

TEACHER'S BOOK



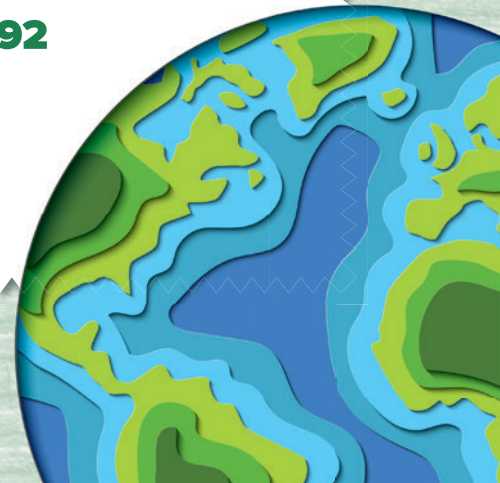
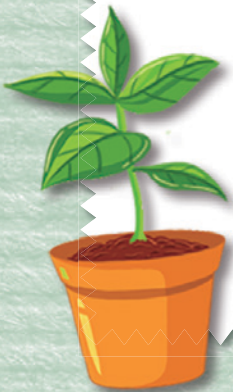
PLANET

WARRIORS

1



Contents in the Student's Book	3
Introduction	4
Overview	6
Contents Map	18
Unit 1	20
ALL ABOUT ME	
Unit 2	31
MY FAMILY, MY WORLD	
Unit 3	43
HOME SWEET HOME	
Unit 4	54
SPECIAL ABILITIES	
Unit 5	67
MY PREFERENCES	
Unit 6	78
WILD ANIMALS	
Extra Practice	91
ANSWER KEY	
Extra Activities	92





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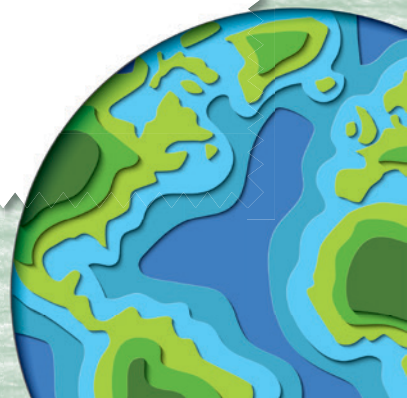
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The logo features the words "PLANET" and "WARRIORS" in a bold, green, sans-serif font. "PLANET" is positioned above "WARRIORS". The text is set against a light green, cloud-like background. Below the text is a brown banner with a white dashed border, resembling a piece of fabric or a ribbon, with a small green plant sprout growing from the center. The entire logo is set against a dark green background.

PLANET WARRIORS



- Unit 1**
ALL ABOUT ME
- Unit 2**
MY FAMILY, MY WORLD
- Unit 3**
HOME SWEET HOME
- Unit 4**
SPECIAL ABILITIES
- Unit 5**
MY PREFERENCES
- Unit 6**
WILD ANIMALS
- Workbook**



INTRODUCTION

Planet Warriors is a three-level series for children in primary schools with one to three teaching periods of English per week. It takes learners from a beginner to an elementary level. The series provides both teachers and students with a wide variety of clear and easy to use material within a simply-structured and integrated programme. Each level consists of six thematic units in correspondence with the official syllabus and aligned with the Sustainable Development Goals (SDGs), a set of 17 global goals established by the United Nations to address various social, economic and environmental challenges by 2030.

While still focusing primarily on the teaching of English as a foreign language, the activities and topics have been designed to embrace the whole child emotionally, socially, physically, creatively and cognitively.

Planet Warriors has been formulated on the premises that:

- Students should acquire the language by playing an active role in their own learning process, where the focus is meaningful communication.
- Learners need to experience language as a whole, by reading, writing, speaking and listening to natural discourse.
- STEAM projects, which stand for Science, Technology, Engineering, Arts and Mathematics are crucial to encourage creativity, critical thinking and problem-solving skills.
- the integration of cultural and cross-curricular content (CLIL) provides a more engaging and enriched educational journey and is vital to enhance the language learning experience.
- Students should be able to express their opinions and feelings, experiment, make predictions, draw conclusions, interact with peers and discover the rules underlying language structures, thus paving the way for a deeper comprehension of the language.

COMPONENTS AND RESOURCES

For the student

Student's Book + Workbook



The **Student's Book**, equipped with an integrated **Workbook**, features six topic-based units, each comprising four lessons that systematically develop key language and vocabulary topics aligned with the official syllabus. The organisation aims to present, practise, and systematise the target language within meaningful contexts. Additionally, specific sections have been incorporated in each unit to support students' learning processes in various ways.

A **Workbook** section has been added at the end of the Student's Book to reinforce and revise all the language items and vocabulary introduced in each unit.

It also provides an **Extra Practice** section to offer students even more opportunities to learn and practise the language.

STUDENT'S BOOK

Planet Warriors 1 Unit 3



The introductory photograph, with its title and number, illustrates the topic of the unit and can be used to discuss and predict the structures and language items to be worked on throughout the unit.

The student's self-assessment section serves a dual purpose: defining the upcoming structures and language to be learned while also enabling students to self-evaluate at the end of the unit.

Planet Warriors 1 Unit 3



Vocabulary items are introduced in meaningful contexts through reading and listening activities

Tasks in each unit exhibit diversity, ranging from labelling pictures and completing sentences to matching words and images. Additionally, students engage in activities such as reading and determining the accuracy of information, answering and matching questions with answers and classifying words.

3 Look and answer.

- Where is your mother?
She is in the _____.
- Where is your brother?
He is in the _____.
- Where is your father?
_____.
- Where is your grandfather?
_____.
- Where is your sister?
_____.



4 Look at exercise 3 and match.

- Is your sister in the garage?
Yes, she is. / No, she isn't.
- Is your grandfather in the garden?
Yes, he is. / No, he isn't.
- Is your brother in the study?
Yes, he is. / No, he isn't.
- Is your mother in the kitchen?
Yes, I am. / No, I'm not.
- Is your father in the bathroom?
Yes, she is. / Yes, he is. / Yes, he is. / No, he isn't.

5 Draw yourself in your favourite place in the house. Then answer.



6 Now ask questions to your classmate to know their location in the house.

Are you in the dining room? No, I'm not.

Hmm, Are you...? _____

Where are you? I'm in the _____

UNIT 3 29

Comprehension activities provide further practice and check students' understanding.

An Eco Warrior presents clear grammar and vocabulary boards to introduce, expand, and / or revise key language concepts.

Speaking skills are practised in varied activities and games.

1 Read the list and label.

www.eco-club.com

Get ready for the eco-trip! Remember to pack these things:

- torch
- sleeping bag
- first-aid kit
- water bottle
- tent
- compass
- backpack
- binoculars



2 Listen and read. Then answer.

www.saflysting.com

Last weekend, I went camping in the forest with the eco-club. On Friday, I checked that I had everything I needed: a torch, a water bottle, a compass and a pair of binoculars. I almost forgot my sleeping bag! We travelled by an electric bus and arrived at the eco-friendly campsite on Saturday morning. The place was really cool! There were solar panels for electricity, recycling bins for different types of rubbish and rainwater collectors for storing water. There was also a vegetable garden and we ate locally grown food. First, we worked in teams to put up the tents. Then, we collected sticks for the fire. After that, we swam and played games in the lake. We were very active and a bit hungry, too. So, we had lunch at 1 pm. In the afternoon, we cycled to the forest near the campsite and then went hiking. There were very tall trees and there were beautiful flowers and some insects. The teachers gave us a list of plants and animals and asked us to find them and take photos of them. That was a great experience and my team was the first to complete the list! After all the activities, we were really tired and we went to bed right after dinner. It was quiet at night and I only heard the sound of crickets at a distance. I think that we immediately fell asleep. But, in the middle of the night, a strange sound near my tent woke me up. It was very dark and I was scared. What was there outside?

3 What activities did Safly do?

- Swam
- Hiked
- Cycled
- Played games
- Swam
- Hiked
- Cycled
- Played games
- Swam

Remember! Add -ed or -d at the end of some infinitive verbs to form the past tense of regular verbs.

We travelled by an electric bus.

Some verbs have an irregular form in the past: go - went. I went camping in the forest. have - had. We had lunch. eat - ate. We ate locally grown food.

60 UNIT 6

Reading and listening passages not only expose learners to vocabulary and grammar but also enhance comprehension, pronunciation, as well as language repertoire and skills.

Sustainable Development Goals are linked to the topic of each unit in order to raise students' awareness and to prepare them for future challenges in our world.

1 Listen and read.

Dan loves travelling to the mountains in winter because he does a lot of activities.

I went ice skating yesterday...

... skiing the day before yesterday...

... and snowboarding three days ago.

I'm exhausted now so I'm relaxing on the snow.

I rode my bike three days ago.

Use past adverbs of time to describe when something happened.

Monday	Tuesday	Wednesday	Thursday	Friday
four days ago	three days ago	the day before yesterday	yesterday	today

2 Look and complete.

the day before yesterday last week five days ago yesterday

Today is December 25.

- Dan made a snowman _____.
- Dan went to the top of the mountain with a chairlift _____.
- Dan went sledding _____.
- Dan brought presents _____.

SEL (Social and emotional skills) activities aim at reflecting on personal emotions, relationships and values.

Grammar boards and comic strips effectively introduce, expand, or revise grammar points within meaningful contexts, providing clear and concise explanations.

CLIL SCIENCE AND ART: Sustainable Fashion

1 Read and complete the table. Fashion and the Environment

Today people buy a lot of clothes and use the items for a short time. Fast fashion makes this possible, but it also has a big negative impact on the environment.

The fashion industry produces up to 10% of carbon emissions and it uses a lot of water in the different stages of production – from collecting the fibres to making the products.

The rubbish that comes from the industry also has a disastrous effect. Numerous companies use synthetic fibres like polyester and nylon to make clothes. These fibres contain very small plastics. When people throw out their clothes, these microplastics go to the land. It is estimated that the equivalent of a lorry full of clothes goes to landfill every second. Microplastics pollute water, too. Washing clothes releases these microplastics and they end in the ocean. This results in the equivalent of 50 billion plastic bottles in the ocean every year.

Fast fashion affects workers' conditions and health because they work for long hours and they are in contact with toxic chemicals to produce cheap clothes.

To change the situation, some fashion companies are sustainable. They make clothes by recycling materials, help customers to repair their clothes, and use natural fibres and cultivate them with traditional methods.

As consumers, we can also do our part. For example, we can buy second-hand clothes, exchange our clothes with other people, donate clothes we don't use any more and even rent clothes for special occasions instead of buying them and using them only once.

FASHION INDUSTRY	
PROBLEMS	SOLUTIONS
• produces up to 10% of carbon emissions	

2 Make a sustainable accessory for your friend.

STEAM PROJECT

You need:

Follow these steps:

- Decide what accessory to make.
- Make your design on paper.
- Create your accessory.

The concluding section of each unit incorporates tasks related to **CLIL (Content and Language Integrated Learning)** and **STEAM (Science, Technology, Engineering, Art, Mathematics)**. Here, students solidify the contents of the unit by engaging in a project connected to a specific subject, simultaneously using language to expand their knowledge.

3 REVIEW

1 Write the words in the correct columns.

the morning seven am spring	the weekend Saturday Wednesday	Monday the evening January	May night nine pm
<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 5px auto; border-radius: 5px;"></div>	<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 5px auto; border-radius: 5px;"></div>	<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 5px auto; border-radius: 5px;"></div>	<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 5px auto; border-radius: 5px;"></div>

2 Unscramble the questions and answer about you.

go When to do

you school?

1 _____

ride you Do after

bike your lunch?

3 _____

do summer? you

What do in

2 _____

you Do walk

school? to

4 _____

3 Work with your classmate. Use the prompts to ask and answer about your activities.

What / do / on rainy days?

Do / play sports / Sunday?

When / have / winter holidays?

What / usually do / summer?

Do / meet friends / afternoon?

36 WB p.81

The series features a **Review** in each unit, with an additional three-page review covering two consecutive odd-numbered units.

REVIEW UNITS 3&4

1 Play the *Odd One Out* with a classmate.

- 1 January July Sunday May August
- 2 walk ride a bike go swimming play tennis wear sandals
- 3 spring sunny windy hot snowy
- 4 messy reliable disobedient lazy dishonest
- 5 ring high heels bracelet earring necklace
- 6 always sometimes usually never morning
- 7 be active sleep well skip breakfast drink water eat healthy food
- 8 have holidays have lunch have dinner have tea have breakfast
- 9 generous friendly tidy lazy sociable
- 10 sweatshirt coat belt overalls pyjamas
- 11 evening morning afternoon night winter
- 12 Sunday Tuesday Thursday Monday Friday

46 REVIEW 3&4

WORKBOOK

2

1 Complete the crossword.

2 Complete the descriptions.

restaurant waiter pet shop vet food animals

1 I'm a I work in a I work from 8 am to 4 pm. I like my job because I help sick

2 I'm a I work in a I work from 2 pm to 8 pm. I serve and clean tables.

WB U2 75

3 Match. Then write sentences.

What do you do? **Where do you work?**

1 I'm a I I work in a and in the streets.

2 I'm a I delicious I work in a

3 I'm a I I work

4

5

76 WB U2

Planet Warrior 2 Workbook unit 2

The series features a **Review** in each unit, with an additional three-page review covering two consecutive odd-numbered units.

REVIEW UNITS 1&2

1 Read the information and complete the text.

PLANET WARRIOR

Hi! My name's I'm years old. I'm England. I have and a sister. We have fun together! My favourite subject is I have lessons and I want to help to protect the planet and I'm happy to be a Planet Warrior.

Name: Lucas
Surname: Harris Age: 11
City: Manchester Country: England
Family: Brother and 1 sister
Favourite subject: Technology
Days: Wed and Fri

2 Read and complete the timetable.

My schooldays are very different! I can't remember all the subjects so I use a timetable. On Mondays and Wednesdays, I have It's very difficult for me. I like I have lessons on Tuesdays, Wednesdays and Thursdays. I like too. I have lessons once a week on Fridays. But my favourite subject is I study on Mondays, Wednesdays and Fridays.

REVIEW 1&2 79

REVIEW UNITS 1&2

3 Write the missing words.

Reporter: 1 do you do?
Ed: I'm a 2 I deliver 3 and packages.
Reporter: 4 do you work?
Ed: I work in a 5 and in the streets.
Reporter: 6 you like your job?
Ed: Yes, I 7 I meet new places in town. It's fun!

4 Write sentences using the prompts.

1 hospital / next to / game shop
2 pizza parlour / between / café and clothes shop
3 sports shop / behind / music shop
4 customer / in front of / book shop
5 café / next to / pizza parlour

5 Label the places. Then describe.

1 There is a museum between
2 There are
3 There is in front of
4 There is behind
5 There is next to

80 REVIEW 1&2

Planet Warrior 2 Workbook review unit 1 and 2

EXTRA PRACTICE

EXTRA PRACTICE

1 Play *Guess Who?* with your classmate.

green **dark**

RECYCLING CLUB

Name: Phil
Age: 10
Family: father, brother
Favourite colour: blue
: red

green **dark**

RECYCLING CLUB

Name: Sarah
Age: 8
Family: mother, brother, brother
Favourite colour: green
: black

green **blonde**

RECYCLING CLUB

Name: Anne
Age: 11
Family: grandfather, father, mother, sister, brother
Favourite colour: pink
: purple

brown **blonde**

RECYCLING CLUB

Name: Michael
Age: 9
Family: father, mother, sister
Favourite colour: purple
: red

brown **dark**

RECYCLING CLUB

Name: Maggie
Age: 9
Family: grandfather, grandmother, father, mother
Favourite colour: yellow
: orange

blue **fair**

RECYCLING CLUB

Name: David
Age: 11
Family: grandfather, father, sister, brother
Favourite colour: orange
: white

EP 182 101

1 Play the *Questions Game* with your classmate.

	1	2	3	4	5	6
1	Where's Mum?	Can the boy sing?	How old is the boy?	Can you drive a car?	Where's the girl?	What can the boy do?
2	How old is the girl?	Has the dog got long ears?	Can your friend play the guitar?	What can the girl do?	Where's the carpet?	Have you got a cat?
3	Is the sink in the bathroom?	Who's the dog?	What can they do?	Have you got a rabbit?	Has the hamster got short legs?	How old is Mum?
4	Are they in the dining room?	How old is Grandad?	Can the man speak English well?	Where's the dog?	Is the dog under the armchair?	Is the cat on the bed?
5	Has the tortoise got a short tail?	What can the girl do?	Where's Dad?	How old is Grandma?	Can the boy ride his bike?	Can the babies run?
6	Can the girl cook well?	Is the table in the kitchen?	Have you got a cat?	Is the boy in the bedroom?	Can you play the piano?	Has the fish got a long tail?

102 EP 3&4

Even further practice opportunities for reinforcement and consolidation is provided in the **Extra Practice** section at the end of the book.


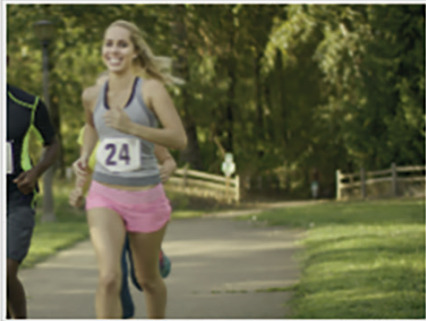


INTERACTIVE ACTIVITIES

The **Student's Interactive Activities** offer games and activities for students to go on practising what they have learned in class in a fun and entertaining way at the end of the unit or whenever the teacher deems it appropriate. Each unit provides several tasks and students are immediately assessed and congratulated on their performance. If not all activities are right, students are asked to try again until they can produce the correct version. These activities can be found on the **Richmond Learning Platform**.

Richmond Learning Platform

PLANET WARRIORS

4 Read and choose.

- My mother is runner twenty-seven in the marathon.
  
- The result of the maths problem is thirty-five.
 

1 2 3 4

Clear Try again Submit

FOR THE TEACHER

Digital Teacher's Book



The **Digital Teacher's Book** in PDF format provides the teachers with an easy-to-follow guide with suggestions and ideas

to exploit the **Student's Book** to its fullest and to provide the students with maximum learning opportunities in the classroom.

It consists of:

- A list of the *Contents* in the Student's Book.
- An *Introduction* with the description of the series.
- An *Overview* of model pages extracted from the **Student's Book, Workbook, Extra Practice, Teacher's Book, Interactive Activities** and **Teacher's Resource Material** explaining the purpose and benefits of the activities suggested.
- A *Scope and Sequence Map* to show the contents presented in the **Student's Book**.
- *Step-by-step Guidelines*: Ideas and suggestions to carry out the activities proposed in each unit, including audio scripts, answer keys, tips and additional activities to work in class.

TEACHER'S BOOK

Planet Warriors 1 TB unit 3

3 HOME, SWEET HOME.

SB PAGES 27, 28 AND 29

Objectives

- To identify rooms in the house.
- To identify furniture.
- To identify electrical appliances and household items.

Language Focus

Production

- This is my (bedroom).
- He is in the (bathroom).
- It isn't a (fridge), it's a (cooker).

Vocabulary

Production

- House (kitchen, bedroom, bathroom, living room, kitchen, dining room, garage, garden, study).
- Pieces of furniture (bed, table, armchair, fridge, bathtub).

PAGE 27

Invite the class to discuss the title of the unit. Ask them how they feel about their homes. If there are different types of homes all over the world. Direct their attention to the solar panels the family is holding in the picture. Encourage them to find information and pictures on the Internet about Eco homes. Students can reflect on the topic and show their views. Then tell your students what they are about to learn in this unit. Remember that you can present structures and language topics at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has

the double purpose of engaging the students in and of giving your feedback on their learning processes.

PAGE 28

1 Listen and tick (✓) the correct picture. (2.5)

Draw the students' attention to the picture of the two houses. Read the words in the boxes pointing at the different rooms in the houses. Check comprehension and ask the students to repeat. Example: This is the attic. Can you repeat after me? Focus on the pronunciation of each word. Once you've read all the boxes tell the class to imagine they are architects who have made these two house designs. Give them the possibility to choose which house they like best and why. They can later pair up and play a guessing game. Student A describes the design he / she prefers, while Student B guesses. Then they swap roles.

TRACK 15 (2.5)

Get. Look! This is my favourite design. It's a big house! Two bedrooms, a study, a big living room and a kitchen. My favourite part is the garden. It's beautiful! Let's make an eco-friendly design of this house!

ANSWER KEY

Picture 2

2 Label. Then listen and repeat. (2.5)

To go about this activity you can bring cut outs from different parts of a house, pick one at a time, show it to the students and ask: This is a living room, can you tell me which picture below is also a living room?

UNIT 2 43

Audio scripts provide a written version of the audio content to follow along and plan instructions.

Answer keys offer a quick reference to evaluate student's work and provide feedback.

Clear guidelines with recommendations for implementing activities.

Planet Warriors Tips are suggestions to enhance teachers' awareness of the students' learning process and to provide practical teaching ideas to carry out in class.

Additional activities to provide further practice of different language skills previously introduced or expose students to more relaxed and less-structured learning tasks.

The students then will identify picture 5 on a living room and they must write the label on the dotted line. When you finish, play the audio file for them to check, correct and repeat chorally.

TRACK 16 (2.5)

1 dining room; 2 kitchen; 3 attic; 4 bedroom; 5 living room; 6 garden; 7 study; 8 bathroom; 9 garage

ANSWER KEY

1 dining room; 2 kitchen; 3 attic; 4 bedroom; 5 living room; 6 garden; 7 study; 8 bathroom; 9 garage

PLANET WARRIORS TIPS

The activities in which recognition of a specific utterance is necessary, oral production is not fundamental, one of great help with the weakest students at the very beginning. Take advantage of them whenever possible.

Choose a design and make an eco-friendly house.

Follow Eco's idea and prepare prints or cut-outs of different rooms in a house. Draw on separate slips of paper, signs similar to the green ones below Eco's picture, referring to: solar panels, electricity saving, rubbish recycling, etc. You can divide the class into two groups and give them 5 minutes to think their answers or ask the whole class the following questions:

Where can we recycle rubbish? (in the kitchen / garden.)

Where can we save electricity? (in all rooms.)

Where can we put solar panels? (on the roof.)

Where can we grow our vegetables? (in the garden.)

In this way your students will be reinforcing the new vocabulary while providing sustainable solutions. Finally, ask them to choose one of the two designs in activity 1 and decide which eco-elements of the ones described above they can include in the house design.

Additional Activity

As a follow-up you can invite your students to browse the Internet looking for eco-signs similar to the ones of this activity and share their research with the class. If they can print them, you can use them to stick them on the classroom walls.

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS

N°7 - AFFORDABLE AND CLEAN ENERGY

Draw your students' attention to the importance of this sustainable goal. Explain that we all need to have access to clean energy and electricity, and that we can do this by using the natural power of the sun and wind. We can all be helpful, if we turn off lights when we don't need them.

3 Look and answer.

Invite your students to look at the picture in this activity and let them imagine they have received a call from a neighbour who needs to speak to one member of the family. Tell them to complete the answers according to what they see in the picture. Correct orally.

ANSWER KEY

1 kitchen; 2 garden; 3 He is in the bathroom; 4 He is in the garden; 5 She is in the bedroom

Eco Grammar

Before asking your students to proceed with the following activities, draw their attention to Eco's grammar box and the examples of short answers. Focus on the form of the answers and explain that we use them when we can't need to give extra information.

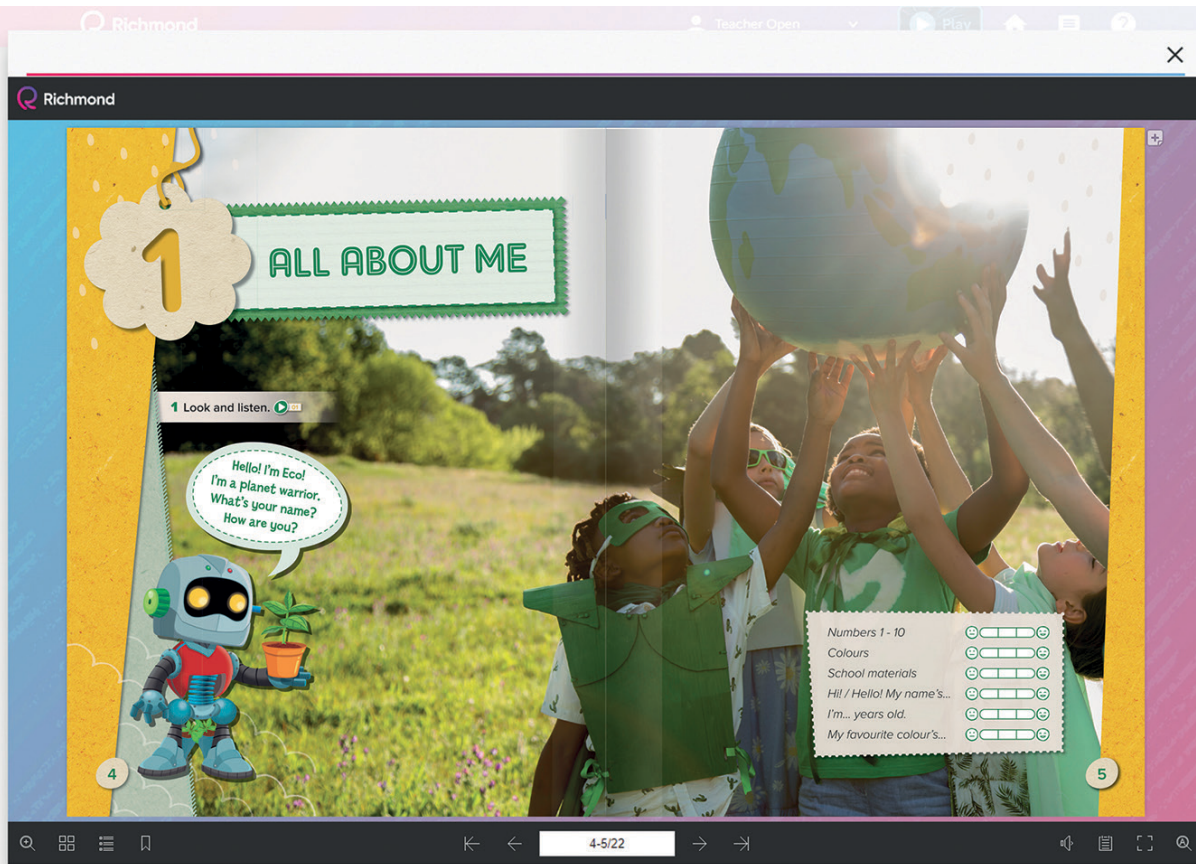
44 UNIT 3

The description of **SDGs** and their real-life implications is embedded in each unit, aiming to help both students and teachers their significance. Each SDG is correlated with the topic covered in the unit.

Grammar tips help teachers introduce, expand or revise different grammar points.

DIGITAL STUDENT'S BOOK

Teachers are provided with a Digital **Student's Book** to be projected and aid them in the presentation and practice stages.



CLASS AUDIO

The **Class Audio** in mp3 format can be downloaded from or listened to in the **Richmond Learning Platform**. It includes a variety of listening tasks, stories and reading passages integrated to the class activities. These have been carefully graded and organised to suit the needs and interests of the teacher and the students and to provide aural input and native speaker pronunciation models.

TEACHER'S RESOURCE MATERIAL

The Resource Material offers teachers an abundance of additional resources, including photocopiable **Extra Practice** activities for each unit, **Unit Tests**, and **Extension Activities** that provide further ideas for teachers to incorporate into their classes. These materials serve various purposes, such as consolidation, reinforcement, or remedial work, adding variety to lessons. Additionally, teachers can use them for homework assignments or in-class activities based on their discretion. These can be found in the **Richmond Learning Platform**.

The screenshot displays the Richmond Learning Platform interface. At the top, there is a purple navigation bar with the 'Richmond' logo, a 'Teacher Open' dropdown menu, and icons for 'Play', home, chat, and help. Below this, the page is titled 'MY CLASSES Planet Warriors' with a search bar. A horizontal menu contains icons for 'CLASS MATERIALS', 'ASSIGNMENTS', 'TEST MANAGER', 'MARKBOOK', and 'COMMUNICATIONS'. The main content area shows a 'Select a product' section with a 'Show locked products' toggle and a 'CLASS LIBRARY' button. A list of resources is displayed with checkboxes and a filter for 'All'. The resources listed are: Digital Book, Class Audio, Extra Practice, Teacher's Book, Tests, Tests Audio, and Extra Activities. A green 'Unlocked' toggle and an 'ASSIGN SELECTED CONTENT' button are also visible.

Filter	Resource	Unlocked	Action
All	<input type="checkbox"/> Digital Book	<input checked="" type="checkbox"/>	ASSIGN SELECTED CONTENT
	<input type="checkbox"/> Class Audio	<input checked="" type="checkbox"/>	
	<input type="checkbox"/> Extra Practice	<input checked="" type="checkbox"/>	
	<input type="checkbox"/> Teacher's Book	<input checked="" type="checkbox"/>	
	<input type="checkbox"/> Tests	<input checked="" type="checkbox"/>	
	<input type="checkbox"/> Tests Audio	<input checked="" type="checkbox"/>	
	<input type="checkbox"/> Extra Activities	<input checked="" type="checkbox"/>	

UNIT 1 – Extension Activities

All about me

Activity 1

FIND THE ARTIST

Materials: Construction paper (1 sheet per student), colouring materials such as pencils, crayons, markers, etc.

Preparation: Copy the following questions and answers on the board:

(Hello! What's your name?) Hi! My name's

(How old are you?) I'm years old.

(How are you today?) I'm fine, thanks. And you?

Directions: Have students design, draw and colour a portrait of themselves. Once they finish, have them display their pictures on the floor. If your class is large, you may divide it in groups of five or six for this part of the activity. Ask them to walk around, choose one picture and guess who the student depicted is by saying the correct name. If their answer is right, they get to keep the illustration and sit on the floor. After all portraits have been collected and all students have sat in a circle, have one of them ask the questions on the board to the student sitting to his/her left. The student answering the questions should impersonate the author of the picture he/she is holding.

Activity 2

ART GALLERY

Materials: Construction paper (1 sheet per two students), colouring materials such as pencils, crayons, markers, etc., tape.

Preparation: Copy the following sentences on the board:

My name's I'm years old.

Directions: Ask students to cut the sheet of paper in two. On their piece of paper, they write the sentences on the board and complete with their information. Have them display their pictures and self-introductions on the walls.

Activity 3

PICK A GREETING POSTER

Materials: White or brown construction paper, coloured cardboard and colouring materials such as pencils, crayons, markers, etc., scissors and tape.

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Name: _____ Class: _____ Date: ___/___/___

UNIT 1 - Extra Practice

1. Write the missing letters.

WHAT IS IT?



1. m _ r _ e _



2. p _ _ c _ l c _ s _



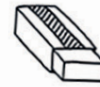
3. s _ _ r p _ n e _



4. cr _ y _ n



5. b _ o _



6. _ r _ s e _

2. Look, count and answer: *How old are you?*



1. I'm



2. I'm



3. I'm



4. I'm

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CONTENTS

LANGUAGE

VOCABULARY

UNIT 1

ALL ABOUT ME

Hello! / Hi! / Good morning / Good afternoon / Goodbye
My name's... I'm + name
How old are you? I'm + age
My favourite colour's... My (ruler) is (blue).

Numbers: 1 - 10.
 Colours: red, pink, yellow, orange, brown, purple, black, white, green, blue.
 School materials: pen, schoolbag, pencil, pencil case, notebook, sharpener, ruler, eraser, scissors, book, marker, crayon.

UNIT 2

MY FAMILY, MY WORLD

I've got a (big family).
I've got (brown eyes). My hair is... (She / This) is my (sister). (Her) name is (Lis). (She) is eight.
Have you got (a pet) / (long hair)?

Family: mother, father, grandmother, grandfather, sister, brother...
 Pets: cat, dog.
 Parts of the body: eyes, hair.
 Numbers: 11 - 19.
 Descriptive adjectives: big, nice, beautiful, long, blonde, fair, curly...

UNIT 3

HOME SWEET HOME

This is my (bedroom). He is in (the garden). (My) favourite room is... The (armchair) is in the (living room). It isn't a (fridge). It's a (cooker).
This is my (rabbit). (Peter) is small and brown. He has got (long ears). (His tail) is (short).

The house: attic, bedroom, bathroom, living room, dining room, kitchen...
 Pieces of furniture, electrical appliances and household items: bed, table, armchair, fridge, cooker, bathtub, carpet...
 Prepositions of place: in, on, under.
 Parts of the body: legs, ears.
 Pets: hamster, rabbit, fish, bird...
 Adjectives: favourite, beautiful, big

UNIT 4

SPECIAL ABILITIES

(He) is (forty-five) years old. (He) has got (short hair). I can (skate fast). (She) can (cook) and (she) can (paint), too. (He) can (play the guitar) but (he) can't (sing). Can (you / your sister) (dance well)? Yes, (I / she) can. / No, (I / she) can't. How many (stars) can you see?

Numbers: 20 - 99.
 Actions: play football, swim, sing, cook, paint, skate...
 Adverbs: well, excellently, fast.
 Shapes: triangles, squares, stars, circles.

UNIT 5

MY PREFERENCES

I like (cereal) and (fruit). I like (carrots) but I don't like (spinach). I'm hungry. We've got (food). What day is it? It's (Sunday). What's for lunch? Do you like (chess)? Yes, I do. / No, I don't. Can you play (chess)? Yes, I can. / No, I can't.

Food: cereal, bread, apple, banana, egg, fish, broccoli, chicken...
 Days of the week
 Games: chess, hangman, dominoes, tic-tac-toe, snakes and ladders.

UNIT 6

WILD ANIMALS

(Monkeys) live in the (jungle). (They) eat (fruit). (They) have got (a long tail). (I) have got a (long neck). (Tigers) have got (big ears) and (big teeth), too. (Penguins) can (swim) but they can't (fly).

Animals: monkey, wolf, eagle, ostrich, giraffe, hippo, lion...
 Habitats: jungle, mountains, river, forest, grassland, sea...
 Actions: dive, swim, lay eggs, jump, run...
 Parts of the body: teeth, mouth, wings, beak...
 Adjectives: beautiful, friendly, clean.

CLIL

STEAM

SEL

Art and Science (Mixing colours)

A mixing colours experiment

Respecting others

Art and Science (Family genetics)

Family masks

Respecting family backgrounds

Art and Science (An eco-friendly house design)

An eco-friendly house

Taking care of pets

Music and PE (A talent show)

A multi-skilled robot creation

Working in groups

Literature and Drama (Recreating stories)

A food experiment

Eating healthily

Science (A vulnerable species research)

An animal habitat creation

Taking care of the environment

1

ALL ABOUT ME

SB PAGES 4, 5, 6 AND 7

Objectives

- To greet and introduce oneself.
- To give information about oneself and others.
- To recognise numbers.
- To count up to 10.

Language Focus

Production

- Hello! / Hi! / Good morning / Good afternoon / Goodbye
- I'm + name
- My name's...
- I am... years old.

Recognition

- What's your name?
- Thank you.
- How old are you?

Vocabulary

- Numbers (1 to 10)

1 Look and listen.

TRACK 01 01

Eco: Hello! I'm Eco. I'm a planet warrior. What's your name? How are you?

Introductory Activities

It is advisable to start the first class with the presentation of greetings and introductions.

First of all introduce Eco, our eco-warrior, who will accompany your class learning process throughout the book.

Focus your students' attention to the picture of Eco and the plant he is holding in his hand. Addressing the class you can say: *This is Eco, he is a planet warrior, say Hi / Hello to him.*

You can then introduce yourself and encourage students to introduce themselves.

PLANET WARRIORS TIPS

In most English-speaking countries, people are addressed as *Mr / Mrs / Miss* + their full name or their surname. However, the students can call a female teacher, *Miss*, whether she is married or not, or address a male teacher as *Mr*. Tell your students about this, but explain it is not wrong if they call you *Miss, Mrs, Mr* followed by your first name. Dissuade the students from calling you teacher.

PAGES 4 AND 5

This section introduces the class to the topic of personal information. Invite the students to look at the photo of Eco and the children holding an Earth globe. You may ask questions to trigger opinions such as: *Who are they? Where are these children? Are they happy?* Explain that they are going to reflect on the subject as they do the activities.

The main structures in the box on page 5 can be used as self-evaluation at the end of the unit. When you finish the unit, go back to this self-evaluation box for students to tick or cross depending on how well they use or identify the vocabulary and structures introduced in the unit.

PAGE 6

1 Look and listen. 02

Invite the students to infer what the children in the picture are doing. Play the audio file and pause after each introduction. Write on the board the expressions used for greetings and introductions as they come up and encourage the students to repeat them.

TRACK 02 02

Sally: Hello! Welcome to Planet Warriors! I'm Sally.

Bill: And I'm Bill! What about you? What's your name?

Lily: My name's Lily.

Bob: Hi! My name's Bob.

Dennis: I'm Dennis. Hello there!

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS

N° 15 - LIFE ON LAND

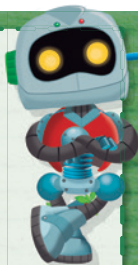
Encourage your class to think about the importance of this sustainable goal. Explain that we depend on the earth and oceans for our food. Forests are home to animals and they also help to clean the air we breathe. We must protect our forests, animals and plants from destruction to protect our ecosystem and our own life.



Eco Vocabulary

Draw students' attention to the vocabulary introduced by Eco.

Besides focussing on *Hello, Hi, I'm..., My name is...* you can now extend to *Good morning / afternoon / evening, Goodbye*. Resort to signs or pictures showing the different times of the day.



2 Now listen again and repeat. 02

Play the audio again and stop at the main structures and ask for repetition. Assist your students in the articulation of the new sounds.

3 Draw yourself and answer about you.

Give your students the choice of drawing themselves. Suggest they use the structures contained in the Eco Warrior's speech bubble to introduce the character's presentation to the class.

ANSWER KEY

Student's own answers

Additional Activity

Invite the students to mention situations in which they have to say / write their names (e.g. *when they introduce themselves, when they give personal information, when they fill in a form, when they hand in homework / a test, etc.*). Ask *Why is it important to say / write your name?*

PLANET WARRIORS TIPS


Give Examples

It is very useful to exemplify what the students are supposed to do before starting an activity. Invite volunteers to come to the front to show clear examples. There will always be students who are eager to participate. However, try not to invite the same students all the time because this may discourage the rest.

PAGE 7

4 Listen and repeat. Then match. 03

Draw the student's attention to the colourful numbers. Play the audio file, pause it after each number is mentioned and ask the students to repeat chorally. Finally tell the students to match each number with the corresponding word.

TRACK 03  03

<i>one</i>	<i>five</i>	<i>nine</i>
<i>two</i>	<i>six</i>	<i>ten</i>
<i>three</i>	<i>seven</i>	
<i>four</i>	<i>eight</i>	

5 Now unscramble and write. Then draw the number.

Encourage students to unscramble the letters in each box and to write the number in letters below. Then they can draw the numbers using different colours and patterns. You can finally ask them to share their drawings with the rest of the class. Allow them to exchange and express their opinions about their drawings.

ANSWER KEY

1 eight; **2** ten; **3** five; **4** nine; **5** one; **6** three; **7** four;
8 six; **9** two; **10** seven

Additional Activity

You can help students memorise or identify numbers using some of these games:

- 1** Draw a number in the air and encourage the students to guess it (pair work or teacher–students).
- 2** Trace a number on the back of a volunteer and ask him / her to guess it.
- 3** Write an incomplete sequence of numbers on the board and encourage the students to guess the missing numbers, e.g.: 1, 3, __, 7, __ or 2, __, 6, __, 10.
- 4** Ask the students to count by 2's.
- 5** Use additions, e.g.: $2 + 3 - 1 = 4$ (two plus three minus one is four).

SB PAGES 8 AND 9

Objectives

- To give information about oneself and others.
- To talk about age.
- To talk about colours.

Language Focus

Production

- *My name's...*
- *How old are you?*
- *I'm + age*
- *My favourite colour's...*

Recognition

- *How old are you?*
- *What's your favourite colour?*

Vocabulary

- Colours (*red, pink, yellow, orange, purple, brown, green, blue*)

1 Look and read.

Pair students in the class, assign them the roles of the children in the picture and ask them to read the dialogues in turns. Assist them with the pronunciation if necessary.

2 Read and answer the questions.

Tell students they are going to take the roles of Mariana, Marcos and Caro. Ask them to answer the questions for exercises 1, 2 and 3.1

ANSWER KEY

- 1 My name's Mariana. I'm six years old.
- 2 My name's Marcos. I'm eight years old.
- 3 My name's Caro. I'm seven years old.

Eco Vocabulary

Draw students' attention to Eco's question: *How old are you?* and explain that this is what we use to ask about the age of the person in front of us. The answer to that question is: *I'm + number + years old.*



3 What about you? Answer.

Students can draw or stick a picture of themselves in the space or they could also use one of a fictional character they like. Tell them to complete the questions below and, as a follow up activity, they can go around the class and role play the characters they chose among their peers.

ANSWER KEY

Student's own answers

Additional Activity


Make a Class Book

Distribute white sheets of paper. Ask the students to draw pictures of themselves or stick a photograph and then write their names and ages inside speech bubbles. Make a cover out of construction paper and write a catchy title on it. Collect the students' sheets of paper and add the cover. Staple all the sheets together and make a book. Invite different students to take it home at the end of each class. Parents may write comments to be shared with the rest of the families.

PAGE 9

4 Look, listen and repeat. 04

Play the audio file and ask students to repeat the colours they hear. You can help with comprehension by pointing out to the colour or using items that show the mentioned colour. As a follow up activity you can put the items you chose in a bag and pick one at a time for the class to say the colour out loud.

TRACK 04  04

*purple, white, yellow, orange, pink, brown, green,
black, blue, red*

5 Complete the crossword.

Tell the students to complete the crossword with the colours of the corresponding splashes.

ANSWER KEY

Down

1 purple; 2 black; 3 brown; 4 white

Across

5 yellow; 6 blue; 7 pink; 8 green; 9 red; 10 orange

Additional Activity

Colourful Pieces of Art

Provide the students with big sheets of white paper. Encourage them to draw abstract pieces of art using lines, circles and triangles of different colours. Display their pictures around the school. Students can describe the colours they have used and tell other students about their favourite colours.

SB PAGES 10 AND 11

Objectives

- To talk about colours.
- To identify school materials.
- To describe objects.

Language Focus

Production

- *My (school bag) is (brown).*

Recognition

- *What's in your schoolbag?*
- *What do you think?*
- *How many... ?*

Vocabulary

- School objects (*schoolbag, pencil, pencil case, notebook, sharpener, pen, ruler, eraser, scissors, marker, crayon*)

PAGE 10

1 Look, listen and repeat. 05

Before playing the audio file to carry out this activity you can collect the same school items shown in the picture of the activity. Tell the class you need to pack a schoolbag for a student who left his / hers at home (alternately you can use SEL and say you are all going to help a child who is in need of some school items). Before playing the audio file or saying it out loud, tell the class to help you check nothing is missing. Students can repeat the school objects after you.

TRACK 05 05

- | | |
|-------------|----------------|
| 1 schoolbag | 7 eraser |
| 2 pencil | 8 book |
| 3 notebook. | 9 sharpener |
| 4 pen | 10 marker |
| 5 ruler | 11 crayon |
| 6 scissors | 12 pencil case |

2 Listen again and complete the words in exercise 1. 05

Play the audio and stop at each word for students to complete the missing letters.

ANSWER KEY

1 schoolbag; 2. pencil; 3. notebook; 4. pen; 5. ruler; 6. scissors; 7. eraser; 8. book; 9. sharpener; 10. marker; 11. crayon; 12. pencil case

3 Look, complete and tick (✓).

First ask students to write down the school items next to the corresponding pictures.

Once more, tell students to help you check if all the school objects are in the bag. They must tick them off in the circles provided in exercise 3 every time you pick one item and say it out loud. To make this activity a bit more challenging, you can mention the school objects randomly instead of following the order in which they are presented.

ANSWER KEY

Student's own answers

Additional Activity


What's in your schoolbag?

Ask the students to check what they have got in their schoolbags. Explain that they have to write the amount and the colour of the school objects they have got. Then, they can tell each other and show their belongings to the rest of the class.

PAGE 11

4 Listen, complete and colour. 06

Play the audio file and stop for students to write down the colour of the school object. Once they have finished, tell them to paint the objects with the colour they have listened.

TRACK 06  06


- 1 *The schoolbag is blue.*
- 2 *The pencil is black.*
- 3 *The pencil case is pink.*
- 4 *The sharpener is red.*
- 5 *The book is brown.*
- 6 *The ruler is green.*
- 7 *The notebook is orange.*
- 8 *The crayon is purple.*

ANSWER KEY

1 blue; 2 black; 3 pink; 4 red; 5 brown; 6 green;
7 orange; 8 purple.

5 Look, read and listen.  07

Invite the students to read the conversation first, then play the audio to reinforce pronunciation.

TRACK 07  07

Girl: What colour is your pencil?

Boy: It's yellow. What's your favourite colour?

Girl: It's white.

6 Now ask and answer about your school objects with your classmate.

Invite the class to play a guessing game:

Every student must hide a pencil behind his / her back. One student asks the question and nominates the student to answer it:

Student 1: *What colour is your pencil, Susy?*

Susy: *It's red. What's your favourite colour?*

Student 1: *It's... (colour)*

You can play this game as a revision activity the following class changing the school object.

Eco Vocabulary

Draw the class attention to Eco's speech bubble. Using this pattern:

My favourite colour is.... What's yours?

Tell the class to write or paint their favourite colours on a piece of paper.

Then they can ask each other the suggested question above. Encourage them to explain (they can resort to Spanish) why the colour they mentioned is their favourite.



SB PAGES 12 AND 13

Objectives

- To identify school objects, colours and numbers.
- To describe school objects.

Language Focus

Production

- *My (pencil) is (red).*
- *(Seven) sharpeners.*

Vocabulary

- School objects
- Colours
- Numbers

PAGE 12

1 Decode and complete.

Before carrying out this activity focus your students' attention to the plural form of the words.

Encourage them to elicit a rule for plural forms and invite them to circle the final -s in the plural words. Also make a note that the word scissors is always plural.

The students then must decode and complete the activity with the quantity and name of school objects.

ANSWER KEY

1 three rulers; **2** two scissors; **3** seven sharpeners;
4 five crayons; **5** three pencils

Additional Activity

Bingo!

Bingo! can be played in different ways:

Prepare a set of pictures in advance, taking into account all the combinations of colours and school objects introduced up to the moment.

Instead of drawing pictures, write the different combinations on separate pieces of paper. Pick up the pieces at random, one at a time and encourage the students to read the words out loud. Then, they check if it is on their *Bingo* grids.

Invite different students to pick up the pictures or words so as to have variations in the game.

ANSWER KEY

Student's own answers

2 Answer these questions.

Tell the students to have a look at the school objects they have in their bags and then answer the questions proposed in the exercise.

ANSWER KEY

Student's own answers

3 Work with your classmates.

Name as many colours, numbers and school objects as you can remember.

You can use this activity to play a memory game. Divide the class into groups. Assign a sheet of paper to each group for them to write as many school objects, colours and numbers as they can remember in five minutes. The group with the most correct number of words wins.

PLANET WARRIORS TIPS

Flashcards

Memorising words can be difficult for some students and boring for others. One way to make it more pleasurable is by getting students to create their own flashcards. Encourage students to draw pictures on separate sheets of paper and label them. Ask them to select a place in their room to display the pictures and change them periodically.

CLIL ART AND SCIENCE:
Mixing Colours

1 Read, colour and complete.

Ask the students to bring watercolours to the class. Divide them in groups and tell them to mix the colours as shown in the activity. They must paint the empty splash with the result of their mixture. If the experiment is right they will obtain secondary colours. Then they pass on to complete the conclusion of the experiment.

ANSWER KEY

1 purple; 2 green; 3 orange

Orange, green and purple are secondary colours.

As a follow up activity, encourage students to draw fruits or vegetables that have secondary and primary colours. Then they can display their drawings on a class wall.

water crawls up the paper and mixes with the following primary colour to make a secondary one. The water moves up the paper towels through a process called capillary action. The paper towel is made from fibers and the water is able to travel through the gaps in the fibers. The gaps in the paper towel act like capillary tubes and pull the water upward. This is what helps water climb from a plant's roots to the leaves at the top of the plant or tree.

STEAM PROJECT

2 Try this experiment.

Set out 6 plastic cups in a row. Fill the 1st, 3rd, and 5th cup with water (3/4 of a cup approx). Add 5 drops of red paint to the first cup, 5 drops of yellow to the 3rd cup and 5 drops of blue to the 5th cup. Cut 3 paper towels in halves to make strips to connect the cups as if they were bridges.

Here are some questions to keep your students thinking before, while and after the experiment:

- *What do you think will happen to the water?*
- *What is happening now?*
- *Why do you think the colours are changing?*
- *Why do you think water moves up against gravity like that?*

ANSWER KEY

...cups and see that soon the coloured

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete tasks related to a topic and to reflect on personal aspects to increase their social and emotional skills.

1 Answer these questions.

Tell your students to answer these questions about themselves. Encourage them to express their feelings and opinions.

ANSWER KEY

Student's own answers

2 Complete and talk.

Here students have a chance to write a note about themselves, their likes and school objects. The purpose of this activity is to consolidate what they have learned. You can ask them to complete their notes on a separate piece of paper and hand them in once they finish. You can mix them up and hand them out again for your students to read their schoolmate's messages.

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

Self-awareness

Encourage students to reflect on who they are by asking them questions and relating topics to their personal lives and interests, and help them recognise their special traits. It is important that students appreciate their identities so that they become more confident and value others as well.

ANSWER KEY

My name is (student's answer) I'm (number) years old. My favourite colour is (colour). My schoolbag is (colour). My pencil case is (colour). My (school object) is (colour) and my (school object) is (colour).

This set of reinforcement activities can be used when the students need extra written practice of vocabulary or of a specific language structure. These activities can also be solved at the end of each unit to integrate and consolidate all the concepts they have learnt.

1 Unscramble and write. Then answer Eco's question.

- 1 Hi, I'm Tom.
- 2 Hello. My name is Julia.
- 3 What's your name?
- 4 Student's own answer.

2 Count and write.

- | | |
|--------|---------|
| 1 six | 4 seven |
| 2 nine | 5 eight |
| 3 four | 6 five |

3 Read and complete the words.

- | | |
|---------|---------|
| 1 Hello | 4 ten |
| 2 Hi | 5 eight |
| 3 name | 6 seven |

4 Read and colour.

Students colour the world pink, green, blue and white, the hands purple and and the leaves brown and orange.

5 Complete the card. Then draw your logo and colour.

Student's own answers

6 Find and match.

Students colour the world pink, green, blue and white, the hands purple and and the leaves brown and orange

- Across:**
- schoolbag
 - sharpener
 - ruler
 - notebook

- Down:**
- pen
 - pencil

7 Look and complete the questions. Then answer and colour.

- 1 crayon; students' own answers
- 2 pencil case; students' own answers
- 3 eraser; students' own answers
- 4 notebook; students' own answers
- 5 marker; students' own answers

8 Count and match. Then write.

- 1 three books
- 2 ten crayons
- 3 seven pencils
- 4 one pencil case
- 5 two notebooks
- 6 four markers

9 Read and complete.

- 1 name is
- 2 nine years
- 3 eraser is
- 4 pencil case is
- 5 is black
- 6 sharpener is yellow

2

MY FAMILY, MY WORLD

SB PAGES 15, 16, 17, 18 AND 19

Objectives

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

Language Focus

Production

- *I've got a big family.*
- *Here's my brother / sister / mother.*
- *I've got curly / straight hair.*
- *His / her name's...*
- *His / her eyes are..*

Recognition

- *Yes I have. / No, I haven't.*
- *How many... ?*

Vocabulary

Production

- Family members (*mother, father, grandmother, grandfather, sister, brother*)
- Parts of the body (*eyes, hair*)
- Descriptive adjectives (*big, nice, beautiful, long, blonde, fair, curly*)

PAGE 15

This section introduces the class to the topic of family members. Invite the students to look at the photo. Ask questions like: *How many people can you see? Who are they?* They may resort to their native language to answer the questions. Explain that they are going

to learn and reflect on the subject as they do the activities in this unit.

The main structures in the box on page 15 can be used as self-evaluation at the end of the unit. When you finish the unit, go back to this self-evaluation box for students to tick or cross depending on whether they use or identify the vocabulary and structures introduced in the unit or not.

Additional Activity

Bring some photographs of your family. Show them to the students and explain to them who is who in each photograph. Name the people in the photographs. Say *Look, here is my (mother), (Maria)*. Continue with the remaining family members and write the information on the board. Ask the class *Whose mother is called (Maria), too?*

PAGE 16

1 Listen and write the names in the photos.

Before listening draw your students' attention to the photos and ask:

- 1 There's a particular colour present in all of the pictures, *What colour is it? Why? What does it mean?* (answer: green, it is the colour of grass and vegetation, it means nature).
- 2 *Are the families indoors / inside their homes? Where are the families?* (answer: outdoors).
- 3 *Why do you think it is called Nature Family day?* (because the families are outdoors in contact with nature).

Here you can tell your class about what Nature Day means (Nature Day, also known as Earth Day, celebrates the importance of our natural environment and the need to protect it. It is globally held on April

22nd every year, and it reminds us of the critical role that nature plays in our lives, as well as the impact that human activities have on the natural world).

Now, introduce the lesson by showing the class the names of the children at the beginning of the listening. Ask the students to guess and match the names to the pictures before listening to the conversations. After listening, they can check and correct their answers.

TRACK 08 08

Ben: Look, Mark! A poster with photos of Family Nature Day...

Mark: Great! This is my photo. Here is my mother and my grandfather. I've got a small family.

Olivia: Nice photo, Mark! I've got a small family, too.

Mark: Really, Olivia?

Olivia: Yes, here is my mother and my sister. And I've got two cats. What about you, Ben?

Ben: I've got a big family. Here is my father and my mother. I've got a little brother and a sister. And I've got a beautiful dog. And your family, Emma?

Emma: Here is my father, my brother, my grandmother and my mother. I've got a nice family!

ANSWER KEY

(left to right, top to bottom)

Emma; Mark; Ben; Olivia

Additional Activity

Draw the class attention to the poster of Nature Family day, pointing to the green drawing on the right side. Use this section of the poster to elicit the meaning of the symbols that appear and what sustainable goals they refer to. Let your students express themselves in their native language if necessary. Example: *The wind turbines refer to the use of wind power to avoid carbon emissions, the bicycle refers to means of transport that do not affect our air and keep us healthy, and the last one refers to the protection of nature and wildlife.*

Ask your students how they contribute to taking care of our world.

Eco Grammar

Draw your class attention to Eco's speech bubble on the right of page 16. Give more examples to elicit from the students the idea of possession and the use of *have got* / *'ve got* to express it. You may also point to the use of singular and plural contrasting: *I've got a dog* / *I've got two dogs*.



2 Look at the poster and correct the mistakes.

Students must contrast the information previously heard and correct the mistakes.

ANSWER KEY

1 I've got a small family. **2** I've got two cats. **3** I've got a little brother and a sister. **4** I've got one brother.

Additional Activity

Ask the students to come to the front one at a time and show photographs of their families. Encourage them to describe their photographs. Ask questions to guide them and to revise structures that have already been presented, e.g.: *Who's this? What is her / his name? How old is your (brother)?*

PAGE 17

3 Look, read and write.

Direct the students' attention to the photos and ask them to identify the fun activities (Picture 1: jumping sacks; Picture 2: a race; Picture 3: table tennis).

Ask them what fun activities they do with their families. Tell them to identify the family members missing in the descriptions and to complete them. Finally, invite different students to read the descriptions aloud to check with the rest of the class.

ANSWER KEY

(top to bottom)

father, brother; mother, sister; grandfather, grandmother

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



N° 3 - GOOD HEALTH AND WELLBEING

Explain to the class that SDG 3 is about making sure that everyone is healthy and happy by stopping bad diseases and making sure everyone can see a doctor when they need to. It's all about keeping people safe and well.

PLANET WARRIORS TIPS

Encourage the students to proofread their own written production. Checking accuracy during a revision stage is of vital importance. It is also important to respond to the content of what the students write and not to be distracted by spelling mistakes. If we read students' work only to correct it, we will probably ignore the content and the real purpose of writing.

Additional Activity

Nature Day Celebration Ideas

Here are some ideas to develop in class to promote environmental awareness. Students can make posters or symbols representing these concepts.

- Spend time in contact with nature, go for a walk or visit a park.
- Plant a tree, trees absorb carbon dioxide and release oxygen.
- Choose recyclable products that are made from sustainable materials and are biodegradable.
- Conserve energy; turn off lights when not in use and use energy-efficient light bulbs.
- Support local farmers to reduce the carbon footprint of transportation and promote sustainable agriculture.
- Organise a cleanup in your neighbourhood to help keep your community clean.
- Reduce, reuse, and recycle your waste by using reusable bags, containers, and water bottles.
- Conserve our precious water. Turn off the tap when brushing your teeth and take shorter showers.

4 Write. Then draw your family on Family Nature Day.

Invite your students to write about their families using the model sentences in the activity and drawing them in the white circle. Encourage them to brainstorm words that they associate with the idea of family.

SB PAGES 18 AND 19

Objectives

- To introduce parts of the body.
- To describe people.
- To give personal information.

Language Focus

Production

- *I've got (blue) (eyes).*
- *My (hair) is...*

Vocabulary

- Parts of the body (*eyes, hair*)
- Adjectives (*short, long, blonde, fair, dark, curly, straight, wavy*)

PAGE 18

1 Listen and circle.

Tell students that they are going to listen to different children introducing and describing themselves and their families.

Before playing the audio file read out the words that describe each picture, making sure they understand the vocabulary. Explain to the students that they have to listen and circle the correct option according to what they hear in the audio file. Once the options are checked and corrected, invite them to play the roles of the people in the pictures. Example: *Hello! My name's Anna. I've got short blonde hair and green eyes.*

TRACK 09

Girl: Hi! I'm Lily. I'm eight years old. I've got long fair hair and green eyes. This is my grandmother.

Woman: Hello! My name's Anna. I've got short blonde hair and green eyes.

Woman: Hi! I'm Sue. I'm Lily's mother. I've got long dark hair and brown eyes.

Boy: Hello! My name's Brian. I'm ten years old. I've got wavy dark hair and brown eyes. This is my father.

Man: Hi! I'm Jack. I've got short grey hair and brown eyes.

ANSWER KEY

Anna: short blonde hair / green eyes

Lily: long fair hair / green eyes

Sue: long dark hair / brown eyes

Jack: short grey hair / brown eyes

Brian: wavy dark hair / brown eyes

2 Listen and complete. Then tick (✓) the correct option.

Ask your students to read the sentences to themselves before playing the audio file. At this point you can also ask them to predict the missing words orally. Once they have finished eliciting possible answers, play the audio and stop after each sentence so that they can complete them.

Finally ask the students to choose between options A and B, according to the listening they have just heard. Once they finish the activity check the answers with the class.

TRACK 10

- 1 *I've got grey hair. My eyes are green.*
- 2 *My hair is short and fair and my eyes are blue.*
- 3 *I've got short curly hair and I've got green eyes.*
- 4 *My hair is short and straight. I've got brown eyes.*
- 5 *I've got short dark hair and green eyes.*

ANSWER KEY

1 green, b; 2 short, b; 3 curly, b; 4 brown, a; 5 dark, b

Additional Activity

Cool Cartoons!

Cartoons are very useful when introducing parts of the body because they usually have unconventional colours and / or dimensions, which will make the activity more enjoyable. Bring in pictures of different cartoon characters and introduce them to the class. Elicit information about them like their names and age. Introduce the words hair and eyes and present specific vocabulary to describe different hairstyles, e.g.: straight, wavy, curly, long, short, dark, fair and blonde. Encourage the students to describe the cartoon characters and then invite them to think of others and to describe them as well. Write all their ideas on the board.

PAGE 19

3 Write the words in the correct box. Then complete the description.

This is a classification activity that will help your students identify nouns and adjectives connected to physical description. First ask them to read the words in the main box, then elicit from them what they think the best strategy is to help classify the words. A possible one is to stop after each word to classify it and place it in the corresponding space, another strategy could be to scan the words in the box and select only the ones connected to *hair*, then to *eyes* and finally to *eyes and hair*. Explain that the *eyes and hair* box should contain words that can be used to describe both traits, for example: *dark*.

When students finish the classification they can pass on to completing the note on the right with words they choose from the classified lists.

ANSWER KEY

HAIR: short, long, blonde, fair, curly, straight, wavy

EYES: blue, big, green, small

EYE AND HAIR: beautiful, dark, brown, nice

Note:

Hi, my name's Dan. I've got (student's own answer) hair. And my eyes (student's own answer). My family is big, I've got two brothers and one sister.

4 Choose (✓) three pictures and describe.

Encourage your students to choose one from each row of pictures and complete the presentations and descriptions on the right. This activity will reinforce vocabulary and word order in sentences as well as introducing students to writing paragraphs.

ANSWER KEY

Hi! I'm Dan's brother. My name is (student's answer). I'm (number) years old. I've got (adjective) hair. My eyes are (student's answer).

Hello! I'm Dan's sister. I'm (name). I'm (number) years old. I've got (adjective) hair and I've got (colour + eyes).

Hi there! I'm Dan's (father/mother). I'm (name). I'm (number) years old. I've got (adjective + hair/eyes)

5 Now read the descriptions to your classmates and identify the children in exercise 4.

Here students can take turns:

A reads the description he / she has made and B identifies the corresponding picture to the description read by A.

Additional Activity

Create an avatar

Encourage your students to be creative and make a funny avatar using the vocabulary and structures learned.

This activity will give you an opportunity to introduce other parts of the body, such as arms, legs, hands, etc.

Ask them to describe their avatars to the class.

You can also invite students to work in groups and organise a competition to choose the craziest avatar.

SB PAGES 20 AND 21

Objectives

- To talk about family members.
- To differentiate between oneself and others.
- To compare and contrast people's physical appearance.
- To count up to 19.

Language Focus

Production

- *My eyes are blue. His eyes are brown.*
- *This is my sister.*
- *He's thirteen.*

Vocabulary

- Numbers (11 to 19)

PAGE 20

Before starting this lesson you can use additions and subtractions to revise numbers. Write on the board: $2 + 3 - 1 = 4$ (*two plus three minus one is four*). Include a couple of additions in which the result is higher than ten. In this way, students will need to learn numbers from 11 to 19.

1 Write the missing numbers. Then listen and repeat. 11

Draw students's attention to the colourful numbers. Ask them to infer the missing numbers and then match them to the ones written in the box. Soon afterwards, play de audio file pausing it after each number is mentioned. Ask students to repeat chorally. Once more, tell them to help you check if all the school objects are in the bag. They must tick them off in the circles provided in exercise 3 every time you pick one item and say it out loud. To make this activity a bit more challenging, you can mention the school objects randomly instead of following the order they are presented in.

TRACK 11 11

Narrator: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen*

ANSWER KEY

twelve; fourteen; fifteen; eighteen

Eco Grammar

Draw your class attention to Eco's board. You can introduce the new numbers as well as the personal pronouns **He / his, She / her**.

Bring in photographs of celebrities your students are familiar with. Divide the class into two groups.

Describe the celebrities one at a time by giving only some clues and encourage the class to guess. e.g.: *He is a boy. His name is Lionel. He is a footballer.* (Lionel Messi).

Try to choose celebrities whose professions are named similarly to Spanish (tennis player, actor /actress, footballer, etc.) so that the students can easily guess. The winner is the group that obtains more correct guesses. By the end of the game, you can check if students have been able to identify the difference between **he** and **she**.



2 Listen and write T (True) or F (False). 12

Invite the students to have a look at Julia's and Jim's photos. Tell them that the children are introducing a family member they love. Give the students some minutes to read about Julia and Jim, then, play the audio file for them to complete using True or False. Read the answers aloud to check.

TRACK 12 12

Girl: Hi! I'm Julia. I'm twelve years old. I've got straight blonde hair. This is my grandfather. His name is Bob. His hair is short and white. We've got brown eyes.

Boy: Hello! I'm Jim and this is my brother Greg. We're twins. We're eight years old. We've got short dark hair and small dark eyes. And this is my sister Mary. She's nineteen years old. Her hair is long and fair. And her eyes are small and dark, too.

ANSWER KEY

Julia		Jim	
1	T	6	T
2	F	7	F
3	T	8	F
4	T	4	T
5	F	5	F

PAGE 21

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Weak students need help and support. Encourage quick finishers to help their classmates once they have completed their own assignments. In doing so, the students are consolidating their own learning and you are creating a positive classroom environment.

3 Read and complete. Then tick (✓) the correct photo.

Tell the students that they will have to read and then identify the correct photo. If necessary give them a little help and tell them to count the family members mentioned in the description so they can rule out the other photos. Once they have found the picture, ask them to share what were the clues that helped them choose that particular photo. Then, invite them to complete the blanks using the words in the box. Finally ask some students to read some sentences and carry out group correction.

ANSWER KEY

1 small; 2 eyes; 3 blonde; 4 Her; 5 seven; 6 curly; 7 short; 8 His

Correct picture: 1 (left to right)

Additional Activity

What is a community garden?

A community garden is a piece of land where members of a community can grow flowers, fruit and vegetables. It can be located at a school, hospital, or in a neighbourhood.

You can ask your students to find information about community gardens on the Internet and they can share their findings in class. Some possible questions to guide them in their search could be:

Why do people have community gardens? Do you have a community garden in your neighbourhood? Would you like to have one?

4 Read and write.

In this activity your students will identify the pronouns **his/her** and consolidate the previous structures and vocabulary.

First, invite the class to read the membership cards of two community garden children. Ask your students to identify the family relationship between them and explain that the word "age" refers to the question *How old are you?* in a formal way because it is written on a membership card.

Encourage them to think Alice is presenting herself as a Community Garden member and, in order to help her, they must complete the missing information in her presentation.

When this is finished, check correction orally and then invite the students to create a membership card with a presentation for the student sitting beside. Ask them to include age, hair and eyes colour. They can then read their cards following the model in the exercise.

ANSWER KEY

Hi, I'm Alice. I am 13 years old. I've got brown hair. My eyes are blue.

This is my brother. His name is Frank. He is 15 years old. His hair is brown and his eyes are green.

SB PAGES 22 AND 23

Objectives

- To talk about family members.
- To ask and answer questions about physical appearance.
- To ask and answer questions about possessions.

Language Focus

Production

- *This is my brother.*
- *His name is Max.*
- *Have you got dark hair?*
- *Have you got a big family?*

Vocabulary

Production

- Parts of the body (*eyes, hair*)
- Adjectives (*short, long, blonde, fair, dark, curly, straight, wavy*)
- Numbers (*up to 19*)

PAGE 22

1 Look at the photos and write: Alex and / or Harry.

This activity is a warm up for the following listening activity and presents the structure **I've got** for possession in first person affirmative. Make your students note that they can use this structure to express that they have something.

Invite the students to read each statement and relate the information in the photographs to Alex, Harry or both families.

ANSWER KEY

Note: if your students' answers are not correct, invite them to listen to the next activity in order to correct them.

1 Alex and Harry; **2** Harry; **3** Alex; **4** Alex; **5** Harry

2 Listen and circle the correct answer.



Tell your students they are going to hear Alex and Harry speak about their families, play the audio file and stop for them to circle the correct answers. At the end, ask your students to correct their assumptions in the previous activity in case they were wrong.

Elicit from your students the structure *Have you got...?* for questions to ask about possession and the short answers *Yes, I have/ No, I haven't*. You can point to the picture of Eco and the language box in green.

TRACK 13

Harry: *Have you got a big family, Alex?*

Alex: *No, I haven't.*

Harry: *Have you got a brother?*

Alex: *No, I haven't.*

Harry: *Have you got a sister?*

Alex: *No, I haven't. My family is small: my father, my mother and my grandmother.*

Harry: *Have you got a pet?*

Alex: *Yes, I have. His name is Ringo. And you, Harry? Have you got a small family?*

Harry: *Yes, I have. My mother, my father and my sister.*

Alex: *What's her name?*

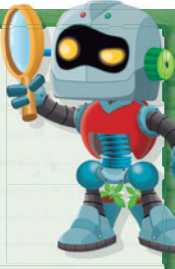
Harry: *Her name's Cindy. She's six years old.*

Alex: *Have you got a dog?*

Harry: *No, I haven't.*

ANSWER KEY

1 No, I haven't.; **2** No, I haven't.; **3** No, I haven't.;
4 Yes, I have.; **5** Yes, I have.; **6** No, I haven't.



Eco Grammar

Draw your students' attention to Eco's board. Read the examples emphasising the short answers to:

Have you got... ? We use short answers when we want to quickly respond to a **yes/no question** without giving a detailed explanation.

3 Answer about you and your family.

You can now invite your students to complete the information about their own families. Check their answers orally by assigning pairs to ask and answer in turns.

ANSWER KEY

Students' own answers

4 Now, ask your classmates and write the answers.

This is an extension and a reinforcement of activity 3. Invite the students to work in pairs and ask and answer the questions in exercise 4. Tell the students who ask the questions to complete the table with their peers' answers (they can draw a tick for *Yes* if the answer is positive and a cross for *No* if it is negative). Walk around the classroom and monitor their performance making sure the students who answer the questions use *Yes, I have/ No, I haven't*.

ANSWER KEY

Students' own answers

Additional Activity

What's in your school bag?

Hand out pieces of paper and invite the students to write a description of their physical appearance and include their name at the bottom. Then, collect all the papers and put them in a bag. Invite a volunteer to pick up one paper, read the description aloud and, finally, ask: *Who am I?* The student who correctly identifies the classmate picks up another paper and reads the description aloud for their partners to guess.

PAGE 23

1 Read and complete.

Invite students to read the title and look at the photo of the genetic code.

Encourage them to mention what the passage may be about. Then, read the extract aloud and clarify meaning if necessary. You may help the students understand by writing the characteristics on the board as you say: *If you receive a dominant characteristic (brown eyes) from one of your parents and a recessive characteristic (green eyes) from your other parent, what colour eyes have you got?: You have got brown eyes (dominant characteristic).*

Explain that genes are not the only factors that determine physical characteristics but there are other aspects that also have influence; for example, the interaction with other people and the environment.

When you reach the last paragraph where your students have to complete with physical traits, stop and ask the class to have a look at the chart below. Read the traits for hair and eyes as well as the dominant and recessive genes of those traits.

Invite the students to circle one trait from each option in the rows and evaluate the resulting genes for the child, for example:

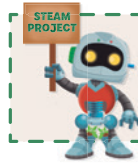
	Hair	eyes
Mother:	Curly (D) + Blonde (R)	Big (R) + Blue (R)
Father:	Straight (R) + Dark	Small (D) + Green (R)
Child:	Curly + Dark	Small + Blue or Green

There are more possible combinations, so elicit the others from your students and ask them to complete the final paragraph of the reading.

Check orally.

ANSWER KEY

Students' own answers



STEAM PROJECT

When students explore the topic of the unit in relation to Science, they have an authentic approach to content and a real need to use the language. Students broaden their knowledge of their physical traits and also learn more specific vocabulary.

2 Combine the genes and make a mask.

Ask students to look at the table in exercise 1. Explain to them that they will have to toss a coin to decide on the different characteristics their masks will take. If the coin shows heads, they have to consider the Dominant gene, and if the coin shows tails, they have to consider the Recessive gene. For instance, to decide on the hair pattern, they should toss a coin to determine which gene is inherited by the mother. This is not the case for the father, as it has only got two Recessive genes. They will follow the same procedure for hair colour, they will toss the coin to get two genes, one from the mother and one from the father. Then they will decide which one is the Dominant and therefore, the child will get. In case they find themselves with a pair of Dominant genes, they will have to analyse which one is the Dominant. For example, between the genes Dark (D) and Brown (D), Brown takes the place of a Recessive one. In case they get two Recessive genes like Blue (R) and Green (R), Green is Dominant (D) and Blue is Recessive (R).

Once all the characteristics are determined, the students will complete the table in exercise 1 and design their masks.

REVIEW UNITS 1&2

PAGE 24

1 Play *Noughts and Crosses* with your classmate.

In order to play this game you need a couple of dice for each pair of students. Student A throws both dice and adds up the result, for example if he / she's got a total of 6, he / she has to answer the corresponding instruction for 6: Write and say (blonde hair / brown hair / black hair) if the answer is correct he / she can place an X or O in any empty square on the grid. If the student's answer is wrong, he / she misses the turn and student B throws the dice. Players continue taking turns placing their marks only if their answers are correct. The winner is the one who gets three of their marks in a row.

PAGE 25

2 Listen and complete. 14

Before playing the audio file, tell your students to attempt to fill in the blanks with the information they imagine possible. Share their thoughts in the class.

Then, play the audio and stop for the class to fill in the blanks.

TRACK 14 14

Boy: *Hi! My name's Pedro. I'm ten years old. I've got short dark hair and brown eyes. My favourite colour is blue. This is my sister Lis.*

Girl: *Hello! I'm eight years old. My hair is long and blonde. And my eyes are blue. My favourite colour is pink.*

ANSWER KEY

1 ten; 2 short; 3 brown; 4 blue; 5 eight; 6 long; 7 blue; 8 pink

3 Read and write the phrases. Then match.

Read the sentences in the orange boxes, tell your students they have to place them in the correct paragraphs to make them meaningful. The best way to go about it is for students to interpret the photos below and match them with the descriptions 1 to 4.

Invite the students to share their answers with the class.

ANSWER KEY

- 1 her eyes are green; Picture 2.
- 2 her hair is short; Picture 1.
- 3 her hair is curly; Picture 3.
- 4 his eyes are brown; Picture 4.

PAGE 26

4 Unscramble the questions. Then read the answers and write.

This activity reinforces word order in questions. First, invite the students to read the scrambled questions and give them time to think how to match them with the corresponding answers below. When they finish the activity you can end up having a whole class correction or assign roles to read the questions and answers.

ANSWER KEY

- 1 What's your name?
- 2 How old are you?
- 3 What's your favourite colour?
- 4 Have you got a big family?
- 5 Have you got a brother?
- 6 What's his name?
- 7 How old is he?
- 8 Have you got a pet?

5 Write about you and a member of your family. Then draw and colour.

Invite your students to write about themselves and a member of their family. Suggest they include what they have learned about physical traits (eyes, hair) colour and possession. Then they can draw another member of their family in the green box and ask their classmates to describe him / her and guess who it is.

ANSWER KEY

Students' own answers

1 Look and complete the crossword.

- 1 father
- 2 mother
- 3 brother
- 4 sister
- 5 grandfather
- 6 grandmother

2 Complete the descriptions with the words in exercise 1.

- 1 grandmother
- 2 mother, father, brother, sisters
- 3 grandfather

3 Read and complete the words.

- 1 blonde, blue
- 2 short, grey
- 3 wavy, green
- 4 dark, brown

4 Colour and write.

Students' own answers

5 Read and match.

(left to right)

13, I'm thirteen. 16, I'm sixteen. 19, I'm nineteen. 18, I'm eighteen. 17, I'm seventeen.

6 Circle the correct option.

straight; His; short; Her; straight

7 Read and complete.

This is my brother, his name is Paul. He is eight years old. His hair is dark and curly and his eyes are brown.

This is my sister, her name is Cath, she is eleven years old. Her hair is blonde and straight, her eyes are green.

8 Look at exercise 7 and answer.

- 1 No, I haven't.
- 2 Yes, I have.
- 3 No, I haven't.
- 4 Yes, I have.
- 5 Yes, I have.

9 Match and make questions. Then answer about you.

Students' own answers

1 Count, colour and write.

- 1 Two rulers; Students' own answers
- 2 Eight pencils; Students' own answers
- 3 One eraser; Students' own answers
- 4 Three scissors; Students' own answers
- 5 Five books; Students' own answers

2 Look at the photo and complete.

mother; father; short; brother; sister; dog

3 Complete the words. Then write.

- 1 blonde
 - 2 blue
 - 3 dark
 - 4 green
 - 5 brown
 - 6 fair
- a: 13; blonde; blue
b: 16; dark; green
c: 14; fair; brown

4 Circle the correct option.

What; are; haven't; His; have; her

5 Now choose (✓) two pictures and write.

Students' own answers.

3

HOME, SWEET HOME.

SB PAGES 27, 28 AND 29

Objectives

- To identify rooms in the house.
- To identify furniture.
- To identify electrical appliances and household items.

Language Focus

Production

- *This is my (bedroom).*
- *He is in the (bathroom)*
- *It isn't a (fridge), it's a (cooker).*

Vocabulary

Production

- House (*attic, bedroom, bathroom, living room, kitchen, dining room, garage, garden, study*)
- Pieces of furniture (*bed, table, armchair, fridge, bathtub*)

PAGE 27

Invite the class to discuss the title of the unit. Ask them how they feel about their homes, if there are different types of homes all over the world. Direct their attention to the solar pannels the family is holding in the picture. Encourage them to find information and pictures on the Internet about Eco homes. Students can reflect on the topic and share their views.

Then tell your students what they are about to learn in this unit.

Remember that you can present structures and language topics at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has

the double purpose of engaging the students in and of giving you feedback on their learning processes.

PAGE 28

1 Listen and tick (✓) the correct picture. 15

Draw the students' attention to the picture of the two houses. Read the words in the boxes pointing at the different rooms in the houses. Check comprehension and ask the students to repeat. Example: *This is the attic. Can you repeat after me?*. Focus on the pronunciation of each word.

Once you've read all the boxes tell the class to imagine they are architects who have made those two house designs. Give them the possibility to choose which house they like best and why.

They can later pair up and play a guessing game. Student A describes the desing he / she prefers, while Student B guesses. Then they swap roles.

TRACK 15 15

Girl: *Look! This is my favourite design. It's a big house! Two bedrooms, a study, a big living room and a kitchen. My favourite part is the garden. It's beautiful! Let's make an eco-friendly design of this house!*

ANSWER KEY

Picture 2

2 Label. Then listen and repeat. 16

To go about this activity you can bring cut outs from different parts of a house, pick one at a time, show it to the students and ask: *This is a living room, can you tell me which picture below is also a living room?*

The students then will identify picture 5 as a living room and they must write the label on the dotted line. When you finish, play the audio file for them to check, correct and repeat chorally.

TRACK 16 16

1 dining room; 2 kitchen; 3 attic; 4 bedroom;
5 living room; 6 garden; 7 study; 8 bathroom;
9 garage

ANSWER KEY

1 dining room; 2 kitchen; 3 attic; 4 bedroom;
5 living room; 6 garden; 7 study; 8 bathroom;
9 garage

PLANET WARRIORS TIPS

The activities in which recognition of a specific utterance is necessary, but oral production is not fundamental, are of great help with the weakest students at the very beginning. Take advantage of them whenever possible.

Choose a design and make an eco-friendly house.

Follow Eco's idea and prepare prints or cut-outs of different rooms in a house.

Draw on separate slips of paper, signs similar to the green ones below Eco's picture, referring to: solar panels, electricity saving, rubbish recycling, etc. You can divide the class into two groups and give them 5 minutes to think their answers or ask the whole class the following questions:

Where can we recycle rubbish? (In the kitchen / garden.)

Where can we save electricity? (In all rooms.)

Where can we put solar panels? (On the roof.)

Where can we grow our vegetables? (In the garden.)

In this way your students will be reinforcing the new vocabulary while providing sustainable solutions.

Finally, ask them to choose one of the two designs in activity 1 and decide which eco-elements of the ones described above they can include in the house design.

Additional Activity

As a follow-up you can invite your students to browse the Internet looking for eco-signs similar to the ones of this activity and share their meaning with the class. If they can print them, you can use them to stick them on the classroom walls.

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



N° 7 - AFFORDABLE AND CLEAN ENERGY

Draw your students' attention to the importance of this sustainable goal. Explain that we all need to have access to clean energy and electricity and that we can do this by using the natural power of the sun and wind. We can all be helpful if we turn off lights when we don't need them.

3 Look and answer.

Invite your students to look at the picture in this activity and let them imagine they have received a call from a neighbour who needs to speak to one member of the family.

Tell them to complete the answers according to what they see in the picture.

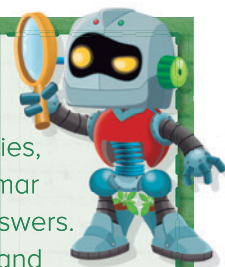
Correct orally.

ANSWER KEY

1 kitchen; 2 garden; 3 He is in the bathroom;
4 He is in the garden; 5 She is in the bedroom

Eco Grammar

Before asking your students to proceed with the following activities, draw their attention to Eco's grammar box and the examples of short answers. Focus on the form of the answers and explain that we use them when we don't need to give extra information.



4 Look at exercise 3 and match.

Now, tell the class that the next door neighbour is very insistent and that the students must answer using *yes* or *no*. Use one example of the activity above to model the answer as in:

Is your sister in the garden? No, she isn't.

Is your sister in the bedroom? Yes, she is.

Tell the class to look at exercise 3 and match the correct answers.

ANSWER KEY

1 No, she isn't. 2 Yes, he is. 3 No, he isn't.; 4 Yes, she is. 5 Yes, he is.

Additional Activity

Tell the class they are going to write on a slip of paper a member of their family and where the person is located in the house. Give them only two alternatives: *sister / brother* or *mother / father*. The students take turns to ask Yes / No questions playing the role of a nosy neighbour by asking, for example:

A: *Is your brother in the house?*

B: *No, he isn't.*

A: *Is your sister in the house?*

B: *Yes, she is.*

A: *Is she in the kitchen?*

B: *Yes, she is.*

They are allowed three attempts each.

The student who gets more correct answers is the winner. Walk around the classroom and monitor.

5 Draw yourself in your favourite place in the house. Then answer.

Invite students to draw themselves someplace they really like in their houses. Then, discuss why they drew themselves in that particular spot. They can complete the question: *Where are you?* to conclude the activity but they must not tell the rest of the class until activity 6 is finished.

ANSWER KEY

Students' own answers

6 Now ask questions to your classmate to know their location in the house.

Tell your students to imagine they are going to play hide and seek. Using the drawing they have made in activity 5 they can ask their peers two Yes / No questions only.

If the answer is No, the next question should be: *Where are you in the house?*

Here is one example:

A: *Are you in the kitchen?* **B:** *No, I'm not.*

A: *Are you in the garden?* **B:** *No, I'm not.*

A: *Where are you?* **B:** *I'm in the bedroom.*

You can choose as many volunteers to perform as your time allows or as long as the students show enthusiasm.

ANSWER KEY

Students' own answers

SB PAGES 30 AND 31

Objectives

- To revise vocabulary related to rooms in a house.
- To identify pieces of furniture.
- To say where pieces of furniture are.
- To recognise singular and plural forms.

Language Focus

Production

- *The (table) is in the (kitchen).*
- *The (beds) aren't in the (bedroom).*
- *It isn't a (table). It's a (bed).*
- *They aren't (beds). They are (armchairs).*

Vocabulary

- Pieces of furniture and appliances (*fridge, cooker, bed, bathtub, sink, table, carpet, armchair*)

PAGE 30

1 Listen and match. 17

Before starting the listening activity, draw your students' attention to the recycling sign and the message *Second hand items at home*. First, invite the class to infer the connection between the sign and the furniture pictures on the page. Emphasise the suggestion that if you have a piece of furniture that is still usable, you can sell it, donate it or it recycle it to keep our planet clean.

Then draw students' attention to the illustrations in activity 1.

Go through the new vocabulary. Introduce the new words and invite students to say where they can find these items in their houses. Accept different possibilities and encourage discussion: *Where is the table in your house? It's in the kitchen / living room.* Continue in this way and tell them to match the pictures to the labels in the boxes.

Play the audio file, pausing it after each item is mentioned. Check comprehension and ask students to repeat chorally, focussing on the pronunciation.

TRACK 17 17

1 armchair; 2 fridge; 3 table; 4 bed; 5 bathtub;
6 carpet; 7 sink; 8 cooker

ANSWER KEY

1 armchair; 2 fridge; 3 table; 4 bed; 5 bathtub;
6 carpet; 7 sink; 8 cooker

2 Listen and identify the object. Then complete. 18

Direct the students' attention to the picture of rooms in a house. Tell them they are going to hear some children play *Hide and Seek*. Explain the game to them and tell them that you are going to play the audio file and stop for them to guess the item. Then play on and check the answers, replay each segment if necessary.

TRACK 18 18

Boy: *Welcome to my house! Let's play a game and have fun!*

Are you ready? ... OK!

One. I spy with my little eye something in the dining room. It isn't a chair It's a ... table. Yes! The table is in the dining room.

Two. I spy with my little eye something colourful in the bedroom. It isn't a bed and it isn't a table. It's a carpet. Right! The carpet is in the bedroom.

Three. I spy with my little eye two things in the bathroom. They aren't bathtubs. They're sinks. Well done! The sinks are in the bathroom.

Four. I spy with my little eye something big in the kitchen. It isn't a cooker. It's a fridge. Great! The fridge is in the kitchen.

Five. I spy with my little eye two things in the living room. They aren't tables. They're armchairs. Yes! The armchairs are in the living room.

ANSWER KEY

1 table, table; 2 carpet, carpet; 3 sinks, sinks;
4 fridge, fridge; 5 armchairs, armchairs

PLANET WARRIORS TIPS

It is important to plan a variety of different activities combining exercises that require concentration with others that allow movement so as to keep the students interested.

Additional Activity

Prepare pictures of the different pieces of furniture and other household items that have been presented. Tape the pictures onto the board. Point to each item and say: *It's a (table)*. Invite the whole class to repeat the sentence. Ask students to close their eyes and remove one of the pictures. Get them to guess what is missing. The student who guesses correctly will be in charge of removing another picture. The game continues in the same way until all the pictures have been removed.

PAGE 31

3 Look and complete.

Tell the class that their families have just bought some recycled furniture for the house, so they are looking through the peephole trying to find out what they see.

Advise them to look at each picture first and then complete the blanks.

After the completion is finished carry out class correction.

ANSWER KEY

1 It isn't a sink. It's a bathtub. **2** They aren't carpets. They are beds. **3** It isn't a cooker. It's a table. **4** They aren't chairs. They are armchairs.

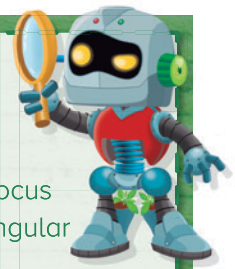
Eco Grammar

Draw your class' attention to Eco's boards.

The first board will help students focus on the difference between **it** for singular and **they** for plural objects.

The second board at the end of the page combines the use of the pronouns **it / they** with short answers of the verb **to be**.

Go through the examples with the whole class.



4 Look and circle the correct answer.

Tell the students that because of a computer virus, the items in the house design have disappeared, so their mission is to look carefully at the picture and check where everything is by circling the answers.

ANSWER KEY

1 Yes, it is. **2** No, it isn't. **3** Yes, they are. **4** No, it isn't. **5** Yes, they are. **6** No, they aren't.

Additional Activity

Go around the classroom and collect different school objects from the students. Get a pair of pencils. Say a false statement about them, such as: *Look! They are scissors!* Encourage students to provide true replies: *No! They aren't scissors. They are pencils.* Elicit complete sentences. Allow different students to participate in turns.

SB PAGES 32 AND 33

Objectives

- To express possession.
- To talk about pets.
- To indicate position by using prepositions of place.
- To compare and contrast physical appearance.

Language Focus

Production

- *(Olivia) has got a dog.*
- *(Roger) is big.*
- *He has got (short ears).*
- *It has got a (short tail).*

Vocabulary

- Prepositions of place (*in, on, under*)
- Pets (*hamster, cat, rabbit, dog, tortoise, bird, fish*)
- Animal body parts and descriptors (*long, short, ears, tail*)

PAGE 32

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

Encourage the class to brainstorm ways in which they can take responsibilities for pets if they volunteer to have one.



1 Listen and repeat. 19

Before listening, draw the students' attention to the animals in the picture and ask: *Can you have these animals at home?* (Animals that you can have at home are called *pets*.) *Have you got a pet? Would you offer to take care of a pet?*

Tell your students they are about to listen to an animal shelter offering pets to take care of.

Play the audio file and stop at each animal for the class to repeat.

TRACK 19 19

1 rabbit; 2 hamster; 3 fish; 4 cat;
5 tortoise; 6 parrot; 7 dog

2 Listen and tick (✓). 20

Before listening, go through the pictures of the different animals. Remind students of the parts of the body already introduced. Present parts like *ears* and *tails*. Focus students' attention to the adjectives that they will have to tick once they have listened to the audio file describing the animals. Explain that when talking about animals we use the pronouns *it / they* but we refer to our pets we use *she* and *he* because they are considered members of the family.

Play the audio file more than once and finish with oral correction.

TRACK 20 20

1 This is a hamster. It's small. It has got short ears and short legs. It has got a short tail, too. 2 This dog is big! It has got long ears and long legs. It has got a short tail. 3 This cat is black and grey. It has got short ears and short legs. It has got a long tail. 4 This rabbit is beautiful. It has got long ears. It has got short legs and a short tail.

ANSWER KEY

1 short, short, short; 2 long, long, short;
3 short, short, long; 4 long, short, short

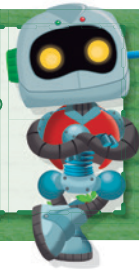
3 Describe an animal in exercise 1 to your classmate. Then listen and guess.

Work in pairs, tell student A to choose an animal he / she would like to adopt from the pictures in exercise 1 and describe it to his / her classmate. The other student will have to guess the animal. Encourage students to use the descriptive adjectives short / long in exercise 2.

Walk and monitor their performance.

Eco Vocabulary

You can show Eco's model sentence to your students in order to assist them in describing an animal.



PLANET WARRIORS TIPS

It is not necessary to understand every single word during a listening task. Understanding key words is more than enough to complete the task. It is also advisable to explain about the importance of silence and concentration during this type of activity.

PAGE 33

4 Read and number.

Tell the class they are going to read about Olivia, Emma, Ian and Tim's pets. Unfortunately, the photographs are misplaced so their mission is to look at the pictures first, then find the corresponding description and write the number of the picture that matches in the circle.

ANSWER KEY

4; 3; 1; 2

Additional Activity

You can invite the class to play this game to reinforce the use of prepositions: *on / in / under*. Divide the class into two teams. Get the students in Team 1 to close their eyes. Tell a student from Team 2 to hide a box somewhere in the classroom. Lead the students in Team 2 to ask: *Where's the box?* Give them three chances to guess the location, keeping their eyes closed. *Is it (under) the chair? No!* If the students guess correctly, they win a point. Then, the teams swap roles and repeat the activity.

Before starting activity 5 on page 33, bring the picture of a colourful pet and encourage the class to describe it. Write all the sentences on the board. Lead the students into using structures such as:

Her / His eyes are... Her / His legs are... Draw students' attention to these sentences and present *has got* for the third person singular.

5 Look at the photos in exercise 4 and complete the descriptions.

Start this activity creating a story to draw your students in. Tell them that Olivia, Emma, Ian and Tim are going to give us more information about their pets. Remind your students that the children in the story will use *he / she* for their pets as they are considered part of the family. First, invite your students to describe the animals in the pictures. Then tell them that the class mission now is to help these 4 children complete the description of their pets with the words in the box that match the pictures they have been describing.

ANSWER KEY

1 black; 2 short; 3 small; 4 long; 5 white; 6 short; 7 legs; 8 tail

6 Imagine you have got a new pet. Draw the animal and describe it.

Ask students to draw a pet they would like to have or adopt. Then they can complete the description of the pet they have just drawn and answer the question: *Where is your pet?* In this way they will be including one of the new prepositions introduced before. You can also allow them to mention a room of the house here.

Finally, invite your students to read the description to the class.

ANSWER KEY

Students' own answers

SB PAGE 34

Objectives

- To describe pets.
- To compare and contrast personal information about pets.
- To identify specific information.
- To express possession..

Language Focus

Production

- *This is my pet.*
- *(Kitty) is one year old.*
- *She has got (long ears).*
- *Her legs are short.*

Vocabulary

- *Parts of the body (ears, tail, legs, eyes)*
- *Pets (cat, tarantula, hamster, parrot, dog)*
- *Adjectives (long, short, small, big, orange, blue)*

PAGE 34

1 Read and circle the correct option.

Tell your students that Ciro and Mora have written a description of their pets. Ask students to go through each of the children's descriptions paying attention to the photographs. Then they have to circle the correct option to complete the passages. When they have finished, invite the students to read the activity aloud.

ANSWER KEY

1 I've got; 2 hasn't got; 3 has got; 4 hasn't got
5 have got; 6 has got; 7 hasn't got;

2 Look and write *have got*, *haven't got*, *has got* or *hasn't got*.

This activity integrates the structures *have got* / *has got* affirmative and negative. Encourage the class to read the whole passage first. Then ask students to help Bruno complete his story by placing the words into the right spaces.

Once the activity is finished, call volunteers to read it out loud to the class.

ANSWER KEY

1 haven't got; 2 have got; 3 has got; 4 has got;
5 hasn't got; 6 hasn't got

3 Look and write *T* (True) or *F* (False). Correct the false sentences.

Introduce Jake to the class. Say that he's got two pets but when he talks about them he sometimes makes mistakes. Let's see if what he says is true or false.

Invite the students to read each sentence and correct them if they are false.

ANSWER KEY

2 False. I've got a black and white cat.. 3 True.
4 False. His tail is long. 5 True. 6 True. 7 False. Her eyes are green.

Additional Activity

Ask your friends and write. After finishing activity 3 you can invite the students to ask two friends about the pets they have got. Encourage them to write about these pets.

Eco Grammar

Direct your students' attention to the examples in Eco's board to contrast the use of first person and third person negative with the verb *have got*.

Show this before starting activity 1.



CLIL

ART AND SCIENCE: An eco-friendly house design

1 Read and label.

Tell the students they are going to read about what a house needs to be called eco friendly. Guide the students to the pictures on the right side and elicit what they look like. Write possible answers on the board. Then ask the students to read aloud in turns but stop at each recycle sign bullet point to clarify, give and elicit examples.

When you get to the concepts in bold letters (*solar panels, wind turbines, etc*) ask the students to find the corresponding pictures and label them.

When you finish the reading invite the students to share their opinions and ideas about this type of house. Some trigger questions could be: *Would you like to live in an eco-house? Which of the 6 elements in the pictures would be easy to install in your house?*

ANSWER KEY

(top to bottom)

1 green roof; **2** solar water heater; **3** rain barrel;
4 wind turbines; **5** vegetable garden; **6** solar panels



Activities related to Art offer the opportunity of using the target language while stimulating students' imagination. They may also create the need for a specific vocabulary or a structure, and students will be eager to use it and acquire it in a quicker and easier way.

2 Create your eco friendly house.

Invite the students to design their own eco-houses. Advise them to organise their ideas and which eco elements from the previous activity they can include. Once they have finished, invite the students to show their houses to the rest of the class. Ask questions like: *What's this? What's your favourite room? Have you got a vegetable garden? What's your pet's favourite room in the house? What's your family's favourite room?*

PAGE 36

1 Look and answer.

Tell the class they are going to become detectives who are spying on a neighbour's house. They must look at the picture of the house and answer the questions, clarifying the information if the answer is negative: *Is your mother in the dining room? No, she isn't. She is in the bedroom.*

ANSWER KEY

1 He's in the kitchen. **2** She's in the living room. **3** It's in the kitchen. **4** They are in the bedroom. **5** No, she isn't. She's in the bedroom. **6** No, it isn't. It's in the living room. **7** Yes, it is. **8** No, they aren't. They're in the kitchen.

2 Choose (✓) and complete the description.

First ask your students to look at the picture of the animals and try to describe them orally.

Then ask them to choose one animal and complete the description depending on the animal they have chosen.

ANSWER KEY

Students' own answers

3 Work with your classmate. Listen to their description and identify the animal in exercise 2.

Ask students to work in pairs. Student A reads his / her description to Student B, who tries to identify the animal described from exercise 2. Then they swap roles.

You can move around monitoring students' performance.

ANSWER KEY

Students' own answers

4 Look and match to make sentences.

Invite the class to match and make as many sentences as possible. You can turn this into a game and the student who first makes the most correct sentences is the winner.

ANSWER KEY

- I have got / I haven't got three pets / a big cat / small eyes / long legs.
- He has got / he hasn't got three pets / a big cat / small eyes / long legs.
- He (referring to a male pet) has got / hasn't got long ears / a short tail.

This set of reinforcement activities can be used when the students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts that have been learnt.

1 Write the missing letters.

1 bathroom; 2 kitchen; 3 living room;
4 bedroom; 5 study; 6 garage

2 Look and answer.

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

3 Draw in exercise 2 and answer.

Students' own answers

4 Read and correct the mistakes.

1 It's a bed. 2. It isn't a fridge, it's a cooker.
3 It isn't a sink, it's a carpet. 4 They aren't
armchairs, they're chairs. 5. They aren't sofas,
they are tables.

5 Look at the design. Read and complete.

1 Is; 2 isn't; 3 bathroom; 4 Are 5 are; 6 are;
7 Is; 8 is; 9 is; 10 is

6 Label the animals.

1 cat; 2 dog; 3 tortoise; 4 parrot; 5 horse;
6 hamster; 7 fish

7 Look at the animals in exercise 6 and complete.

1 brown; tail; legs
2 big; has got long; short tail and brown eyes

8 Now answer.

1 Yes, it is.
2 No, it isn't.
3 No, it isn't.

4 Yes, it is.

5 Yes, it is.

9 Read and tick (✓) the correct photo.

1 Picture 2

2 Picture 1

3 Picture 2

10 Complete the description.

1 parrot; 2 isn't; 3 small; 4 hasn't got; 5 are;
6 short; 7 has got

4

SPECIAL ABILITIES

SB PAGES 37 TO 43

Objectives

- To recognise numbers from 20 to 99.
- To give personal information.
- To express possession.
- To talk about ability.
- To identify adverbs.

Language Focus

Production

- (He) is (forty-five) years old.
- (He) has got (short hair).
- (I) can (skate fast).
- (He) can (play the guitar but (he) can't (sing).
- Can (you / your sister) (dance well)? Yes, (I / he / she) can. / No, (I / he / she) can't.

Recognition

- Let's enter the talent show.

Vocabulary

Production

- Numbers (20 to 99)
- Actions (play football, swim, sing, dance, ride a bike, play the guitar, cook, paint)
- Adverbs (well, very well, excellently)

PAGE 37

Introduce the students to the unit by reading the question in the title aloud. Tell them that they are going to talk about abilities and ask:

- How old are these children?
- What can the children in the photo do?
- Have you got a special ability?

Encourage the students to mention their abilities and help them with vocabulary. Write the words that come up on the board as a visual aid. Explain that they are going to reflect on this topic throughout the unit.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Once you have finished a unit, go back to this self-evaluation sheet and go through it with the whole class so as to reflect upon the performance of the group.

Students should put a tick or a cross in the boxes to show whether they are able to identify and use the vocabulary and structures introduced in the unit or not.

PAGE 38

Start the lesson reminding the class of what the sustainable development goal number three means. It is important they know the unit will be about keeping healthy by doing physical exercise and sports.

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



GOOD HEALTH AND WELLBEING

Explain to the class that SDG 3 is about making sure that everyone is healthy and happy by stopping bad diseases and making sure everyone can see a doctor when they need to. It's all about keeping people safe and well.

1 Listen and match. 21

Before listening, focus your class attention to the picture of the park and elicit the kind of activities that can be done in a park. Ask your students to look at the numbers under the photos on the left and play the audio file. Pause it after each number is mentioned and ask students to repeat chorally. Then show how the numbers are formed. Lead students into writing other numbers for practice.

TRACK 21 21

Narrator: *Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety*

Woman: *I'm twenty-six.*

Woman: *And I'm fifty-three. We're active and we have fun at the park!*

ANSWER KEY

1 twenty; 2 thirty; 3 forty; 4 fifty; 5 sixty; 6 seventy; 7 eighty; 8 ninety

Additional Activity

If you have a screen, a projector and Internet connection in class, find photos of famous characters taking into account your students' preferences. If you don't have the possibility of projecting from the Internet you can bring photographs from magazines instead. Show the photos to the class and let them guess the character's age. You can also ask about his/her name; colour of hair and eyes.

2 Listen and complete. 22

Invite your students to look at the three different photos. Elicit as much information as possible from what they see such as age, physical appearance and family relationships.

Tell the class they will hear these three people talk about themselves. After finishing the listening activity the class will have to assess if the people in the conversation have a healthy lifestyle.

Play the audio file for the class to complete the information, stopping and repeating after each sentence. Correct with the class.

TRACK 22 22

Girl: *Hi! My name's Sarah. I'm eleven years old. I've got long blonde hair and blue eyes. I can play football well.*

This is my grandmother Emily. She's sixty-seven years old. She's got short grey hair and brown eyes. She can play tennis very well. And this is my father George. He's forty-five years old. He's got short brown hair and brown eyes. He can paint excellently.

ANSWER KEY

1 eleven; 2 long; 3 blue; 4 sixty-seven; 5 grey; 6 brown; 7 forty-five; 8 short



Eco Grammar

Draw the class attention to the sentences in exercise 2 using **can** as in : *I can play football well.* Highlight the structure: **can + verb.**

Introduce the idea of ability and emphasise the fact that they can use all the personal pronouns with **can**. Then, direct your students' attention to the use of the adverbs of manner (*well, very well, excellently*). Explain that these adverbs are used to describe how an activity is being performed. Draw this chart on the board so that students can see the degree of each adverb more clearly.

☆☆☆	<i>well</i>
☆☆☆☆☆	<i>very well</i>
☆☆☆☆☆	<i>excellently</i>

PAGE 39

3 Read and number the photos.

A nice way to show the meaning of the action verbs in this activity is by mimicking them. So get ready to dramatise: *play the guitar, swim, cook, etc.* Then, ask the class to look at the pictures of the children and connect the action verbs with the photos. End with choral correction.

ANSWER KEY

(from left to right): 4; 7; 1; 8; 2; 6; 3; 5.

Additional Activity

Ask your students to go back to the verbs shown in exercise 3 to tick the actions they can do without paying attention to how well they can do them.

Encourage the class to describe their abilities by saying: *I can... (very well).*

4 Complete about you and a member of your family.

Tell your students to imagine they are completing a membership card to attend a sports club.

Invite the students to read the cards and complete them with their information.

ANSWER KEY

Students' own answers

5 Now work with your classmate. Listen to their descriptions and write.

Ask your students to share or read the descriptions they wrote in activity 4 with their classmates. The classmates should listen and write the information they are given in the blanks of the paragraphs.

Alternatively you can ask some students to hand in their books. Read their descriptions without mentioning the student's name. The class can guess who you are reading about.

ANSWER KEY

Student's own answers

Additional Activity

Get students in line, say a sentence to the first student in the line using *can*; e.g.: *I can swim*. This student must repeat the sentence and add another action: *I can swim and read a book*. Continue with all the students in the line. The student who cannot complete the sentence or cannot remember the order in which the actions have been mentioned, is out of the game.

PLANET WARRIORS TIPS

It is important to motivate the students to use new structures. Try not to interrupt them if they make a mistake while speaking so as to avoid discouragement.

PAGE 40

1 Listen and read. Then tick (✓). 23

Draw the class attention to the four pictures of the children performing activities. Elicit information about what they are doing. Then tell the class they are going to listen to their conversation and they should tick the activity that matches what they say.

Check the correct answer after playing the audio or reading the conversation twice.

At the end of the activity ask the students if they can or can't do the activities shown in the pictures.

TRACK 23 23

Paul: *Hi, Sally! Wow, you can play basketball very well.*

Sally: *Thanks! It's my favourite sport. What about you?*

Paul: *I can play tennis well, but I can't play basketball.*

Sally: *Look! That's Jenn. She can skate very fast.*

Paul: *Yes! She's fast. I can't skate but I can ride my bike fast.*

Sally: *Me too! Let's ride our bikes.*

Paul: *Great idea! Let's invite Jenn.*

Sally: *Sure! She can ride her bike very fast, too.*

ANSWER KEY

(from top to bottom, left to right)

Picture 3

Eco Grammar

Invite the class to read Eco's board. The board will help the students focus on the use of the negative form of can. The concepts of contrast (but) and addition (and, too) are also introduced. Go through the examples with the whole class. Give students time to analyse the new structure and to understand how to organise it.



2 Complete with *can* or *can't* and circle the correct option.

Ask the students to look at the children performing different actions in the photos. Explain that they have to decide whether each person can perform the action or not. Students complete the information according to the photos and circle the correct *and* or *but*.

Check orally with the class.

ANSWER KEY

1 can, but, can't; 2 can, and, can; 3 can, and, can;
4 can, but, can't

Additional Activity

Invite students to get the photograph of a celebrity in advance. Ask them to collect data about the celebrity they have chosen and to complete a card including his / her name, birthday, physical characteristics and special ability. Then, ask them to use the information they have collected to write a short description of the celebrity. Invite each student to stick the personal card, the description and the photograph of the celebrity, all together on a large sheet of paper. Display their written production on the classroom walls or on the school notice board.

SB PAGES 40, 41 AND 42

Objectives

- To express ability and lack of ability.
- To express contrast.
- To express addition.

Language Focus

Production

- (Jenn) can't (drive a car).
- (She) can (cook) and (they) can cook, too.
- (She) can (drive a car) but (she) can't (cook).

Vocabulary

Production

- Actions (drive a car, skate, play tennis, play basketball)

Recognition

- (She can skate) very fast.

PAGE 41

3 Read and complete. Then listen and check. 24

Tell the class that Sam, Kevin and Lara are planning to participate in a talent show. First lead the class to read the poster. You can ask them if they would like to participate too, and what abilities can they show to participate. Ask them also about the prizes and what they would like to win and why.

Then, encourage them to read the dialogue on the right and let them complete the blanks with the words in the box.

Finally, play the audio file to check if their answers were correct. Make a point of highlighting the use of *and* / *but* to express addition and contrast respectively.

TRACK 24 24

Sam: Let's enter the talent show. The categories are painting, dancing and singing. Hmm... I can paint very well but I can't dance.

Kevin: Don't worry! I can dance well and I can sing, too.

Lara: That's cool! I can't sing but I can play the piano.

Sam: Good! We can participate in all the categories!

Lara: Let's think of a name for the group.

ANSWER KEY

1 paint; 2 can't; 3 can; 4 sing; 5 play

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Be Positive

Encourage and praise students for their achievements. Do not dwell on all the vocabulary and structures they cannot yet manage. Generate opportunities for students' success in class.

Do not ask them to perform in isolation if the activity is above their level of competence and praise them when they overcome new challenges.

4 Read the dialogue in exercise 3 and write *T (True)* or *F (False)*.

Ask your students to read the dialogue above and fill in the squares with *true* or *false*.

ANSWER KEY

1 True; 2 False; 3 False; 4 True

Additional Activity

Invite students to write one sentence expressing what they can do and one sentence expressing what they cannot do in their notebooks. Ask some volunteers to read their sentences aloud and encourage the rest of the class to raise their hands if they can or cannot do the same actions.

Invite the students to give reasons for their abilities or lack of abilities. Tell the students not to feel discouraged if there is something they still can't do and ask them to think of possible ways in which they can overcome these difficulties: ask for help, practice, use another skill, etc.

5 Tick (✓) the right answer(s) for you. Then write.

Invite the class to look at the pictures and interpret them with the activity they describe (*play the piano, paint, dance, sing*).

Tell your students they may also participate in the talent show, so they should answer the quiz according to their abilities.

After ticking what they can or can't do, they should write sentences such as: *I can't paint but I can dance / I can't play the piano and I can't sing, etc.*

ANSWER KEY

Students' own answers

6 Now find classmates to enter the talent show and complete.

Now ask students to interview their classmates to find those who can perform the four abilities for the talent show. They must complete the chart with the names of their classmates. As a final oral activity they can summarize their findings to the rest of the class.

ANSWER KEY

Students' own answers

PAGE 42

1 Look at the photos and complete the questions. Then listen and circle.



Make a list of action verbs on the board; e.g.: swim, paint, sing, dance, cook, ride a bike, etc.

Ask students *Yes / No* questions such as: *Can you swim (Sophy)?* Write the questions on the board so as to make sure they understand correctly. At this stage, you can allow them to simply answer *Yes* or *No*. Then, draw their attention to the three photos

in exercise 1 on page 42 and elicit the action verb corresponding to each picture. Tell the class they are going to carry out a physical exercise family survey to see how they keep fit. Provide the first personal question and answer to set the example of short answers using *can* (A: *Can you run fast?* B: *Yes, I can.*).

Once the students have completed the survey, play the audio file. Pause the audio after each exchange and contrast Lily's answers with the students' ones, you can ask them: *Lily's brothers can play tennis, what about your brother(s)?*

TRACK 25 25

David: Lily, can I ask you some questions? It's for a PE project.

Lily: Yes, sure.

David: Can you run fast?

Lily: Yes, I can. I love running!

David: Can your dad skate?

Lily: No, he can't.

David: Can your grandad ride a bike?

Lily: Yes, he can. He can ride very fast!

David: Can your brothers play tennis?

Lily: Yes, they can. It's their favourite sport.

David: Can your mum play football?

Lily: No, she can't. But she can play volleyball very well.

David: Can your grandmothers swim?

Lily: No, they can't. They can do aqua-aerobics.

ANSWER KEY

1 run; Yes, I can. **2** skate; No, he can't. **3** ride a bike; Yes, he can. **4** play tennis; Yes, they can. **5** play football; No, she can't. **6** swim; No, they can't.

Eco Grammar

Draw your students' attention to Eco's grammar board. Use it to remind the class that we can make questions using *Can+ all persons+ verb?*

We also give short answers when we do not need to give extra information using: *Yes+all persons+can* or *No+all persons+can't*.



Additional Activity

Get pictures of people performing different actions, preferably those which have already been introduced. Number each picture. Place them on the board in chronological order. Give the students some minutes to memorise what the people in each picture can do. Then, turn the pictures face down.

Divide the class into two teams. Lead the first team in asking a question and the second team in answering;

e.g.: Picture 1: *Can she / he swim?* Students try to remember and answer *Yes / No*.

Invite the teams to take turns to ask and answer questions about the other pictures. Give each team one point per correct answer. The winner is the team with the most points.

PAGE 43

2 Write the questions and answer.

Tell the class they are now going to complete a survey because some parts of the questions and answers are missing. First invite them to interpret the photos in the activity to check understanding. When they finish completing the blanks proceed to choral correction.

ANSWER KEY

1 Can, read, she can; **2** Can, play video games, he can't; **3** Can your sisters cook?, Yes, they can. **4** Can your brother drive?, No, he can't.

3 Choose (✓) four activities and write questions for your classmate.

Direct the class attention to the small pictures of activities on the right and ask the class to interpret them. You can write the activities on the board to make it easier for them to remember.

Once they have clarified and revised the verbs of action involved in the pictures, tell your students they will now have to extend the survey and choose four of these activities to write questions for their classmates. Monitor and check while they are doing it.

ANSWER KEY

Student's own answers

4 Ask the questions in exercise 3 to your classmate and circle the correct answer.

Now the students can proceed to pair up and ask their classmates the questions they have completed. Suggest they should circle *yes* or *no* in the survey.

ANSWER KEY

Student's own answers

5 Write your findings and share them with the class.

Finally it's the students' turn to complete the paragraph with their findings. Once they have finished they can read them aloud to share them with the class.

ANSWER KEY

Student's own answers

SB PAGE 44

Objectives

- To express abilities.
- To ask and answer questions about abilities.
- To express quantity.
- To correct and confirm information.

Language Focus

Production

- *She can (run fast).*
- *How many (triangles) can you see?*
- *I can see (a small animal).*

Vocabulary

Production

- Numbers
- Family members
- Actions (*see, play basketball, play the guitar, cook, sing, paint*)
- Shapes (*triangle, stars, squares, circles*)

1 Listen and read. 26

Before starting this activity it is a good idea to start pre-teaching shapes. Invite your students on a scavenger hunt. Bring cut-outs of squares, circles, stars and triangles. Hide them in the class or yard. Divide the class into teams. Instruct your students, while showing and naming the shapes, that they will have to search for the greatest number of shapes to win the game.

When time is up you can ask each team using : *How many circles/stars/squares/triangles have you got?* Write this question on the board for them to recognize it later.

Once this game is finished you can proceed to do activity 1. Invite students to have a look at the picture of shapes and ask them to count them. Share their results in the class. Then tell them they can listen to the audio file to check if they were right. Finally, assign some students to read Greg's note.

TRACK 26 26

Boy: Hi! I'm Greg. I'm ten years old. I love art and I can paint very well. This is my picture with shapes. Can you see the triangles? One, two, three and four triangles. Can you see the stars? How many stars can you see? One and two stars. Can you see the circle? And can you see the square? Yes, two circles and one square!

Eco Vocabulary

Direct your class attention to Eco's board to highlight the use of *how many+objects* to ask about quantity in questions.



2 Count and write.

Tell your class you need help to find and count some shapes. Invite them to complete the activity and then share the results with the class.

ANSWER KEY

1 Three or five if they count the court semi-circles (you can accept different answers). **2** Twelve / Sixteen. **3** Five triangles, two in the roof of the red house and three in the roof of the blue house and three squares in both houses.

3 Answer and draw.

Invite the students to create a drawing using shapes, this is a creative hands-on way to reinforce shape recognition. Share their creations with the class.

ANSWER KEY

Student's own answers

Additional Activity

Invite the students to play *Noughts and Crosses*. Draw a 3 x 3 cm grid on the board. Write different actions in each square. Then, divide the class into two groups, *Noughts* (O) and *Crosses* (X) in order to mark the squares in the grid. The group that has chosen the *Crosses* goes first. A student from the first group chooses an action and tries to make

an affirmative sentence, a negative sentence or a question with it. If the sentence is grammatically correct, they mark the square using their symbol. That square cannot be used again. The groups take turns to choose an action and make a sentence. The first group that can draw three symbols in a row, either horizontally, vertically or diagonally, wins the game.

PLANET WARRIORS TIPS

Remember that by making students act out short dialogues, you will help them improve their pronunciation, their intonation and fluency. Most students enjoy acting out so they will have a nice time while learning the language.

CLIL

MUSIC AND PE:
A Talent Show**1 Read and classify the activities.**

Tell your students they are going to create a talent show for their school. All the abilities that are required have been mixed up, so the first thing they will have to do is classify the abilities into the two columns shown in the activity and add more activities they think appropriate for the show. A nice warm-up before this activity would be to invite your class to watch some talent show you can find on the Internet and discuss questions like: *How many judges can you see?; what abilities can the candidates show? Do you like talent shows?*

ANSWER KEY

Music: dance; play a musical instrument; sing; rap; write songs. **Physical education:** run fast; skate; do a gymnastic routine.

STEAM
PROJECT**STEAM PROJECT****2 Create a robot for a talent show.**

A STEAM project integrates Science, Technology, Engineering, Arts and Mathematics. In this case, students will engage in a hands-on activity that involves critical thinking, creativity and problem-solving skills. The goal is to provide a holistic learning experience where learning takes place and prepares the students for future challenges. Here the students will create a robot. Allow them to use a variety of materials, praise their efforts and share the products in class. You can go beyond the classroom walls and advertise the different robots for the school community to see and vote a winner.

REVIEW UNITS 3&4

1 Classify the words.

This activity involves using a cognitive strategy of classification that will reinforce and clarify the vocabulary learnt in units 3 and 4. First, have the class interpret the pictures and elicit the verbs and nouns implied in them. Write them on the board to assist weak students if necessary. Then discuss with your students which strategy they can use, either they can start by looking at each picture and write the words in the corresponding column or they can start with a classification column and include the words in there.

Once the activity is finished, check answers with the whole class.

ANSWER KEY

Rooms in the house: studio; kitchen; bedroom; living-room. **Pets:** parrot; fish; hamster; cat; dog; tortoise. **Furniture and items:** cooker; carpet; table; bathtub; fridge; armchair. **Abilities:** paint; ride a bicycle; run; cook; play the guitar

2 Listen and cross out eight extra words.  27

To carry out this activity, tell the students to read the passage silently and to try to remember details. Allow them five minutes and invite them to listen to Zoe talk about her family. Inform the class that they will have to find 8 extra words in the text they have just read and cross them out. Pause the audio file and repeat each sentence, finally play it altogether once more for students to check before correcting with the whole class.

Girl: Hi there! My name's Zoe. I'm eleven years old. I've got long straight hair and green eyes. My family is small and my house is small, too. My favourite place is the garden. It's beautiful! I've got plants and a vegetable garden. I can cook well and I can make delicious food with my vegetables! This is my pet Lola. She's black and white and she isn't big. She's got short ears and long legs. Her eyes are yellow and her tail is long and black. She can run but she can't swim.

ANSWER KEY

Blonde; small; big; colourful; very; brown; two; fast.

3 Read the text in exercise 2 and write T (True) or F (False).

Tell the class they can now check if the sentences in this exercise are *true* or *false* comparing them to what Zoe said in the text above.

ANSWER KEY

1. F; 2. F; 3. T; 4. F; 5. T; 6. T; 7. F

4 Answer.

All the pets are free in the house and they are everywhere!. Ask your students to help you find them by answering the questions in this exercise.

ANSWER KEY

1 No, it isn't. / Yes, it is. 2 Yes, they are. / No, it isn't. 3 Yes, they are. / No, they aren't. 4. Yes, It is. / No, it isn't.

5 Complete the sentences.

Invite the class to learn about Jim's story. Your students' mission is to decode the drawings to complete the information so they can all know about Jim's family.

ANSWER KEY

1 eighty-two (years old), play the guitar, sing; 2 seventy-six (years old), ride a bike, run; 3 forty-five, play football, play tennis; 4 thirty-nine, cook,

paint; **5** sixty, swim, skate; **6** fifty-seven, read, play basketball

6 Look at the children and pets in exercise 5 and write your ideas.

Have the class write about the rest of Jim's family and pets following the pattern in the paragraph.

ANSWER KEY

Students' own answers

7 Work with your classmate. Ask and answer about Jim's family.

Once the students have finished exercise 5 they can share what they have created asking their classmates questions and answering to what they have written. Here you may need to introduce genitive case (Jim's brother/pet, etc.) for the students to be able to ask about possession.

ANSWER KEY

Students' own answers

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts that have been learnt.

1 Look and complete.

1 seventy, paint; **2** thirty-five, play the guitar; **3** is twenty-eight, can dance; **4** is sixty-six, can swim; **5** is forty-one, can run; **6** is fifty-three, can ride a bicycle

2 Colour the stars and write.

1 can sing (students' own answers). **2** can play the piano (students' own answers). **3** My grandfather can cook (students' own answers). **4** My sister can play football (students' own answers). **5** My brother can play tennis (students' own answers).

3 Look and match to make sentences.

1 I can swim but I can't run. **2** He can sing and he can play the guitar, too. **3** She can play football but she can't play tennis. **4** He can dance and he can paint too. **5** You can read books in English but you can't act well. **6** They can ride a bicycle but they can't drive a car. **7** We can skate and we can play basketball, too. **8** She can play video games and she can play the piano, too.

4 Read and answer.

1 No, he can't. **2** Yes, she can. **3** Yes, they can. **4** No, they can't. **5** No, he can't. **6** Mark and Lucy can sing but Brian can't.

5 Complete the dialogue.

1 do; **2** Can; **3** can't; **4** play; **5** dance; **6** excellently

6 Unscramble the questions and answer.

1 Can your father sing well? **2** Can your aunt play the piano? **3** Can your uncle swim fast? **4** Can you ride a bike?

Students' own answers

7 Count and answer.

1 Nine; **2** Seven; **3** Eight; **4** Four

8 Answer. Then write your own ideas.

1 Six; **2** Four; **3** Students' own answers; **4** One; **5** Two; **6** Students' own answers

1 Label.

1 bathtub; **2** sink; **3** armchair; **4** bed; **5** cooker; **6** fridge

2 Read and draw.

Students' own drawings

3 Read and complete.

1 small; **2** is; **3** short; **4** legs; **5** tail; **6** run

4 Look and write.

1 can't skate; **2** can play football; **3** can ride; **4** can swim; **5** can play the guitar

5 Now answer.

1 She can run fast. **2** No, she can't. **3** Yes, he can. **4** Yes, they can. **5** She can swim. **6** Yes, he can.

6 Write about you and your family members

Students' own answers

5

MY PREFERENCES

SB PAGE 49

Objectives

- To express likes and dislikes.
- To express contrast.
- To express addition.
- To talk about preference.
- To identify vocabulary related to food.

Language Focus

Production

- *I like cereal and fruit.*
- *I like carrots but I don't like spinach.*
- *We've got (food).*
- *Do you like (chess)? Yes, I do./ No, I don't.*
- *What day is it?*
- *What's for lunch?*

Vocabulary

Production

- Food (*cereal, bread, apple, banana, egg, fish, broccoli, chicken*)
- Days of the week
- Games (*chess, hangman, dominoes, tic-tac-toe, snakes and ladders*)

Direct the students' attention to the topic of the unit and read it aloud. Encourage the students to relate the photograph to the title and ask: *Do you like fruit?* Invite some volunteers to answer *Yes* or *No*. Encourage the class to mention other types of food they like and write key vocabulary on the board. Ask them if they think it is important to eat varied food. Explain that they are going to reflect on this topic throughout the unit.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-

evaluation at the very end. It is advisable for the students to know the structures they are going to work on in advance. In this way, they can have a general idea of the topic and they can get ready for the learning process.

PAGE 50

1 Label the food items. Then listen and check. 28

Before starting this activity, bring pictures of food items to present vocabulary. Show each picture at a time and say it in English. Ask the students to put their thumbs up if they like the food or down if they do not.

Then, focus your students' attention to the picture of the plate and make them identify the food items. Ask them why they are grouped in different colours and stress the importance of a healthy and varied diet. You can write: *meat / fruit / vegetables and grains* as the main food groups on the board. Then play the audio file and check the answers with the whole class.

TRACK 28 28

Girl: *It's important to eat food from the different groups to have a healthy diet. These are my ten favourite food items: 1 cereal, 2 bread, 3 cookies, 4 fish, 5 egg, 6 tomato, 7 carrot, 8 banana, 9 apple, 10 milk.*

ANSWER KEY

1 cereal; 2 bread; 3 cookies; 4 fish; 5 egg; 6 tomato; 7 carrot; 8 banana; 9 apple; 10 milk

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



You can ask your students to bring the picture of a food pyramid, alternatively you can project one from the Internet on the board. The food pyramid classifies food items into groups and represents the amount of food from each group we should eat every day. Explain that the food items that should be eaten more frequently are placed at the bottom of the pyramid and the ones that should be less frequently eaten and in smaller amounts, are placed at the top. It is a good opportunity to check the students' eating habits and to highlight the importance of a varied and balanced diet. They can draw the food they eat in the pyramid and after the unit they can reflect on how healthily they are eating.

TRACK 29 29

Michael: Hi, Annie! I'm healthy, too. I like vegetables. I like tomatoes, spinach and carrots but I don't like fish.

Katy: Hello! I'm very healthy. I like different types of food. I like cereal, fruit and chicken but I don't like milk.

Helen: Hi all! I love pizza! I like fruit, too. I like apples and bananas. But I don't like eggs.

ANSWER KEY

1 vegetables; 2 fish; 3 cereal; 4 milk; 5 apples; 6 eggs

Happy faces: tomatoes, spinach, carrots, cereal, fruit, chicken, pizza, apples, bananas

Sad faces: fish, milk, eggs

Eco Vocabulary

Draw your class attention to Eco's board and the structures: *I like...* / *I don't like...* at the bottom of page 50. Ask students to draw, on a piece of paper, what they like followed by a happy emoji and what they don't like followed by a sad emoji. Students may include food items that have not been introduced. Help the class with new words and write them on the board. Encourage the students to imitate Eco's sentences and use the structures to express their likes and dislikes.



2 Listen and complete. Then draw 😊 or 😞. 29

Tell your students they will listen to what Michael, Katy and Helen like and don't like about food. Allow them to read the paragraphs before playing the audio file. Stop after each blank and repeat if necessary. Check with the whole class. Then, guide your students to draw a *like* and *don't like* emoji for each of the food items on the right in connection to the conversation they have just heard. You may elicit the English word for each picture first, to reinforce the new food vocabulary.

PAGE 51

3 Read and circle the correct option.

First, have the students relate the food items to the emojis below the children's pictures. They must then circle the correct option in the speech bubbles referring to each child's preference.

ANSWER KEY

1 like; 2 like, don't like; 3 like; 4 like, don't like; 5 like, don't like

4 Draw your food preferences. Then tell your classmate.

Tell the students they are now going to draw the food items they like and dislike. Students may include food items that have not been introduced. Help the class with new words and write them on the board. Then, they can share their likes and dislikes with their classmates. Walk around the classroom and make sure the students are using the structures learned.

ANSWER KEY

Students' own answers

PLANET WARRIORS TIPS

Encourage students to communicate in English while they interact. Remember there are different instances of oral production. When students speak freely, do not interrupt them to correct grammar mistakes, just do so if what is being said hinders communication. If a student makes a mistake while practising a structure systematically, it is advisable to provide the correct utterance and encourage the student to repeat it after you.

PAGE 52

Ask the students if they like reading. If so, ask what kind of story they usually read. Explain that they are going to read a tale called *The Magic Porridge Pot*. Before reading the story, proceed to activity 1 and help the class to label the vocabulary they will encounter in the story.

1 Label.

Ask the students to look at the pictures and write the corresponding words. Check orally with the class by pointing to the illustrations so that they say the words. Check and model pronunciation if necessary.

ANSWER KEY

1 stop; 2 porridge; 3 pot; 4 old woman; 5 hungry; 6 sad

2 Listen and read.

You can start by asking what porridge is and make students guess what type of food it is. You can use a video explaining what the ingredients of porridge are and how it is made or you can explain it yourself by using pictures and words. Porridge is made of oats and milk plus other ingredients and it is used for breakfast.

Then, encourage the students to predict ideas about the story while you stop after each sentence. You can ask questions like: *Why can the pot be magic? Why are the girl and her mother hungry? What are their feelings? Is the old woman generous?*

Write the new vocabulary and ideas on the board.

Play the audio file and invite the class to follow the reading text in their books. Stop frequently to check understanding and encourage the students to infer the meaning of new words.

TRACK 30

Narrator:

The Magic Porridge Pot

Part 1

A girl and her mother are very hungry but they haven't got any food. "I'm hungry! I can go to the forest and find some food," the girl says. The girl is sad in the forest and she meets an old woman with a little pot.

"I've got this magic pot," the old woman says. "Cook, little pot."

The girl says, "Wow! The pot can cook porridge." ... "Yummy! I like it!"

"Stop, little pot. You can eat now," the old woman says.

The old woman gives the little pot to the girl. "This is for you."

The girl is now at home with her mother.

"We've got food!" they say. The girl and her mother aren't hungry any more. The pot can cook when the girl says the words: "Cook, little pot."

One day, the mother is hungry and the girl isn't at home. "Cook, little pot," the mother says. When the porridge is ready, the mother can't remember the words to make the pot stop. "Now, stop! Oh no! What are the correct words?," the mother says.

3 Talk.

Discuss with the class the questions posed in the activity. Allow the students to use L1 if necessary.

4 Listen and read the rest of the story. Check your ideas. 31

Check the students' predictions and make sure they understand the main ideas.

TRACK 31 31

Narrator:

The Magic Porridge Pot

Part 2

The pot can cook a lot of food. Now the porridge is in all the rooms in the house, in other houses and in the streets, too. "This is a mess! Please, stop! Help!," shouts the mother. But nobody can stop the pot. Fortunately, the girl is back. "Stop, little pot," she says. And the pot stops cooking. But now, people can't go back to the town because it's full of porridge. "What can we do?," the girl asks.

5 Choose the ending.

Now the students must each choose one of the three endings to find a solution to the situation. Accept the possibility they may want to propose a different ending, creativity is always welcome! Ask them why they have decided on a particular ending and you can also make a poll to know which ending is the most popular.

ANSWER KEY

Students' own answers

6 Draw your favourite part of the story.

In this activity your students' artistic skills are at play. Encourage them to draw on a separate sheet of paper so you can show the products of their drawings in the classroom or decorate the school walls.

ANSWER KEY

Students' own answers

Additional Activity

Place a picture of a shopping bag on the board. Ask students to imagine that you have just come back from the supermarket where you have bought some products. Tell them everything is in your bag. Then, number the students in the class. Say this sentence aloud: *I have got tomatoes in my bag.*

Ask Student 1 to repeat the sentence, but adding another food item, e.g.: *I have got tomatoes and (potatoes) in my bag.* Follow the same procedure with the rest of the students. The student who cannot remember the sequence in which the items are being mentioned, is out of the game.

SB PAGES 54 AND 55

Objectives

- To introduce the days of the week.
- To identify different types of food.
- To express likes and dislikes.

Language Focus

Production

- *What day is it?*
- *It's Friday.*
- *Today is Monday.*
- *What's for lunch?*
- *(Fish), (chips), (apple) and (water).*
- *I like fish.*
- *I don't like broccoli.*

Vocabulary

Production

- Days of the week
- Food (*cereal, bread, apple, banana, egg, fish, broccoli, chicken*)

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS

N° 2 - ZERO HUNGER

Raise your class awareness of SDG 2 which stands for *zero hunger*. The purpose of this goal is to end hunger, achieve food security, improve nutrition and promote sustainable agriculture by 2023. Explain to the class that everyone in the world should have enough good food to eat.



PAGE 54

1 Write the missing vowels.

Invite the class to have lunch at the Eco restaurant. Read the title and explain that sustainable gastronomy means food that is both delicious and environmentally friendly, using organic elements with no preservatives. Draw your class attention to

the pictures of the vehicle and the farmer and elicit their meanings.

Explain that this restaurant has a special menu for each day of the week. Ask the students to complete the letters of the days that are missing.

ANSWER KEY

1 Monday; 2 Tuesday; 3 Wednesday; 4 Thursday;
5 Friday; 6 Saturday; 7 Sunday

2 Listen and number the answers in the rhyme. Then write and repeat.

First ask your students to try to complete the blanks of the rhyme with the answers. Check with the whole class and then play the audio file to correct.

TRACK 32

Boy: *I'm hungry, and you?*

Girl: *Me too!*

Boy: *Let's order some food.*

Girl: *That sounds good!*

Boy: *Today is Sunday.*

Girl: *What's for lunch?*

Boy: *Fish and chips.*

Girl: *I like this very much!*

ANSWER KEY

1 Me too! 2 That sounds good! 3 What's for lunch?
4 I like this very much!

Additional Activity

Encourage the students to create their own rhymes. They have to choose their favourite day and their favourite food and combine both to make a new rhyme. Once they have all finished, ask them to share their rhyme with the rest of the class. Some students will probably want to sing it as a rap.

3 Listen and tick (✓) the correct picture. Then write your preferences.  33

Invite the class to look at the pictures of the menu and identify what they are. Write them on the board to assist weak students. Play the audio file, stop at each sentence and repeat them to give your students time to find and tick the correct pictures.

TRACK 33  33

1

Girl: What day is today?

Boy: Today is Tuesday.

Girl: What's for lunch?

Boy: Spaghetti, apple juice and pears.

Girl: I like this menu!

2

Boy: What day is today?

Girl: Today is Friday.

Boy: What's for lunch?

Girl: Pizza, orange juice and watermelon.

Boy: I like this menu!

ANSWER KEY

1 Tuesday: spaghetti, apple juice and pears

2 Friday: pizza, orange juice and watermelon

PLANET WARRIORS TIPS

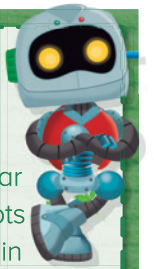
Vocabulary Raps

Raps are excellent for boosting memory skills. Every time you introduce new words, you can ask students to repeat them with rhythmic background music. You may also include some body movements while they chant the new vocabulary.

If possible, search among the school community and invite a doctor or nutritionist to come to the class and give a talk to the students about healthy food and healthy habits.

Eco Vocabulary

Before asking students to write about their preferences, direct their attention to Eco's board. In this case, the grammar board expands and revises the concepts of contrast (*but*) and addition (*and, too*) in connection to *likes* and *dislikes*. Go through the examples with the whole class. Give the students time to analyse the structure and to revise how to organise it.



4 Draw food items in the school menu. Then ask your classmate and answer.

This activity wraps up the lesson, in this case, students first draw the food items written on the daily menu. Then, invite students to work in pairs. They have to use the questions in the speech bubbles to make exchanges based on the information provided in the school menu. First, let them practise orally and then, ask each pair of students to write their dialogues in their notebooks. Finally, ask different pairs of students to act out the dialogues they have created in front of the class.

ANSWER KEY

Students' own answers

Additional Activity

Invite the students to create their own daily school menu. Ask them to cut pictures of food out of magazines to decorate their menu. They can work in groups and display their menu on a special wall in the classroom. Open discussion about the menus, such as which menu is healthy, which is varied, etc. Collect the different menus and take them to the school cafeteria, if there is one, to provide other options of delicious and healthy menus.

SB PAGES 56 AND 57

Objectives

- To express likes and dislikes.
- To express contrast.
- To express addition.
- To introduce questions about likes and dislikes.
- To talk about games.
- To ask questions about ability.

Language Focus

Production

- *I like (apples), but I don't like (cucumber).*
- *I like (carrots) and (peas), too.*
- *Do you like checkers?*
- *Yes, I do. / No, I don't.*
- *Can you play dominoes?*
- *Yes, I can. / No, I can't.*

Vocabulary

Production

- *Food (radish, strawberry, pineapple, watermelon, pear, cucumber, pea)*
- *Games (chess, tic-tac-toe, hangman, checkers, dominoes, snakes and ladders)*

Checkers: each player has 12 pieces placed on the dark squares, you must move forward diagonally to capture your opponent's pieces.

Hangman: one player thinks of a word and draws underscores for each letter on a piece of paper. The other player guesses letters one at a time. The goal is to guess the word before the hangman is fully drawn.

Tic-tac-toe: Draw a 3x3 grid. Players take turns placing their X or O in an empty square. The first to get three of their symbols in a row wins.

Snakes and ladders: players roll a die and move their pieces along a numbered grid. If you land on a ladder, you climb up, if you land on a snake, you slide down. The goal is to reach the final square first.

Dominoes: each player draws a certain number of domino tiles. Players take turns matching a domino to the end of the line of tiles. The goal is to be the first to play all your tiles or have the lowest score when no more moves are possible.

ANSWER KEY

(from top to bottom, left to right) chess; checkers; hangman; tic-tac-toe; snakes and ladders; dominoes

PAGE 56

1 Read and match.

Invite your class to pretend they are at the park. In some parks you can play board games in the open air.

Ask the students to pay close attention to the illustrations of the games. See if the students can recognise these games and ask them if they usually play them at home. You can tell them how they are played and encourage them to play them in class.

How to play the games:

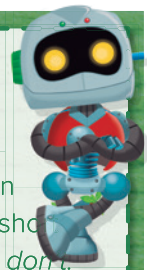
Chess: each player starts with 16 pieces, one king, one queen, two rooks, two knights, two bishops and eight pawns. The goal is to checkmate your opponent's king.

Eco Vocabulary

Before starting exercise 2, draw your class attention to Eco's language box.

Present the use of *Yes / No* questions in connection to *likes* and *dislikes*. Write short answers on the board; *Yes, I do. / No, I don't.*

Introduce the auxiliary verb *do* just as a lexical item, as part of a whole question. The present simple can be introduced later.



2 Read and write *Yes, I do* or *No, I don't*.

Tell your students they are going to read four dialogues in which some children talk about board games. The students' mission is to decode the emojis and to write the short answers.

ANSWER KEY

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

3 Work with your classmate. Ask and answer.

Now, students interview their classmates to find out about their preferences and abilities. Make sure they use the structures learned for questions and short answers. Monitor around to check comprehension and the use of the target language.

Once they have completed the grid, invite them to role-play the dialogues.

ANSWER KEY

Do you like:

1 dominoes;

2 checkers;

3 tic-tac-toe;

4 chess?

Students' own answers

Can you play:

1 dominoes;

2 checkers;

3 tic-tac-toe;

4 chess?

Students' own answers

CLIL

CLIL LITERATURE AND DRAMA: Recreating Stories

Recreating stories in class enhances creativity, improves comprehension and fosters critical thinking. Students can analyse themes, characters and plot structures in a communicative environment, sharing diverse interpretations of the text.

1 Read and complete the notes.

Read the information of the text together with the class, let your students answer if they read and like stories. Make sure they understand the elements present in stories.

Explain to the students that they can go back to page 52-53 to revise the elements of *The Magic Porridge Pot*. Ask them to work in pairs to complete the note with information about the elements of the story they have read.

Then, invite some volunteers to read the answers aloud to check.

Encourage the class to dramatise or read the story, assign roles like: *the narrator, the mother, the old lady and the girl*. Praise your students' performance afterwards.

ANSWER KEY

Characters: a girl and her mother, an old woman

Plot: an old woman gives them a magic pot. The mother uses it but she can't stop it, so the town get full of porridge.

Effects: sound and lightning effects

2 Make a prop for The Magic Porridge Pot.

Tell students that they will combine literature and science and that they will do an experiment to depict the magic pot in *The Magic Porridge Pot* story.

Ask them first to wear their safety goggles. They will use the spoon to mix colour dye and detergent

in an empty bottle. When that mix is ready, they will pour the vinegar inside. The combination will result in a effervescent foam that goes up the bottle and cascades through the sides of it. So that they can picture the effect of the magic porridge pot that continually produced porridge and couldn't be stopped.

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

1 Complete the crossword.

Crossword puzzles improve vocabulary, enhance problem-solving skills and boosts memory. They can be fun and brain stimulating. Invite the class to work out this puzzle on food.

ANSWER KEY

1 fish; 2 milk; 3 banana; 4 bread; 5 chicken;
6 apple; 7 egg

2 Look, read and match.

Now students will have to decode the food pictures and turn them into sentences that match what the five children mean.

ANSWER KEY

1 I like cereal and I like fruit, too. 2 I like tomatoes but I don't like spinach. 3 I like cookies and I like cereal, too. 4 I like pizza and I like fish, too. 5 I like tomatoes but I don't like milk.

3 Answer.

Students now can refer to their own preferences and abilities in games by answering the questions in this activity.

ANSWER KEY

Students' own answers

Additional Activity

Ask your students to write down all the food items they consume. Invite the students to compare their lists. Ask some volunteers to share the number of unhealthy and healthy items they eat. Then, ask the class: *What problems can unhealthy food cause? What benefits can you get from healthy food items? Why is it important to have a balanced diet? What changes should you make to have a more balanced diet?* Divide the board into two columns *Healthy food* and *Unhealthy food*. Encourage the students to share their views and complete the columns with the ideas. Invite them to list the food items they are going to include in their diets to eat more healthily.

4 Ask your classmate and answer.

It's time to turn the words written in the boxes into questions for the rest of the classmates to answer, insist on the use of the structures and vocabulary learned.

ANSWER KEY

Do you like hangman / broccoli / chicken / spaghetti / tic-tac-toe?

Students' own answers

1 Find and label.

1 bread; 2 cereal; 3 milk; 4 egg; 5 chicken;
6 fish; 7 tomato; 8 carrot; 9 apple; 10 banana

2 Read and complete.

1 fish; 2 like; 3 apples; 4 don't like; 5 cookies;
6 too; 7 don't like; 8 like

3 Look at the food items and write about your preferences.

Students' own answers

4 Read *The Magic Porridge Pot* again and write: *Girl, Mother* and / or *Old Woman*.

1 Girl and Mother; 2 Girl; 3 Girl and Mother;
4 Girl and Old woman; 5 Mother; 6 Girl and Old woman

5 Now correct the sentences about the story.

1 in the park; the forest
2 got a cooker; got a pot
3 can't cook chicken; can cook porridge
4 like the food
5 can't help the mother; can stop the porridge

6 Imagine you have got a magic pot. What can it cook?

Students' own answers

7 Write the days in the correct order.

1 Monday; 2 Tuesday; 3 Wednesday;
4 Thursday; 5 Friday

8 Look at the menu in exercise 7 and complete.

1 Monday, pizza; 2 Thursday, water, apples;
3 Tuesday, chicken, water, bananas;
4 Wednesday, apple juice, watermelon

9 Draw the menu and complete.

Students' own answers

10 Label.

1 chess; 2 dominoes; 3 checkers; 4 tic-tac-toe;
5 hangman; 6 snakes and ladders

11 Look and answer.

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

12 Unscramble the questions and answer.

1 Do you like snakes and ladders? 2 Can you play tic-tac-toe? 3 Do you like hangman?

6

WILD ANIMALS

SB PAGES 59, 60 AND 61

Objectives

- To identify and talk about wild animals.
- To state where animals live.
- To describe specific characteristics of animals.
- To revise actions.
- To talk about parts of the body.
- To revise ability and possession.
- To compare and contrast.

Language Focus

Production

- *(Elephants) live in the (jungle).*
- *(Giraffes) / (They) eat (fruit).*
- *(They) have got (a long tail).*
- *(I) have got a (big mouth).*
- *(Elephants) have got (big ears) and (big teeth), too.*
- *(Eagles) can (fly) but (penguins) can't*

Vocabulary

Production

- Animals (*monkey, elephant, eagle, wolf, crocodile, whale, dolphin, tiger, ostrich, giraffe, hippo, zebra, lion, penguin*)
- Habitats (*mountains, river, jungle, forest, grasslands, sea*)
- Actions (*dive, swim, lay eggs, jump, run, fly, eat, climb*)
- Parts of the body (*teeth, mouth, wings, beak, neck, tail, ear*)
- Adjectives (*large, beautiful, amazing, dirty, long, short, small, big*)

PAGE 59

Read the question in the unit title aloud and point to the two giraffes, ask students if they know where giraffes live. To clarify the meaning of *wild* elicit from your students what other animals fall into the category of *wild* ones (they may use L1 here). Write them on the board.

Explain that they are going to discuss the question throughout the unit and learn about wild animals and their habitats. Write key vocabulary on the board and help the class with the new words if necessary. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has the double purpose of engaging the students in their own learning process and of giving you feedback on their processes.

PAGE 60

1 Listen and read. 34

Bring pictures of a whale, a dolphin, a penguin and a sea lion. Place them on the board and introduce the words to the students. Elicit information about those three animals from the students. Write their comments on the board. Alternatively, it will be a very nice idea for the students to watch videos from the Internet to learn more about the life and characteristics of those four animals that live in our Patagonia.

Then, direct the students' attention to the text and tell them to listen and see if any of the ideas they have previously mentioned about whales, dolphins, penguins and sea lions are described in the audio recording. Later, play the audio once again and ask

them to follow the reading text in their books while listening. Encourage students to elicit the meaning of the new words from the context.

TRACK 34 34

Girl: *My grandparents live in Puerto Madryn and I visit them on holidays. I love this place! You can see a lot of animals there. For example: whales, penguins and sea lions. But my favourite animals are dolphins. They are dark grey and white and they aren't very big. They have got fins and a tail. They live in the sea and they eat fish. They can jump high, dive and swim very fast, too. You can see them in summer. They're very friendly! Do you like dolphins? Visit Puerto Madryn and don't miss them!*

2 Read the post again and write T (True) or F (False).

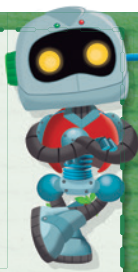
Invite the class to read the text again, this time you can ask some students to read aloud to correct pronunciation. Finally, tell them to read the statements and write true or false according to the text. Ask some volunteers to read the answers aloud to check.

ANSWER KEY

1 F; 2 T; 3 T; 4 F; 5 T; 6 T

Eco Vocabulary

Draw the class attention to Eco's language box and the structure of possession with nouns in plural related to the vocabulary of animals. Invite the class to provide more examples using different animals and nouns like *tails, wings, fins*. Stress the use of *s* to form the plural.



PLANET WARRIORS TIPS

The activities in which recognition of a specific utterance is necessary, but oral production is not fundamental, are of great help with the weakest students at the very beginning. Take advantage of them whenever possible.

When students are encouraged to follow the reading texts in their books while listening, they are also exposed to natural English pronunciation. This prevents the students from applying their own pronunciation rules and from mispronouncing words.

PAGE 61

3 Listen and complete the sentences. Then number the photos. 35

Draw students' attention to the photographs of wild animals and the words in the boxes. Say the name of each animal and invite the students to repeat after you. Then, explain that they have to match the animal with the corresponding habitat. Once students have finished, play the audio file to check. Finally, brainstorm adjectives to describe the animals and invite the class to express their preferences such as : *I like elephants because they are big and friendly.*

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Encourage students to respect and be sensitive to other living things and their needs. Help them become aware of our impact on the environment and how this affects animals in particular.

TRACK 35 35

Narrator:

- 1 Eagles live in the mountains.
- 2 Crocodiles live in the river.
- 3 Monkeys live in the jungle.
- 4 Elephants live in the grassland.
- 5 Wolves live in the forest.

ANSWER KEY

1 Eagles; 2 Crocodiles; 3 Monkeys; 4 Elephants; Wolves.

4 Read and answer.

Direct the students' attention to the photo of the whale and invite them to say the name of the animal out loud. Encourage them to describe the physical characteristics and provide information they may know about whales. At this point, it would be nice if you could show them a video of a whale in its environment to introduce a memorable moment of realistic wildlife and discussion in the classroom. Then, read the text aloud and clarify meaning of the words if necessary. Ask the students to use this information to answer the comprehension questions below the text. Finally, invite some volunteers to share their answers to check.

ANSWER KEY

1 He can see whales, dolphins, penguins and sea lions. 2 He likes whales. 3. No, they haven't. 4 No, they can't. 5 Yes, they can.

Additional Activity

Prepare a set of picture cards of different animals (pets and wild animals) and a set of word cards with information about each animal; e.g.: *Eagles can fly*. Tell students they are going to play a game. Divide the class into two groups. Distribute the picture cards among the students in Group 1 and Group 2. Ask all the students to walk around and try to find their matching pair. Once they have all found their matching pairs, they come to the front and show their cards to the rest of the class and say, for example, *Eagles can fly*.

SB PAGES 62 AND 63

Objectives

- To identify animals.
- To describe specific characteristics of animals.
- To revise actions.

Language Focus

Production

- (Pandas) live in (the forest in China).
- (Pandas) can have (twin cubs).
- (Pandas) eat (bamboo).

Vocabulary

Production

- Actions (walk, smell, swim, jump, stand)
- Parts of the body (leg, eye, tail, ear, nose, mouth)

PAGE 62

1 Listen and read. 36

Tell the class that this time, they are going to read about facts. Invite students to go through the illustrations on pages 62 and 63 to predict what the reading is about. Bring the picture, or better yet, show them a video about pandas. To summarize the main facts to be learned, draw this animal file on the board:

Animal:.....

Habitat:.....

Characteristics:.....

.....

Abilities:.....

.....

Then, play the audio file and encourage students to follow the reading text in their books. Invite students to deduce the meaning of new words from the context. Ask some guiding questions to make sure students understand general ideas. Allow students to use L1 if necessary. Go through each picture and ask: *Where do pandas live? What colour is their fur? Have they got big ears? What do they eat? What can they do?*

TRACK 36 36

Narrator:

1 Giant pandas live in the forests in China. They have got a black and white fur. They have got black round ears and black eye patches.

2 They eat bamboo. They can eat up to 38 kilograms of bamboo a day to have energy and stay healthy. They can spend 14 hours eating!

3 They can stand on two legs, climb high and swim very well. They can run fast, too!

4 Female pandas can have one cub or twin cubs. Baby pandas are very small and pink. They can't see when they are born and they can open their eyes about 45 days later.

2 Read and complete.

The aim of this activity is to revise the different language structures that have been introduced up to now. Tell the class they are going to complete facts about pandas placing the words in the boxes into the correct sentences.

ANSWER KEY

1 live; **2** are; **3** have got; **4** eat; **5** can; **6** can; **7** are; **8** can't

**PLANET WARRIORS
SUSTAINABLE
DEVELOPMENT GOALS**



N°13. CLIMATE ACTION

This goal aims to take urgent action to fight climate change. It's about taking important steps to protect planet Earth, our home, and climate change can make our home too hot or too rainy so we have to keep the Earth safe. Invite the class to discuss what we can do to reduce our impact on nature. Write phrases that sum up their ideas on the board. Then, invite the students to work in groups and design posters to illustrate the ideas they have discussed. Display the posters on the classroom walls.

3 Write the missing letters.

Tell the students they are going to revise the parts of the body. Ask them to write the words in the boxes and compare their answers with their classmates. Finally, check orally with the class.

ANSWER KEY

1 ear; 2 eye; 3 nose; 4 tail; 5 leg; 6 mouth

Additional Activity

Give out wooden sticks and two paper squares to each student. Tell them to write the word *True* on one square and the word *False* on the other. Then, ask students to glue each square on a stick. Make true and false statements about pandas, such as: *Pandas can't eat bamboo. Pandas can walk long distances.* Get students to hold up their sticks after each statement to show whether the statement is true or false.

SB PAGES 64 AND 65

Objectives

- To introduce vocabulary related to wild animals.
- To talk about parts of the body.
- To describe animals.

Language Focus

Production

- *It is a (zebra).*
- *I have got a (long trunk).*
- *(Elephants) have got (big ears) and (big teeth).*

Vocabulary

Production

- Animals (*tiger, ostrich, giraffe, hippo, zebra, lion, crocodile, bear, monkey, wolf, eagle*)
- Adjectives (*small, big, long, short*)

1 Circle the correct option.

Ask students if they have ever been to a national park or natural reserve. Encourage them to make comments. Tell them to mention all the animals that can be seen in these places. Go through the pictures of the elephant, giraffe, ostrich, lion, zebra, hippo, monkey, tiger, wolf, bear and eagle shown in the activity.

Invite the students to describe each animal, and focus on their habitat. Tell the class that as there is only one specimen per animal they have to write *a* or *an* before each animal name. Give students time to complete the activity and then check it with the whole class on the board.

ANSWER KEY

1 an; 2 a; 3 an; 4 a; 5 a; 6 a; 7 an; 8 a; 9 a; 10 a; 11 a

Additional Activity

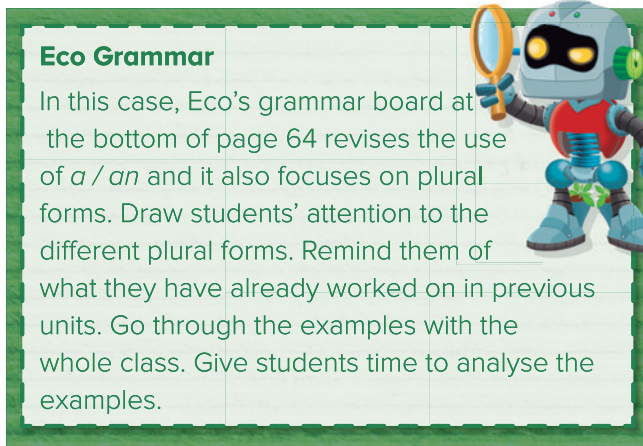
This activity not only reinforces vocabulary but also promotes teamwork and communication skills. It's a playful way for the students to learn and remember animal names.

Prepare small cards with the names of various animals written on them. Include a variety of animals. Make sure the students are familiar with the pronunciation of the animal names. Divide the class into two teams. Explain that you'll be playing *Animal Charades* where they will act out the animals without speaking, and their team has to guess the animal. A student from Team 1 comes to the front and randomly selects a card without showing it to their team. The student silently acts out the animal on the card while their team tries to guess what animal it is. Set a time limit (e.g., 1 minute) for each turn. If the team guesses correctly within the time, they earn a point.

After each round, discuss the animal names and characteristics in English. Encourage the students to use sentences like: *It has fur, It lives in the jungle, etc.*

For an added challenge, you can introduce more specific vocabulary related to animals, like their habitats, sounds they make, or unique features.

PAGE 64



Eco Grammar


In this case, Eco's grammar board at the bottom of page 64 revises the use of *a / an* and it also focuses on plural forms. Draw students' attention to the different plural forms. Remind them of what they have already worked on in previous units. Go through the examples with the whole class. Give students time to analyse the examples.

In this case, Eco's grammar board at the bottom of page 64 revises the use of *a / an* and it also focuses on plural forms. Draw students' attention to the different plural forms. Remind them of what they have already worked on in previous units. Go through the examples with the whole class. Give students time to analyse the examples.

2 Listen and read.  37

In this section students learn about animals body parts as well as their adaptation to the environment. Let your class wonder why giraffes have long necks and elephants long trunks. Direct students' attention to the relationship between the bird and the buffalo. Ask: *Do both animals benefit? How?* Explain that they have a symbiotic relationship and, while the crocodile has its teeth clean, the bird gets food. So, they both benefit. Encourage the students to give more examples of other relationships between animals they have learnt in Natural Sciences and explain them.

Play the audio file and invite your class to read along.

TRACK 37  37

Eco: *You're different but you live in the same habitat. How can you get food?*

Giraffe: *I've got a long neck. I can eat the leaves from this tall tree.*

Elephant: *I've got a long trunk. I can eat grass and drink water.*

Buffalo: *I've got a big mouth and big teeth. I can eat a lot of grass.*

Bird: *And I've got a small beak. I can eat the bugs from the buffalo. Look! He's clean!*

3 Listen and tick (✓) the correct option.  38

Invite the students to look at the animals and say their names. Explain that they have to tick the correct option according to the physical characteristic of each animal. Check the first part of the exercise with the class by asking: *Have hippos got small / big ears? Have they got small / big teeth?*, etc. Then, ask the students to write complete sentences using the information they have. Direct the students' attention to the plural forms of the nouns at the beginning of the sentences and tell them to use the plural form with the other animals. Finally, invite some volunteers to read the answers aloud to check.

TRACK 38  38

Narrator:

1 Hippos have got small ears, big teeth, short legs and short tails. *Interesting fact: Hippos can close their ears to stay underwater.*

2 Zebras have got big ears, small teeth, long legs and short tails. *Interesting fact: Zebras can run up to 65 km to escape from predators.*

3 Tigers have got big ears, big teeth, short legs and long tails. *Interesting fact: Tigers can see excellently in the dark.*

4 Black bears have got small ears, small teeth, short legs and short tails. *Interesting fact: Black bears can climb trees very well.*

ANSWER KEY

1 Hippos: small ears, big teeth, short legs, short tails; **2 Zebras:** big ears, small teeth, long legs, short tails; **3 Tigers:** big ears, big teeth, short legs, long tails; **4 Black bears:** small ears, small teeth, short legs, short tails

4 Work with your classmate. Describe and identify the animals in exercise 1.

Go back to page 64 exercise 1 and have your students describe the animals in the picture. Suggest they use all the structures and vocabulary they have learned so far.

An entertaining way to go about this activity is if you write the names of the animals on a spinning wheel and make students spin it till it lands on an animal for the student to describe. You can find editable spinning wheels on the Internet.

PLANET WARRIORS TIPS

Feel free to allow students to use L1 during discussions. It is important to hear students' opinions as well as to help them develop their critical thinking skills. As the students gain more linguistic competence, they will be able to express their ideas in English.

PAGE 66

1 Label.

Tell the students that they are now going to predict and read about penguins. Ask some general comprehension questions: *Are penguins birds? Can they fly? Where do penguins live? Can they walk well?* Point to the pictures in this activity and encourage the class to label them using the words in the boxes.

ANSWER KEY

1 build a nest; 2 lay eggs; 3 dive; 4 take care of a chick

2 Complete the text. Then listen and check. 39

Now invite students to read the text so as to get the gist and check some of their predictions. After that, ask the students to complete the gaps, suggest they focus on the words before and after the blanks to complete them with the words in the strips of paper. Once they have completed the text, they may check their answers by listening to the audio file. Finally, have some volunteers read parts of the text aloud to check.

TRACK 39 39

Narrator: *Magellanic penguins live on the coast of Patagonia Argentina from September until April. During these months they build their nests and take care of their chicks. They can lay two eggs every year. Then they migrate to the north.*

Penguins are small and they are black and white. They are birds and they have got feathers and wings but they can't fly. They use their wings underwater and they can swim very fast. They can dive deep to get food, too. They eat fish, crustaceans and squids.

ANSWER KEY

1 live on the coast of Patagonia Argentina; 2 they can lay two eggs; 3 but they can't fly; 4 they can swim very fast; 5 eat fish, crustacean.

3 Complete the file.

To wrap up the topic of penguins, ask the class to complete the animal file at the bottom after reading the previous information they have learnt in exercise 1 and 2.

CLIL

NATURAL SCIENCE:
A vulnerable species
research

1 Read and write the headings.

The purpose of this text is to enhance comprehension, critical thinking and empathy towards wildlife conservation.

Ask the class to read each paragraph and connect each one to the right heading. To assist your students you can ask them first what each heading may refer to, eliciting their meaning. Once they have finished, check the answers with the whole class.

ANSWER KEY

1 Physical characteristics and adaptations; **2** Threats to the species; **3** Importance of the species

Additional activities

You can divide the class into two groups, each group will have to go through the reading again and make 5 questions to ask the other team.

Another follow-up activity you can carry out is to invite the class to search the Internet for information about other vulnerable species. They can also write a poster with possible solutions to protect vulnerable animals.

2 Create a habitat for a vulnerable species.

With the information gathered on the Internet, students can engage in an art activity where they can create drawings, paintings or models of habitats for a vulnerable species of their fancy. Display the artwork on the classroom walls or the school halls.

REVIEW UNITS 5&6

PAGE 68

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

1 Play Snakes and Ladders with your classmate.

Snake and Ladders is an entertaining game used for teaching counting, chance and the consequences of decision-making. In this case it has the purpose of reviewing the topic and structures that came up in the unit as well.

How to play the game: Make groups of four students with a board. They take turns rolling a die and moving their pieces along the squares. When they land on a number they should answer the corresponding question, if the answer is right they can move forward, if it is not, they lose a turn. When they land on a ladder they can go up but if they land on a snake they must go down.

The objective is to reach the last square to be a winner.

PAGE 69

2 Listen and tick the correct items. Then write. 40

First, have the students identify all the food items in the pictures to remind them the vocabulary they have learned. Then, play the audio file and stop for them to tick the correct items into the boxes. Finally they must transfer the information to complete the conversation below. Check with the whole class once they have finished.

TRACK 40 40

Phil: *Hi there! I like healthy food! I like fish, carrots and tomatoes, too. And I like watermelon very much! But I don't like pears. What about you, Jane?*

Jane: *I like healthy food, too. I like chicken, eggs and broccoli. But I don't like milk at all. Do you like it, Harry?*

Harry: *Yes, I do. I love milk. And I like pizza, spaghetti and chips. They're delicious. But I don't like fish and vegetables.*

ANSWER KEY

1 fish, carrots, tomatoes, watermelon, pears;
2 chicken, eggs, broccoli, milk; **3** milk, pizza, spaghetti, chips, fish, vegetables

3 Look at the menu and complete.

Go through the pictures of the menus with the class. Check that the students understand the vocabulary items. Then, explain that they have to complete the conversation. Finally, invite some volunteers to read the dialogue aloud to check.

ANSWER KEY

1 What day; **2** Sunday; **3** lunch; **4** carrots; **5** lettuce;
6 apple

4 Look at the menu in exercise 3. Ask and answer with your classmate.

Now it's your students' turn to use Saturday's menu to ask and answer questions. Expand this activity and suggest they write menus for the rest of the week. Invite them to role play the dialogues.

PAGE 70

5 Put the dialogue in order.

Advise your students to read all the conversation exchanges first. Then they will have to select the correct sequence to compose a conversation between Sue and Lily. Invite some students to read the dialogue once they have finished to check with the whole class.

ANSWER KEY

(from top to bottom)

6, 3, 8, 1, 4, 7, 2, 5

Lily: Do you like board games, Sue?

Sue: Yes, I do! I like board games very much.

Lily: Me too! Do you like checkers?

Sue: Yes, I do. And I like chess, too. Do you like chess?

Lily: No, I don't. I can't play chess well. Can you play chess well, Sue?

Sue: Yes, I can. And my grandmother can play chess excellently. Do you like snakes and ladders?

Lily: Yes, I do. And it's my new board game. Do you like it?

Sue: Yes, I do. Let's play!

6 Read the file and complete the description.

Have the class read the animal file first and then complete the blanks with information from the file. You can follow up this exercise with the Additional Activity described below.

ANSWER KEY

1 big; **2** grassland; **3** eat plants; **4** insects; **5** long; **6** long; **7** lay big eggs; **8** run fast; **9** big wings; **10** fly

Additional Activity

Make a Wild Animals Book

Distribute large sheets of white paper, coloured soft cardboard paper, coloured pencils and glue among students. Tell them they are going to share information about different wild animals. Ask the students to choose an animal they like, draw it on the sheet of white paper, colour it and decorate it using the soft cardboard paper. Then, encourage them to look for information about the animal they have chosen and to complete a file:

Animal:.....

Habitat:.....

Characteristics:.....

Food habits:.....

Abilities:.....

Adaptation:.....

7 Work with your classmate. Ask and answer about these wild animals.

Now, tell the class they are going to make questions about possession and ability with reference to the animals shown in the pictures:

Some possible questions are:

Have dolphins / giraffes / tigers / zebras / pandas got long legs / fins / small ears?

Can dolphins / giraffes / tigers / zebras / pandas run fast / eat insects / eat bamboo?

Give your students time to write down the questions and then, they can read them out loud for their classmates to answer them.

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts that have been learnt.

PAGE 95
1 Match to make sentences.

1 Grey wolves live in the forest. **2** They are big. **3** They have got long tails. **4** They can run very fast and hunt big animals. **5** They eat goats, deer and sheep. **6** Crocodiles live in the river. **7** They are big and heavy animals. **8** They have got a big mouth and a long tail. **9** They can swim and run very fast. **10** They eat fish, birds and mammals.

2 Read the fact file and answer.

1 live in the sea. **2** No, they haven't. **3** Yes, they have. **4** Yes, they can. **5** No, they can't.

PAGE 96
3 Write a or an.

1 a; **2** an; **3** a; **4** an; **5** a; **6** an

4 Label.

1 ear; **2** tail; **3** leg; **4** mouth; **5** neck; **6** beak; **7** wing; **8** leg

5 Look at the animals in exercise 4 and circle the correct option.

1 small; **2** long; **3** long; **4** long; **5** big; **6** short; **7** short; **8** long

6 Write.

1 can jump, can't talk; **2** can stand on two legs, can swim; **3** Ostriches can run fast, can't fly; **4** Penguins can swim, they can dive; **5** Elephants can stand on two legs, can't climb

7 Write facts about whales.

Whales can jump and swim fast. They can dive but they can't breathe underwater. They can make sounds to communicate but they can't lay eggs.

PAGE 98
8 Read and complete.

1 big; **2** short; **3** small; **4** mouth; **5** eyes; **6** can; **7** eat; **8** live

9 Read the text again and correct the sentences.

1 short legs; **2** can't breathe; **3** can't swim; **4** don't eat other animals; **5** can; **6** one calve every two years.

PAGE 99
1 Classify the items.

Fruits: *apple, strawberry*; Vegetables: *carrots, tomato*; Protein: *egg, fish, chicken*; Grains: *bread, cereal*; Dairy: *milk*

2 Complete and answer.

1 vegetables, *students' own answers*; **2** pears, *students' own answers*; **3** watermelon, *students' own answers*; **4** spaghetti, *students' own answers*; **5** cookies, *students' own answers*; **6** orange juice *students' own answers*

3 Draw a healthy menu and answer.

Students' own answers

PAGE 100

4 Look and write: *giraffes and / or ostriches*.

1 giraffes and ostriches; 2 giraffes; 3 ostriches; 4 ostriches; 5 giraffes; 6 giraffes and ostriches

5 Answer about the animals in exercise 4.

1 No they can't. 2 Yes, they can. 3 No, they can't.
4 No, they can't. 5 Yes, they can.

6 Read the file and write.

Elephants live in grassland. They are big animals, they have got big ears, a long trunk, big tusks and a short tail. They eat plants, grass and fruit. They can communicate using sound and can swim.

PAGE 101

Extra Practice

1 Play *Guess Who?* with your classmate.

Each player selects a character card without showing it to their opponent. Players take turns asking yes/no questions about the appearance or characteristics of the characters, for example: Does your character wear glasses? or Is your character a boy?. Based on the answers received, players eliminate characters on their board that do not match the given criteria. As the game progresses, players can start making specific guesses about their opponent's character. The first player to correctly guess their opponent's character wins the round.

Remember to have fun and encourage friendly interaction throughout the game!

PAGE 102

1 Play the *Questions Game* with your classmate.

Students should look at the board like a double grid. This game is to be played with a dice and tokens. Students throw the dice and move their tokens along the rows as many numbers as it indicates. Then they throw the dice a second time to place their tokens in the correct column, in order to find out the box where they finally land. Once there, they should answer the question suggested in such box. For instance, if S1's dice indicates row 4 and column 5, they should answer the question *Is the dog under the armchair?* If their answer is correct, they win a point. That box can no longer be used. The student with the most correct answers is the winner.

PAGE 103

1 Play *Sentence Race* with your classmate.

For this game, both students will use the same board to create sentences as fast as they can. The winner is the student who is able to make as many grammatically correct sentences using the words provided on the board combined. To make it more challenging, you can give them a time frame to play.

EXTRA ACTIVITIES

The proposed activities in this section serve as valuable tools for reinforcing language structures and expanding vocabulary. Their adaptable nature makes them suitable for diverse scenarios, requiring minimal time investment. Ideal for concluding a class or as engaging warm-up exercises at the beginning of the day, these activities efficiently contribute to language consolidation and foster an enjoyable learning environment.

Word Bingo

This game enhances vocabulary retention in a fun way.

- Create bingo cards with simple words or images related to the lesson.
- Ask the students to draw a grid of eight squares and write words related to the topic they need to revise.
- Call out one word at a time and tell the students to cross them if they are in their grids.
- Explain that when they cross all of the words, they have to shout *Bingo!*

Scrambled Letters

- Divide the class into groups and write different letters scattered on the board.
- Give the students 2 minutes to make words and write them down.
- Then, invite the groups to read their words aloud and write them on the board to check spelling.
- The group that writes more words correctly, wins.

Word Chain

- Ask the students to sit in a circle.
- Say a word and encourage a volunteer to use the last letter to say another word; e.g.: *elephant, table*.
- Then, the classmate next to that student says another word using the last letter, e.g.: *elephant, table, egg*.
- Continue with the same procedure.

Flashcard Scavenger Hunt

- Write a list of vocabulary on the board.
- Hide pictures representing the objects, food or animals in the classroom or outdoors.
- Ask the students to read the list and find the corresponding objects.
- When they identify an object or picture, they have to describe its location; e.g.: *The pencil case is under the chair. The fish is in the school bag. The cooker is on the desk.*

Simon Says

This game reinforces listening skills and helps students follow directions in English.

- Play *Simon Says* using simple instructions.
- Tell the class you are going to give instructions and they have to mime the actions.
- Explain that if you do not say Simon says in the phrase, they do not have to move, e.g.: *Simon says swim*. (Students mime the action.) *Touch your hair*. (Students do not move.)

Colour-Coded Vocabulary

This activity enhances memory and is helpful for language learning.

- Assign different colours to categories, e.g.: *animals, fruits*.
- Ask students to match items to the correct colour, reinforcing vocabulary and categorisation skills. You can also use this activity for parts of speech, e.g.: use one colour for nouns, another for verbs, and so on.

Snap!

- Ask the students to prepare cards with words and pictures to revise vocabulary; e.g.: *animals, food, colours, numbers, etc.*
- Tell them to write a word in one card and draw the corresponding picture on the other.
- Then, ask the students to work in pairs and place the cards face down on the desk.
- Students have to turn the cards at the same time. If the words or pictures match, they have to say *Snap!*
- The student who collects more cards is the winner.

Hangman

- Draw a scaffold on the board and lines for each letter of the word that students have to identify.
- Encourage the students to take turns to say letters. If the letter is part of the word, write it in the corresponding blank. If the letter is incorrect, draw a part of the hangman's body.
- The student who guesses the word comes to the front and thinks of another word for the class to guess.

Dice Game

- Bring a dice and divide the class into groups.
- Assign a category to each number and write the reference on the board; e.g.: 1. *Colours*; 2. *Pets*; 3. *Furniture*; 4. *Family*; 5. *Food*; 6. *School objects*.
- The groups take turns to throw the dice twice: the first time, they identify the number with the category and the second time, they know the number of words they have to say in relation to that category. For example, if the students get 2 and 5, they have to mention five pets.

Story Cubes:

- Use story cubes with images on each side.
- Students roll the cubes and create a story based on the images, enhancing storytelling and creativity.
- The unpredictability of the images of the cube can lead to imaginative funny narratives.

Story Chain

This game boosts creativity and collaboration while practising sentence construction.

- Start a story and have students take turns adding sentences.
- A good variation to make this game more challenging, is to give them a set of words for students to include in their story.

Body Story

- Tell students you are going to tell them a funny story and that they have to participate.
- Invite them to respond physically to the clues, e.g.: They should clap their hands when you mention an animal, stand up when you mention some food and raise their arms when you mention an action.
- Make up a short story using the vocabulary students need to revise. E.g.: *A big elephant (students clap their hands) lives under a tree in the forest. It walks (students raise their arms) long distances to eat big hamburgers (students stand up)...*
- Invite a volunteer to take your place and repeat the procedure.

Show and Tell

- Encourage students to bring an item from home and describe it in English.
- This builds speaking skills and confidence.
- They can express why the item is special, its significance or any personal stories associated with it.

Find a Partner

- Prepare some pairs of cards with identical personal information; use as much information as you want to revise e.g.: *name, age, eyes colour, hair colour, favourite pet, brother/sisters, hobby, etc.*
- Distribute the cards among the students at random.
- Tell them to walk around without showing their cards and to ask other students questions until they find someone with the same information.
- Then, invite each pair of students to complete their cards with their real names, and introduce one another using the information on their cards; e.g.: *His name is Tom. He is eight years old. He has got blue eyes and blonde hair. His favourite animal is the cat. He has got two brothers and one baby sister.*

Noughts (O) and Crosses (X)

- Draw a 3 x 3 cm grid on the board.
- Write combinations of words or structures you want students to revise in each square.
- Then, divide the class into two teams, Noughts (O) and Crosses (X).
- A student from the first group chooses a square and tries to make a sentence with the word or structure given.
- If the sentence is correct, they mark the square using their symbol. That square cannot be used again.
- The groups take turns to choose a square and make a sentence. The first group that can draw three symbols in a row, horizontally, vertically or diagonally, wins the game.

True or False?

- Give out wooden sticks and two paper squares to each student.
- Tell them to write the word *True* on one square and the word *False* on the other.
- Then, ask students to glue each square on a stick.
- Say true or false statements about a topic that the students have learnt about.
- Get students to hold up their sticks to show whether each statement is true or false.
- Then, students may take turns to say true and / or false statements.

Jigsaw Sentences

- Invite students to choose the reading passage they liked best from their book.
- Tell them to copy it on a sheet of paper, leaving blank lines in between.
- Then, ask students to cut out the sentences and put them inside an envelope. Invite students to exchange envelopes.
- They should try to reconstruct the text and then, compare the passage with the original version in their books.

Picture Dictation

- Prepare descriptions of people, animals or objects.
- Explain to the students that they are going to listen to the descriptions and they have to draw what they hear; e.g.: *Tina is tall. She has got long, curly blonde hair. Her eyes are brown. She has got a small nose and a big mouth.*
- Finally, invite the students to compare their pictures to check.

Scrambled Sentences

- Students rearrange words to form grammatically correct sentences.
- Divide the class into groups.
- Write sentences in strips of paper and cut the pieces with each word.
- Put the pieces in envelopes and give one to each group.
- Students work together to put the words in order to make sentences.
- Invite volunteers from each group to write the sentences on the board to check.

Guessing Game

- Divide the class into groups.
- Prepare cards with words that students need to revise.
- Invite a volunteer to come to the front and pick a card.
- The student has to describe and give clues so that the rest of the class identifies what it is: *It has got four legs but it can't walk. It isn't an animal. It's in the classroom.*
- The student who guesses the word goes to the front and picks another card.

Role-Play Corner

- Set up a role-play station with props.
- This activity promotes language development through imaginative play and interaction e.g: you can recreate a kitchen with utensils, a store with items for sale or any scenario connected to the topic you are dealing with in class.

Word Wonderland

- This game enhances children's vocabulary.
- Select an unfamiliar word, and ask students to write down their interpretations.
- Collect all the responses and read them aloud.
- Pupils will vote on the definition they believe is correct.
- Finally, reveal the accurate definition and determine who came closest.

Memory Game

- Prepare flashcards and word cards.
- Write numbers or letters on the back of the cards and stick the cards facing the board.
- Divide the class into groups and ask them to say two letters / numbers and turn the cards to check if they match. If the picture and word match, the group takes the cards. If they are incorrect, turn the cards again and ask the next group to say two letters / numbers.
- The group with more cards is the winner.

Odd One Out

- Dictate four words and include one of a different category; e.g.: *chess, hangman, dominoes, football.*
- Encourage the students to identify the word that does not belong to the group and explain why.
- Repeat the procedure with other categories.

What's this?

- Bring pictures of different objects and animals.
- Cover the picture with a piece of cloth or dark paper and reveal a small part of the picture.
- Encourage the students to say what it is. If they do not say the correct word, show a bigger part of the picture so that they can recognise it.
- Continue with this procedure until the students guess correctly.

Finish My Sentence

- Tell the class that you are going to say a sentence without the last word.
- Explain that they have to guess the missing word to finish the sentence correctly.
- Tell them to pay attention to the last word you mention; e.g.: *My favourite colour is... . I like strawberries but I don't like... .*
- If a student uses the exact word you omitted, *she / he* earns a point.

Pictionary

- Students draw images representing vocabulary words for others to guess.
- Each team takes turns having one member draw a word or phrase without using letters or verbal clues while the teammates guess what it is within a time limit.

Vocabulary Charades

- Students act out words without speaking, and classmates guess the vocabulary being portrayed.
- Invite a volunteer to the front and whisper an action: sing, ride a bike, cook, listen to music, etc.
- The student has to mime the word or phrase to the rest of the class.
- The student who guesses, goes to the front to mime another action.

20 Questions

- Create cards with interconnected words or topics.
- Form teams of two to four students.
- Each round, a student selects a card, and their teammates attempt to guess the word by asking yes-or-no questions.
- Monitor the number of questions asked, as participants are limited to 20 to uncover the answer.
- Set aside the cards that weren't guessed for a review session.

20 Objects

- Arrange a set of objects (up to 20) on a table or display images with 20 words/pictures on a slide.
- Allow students one minute to memorise as many as possible.
- Cover or hide the objects / slides, and ask students to write down what they remember.
- Repeat this game periodically to observe improvements in students' memory strategies.

PLANET WARRIORS



With **PLANET WARRIORS**, children will certainly learn English in an enjoyable way through a wealth of challenging activities. But they will also become the new warriors who fight for a more sustainable world as they dive into texts and activities about sustainability and get to know about the UN Sustainable Goals. They will also enlarge their knowledge of the world through various CLIL topics and STEAM projects and reinforce their knowledge of English through constant recycling and integration of grammar. At the same time, they will focus on and develop their Social and Emotional Learning skills by reflecting on the effect of their own actions and attitudes and the effect they have in their community.

Key Features

- Clear and easy-to-use material within a simply-structured, thorough and up-to-date programme
- Variety of printed and digital cross-curricular, interactive and fun project work activities for students
- Development of critical-thinking skills through thought-provoking texts and activities
- Plenty of extra ideas and materials for teachers



Components and Resources

For the student

- *Student's Book + Workbook*
- *Interactive Activities*

For the teacher

- *Digital Teacher's Book*
- *Digital Student's Book*
- *Teacher's Resource Material*
- *Class Audio*