- ◆ Explain the meaning of the following words and phrases: *enjoy*, *How about you?* and *world*.
- ◆ Play track 17 again to let the children listen to the song.
- ◆ Play track 17 once more and invite them to sing it together.
- ◆ To make the activity more dynamic, you can ask the children create a choreography for the song.
- ◆ After everyone is familiar with the lyrics, play the karaoke version of the song and encourage children to dance and sing along.

My World

This is my world, my world.

What a beautiful world.

Look! It's a river. It's a flower.

It's a tree.

I love my world. I enjoy nature.

This is my world, my world.

What a beautiful world.

Look! It's a lake. It's a leaf.

It's a mountain.

I love my world. I enjoy nature.

How about you?

SETTING THE PACE

Read the song with rhythm and ask the students to follow it in their coursebook.

Play each verse and have them repeat it.

Repeat this procedure until the students are ready to pass to the next verse.

Finally, invite the whole class to sing the song without pauses.

9. Look, write and circle.

- ◆ Ask the students to look at the picture from activity 8.
- ◆ Explain that each item in this activity represents a small part of the scene.
- ◆ Ask them to identify each item and write the name of the element that is represented.
- ◆ Finally, ask the children to circle the elements in the scene.
- ◆ Check students' answers by asking them to show the coursebook to their classmates and name the elements.

Page 24**10. Cut out, read and tick.**

- ◆ Lead the students into cutting the diagram from page 121 from the Cut-outs section and fold it along the dotted line in the middle, so that it resembles a book.
- ◆ Ask the children to look at the cover of the diagram and ask them what the text is about.
- ◆ Then ask them to open the diagram and look carefully at the elements which appear in it.
- ◆ If necessary, explain the meaning of *arrows*, *flow*, *life cycle*, *roots*, *seed* and *Where does a tree come from?* Also, explain that *branches* is the plural of *branch*.
- ◆ Ask the class to discuss some of the characteristics present in the image (illustrated diagram, which shows

stages of growth of a tree, indicated by arrows, presence of lines naming each part of the tree, etc.).

- ◆ Finally, have them read the sentences and tick the correct answers.
- ◆ To check answers, ask some volunteers to read the sentences and the alternatives that complete them correctly.

**ADDITIONAL INFORMATION**

Diagrams are graphs and graphical representations used to make understanding of a particular subject easier.

They are often used to visually represent technical experiments, as well as graphic elements in magazines and newspapers.

Based on <<https://kids.kiddle.co/Diagram>>.

Accessed December 15, 2022.

Page 25**11. Read and complete.**

- ◆ Ask the children to read the sentences and complete them appropriately, using the vocabulary in the box.
- ◆ If necessary, explain the meaning of *can*, *come from* and *need*.
- ◆ Finally, ask some volunteers to read the complete sentences.

12. Cut out and talk to your classmate.

- ◆ Organise the students into pairs and ask them to cut some strips of paper and the cards on page 121 from the Cut-outs section.
- ◆ Help them stick the strips of paper as needed, with the size of each one's head, forming a headband where the children will fit the cards.
- ◆ Ask the children to place the cards facing down and shuffle them.
- ◆ Then ask them to put the headband on.
- ◆ Ask a student in the pair to draw a card and place it in the classmate's headband without letting him see it. Then, the other student in the pair follows the same procedure.
- ◆ Students must guess the contents of the card on their heads by asking his / her classmate *Is it (a leaf)?* They take turns asking the questions. The first student to guess wins the round. Ask them to answer *Yes, it is* or *No, it isn't*.
- ◆ Encourage the pairs to repeat the procedure until all cards have been used.

13. Draw and talk.

- ◆ Explain to the children that they are going to draw a scene whose theme is nature.

- ◆ Invite them to choose an element of nature that they like the most (suggestions: tree, waterfall, flower, lake, sea, mountain, river).
- ◆ Then ask them to draw a scene in their notebooks in which the chosen element is highlighted.
- ◆ Then, organise students into pairs and ask them to show the drawing to classmate.
- ◆ Ask both to indicate which element is their favourite, then explore each other's scene, using the dialogue in the speech bubbles.
- ◆ Explain the meaning of *Look at my drawing* and *Now look at mine*.

SETTING THE PACE



Ask students to, instead of choosing a main element, make a scene containing as many elements of nature as possible. Encourage them to write the names of these elements, in English, in the drawing. Help them with vocabulary if needed. Teach, for example, *ant, bush, butterfly, grass, rock*. Finally, ask them to get into pairs and encourage them to show their drawings, using the dialogue in the speech bubbles. Help the children describe the drawing using the vocabulary taught in the unit and the new phrases. For example, ask students to say *Look at my drawing. There are some flowers, trees and there is a long river. There is a mountain too. And there is a big rock!*



Review the vocabulary referring to elements of the nature taught in the unit. If possible, show the children pictures taken from magazines or the book itself. Say the name of each element and ask them to repeat after you. Then, organise students into pairs and indicate an element of nature for each one. Explain to them that they will draw a picture together where this element is the most important. Ask the children to write the name of this main element in the drawing. Show the drawings of all the pairs in the class. Ask the students to, before handing in their drawings, show their classmates what they have done and say *Look at my drawing* out loud. If possible, ask them to tell you which the name of the main element of the drawing is, saying *This is (a waterfall)*.



EXTRA ACTIVITY

THE THIEF

Choose a word related to the vocabulary presented in the unit and draw a line for each letter on the board. Tell the children that they must say one letter of the alphabet. Whenever they say a letter that is part of the chosen word, write it in the correct space; if the letter is not part of the word, draw a part of the body of the "thief", formed by six parts: head, trunk, two legs and two arms. If all parts of the thief are drawn before the word is completed, the children lose the game. Explain to them that the class has got three chances to get the word right before the thief is fully drawn. If they make a mistake three times, they lose the game. If you prefer, you can write the first letter of the word to help the children.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 107-108. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 26 and 27

REVIEW 1 & 2

1. Look and match.

- ◆ Ask some volunteers to read the names of the feelings and emotions which appear below the images.
- ◆ Then tell the students to look at each picture and ask them to match it to the name of the correct feeling.

2. Listen and answer.

- ◆ Ask the class to look at the pictures, which show different feelings.
- ◆ Then play audio track 18 and invite them to complete the sentences according to the sound they hear.
- ◆ Check students' answers by asking volunteers to read the questions and the answers.

18

AUDIOSCRIPT

1 (boy laughing); 2 (scared girl); 3 (girl yawning); 4 (boy crying)

3. Listen, number and write.

- ◆ Ask the children to look at the pictures, which show different elements of nature.
- ◆ Then play audio track 19 and tell them to number the pictures according to the order in which the elements of nature are mentioned.
- ◆ If necessary, play track 19 a few times so that the students can do the activity properly.
- ◆ Finally, ask them to write the name of the elements of nature in the correct spaces.

19

AUDIOSCRIPT


1 *It's a branch.* 2 *It's a waterfall.* 3 *It's a river.* 4 **A:** *Is it a leaf?* **B:** *Yes, it is.* 5 **A:** *Is it a lake?* **B:** *No, it isn't. It's sand.*

4. Look and tick.

- ◆ Ask the students to look at the pictures and read the questions.
- ◆ Then encourage them to tick the correct answer.
- ◆ When the answer is *no*, help them say the right answer (*1 It's a flower;* *3 It's a lake.*).
- ◆ Check students' answers by writing the questions and answers on the board.

2

My World

 **1** Look and listen.

 **2** Listen and say.



a branch



a flower



a leaf



a mountain

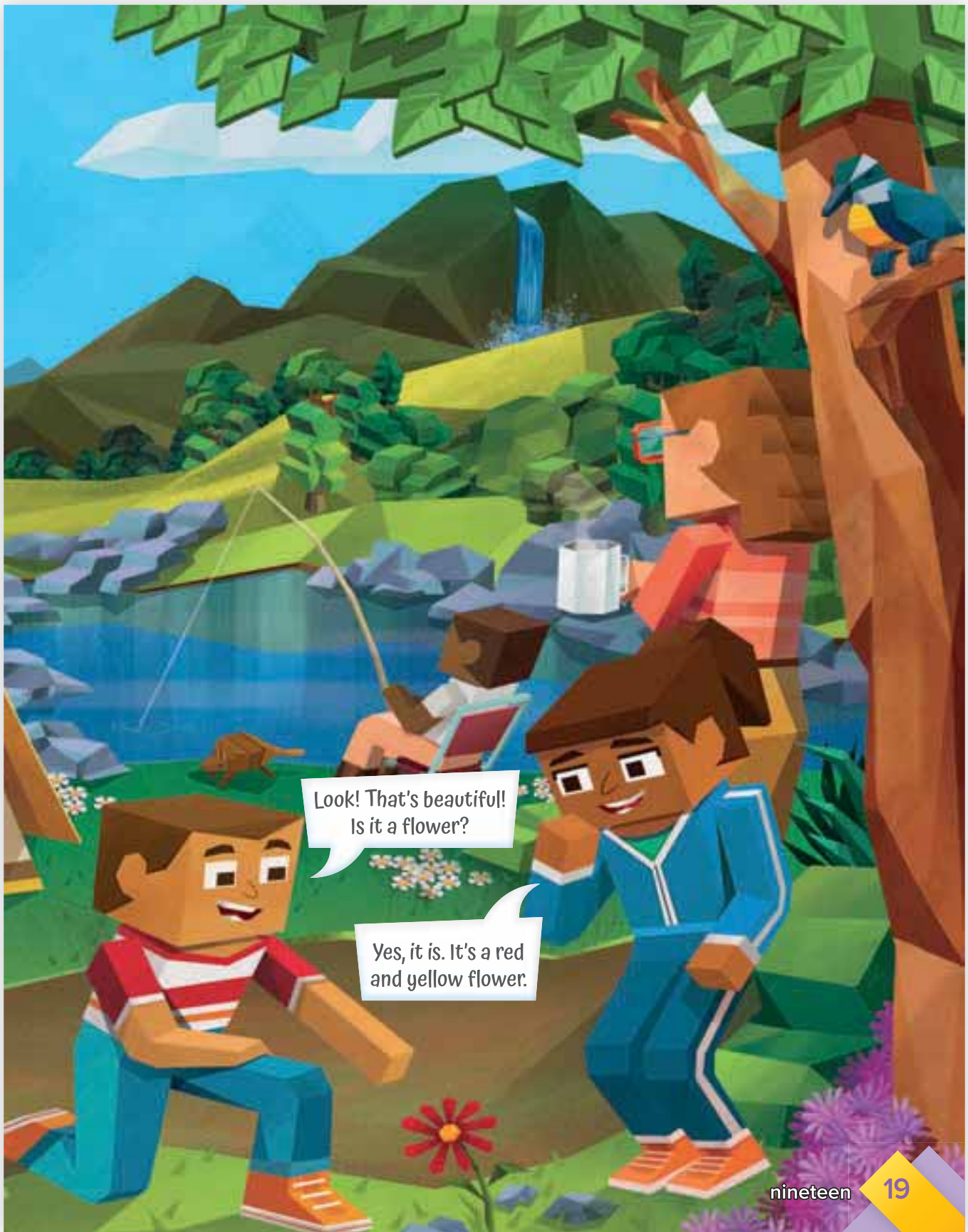


a tree



sand

 **3** Listen and circle.



Look! That's beautiful!
Is it a flower?

Yes, it is. It's a red
and yellow flower.

nineteen

19

UNIT 2

14

Look & Listen



Is it...?



Is it a tree? Yes, it is.

Is it a branch? No, it isn't.

4 Look and answer.

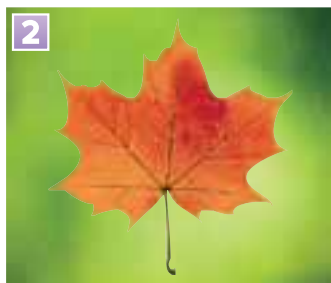
1



A: Is it a mountain?

B: No, it isn't.

2



A: Is it a leaf?

B: Yes, it is.

3



A: Is it sand?

B: Yes, it is.

4



A: Is it a tree?

B: No, it isn't.

5



A: Is it a flower?

B: Yes, it is.

5 Look, read and tick.



☒ It's a branch. ☐ It's a flower.



☐ It's a mountain. ☒ It's sand.



☒ It's a flower. ☐ It's a leaf.



☐ It's a branch. ☒ It's a leaf.

6 Look, read and number.



A ☐ 3 Let's make a sandcastle!

B ☐ 6 It's a beautiful flower.

C ☐ 2 They're green leaves.

D ☐ 1 It's a long branch.

E ☐ 4 They're big mountains.

F ☐ 5 It's a small tree.

UNIT 2

15

Look & Listen



Water in nature



It's a lake.



It's a river.



It's a waterfall.



It's the sea.

16 **7** Listen, complete and match.

lake river sea waterfall

1

It's the blue

sea

2

It's a big

lake

3

It's a beautiful

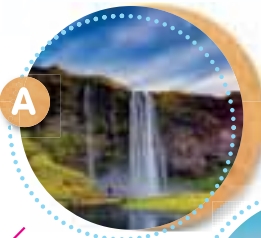
waterfall

4

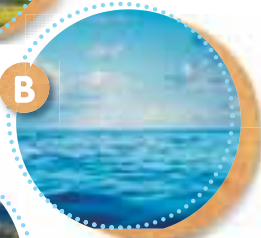
It's a long

river

A



B



C



D





17

8 Let's sing!

MY WORLD

This is my world, my world.

What a beautiful world!

Look! It's a river. It's a flower.

It's a tree.

I love my world. I enjoy nature.

This is my world, my world.

What a beautiful world!

Look! It's a lake. It's a leaf.

It's a mountain.

I love my world. I enjoy nature.

How about you?

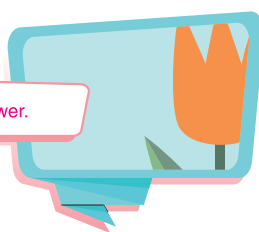
9 Look, write and circle.

A



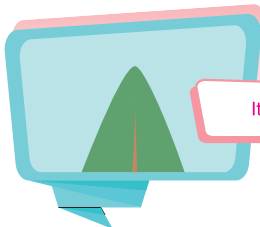
It's a mountain.

B



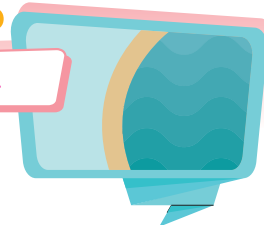
It's a flower.

C



It's a tree.

D



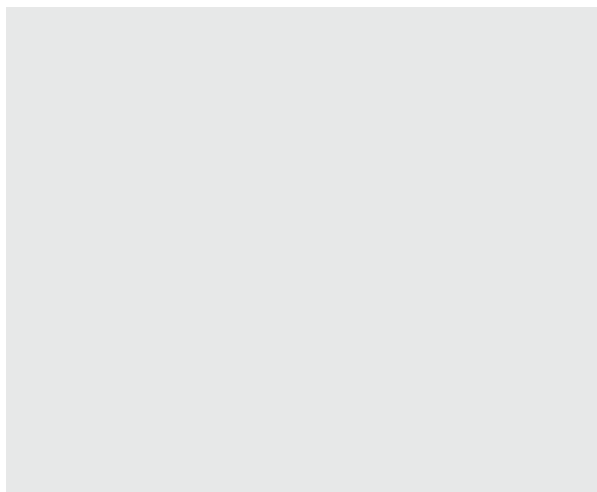
It's a lake.

twenty-three

23

UNIT 2

10 Cut out, read and tick.



- 1** The text is...
- A** ☒ a diagram that shows the life cycle of a tree.
- B** ☐ a diagram that shows how water flows in nature.
- 2** This kind of text can have...
- A** ☐ images and long sentences.
- B** ☒ images and arrows.
- 3** The parts of the tree are...
- A** ☒ branches, flowers, leaves, roots and the trunk.
- B** ☐ flowers, leaves, roots, sand and the trunk.

11 Read and complete.

flowers seed trunk water

- 1** The seed needs water.
- 2** The tree comes from a seed.
- 3** A tree can have flowers.
- 4** The trunk is the central part of a tree.

12 Cut out and talk to your classmate.

13 Draw and talk.



WORKBOOK
pages 107 and 108

twenty-five

25



Review 1 & 2

1 Look and match.

1 2 3 4 5 6

happy scared sad sick tired thirsty

18 2 Listen and answer.



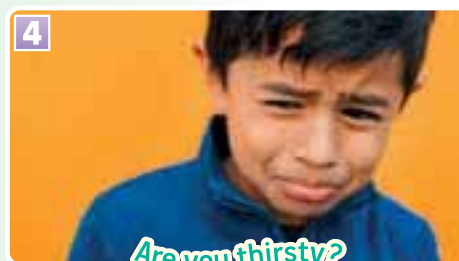
Yes, I'm happy.



Yes, I'm scared./Yes, I am.

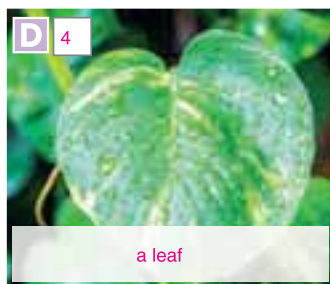


No, I'm not, but I'm tired.



No, I'm not, but I'm sad.

19 **3** Listen, number and write.



4 Look and tick.

	YES, IT IS.	NO, IT ISN'T.
1 Is it a lake?		✓
2 Is it the sea?	✓	
3 Is it a waterfall?		✓
4 Is it a tree?	✓	
5 Is it a mountain?	✓	



Workbook 2

Name: _____

Class: _____

1 Find and colour.

a green mountain a blue waterfall blue river
green and brown trees orange leaves purple flowers



2 Unscramble the words and match.



1 N-T-N-I-M-U-O-A
It's a
mountain.

2 E-S-A
It's the
sea.

3 L-F-A-T-W-L-A-R-E
It's a
waterfall.

4 K-L-A-E
It's a
lake.

one hundred and seven

107

Workbook

3 Look and write.



Is it sand?

No, it isn't.



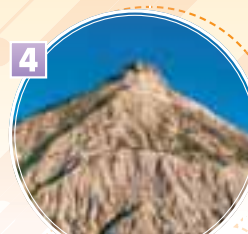
Is it a river?

No, it isn't.



Is it a flower?

Yes, it is.



Is it a mountain?

Yes, it is.

4 Read and complete.



Is it a lake? No, it isn't. It's a long river.



Is it a beautiful waterfall? Yes, it is.



Is it a leaf? No, it isn't. It's a big tree.



Is it sand? Yes, it is.



Is it a branch? No, it isn't. It's the blue sea.



Is it a red flower? Yes, it is.

UNIT 3 OCCUPATIONS

Objectives: talk about jobs and occupations; use indefinite articles before nouns; identify the characteristics of invitations

Vocabulary: *artist, astronaut, athlete, ballerina, doctor, engineer, firefighter, lawyer, pilot, singer, teacher, vet*

Language Content: *What do you want to be? I want to be a / an (athlete).*

Digital Content: video on jobs and occupations vocabulary

Workbook: pages 109 and 110

Life Skills: Learning from Others

WARM-UP

- ◆ Ask the children which games they like to play. Listen to their answers and introduce them into the topic of *occupations*. For example, if the children like to play football or if they like to pretend they are teachers, they most probably would like to be footballers or teachers.
- ◆ So in case a child likes to look after animals ask him / her *Do you want to be a vet?* or if a child likes to play different sports, ask *Do you want to be an athlete?*
- ◆ Now ask the children *What do you want to be?* and let them know that they are going to study the topic of jobs and occupations in this unit.

Pages 28 and 29

1. Look and listen.

- ◆ Ask the children to look at the picture and ask *What are the children playing?* (They are pretending to have different occupations.); *What are the objects that are on the table called?* (First aid kit.)
- ◆ Ask the students to cover the speech bubbles or close the book and listen to audio track 20 to find out what Webby wants to be. Explain that when we want to ask a person what occupation he / she wants to be, we use the question *What do you want to be?*
- ◆ Play track 20 and then ask the class *What does Webby want to be?* (A teacher.)
- ◆ Play track 20 again and let students follow along the dialogue in the Students' Book.

20

AUDIOSCRIPT

Oliver: *What do you want to be after school, Webby?*

Webby: *I want to be a teacher. What about you?*

2. Listen and say.

- ◆ Ask the children to look at the pictures and discover which occupations the pictures represent.
- ◆ Play audio track 21, pausing after each word for the children to listen and repeat.
- ◆ Repeat the procedure until you make sure everybody pronounces the words correctly.
- ◆ To make sure the children understand the meaning of the words for occupations, tell them *Who flies on a rocket?*; *Can you give me the name of a famous athlete?*; *Who works in a theatre? In a hospital? In a school?*; *Who wears a uniform?*; *Who takes care of animals?*
- ◆ Explain that the article *a* must be followed by a word starting with a consonant sound and the article *an* must be followed by a word starting with a vowel sound. Examples: *a vet, an astronaut.*

21

AUDIOSCRIPT

*an astronaut; an athlete; a ballerina; a doctor; a teacher;
a vet*

3. Listen and write.

- ◆ Play audio track 22 and ask the students to listen carefully to identify the occupation that each child wants to have when growing up. Then, have them write the name of each occupation to complete the sentences.
- ◆ If necessary, play track 22 again.

22

AUDIOSCRIPT

1 *Hello. My name's Liz. I want to be an astronaut.*

2 *Hi. My name's John. I want to be a doctor.*

astronaut helmet	headphones
astronaut suit	hose
ballet outfit	microphone, mic, mike
ballet shoes	project
blackboard	rocket
brush	trainers
chalk	stethoscope

Page 30

Look & Listen

- ◆ Ask the children to look at the pictures and identify which occupations they refer to.
- ◆ Play audio track 23, pausing after each sentence and asking them to listen and repeat.
- ◆ Make sure they understand the meaning of all occupations highlighted in the sentences.
- ◆ Play track 23 one more time, asking students to listen and repeat the sentences again. Correct pronunciation if necessary.

23

AUDIOSCRIPT

1 She's an artist. 2 She's an engineer. 3 He's a firefighter.
4 He's a lawyer. 5 He's a pilot. 6 She's a singer.

4. Look and stick.

- ◆ Ask the students to look at the pictures and say, in English, the name of each represented occupation (pilot, artist, singer, engineer / architect, firefighter, lawyer).
- ◆ Tell the children to open the book to page 130, where they will find the stickers referring to Unit 3 and look at the images of the elements used by each person.
- ◆ Teach the meaning of *headphones, brush, microphone / mic / mike, project, helmet* and *book*.
- ◆ Ask them to say which occupation each sticker refers to.
- ◆ Encourage them to place the stickers next to the correct person.
- ◆ Check students' answers orally, for example by saying *headphones* and guiding students to answer *pilot*, and so on.



EXTRA ACTIVITY

Review with the students the names of occupation they already know in English. Invite a student to go to the board to draw an object related to one of the studied occupations in this unit. The rest of the class must guess the occupation illustrated. The first student who says the name of the occupation correctly will be the next one to go to the board to draw another item.

Page 31

5. Write in the correct box.

- ◆ Explain to students the meaning of *wears a uniform or proper clothing, helps people or animals and works in the Arts*.
- ◆ Ask them to read the names of the occupations that appear in the box aloud. If necessary, check and correct the students' pronunciation.
- ◆ Encourage the students to write the name of each occupation in the correct category.
- ◆ Check students' answers by asking *Who wears a uniform or proper clothing?* and encourage the children to mention the words related to jobs or occupations that they wrote on that column. Do the same with the questions *Who helps people or animals?* and *Who works in the arts?* so that they say the word that corresponds to the correct occupations in each of these boxes.

6. Mime.

- ◆ Tell the children to look at the picture and read the speech bubble aloud.
- ◆ Ask *What are the children playing?* (A child is miming an occupation and the others are trying to guess which occupation it is.)
- ◆ Now ask a child to come to the front of the class and whisper an occupation in his / her ear. If necessary, give him / her ideas on how he / she can mime that job.
- ◆ The child starts miming the occupation and the others ask *yes / no* questions to try to guess. For example, *Are you a/an...?*
- ◆ Explain again that *a* is used when the following word starts with a consonant and *an* when the following word starts with a vowel.
- ◆ Divide the class into groups and carry out the same activity in different groups.

Page 32

7. Answer.

- ◆ Ask the students to review the names of the occupations studied in this unit, encouraging them to choose one they want to be in the future or that they admire, either because someone in the family has got that occupation or because they know someone famous who represents it.
- ◆ Return to the question and answer structure on the topic *What do you want to be? / I want to be a/an...* and ask the children to complete the sentence.



EXTRA ACTIVITY

Explain to the children that, no matter what the occupation one chooses in life is, it is very important to be responsible. Tell them that responsibility means doing what one is told to do with integrity and reliability.

Ask the children to draw a picture which represents the responsibilities they have at home and at school. Display the children's works of art on the classroom walls.

8. Let's sing and dance!

- ◆ Tell the students that they are going to listen to a song called *When I Grow Up* and that they can follow the lyrics of the song in the book.
- ◆ Play audio track 24 for the children to get familiar with the song.
- ◆ Write on the board: *What do you want to be?* Ask the children this question and recycle what was taught at the beginning of the unit.
- ◆ If there is an occupation they do not know how to say in English, teach it to the class.
- ◆ Play track 24 again, pausing after each verse for the children to repeat.
- ◆ Decide on a choreography with the class so as to dance while you all sing the song.
- ◆ Play track 24 once again. Now the whole class dances and sings along.
- ◆ When students feel confident enough, play the karaoke version of the song and challenge them to dance and sing together.

24

AUDIOSCRIPT

When I Grow Up

*One day when I grow up, up, up,
I sure want to be, be, be...*

What?

Who? Me?

Yes, you!

A ballerina!

*One day when I grow up, up, up,
I sure want to be, be, be...*

What?

Who? Me?

Yes, you!

An astronaut!

SETTING THE PACE



After playing the song, bring the students together in a circle and ask them to think about the occupation they want to have in the future.

Let them know that they will practise speaking and the structures arranged in the song.

Ask a child to start the game pointing to a classmate and asking the question *What?*, which appears in the song. This classmate should answer as in the song *Who? Me?*

Afterwards, the class will say *Yes, you!* and then, he / she will answer the name of the desired occupation, starting the game all over again until all students participate.

Ask the students to pay attention to the dynamics of the game, remembering the questions that they need to ask and the name of the occupation that they wish to have in the future.



After playing the song, ask the children to get in pairs and think about the occupation that want to have in the future.

Ask them to write a dialogue on the notebook with the studied question and answer about occupations *What do you want to be? I want to be a / an...*

Finally, ask them to practise the dialogue orally, changing roles in the sequence.

Page 33

9. Interview a classmate.

- ◆ Ask the children to look at the picture and read the dialogue aloud.
- ◆ Ask *What does the boy want to be?* (A vet.)
- ◆ In order to prepare for the upcoming activity, tell the students to ask a classmate who is sitting next to him / her *What do you want to be?*
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find a video on jobs and occupations vocabulary. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

10. Do a survey.

- ◆ Read the list of occupations in the table and ask the children to repeat after you. Correct pronunciation if necessary.
- ◆ Tell the children to follow the example in the dialogue in exercise 9 and walk around the classroom asking the question *What do you want to be?* to their classmates and complete the table writing a line in the correct box of each occupation according to the given answers.
- ◆ Then the students have to count the number of children who want to pursue the same occupation and write it down in the table.
- ◆ Finally, ask the children to say the results out loud for the whole class to check answers.

Page 34

11. Read and tick.

- ◆ Ask the students to read the text about a career event at school (*Career Day*) and to identify which elements it presents.
- ◆ Explain the meaning of *date and time*, *venue*, *price* and *target audience*. Make them notice that only price does not appear in the text.
- ◆ Finally, have them tick the correct answers.

12. Read and circle.

- ◆ Tell the children to review the written and visual parts of the invitation in order to identify what the purpose of this type of text is. We suggest that a review of the characteristics be carried out of the genre "invitation": a text that has a written and a visual part, usually made up of the name of the event, date and time, place and target audience, and whose objective is to invite someone to an event.
- ◆ Explain the meaning of *invite*, *say goodbye* and *entertain*.



ADDITIONAL INFORMATION

An invitation is a text genre whose objective is to establish communication with the reader about an event. For that, it is important that referential information appear, such as who invites, why, place, time, date, if you need to bring something, whether it is necessary to show the invitation at the entrance to the event, whether it is necessary to confirm attendance, etc. The invitation image is also very important, as an appeal to draw the attention of the invited people to read it completely and to take an interest in the event.

Page 35

13. Play.

- ◆ Ask the children to look at the pictures on the board and tell which jobs or occupations they refer to (*artist, astronaut, athlete, ballet dancer, doctor, engineer, firefighter, lawyer, pilot, singer, teacher, vet*).
- ◆ Students are likely to have doubts about naming the occupation of the dancer, since they should be more familiar with named *ballerina* for women. Take the opportunity to clarify that men also have this occupation and that, in this case, the denomination must be *ballet dancer*.
- ◆ Reinforce that both men and women can have the same occupations.
- ◆ Divide the students into pairs and give a coin to each pair.
- ◆ Revise the meaning of *heads or tails*.
- ◆ Explain that each pair will play the game on the same board, but only one player per pair will be the winner, which is the one that reaches the FINISH square first.
- ◆ Ask the students to use an eraser or any other small object as a marker and start the game with this object in the START square - *What do you want to be?*
- ◆ Explain the dynamics of the game: one player flips the coin; if heads is face up, the player must move forward two squares; if tails is face up, the player should move forward only a square. If the player lands on the square *You're lucky! Go forward 2 squares*, he / she must move forward two squares; if the player falls in the house *Sorry... Go back 2 squares*, he / she must move back two squares.

SETTING THE PACE



Review the pronunciation of the letters of the alphabet in English.

When a player's marker lands on the square with the image of an occupation, his / her opponent should ask *What do you want to be? Could you spell* (name of the occupation in English)? and the student must spell the name of the occupation using the structure *I want to be a / an...*

If the player spells it correctly, the game continues from where you are; if spelled incorrectly, you must return home.



When a player's marker lands on the square with the image of an occupation, his / her opponent must ask *What do you want to be?* and the student must say the name of the correct occupation using the structure *I want to be a / an...*

If the player pronounces it correctly, he / she continues the game from where he / she is; but if it is pronounced incorrectly, he / she must go back one square.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 109-110. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 36 and 37

LIFE SKILLS: LEARNING FROM OTHERS

1. Look, circle and match.

- ◆ Invite students to look at the pictures and ask *What are they doing?* Encourage the children to answer without correcting them and emphasise the fact that these people represent different occupations and work in the pertinent field.
- ◆ Mention that each worker in the images is helping other people through their work. Explain to them that the occupation we choose is very important, because it represents a way to contribute to society, helping other people in different situations. For example, a police officer works to maintain security in the city.
- ◆ Ask the students to look at the pictures again and circle the occupation represented in each of them. Afterwards, guide them to match the ways in which each worker can help society.
- ◆ When checking students' answers, read the complete sentences and, if necessary, explain the meaning of *help, get better, show, take care*.
- ◆ Ask the children if they know of other ways in which workers in the pictures can help people (personal answers).
- ◆ If you wish, extend the discussion by asking students to talk about the occupation of their family members and the importance of their work to society as a way of helping others. Explain that all occupations play an important role in society, so that one is not more relevant than the other.

2. Look and talk to a classmate.

- ◆ Pick up the discussion from the previous activity, highlighting the importance to acquire knowledge, and mention that there are different ways to learn something. We may or may not be helped by someone else in learning something new.

- ◆ Divide the class into pairs. Ask them to look carefully at the comic strip and describe what they think is happening to a classmate.
- ◆ Then, ask *What is the boy trying to do in the first frame or scene?* (Throwing the basketball into the basket.); *What is happening in the second frame?* (The teacher teaches the kid how to make the correct move to hit the basket.) Point to the last scene and ask the students to describe what is going on. (The boy manages to hit the ball in the basket.) Ask volunteers to say the conclusions at which they have arrived. (Expected answer: The boy is trying to hit the basketball ball in the basket. At first he cannot, but with the help of the teacher, he manages to reach his goal.)
- ◆ Ask *Do you think it is important to hear what someone else can teach us?*; *What could have happened if the boy had not listen to the teacher's instructions?* (Personal answers.)
- ◆ Finish the reflection on the story by saying that we can learn something on our own, but we have to recognise that sometimes, we need someone else's help.
- ◆ Ask them how they could learn what they want. So that they have a reference, give the children an example by mentioning that you learned how to make a recipe by watching online videos. Then ask *In what ways do you think you can learn on your own?* (Personal answers.)

3. How can we learn? Tick.

- ◆ Ask the students to look at the pictures and explain that they show attitudes that make our learning easier or harder.
- ◆ Ask them to share how they think people are learning in the images. Allow them to speak freely, without correcting them, and write their answers on the board.
- ◆ Then read and explain each item and ask them to tick attitudes that make learning easier.
- ◆ When correcting, encourage them to share why it is important to listen, follow the instructions of the other and ask questions (personal answers).
- ◆ Emphasise that it is very important to follow the examples they gave. Also mention that it is essential that we are always open to learning from each other, because each person has different abilities. It is not always possible to learn something alone and, therefore, we must respect those who transmit knowledge and help us to develop our skills.
- ◆ Explain that people have different abilities and can acquire certain type of knowledge more or less easily. For example, there are people who learn calculus very easily, while others have greater artistic skills or language learning. And it is important to emphasise that the difficulty in some field of knowledge does not imply impossibility of learning.



ADDITIONAL INFORMATION

According to the theory of multiple intelligences, conceived by Howard Gardner in the 1980s, human beings can have 8 types of intelligence. They are: logical-mathematical intelligence (ability to perform numerical operations and make deductions), linguistic-verbal intelligence (ability to analyse information and produce works using language), visual-spatial intelligence (ability to recognise and handle situations involving visual apprehension), physical-kinesthetic intelligence (coordinating and using one's own body to create or solve problems), interpersonal intelligence (recognising and understanding the feelings, motivations and intentions of other people), intrapersonal intelligence (using self-knowledge to achieve certain ends), naturalistic intelligence (identifying and distinguishing between different types of plants, animals and phenomena of nature) and musical intelligence (producing and understanding different types of sounds).

Based on <<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>>.
Accessed December 15, 2022.

4. Draw and share.

- ◆ Ask students to think of a skill they have and something they would like to learn. For example: *skating, singing, telling jokes, running, cooking, dancing, drawing, writing stories or poems, swimming, painting, playing musical instruments, etc.*
- ◆ Explain the meaning of *What I can do* and *What I want to learn* and have the children draw a skill they have in the space on the left side of the page and draw a skill they wish to learn in the space on the right hand side.
- ◆ Once everyone has finished their drawings, divide the board into two parts and write what they drew on the designated spaces (one ability they have and another they want to learn).
- ◆ At the end of the activity, check if it is possible to form pairs or trios so that each student has the opportunity to teach something new to others, even if it is not the first skill that they would like to acquire.
- ◆ Ask them to practise what they learnt in activity 3 and that they respect what the classmate has to teach. Check if what the students are going to teach is possible to do in the classroom, because there are types of skills that require other environments. Suggest some learning possibilities that can be acquired in class, for example, *singing, dancing, drumming, drawing, telling jokes, writing well with both hands, speaking another language, whistling, etc.*
- ◆ Finally, ask them to share both what they have taught and learned. Mention that it is important for us to share knowledge and that we must be open to learning what the other has to teach us.
- ◆ Reinforce the fact that each of us have different skills, so we can learn something more or less easily.

3

Occupations

What do you want to be after school, Webby?

I want to be a teacher. What about you?

20 **1** Look and listen.

21 **2** Listen and say.



an astronaut



an athlete



a ballerina



a doctor



a teacher



a vet

22 **3** Listen and write.

1 Liz wants to be an astronaut. **2** John wants to be a doctor.



UNIT 3

23

Look & Listen



Occupations



She's an **artist**.



She's an **engineer**.



He's a **firefighter**.



He's a **lawyer**.

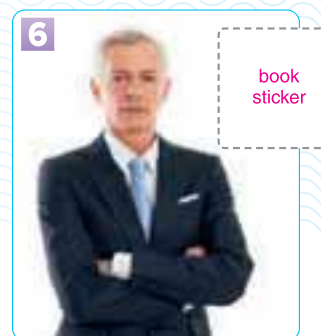


He's a **pilot**.



She's a **singer**.

4 Look and stick.



5 Write in the correct box.

an artist an astronaut an athlete a ballerina a doctor an engineer
a firefighter a lawyer a pilot a singer a teacher a vet

Wears a uniform or proper clothing

an astronaut
an athlete
a ballerina
a doctor
an engineer
a firefighter
a pilot
a vet

Helps people or animals

a doctor
a firefighter
a lawyer
a teacher
a vet

Works in the Arts

an artist
a ballerina
a singer

6 Mime.



UNIT 3

7 Answer.

WHAT DO
YOU WANT
TO BE?

I WANT TO BE A / AN Student's own answer.



24 8 Let's sing and dance!

WHEN I GROW UP

One day when I grow up, up, up,
I sure want to be, be, be...

What?

Who? Me?

Yes, you!

A ballerina!

One day when I grow up, up, up,
I sure want to be, be, be...

What?

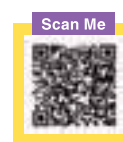
Who? Me?

Yes, you!

An astronaut!



9 Interview a classmate.



#video #occupations

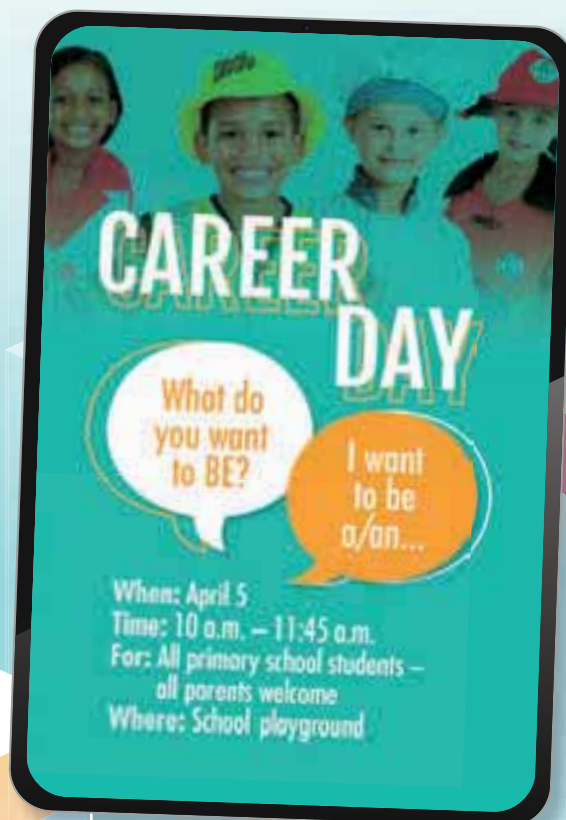
10 Do a survey.

Occupations	Number of students	Total
an artist		
an astronaut		
an athlete		
a ballerina		
a doctor		
an engineer		
a firefighter		
a lawyer		
a pilot		
a singer		
a teacher		
a vet		

thirty-three

UNIT 3

11 Read and tick.



- | | | | |
|---------------------------------------|-----------------|---------------------------------------|-------|
| 1 <input checked="" type="checkbox"/> | date and time | 3 <input type="checkbox"/> | price |
| 2 <input checked="" type="checkbox"/> | target audience | 4 <input checked="" type="checkbox"/> | venue |

12 Read and circle.

- ① to invite
- ② to say goodbye
- ③ to entertain

13 Play.

START

What do you
want to be?



You're
Lucky!

Go forward
2 squares.



You're
Lucky!

Go forward
2 squares.



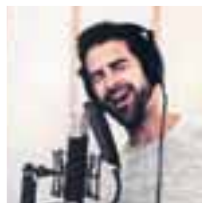
SORRY...

Go back 2
squares.



SORRY...

Go back 2
squares.



FINISH

WORKBOOK

pages 109 and 110

and 111

thirty-five

35

Life Skills

Learning from Others

1 Look, circle and match.

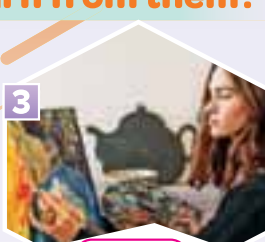
What can we learn from them?



An athlete / A vet ...



A ballerina / A teacher...



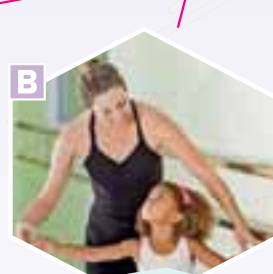
An artist / A lawyer...



A singer / A doctor...



... can help you make a painting.



... can show you how to dance.



... can help you get better when you are sick.



... can show you how to take care of your pet.

2 Look and talk to a classmate.



3 How can we learn? Tick.



We listen, think and remember.



We watch and do the same.



We look but we don't listen.



We read and ask questions.

4 Draw and share.

What I can do

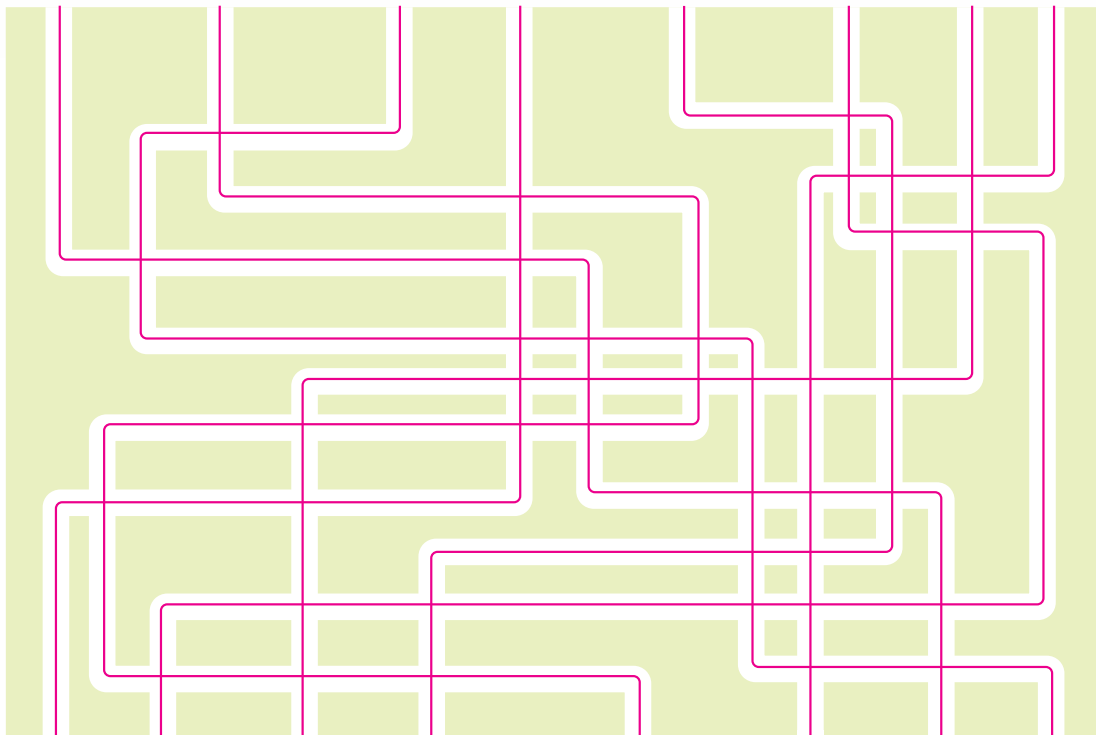
What I want to learn



Name: _____

Class: _____

1 Find the way.



Workbook

2 Unscramble the words and number.

1 I'm an athlete.
ELATTEH

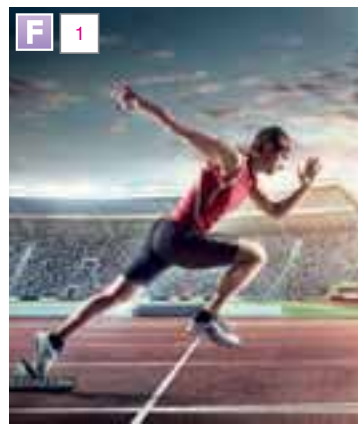
2 I'm a ballerina.
LNBAERIAL

3 I'm an engineer.
ERNGEINE

4 I'm a lawyer.
AYELRW

5 I'm a teacher.
ERACTHE

6 I'm a vet.
ETV



3 Think and answer.

What do you want to be?

I want to be a / an (student's own answer).

110

one hundred and ten

UNIT 4 ON THE FARM

Objectives: identify and describe farm animals; talk about how many animals there are on a farm; identify the characteristics of packaging

Vocabulary: *chicken, cow, duck, horse, pig, sheep; beautiful, big, fat, small, thin, ugly*

Language Content: *There is a / an (duck) on the farm. There are (two cows) on the farm. / What a (big) (horse)! What (beautiful) (pigs)!*

Digital Content: video with ludic approach to revise *there is / there are*

Workbook: pages 111 and 112

WARM-UP

- ◆ Bring magazine cut-outs of farms and animals.
- ◆ Write the word *farm* on the board and around it, stick the selected cut-outs.
- ◆ Now ask them if they have ever been to a farm and if they haven't, if they would like to visit one.
- ◆ Ask the ones who have been to a farm, what they did and ate there and which animals they saw.

Pages 38 and 39

1. Look and listen.

- ◆ Encourage the children to explore the opening scene carefully and then say *The two kids are watching the animals. Let's look at them too!*
- ◆ Ask the students *What can you see on the farm?* (Two children, a farmer, various animals, trees, lawn, hay, fences, a house and a barn.); *What animals can you see?* (Horse, cow, sheep, chicken, duck and pig.)
- ◆ Draw their attention to the difference in size between the animals. Teach the terms *big* and *small*. Ask *Which animals are big?* (The horse and the cow.) and *Which animals are small?* (The hen and the ducks.)
- ◆ Play audio track 25 and ask the children to follow along reading the speech bubbles.
- ◆ If necessary, explain the meaning of the word *beautiful*. Play track 25 one more time, pausing after each phrase for the students to repeat.

25

AUDIOSCRIPT

A: Look! What a small chicken!

B: Yes, and what a beautiful sheep!



EXTRA ACTIVITY

Ask the children to look at all the details in the picture very carefully for about twenty seconds and try to memorise them. Then ask them to close their books.
Now ask the students the questions suggested above again, which the children are supposed to answer by heart.

2. Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box.
- ◆ Play audio track 26, pausing after each word and ask the children to repeat.
- ◆ Follow this procedure until you make sure all the children can pronounce the words corresponding to the animals correctly.

26

AUDIOSCRIPT

a chicken; a cow; a duck; a horse; a pig; a sheep

3. Listen and circle.

- ◆ Explain to the students that this activity is about two farm animals.
- ◆ Play audio track 27 and help them identify which animals the audio is about (ducks and pigs).
- ◆ Ask them to find the picture of these animals in activity 2 and repeat each word (duck, pig).
- ◆ Ask them if they recognise these animals as puppies or adults.
- ◆ Then play track 27 again and ask the children to circle the correct number according to the amount of animals mentioned.

27

AUDIOSCRIPT

1 A: *How many ducks?*B: *Hmm, twenty ducks.*2 A: *How many pigs?*B: *Seventeen pigs.*A^BC

EXTRA VOCABULARY

barn	pigsty
farm wagon	pond
fence	rocking chair
grass	cock
hen house	stable
meadow	tractor

Page 40

4. Listen, number and match.

- ◆ Read the word corresponding to each animal aloud and ask the students to follow the reading through the book.
- ◆ Play audio track 28, encouraging them to number the animals according to the order in which they hear the sound they make.
- ◆ Check students' answers by saying *number one*, and having the children say the correct animal, and so on.
- ◆ Next, ask them to match the onomatopoeias by drawing a line to the corresponding animals, explaining that they represent in writing the sound these animals make.
- ◆ Remind the students that, in general, onomatopoeia writing is different in Spanish and English.

28

AUDIOSCRIPT

1 (sound of a duck quacking); 2 (sound of a horse neighing);

3 (sound of a cow mooing); 4 (sound of a hen cackling);

5 (sound of a sheep screeching)

+

ADDITIONAL INFORMATION

Onomatopoeias are created based on the way the speakers of a language perceive a sound, giving rise to a written word based on phonetic data. There is onomatopoeia for various types of sounds, including "voice" of animals, which varies graphically from one language to another. Each language therefore has its own collection of onomatopoeic expressions.

Based on < <https://toppandigital.com/us/blog-usa/onomatopoeia-in-different-languages/>>. Accessed December 15, 2022.

5. Look and write.

- ◆ Ask the children to look at the pictures and tell them they represent different places within a farm where some animals live.
- ◆ Ask them to write the names of the animals who live in each place in the blank spaces (there is one example).
- ◆ Explain to the children that the plural of these words is formed by adding the letter -s at the end of them, as in *one duck, two ducks*.
- ◆ If you wish, tell them the word for each of these places in English: 1 *meadow*, 2 *hen house*, 3 *pond*, 4 *stable* and 5 *pigpen*.
- ◆ Check students answers by asking the children to swap books with a classmate so that one corrects the activity of the other.



EXTRA ACTIVITY

Ask the students to draw two vertical lines on a piece of paper in order to make three columns. At the top of the first column they should write *pets* (studied in Unit 3 of *Kids' Web 1 Second Edition*); in the second, *wild animals* (studied in Unit 6 of *Kids' Web 2 Second Edition*); and, in the third, *farm animals*. Say that you will name some animals and they must write them in the correct column. Correct each notebook individually, checking the spelling and categorisation of the animal in the appropriate column. Suggestions according to categories:

<i>Pets</i>	<i>Wild Animals</i>	<i>Farm Animals</i>
<i>bird</i>	<i>alligator</i>	<i>chicken</i>
<i>cat</i>	<i>bat</i>	<i>cow</i>
<i>dog</i>	<i>elephant</i>	<i>duck</i>
<i>fish</i>	<i>giraffe</i>	<i>horse</i>
<i>hamster</i>	<i>hippo</i>	<i>pig</i>
<i>rabbit</i>	<i>kangaroo</i>	<i>sheep</i>
	<i>lion</i>	

Page 41

Look & Listen

- ◆ Play audio track 29 and ask the children to pay attention to the number of animals that appear in each image.
- ◆ Read the speech bubbles and explain to the students that *there is* is used when the noun is singular, while *there are* is used when the noun is plural.
- ◆ Encourage the children to get into pairs where a student mentions the amount of animals on the farm and the other forms the correct phrase. For example: *four pigs*; *There are four pigs on the farm*.

There is a horse on the farm.

There are three cows on the farm.

6. Look, colour and complete.

- ◆ Ask the class to look carefully at the picture and say which farm animals they can see.
- ◆ Guide them to colour the animals they found.
- ◆ Read the names of the animals on each item and ask students to count how many of each species appear in the scene, noting the answers in the corresponding squares.
- ◆ Tell them to complete the sentences with the practised structure, remembering that the verb must agree with the number of animals (*there is* for singular and *there are* for plural).
- ◆ Make special emphasis in the fact that you must write *a* or *an* when the sentence is in the singular form.
- ◆ Explain to the students that some nouns keep the same singular and plural form, as is the case of *sheep*.
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find a video with ludic approach to revise *there is / there are*. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

SETTING THE PACE



Ask the students to work in pairs and one at a time, count the amount of each animal species in the picture of activity 6.

Then, still in pairs, ask to complete the sentences according to the number of animals obtained as a result.

This type of work aims to support students with difficulties, since they work in pairs, and helps create a safe environment for them to clear their doubts.

Page 42

Look & Listen

- ◆ Ask the children to look at the pictures and say the differences between pairs of animals of each species.
- ◆ Play audio track 30, miming the adjectives *big, small, fat, thin, beautiful* and *ugly* when mentioned.
- ◆ Play track 30 one more time, pausing after each expression, and ask the class to repeat it.
- ◆ If necessary, correct the students' pronunciation.

a big horse, a small horse; a fat pig, a thin pig; a beautiful chicken, an ugly chicken

7. Read and stick.

- ◆ Ask the children to open their book to page 130, where they will find the stickers corresponding to Unit 4, and have them look at the images.
- ◆ Ask them to say which animals appear on the stickers.
- ◆ Read the phrases from the activity with them and ask them to place the stickers in the correct box of each animal.
- ◆ Check students' answers by pointing to the sticker and asking students to read the correct description aloud.
- ◆ If necessary, correct the students' pronunciation.

Page 43

8. Look and write the opposites.

- ◆ Ask the students to look at the animals, paying attention to their physical characteristics.
- ◆ Guide them to look at the given adjectives and write the correct antonyms.
- ◆ At the end, correct the activity orally with the class.

9. Look, read and circle.

- ◆ Ask the students to look carefully at the farm scene, paying attention to all the elements that compose it.
- ◆ Ask them to read the sentences silently and identify the two answer options in each.
- ◆ Read the sentences aloud, pausing after each one, and ask students to circle the word that completes the sentences correctly according to the scene.
- ◆ If necessary, read them more than once.

10. Cut out and play a game.

- ◆ Organise the students into pairs and ask them to cut out the animal cards that correspond to Unit 4 on page 123.

- ◆ In pairs, children must shuffle the farm animal cards face down.
- ◆ Invite them to take one card at a time and say a comment according to that animal. For example, if a student flips the card with the image of a horse, the other student can say *There are horses on the farm.*; in turn, if the other student in the pair flips the pig's card, his / her classmate can say *What a fat pig!*
- ◆ Students should continue taking turns until all the cards are used.
- ◆ Another possibility is to play a round making phrases only with the first worked grammatical structure: *There is / are (a / an) ... on the farm.* After exchanging pairs, propose a new round to practise sentences with the second structure: *What (a) (small)...!*

Page 44

11. Look, read and write.

- ◆ Ask the children to look at the picture and read the text from the food packet.
- ◆ Tell them to identify the farm animal for which the product is destined to (*horse*).
- ◆ Explain that this is a young horse (*foal*), both for the image and for the information (*Indicated for the nutritional needs of young horses*).
- ◆ Then, ask them to write the name of the animal in English (*horse*).

12. Tick the mistake.

- ◆ Ask the class to look at the picture from activity 11 again.
- ◆ Invite them to read the text and explain the meaning of the following expressions: *complete horse feed*, *controlled sugar*, *digestible ingredients* and *vitamins and minerals*.
- ◆ If the students have any doubts about the vocabulary, help them solve them.
- ◆ After identifying the elements present in this type of text (packaging), ask the students to tick the information that is not in it.

13. Circle.

- ◆ Explain to the class the characteristics of the text of activity 11 one more time.
- ◆ Ask them to identify the type of text, taking them to the conclusion that it is a food packet for horses.

Page 45

14. Listen and say.

- ◆ Explore the image with the children. Encourage them to speculate about where the kids are, what they were

doing before the photo was taken, how old each of them is, etc.

- ◆ Play audio track 31 and ask them to follow the dialogue through the book, silently reading the speech bubbles.
- ◆ Say the boys are showing each other the drawing they made and commenting on the physical characteristics of the animal drawn by each of them.
- ◆ Play track 31 one more time, pausing after each statement for the students to repeat.

31

AUDIOSCRIPT

A: *What a beautiful sheep!*

B: *What a big cow!*

SETTING THE PACE



Ask the students to open the book to pages 38 and 39 and look at the farm scene again.

Organise them into pairs and ask them to point, one at a time, for an animal and mention a feature of it, using the model dialogue from activity 14. For example, *What a small pig!*

Then ask some volunteers to say their sentences to the whole class.

15. Let's sing and dance!

- ◆ Play audio track 32 for the children to get to know the song *Old MacDonald*.
- ◆ Call the children's attention to the animals mentioned in the song and the sounds they make.
- ◆ Explain that the sounds that animals make are written down in different ways in different languages. For example, in general, onomatopoeia writing is different in Spanish and English.
- ◆ Agree with the children on the choreography you will use to represent the animals in each stanza.
- ◆ Play track 32 again and ask the children to sing, mimic the sounds that animals make and dance at the same time. After everyone is familiar with the song you may also use the karaoke version of the song to do this.

32

AUDIOSCRIPT

Old MacDonald

Old MacDonald had a farm,

ee-eye, ee-eye oh.

*And on that farm he had a **duck**,*

ee-eye, ee-eye oh.

With a **quack, quack** here,
and a **quack, quack** there.
Here a **quack**, there a **quack**,
everywhere a **quack, quack**.

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **cow**,
ee-eye, ee-eye oh.

With a **moo, moo** here,
and a **moo, moo** there.
Here a **moo**, there a **moo**,
everywhere a **moo, moo**.

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **dog**,
ee-eye, ee-eye oh.

With a **woof, woof** here,
and a **woof, woof** there.
Here a **woof**, there a **woof**,
everywhere a **woof, woof**.

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **pig**,
ee-eye, ee-eye oh.

With an **oink, oink** here,
and an **oink, oink** there.
Here an **oink**, there an **oink**,
everywhere an **oink, oink**.

SETTING THE PACE



Ask the children to, while singing and dancing to the music, think of a classmate to indicate when there is a pause in the song. Play audio track 32 and pause the recording. Ask a student to choose a classmate to complete the correct stanza. Continue playing the song and make a new one pause, in which the student who completed the stanza the previous time will choose another classmate to participate. Repeat the procedure until several students have participated.



While students are singing, pause audio track 32 suddenly and ask them to complete the stanzas, forming a chorus in the class. If you think it is relevant, review activity 4 from page 40, where they learnt some farm animal onomatopoeia.



EXTRA ACTIVITY

Suggest a game to the students. Ask a volunteer to go to front of the classroom. Whisper the name of a farm animal into his / her ear and ask him / her to imitate the sound of that animal, without making any gesture. The first student to correctly say, in English, the name of the animal imitated is next to go to the front of the classroom to imitate another animal.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 111-112. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 46 and 47

REVIEW 3 & 4

1. Look and complete.

- ◆ Ask the students to look at the pictures.
- ◆ Tell them to remember the occupations studied and complete the phrases with their names, according to the images.
- ◆ Encourage them to compare their answers with their classmates.

2. Look, read and match.

- ◆ Tell the students to read the question and answers about the occupation that every person wants to have.
- ◆ Ask them to look at the images and identify which occupations they are related to.
- ◆ Ask them to match each sentence with its correct picture.
- ◆ If possible, ask one or more volunteers to write the names of occupations on the board, as a way of revising their spelling.

3. Look, read and tick.

- ◆ Ask students to look at the farm scene and tick *yes* if the statement is correct or *no* if the statement is incorrect.

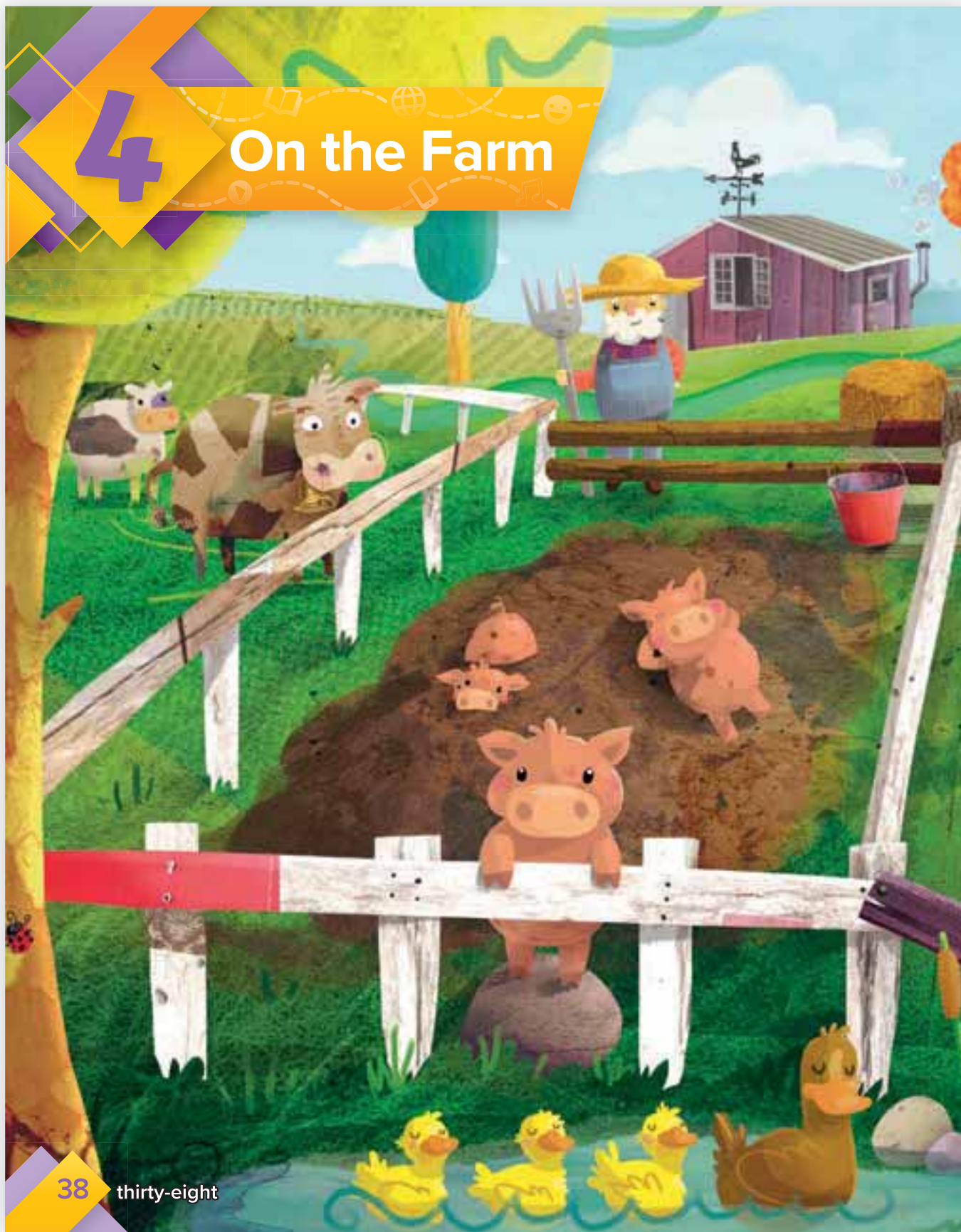
- ◆ Check students' answers by asking a volunteer to read each sentence and having the class say yes or no, according to each one.
- ◆ Encourage the students to justify their answers orally.

4. Circle.

- ◆ Ask the class to look at the picture from activity 3 again and circle the option that completes every sentence correctly.
- ◆ Ask one or more volunteers to write the farm animals' names on the board, as a way of revising their spelling.
- ◆ If possible, ask other volunteers to add an adjective to these animals, in order to remember how they can characterise them.

4

On the Farm



38

thirty-eight



Look! What a small chicken!

Yes, and what a beautiful sheep!

25 **1** Look and listen.

26 **2** Listen and say.



a chicken



a cow



a duck



a horse



a pig



a sheep

27 **3** Listen and circle.

1 ducks 12 **20**

2 pigs 17 7

thirty-nine

39

UNIT 4

28 **4** Listen, number and match.

A 4 A chicken goes...

B 3 A cow goes...

C 1 A duck goes...

D 2 A horse goes...

E 5 A sheep goes...

MOO

NEIGH

BAA

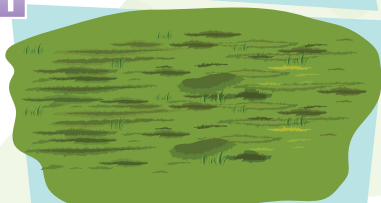
CLUCK

QUACK

5 Look and write.

Animals on the farm

1



cows

2



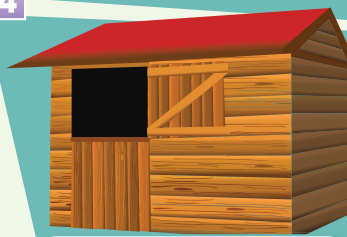
chickens

3



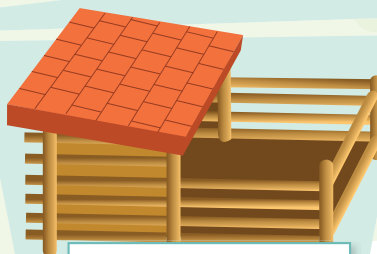
ducks

4



horses

5



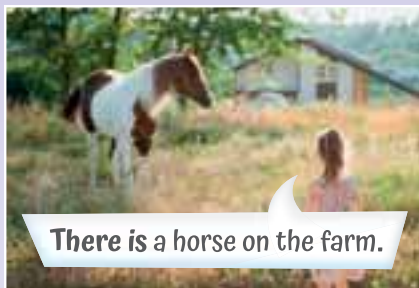
pigs

29

Look & Listen



There is / There are



There is a horse on the farm.



There are three cows on the farm.

6 Look, colour and complete.



- | | | |
|----------|----------|--|
| A | 1 | There is _____ a chicken on the farm. |
| B | 1 | There is _____ a cow on the farm. |
| C | 4 | There are _____ four ducks on the farm. |
| D | 2 | There are _____ two horses on the farm. |
| E | 2 | There are _____ two pigs on the farm. |
| F | 3 | There are _____ three sheep on the farm. |

Scan Me



#video #there is
#there are

forty-one

41

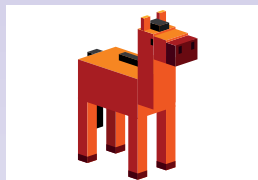
UNIT 4

30

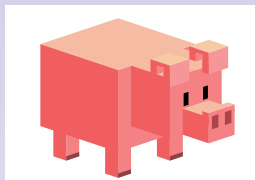
Look & Listen



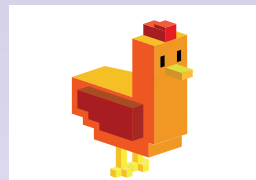
Adjectives



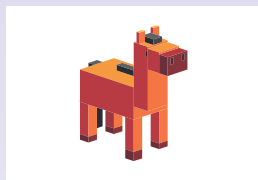
a **big** horse



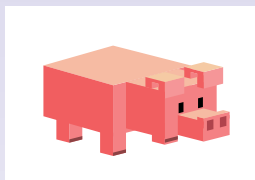
a **fat** pig



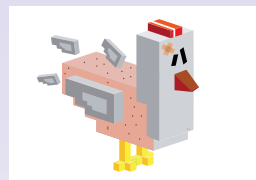
a **beautiful** chicken



a **small** horse



a **thin** pig



an **ugly** chicken

7 Read and stick.

1

big cow
sticker

What a big cow!

2

beautiful
horses
sticker

What beautiful horses!

3

ugly duck
sticker

What an ugly duck!

4

fat pigs
stickers

What fat pigs!

5

small
sheep
sticker

What a small sheep!

6

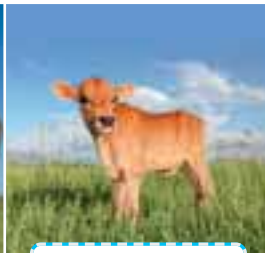
thin
chickens
sticker

What thin chickens!

8 Look and write the opposites.



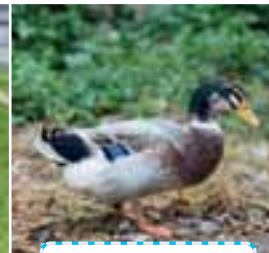
big



small



fat



thin

9 Look, read and circle.



1 There **is** / **are** two chickens.

2 What big **cows** / **horses**!

3 There are three **thin** / **fat** pigs.

4 What **beautiful** / **ugly** ducks!

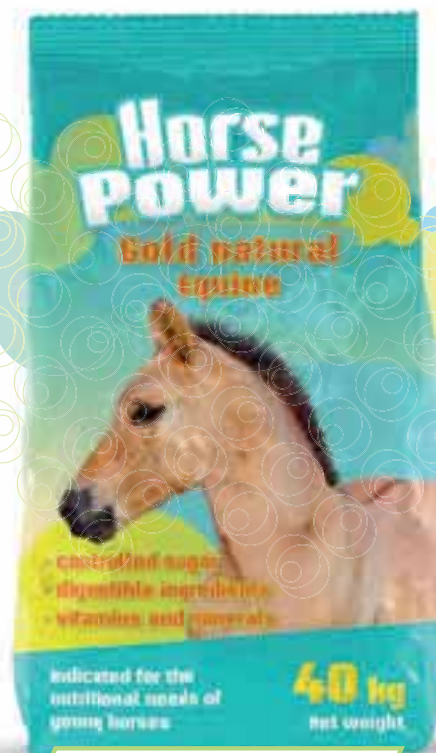
10 Cut out and play a game.

forty-three

43

UNIT 4

11 Look, read and write.



horse

Based on <https://www.purinamills.com/getmedia/7a6fee93-a2c7-4435-b0f9-0dd870d6ebf1/Equine-Senior-Sell-Sheet_FINAL_080421.pdf>. Accessed on August 30, 2022.

12 Tick the mistake.

- 1** ☒ complete horse feed
- 2** ☐ controlled sugar
- 3** ☐ digestible ingredients
- 4** ☐ vitamins and minerals

13 Circle.

This is...

- 1** a text message.
- 2** a food packet.
- 3** an invitation.



31 **14** Listen and say.



32 **15** Let's sing and dance!

WORKBOOK
pages 111 and 112

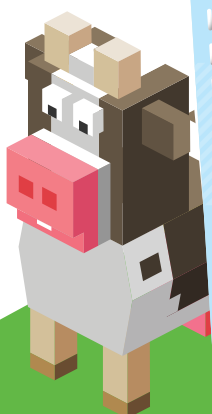
OLD MACDONALD

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **duck**,
ee-eye, ee-eye oh.
With a **quack, quack** here,
and a **quack, quack** there.
Here a **quack**, there a **quack**,
everywhere a **quack, quack**.

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **cow**,
ee-eye, ee-eye oh.
With a **moo, moo** here,
and a **moo, moo** there.
Here a **moo**, there a **moo**,
everywhere a **moo, moo**.

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **dog**,
ee-eye, ee-eye oh.
With a **woof, woof** here,
and a **woof, woof** there.
Here a **woof**, there a **woof**,
everywhere a **woof, woof**.

Old MacDonald had a farm,
ee-eye, ee-eye oh.
And on that farm he had a **pig**,
ee-eye, ee-eye oh.
With an **oink, oink** here,
and an **oink, oink** there.
Here an **oink**, there an **oink**,
Everywhere an **oink, oink**.



Review 3&4



1 Look and complete.



I'm a doctor.



I'm a vet.



I'm an astronaut.



I'm a pilot.

2 Look, read and match.

WHAT DO YOU WANT TO BE ?

1 I WANT TO BE AN ARTIST.

2 I WANT TO BE A FIREFIGHTER.

3 I WANT TO BE A TEACHER.



3 Look, read and tick.



1 There are three beautiful chickens.

2 There are two small horses.

3 There is a fat pig on the farm.

Yes No



4 Circle.

1 What **big** / **thin** cows!

2 What a **thin** / **fat** sheep!

3 What **big** / **beautiful** ducks!



Name: _____

Class: _____

1 Find, circle and complete.



It's a chicken.



It's a cow.

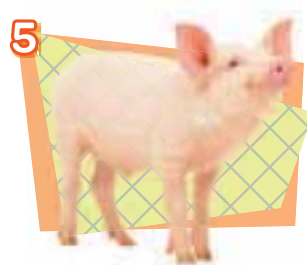


It's a duck.

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



It's a horse.



It's a pig.



It's a sheep.

Workbook

2 Look and complete.

beautiful big fat small thin ugly



1 There is a fat chicken.

4 There is a small duck.

2 There is a thin horse.

5 There is an ugly cow.

3 There is a beautiful pig.

6 There is a big sheep.

3 Write.

1 What Possible answers: What a thin horse! / What a big sheep! / What beautiful animals! !

2 _____

3 _____

UNIT 5 MY HOUSE

Objectives: talk about parts of the house and objects in a house / flat; ask and answer questions about where objects are located in a house / flat; identify the characteristics of e-mails

Vocabulary: *bathroom, bedroom, dining room, garden, kitchen, living room; bed, chair, cooker, fridge, shower, sink, sofa, table, wardrobe*

Language Content: *Where's the (bed)? It's in the (bedroom). / There is a (bathroom). There are (two) (bedrooms). There's a (ball) in my (bedroom). There are (six chairs) in the (living room).*

Workbook: pages 113 and 114

Life Skills: Sharing Common Areas

WARM-UP

- ◆ Draw the outline of a house and a block of flats on the board.
- ◆ Ask the children *Do you live in a house or in a flat?*
- ◆ Now ask them to go to the front of the class and write their names in the house outline or the block of flats outline according to the place where they live.
- ◆ Count the number of children who live in a house and the number of children who live in a block of flats and write down the number below the outlines on the board.

Pages 48 and 49

1. Look and listen.

- ◆ Explore the illustration with the children and ask *What can you see in the picture?* (The rooms of a house); *What are the characters doing?* (They are talking.); *What part of the house do you like to play in?* (Personal answers.)
- ◆ Tell the children to cover the speech bubbles, listen to audio track 33 and identify which toy the children in the picture are talking about (a ball).
- ◆ Still with the speech bubble covered, play track 33 one more time and ask the students to identify where the toy mentioned is (in the living room).
- ◆ Ask the children to uncover the speech bubble and play track 33 one last time for them to follow along.

33

AUDIOSCRIPT

There's a ball in the living room. Let's play!

2. Listen and say.

- ◆ Ask the children to look at the pictures of the rooms in the house on the vocabulary board.

- ◆ Play audio track 34, pausing after the name of each room in the house, and invite students to listen and repeat each word.
- ◆ Explain to the students that the rooms in the house / flat are usually followed by indefinite articles (*a, an*), as in *a bathroom*, and / or definite articles (*the*), as in *the dining room*. In general, in English, when we only have a room unit in the house, we add *the* before its name. For example, *the dining room, the kitchen, the living room, the garden*.
- ◆ Play track 34 one more time and make sure that all the class is following and repeating the words used to identify the rooms in a house correctly.

34

AUDIOSCRIPT

a bathroom; a bedroom; the dining room; the garden; the kitchen; the living room

3. Listen and circle.

- ◆ Ask the students to look at the pictures from activity 2 again.
- ◆ Play audio track 35 and have students circle the name of the room mentioned in the dialogue.
- ◆ Finally, ask volunteers to practise the dialogue, helping them when necessary.

35

AUDIOSCRIPT

Lily: *Mum, where's my ball?*

Mum: *Look in your bedroom, Lily.*

Lily: *Yes! It's in my bedroom. Thanks, Mum!*



EXTRA ACTIVITY

MEMORY GAME

Tell the class that they have 30 seconds to observe and remember as many details from the picture as possible. When the time is over, ask the children to close their books and ask them these questions: *Where is the dog? (In the garden.); Is there any fruit in the kitchen? (Yes.); Is there a girl in the bedroom? (No.); Is it day or night? (Day.)*



EXTRA VOCABULARY

armchair	roof
balcony	rubbish bin
bed	shampoo
bedside table	shelf
ceiling	shower
ceiling fan	sink
curtain	telephone
fence	tiles
grass	toothbrush
hose	towel
kitchen cabinet	TV
lamp	two-storeyed house
mirror	wallpaper
oven	window

Page 50

Look & Listen

- ◆ Ask the children to look at the pictures of the dining room and of the two bedrooms.
- ◆ Play audio track 36, pausing after each sentence and pointing to the correct image.
- ◆ Point out the difference between singular and plural forms: *there is* or *there's* is used when the noun is singular and *there are* is used when the noun is plural.
- ◆ Play track 36 again, pausing after each phrase for the children to repeat. Check the pronunciation of the class and assist students if necessary.
- ◆ Explain that the indefinite articles *a* and *an* can be used instead of number one.

36

AUDIOSCRIPT

There is a dining room.
There are two bedrooms.



EXTRA ACTIVITY

Draw a dividing line in the middle of the board. On the left-hand side, write *There is...* and on the right-hand side, write *There are...* . Ask a volunteer to produce a sentence about different objects in the classroom. For example, *In my classroom there is a door.* Write *a door* on the left, and *There is...* under the heading.

Ask another child to repeat the phrase created by the first child and add another idea. For example, *In my classroom there is a door and there are three windows.* Write *three windows* on the right-hand side, and *There are...* under the heading.

The next child repeats the phrase created by the first two children and adds new information. For example, *In my classroom there is a door, there are three windows and two boards.*

Carry on with the activity until all the children have had the chance to participate.

4. Listen and number.

- ◆ Ask the children to have a look at the pictures and identify the different rooms / parts of the house in each of them: *kitchen, living room*, etc.
- ◆ Play audio track 37, pausing after each sentence for the children to number the pictures in the order they hear them.
- ◆ Check students' answers by asking *Number one?* and having the children answer the question (*There's a kitchen.*) and so on.

37

AUDIOSCRIPT

1 *There's a big kitchen.* **2** *There's one living room.* **3** *There are three bedrooms.* **4** *There's a garden.* **5** *There are two bathrooms.*

Page 51

5. Listen, say and number.

- ◆ Ask the students to look at the pictures and explain the meaning of *furniture* and *home appliances*.
- ◆ Play audio track 38, pausing after each word for students to repeat. Check students' pronunciation and help them if necessary.
- ◆ Play track 38 again and ask students to number the pictures as the items are mentioned.

38

AUDIOSCRIPT

1 a sink; 2 a sofa; 3 a bed; 4 a wardrobe; 5 a cooker; 6 a table;
7 a chair; 8 a shower; 9 a fridge

6. Read and complete.

- ◆ Ask the students to look at the words in the box. Help them read each of them, correcting pronunciation if necessary.
- ◆ Then encourage the children to read the sentences. Explain that each of them mentions furniture or home appliances, and they must complete them, writing in which room(s) these objects can be found.
- ◆ Check students' answers by asking volunteers to read the complete sentences.



EXTRA ACTIVITY

CHINESE WHISPERS

Ask the whole class to stand in one long line. Explain that you will whisper a phrase in the ear of the last child in the line. That child will whisper the same phrase in the ear of the child in front of him / her, who, in turn will repeat the phrase in the ear of the child in front of him / her and so on till the phrase reaches the first person in the line. When that happens, the first child in the line must say the phrase he / she heard to the whole class. Suggested phrases: *There's a dog in the bedroom. Dad's in the garden. There are two cats in the kitchen. Mum's in the living room.* At the end of the game, reveal the phrase you said, which will probably be quite different from the one the first child in the line said.

Page 52

Look & Listen

- ◆ Ask the students to look at the picture of the kitchen and draw their attention to the furniture and home appliances they know.
- ◆ Play audio track 39 and explain that the sentences show how to ask and answer where certain object can be found at home.
- ◆ Play track 39 again and ask the students to repeat the question and the answer. Correct students' pronunciation if necessary.

39

AUDIOSCRIPT

Where's the fridge? It's in the kitchen.

7. Look, read and circle.

- ◆ Ask the students to look at the picture and identify the words used to identify each room in the house.
- ◆ Ask them to read the sentences and find the element in the image indicated on each.
- ◆ Then encourage them to circle the correct option that completes each sentence.
- ◆ Check students' answers by asking volunteers to read the complete sentences and write them down on the board.

SETTING THE PACE



Explain to the students what the expressions *in the middle of* and *in the corner of* mean. Ask them to look at the picture on the **Look & Listen** section to page 52 and say *The fridge is in the corner of the kitchen.* Give another example using something from the classroom: *The desk is in the middle of the classroom.* Make sure that everyone understood the expressions.

Then ask *What's in the corner of the bedroom?* (*The bed.*); *What's in the middle of the dining room?* (*The table. / The chairs.*) Encourage students to look at the picture and to create other questions using these expressions.

Finally, have students circle the objects found in the image and write down in the notebook the questions and the correct answers.



Review with the students the words used to identify the rooms in the house, pointing out where they appear in the picture. Read the sentences and help them find the mentioned objects / animals (*bed, dog, sink and cat*) in the house. Then, ask them to circle the correct alternative to complete each sentence. Check students' answers by reading each sentence, showing the picture to clarify any doubts.

Page 53

8. Read and draw.

- ◆ Read each sentence that describes the interior of a flat and ask the students to repeat it. Help them with vocabulary if necessary.
- ◆ Then, ask them to imagine what each room would look like. Ask them to draw in their notebook how they visualise the flat. Explain to them that it can be a side view of the house

or a floor plan. If possible, take an example of a floor plan to the classroom, such as a real estate advertising flyer.

- ◆ At the end, ask for some volunteers to show the drawings they created, reading the description to the class and indicating where the rooms and objects are.

9. Let's sing!

- ◆ Explore the picture with the children, asking them to mention the rooms they recognise (*bathroom, bedroom, kitchen, living room, garden*).
- ◆ Then, ask a volunteer to mention some furniture and home appliances present in the image (*bed, chair, sofa, fridge, shower, sink, cooker, table*).
- ◆ Explain to the children that they will listen to a song called *My House*. Play audio track 40 to let students get familiar with the song.
- ◆ Then read the song lyrics and ask the class to repeat and identify in the picture what is being said in each stanza.
- ◆ Play track 40 again, pausing after *There's a sofa in the...* and ask them to complete the stanza. Repeat the procedure with the other stanzas.
- ◆ Play track 40 one more time and invite the students to sing the song together.
- ◆ To make the activity more dynamic, you can divide the class into groups and conduct an "orchestra", pointing out the group that must sing: sometimes all the groups sing together, sometimes only two groups sing, now only one group sings, etc.
- ◆ Finally, play the song once again and encourage them to sing along. You can use the karaoke version of the song to do so.

40

AUDIOSCRIPT

My Home

*There's a sofa in
the living room,
living room, living room.*

*There's a bed in the bedroom,
bedroom, bedroom.*

*There's a fridge in the kitchen,
kitchen, kitchen.*

*There's a shower in
the bathroom,
bathroom, bathroom.*

*And my dog is in the garden,
garden, garden.*

Page 54

10. Read and tick.

- ◆ Explain that in activity 11 students will work with stickers (see page 131), pasting them in the correct spaces of the texts.
- ◆ Help the children read the texts and mention some characteristics and vocabulary they know which appear in the texts. Explain that the words *from* and *to* are used to express the writer of the text and to whom it is intended.
- ◆ Make sure they can identify what the subject is addressed in both texts (*My home*) and ask how they arrived at this conclusion (because of the vocabulary used - rooms and furniture in the house).
- ◆ Finally, have them read the sentences and tick the correct answers.



ADDITIONAL INFORMATION

Explain to the children that there are different types of housing around the world, not only those considered "ordinary" - four fixed walls on a piece of land. Many houses depend on appropriate climatic factors (such as igloos) and use tools and resources available in each region. *A houseboat and a cave home* are just a few examples.

Available at <<https://mymodernmet.com/different-types-of-houses-around-the-world/>>. Accessed on December 15, 2022.

11. Read again and stick.

- ◆ Review with the class the characteristics of the houses mentioned by the characters in the e-mails of activity 10.
- ◆ Tell the students to open their books to page 131 and help them identify each of the houses (cave home and houseboat).
- ◆ Finally, ask them to place the stickers in the correct e-mails.

Page 55

12. Look and write.

- ◆ Invite the students to read María's e-mail again.
- ◆ Then, ask them to describe their own houses, as a reply to María, using the characteristics of an e-mail. Assist them if necessary and review the items that make up an e-mail.
- ◆ Encourage them to draw the facade of their house or their favourite room.

13. Write T(true) or F(false).

- ◆ Ask the children to read the texts from activity 10 again.
- ◆ Then, instruct them to read the sentences and write *T* (true) if they are correct and *F* (false) if they are incorrect.

- ◆ Finally, ask some volunteers to answer and correct orally. If possible, help them correct the false sentences, making them true (*María's favourite room is the bedroom. Peter's home is a houseboat.*)

14. Let's play a game!

- ◆ Read the speech bubbles aloud and ask the class to follow the reading in the book.
- ◆ Divide the class into pairs and explain the game: student A asks a question about where is certain object and student B must answer immediately in which room this object is usually found. For example, A: *Where's the fridge?* B: *It's in the kitchen!*
- ◆ Then pairs swap roles, choosing another object for the question.

SETTING THE PACE



Organise the sitting arrangement into a circle and choose one student to start the round.

This student says the name of an object to a classmate on the right, who, in a maximum of three seconds, must say the room where this object is usually found.

If he / she misses, he / she must leave the circle; if he / she gives the right answer, it is his / her turn to say the name of another object to the classmate on the right, who should also answer quickly with the room related to that object.

The game continues until only a student is left.



Write on the board *bed, chair, sofa, shower, cooker and wardrobe* and read each item aloud. Then review where each of these objects can be found in a house (bedroom, dining room / kitchen, bedroom / living room, bathroom, kitchen and bedroom, respectively).

Ask a volunteer to choose one of the objects and ask, for example, *Where's the shower?*

Students who know the answer must raise their hand and answer *It's in the bathroom!*

Then ask another volunteer, who must ask a question by choosing another object.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 113-114. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 56 and 57

LIFE SKILLS: SHARING COMMON AREAS

1. Look, think and colour.

- ◆ The purpose of this activity is to get students to think about the space of oneself and the other. To do so, they will study common areas of the homes of two children.
- ◆ Introduce the pictures and the children who live in each house. Point to Alice's house and ask how many rooms the students identify (five). Ask *How many rooms does Alice share with her parents?* (*Three.*); *How many rooms she does not share with anyone?* (*One.*) and *How many rooms are areas that belong to others?* (*One.*) Right away, tell them to look at Joe's house and repeat the same questions (answers are the same as those given for Alice's house, except for the second question, which in Joe's case would be *none* as he shares his bedroom with someone).
- ◆ Then ask the children to look at the sentences and colour the rooms in Alice and Joe's house based on what is described. Explain to them that this division of common areas or not may vary from family to family.
- ◆ The students should realise that there are rooms that are shared by all family members, those which can or not be shared (if they share a bedroom, for example) and rooms that do not belong to them, such as their parents' room or an office (professional environment).
- ◆ Talk to the students about common areas, explaining that coexistence in these spaces requires rules for people to live in harmony. It is also important to realise that there are areas in the house that do not belong to them and that, therefore, they need to respect the rules determined by those responsible.
- ◆ Finally, organise the children into pairs and ask them to talk to a classmate about common areas in the house and areas he / she only uses. Encourage them to say *I share (the living room) with (my parents), I don't share (my bedroom); (My parents' bedroom) is not my space.*

2. Look and tick.

- ◆ The purpose of this activity is to provide a reflection on attitudes that are and are not appropriate when sharing common areas with other people.
- ◆ Divide the class into pairs and tell the students to look at the pictures and tick the actions that are appropriate when sharing common areas with someone.
- ◆ When they are finished, talk to them about the pictures, asking whether they think any action(s) is / are appropriate or inappropriate. Encourage them to point to each

picture in the book and say *This is appropriate* or *This is inappropriate*. Then, ask them to justify their answers.

- ◆ The children are expected to realise that appropriate actions are related to attitudes that guarantee the well-being of all family members. Inappropriate attitudes disturb family members who are in that common area.
- ◆ At the end of the activity, ask the class to share examples of appropriate and inappropriate attitudes in their homes.

3. Circle some objects you share.

- ◆ Divide the class into pairs and ask the students to look at the images and circle the objects that are shared in their houses.
- ◆ At the end of the activity, the children are expected to realise which objects are for personal use and which are for collective use and, in that way, understand that collective objects must be shared and that there are sharing rules that must be followed.
- ◆ For correction, ask volunteers to talk about what was circled and what was not circled, using expressions such as *I share (the TV) with (my brother); I don't share (my wardrobe)*.
- ◆ Ask the class, for example, what would happen if there were only one TV in the house and a family member all day watching TV, at high volume, without thinking of the other family members who also live there (Possible answers: The other family members would probably have no option in addition to watching the same programme. High volume would probably disturb other family members.) They are expected to realise that respecting the sharing rules ensures that all family members are comfortable.

4. Look, think and talk.

- ◆ The objective of this activity is to put into practice what was learnt about sharing common areas, reflecting about the situations shown in the images.
- ◆ Ask the students to look at the pictures and describe each one. If necessary, explain the meaning of *people*, *lie on the sofa* and *enter*. Then, ask them to think about two situations: when they visit a close family member and when visiting a family friend. Then, have them work in pairs and ask *Which of these actions are appropriate in each of these situations?* Invite them to talk about it, encouraging them to use the expressions *This is appropriate* and *This is inappropriate*. For example, for a child it may be appropriate to lie down on the sofa at the grandparents' house, as they allow it, but for another child this action may be unacceptable.
- ◆ At the end of the activity, talk with the students about how they feel when someone goes to their house and does the actions shown in the pictures. When reflecting on this issue, make sure the students realise that people are different and have different common areas and rules at home. Therefore, it is always important to understand what the rules and limits of each house are and respect them.

5

My House

There's a ball in the living room. Let's play!

48

forty-eight

33 **1** Look and listen.

34 **2** Listen and say.



a bathroom



a bedroom



the dining room



the garden

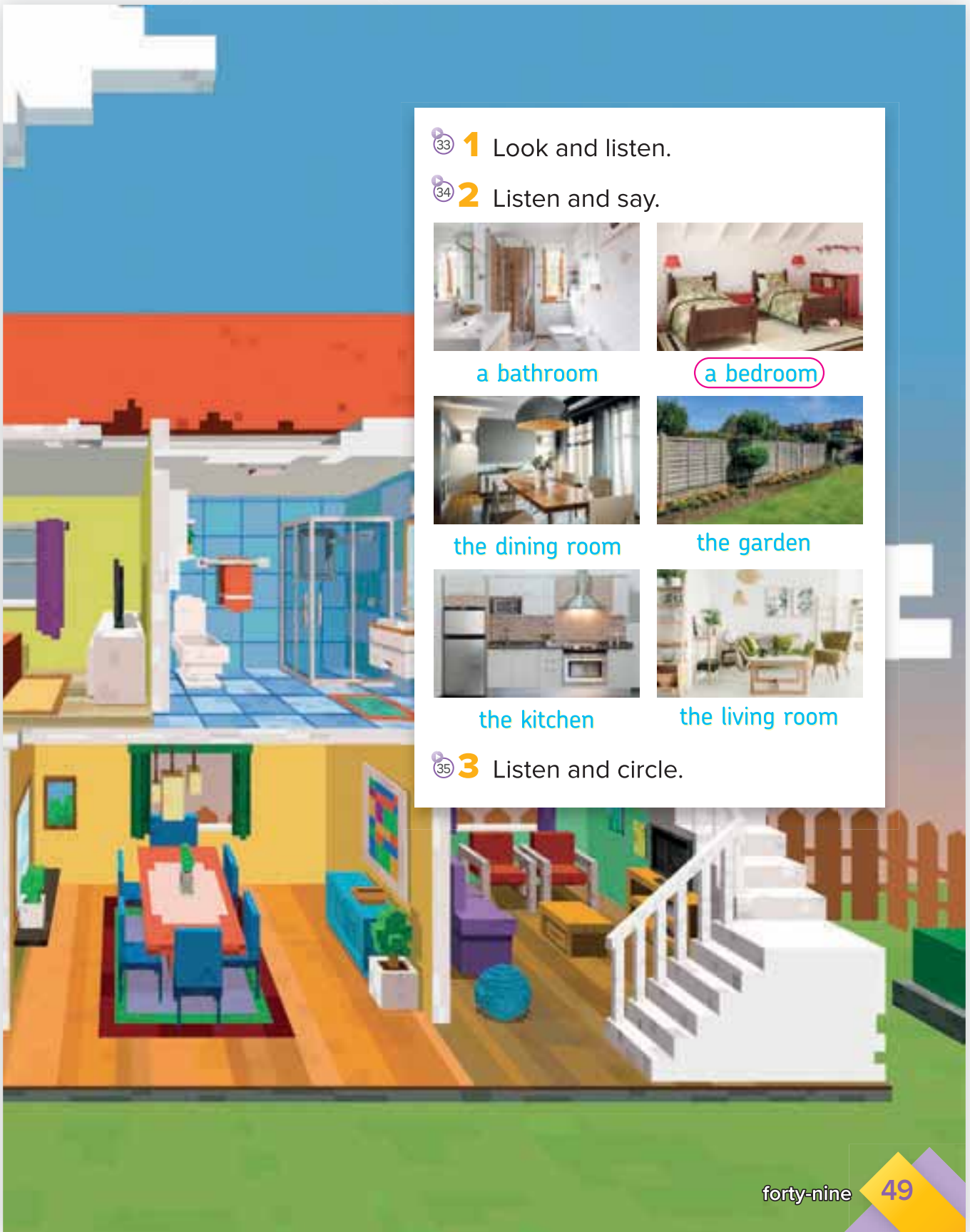


the kitchen



the living room

35 **3** Listen and circle.



UNIT 5

36

Look & Listen



There is / There are



There is a dining room.



There are two bedrooms.

37

4 Listen and number.

A 2



B 3



C 5



D 1



E 4



38 **5** Listen, say and number.



6 Read and complete.

bathroom bedroom dining room kitchen living room

- 1** There's a cooker in the kitchen.
- 2** There's a sofa in the bedroom/living room.
- 3** There's a shower in the bathroom.
- 4** There's a bed in the bedroom.
- 5** There are two chairs in the bedroom/dining room/kitchen.

fifty-one

51

UNIT 5

39

Look & Listen



Question / Answer

Where's the fridge?
It's in the kitchen.



7 Look, read and circle.



1 Where's the bed? It's in the...

- A kitchen.
- B living room.
- ☒ C bedroom.

2 Where's the shower? It's in the...

- A bedroom.
- ☒ B bathroom.
- C living room.

3 Where's the dog? It's in the...

- ☒ A living room.
- B bathroom.
- C garden.

4 Where's the cat? It's in the...

- A garden.
- B bathroom.
- ☒ C kitchen.

8 Read and draw.

This is my flat. It's not very big but I love it. There's a kitchen, two bedrooms, a bathroom, a dining room and a living room. In the kitchen, there's a cooker and a fridge. There are four chairs and a table in the dining room. There's a sofa in the living room and a bed in my bedroom. My favourite room is my bedroom.



40

9 Let's sing!

MY HOME

There's a sofa in
the living room,
living room, living room.

There's a bed in the bedroom,
bedroom, bedroom.

There's a fridge in the kitchen,
kitchen, kitchen.

There's a shower in
the bathroom,
bathroom, bathroom.

And my dog is in the garden,
garden, garden.



fifty-three

53

UNIT 5

10 Read and tick.

From: maria.martin@mailkw.com
To: peter.smith@mailkw.com
Subject: My home
Attached: cavehouse.jpg

Hi, Peter!

I live on the top of a mountain in Andalusia, Spain. This is my home: a cave house! It's fantastic! The door is cut into the stone, and there are many rooms, a chimney and a roof made of grass. ✚

It is very big and clean. There is a kitchen and a living room. There are also two bathrooms and four bedrooms.

- There are two beds, a wardrobe and a bedside table in my bedroom. It's my favourite room! 😊 I like it very much. It's unique! What about you?

XOXO,
Maria

cave home sticker

From: peter.smith@mailkw.com
To: maria.martin@mailkw.com
Subject: Re: My home
Attached: houseboat.jpg

Hello, Maria!

What a beautiful house!

My home is different too. It's a houseboat. I live in a community of canal boats in London, England. It's really cool.

It's not very big. There is a small kitchen, a living room and a bathroom. And there are two bedrooms. There is only one bed in my bedroom... 😊

My favourite room is the living room. There are two sofas, a fluffy rug and a TV. 😊

XOXO,
Peter

houseboat sticker

1 What are these texts?

- A ☐ They are invitations to come and visit.
B ☒ They are e-mails describing where people live.

2 They show...

- A ☒ messages from two friends.
B ☐ adverts for holiday homes.

11 Read again and stick.

12 Look and write.

13 Write *T* (true) or *F* (false).

- 1** ☐ *T* There are two bathrooms and four bedrooms in María's house.
- 2** ☐ *F* María's favourite room is the kitchen.
- 3** ☐ *F* Peter's home is a cave house.
- 4** ☐ *T* There's a fluffy rug in the living room of Peter's houseboat.

14 Let's play a game!



WORKBOOK
pages 113 and 114

fifty-five

55

Life Skills

Sharing Common Areas

1 Look, think and colour.

Areas I share

Areas I don't share

Not my area



2 Look and tick.

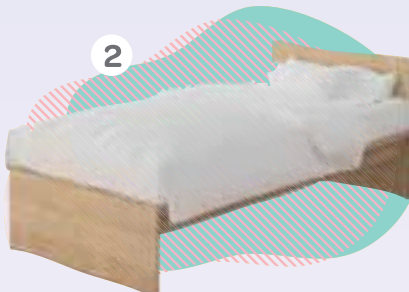


3 Circle some objects you share. Possible answers.

1



2



3



4



4 Look, think and talk.

1



Lie on other people's sofas.

2



Take other kids' toys.

3



Open other people's fridges.

4



Enter other people's bedrooms.



Name: _____

Class: _____

1 Unscramble and write.



NHIKTCE _____ kitchen



HRBTMOOA _____ bathroom



GLIINV ORMO _____ living room



MODREOB _____ bedroom

2 Read, draw and colour.

1 Where's the sink?
It's in the bathroom.

drawing of a bathroom with a sink

2 Where's the cooker?
It's in the kitchen.

drawing of a kitchen with a cooker

3 Where's the sofa?
It's in the living room.

drawing of a living room with a sofa

4 Where are the beds?
They are in the bedroom.

drawing of a bedroom with two or more beds

Workbook

3 Read, look and circle the six mistakes.

This is my flat. There are two bedrooms and one bathroom. There is a living room too. In one bedroom, there is a bed and a TV. In my bedroom, there are two beds. There is a big shower in the bathroom. In the kitchen, there are two fridges, a table and four chairs. My dog is in the garden and there are four cats on the roof.



UNIT 6 MY TOWN

Objectives: identify places in a town / city; ask and answer about the location of places in a town / city; identify the characteristics of map legends

Vocabulary: *bakery, bank, cinema, library, museum, park, restaurant, school, shopping centre, supermarket; between, next to, opposite*

Language Content: *Excuse me! Where's the (park), please? It's (opposite) the (bank).*

Digital Content: gallery of pictures related to places in a town / city

Workbook: pages 115 and 116

WARM-UP

- ◆ Write the word *town* on the board. Below, write the names of towns or cities the children in your class probably know about.
- ◆ Ask the children in which town or city they were born and if they mention one you haven't written on the board, write it down.
- ◆ Then draw a house and, below the picture, write *my house*. Next to the house, draw other houses and write *my neighbourhood*. Make sure the children understand the three terms: *house, neighbourhood* and *town*.

Pages 58 and 59

1. Look and listen.

- ◆ Ask the students to look at the town picture.
- ◆ Ask *Who is in the scene?* (Webby and the gang); *What are they doing?* (Walking around town.)
- ◆ Ask them to cover the speech bubbles and try to identify the place where Webby is pointing.
- ◆ Play audio track 41 and check if they were able to identify the place: the bank.
- ◆ Play track 41 one more time, pausing after each phrase and asking students to repeat it.
- ◆ Choose one of the illustrated places in the picture, point to it in your book and show it to the class, and ask, for example: *Where's the cinema?* Don't correct students' answers at this stage.

41

AUDIOSCRIPT

Sophia: *Where's the bank?*

Webby: *It's next to the bakery.*

2. Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box and see if they guess what they mean (*shopping centre, supermarket, cinema, park, bank, bakery*). Tell them that most of the words are quite similar to their Spanish equivalents in spelling and pronunciation.
- ◆ Emphasise the difference between *theatre* and *cinema*. Take the opportunity to provide the students with another word for *cinema* in American English: *movie theater*.
- ◆ Play audio track 42, pausing after each word and asking the class to repeat it until their pronunciation is clear and intelligible.

42

AUDIOSCRIPT

a bakery; a bank; cinema; a park; a shopping centre; a supermarket

3. Look, listen and circle.

- ◆ Tell the students to look closely at the places in town illustrated in activity 2.
- ◆ Play audio track 43 and ask them to circle the mentioned places.

43

AUDIOSCRIPT

bakery; cinema; supermarket

A^BC

EXTRA VOCABULARY

bench	chimney
block	pedestrian crossing
box office	flower shop
bush	gift
bus stop	grass

hospital	shopping cart
hydrant	sidewalk
map	stairs
map legend	street
recycling bins	tree

Page 60

Look & Listen

- ◆ Ask the children to look at the pictures of a library, a museum, restaurant and school.
- ◆ Play audio track 44, pointing to the images as they are mentioned.
- ◆ Play track 44 again, pausing after each word for the students to repeat. Correct their pronunciation and assist them if necessary.

44

AUDIOSCRIPT

a library; a museum; a restaurant; a school

4. Look, find and colour.

- ◆ Ask the children to look at the city map and colour the places with the indicated colour in each sentence.
- ◆ Make sure they know the name of all the places in the map.

Page 61

Look & Listen

- ◆ Ask the students to look at the pictures and identify the places that appear in them (*cinema; museum; bakery; restaurant*).
- ◆ Ask *Where's the cinema?* and let students answer freely.
- ◆ Play audio track 45, pausing after each sentence so that the students can look at the pictures.
- ◆ Make sure they understand the meaning of the prepositions *opposite*, *between* and *next to* by asking them to give examples based on the position of classmates in the classroom, such as *Juliana is between Pedro and Marcelo*.
- ◆ Play track 45 again and tell the students to repeat every sentence. Correct the students' pronunciation if necessary.

45

AUDIOSCRIPT

Where's the cinema?
It's opposite the museum.
It's between the restaurant and the bakery.
It's next to the restaurant.

5. Read, look and stick.

- ◆ Read the information on the new bakery's opening advertisement with the class. Explain the meaning of *grand opening* and *bread*s. Also explain the meaning of *A free cupcake for the first 50 customers!*
- ◆ Tell the children to look for the stickers on page 131. Ask them read the text again and place the stickers on the map according to the information in the advertisement.



EXTRA ACTIVITY

Organise the students into pairs and ask them to look at the picture in the opening of the unit (pages 58 and 59). Based on the location of shops on this image, tell the students to make up dialogues with the studied prepositions. For example: *Where's the bakery? (It's next to the bank.); Where's the cinema? (It's opposite the bakery.)*

Page 62

Look & Listen

- ◆ Ask the students to look at the picture.
- ◆ Ask them to carefully read the dialogue between the two children.
- ◆ Play audio track 46 and explain that the sentences show how to ask and answer about the location of a particular shop.
- ◆ Play track 46 again and ask the children to repeat the question and the answer. Correct the students' pronunciation if necessary.

46

AUDIOSCRIPT

A: *Excuse me! Where's the park, please?*
B: *It's opposite the shopping centre.*

6. Look, read and tick.

- ◆ Ask the class to look at the pictures and identify the places in town represented in each of them.
- ◆ Encourage them to read the questions and locate the mentioned place in each image.
- ◆ Read the options with the students, helping them if necessary.
- ◆ Then, invite them to choose the option that answers the question, according to each image.
- ◆ Correct orally by reading the questions and correct answers. To do this, ask volunteers to read each item (question and answer).

SETTING THE PACE



Write the following sentences on the board:
1 *It's opposite the cinema.* 2 *It's opposite the museum.* 3 *It's between the park and the library.* 4 *It's next to the school.*

Then, ask a child to read the question from item 1 aloud and ask the students to draw in their notebooks the place both the question and the sentence 1 written on the board, following the indicated position (for example, *the first drawing must be a supermarket in front of a cinema*).

Continue with the same procedure for the other items, asking different children to read each question.

At the end, invite some students to show their drawings made.

Page 63

7. Let's sing!

- ◆ Encourage the class to explore the picture and tell the students they will listen to a song about places in a city called *My Town*. Then play audio track 47 once for the children to get familiar with the song.
- ◆ Read each verse slowly and ask the children to repeat and read along in their books.
- ◆ Divide the class into five groups and tell them each group will be responsible for a chorus: *money, money, money; bread, bread, bread; food, food, food; trees, trees, trees; popcorn, popcorn*. The rest of the song will be sung by all of them together.
- ◆ Play track 47 again and ask the children to sing the song all together except for the chorus, which will be sung only by the group who is responsible for each.
- ◆ After everyone is familiar with the lyrics, play the karaoke version of the song and encourage children to dance and sing along.
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find a gallery of pictures related to places in a town / city. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

47

AUDIOSCRIPT

My Town

We're at the bank.

Money, money, money.

We're in the bakery.

Bread, bread, bread.

We're in the supermarket.

Food, food, food.

We're in the park.

Trees, trees, trees.

We're in the cinema.

Popcorn, popcorn.

We're in the shopping centre.

The shopping centre has got all we need!

8. Look and say.

- ◆ Have the students work in pairs.
- ◆ Ask them to look at the picture and invite them to read the speech bubbles.
- ◆ Explain that, based on the image, the students should read the dialogue presented in the speech bubbles, if possible more than once by changing the name of the desired place.
- ◆ Tell the students that when we ask for information about some location, it is polite to say *Excuse me!* before asking the question. Furthermore, if the person who answers is a friend, he / she might add *Let's go there!*
- ◆ Read the dialogue with a student to serve as an example for the class.
- ◆ To increase students' vocabulary, write on the board the name of other shops they can use in the activity (*bakery, cinema, park, restaurant, school and supermarket*).
- ◆ After a few minutes, ask volunteers to demonstrate their dialogues to the whole class.

Page 64

9. Look, read and tick.

- ◆ Lead the students into looking at the town map and ask *What is this? (A map.); What does this representation mean? (Where each place is located in a region.); What are these symbols? (Map legends.)* If you want, you can teach the meaning of *route*.
- ◆ Help the children read the map, identifying places and their respective location.
- ◆ Then, ask them to read the sentences and tick the correct alternatives.
- ◆ Finally, check students' answers orally, asking some volunteers to read the answers.

10. Look, read and complete.

- ◆ Encourage the class to look again at the map from activity 9.
- ◆ Then, ask the students to locate the mentioned places and to pay attention to the prepositions used in the sentences.
- ◆ Finally, help them complete each sentence properly.

SETTING THE PACE



Have the students work in pairs and guide them to find different ways to locate the mentioned places in activity 10 using the map on page 64. For example, for item 1, a possible answer is: *The museum is next to the park.*

Then ask them to write the sentences they managed to make in their notebooks.



Encourage the students to read item 1 and identify the mentioned places in that sentence.

Then, ask them to locate these places on the map, isolating them from the rest of the information.

Ask them to pay attention to the used preposition and look for the place on the map to complete the sentence.

Monitor students' work and repeat the procedure with the other items of activity 10.

11. Draw and write.

- ◆ Explain to the children that the map is incomplete and that they are going to design some places to fill the empty areas. Encourage them to design places on the same block, when possible, so that they stay next to each other.
- ◆ Write on the board all the places in town studied in this unit (*bakery, bank, library, shopping centre, cinema, museum, park, restaurant, school, supermarket*) and guide the students to choose some to complete the map.
- ◆ Then ask them to use the map symbols from activity 9 to help them with the correct icons of the designed places.
- ◆ Finally, ask them to write in their notebooks where each place is located in the town, using the studied prepositions in this unit.

12. Cut out and play.

- ◆ Encourage the students to work in pairs and ask them to cut the map of streets and places that are on pages 123 and 125.
- ◆ Student A asks the location of the indicated places in the box and student B answers according to the map created

in activity 11. To do so, ask them to use the vocabulary and the prepositions they studied in this unit.

- ◆ Student A then assembles the city with the cut-out pieces according to the answers from the other student. Then, ask them to swap roles.
- ◆ At the end, ask both students in each pair to check whether the maps represent the descriptions properly.



EXTRA ACTIVITY

Ask students to work in groups of four and draw on cardboard the neighbourhood where the school is located. Help them with the spatial notion and the representation of the streets on the poster.

Let them use magazines cut-outs, coloured pens and paper from different types to decorate the posters.

Remind them to identify places whose names they have already studied how to say in English by writing a caption on them: *school, bakery, supermarket*, etc.

At the end, make an exhibition of the students' production.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 115-116. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 66 and 67

REVIEW 5 & 6

1. Listen and number.

- ◆ Ask students to look at the picture and find the similarities and differences between the two flats. For example, the flat on the left has got a large kitchen and a bedroom; and the flat on the right has got a small kitchen and two bedrooms.
- ◆ Then play audio track 48 and ask the students to identify which is Joanna's flat and which is Brian's, numbering each floor plan appropriately.

48

AUDIOSCRIPT

1 Hello, I'm Brian. This is my flat. There's a living room, a bathroom, a small kitchen and two bedrooms. **2** Hi, I'm Joanna. This is my flat. There's a living room, a bathroom, a big kitchen and a bedroom.

2. Look, read and tick.

- ◆ Ask the students to look at the floor plan of Joanna's flat (image A) in activity 1.
- ◆ Then, tell them to read the sentences and tick *yes* if the statement is correct and *no* if it is incorrect.
- ◆ Correct the activity with the whole class.

3. Unscramble the places and write.

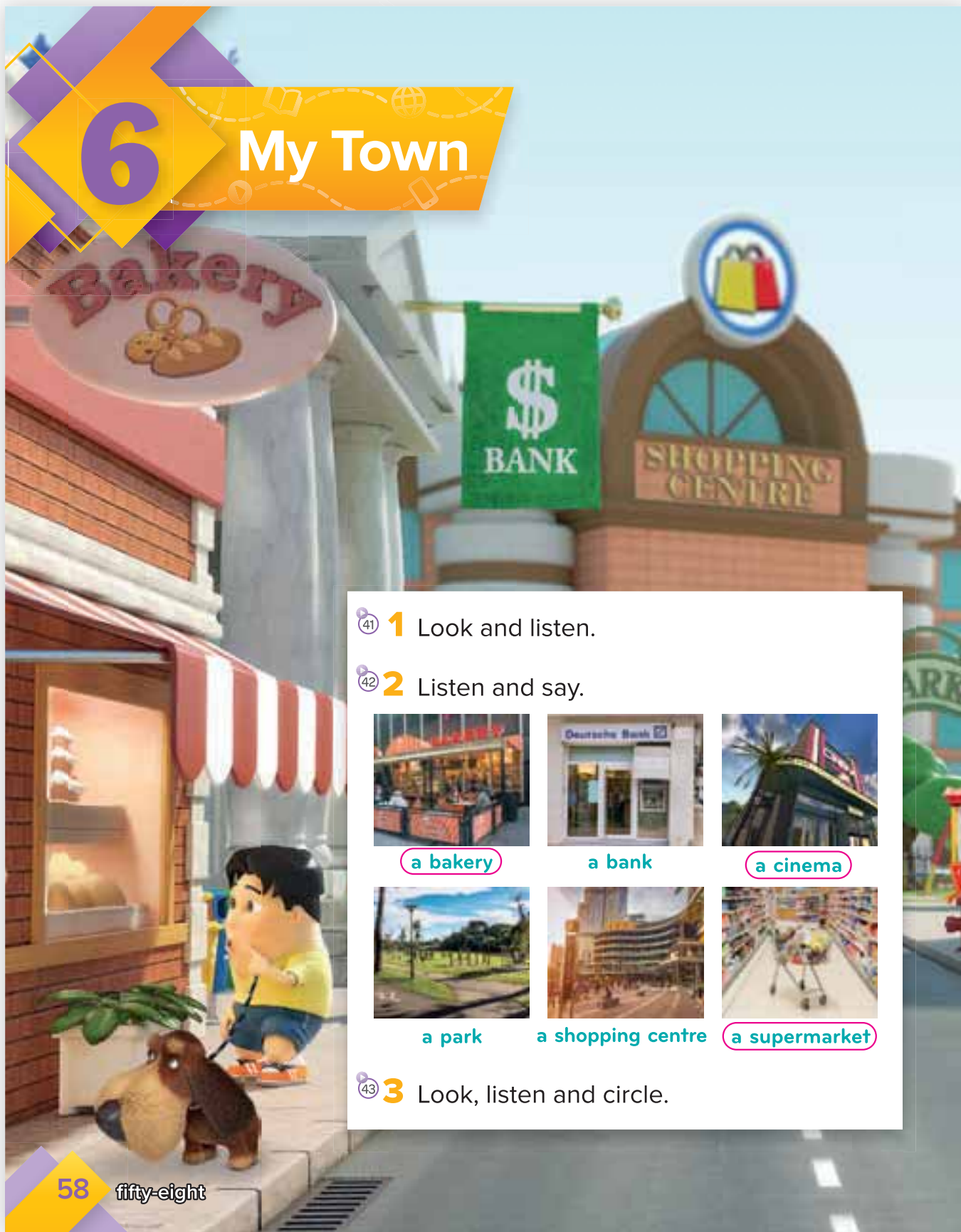
- ◆ Ask students to unscramble the letters to form the name of some places that can be found in a town or city.
- ◆ Monitor students' work and assist them if necessary.

4. Look and complete.

- ◆ Ask students to look at picture of the city and locate the shopping centre, the supermarket, the bakery, the cinema, the school and the bank.
- ◆ Then, invite them to read the questions and complete the answers with the prepositions from the box.
- ◆ Finally, ask some volunteers to write the complete answers on the board.

6

My Town



41 **1** Look and listen.

42 **2** Listen and say.



a bakery



a bank



a cinema



a park



a shopping centre



a supermarket

43 **3** Look, listen and circle.



fifty-nine

59

UNIT 6

44

Look & Listen



Places in town



a library



a museum



a restaurant



a school

4 Look, find and colour.

The museum
is orange.

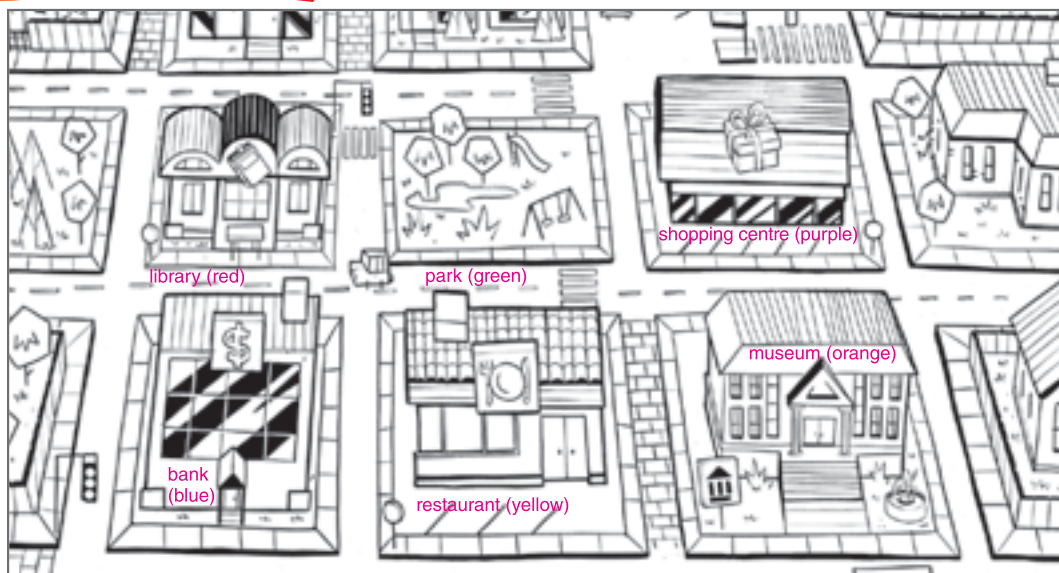
The library
is red.

The park is
green.

The bank
is blue.

The restaurant
is yellow.

The shopping
centre is purple.



60

sixty

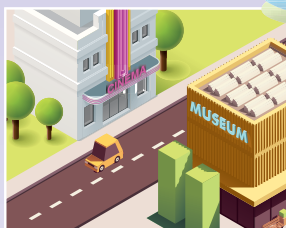
45

Look & Listen



Giving directions

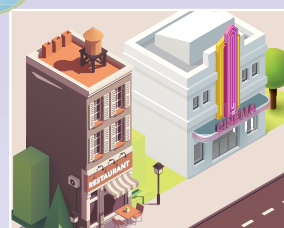
Where's the cinema?



It's **opposite** the museum.



It's **between** the restaurant and the bakery.



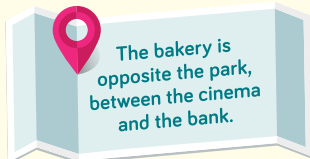
It's **next to** the restaurant.

5 Read, look and stick.

THERE'S A
NEW BAKERY
IN TOWN!

GRAND OPENING

Come visit us now.



There are delicious

BREADS, CAKES AND BISCUITS!

A FREE CUPCAKE FOR THE FIRST 50 CUSTOMERS!



sixty-one

61

UNIT 6

46

Look & Listen

Asking about locations



Excuse me! Where's the park, please?

It's opposite the shopping centre.

6 Look, read and tick.

1 Where's the supermarket, please?

- A ☐ It's opposite the bakery.
- B ☐ It's next to the shopping centre.
- C ☒ It's next to the bakery.



2 Where's the park, please?

- A ☒ It's opposite the library.
- B ☐ It's next to the library.
- C ☐ It's opposite the museum.

3 Where's the restaurant, please?

- A ☐ It's between the cinema and the library.
- B ☒ It's between the bank and the cinema.
- C ☐ It's opposite the school.



4 Where's the bakery, please?

- A ☒ It's next to the cinema.
- B ☐ It's opposite the cinema.
- C ☐ It's next to the school.



47 **7** Let's sing!

MY TOWN

We're at the bank.
Money, money, money.
We're in the bakery.
Bread, bread, bread.
We're in the supermarket.
Food, food, food.

We're in the park.
Trees, trees, trees.
We're in the cinema.
Popcorn, popcorn.
We're in the shopping centre.
The shopping centre has got
all we need!

Scan Me



#gallery
#my town

8 Look and say.



UNIT 6

9 Look, read and tick.













1 What's this?

- A ☐ It's an invitation.
- B ☒ It's a 3D map with map legends.
- C ☐ It's a photograph.

2 It shows...

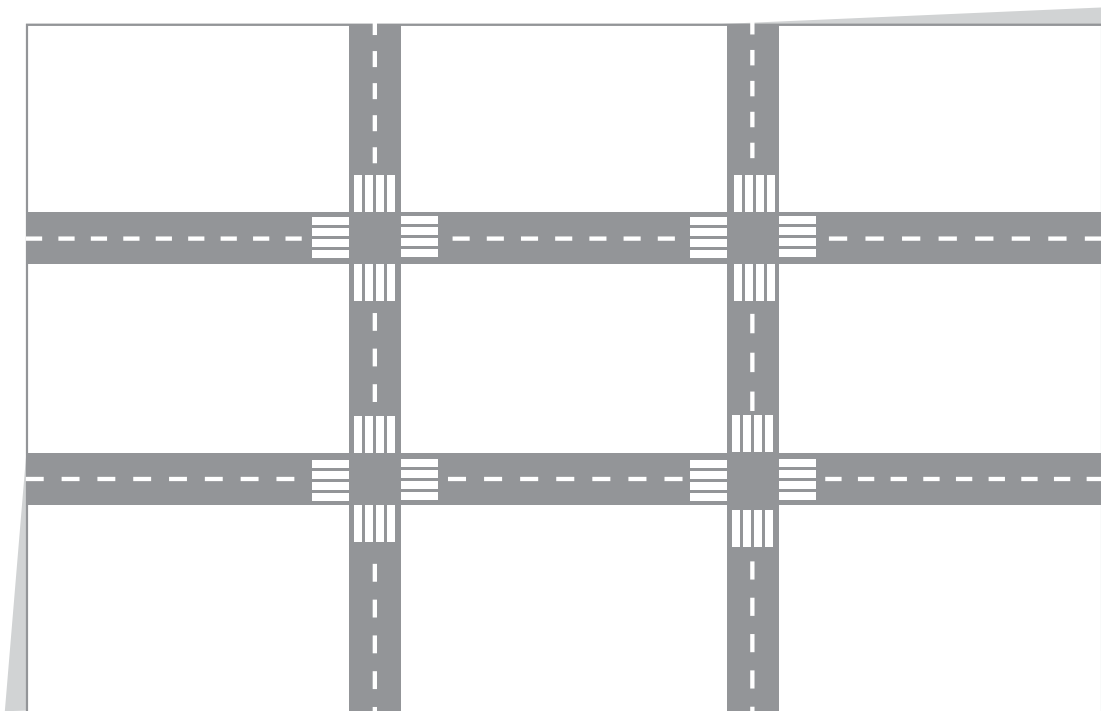
- A ☒ a visual representation of a place or region.
- B ☐ information about an event.
- C ☐ bus and train routes.

 bakery	 museum
 bank	 park
 library	 restaurant
 shopping centre	 school
 cinema	 supermarket

10 Look, read and complete.

- 1** The museum is between the school and the park.
- 2** The library is opposite the school.
- 3** The bank is next to the restaurant.
- 4** The supermarket is between the bakery and the cinema.
- 5** The restaurant is opposite the shopping centre.
- 6** The supermarket is next to the bakery.

11 Draw and write.



12 Cut out and play.

bakery bank library shopping centre cinema
museum park restaurant school supermarket
opposite between next to

WORKBOOK
pages 115 and 116

sixty-five

65



Review 5&6

1 Listen and number.



2 Look, read and tick.

- 1 There is a sofa in the living room.
- 2 There are four chairs in the kitchen.
- 3 There are some flowers in the bedroom.
- 4 There is a fridge in the kitchen.
- 5 There is a table in the bedroom.

Yes

No



3 Unscramble the places and write.

1 E M M U S U _____ museum

2 A T R S E T N A U R _____ restaurant

3 B Y R I A R L _____ library

4 Y K A R E B _____ bakery

4 Look and complete.

between next to opposite



1 Where's the shopping centre?

It's _____ opposite _____ the supermarket.

3 Where's the bakery?

It's _____ next to _____ the cinema.

2 Where's the cinema?

It's _____ between _____ the bakery and the school.

4 Where's the bank?

It's _____ next to _____ the school.



Name: _____

Class: _____

1 Break the code, answer and draw.

A = P = I = K = R = S = T =

WHAT'S THAT?

I T S A P A R K

2 Look and number.

1 bakery 2 library 3 restaurant 4 supermarket

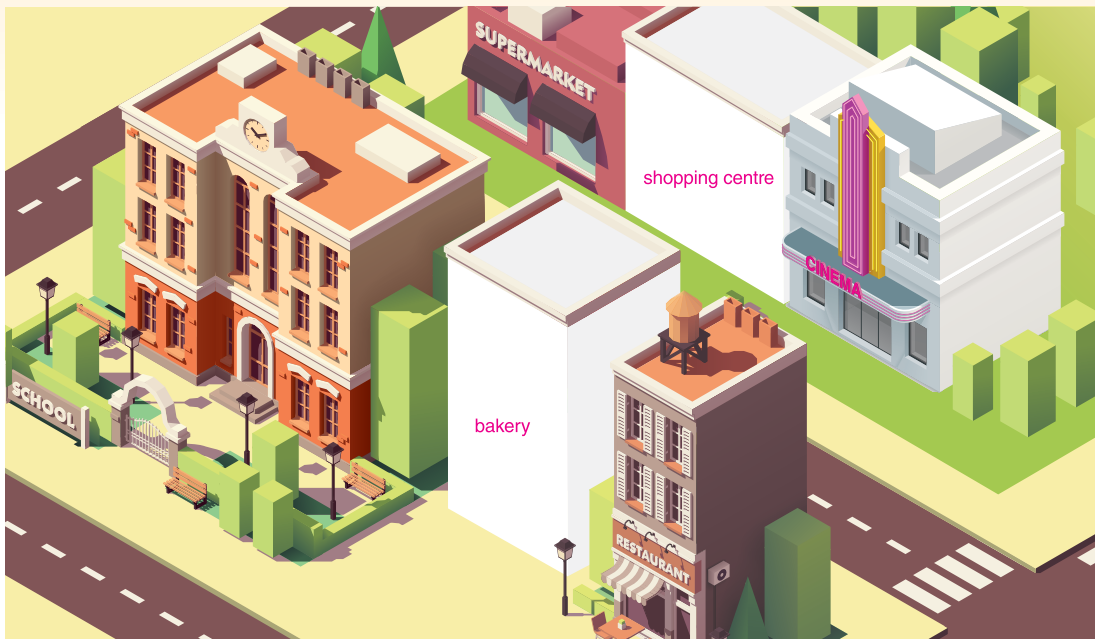


one hundred and fifteen

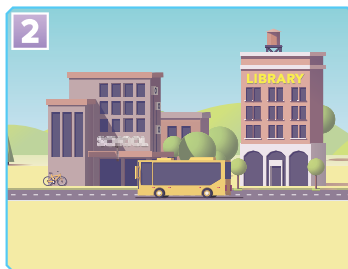
Workbook

3 Read and write.

- 1 The shopping centre is between the supermarket and the cinema.
- 2 The bakery is next to the school.



4 Look and match.



A The library is next to the school.

B The bank is between the bakery and the cinema.

C The supermarket is opposite the park.

UNIT 7

MEANS OF TRANSPORT

Objectives: name means of transport; talk about how you go to certain places; identify the characteristics of leaflets

Vocabulary: *bike, boat, bus, car, on foot, plane, taxi, train, underground.*

Language Content: *How do you go / come to (school)? I go / come to school by (car with my mum). / I travel (by plane).*

Digital Content: video on means of transport to use as unit revision

Workbook: pages 117 and 118

CLIL: Geography - Going Places

WARM-UP

- ◆ Bring magazines and advertisements with images from different means of transport and distribute them among the students. If possible, in the previous class, ask the students to bring a toy, such as a car, bus, boat, plane, train etc.
- ◆ Tell them to present the toys they have brought or an image of the means of transport they received, saying *This is a (car)*, while showing the toy / image. If they know how to say the name of this means of transport in English, they can speak aloud; otherwise, they can present it in Spanish. Let them know that this will be the topic of the unit.
- ◆ Finally, ask them to put their toys and pictures away until you request them again.

Pages 68 and 69

1. Look and listen.

- ◆ Ask the children to look at the picture and ask *What can you see in the picture?* (*Webby, his gang and different means of transport.*); *Where do you think they are?* (*In a city / coastal town.*); *Do you know how to say the name of any means of transport that appear in the picture?* (Personal answers.)
- ◆ Tell the students to cover the speech bubbles and try to identify how Mia goes to school. Ask for some suggestions before playing audio track 49.
- ◆ Then play track 49 and, at the end, ask who guessed correctly.
- ◆ Play track 49 again, pausing after each phrase, and ask the class to repeat it.
- ◆ At the end, ask again *How does Mia go to school?* and help the students answer *By bus*.

49

AUDIOSCRIPT

Sophia: *How do you go to school, Mia?*

Mia: *I go by bus, Sophia. And you?*

Sophia: *By car. I go with my mum.*

2. Listen and say.

- ◆ Ask the children to look at the pictures.
- ◆ Play audio track 50 and ask them to point to the pictures in the book that match the words they hear.
- ◆ Replay track 50, pausing after each word, and ask the class to repeat it. Correct pronunciation, if necessary.
- ◆ Ask a few students *How do you come to school?* and guide them in their answers.

50

AUDIOSCRIPT

a boat; a bus; a car; a plane; a taxi; a train

3. Listen and write.

- ◆ Ask the children to listen carefully to audio track 51 and write the name of each character below the means of transport which he / she uses to go to school.

51

AUDIOSCRIPT

1 *I'm Lucy. I go to school by taxi.*

2 *I'm Tom. I go to school by bus.*



EXTRA ACTIVITY

Tell the children that you are going to spell the name of some means of transport and that they should write them down in their notebooks. Suggestions: *plane, train, car, boat*.

Finally, check the students' notebooks.



EXTRA VOCABULARY

airport	recycling bins
bridge	road
lamp post	station
landscape	street
rail	traffic light

Page 70

Look & Listen

- ◆ Ask the children to look at the pictures of a bicycle, walking feet and the underground.
- ◆ Play audio track 52, pointing to the images as they are mentioned.
- ◆ Play track 52 again, pausing after each word for the children to repeat. Correct pronunciation and help them, if necessary, to understand the meaning of the presented vocabulary.

52

AUDIOSCRIPT

a bike; on foot; the underground

4. Listen, number and say.

- ◆ Ask the students to look at the pictures.
- ◆ Explain that they will hear the sound made by the means of transport represented in the pictures and must number them in the order in which they hear it.
- ◆ Play audio track 53, pausing after each sound to allow the class to write down their answers.
- ◆ Finally, say *What's number one?* and guide them to answer *Footsteps*; *Number two?* *A car*; *Number three?* *A plane*, etc.

53

AUDIOSCRIPT

1 (sound of footsteps); 2 (sound of car); 3 (sound of aeroplane); 4 (sound of bike horn); 5 (sound of motor boat); 6 (sound of underground)

SETTING THE PACE



Organise the students into pairs and suggest a change in the activity. Explain that one of them will say the name of a means of transport and the other will imitate the correct sound. Then both students swap roles: whoever imitated the sound chooses the means of transport and the one who chose the means of transport before, imitates a sound.

Ask the students to take turns until the sound of all the means of transport they studied in this unit has been imitated.



Help the children identify the means of transport in each picture of activity 4. Then, take a few steps into the room and imitate the sound of shoes pressing the floor. Let them try to associate this sound with one of the images (*footsteps*).

Repeat the procedure imitating the sound of the other means of transport and asking the students to make the appropriate associations.

Finally, play audio track 53 and guide the children to number the images appropriately.

Page 71

Look & Listen

- ◆ Ask the children to look at the pictures and say what they can see (*a boy is going to school on foot; a girl is in the classroom*).
- ◆ Play audio track 54 and explain that the sentences show how to ask and answer the means by which people go to and come from a certain place, using the verbs *go* and *come*.
- ◆ Play track 54 again and ask students to repeat the questions and the answers. Explain that *I come to school on foot* means the same as *I walk to school*.
- ◆ Introduce them to the meaning of *come here* and *go there*. Explain that *here* and *there* can replace the location where the person is or where the person is going.

54

AUDIOSCRIPT

A: *How do you go to school?*

B: *I go to school on foot. / I walk to school.*

A: *How do you come to school?*

C: *I come to school by car with my mum.*

5. Look, read and tick.

- ◆ Ask the children to look at the pictures and name the means of transport represented in each of them.
- ◆ Then invite them to read the questions for each item and tick the answer that matches what the picture shows. Reinforce the use of the terms *come here* and *go there*, if necessary.
- ◆ Check students' answers orally, by having volunteers read the questions and the correct answers.

Page 72

6. Look and complete.

- ◆ Ask the students to look at the pictures to identify how people go to places. Ask them to complete the sentences with the expressions from the box.
- ◆ Check students' answers by pointing each picture and asking the class to read the complete sentences.

Page 73

7. Let's sing!

- ◆ Tell the students they will listen to a song called *Visit Your Friend*. If necessary, explain the meaning of *visit*. Then play audio track 55 for the children to get familiar with the song.
- ◆ Read the verses of the song aloud and ask them to repeat them, clearing up any vocabulary question they may have.
- ◆ Agree with the children on different gestures to identify the different means of transport to carry out a choreography when they sing the song.
- ◆ Play track 55 again and encourage the children to sing the song and make the gestures agreed upon at the same time. Finally, play the karaoke version of the song and have students dance and sing along.

55

AUDIOSCRIPT

Visit Your Friend

Come and see me, my friend.

By bus or plane or train.

I want to see you again

by car or boat or plane.

Come and see me, my friend.

By bus or bike,

it's you I like

On foot or by car,

come and see me, my friend!

8. Look and number.

- ◆ Ask the students to look at the picture from activity 7 and identify the means of transport used by the characters to go to school.

- ◆ Read the sentences with them and make sure they understand their meaning.
- ◆ Explain that, as the characters are in front of the school, they are saying *I come to school (by bike)*.
- ◆ Ask the class to match the sentences to the characters in the picture by numbering them.
- ◆ Talk about the importance of using safety equipment when using certain means of transport, such as a helmet when riding a scooter or bicycle.
- ◆ Check students' answers by having volunteers read the sentences and show the class the answers.

Page 74

9. Cut out, read and tick.

- ◆ Explain to the students that a leaflet can provide relevant information about a certain subject. It can contain written text, images, graphics, maps, etc.
- ◆ Invite the children to cut the leaflet from page 127 from the Cut-outs section and fold it along the dotted line.
- ◆ Help the children read the text and ask them to try to figure out what the subject addressed in the leaflet is (campaign: *A Day without Cars*).
- ◆ Also ask if they can identify what structure is used in the text (the message uses short texts and images of different means of transport to reach to places).
- ◆ Explain that around the world, the *World Car Free Day* is on September 22, date on which greater awareness is promoted about the risks that pollution caused by excessive use of cars can bring to people's health.
- ◆ Then ask them to read the sentences and tick the options that complete them correctly.
- ◆ Finally, ask if they have heard about this commemorative date and if they have already taken part in any action aimed at preserving the environment.



ADDITIONAL INFORMATION

Explain to the class that *World Car Free Day* was created in France in 1997 and, from 2000, it was spread to other European countries. The aim is to let the population know about the dangers caused by excessive use of cars, which pollute the air and harm people's life quality. The campaigns encourage drivers to leave their car in the garage and go to work or school using alternative means of transport: going to place on foot, by bicycle, public transport or sharing cars (also called *carpooling*).

Based on <<https://www.unep.org/news-and-stories/story/world-car-free-day-22-september-great-opportunity-reduce-air-pollution>>.

Accessed on December 15, 2022.

10. Look, read and write T(true) or F (false).

- ◆ Tell the students to read the text in the leaflet from activity 9 again.
- ◆ Then, ask them to read the sentences and compare them to the information in the leaflet.
- ◆ Ask the class to write *T* (true) if they are correct and *F* (false) if they are incorrect.
- ◆ Finally, read the sentences and correct them orally. If possible, help the children correct the false sentences, making them true: *Do not use cars, they can pollute the air. You can go to the gym by bike, on foot, etc.*

Page 75

11. Ask, write and find out.

- ◆ Ask the children to look at the picture and speech bubbles and identify what the children are talking about.
- ◆ Explain to them that they will interview their classmates to find out which means of transport are most used by the class, using the speech bubble dialogue as an example.
- ◆ Instruct them to write down the names of the interviewed classmates in the book and then add the amounts and write the result of the sum of the students using each means of transport.
- ◆ Finally, divide them into pairs and ask them to go back to the dialogue in the example, adding at the end of the sentence who accompanies each student on their way to school. For example, encourage them to say *I come to school by car with my mum* or if the student comes alone, teach the expression *by myself*: *I come to school on foot by myself*.

SETTING THE PACE



Ask the students to expand the search. In addition to asking how they come to school, guide them to make a chart in their notebook, similar to the one in the book, to write down which means of transport their classmates use to go to the park. Ask them to use the question *How do you go to the park?* as a model and the answer *I go to the park (by train)*.

Ask the children to write down their interviewed classmates' names and then add the answers and write the result of the sum of students who use each means of transport.

Finally, ask them to compare the means of transport used to come to school and to go to the park and see if there are many differences.



EXTRA ACTIVITY

LIAR, LIAR

Tell the students that they are going to play *Liar, Liar*. Ask them to write three sentences in their notebooks, two of which are true and one false. For example: *I go to the shopping centre on foot, I go to school by taxi, I go to school on foot*. Then, organise them into pairs and ask them to exchange their notebooks with a classmate and say which sentence they believe to be false.

The player with the most guesses wins the game.

12. Find, cut and play.

- ◆ The previous day to this class, ask the children to bring pictures of different means of transport taken from magazines.
- ◆ Divide the class into pair and then, guide the pairs to cover part of the pictures with a sheet of paper or the notebook itself. Alternately, each student points to a covered part of the picture and tells the other classmate which is the means of transport he / she thinks that is hidden and then writes it down on the sheet. Encourage them to use the vocabulary available in the box to help with spelling of means of transport. For example, *It's a bike* and write *bike* on the sheet. In the end, they figure out the means of transport and check how many items they got right.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 117-118. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 76 and 77

CLIL – GOING PLACES (GEOGRAPHY)

1. Look, read and match.

- ◆ The aim of this activity is to help the students understand that there are more suitable means of transport for certain destinations.
- ◆ Before beginning the activity, ask the children what means of transport they use to go to school. (Personal answers.) Then ask what means of transport they would use to go to another city or to another country. (Personal answers.) Wait to see if they realise that there are means

of transport more suitable for long distances and others more appropriate for short distances.

- ◆ Then, ask them which means of transport can transport a larger number of people (*bus, train, underground, plane, etc.*) and which can carry a small number of people (*car, bicycle, motorcycle, etc.*).
- ◆ Ask the students to look at the pictures. Then read each phrase and ask them to relate it to the means of transport most suitable for each situation, clearing up any vocabulary question they may have.
- ◆ Finally, mention that when we go to different places, it is necessary to plan and use the most suitable means of transport to reach our destination.

2. Look, read and circle.

- ◆ In this activity, the students are expected to realise that not all means of transport allow you to reach the desired destination. Therefore, it is important that they reflect on the limitations and advantages of each means of transport.
- ◆ Ask the children to look at the pictures, reflect on the most suitable means of transport to reach each destination and circle the correct answer.
- ◆ While checking students' answers, tell the children to justify their answers. If you wish, ask them which destinations would be suitable for the means of transport that were not circled (Possible answers: 1. *Going to another neighbourhood, another city, another province or another country when the distances are not that long and can be covered in highways and roads.* 2. *Going to places where the distance is short.*)
- ◆ In item 3, the children should write how they get to their friend's house. If necessary, before completing the activity, ask them to draw the path they take to go to their friend's house, which can make the elaboration of the answer later easier. Ask some volunteers to answer this question and ask them to explain why they use the means of transport they answered and if there are alternatives to reach the same destination.

3. Look, read and complete.

- ◆ The purpose of this activity is to discuss the risks that means of transport may present, the ways to protect yourself and the problems they can cause to the environment.
- ◆ Organise the students into pairs. Mention that they must complete each sentence using the picture as a clue.
- ◆ Read and explain the sentences. If necessary, explain the meaning of *safety equipment* and *wear*.

- ◆ Discuss each situation with the class: the importance of using equipment to protect yourself in some means of transport, the need to respect traffic signs to avoid accidents and pollution caused by means of individual transport that could be avoided if people preferred means of public transport or means of non-polluting transport.
- ◆ Check students' answers by asking volunteers to answer the sentences.
- ◆ Extend the discussion around each item by asking *What other means of transport require the use of safety equipment other than a bicycle?* (Possible answers: *Motorcycles, cars, coaches, airplanes, etc.*); *What could happen if we walk in places where it is not allow for pedestrians to do so?* (Possible answers: *We could get hurt or get run over.*); *What other means of transport, besides cars, can cause pollution?* (Possible answers: *Buses, planes, taxis, etc.*)
- ◆ It is important to mention that there are means of public transport that use renewable energy, such as buses powered by biodiesel, and therefore cause less pollution to the environment. Furthermore, there are some cars that cause less pollution, like electric cars, but, even so, their production generates other types of pollution. For more information: <<https://www.dw.com/en/what-environmental-footprint-do-electric-cars-really-have/a-58078066>>.
- ◆ Talk with the students about using means of transport wisely. Explain that when choosing the means of transport, they must consider not only distance and time, but also the impact that this means of transport can have on the environment. This is the reason why there are many campaigns that encourage people to use public transport when it is possible, to give rides to friends when going to the same place or to use a bicycle when bike lanes are available.

4. Plan your trip.

- ◆ Ask the students to work in pairs. Each pair must think of a destination where both of them want to go.
- ◆ Invite the pairs to think about the most appropriate means of transport to get to this place, what is the best period / schedule to access this means of transport and which unforeseen events could happen when using it.
- ◆ When talking to the class about transport schedule, explain that there are means of transport that do not operate at night, for example, making the journey impossible; others work during the night, but not everyone likes to use them, when they would be sleeping. Also explain that they must take into account the dangers to which they may be subject depending on the means

of transport, the time and the chosen itineraries. For example, *driving along poorly signposted roads, places where fog and haze is recurrent, when it rains / snows very heavily, which causes flooding and obstructions on the roads and delays in taking off / landing planes, lack of passport or other documents, long-distance travel without adult supervision, boarding delays, loss of connections, etc.*

- ◆ If necessary, give an example and tell the students that you would like to travel to Turkey by ship. Explain that on trips by ship, people should look for the ports, the places where ships depart from. That is one of the difference with a trip by car, where you can choose any departure time and place.
- ◆ When they are finished, ask them to present their work to the class and justify the choices made.

7

Means of Transport



49 **1** Look and listen.

50 **2** Listen and say.



a boat



a bus



a car



a plane



a taxi



a train

51 **3** Listen and write.



Tom



Lucy

sixty-nine

69

UNIT 7

52

Look & Listen



Means of transport



a bike



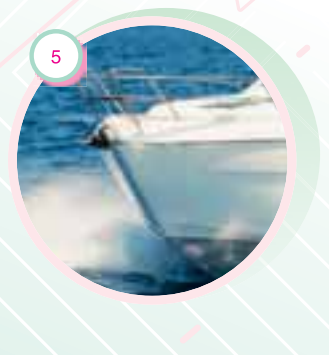
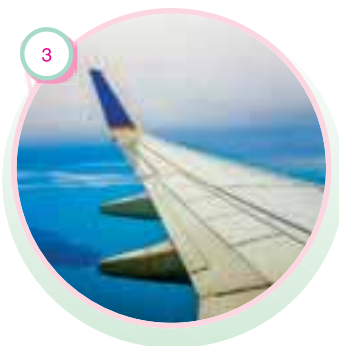
on foot



the underground

53

4 Listen, number and say.



70

seventy

54

Look & Listen



Asking questions



How do you go /
come to school?



I go to school on foot. /
I walk to school.

I come to school by car
(with my mum).

5 Look, read and tick.

1 How do you go to school?



A ☐ I go to school by train.

B ☒ I go to school on foot.

2 How do you go to school?



A ☐ I go there by taxi.

B ☒ I go there by bike.

3 How do you come to school?



A ☒ I come to school by car.

B ☐ I come to school by bus.

4 How do you come to school?



A ☐ I come here by car.

B ☒ I come here by underground.

seventy-one

71

UNIT 7

6 Look and complete.

by bike by boat by plane by underground by train on foot



I go to the farm by train.



We go to the museum by underground.



I go to the park by bike.



We go to the cinema on foot.



I travel by plane.



We go to the island by boat.



55 **7** Let's sing!

VISIT YOUR FRIEND

Come and see me, my friend.
By bus or plane or train.
I want to see you again
by car or boat or plane.
Come and see me, my friend.
By bus or bike,
it's you I like.
On foot or by car,
come and see me, my friend!



8 Look and number.

- | | |
|------------------------------------|---------------------------------------|
| 1 I come to school by bike. | 4 I come to school by car. |
| 2 I come to school by taxi. | 5 I come to school on foot. |
| 3 I come to school by bus. | 6 I come to school by scooter. |

seventy-three

73

UNIT 7

9 Cut out, read and tick.



1 This is a...

- A ☐ leaflet about sports and good health.
- B ☐ leaflet about a game at the sports centre.
- C ☒ leaflet about the campaign "A Day without Cars".


2 It shows...

- A ☐ information about the game: date and time.
- B ☒ ways to travel without using a car.
- C ☐ information about the sports you can find at the sports centre.

10 Look, read and write *T* (true) or *F* (false).

- 1 ☐ F You can only go to the gym by car or by bus.
- 2 ☐ T Cars can cause pollution.
- 3 ☐ T Taking a bus is a good way to go to places.
- 4 ☐ F Do not use bikes. They can pollute the air.
- 5 ☐ T Going to places on foot helps protect the environment.

11 Ask, write and find out.



How do you come to school?

I come to school by bus.

Scan Me

#video
#means of transport

Name	Total
By bike	
By boat	
By bus	
By car	
By scooter	
By taxi	
By train	
By underground	
On foot	
Other	

12 Find, cut and play.

bike boat bus car on foot
plane taxi train underground

WORKBOOK

pages 117 and 118

seventy-five

75

1 Look, read and match.



1 Short distances.

2 Transportation for a few people on the roads.

3 Long distances by air.

4 Transportation for many people on rails.

2 Look, read and circle.

1 How can we go to Australia?



We can go there by **bus** / **plane**.

2 How can we go to an island?



We can go to an island by **boat** / **bike**.

3 How can you go to your friend's house? I can go there Student's own answer.

3 Look, read and complete.



1 You need to wear safety equipment when you ride a bike.



2 You can't walk everywhere when you are on foot.



3 It pollutes the air and causes a lot of traffic. It's a car.



4 It circulates on the streets with many people inside it. It's a bus.

4 Plan your trip.



BOARDING PASS

DESTINATION:
Student's own answer.

MEANS OF TRANSPORT:
Student's own answer.

TIME:
Student's own answer.

POSSIBLE PROBLEMS: Possible answers: flight delay or cancellation, weather problems, etc.

seventy-seven

77



Name: _____

Class: _____

1 Look and write.

by bike by bus by car by plane by scooter on foot



by scooter



by bus



on foot



by bike



by car



by plane

2 Read and draw.

1. I travel
by boat.

drawing of a
boat

2. I go to the
park by bus.

drawing of a bus

3. I go there
by car.

drawing of a car

4. I come here
by train.

drawing of a
train

Workbook

3 Unscramble and write.

1 do / how / go / shopping centre / the / to / you / ?

How do you go to the shopping centre?

2 go / with / the / I / car / shopping centre / dad / to / my / by / .

I go to the shopping centre by car with my dad.

3 come / do / how / to / you / school / ?

How do you come to school?

4 by / come / underground / I / school / to / .

I come to school by underground.

4 Read, complete and number.

1 My brother and I go to school on foot.

2 I go to my friend's house by bike.

3 My parents, my brother and I go to the restaurant by car.

4 My friends and I go to the library by bus.



UNIT 8

NUMBERS AROUND US

Objectives: say the numbers from 20 to 60; talk about numbers in daily life; identify the characteristics of jokes

Vocabulary: numbers from 20 to 60

Language Content: *What's (your flat) number? It's (thirty-four). / What number is on (your football T-shirt)? It's (twenty-three).*

Workbook: pages 119 and 120

WARM-UP

- ◆ Organise the students into groups and hand out a sheet of paper to each group.
- ◆ Ask them to think of examples of where they can find numbers and set a time of sixty seconds for them to write them down - in English - on the sheet of paper.
- ◆ When time is up, ask how many items they managed to write. Ask each group to present the examples they listed (starting with the group with the fewest items) and write them down in English on the board.

Pages 78 and 79

1. Look and listen.

- ◆ Ask the children to look at the pictures and ask *What can you see in each picture?* (Possible answers: *Mother and son taking the dog to the vet. / Parents and daughters waiting for the bus. / Parents and children getting ready for a race in the park. / Father and son in the hallway of a building, having doubts about the correct flat.*)
- ◆ Then, ask the children to say what the scenes have in common. If necessary, go back to what they did in the Warm-up activity and show that the scenes also represent situations where numbers are present in our everyday life.
- ◆ Finally, play audio track 56 and ask the students to follow along the dialogue, and repeat the question and answer.

56

AUDIOSCRIPT

A: *What's your flat number?*

B: *Forty-one.*

2. Listen and say.

- ◆ Ask the class to look at the pictures on the vocabulary box and say what they are (T-shirts for sports practice).
- ◆ Play audio track 57 once and ask the students to follow along.
- ◆ Show the students how numbers are made up after 20, emphasising the similarity with the initial number

and the -ty suffix. Explore the usage of the hyphen that separates the ten of the unit. Compare with the -teen suffix of the numbers from 13 to 19 they already know.

- ◆ Play track 57 again, pausing after each number and ask them to repeat. Have students practise pronunciation in class.
- ◆ Then ask *What number is this?*, pointing to the number in each T-shirt and ask the students to answer.
- ◆ Finally, play audio track 57 once more for students to self-check their answers.

57

AUDIOSCRIPT

twenty; thirty-one; forty-two; fifty-three; sixty

3. Listen and complete.

- ◆ Ask the students to look at the pictures from activity 2 again.
- ◆ Play audio track 58 and tell the children to listen and complete the sentences with the correct number spelled out.
- ◆ Then, play track 58 again and ask them to listen and repeat the questions and answers.

58

AUDIOSCRIPT

1 A: *What number is on Jenny's shirt?*

B: *It's thirty-one.*

2 A: *What number is on Kelly's shirt?*

B: *It's sixty.*



EXTRA ACTIVITY

BINGO

Before the lesson, prepare small strips of paper containing the numbers 20 to 60 and sheets of paper divided in half to serve as cards.

Write the numbers 20 and 21 on the board and be ready to point to them as you explain the task. Ask *How can I say this number* (pointing to number 20 on the board) *in English?* (*Twenty.*); And *how can I say this number* (pointing to number 21)? (*Twenty-one.*)

Give the students the cards and ask them to divide them in 4 equal parts. Then, encourage them to write on each part one number between 20 and 60, thus creating a card with 4 numbers. Explain the rules of Bingo: for each number drawn, they check the card and, if they have that number, they cross the corresponding part with an X. The winner is the first student to complete the card (by crossing out all the numbers).

If the class is large, carry out the activity in pairs or groups. If you want to repeat the game, ask them to use the back of the sheet of paper to create a new card.

A B C

EXTRA VOCABULARY

American football	handball
attendant	kiosk
baseball	racetrack
basketball	street running
bus stop	veterinarian, vet
card	volleyball

Page 80

4. Look, circle and match.

- ◆ Ask the students to look at the number sequences shown in each item.
- ◆ Guide them to find the number that does not belong to each group and have them circle it.
- ◆ Then, ask them to match the circled number to its written counterpart.

5. Read and tick.

- ◆ Read the sentences with the students. Explain the meaning of *attendance list*, *our seats* and *take*.
- ◆ Ask the children to look at the pictures.
- ◆ Then, tell them to tick the image that matches each sentence.

Page 81

6. Look and complete.

- ◆ Ask the students to look at the picture of each item in the activity.
- ◆ Then, ask them to read the sentences and encourage them to use the numbers in the box to complete them.

- ◆ Teach the terms: *degrees Celsius*, *kilometre* and *speed limit*.
- ◆ To check answers, ask some volunteers to read the sentences and the alternatives that complete them correctly.

7. Let's sing!

- ◆ Tell the students they will listen to a song called *Count and Sing*. Play audio track 59 once for the students to get familiar with the song.
- ◆ Then, read the lyrics of the song with the students and clarify new vocabulary. Explain the use of the expressions *lots of* and *plenty*.
- ◆ After that, read in with a rhythm, as if it were a rhyme, not a song.
- ◆ Finally, play audio track 59 as many times as necessary, until you realise that all students can sing the song.
- ◆ Divide the class into two choir groups, A and B, and ask each group to sing a part of the song; then have students in the groups swap roles.
- ◆ Finally, play the karaoke version of the song and have all the students dance and sing along together.

59

AUDIOSCRIPT

Count and Sing

I can count and I can sing.

Can you do the same thing?

Eleven twelve,

Thirteen fourteen

I can count and I can sing.

Can you do the same thing?

From ten to twenty,

"Lots of" and "plenty".

I can count and I can sing.

Can you do the same thing?

Start in thirty,

until sixty.

Page 82

Look & Listen

- ◆ Ask the children to look at the pictures and sentences.
- ◆ Play audio track 60 and explain that the activity shows how to ask and answer about the number something has, for example, the locker number and the one on the volleyball team shirt. Introduce the terms *key* and *locker*.
- ◆ Play track 60 again and ask the class to listen and repeat the question and the appropriate answer.

- ◆ Check students' pronunciation and help them with vocabulary, if necessary.
- ◆ Finally, explain the question *What's the number of (students in your class)?* Another way to ask this question is *How many students are there in your class?*
- ◆ As a follow up activity, invite different volunteers to take turns to draw on the board different object which contain a number on them (for example, a bus with the number 45 on it).
- ◆ Once there are more than five drawings on the board, encourage the children to ask their classmates questions using that items. Monitor students' work and check their answers.

60

AUDIOSCRIPT

- A: *What's your locker number?*
 B: *It's fifty-five.*
 A: *What number is on Paty's volleyball uniform?*
 B: *It's forty-two.*

8. Unscramble the words and complete.

- ◆ Ask the students to look at the pictures and the questions.
- ◆ Explain to them that they must unscramble the letters of each item to complete the answers. Let them know that the images may help them solve the activity.
- ◆ Check answers orally, by reading the complete sentences. You can ask volunteers to read each item.
- ◆ Explain that the term *football* refers to *American football* in the United States.



ADDITIONAL INFORMATION

The sport known as *football* in British English is usually called *soccer* in American English. In the United States, *football* means *American football*. That difference is also used in other countries, such as in Canada, Australia, New Zealand and South Africa.

Based on <<https://www.britannica.com/story/why-do-some-people-call-football-soccer>>. Accessed December 15, 2022.

SETTING THE PACE



Hand out cards prepared in advance with scrambled letters of numbers in words different from those in activity 8, without reference to the number, so that the children unscramble them.
 Ask the students to write the number in words on the card. Help them if necessary.

Then ask volunteers to provide the answer of each card, by writing the number spelled out on the board, and ask the class to write these numbers in their notebooks.



Ask the children what numbers they can see in the pictures.
 Write the first three letters of each number on the board with scrambled letters to help them solve the activity.



EXTRA ACTIVITY

STOP!

Divide the class into groups of five people and assign a name to each of them. Tell the students they will do a Maths contest. Explain that you will dictate five mathematical operations and the groups will have to solve them and write down the answers in English.

The group that finishes first must shout *Stop!*, the group that finishes second, also shouts *Stop!* and so on. On the board, write the names of the groups in the order they finish. If the results of the first group are correct, that group will be the winner. If not, the winner will be the first group to have the correct answers.

Suggestions for the dictation: 1 *Twenty-one plus eight is...* ; 2 *Forty-nine minus eighteen is...* ; 3 *Sixteen plus twenty-six is...* ; 4 *Sixty minus seven is...*

Page 83

9. Look, read and complete.

- ◆ Review the vocabulary studied in Unit 6 about *places in town*.
- ◆ Then, ask students to look at the map, read the text and find each mentioned place, using phrases to assist them.
- ◆ Finally, ask the students to complete the map by writing the name of the places and in full the number that appears in the address of each place.
- ◆ Check students' answers by having volunteers write the corresponding answers on the board.



EXTRA ACTIVITY

TIC-TAC-TOE

Divide the class into two teams: one will be represented by an X and another by an O in the *tic-tac-toe* game.

Then draw a *tic-tac-toe* grid on the board and stick on each space a piece of paper numbered from 1 to 9, according to the following drawing:

1	2	3
4	5	6
7	8	9

On the back of each piece of paper, write a number from 20 to 60 or questions whose answers are numbers from 20 to 60, such as *What's your locker number? It's 20.*

For each group to write an X or an O in some box, they should write in full on the board the number on the back of the paper that is in that box and pronounce it correctly.

10. Look, read and write T (true) or F (false).

- ◆ Ask the children to look closely at the map from activity 9.
- ◆ Then, tell them to read the sentences and think whether they are true or false.
- ◆ Encourage them to make false sentences true: *The bank is next to the bakery; The bakery number is 45.*
- ◆ Assist them if necessary and correct by asking volunteers to provide the answers.

Page 84

11. Read and tick.

- ◆ Ask the students if they know what a joke is. Ask if they have ever heard a joke and what the main feature of this genre is (being funny, making people laugh, etc.). Write students' answers down on the board.
- ◆ Introduce the word *joke* and read the joke aloud. Then, read it again and ask the children to repeat after you.
- ◆ Ask if they understand what the joke is and help them to do so, if necessary. Also ask if they know in which situations people tend to rely on jokes and whether people are allowed to tell them anywhere.
- ◆ Finally, guide them to tick the correct options.



ADDITIONAL INFORMATION

Jokes are a "type" of humorous text which is very much explored in studies that address issues related to social, political and historical issues. In Linguistics, this is rich material that can provide evidence for the study of language in context and in different theoretical spheres (POSSENTI, 2013).

Jokes, in general, have a short narration and unknown author, they are made up of simple language in direct speech and portray everyday situations.

References: POSSENTI, S. *Humor, Language and Discourse*. São Paulo: Context, 2013; based on <www.todamateria.com.br/genero-textual-anedota/>. Accessed December 15, 2022.

12. Look and circle.

- ◆ Re-read the joke from activity 11 with the students.
- ◆ Then, encourage the children to choose which image represents that joke.
- ◆ Check students' answers by asking about the children's opinion. Explain that the teacher wants to know the result of the sum of the fruits, but the student gives an unusual answer.

Page 85

13. Listen, say and practise.

- ◆ Encourage the students to read the speech bubbles.
- ◆ Then play audio track 61 and ask the children to listen and repeat.
- ◆ Ask the students to get together in pairs and encourage each of them to interview his / her classmate by asking the indicated questions in the chart. Ask the class to write their answers on the available space. Help the class if there are answers with numbers above 60.

56

AUDIOSCRIPT

A: *What's your house or flat number?*

B: *It's 56.*

SETTING THE PACE



To enhance an overall review, encourage the students to create a few more questions that do not necessarily involve numbers in the answers.

For example, they might ask *How are you feeling? What do you want to be?; How do you come to school?*

Ask them to write these questions in their notebooks. Suggest a role-play activity to finish the exercise.



Draw a line along the board so that separates the board into two halves and write three questions in each column.

Organise the students into pairs and explain that each student in the pair will ask the other classmate three questions, as indicated in the chart.

If necessary, write answers to help them better understand the dynamics of this activity.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 119-120. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 86 and 87

REVIEW 7 & 8

1. Look and circle.

- ◆ Ask the students to look at each picture.
- ◆ Then, tell them to read the expressions and circle the correct answer.
- ◆ Finally, check students' answers by asking volunteers to read the answers of the activity.

2. Look, read and answer.

- ◆ Ask the class to look at each picture.
- ◆ Then, ask the students to read the questions and answer them appropriately.
- ◆ Ask volunteers to read the questions and their answers.

3. Read and match

- ◆ Ask the children to read the sentences and match each one to the correct number in words.
- ◆ Check students' answers by asking volunteers to read the sentences and identify the item (A to D) that matches each one of them.

4. Correct the mistakes.

- ◆ Ask the students to look at the pictures and read the sentences.
- ◆ Then, guide them to compare each image with the sentence and find the mistake.
- ◆ Finally, ask them to rewrite the sentences correctly.
- ◆ Ask volunteers to come to the board and write the correct sentences for the rest of the students to check their answers.

8

Numbers around Us

56 **1** Look and listen.





57 **2** Listen and say.



twenty



thirty-one



forty-two



fifty-three



sixty

58 **3** Listen and complete.

1 The number on Jenny's shirt is thirty-one.

2 The number on Kelly's shirt is sixty.

seventy-nine

79

UNIT 8

4 Look, circle and match.

1 32 – 34 – 36 – 38 – 39

2 10 – 20 – 31 – 40 – 50

3 41 – 43 – 45 – 48 – 49

4 24 – 51 – 52 – 53 – 54

forty-eight

thirty-nine

twenty-four

thirty-one

5 Read and tick.

1 Our seats are twenty-two and twenty-three.

A



B



2 My grandma's address is forty-nine Albert Street.

A



B



3 I take bus number fifty-five to go home.

A



B

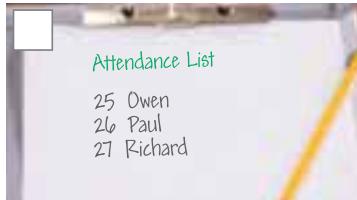


4 Richard's number on the attendance list is thirty-seven.

A



B



6 Look and complete.

twenty-six thirty-three fifty-two sixty



My friend's house is number thirty-three.



The speed limit is sixty kilometres per hour.



The temperature is twenty-six degrees Celsius on the thermometer.



My football helmet is number fifty-two.



7 Let's sing!

COUNT AND SING

I can count and I can sing.
Can you do the same thing?

Eleven, twelve,
Thirteen, fourteen.

I can count and I can sing.
Can you do the same thing?

From ten to twenty,
"Lots of" and "plenty".

I can count and I can sing.
Can you do the same thing?

Start in thirty,
until sixty.



eighty-one

81

UNIT 8

60

Look & Listen



Questions and answers



What's your locker number?
It's fifty-five.



What number is on Paty's volleyball uniform? It's forty-two.

8 Unscramble the words and complete.

1 What's the number of students in your class?



NTTYWE-WTO

It's twenty-two.

2 What number is on your football T-shirt?



RFYOT-HGETI

It's forty-eight.

3 What's the bus number?



HTTIYR-XSI

It's thirty-six.

4 What number is on Caleb's car?

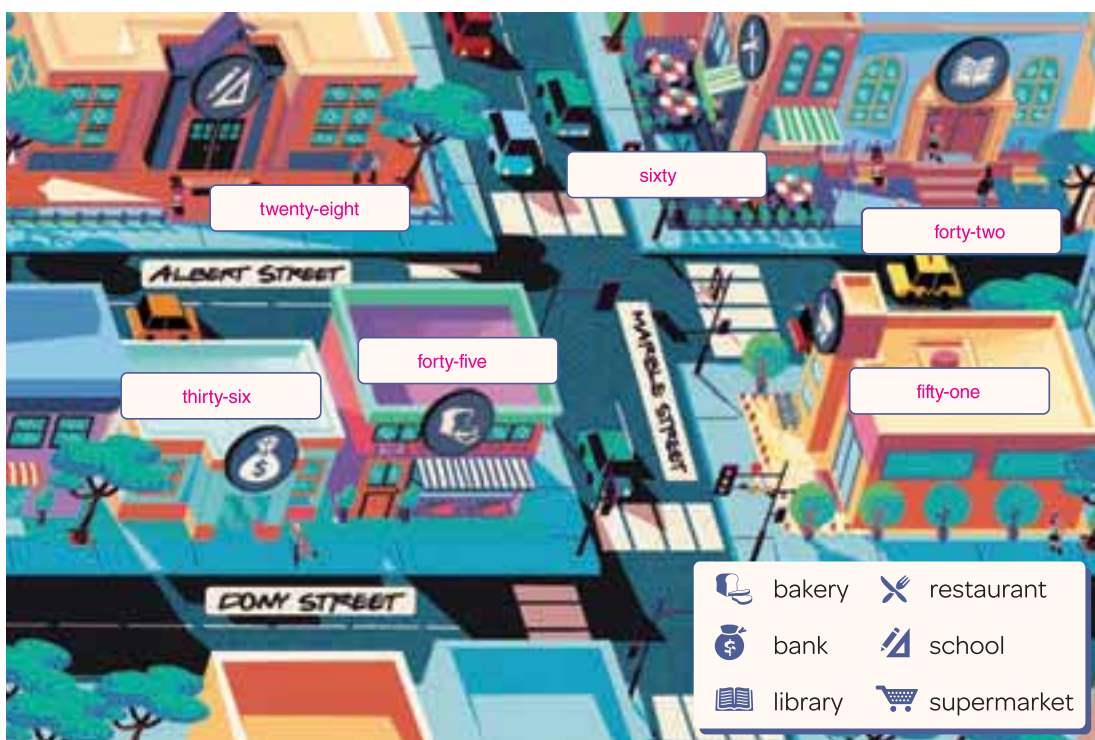


YTFFI-ETRHE

It's fifty-three.

9 Look, read and complete.

- 1 The bank is on Dony Street, number 36.
- 2 The supermarket is on Marble Street, at number 51.
- 3 The bakery address is 45, Dony Street.
- 4 The school is on Albert Street, number 28.
- 5 The restaurant is on Marble Street, at number 60.
- 6 The library address is 42, Albert Street.



10 Look, read and write *T* (true) or *F* (false).

- 1 ☐ *T* What's the restaurant number? It's 60.
- 2 ☐ *F* Where's the bank? It's opposite the bakery.
- 3 ☐ *T* What's the school's address? It's 28, Albert Street.
- 4 ☐ *F* What's the bakery number? It's 46.
- 5 ☐ *T* What's the supermarket number? It's 51.

UNIT 8

11 Read and tick.



Teacher: If you had 12 apples, 10 oranges, 5 pineapples, 15 strawberries, what would you have?

Student: A yummy fruit salad, Ma'am!



Available at <www.kidsworldfun.com/jokes/school-jokes.php>. Accessed on August 28, 2022.

1 What is this text?

- A ☒ It's a joke.
B ☐ It's a text message.

3 This text is...

- A ☐ long and formal.
B ☒ short and informal.

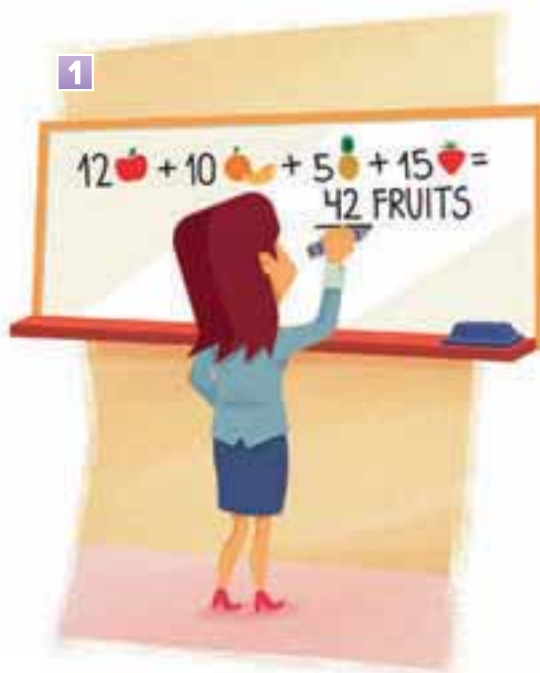
2 It shows...

- A ☒ a fun story.
B ☐ a sad story.

4 When you read this text, you feel...

- A ☒ happy.
B ☐ sad.

12 Look and circle.



61 **13** Listen, say and practise.



ANSWERS

1	WHAT'S YOUR HOUSE OR FLAT NUMBER?	
2	WHAT'S YOUR ID NUMBER?	
3	WHAT'S YOUR PHONE NUMBER?	
4	WHAT'S YOUR POSTCODE?	
5	WHAT'S YOUR FAVOURITE SPORTS T-SHIRT NUMBER?	
6	WHAT'S YOUR BEST FRIEND'S HOUSE OR FLAT NUMBER?	

WORKBOOK

pages 119 and 120

eighty-five

85

Review 7&8



1 Look and circle.



by taxi / by underground



by bike / by train



on foot / by boat



by car / by bus

2 Look, read and answer.



1 How do you go to the park?

I go to the park by taxi.



2 How do you go to the library?

I go to the library by underground.



3 How do you go to the supermarket?

I go to the supermarket on foot.



4 How do you come to school?

I come to school by bus.

3 Read and match.

- | | |
|---|----------------|
| 1 The bus number is 31. | A fifty-seven |
| 2 Mark's classroom is 60. | B thirty-one |
| 3 The number on Tommy's volley T-shirt is 57. | C twenty-eight |
| 4 Derek's house is number 28. | D sixty |

4 Correct the mistakes.



What is Sally's flat number?
It's forty-eight.

It's forty-one.



What number is on Robert's T-shirt?
It's fifty-three.

It's thirty-five.



That's bus number forty-two.

That's bus number fifty-two.



My seat number is thirty-seven A.

My seat number is twenty-seven A.

Name: _____

Class: _____

1 Find the missing number.

twenty-nine forty-two fifty sixty

1 twenty-one – twenty-three – twenty-five – twenty-seven – twenty-nine

2 ten – twenty – thirty – forty – fifty

3 fifty-two – fifty-four – fifty-six – fifty-eight – sixty

4 forty-six – forty-five – forty-four – forty-three – forty-two

2 Look and write.

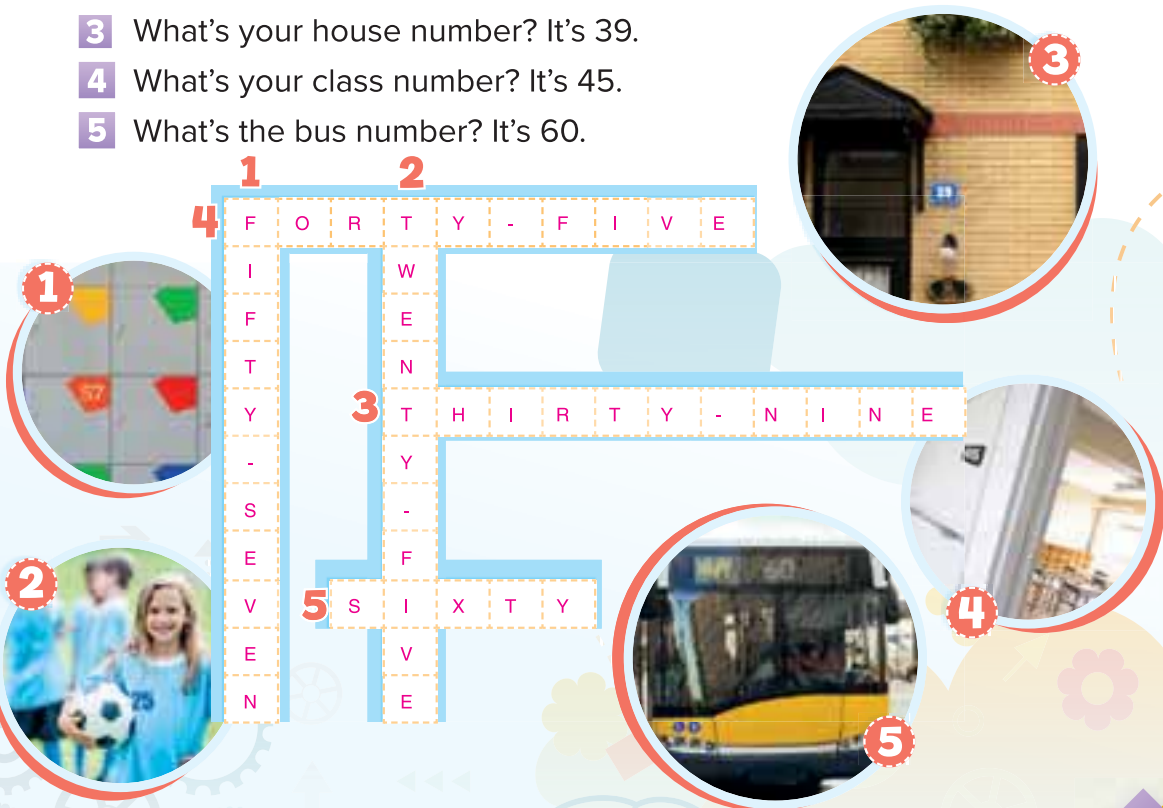
1 What's your locker number? It's 57.

2 What number is on your football uniform? It's 25.

3 What's your house number? It's 39.

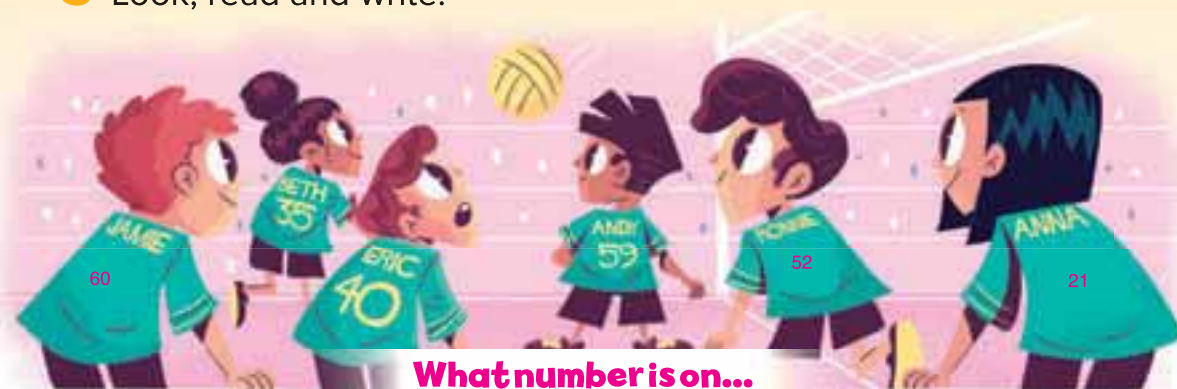
4 What's your class number? It's 45.

5 What's the bus number? It's 60.



Workbook

3 Look, read and write.



What number is on...

- | | |
|--|--|
| 1 Ronnie's T-shirt? It's <u>f_i_f_t_y</u> - <u>t_w_o</u> . | 4 Anna's T-shirt? It's <u>t_w_e_n_t_y</u> - <u>o_n_e</u> . |
| 2 Beth's T-shirt? <u>It's thirty-five.</u> | 5 Eric's T-shirt? <u>It's forty.</u> |
| 3 Andy's T-shirt? <u>It's fifty-nine.</u> | 6 Jamie's T-shirt? It's <u>s_i_x</u> - <u>t_y</u> . |

4 Write and number.

- | |
|---|
| 1 What number is on Doug's football helmet? <u>It's twenty-six.</u> |
| 2 What's the bus number? <u>It's thirty-four.</u> |
| 3 What is Nick's number on the attendance list? <u>It's thirty-one.</u> |
| 4 What's Bia's flat number? <u>It's fifty-one.</u> |



120 one hundred and twenty

GAMES

Pages 88 and 89

Game 1 – Life in the Countryside

- ◆ We suggest playing Game 1 with the class at the end of the 1st term, because it deals with content from Units 1 to 4 of this book.
- ◆ Tell the children they are going to play a board game. Explain that the path to be taken on the board (the *squares* of the game) represent the streets of the city. Organise the class into groups of up to four students and carry out a raffle to define the order of the players. Provide a dice and coins for them to use as markers. The children can also use their own school items, such as a sharpener or an eraser, as markers.
- ◆ Each player chooses a marker to represent him / her and everyone must place their markers in the START square. The first player rolls the dice and moves forward the corresponding amount of squares on the board with his / her marker.
- ◆ Explain to the students that they can find an object to be named, a question to be answered or a sentence to be completed in each square. If a player is unable to complete the task, he / she goes back one square. Each time a player reaches a GO BACK square, he / she must go back the number of squares that are indicated. If a player reaches a square that reads MOVE FORWARD, the player must go forward the indicated number of squares. If a player lands on a PLAY AGAIN square, he / she must play again. The winner is the player who reaches the CONGRATULATIONS! square first.



ANSWER KEY

- Square 1:** *I'm sad.*
Square 2: *It's a vet or It's a horse.*
Square 3: *Is it a tree? Yes, it is.*
Square 4: *Three white ducks.*
Square 5: *Are you thirsty? No, I'm not, but I'm happy.*
Square 6: *It's a beautiful waterfall.*
Square 7: *There is a cow here.*
Square 8: *I want to be a doctor.*
Square 9: *Is it a branch? No, it's not.*
Square 10: The player moves back two squares.
Square 11: *I'm hungry.*
Square 12: *They're big mountains.*
Square 13: The player rolls the dice again.

Square 14: *What do you want to be? I want to be a firefighter.*

Square 15: *There are two small pigs.*

Square 16: *It's the blue sea.*

Square 17: The player moves forward two squares.

Square 18: *Are you an engineer? Yes, I am.*

Square 19: *What a fat sheep!*

Square 20: *Is it a long river? Yes, it is.*

Square 21: *How are you feeling? I'm scared.*

Square 22: Possible answers: *artist, astronaut, athlete.*

Pages 90 and 91

Game 2 – Fun Time

- ◆ We suggest playing Game 2 with the class at the end of the 2nd term, because it deals with content from Units 5 to 8 of this book.

1. Answer and do the crossword.

- ◆ Ask the students to get into pairs, read the questions and write the answers in the crossword.

2. Read and write.

- ◆ Ask the students to read the comic strip and write on the blank thinking bubble what they imagine Garfield is thinking.

3. Break the code and write.

- ◆ Ask the children to break the code by writing the letters in the correct spaces and thus, discover the formed words.

CERTIFICATE

- ◆ At the end of the school year, the students will be acknowledged for their satisfactory performance in class by receiving a certificate of completion of *Kids' Web 3 Second Edition*.
- ◆ Each student must decorate their certificate (which will be available online for you - the teacher - to print and hand out) and give it back to you. Fill in the student's name and sign each certificate. If you think it is convenient, invite parents or guardians for the certificates' presentation of each student. Take this opportunity to congratulate the children and motivate them to continue studying English.

Game 7

Life in the Countryside

START

I'm...



It's a...



Is it a tree?



Th R E E
wh I T E
d U C K S



Are you thirsty?

N O , I'm not,

but I'm

H A P P Y



It's a

beautiful...



There is a

C O W here.



I want to be a

D O C T O R



PLAY
AGAIN

They're
big...



I'm...



GO BACK

2
SQUARES.

Is it a
branch?





There are

t W O

small

P I G S

What do you
want to be?



It's the blue

S E A



MOVE
FORWARD
2
SQUARES.

2



Are you an
engineer?

What a fat...



CONGRATULATIONS!



Say an
occupation
starting
with A.

How are you feeling?



Is it a long river?

Y E S

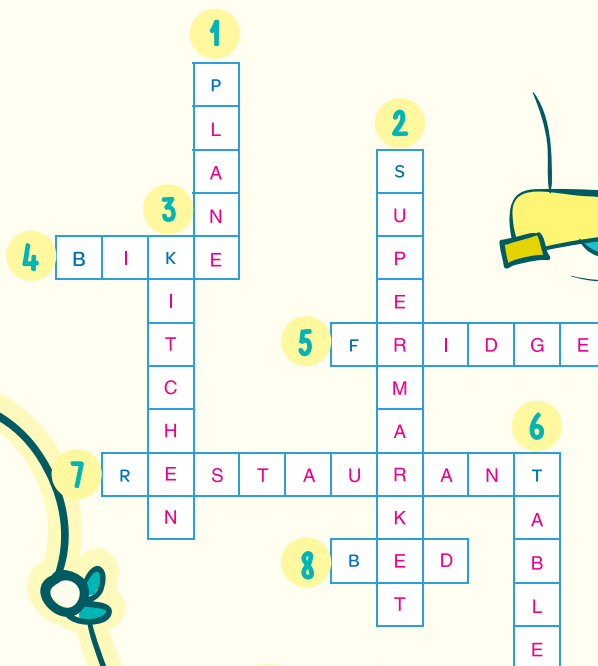
I T I S

eighty-nine 89

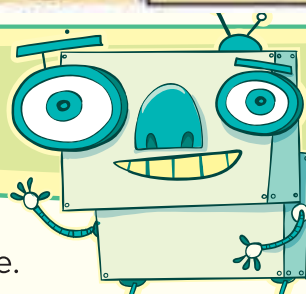
Fun Time

1 Answer and do the crossword.

- 1 What can fly long distances?
plane
- 2 Where do you go to buy groceries?
supermarket
- 3 What part of the house hasn't got "room" in the name?
kitchen
- 4 What has got two wheels and causes no pollution?
bike
- 5 What is dark when you close it and light when you open it?
fridge
- 6 What has got four legs in the kitchen, but can't walk?
table
- 7 Where do you go to have lunch or dinner?
restaurant
- 8 What has got one head and four legs in the bedroom?
bed



2 Read and write.



3 Break the code and write.

1 = A 2 = M 3 = I 4 = R 5 = D 6 = G
 7 = K 8 = U 9 = S 10 = Y 11 = E
 12 = T 13 = N 14 = B 15 = O 16 = F

1 9 - 15 - 16 - 1
 S O F A

2 2 - 8 - 9 - 11 - 8 - 2
 M U S E U M

3 12 - 4 - 1 - 3 - 13
 T R A I N

4 14 - 1 - 7 - 11 - 4 - 10
 B A K E R Y

5 5 - 3 - 13 - 3 - 13 - 6 4 - 15 - 15 - 2
 D I N I N G R O O M

6 15 - 13 16 - 15 - 15 - 12
 O N F O O T

KIDS' WEB

HANGING OUT!

COMIC BOOK

Pages 4 and 5

OPENING GAME

- ◆ Invite the children to look at the wordsearch and the different pictures on pages 4 and 5.
- ◆ Point to the objects and ask the children to say the words to call them in English.
- ◆ Then, tell them to find the words and circle them in the wordsearch.
- ◆ Walk around the classroom to check the students understand the task. Finally, correct with the entire class.

Pages 6 and 7

WARM-UP

- ◆ Tell students that they are going to read and listen to a comic strip that is divided into four chapters about situations experienced by the characters from the *Kids' Web Gang*.
- ◆ If there are students in the classroom who have already studied with the *Kids' Web* series, suggest that they help remember the names of the characters to introduce them to classmates who don't know them yet.
- ◆ Explain that Jess is a girl who loves fashion; Mike is a boy concerned about the environment; Jimmy is a boy who loves animals; Sue is a girl always well informed about good nutrition and health; Rick is a boy who loves computers and technology; and Tom is very keen on sports.
- ◆ Ask the students to open their Comic Book, observe the scenes of the first chapter of the story and identify the characters.

CHAPTER 1

- ◆ Encourage the class to explore the pictures and ask the students: *In the first picture, what are the children doing? (Skateboarding.); How do you think they are feeling? Happy? Tired? Sick?; Who is helping them out? (Rick's mum.); What happens afterwards? (Rick takes the medicine and feels well again.)*

- ◆ Play audio track 63 and ask the students to listen carefully.
- ◆ Ask *How is Rick feeling? (Sick.); Are Mike and Tom worried? (Yes.); What does Rick's mum do when she realises her son is sick? (She gives him the medicine.); What do the children do after Rick takes the medicine? (They play video games.); How do they seem to feel in the last picture? (Happy.)*
- ◆ Play track 63 once again, pausing after the dialogue corresponding to each picture and commenting on what is happening.
- ◆ Draw the students' attention to the blank space on page 7, at the end of the chapter. Make assumptions with them about what we could do to help a friend feel better. Ask them to make a drawing to illustrate their answer.
- ◆ Walk around the classroom monitoring the activity. Take the opportunity to talk to the children about how we should take care of our health and ask what we need to do when we are sick. (Possible answers: Stay at home, rest, go to the doctor's, eat healthy food.)

63

AUDIOSCRIPT

Mike: *Hey Rick, are you ok?*

Rick: *I don't know. Let's go inside.*

Rick's mum: *Are you ok, honey?*

Rick: *Oh, Mum... I'm sick.*

Rick's mum: *Here you are!*

Rick: *Thank you, Mum.*

(Later on...)

Mike: *Watch me... Yeah!*

Tom: *Great!*

Rick: *Mum, I'm bored!*

Rick's mum: *Kids, I have got a surprise for you. Let's go to grandpa's farm.*

Tom, Mike and Rick: *Yeah! Cool!*

Pages 8 and 9

1. Look and circle the correct word.

- ◆ Ask the students to look at the pictures of the kids in each box.
- ◆ Ask the children to work in pairs and to circle the correct word according to the feeling of each kid in the picture.
- ◆ Then, check students' answers orally by asking *How is this kid feeling?* while pointing to each picture and waiting for the children to give the correct answer.

2. Look and stick.

- ◆ Read the task and ask the students to explain what they have to do (look and place the stickers in the correct space).
- ◆ Ask the children to open their Student's Books to page 131, where they will find the stickers corresponding to chapter 1 of *Kids' Web 3 Comic Book*. Tell them to look carefully at the stickers and read the texts on them. Draw their attention to the picture of Mike and ask which phrase describes how he is feeling (*I'm sick today*). Wait until everyone pastes the correct sticker.
- ◆ Ask the student to look at the faces of the other characters to find out how they are feeling in each picture. Encourage them to place the sticker with the correct phrase on the space next to each character.
- ◆ Finally, organise students into pairs and ask them to compare their answers. Encourage them to read the phrases on the stickers in a loud voice to check students' answers.

3. Look and answer.

- ◆ Have a volunteer read the task and ask the students to explain what they have to do (look at the pictures and complete the answers).
- ◆ Ask the children to pay attention to how each character is feeling and have them complete the dialogue accordingly.
- ◆ Finally, ask the students to get in pairs and practise the dialogues.

Pages 10 and 11

CHAPTER 2

- ◆ Ask the children to look at the pictures. Explain the meaning of the word *country* in the context of the story.
- ◆ Play audio track 64 without interruptions and ask the children to listen to it carefully. Ask *Where are the children? (On the farm. / In the country); Who is the man? (Rick's grandpa); What animals can you see? (Pigs, a horse, sheep, chickens, ducks and a cow.)*
- ◆ Then explain to the students that they will now listen to the audio again and colour the farm animals that are blank using the colours mentioned in the story. Play audio track 64 again and pause after each scene so that students have time to colour the corresponding animals. When animal colours are not mentioned, encourage the children to use any colour they want.
- ◆ Play track 64 once again, pausing after each character speaks for the children to repeat.

- ◆ Once the audio has finished, take children to page 11 and ask them what they think is happening to Lina. Ideas will probably come up in their mother language, in that case, help them express those ideas in English. Explain the meaning of *calf*.
- ◆ Ask the children to get together in groups to rehearse the dialogue.

64

AUDIOSCRIPT

Kids: *Wow! What a big farm!*

Girls: *Look, the house is beautiful!*

Jimmy: *The pigs are pink and fat.*

Kids: *Look at the beautiful sheep!*

Jimmy: *Wow! What a big brown horse!*

Sue and Tom: *There are eight chickens and five ducks.*

Jess: *Wow! Lina is very fat.*

Rick's grandpa: *It's time to phone the vet... Hi, Dr. Miller. It's George. Yes, you need to see Lina. Ok, thank you.*

(Later on...)

Rick's grandpa: *This is Dr. Miller. He's our vet.*

Kids: *Hi, Dr. Miller.*

Vet: *Hello, guys.*

(Some time later...)

Jess: *Oh! It's so beautiful!*

Jimmy: *And it's so small!*

Mike: *I want to be a vet.*

Jess: *I want to be a ballerina.*

Tom: *I want to be a football player.*

Sue: *I want to be a doctor.*

Rick: *I want to be a video game designer.*

Jimmy: *I want to be a teacher.*

Pages 12 and 13

1. Look and write T (true) or F (false).

- ◆ Read the task and ask the students to explain what they have to do.
- ◆ Invite a volunteer to read the first sentence and ask: *Is it true or false?* Wait for the children to answer *False* and ask them to write *F*.
- ◆ Repeat the procedure with the rest of the sentences.

2. Write the opposites.

- ◆ Read the words and review their meaning with the children.

- ◆ Explain the meaning of *opposites* and tell the children that they have to complete the phrases with the opposite adjective.
- ◆ Finally, organise the students into pairs and ask them to compare their answers with those of their classmates. Walk around the classroom monitoring the activity and clarifying any doubts that may arise.

3. Complete and match.

- ◆ Draw the children's attention to the pictures under the instructions, ask them to do a revision of vocabulary in pairs. In turns, encourage them to say *I want to be a/an...* but ask them not to say the occupation aloud, they can either mime it or say it in silence, so the other classmate has to lip-read and guess what the occupation is.
- ◆ After the joint activity, tell them to complete the task. Suggest that they start by completing the words first and then matching them to the pictures.

4. Read and write in the correct box.

- ◆ Point out to the children that there are two categories and words in a box to classify. Take the first word in the box and ask *Where does the word 'astronaut' go? (Occupations)*. After the point is clear, allow some time for them to complete the task.
- ◆ After the activity is finished and checked, you can get them to play *Stop the bus* in small groups.
- ◆ Draw on the board a table like the one in the previous activity and get each team to copy it onto a piece of paper.
- ◆ Select 3 or 4 categories such as: *feelings, colours, school objects, food*, etc. You may also can raise the number of categories, making them 5 or 6.
- ◆ Students simply have to think of one item to go in each category beginning with the set letter.

Pages 14 and 15

CHAPTER 3

- ◆ With the Comic Book closed, ask the students to retell what happened in the previous chapters of the story.
- ◆ Explain to the children that they are going to read and listen to third chapter of the comic strip.
- ◆ Ask the students to open the Comic Book to pages 14 and 15 and look at the opening scenes of this chapter. Ask *Where's Mike? (In his bedroom.); Who comes to see him? (His grandpa and his grandma.); How is Mike feeling this morning? (He's feeling fine / happy.)*
- ◆ Play audio track 65, pausing after each scene to ask the class what is going on.
- ◆ Then ask *Where do the kids want to go? (To the cinema.)* Invite some volunteers to role-play the

chapter, reading the lines of each character while the rest of the classmates follow the story. Take turns and make sure everyone understands that Mike gets up, has breakfast with his grandparents and makes plans to go to the cinema with his friends.

- ◆ Finally, draw the students' attention to the dialogue in the last frame of the comic strip and to the map below. Encourage the children to complete the map by writing the words corresponding to the missing shops (supermarket and bakery) in the correct places.

65

AUDIOSCRIPT

Mike's mum: *Good morning, Mike! It's a beautiful sunny day!*

Mike: *Hmm...*

(Doorbell rings.)

Mike's mum: *Hi, Mum. Hi, Dad.*

Grandma and Grandpa: *Hello, dear.*

Grandma: *Oh, I love your new house!*

Grandpa: *Where is Mike?*

Mike's mum: *He's in his bedroom.*

Grandpa: *And where is his new bedroom?*

Mike's mum: *It's next to the bathroom.*

Grandpa: *Good morning, Mike!*

Mike: *Hi, Grandpa! Hi, Grandma!*

Grandma: *Come on. Let's have breakfast!*

(In the kitchen...)

Grandma: *Milk and biscuits?*

Mike: *Yes, please!*

(Mobile phone rings.)

Mike: *Can we go to the cinema?*

Grandpa: *Where's the cinema?*

Mike: *It's next to the supermarket and opposite the bakery.*

Grandad: *Ok!*

Pages 16 and 17

1. Read and match.

- ◆ As both pictures are collages of different parts of a house, take picture number one, point to one part of the house and ask the students to tell you what room it is. For picture number two, ask them to point to a certain room, for example *the kitchen*.
- ◆ Once this quick revision has been made, ask the students to read the texts and match the characters with the corresponding pictures.

2. Complete and match.

- ◆ Ask the children to look at the pictures and say what place in town they can see.
- ◆ Then, tell them to complete the missing letters to form the appropriate word and match each one to the correct picture.
- ◆ Finally, organise the students into pairs and ask them to compare their answers with those of their classmates. Walk around the classroom monitoring the activity and clarifying any doubts that may arise.

3. Listen and stick

- ◆ Invite the children to explore the town map. Explain that they will use the stickers from page 131 of the Student's Book to complete the map with the missing places.
- ◆ Play audio track 66, pausing after each sentence, so the students have time to place the stickers.
- ◆ Ask a volunteer to show his / her map and check students' answers orally.

66

AUDIOSCRIPT

1 *There's a museum between the bank and the shopping centre.* 2 *The school is opposite the bank.* 3 *There's a bakery next to the cinema.*

Pages 18 and 19

CHAPTER 4

- ◆ Review with the students how chapter 3 of the story ends (*Mike will go to the cinema with his friends*).
- ◆ Play audio track 67 and ask the class to follow along. Pause after each scene and ask them what is going on.
- ◆ Then, ask the students to summarise the events of the last chapter. (Possible answers: *The kids go to the cinema by bus. They buy eight tickets and some popcorn. They have fun at the cinema.*)
- ◆ Finally, encourage them to read the question at the bottom of page 19 and have them circle the correct picture.

67

AUDIOSCRIPT

Mike: *How do we go to the cinema?*

Kids: *By bus!*

Cinema cashier: *How many tickets?*

Grandpa: *Eight, please.*

Cinema cashier: *That's forty pounds, please.*

Grandad: *Thank you.*

Rick: *Let's buy some popcorn.*

Kids: *Good idea!*

Popcorn seller: *Your change: two pounds.*

Sue: *Thank you!*

Sue: *Hmm... delicious!*

Tom: *Yeah!*

Tom: *This film is super fun!*

Kids: *Yeah! It's great!*

Pages 20 and 21

1. Look and write.

- ◆ Tell the students to look carefully at the pictures of means of transport. Revise together vocabulary if necessary.
- ◆ Then, ask the children to write the words for each mean of transport in the crossword.
- ◆ Check students' answers by inviting volunteers to come to the board and write the words.

2. Look and complete.

- ◆ Read the task and ask the children what they have to do (look at the pictures and complete the sentences).
- ◆ Ask them to work in pairs and complete each sentence with the correct expression. Remind them to use *by* and the mean of transport, except for the expression *on foot*.
- ◆ Finally, encourage the kids to read the complete sentences and correct orally.

3. Look and match.

- ◆ Ask the children to say what they can see in each picture.
- ◆ Then, invite them to read the sentences and match them to the correct picture.
- ◆ Ask them what numbers are mentioned and ask volunteers to write the numbers on the board.

4. Read and circle.

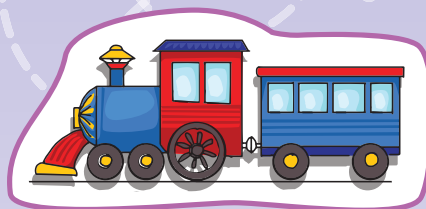
- ◆ Read the task and ask the children what they have to do (read and circle the correct number).
- ◆ Invite them to work in pairs. They have to read the spelled out number and circle the correct option.
- ◆ Walk around the classroom monitoring the activity and checking the children's work.

Opening Game

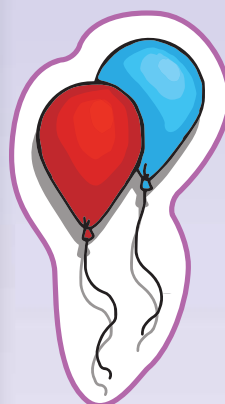
Do the wordsearch.



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



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



5

1 Look and circle the correct word.



hungry
tired
happy



scared
thirsty
sick



hungry
happy
tired

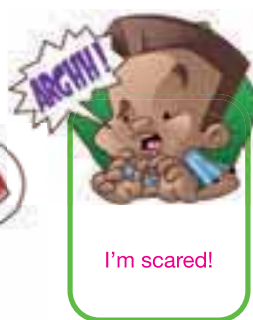
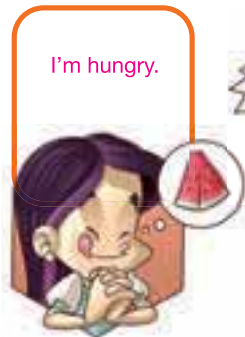
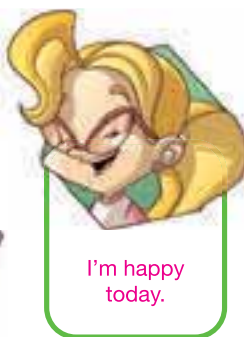


sick
sad
scared



scared
tired
hungry

2 Look and stick.



3 Look and answer.

1



Are you thirsty?

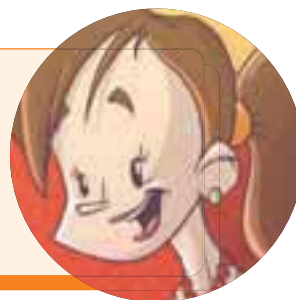
No, I'm _____ **not** _____, but

_____ **I'm sick** _____.

2

Are you feeling OK?

Yes, I'm _____ **happy** _____.



3



Are you sad?

No, _____ **I'm not** _____.

4

Are you happy?

Yes, _____ **I am** _____.



1 Look and write *T* (true) or *F* (false).




- | | |
|--|--|
| 1 There are six white sheep. <input type="checkbox"/> <i>F</i> | 4 There is a small cat. <input type="checkbox"/> <i>T</i> |
| 2 There is a beautiful cow. <input type="checkbox"/> <i>T</i> | 5 There are three fat ducks. <input type="checkbox"/> <i>F</i> |
| 3 There are two pink pigs. <input type="checkbox"/> <i>T</i> | |

2 Write the opposites.

- | | |
|----------------------|-----------------------|
| 1 a big house | a <i>small</i> house |
| 2 a beautiful flower | an <i>ugly</i> flower |
| 3 a fat chicken | a <i>thin</i> chicken |

3 Complete and match.



f_ armer
 t_ eacher
 v_ ideo g_ ame
 d_ esigner
 v_ et
 d_ octor

4 Read and write in the correct box.

astronaut ballerina chicken
 cow duck farmer football player
 horse pig sheep singer vet

Animals	Occupations
chicken	astronaut
cow	ballerina
duck	farmer
horse	football player
pig	singer
sheep	vet

1 Read and match.



My house is big. My cat Lily is in the garden. There's a big TV in the living room. My dolls are on my bed, in my bedroom. My dog is under the table, in the kitchen.

2



My house is big. My cat is in the garden. There's a big TV and a sofa in the living room. My computer is in my bedroom. My dog is under the table, in the kitchen.

1

2 Complete and match.



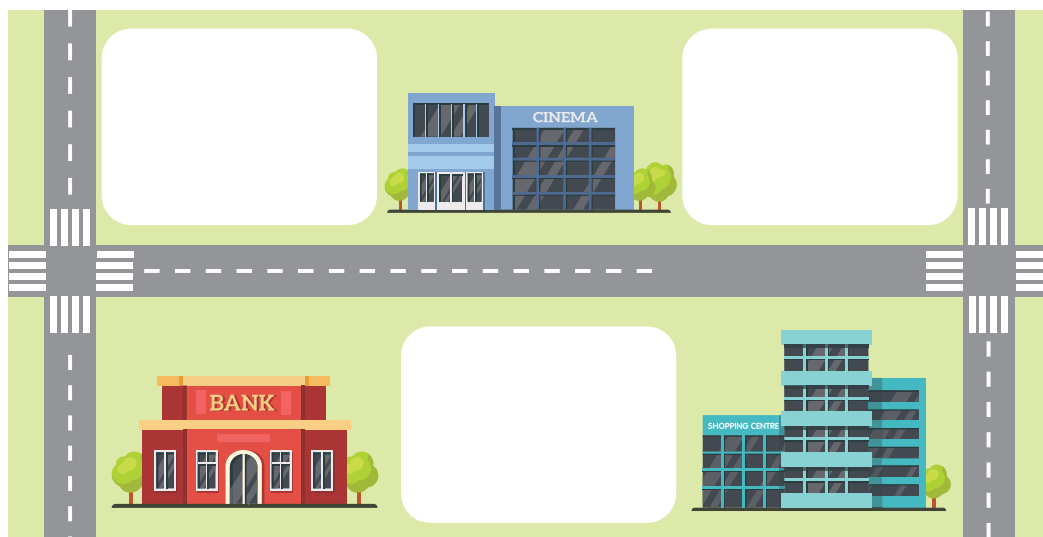
l i b r a r y

r e s t a u r a n t

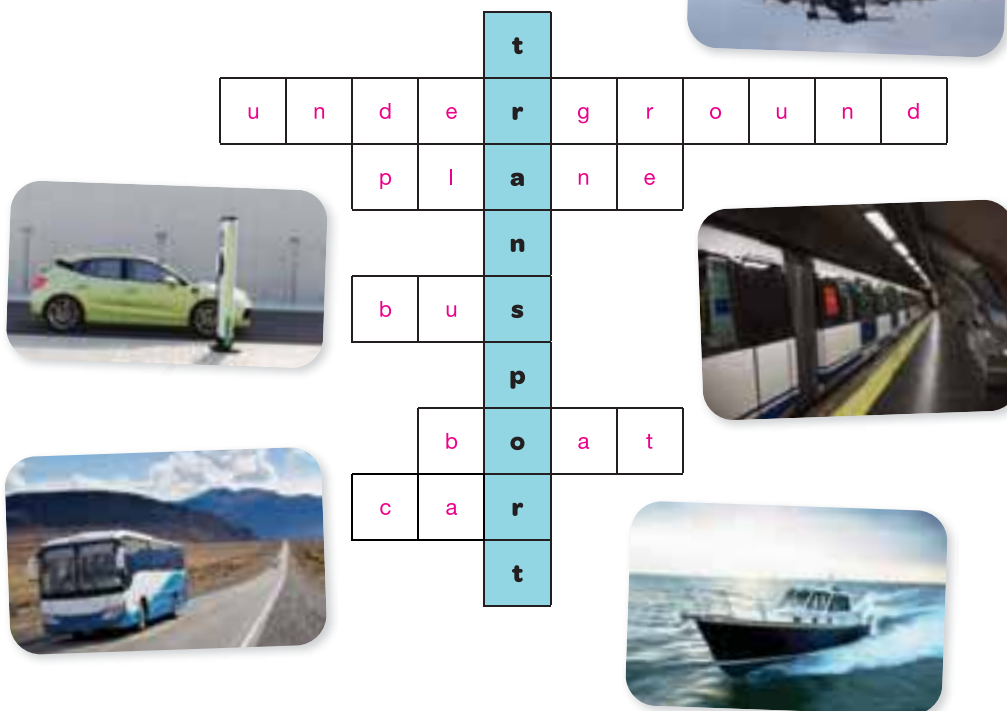
s h o p p i n g c e n t r e

m u s e u m

3 Listen and stick.



1 Look and write.



u n d e r g r o u n d





p l a n e

b u s

b o a t

c a r

2 Look and complete.

- 1  I go to school by bus.
- 2  My parents and I travel by train.
- 3  My brother and I go to school on foot.
- 4  I go to the shopping centre by taxi.

3 Look and match.

1 The bus number is fifty-two.

2 The tickets cost forty pounds.

3 The number on the cinema door is twenty-one.



4 Read and circle.

1 thirty-seven 32 27 37

2 twenty-eight 18 28 22

3 forty-nine 49 19 59

4 fifty-one 21 55 51

5 sixty 30 60 50

Kids' Web Second Edition is an updated and improved version of the best-seller *Kids' Web*, an English language series for the early years of primary school that connects students with the world of English speakers in a modern, fun and meaningful way. Designed to accompany children at every stage of their intellectual development, the course has been tailored to meet different goals at each level. This Second Edition combines the essence of the original version with various innovations.

- Communicative and collaborative approach, which promotes the practice of the four skills.
- Work with interdisciplinarity: CLIL, Life Skills and Socio-emotional Competences **NEW!**
- Greater role of the character Webby and his gang **NEW!**
- Work with textual genres. **NEW!**
- *Kids' Web Home Connection* in Spanish with suggestions on how parents can participate in the children's learning process. **NEW!**
- QR codes that take students to digital educational objects. **NEW!**
- Socio-emotional animations for the integral development of the child as a whole. **NEW!**

SERIES COMPONENTS

For students and parents:

- Student's Book with integrated Workbook
- Comic Book
- Interactive activities, animations, audios and karaoke version of songs
- Downloadable Home Connection Booklet

For teachers:

- Downloadable Teacher's Book
- Teacher's Resource Material
- Downloadable Class Audio
- Digital Book



PAUL SELIGSON
SERIES CONSULTANT

Paul Seligson is internationally renowned for his work in teacher training, research and development of English materials for children and teenagers. He is highly appreciated by teachers all over the world for his dynamic and practical presentations and suggestions.

