

TEACHER'S BOOK



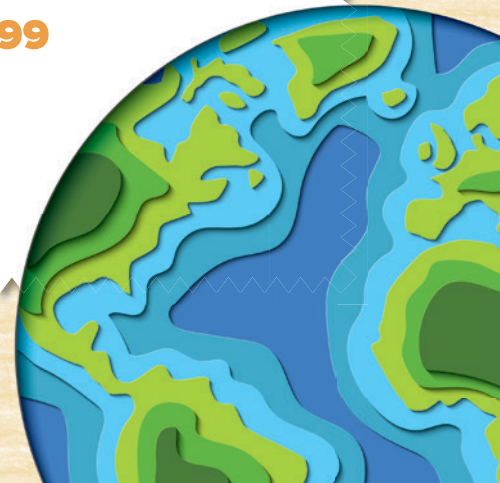


# PLANET WARRIORS

2



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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 with small white dots. Below the text is a brown, banner-like shape with a dashed white border, resembling a piece of fabric or a ribbon. A small green plant with red flowers is growing from the banner.

# PLANET WARRIORS

A brown, paper-like tag with a scalloped edge and a hole at the top, hanging from a string. The number "2" is cut out of the center of the tag.

2

**Unit 1**  
WELCOME TO SCHOOL!

**Unit 2**  
JOBS AROUND TOWN

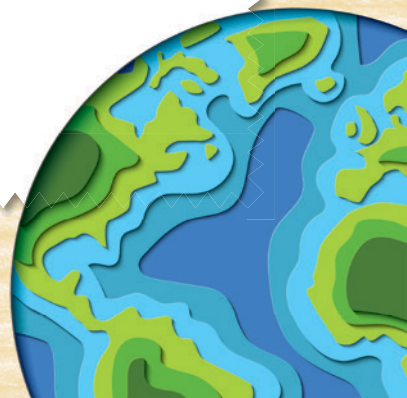
**Unit 3**  
MY USUAL ACTIVITIES

**Unit 4**  
MY GOOD FRIENDS

**Unit 5**  
MY FAVOURITE POP STAR

**Unit 6**  
HAPPY HOLIDAYS!

**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

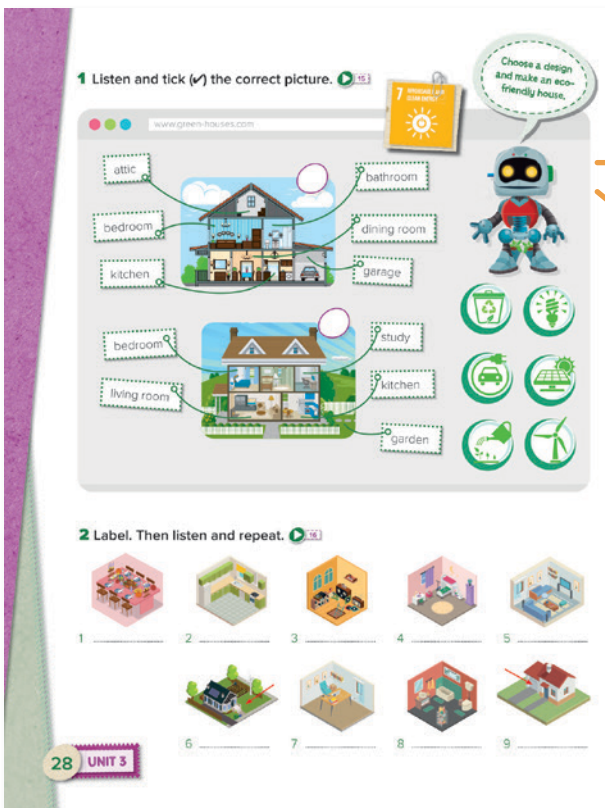
Planet Warriors 1 Unit 3



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?
- Is your grandfather in the garden?
- Is your brother in the study?
- Is your mother in the kitchen?
- Is your father in the bathroom?

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

Is she in the attic?  
Yes, she is. / No, she isn't.  
Is he in the garden?  
Yes, he is. / No, he isn't.  
Are you in the kitchen?  
Yes, I am. / No, I'm not.



**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.**

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.**

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?

What activities did Sally do?

- Swam
- Hiked
- Played games
- Swam
- Swam
- Swam
- Swam
- Swam
- 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.

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 \_\_\_\_\_.

64 UNIT 6

**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.

UNIT 4 45

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: 0 auto; border-radius: 5px;"></div>	<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 0 auto; border-radius: 5px;"></div>	<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 0 auto; border-radius: 5px;"></div>	<div style="border: 1px solid gray; width: 20px; height: 10px; margin: 0 auto; border-radius: 5px;"></div>

2 Unscramble the questions and answer about you.

1 go When to do  
you school?

\_\_\_\_\_

3 ride you Do after  
bike your lunch?

\_\_\_\_\_

2 do summer? you  
What do in

\_\_\_\_\_

4 you Do walk  
school? to

\_\_\_\_\_

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?**

put out interview cure sick deliver cook

**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.

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

REVIEW 1&2 79

**REVIEW UNITS 1&2**

**3 Write the missing words.**

Reporter: "..... do you do?"  
Ed: I'm a ..... I deliver ..... and packages.  
Reporter: "..... do you work?"  
Ed: I work in a ..... and in the streets.  
Reporter: "..... you like your job?"  
Ed: Yes, I ..... 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

Planet Warrior 1 Extra Practice

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 men 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 guitar?	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


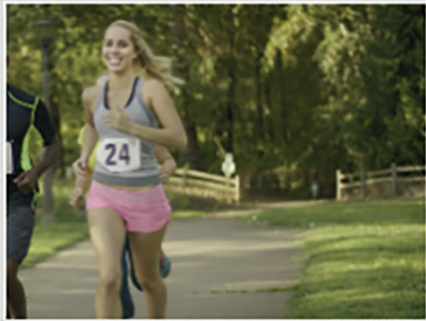
The **Student's Interactive Activities** offer games and activities for students to go on practising what they have learned in class in a fun and entertaining way at the end of the unit or whenever the teacher deems it appropriate. Each unit provides several tasks and students are immediately assessed 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 you feedback on these learning processes.

**PAGE 28**

**1 Listen and tick (✓) the correct picture. (2x)**

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 design he / she prefers, while Student B guesses. Then they swap roles.

**TRACK 15 (2x)**

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. (2x)**

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 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 (2x)**

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, one of great help with the weakest students of 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 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 user profile 'Teacher Open', and icons for 'Play', home, chat, and help. Below this, the page is titled 'MY CLASSES Planet Warriors'. A search bar is visible on the right. The main content area features five navigation tabs: 'CLASS MATERIALS', 'ASSIGNMENTS', 'TEST MANAGER', 'MARKBOOK', and 'COMMUNICATIONS'. A 'Select a product' dropdown menu is open, showing 'Planet Warriors 1 Additional Resources' and a 'CLASS LIBRARY' button. A 'Show locked products' toggle is also present. Below the dropdown, a list of resource categories is shown with checkboxes and a filter for 'All'. The categories 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	Unlocked	Action
All	<input checked="" type="checkbox"/>	ASSIGN SELECTED CONTENT
> <input type="checkbox"/> Digital Book		
> <input type="checkbox"/> Class Audio		
> <input type="checkbox"/> Extra Practice		
> <input type="checkbox"/> Teacher's Book		
> <input type="checkbox"/> Tests		
> <input type="checkbox"/> Tests Audio		
> <input type="checkbox"/> Extra Activities		

**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. c r \_ 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

#### WELCOME TO SCHOOL!

*I have (PE) on (Thursday).*  
*My favourite subject is...*  
*Can you spell (Science), please?*  
*Yes! It's (S-C-I-E-N-C-E).*  
*I have got a (pink ruler).*  
*Has (Mary) got (yellow scissors)?*  
*Yes, (she) has. / No, (she) hasn't.*  
*Whose (schoolbag) is this?*

School Subjects: *Art, Science, Physical Education (PE), Language, Maths, History, Geography, Technology*

### UNIT 2

#### JOBS AROUND TOWN

*What do you do? I'm a (vet). I (cure sick animals). Where do you work? I work (in a pet shop). Where is the (library)? It is (next to the school).*  
*There is / isn't a (fire station behind the police station).*  
*There are (old buildings). There aren't any (hotels).*  
*Is there a (fire station next to the hospital)?*  
*Yes, there is. / No, there isn't.*  
*Are there any (trees)? Yes, there are. / No, there aren't.*

Professions: *business person, chef, doctor, firefighter, vet, police officer...*  
 Places: *fire station, hospital, library, office, pet shop, post office, school...*  
 Actions: *cook, cure, deliver, interview, do experiments...*  
 Prepositions of place: *next to, behind, between, in front of*

### UNIT 3

#### MY USUAL ACTIVITIES

*I (usually) get up (at 7 am).*  
*I don't (go to school) at (the weekend).*  
*Do you (play sports) (on Sunday)? Yes, I do. / No, I don't.*  
*When do you (celebrate Spring Day)?*  
*What's the weather like (in winter)?*  
*It's (cold and rainy).*

Actions: *get up, brush my teeth, go to school, do my homework, have lunch...*  
 Seasons: *summer, autumn, winter, spring*  
 Months of the year: *January, February, March...*  
 Adverbs of frequency: *always, usually, sometimes, never*  
 The weather: *rainy, windy, sunny, cold, hot...*

### UNIT 4

#### MY GOOD FRIENDS

*(She) is (thirty-seven) years old. (She) has got (curly dark hair). (She) hasn't got (blue eyes). (She) is (a doctor).*  
*I am (hardworking).*  
*(I) usually (study a lot for the projects).*  
*(He) never (talks much in front of the group).*  
*Do you (keep secrets)?*  
*Yes, I do. / No, I don't.*  
*He (always) wears (a tie).*

Personality adjectives: *generous, obedient, sociable, reliable, shy, friendly...*  
 Clothes and accessories: *overalls, tie, pyjamas, belt, sweatshirt, coat, apron, slippers, bracelet, gloves, ring...*

### UNIT 5

#### MY FAVOURITE POP STAR

*She has got (blonde hair). She writes (her songs). She likes (vintage clothes).*  
*She doesn't eat (meat).*  
*How often does he (have singing lessons)?*  
*Does she / he (play the guitar)?*  
*Yes, she / he does. / No, she / he doesn't.*

Parts of speech: *adjective, noun, verb, adverb*  
 Wh- words: *how, when, why, how often, what time, what, where...*  
 Instruments: *guitar, drums, piano*

### UNIT 6

#### HAPPY HOLIDAYS!

*I'm (not) lying in the sun.*  
*She / He / It is (not) surfing a wave.*  
*We / You / They are (not) playing volleyball.*  
*Are you (building a sandcastle)? Yes, I am. / No, I'm not. Is she / he (running)? Yes, she / he is. / No, she / he isn't.*  
*He is walking towards the sea.*  
*Butterflies have got (four wings). They can (fly).*  
*They don't (live in Antarctica).*

Holiday activities: *play volleyball, surf, swim, put on sunblock, sail...*  
 Miscellaneous: *beach, sea, shells, waves...*  
 Prepositions of movement: *into, down, up, through, past, along, across, towards...*  
 Bugs: *butterfly, tarantula, ladybug, bee, mosquito, ant, beetle...*  
 Miscellaneous: *antennae, poisonous, sting*

CLIL

STEAM

SEL

Social Sciences (A report of unusual subjects)

An editable school schedule

Respecting other people's opinions

Geography (Map reading)

Map making

Helping others

Science and Maths (A healthy habits survey)

A 3D bar graph model

Taking care of ourselves

Science and Art (Sustainable fashion)

A sustainable accessory

Caring about friends and family

Music and Social Studies (A musical instrument invention)

A musical instrument creation

Communicating assertively

Science (A poster on the importance of bugs)

A bug hotel

Being helpful and cooperative with others

# 1

## WELCOME TO SCHOOL!

### SB PAGES 4 TO 7

#### Objectives

- To revise personal information.
- To revise school vocabulary.
- To talk about different school subjects and timetables at school.
- To revise the days of the week.
- To share personal information.
- To read and understand information.
- To write about school routines.

#### Language Focus

##### Production

- *I have (Science) on (Monday).*
- *My favourite subject is...*

##### Vocabulary

##### Production

- School Subjects (*Art, Science, Physical Education (PE), Language, Maths, History, Geography, Technology*)

After introducing yourself and explaining how this new year will be organised, if not all the students in the class have bought their books yet, take advantage of this time to check how much the students can remember from the previous year presenting fun and entertaining activities. Here are some suggestions:

- Students may introduce themselves using different techniques, for example, forming groups according to their favourite food, colours, rooms of the house or animals.
- Discuss classroom rules for the present year with the class. Write them on poster paper to be kept visible for everyone at all times. Encourage students to think about guidelines on different

aspects like behaviour, organisation of activities, working in class, homework, etc.

- Present some getting-to-know-you activities. In this way, students will get to know one another, and you will get to know them as well. There are some entertaining games which can be used at this stage. Here are just two possibilities:

#### Noughts and Crosses

Draw a 3 x 3 cm grid on the board. Write a personal question in each grid. Choose from all the personal questions introduced in your last year's coursebook, for example: *What's your name? Where do you live? Have you got a sister? What's your favourite colour? Do you like whales?, etc.*

Divide the class into two groups (X and O). One of the groups chooses a square. Then, they choose a representative from the group to answer. If they answer correctly, they can place their team's X or O in the square. If not, their opponent's letter is written instead. The first group that succeeds in placing three of their own marks in a horizontal, vertical or diagonal row wins the game.

#### Memory Game

Tell students they will play a Memory Game. Ask them to get a piece of paper and a pencil. Bring pictures of school objects (or any vocabulary they learned the previous year) and stick them on the board where all the class can see them. Invite the students to have a look at the different items for a minute. Use a watch to control the time and tell students when time is over. When this happens, take all the pictures away or cover the items and ask the students to try to write all the objects they can remember on the piece of paper. Encourage volunteers to go to the front of the class to write the correct answers on the board.

## PAGE 4

### 1 Listen and read. 01

This unit topic invites the students to share their opinions and views while revising vocabulary and structures they already know. Encourage the class to describe the photo on the double-page spread and help them with new vocabulary if necessary. Ask questions to guide them with their descriptions; for example: *Where are the children? Do the students wear uniforms in their school? What do the students look like? Are they happy?*

Write key vocabulary on the board while your students answer those questions and explain to them that as they do the activities in the unit, they will reflect on different aspects related to the topic of the unit.

#### TRACK 01 01

**Eco:** *Hi! I'm Eco. My favourite colour is green. I've got big eyes and I can read books fast. I can ride my bike fast, too. What about you?*

## PAGE 5

This section can be used at the beginning of each unit to present structures and language issues to be taught and it can also be used as a self-evaluation activity at the end of each unit.

Once you have finished a unit, go back to this self-evaluation sheet and reflect with the whole class upon the group performance. The 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.

## PAGE 6

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 4 - QUALITY EDUCATION

Explain to the class that this goal aims at ensuring that all children have access to free, quality primary and secondary education, promoting learning opportunities for all, to build a more just and peaceful world.

To make students understand SDG4 you can develop some of these activities in class:

- Storytime: choose a story that introduces the concept of going to school, learning and helping others to learn.
- Simple songs and rhymes: create or find songs and rhymes related to going to school, learning and helping others.
- Discussion time: have short and interactive discussions about what the children have learned during the activities. Ask simple questions about sharing, helping friends, and the importance of learning.


### 1 Listen and circle the correct option. Then complete the files. 02

Read the introduction and point to the photos. Invite the class to describe the new students, who are Planet Warriors, that are coming to visit. Encourage your students to make questions they would like to ask to get to know the visitors better. As you elicit the different questions from the students, write them on the board. Possible questions could be: *What's your name? How old are you? Where are you from? Have you got a brother / sister? Have you got a pet? What can you do very well? What's your favourite colour? What do you like?*

Invite students to read the texts to see if they can find answers to the questions they have produced first. After checking this, ask them to listen to the texts in order to circle the correct option.

Play the audio file again to check the answers.

Then ask the class to complete the files about each character. Finally, encourage them to mention ways in which they may make the new students feel welcome and comfortable: be kind, show interest in their lives, learn about their likes, share activities with them, introduce them to your friends, etc.

**TRACK 02**  02

**Amy:** *Hi all! I'm Amy from class 5A and a reporter for the school magazine. The news is that, next week, two students from different countries come to visit us and stay for a month. They study in sustainable schools and they are Planet Warriors, too. They want to learn about the green actions we take at school and the idea is to share the things we all do to save the environment. Read about our visitors and leave comments to give them a warm welcome!*  
*This is Grace Anderson. She is eleven and she is from Glasgow, Scotland. She has got one brother and he is a Planet Warrior, too! She hasn't got any pets but she loves animals. Grace is very curious about nature and she can draw plants and animals excellently. Her favourite school subjects are Science and Art. This is Thomas Clement. His is thirteen and he is from Vancouver, Canada. He has got one brother and two sisters. And he has got a cat and a dog, too. Thomas can play a lot of sports very well. His favourite subject is PE.*

**ANSWER KEY**

**1** eleven; **2** brother; **3** hasn't got; **4** draw; **5** Arts; **6** thirteen; **7** two sisters; **8** dog; **9** sports; PE

<b>Name:</b> Grace	<b>Name:</b> Thomas
<b>Surname:</b> Anderson	<b>Surname:</b> Clement
<b>Age:</b> 11	<b>Age:</b> 13
<b>City:</b> Glasgow, Scotland	<b>City:</b> Vancouver, Canada
<b>Family:</b> she has got one brother	<b>Family:</b> he has got one brother and two sisters
<b>Pets:</b> No	<b>Pets:</b> 1 cat; 1 dog
<b>Special ability:</b> She can draw plants and animals	<b>Special ability:</b> he can play sports
<b>Favourite subject:</b> Science and Arts	<b>Favourite subject:</b> PE

**PAGE 7**

**2 Label the school subjects.**

This activity focusses on school subjects. Take to the classroom some pictures or objects illustrating different subjects, for example, a map for Geography, some figures for Maths, etc. and place them on the board. Introduce them and then invite the students to give their opinion about these subjects, whether they like them or have them at school; whether they find them easy or difficult, etc. Encourage them to mention activities they like doing in their favourite subjects and to suggest ways in which they may enjoy other subjects. You may also elicit ways in which they can help each other to understand the subjects they find difficult. Then, focus the class attention on activity 2 and ask them to label the subjects. Say each subject aloud and ask students to repeat. Check with the whole class if the final labelling is correct.

**ANSWER KEY**

**1** Art; **2** Physical Education (PE); **3** Maths; **4** History; **5** Geography; **6** Technology; **7** Science; **8** Language

**PLANET WARRIORS SOCIAL EMOTIONAL LEARNING**



Highlight the importance of being tolerant and respectful of other people's opinions. Encourage the students to be good listeners when they interact by respecting turns, not talking over others, exchanging ideas in a respectful way and not shouting.

**3 Listen and choose (✓) the correct option.**  03

Tell students they are going to listen to three different children talking about their favourite subjects at school. Play the audio file as many times as necessary. While listening, students have to circle the children's favourite subjects and timetables. Correct with the class.



### TRACK 03 03

**Girl 1:** *Hi there! I'm Lola. I like reading about old events. My favourite subject is History and my favourite topic is Ancient Greece. I have History lessons on Tuesday and Friday. What about you Vicky? Do you like History?*

**Girl 2:** *Hmm... No, I don't. I like new objects and robots. My favourite school subject is Technology. I have Technology lessons on Wednesday. What's your favourite school subject, Fran?*

**Boy:** *I like Technology very much but my favourite subject is Maths. I like doing calculations and solving problems. I have Maths on Monday and Thursday.*

## 4 Complete about you. Then tell your classmate.

Ask the students to imagine they have to prepare their own presentation cards to be introduced when they visit another school in their neighbourhood. The students must complete the file in activity 4 and then present themselves to the other classmates.

### ANSWER KEY

*Students' own answers*

### ANSWER KEY

1 b, a; 2 a, a; 3 b, b

#### Eco Vocabulary

Draw the students' attention to Eco's speech bubble to note the use of capital letters with school subjects and days of the week. It is really important to remark that no capital letter in these words is considered a spelling mistake.



### Additional Activity

You can prepare small cards with icons representing the school subjects similar to those of activity 2. Hide the subject cards around the classroom or play area. Explain to the students that they are on a *Subject Scavenger Hunt* to find different school subjects. Divide the class into two teams and let the students explore the room to find the hidden subject cards. As they find each card, they have to say the name of the subject out loud. If they don't remember it, they lose the card. The team with the most cards is the winner.

## SB PAGES 8 AND 9

### Objectives

- To revise personal information.
- To introduce the alphabet.
- To listen for specific information.
- To match pieces of information.
- To spell out words.

### Language Focus

#### Production

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

### Vocabulary

#### Production

- *Can you spell (Science), please?*
- *Yes! It's (S-C-I-E-N-C-E).*

## PAGE 8

### 1 Listen and say. 04

Draw students' attention to the alphabet on page 8. Play the audio file, pause it after each letter is mentioned and ask students to repeat chorally. Focus on pronunciation.

#### TRACK 04 04

Listen and say.

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

### PLANET WARRIORS TIPS

Make students become aware of the importance spelling has in the English language. Explain that many English words are not pronounced in the same way they are written and this may cause spelling problems.

## Additional Activity

Practicing the alphabet can be engaging and fun, for instance, you can create an *Alphabet Bingo* using cards with letters instead of numbers. Call out letters randomly and students mark the corresponding letter on their cards. Another fun activity is *Hangman*: you should draw the scaffold, then write down the initial letter of the word or and trace a dash for each remaining letter. Students call out letters so as to guess the words.

### 2 Listen and write the words. 05

Encourage the students to write down the subjects they hear being spelled. Play the audio file more than once. Then, invite some volunteers to write the answers on the board to check.

Finally, invite volunteers to choose one subject from the list above and spell the word. The rest of the class can guess which subject the student is spelling.

#### TRACK 05 05

**Emma:** *Mike, can you help me to practise for the Spelling Contest?*

**Mike:** *Sure! OK... the first word is: M-A-T-H-S.*

**Emma:** *M-A-T-H-S, Maths.*

**Mike:** *Right! Next: G-E-O-G-R-A-P-H-Y.*

**Emma:** *G-E-O-G-R-A-P-H-Y, Geography.*

**Mike:** *Correct! Another word: W-E-D-N-E-S-D-A-Y.*

**Emma:** *W-E-D-N-E-S-D-A-Y. It's Wednesday.*

**Mike:** *Excellent! Now, S-E-V-E-N.*

**Emma:** *S-E-V-E-N, seven.*

**Mike:** *And the last one is M-I-C-H-A-E-L.*

**Emma:** *M-I-C-H-A-E-L, Michael. That's your name! Ha ha!*

### ANSWER KEY

1 Maths; 2 Geography; 3 Wednesday; 4 Seven;  
5 Michael

### 3 Now play with your classmate.

Spelling contests are a normal practice at school in English-speaking countries. Introduce this idea to the students by presenting this game. Tell them

to complete the table with two words in capital letters for each category. Then, invite the students to work in pairs and take turns to spell the words and complete the table with the words their classmates spell. Walk around the classroom and monitor.

## PAGE 9

### 4 Listen and write the information.



Before starting this activity, brainstorm with your students about their favourite school subjects. You can trigger questions like: *Are you good at Maths / History / Science?* You can also make a poll to see how many students prefer certain subjects to others. Then, let them imagine they can enter a quiz competition where they will have to answer questions about different topics. Invite students to listen to some contestants who are signing up for this quiz competition. Tell the class to complete the forms with the information they will hear. Play the audio file and pause after the first dialogue. Give the students time to write down the information. Continue with the same procedure so that the students complete the second form. Play the audio file again for them to check their answers and correct orally with the class.

#### TRACK 06

**Girl:** *Hi! I want to enter the quiz competition.*  
**Woman:** *That's great! What's your name?*  
**Girl:** *Holly.*  
**Woman:** *Can you spell it, please?*  
**Girl:** *Yes, of course. H-O-L-L-Y.*  
**Woman:** *H-O-L-L-Y. OK... How old are you?*  
**Girl:** *I'm sixteen. And this is my grandad. He is my helper.*  
**Woman:** *OK. Good morning. What's your name?*  
**Man:** *Arthur.*  
**Woman:** *Can you spell it, please?*  
**Man:** *It's A-R-T-H-U-R.*  
**Woman:** *How old are you, Arthur?*

**Man:** *I'm seventy-nine.*  
**Woman:** *OK, thank you. Enjoy the event!*  
**Boy:** *Hi! My name's Charlie.*  
**Woman:** *Charlie? Can you spell it, please?*  
**Boy:** *Yes, sure. C-H-A-R-L-I-E.*  
**Woman:** *How old are you?*  
**Boy:** *I'm twelve.*  
**Woman:** *And who is your helper?*  
**Boy:** *This is my aunt. Her name's Zoe.*  
**Woman:** *Is it Z-O-E?*  
**Boy:** *That's right, Z-O-E. And she's forty-one.*  
**Woman:** *OK, that's all. Good luck!*

#### ANSWER KEY

<b>Student Name:</b> Holly	<b>Student Name:</b> Charlie
<b>Age:</b> sixteen	<b>Age:</b> twelve
<b>Family member Name:</b> Arthur (grandad)	<b>Family member Name:</b> Zoe (aunt)
<b>Age:</b> seventy-nine	<b>Age:</b> forty-one

### 5 Complete the questions. Then complete the card.

Invite the students to read the whole conversation between Sarah and Leo without attempting to fill in the blanks yet. Then ask them to fill in the blanks with the words in the box. Ask them to compare their answers with their classmates. Finally, they have to complete the file with the information given in the answers. To check, have some volunteers read the file aloud.

#### ANSWER KEY

1 Who; 2 What; 3 Can; 4 How; 5 Where; 6 What

#### Additional Activity

Copy the main questions of the dialogue in exercise 5 on the board. Analyse each question and answer. Then, organise the students in pairs and invite them to write short dialogues similar to the one on the board but using their personal information. Finally, have them role play their dialogues.

## SB PAGES 10 AND 11

### Objectives

- To revise school vocabulary.
- To talk about different school subjects.
- To talk about possession.
- To read for specific information.
- To answer questions.

### Language Focus

#### Production

- *I have got a (red) (crayon).*
- *Has (Harry) got a (sharpener)?*
- *Yes, (he) (has). / No, (he) (hasn't).*
- *Whose object is this?*

### Vocabulary

#### Production

- School objects
- Pets

## PAGE 10

### 1 Read, look and write the name + 's.

Before reading the passage, tell students that three children have got some new school material to start the year. First, invite your students to examine the objects of the three school bags to describe them. You can revise colours if you encourage the class to use this structure: *The blue and purple bag has got 6 colour pencils, a sharpener and three books, the orange and red school bag has got... etc.*

Once the class finishes the description of the items in the school bags, announce that they will have to read the text above to know who the owner of each school bag is and they must write it below each bag.

#### ANSWER KEY

1 Jamie's; 2 Emma's; 3 Mary's

### Eco Vocabulary

Draw students' attention to the use of the possessive 's and how it can change the order in a sentence. Tell the class the 's help us show who owns or has a connection to something. Give them examples like *the teacher's bag vs the teachers' bags* to show plural words carry the apostrophe without the s.



### 2 Now look at the objects in exercise 1 and answer.

Now, students go through the passage again, but this time to find the answers to the questions. It could be advisable to go through the questions orally first. You may ask the questions to different students and encourage them to produce complete answers, not just *yes* or *no*. They may even complete the negative ones with the affirmative information. *Has Jamie got a four books? No, he hasn't. He has got three books.*

#### ANSWER KEY

1. Yes, she has. 2 No, he hasn't, he has got three. 3 No, she hasn't, she has got red scissors. 4 Yes, they have. 5 No, they haven't. 6 No, they haven't.

### Eco Grammar

Draw the students' attention to Eco's board where the use of *have / has got* is shown in questions and short answers with singular and plural pronouns. Revise when use one or the other.



## PAGE 11

### 3 Look and complete with *have got, haven't got, has got or hasn't got*.

Invite students to have a look at the illustrations. Explain that some children are back from school, and they are playing and talking about their

special pets. First, encourage students to read the sentences carefully. Make sure students understand the meaning of the adjectives: *lovable*, *dangerous* and *friendly*. Then, give them some minutes to think and complete the correct option in each sentence. Check their answers on the board.

#### ANSWER KEY

1 hasn't got, has got; 2 haven't got, have got;  
3 has got, has got

#### 4 Complete with your ideas. Then ask two classmates and put a tick (✓) or a cross (X).

Invite the students to work in pairs. Tell them to take turns to ask and answer if they have got some school material and pets and tick the items their classmates have. Encourage them to make specific questions by referring to colours or sizes; for example: *Have you got a small / brown dog?*

Finally choose some volunteers to read out loud their findings to the rest of the class, for instance: *I have got a cat but Tommy hasn't got a pet. I have got a green sharpener but Tommy's is red.*

#### ANSWER KEY

*Students' own answers*

#### 5 Now write about you and your classmates.

Ask the students to use the information in exercise 4 to write about their classmates. Direct their attention to the connector **But** and elicit the structure they have to use: **she / he hasn't got...** Finally, invite some volunteers to read their paragraphs aloud to share the information with the class. As a follow up activity you may ask the students to write their paragraphs in a separate sheet of paper and include their classmate's name at the end. Collect all the pieces of paper and invite a volunteer to pick one. Ask the student to read the information aloud so that the rest of the class guesses. The student who says the correct name, reads another description aloud for the rest to guess.

#### ANSWER KEY

*Students' own answers*

## SB PAGES 12 AND 13

### Objectives

- To analyse the format of e-mails.
- To examine the language used in e-mails.
- To correct information.
- To write an e-mail.

### Language Focus

#### Production

- *I'm (Amy).*
- *I've got (two brothers).*
- *My favourite subject is (Language).*
- *I have lessons (on Thursday).*

### Vocabulary

#### Production

- School Subjects
- Pets
- Family

## PAGE 12

### 1 Read the email and number.

Before carrying out this activity, prepare a warm-up to revise personal information and the vocabulary previously introduced in the unit; for example: *My surname is Thompson. I'm 12 years old and I'm from Canada. I've got three pets. My favourite subject is Maths. I have lessons on Mondays and Wednesdays.* Cut the words and put the pieces of paper in an envelope. Divide the class in groups and give them an envelope with the scrambled words.

Determine a time limit and tell the groups to form the correct sentences. The group that finishes first gets a point. Then, check the sentences with the class and give a point for each correct sentence. The group with more points is the winner.

Once this warm up is finished, ask the class to read the e-mail in activity 1 and discuss where the sections in purple fit into the lay-out of the mail. Invite the class to match the sections and analyse the opening and closing phrases in the e-mail and elicit more examples. Correct with the whole class.

### ANSWER KEY

1 Recipient; 2 Subject line; 3 Opening greeting; 4 Closing; 5 Signature

### 2 Read the text again and answer T (True) or F (False).

Encourage the students to read the e-mail again and to answer *true* or *false*. After correcting with the whole class, invite the students to write an e-mail in answer to Amy's. Walk around the classroom and monitor. Remind them of the use of capital letters and full stop. Finally, invite some volunteers to come to the front and read their e-mails aloud.

### ANSWER KEY

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

### PLANET WARRIORS TIPS

Every piece of writing is created as part of a process. Give the students the opportunity to discuss and work out ideas. Give them advice on how to improve their writing and assist them while they are writing. Remember that every piece of writing provides an opportunity to learn about the students' feelings and thoughts as well as for the assessment of their language skills.



## 1 Read and answer.

Read with your students the text on unusual school subjects. Draw the class attention to the fact that these specific subjects are related, in some cases, to the characteristics of the country, for example, in Australia Swimming and Surfing are connected to the fact that the country is surrounded by sea. Write on the board, a number of provinces in Argentina or countries around the world and debate what an unusual subject can be for the schools in those places as in:

*Mendoza = Wine production / fruit growing*

*Rio Negro / Neuquén = Winter Sports*

*La Pampa = Agriculture*

Invite the students to form groups and choose an uncommon school subject connected to a place. Ask them to draw an icon representing the subject and ask them to share the reasons why they decided on that particular subject.

### ANSWER KEY

*Students' own answers*

## 2 Make an editable school schedule.

Divide the class into groups. Their mission is to prepare the following:

- 1 Three uncommon subjects for their school.
- 2 Design the corresponding icons of those subjects.
- 3 Make an editable schedule to present to the rest of the class.

You can give them a hand by writing these tips on the board:

- Represent days, times and subjects with sticky notes.
- Arrange the days and times in a grid using a poster or big sheet of paper as a base.
- 

- Decorate the schedule with markers to personalise it.
- You can hang up the resulting schedules on the classroom or school walls and have other students vote for their favourite one.

## REVIEW UNIT 1

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.

### PAGE 14

#### 1 Answer.

Invite the students to answer the personal questions in the activity. You can choose some volunteers to read their answers aloud.

#### ANSWER KEY

*Students' own answers*

#### 2 Write an email to *Grace and Thomas, the Planet Warrior students*. Use the information in exercise 1 as a guide.

Ask the students to use the information in their answers in activity 1 in to complete the e-mail. Walk around the classroom and monitor. Finally, invite some volunteers to come to the front and read their e-mails aloud.

#### ANSWER KEY

*Students' own answers*



**1 Match the questions with the answers.**

1 I'm Julia and this is my friend Katy. 2 We are eleven years old. 3 We are from the United States. 4 Yes, I've got two brothers. And Katy has got one sister. 5 No, I haven't. But Katy has got cat and a hamster. 6 My favourite subject is Art. I'm good at drawing.

**2 Read the information in exercise 1 again and correct the sentences.**

1 No, they are friends. 2 They are American. 3 Julia has got two brothers but Katy has got one sister. 4 Julia hasn't got a pet. 5 Julia can draw well.

**3 Write the school subject.**

1 Geography; 2 PE; 3 Maths; 4 History; 5 Science

**4 Look and complete.**

1 Monday; 2 Maths, Wednesday; 3 Technology; 4 Art, Friday; 5 History

**5 Read and answer.**

1 Sally's, George's; 2 Harry's; 3 Sally's and George's; 4 They are Sally's and George's; 5 They are Harry's

**6 Answer.**

*Students' own answers*

**7 Complete the email.**

1 His; 2 ten; 3 from; 4 Science; 5 has got; 6 can

**8 Now answer.**

1 Smith. 2 He is ten. 3 He's from Ireland. 4 Science. 5 No, he hasn't, he has got a brother. 6 He can play football.

# 2

## JOBS AROUND TOWN

### SB PAGES 15 TO 17

#### Objectives

- To revise personal information.
- To talk about jobs.
- To talk about work places.
- To introduce everyday activities.
- To listen and read to identify main ideas.
- To read and label.

#### Language Focus

##### Production

- *What do you do? I'm a vet. I cure sick animals*
- *Where is the library? It is next to the school*
- *There is / isn't (a fire station behind the police station).*
- *There are old buildings. There aren't any houses.*
- *Is there a fire station next to the hospital?*
- *Are there any trees?, Yes, there are / No, there aren't.*

#### Vocabulary

##### Production

- Professions (*business person, doctor, firefighter, police officer, secretary, teacher, vet, waiter*)
- Places (*fire station, hospital, office, pet shop, police station, post office, restaurant, school*)
- Actions (*cook, cure, deliver, interview*)
- Prepositions of place: *next to, behind, between, in front of*)

### PAGE 15

Read the topic of the unit aloud and direct the students' attention to the people in the photos. Encourage the students to mention the occupations they know and help them with new words. Write the vocabulary on the board. Finally, invite the class to share their ideas about the jobs represented in the photo: *What's your favourite job? What's interesting about each job? What don't you like about the jobs?* Explain to students that they are going to reflect on the subject as they do the activities. 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 topics and can get ready for the learning process.

### PAGE 16

#### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 8 - DECENT WORK AND ECONOMIC GROWTH

Explain to your class this goal is about making sure everyone has good, fair and safe jobs. The economy must be strong enough to help everyone to live better.

To celebrate this goal you can do activities that promote teamwork, responsibility and creativity in order to develop skills your students will need for future jobs. Encourage everyone to share their ideas on how to make things better in the community.

## 1 Listen to the podcast and complete.



A podcast is like a radio show that you can listen to on the Internet. On this occasion the podcast is about Lisa and Ted, who are explaining how they help the environment in their jobs. Before listening to the audio file, ask the class to infer what words can fit in the missing information of the transcript. Then play the audio file and stop for students to complete the blanks. Once the class has finished, carry out choral correction.

### TRACK 07

**Narrator:** *In today's podcast, we want to learn about the jobs in our town. We ask people about their jobs and how green they are. How do people help the environment at work?*

**Lisa:** *I'm Lisa Warren. I'm forty-three years old. I'm a teacher. I work in a school from 8 am to 4 pm. I teach Science and I do experiments in the lab, too. I reuse paper and separate rubbish in the classroom. I like my job!*

**Ted:** *My name's Ted Owen. I'm twenty-nine years old. I'm a postman. I deliver letters and packages. I work in a post office and in the streets, too. I work from 6 am to 2 pm. I like my job because I know different places in town. To reduce gas emissions, I walk or I ride my bike for long distances.*

### ANSWER KEY

1 forty-three; 2 8 am; 3 Science; 4 twenty-nine; 5 6 am; 6 ride

## 2 Listen and write the missing letters.



Direct the students' attention to the photographs of different people at work. Ask the students to describe the people and elicit their jobs. Then, explain that they are going to listen to them talk about their work. Play the audio file and stop for the class to complete after each job. You can also revise spelling here and call out some volunteers to spell the professions.

Finally, ask the students if they like the jobs and encourage them to explain why.

### TRACK 08

**Narrator:**

- 1 vet
- 2 waiter
- 3 business person
- 4 police officer
- 5 teacher
- 6 postman
- 7 firefighter

### ANSWER KEY

1 vet; 2 waiter; 3 business person; 4 police officer; 5 teacher; 6 postman; 7 firefighter

## Additional Activity

### Career charades

Play charades with job-related terms. Students can act out the tasks associated with a particular job, and classmates guess the profession.

## PAGE 17

### 3 Read the descriptions and complete. Then match.

Draw students' attention to the illustrations on page 17. There are some people talking about their jobs. Students have to go through the sentences, complete with the corresponding job and then match the picture of the person with his/her place of work as in: 1 *I work in a pet shop. I like animals. I am a vet (e)*

### ANSWER KEY

1 e (vet); 2 c (firefighter); 3 g (teacher); 4 a (waiter); 5 d (police officer); 6 b (business person); 7 f (postman)

### Additional Activity

As a review activity for the following class you can make a *memo test* and collect pictures (or find a site on Internet to create a memo game) of the following places and jobs: *a restaurant, a pet shop, a fire station, a school and a police station, a waiter, a teacher, a vet, a firefighter and a police officer.* Stick them face down on the board. Invite students to come and flip over the cards till they match (*restaurant + waiter*)

### 4 Describe three jobs to your classmate. Then listen and guess.

Invite the class to pair up and think of three jobs to describe to their classmates. Ask them to write down the descriptions and include their feelings about the job as in: *I work in a restaurant, I like my job!* The classmates must guess the job described. Walk around and monitor that students use the key vocabulary.

#### ANSWER KEY

*Students' own answers*

## SB PAGES 18 AND 19

### Objectives

- To talk about jobs.
- To ask and answer about jobs and professions.
- To ask and answer about work places.
- To introduce everyday activities.
- To describe jobs routines.

### Language Focus

#### Production

- *What do you do?*
- *I'm a (reporter).*
- *Where do you work?*
- *I work (in the streets).*

### Vocabulary

#### Production

- Actions (*cook, cure, deliver, help, interview, work, put out fires*)
- Jobs (*chef, nurse, pilot, reporter, scientist*)

## PAGE 18

### 1 Listen and read.

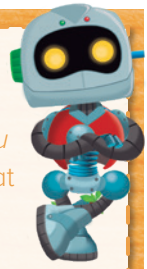
Invite students to have a look at the pictures on page 18 and think they are in front of a tv set watching the news. A reporter is interviewing people in the street.

Ask students to listen to the interviews and to follow the dialogue in their books. Play the audio several times so as to make sure they can understand what they are reading. Encourage them to infer vocabulary from the context.

After the listening activity, highlight the use of the structures: *What do you do? I am + job. I work in + place.* You can also include response expressions like: *That's a great/ interesting/ hard job.* Encourage students to read the dialogue in pairs and to act it out.

### Eco Vocabulary

Draw students' attention to the two questions on Eco's board: *What do you do?* and *Where do you work?* And what they refer to. Do not go deep into the use of auxiliaries at this stage.



### 2 Look and answer.

Direct the students' attention to the pictures and elicit the jobs they represent. Read the reporter's questions aloud and ask the class to complete the blanks with the jobs and places of work.

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

### TRACK 09

**Presenter:** *Today, our reporter is interviewing people in the street. This week, the question is about jobs. Are they green?*

**Reporter:** *Hello! What do you do?*

**Woman:** *Hi! I'm an ecotourism guide. I show local natural areas to visitors.*

**Reporter:** *That's fantastic! And where do you work?*

**Woman:** *I work in the nature reserve.*

**Reporter:** *Great news! That's a green job!*

**Reporter:** *Do you think there are more green jobs? Let's find out!*

### ANSWER KEY

**1** doctor, hospital; **2** police officer, police station / in the streets; **3** scientist, science lab; **4** business person, office.

### Additional Activity

Invite students to talk about their relatives. Ask them if there is any police officer, teacher, waiter, etc. in their families. Ask the students what they know about their relatives' jobs and if they know the places where they work. Encourage them to express their opinions about the jobs and write words on the board to help them with vocabulary: *It's interesting / boring / dangerous / difficult / ideal.*

### 3 Read and complete the descriptions.

Tell your students to imagine they are reporters who are now interviewing the people in the photographs. First ask them to read what the people say and then they should complete the missing information using the words in the box above. Finally, appoint some volunteers to read the passages aloud and correct with the whole class.

#### ANSWER KEY

1 cook traditional food; 2 work in the streets; 3 'm a vet / cure sick animals; 4 'm a firefighter; 5 'm a waitress / serve food

### 4 Interview a relative and complete. Then draw.

Invite your students to interview one relative and complete the information in the file. Try to elicit from the class the possible questions they must ask during the interview. Once the students have finished, invite them to illustrate the person and include elements that represent the job. Finally, ask the students to come to the front to read their descriptions.

#### ANSWER KEY

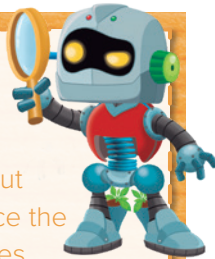
*Students' own answers*

#### Eco Grammar

Make students become aware of all the actions they already know. These actions are used to talk about different people's routines. Introduce the idea of verbs and everyday activities. Elicit activities from students and write them on the board.

#### Important!

Remember students will only be introduced to the first person singular in Unit 2. It is not necessary to introduce the rest of the persons in the Present Simple tense at this stage.



### Additional Activity

#### Career Day or Guest Speakers

Organize a career day where professionals from different fields visit the class to discuss their jobs. This provides real-world exposure to job vocabulary.

## SB PAGES 20 AND 21

### Objectives

- To ask and answer about the location of people and things.
- To introduce prepositions of place.
- To read for specific information.
- To introduce the idea of existence: there be.

### Language Focus

#### Production

- *Where is the (museum)?*
- *It's (next to) the (library).*
- *There is a (police station next to the library).*
- *There isn't a (hospital between the school and the bank).*
- *There are (trees behind the café).*
- *There aren't any hotels.*

### Vocabulary

#### Production

- Prepositions of place (*next to, behind, between, in front of*)
- Places (*library*)

are on the board. Expected answers: *there is one post office, there are two schools, etc.*

When this warm up is finished, the class is ready to focus on activity 1. Invite the students to look at the comic strip and encourage them to describe the pictures. Play the audio file more than once so as to make sure they can follow the reading text. Finally, invite the students to mention if they like the idea of living in a sustainable city, and if they can include more elements of sustainability to the winning design of the comic strip.

### TRACK 10 10

**Narrator:** *James is an urban designer. He is presenting his design of a complete sustainable city in a business competition.*

**Man 1:** *There's nature everywhere! There is a lake near the school. And the school is next to the library.*

**Woman:** *And where is the hospital?*

**Man 1:** *It's between the bank and the post office.*

**Man 2:** *And there are solar panels and electric cars and buses. That's brilliant!*

**Narrator:** *Some months later...*

**Man 3:** *Congratulations! Your design is the winner.*

**Man 1:** *Thanks! Let's build the green city!*

## PAGE 20

### 1 Listen and read. 10

Before passing on to this activity pre-teach the concept of existence. Bring to class illustrations of different buildings introduced up to now: fire station, hospital, pet shop, police station, post office, restaurant and school. Place them on the board. Include a library and introduce the new word to the students. Ask them if they have ever been to any of these places and why. As you show the pictures, introduce the idea of existence: *There is a post office. There is a fire station. There are two schools. There are two pet shops. There isn't a shopping centre. There aren't any parks.* Write some of these sentences on the board and encourage students to use the structure playing a memo game. Turn the pictures of the buildings face down and ask the students if they remember what buildings there

### 2 Look and circle the correct option.

Once the idea of *between* and *next to* is clear, tell students to pay attention to the illustrations of the buildings. Ask them where those places are.

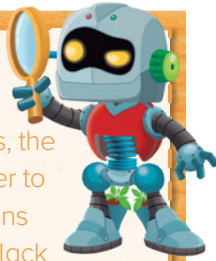
Go through the activity orally first. Then, invite students to circle the correct option. Check with the whole class at the end.

#### ANSWER KEY

1 next to; 2 between; 3 between; 4 next to

**Eco Grammar**

Eco's grammar board has been included to introduce, to the students, the use of **There is** and **There are** to refer to existence for singular and plural nouns and **There isn't** and **There aren't** to lack of existence for singular and plural nouns respectively.

**3 Read and write the places in the key.**

Ask the students to read the description of this part of the town and write the names of the places next to the corresponding numbers. To check, invite different volunteers to read the answers aloud and ask them if they could spot the narrator's house in the map.

**ANSWER KEY**

1 castle; 2 museum; 3 hotel; 4 library; 5 school

**Additional Activity**

Invite students to play a game. Write the word *Places* on the board. Say: *In my town, there is a police station.* Encourage a student to repeat and add another place: *In my town, there is a police station and a cinema.* Have the next student repeat what the first student said and add another place. Continue the game until all the students have had a turn.



## SB PAGES 22 AND 23

### Objectives

- To revise buildings.
- To describe where buildings in a town are.
- To revise prepositions of place.
- To exchange information.
- To listen for specific information.
- To ask and answer about the existence of places.

### Language Focus

#### Production

- *There is a (supermarket next to the restaurant).*
- *Is there a (library between the fire station and the post office)?*
- *Yes, there is. / No, there isn't.*
- *Are there any (parks)?*
- *Yes, there are. / No, there aren't.*
- *I'm a (scientist).*
- *I (cure people) here.*

### Vocabulary

#### Production

- Places
- Actions
- Jobs

## 1 Complete with There is, There isn't, There are or There aren't. Then listen and check. 11

Tell the class they will now be listening to the description of another town. See that they interpret the map with the buildings and their location. Ask them to complete the sentences using the new structure. Play the audio file for them to check if they were right after the listening and finally correct with the whole class.

### TRACK 11 11

#### Narrator:

- 1 *There is a library next to the bank.*
- 2 *There are trees next to the hospital.*
- 3 *There aren't any hotels.*
- 4 *There isn't a restaurant in front of the post office.*

### ANSWER KEY

1 There is; 2 There are; 3 There aren't; 4 There isn't

## 2 Look at the places in exercise 1 and match.

Focus the attention of the class on the map in exercise 1 and ask them to match the sentences with the answers related to the design of the town.

### ANSWER KEY

1 Yes, there is. 2 No, there isn't. 3 No, there aren't. 4 Yes, there are. 5 Yes, there is.

## PAGE 22

### PLANET WARRIORS TIPS

Analysing and creating maps help students improve their observational skills. When students work with maps, they use the language as a medium to interpret graphic information and icons.

### 3 Now read and answer.

#### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

Highlight the importance of being helpful when people are in need. Invite the students to reflect on how they feel when someone is helpful and when they help others.

You can use activity 3 to bring this advice to the reality of the classroom by telling them to imagine they have to help some tourists find the location of buildings in the town. The students must use the map in exercise 1 to guide the tourists and answer their questions.

#### ANSWER KEY

**1** The post office is next to the bank / between the bank and the library / in front of the hospital. **2** The police station is in front of the square. **3** No, the square is in front of the school / the police station. **4** Yes, there is a library next to the bank.

#### Additional Activity

##### Treasure Hunt

Divide the class into two teams. Create 2 treasure maps with different landmarks and hidden treasures, one for each team. Students should use *there is / are* and prepositions of place to give clues to their assigned teammates about the location of the treasures. For instance, *There is a treasure under the tree next to the hospital*. The teammates must mark the treasure on the map. The team which has the most correct places marked on the map is the winner.

### PAGE 23



CLIL

#### CLIL. GEOGRAPHY: Map Reading

### 1 Read and answer.

Ask the students how much they know about maps. Draw a thinking map with three columns *1. What I know; 2. What I want to know; 3. What I've learned*.

As the students activate their background knowledge, write the words they mention in English on the board under the *What I know* column. Ask the class what they think the text would be about and if there is some particular item they would be interested in learning about the text. Write those answers in the *What I want to know* column.

Then guide them through the reading, stopping at the new words and asking them to predict upcoming information. When the reading is finished, use the *What I've learned* column to complete with the information your students consider new to them: for instance: *thematic maps with climate zones*.

### 2 Create your map.

Have students recreate their own neighbourhood on a blank map. They should populate it with various places and then write sentences describing the locations using *there is / are* and prepositions of place. Encourage creativity and details in their descriptions as well as the use of scale and symbols. Invite the students to place their houses on the map too!

## REVIEW UNITS 1&2

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 the topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

### PAGE 24

#### 1 Play a Spelling Game with your classmate.

Pair up your students or divide them into two teams to play this spelling game. Student A must look at the pictures and write them down on the note pad below first, then say each word, spell it out loud and then repeat the word. Student B must write the words down correctly. The procedure is the same for student B and student A must write down the spelled words. Provide feedback to participants, highlight correct spellings and offer guidance on words missed. Remember that the primary goal is to make it a positive and learning-oriented experience for the students.

#### ANSWER KEY

**Student A:** hospital; cook; sharpener; scientist; map; fire station

**Student B:** calculator; waiter; scissors; vet; bank; police station

### PAGE 25

#### 2 Listen and complete. 12

Direct the students' attention to the girl in the photo of the library membership card. Ask the class to describe the girl's physical appearance. Encourage the students to predict the questions to gather the information required in the card. Then, invite the class to listen to the information and complete the blanks with the missing words. Play the audio file stopping frequently so that the students can

complete the information needed. Correct with the whole class.

#### TRACK 12 12

**Girl:** *Hi! I'm new at school. I want to become a member.*

**Woman:** *Hello! OK, I'll ask you some questions to complete your card.*

**Girl:** *OK, thanks.*

**Woman:** *What's your name?*

**Girl:** *I'm Julia. J-U-L-I-A.*

**Woman:** *All right! And what's your surname?*

**Girl:** *Fabbri.*

**Woman:** *Can you spell it, please?*

**Girl:** *Sure, it's F-A-B-B-R-I.*

**Woman:** *OK, thanks. How old are you, Julia?*

**Girl:** *I'm eleven years old.*

**Woman:** *And, where are you from?*

**Julia:** *I'm from Rome, Italy.*

**Woman:** *Have you got any brothers or sisters?*

**Girl:** *Yes, I've got one brother. He's a new student, too. But he's not a fan of books.*

**Woman:** *Oh! Do you like reading, Julia?*

**Girl:** *Yes, I love it! I can read in Italian, in English and in Spanish!*

**Woman:** *That's great! Is Language your favourite subject?*

**Girl:** *Hmm... I like Language but my favourite subject is Art. I love painting.*

**Woman:** *That's good! The Art teacher is very nice.*

**Girl:** *Yes, I have Art twice a week. I have Art on Tuesdays and Thursdays.*

**Woman:** *How fun!*

### ANSWER KEY

<b>Name:</b> Julia	<b>Family:</b> One brother
<b>Surname:</b> Fabbri	<b>Special ability:</b> She can read in Italian, English and Spanish
<b>Age:</b> 11 years old	<b>Favourite subject:</b> Art
<b>City:</b> Rome	<b>Days:</b> Tuesdays and Thursdays
<b>Country:</b> Italy	

### 3 Ask your classmate and complete the card.

Invite your students to ask questions and to answer them to complete the membership card in the activity. Once they have completed the card you can ask some volunteers to read the information out loud.

### ANSWER KEY

*Students' own answers*

### 4 Read and complete.

Direct the attention of the class to the pictures of the activity and ask your students to interpret them. Invite them to read the symbols of the subjects and the days, then they should transfer that information on to the blanks to complete the statements made by the characters below.

### ANSWER KEY

**1** History, Fridays; **2** Technology, Wednesdays;  
**3** Art, Tuesdays, Fridays; **4** PE, Mondays, Fridays.

## PAGE 26

### 5 Read and complete.

Ask the class to look at the map and its building references. Encourage them to make sentences about the places and the locations as in: *The restaurant is next to the library.* Then ask them to complete the text below using the words in the box.

### ANSWER KEY

**1** teacher; **2** school; **3** next to; **4** in front of; **5** there is;  
**6** hotel; **7** There aren't; **8** there are

### 6 Answer about your neighbourhood.

Go through the questions with the class and check students' understanding. Then, invite them to answer the questions. Walk around the classroom and monitor. Finally, ask the students to share their ideas with the rest of the class.

### ANSWER KEY

*Students' own answers*

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 they have learnt.

**1 Complete the crossword.**

1 business person; 2 firefighter; 3 doctor; 4 teacher; 5 postman; 6 police officer

**2 Complete the descriptions.**

1 vet, pet shop, animals; 2 waiter, restaurant, food

**3 Match. Then write sentences.**

1 postman, deliver letters, post office; 2 cook, cook, food, restaurant; 3 firefighter, put out fires, fire station; 4 I'm a reporter. I interview people. I work in the streets; 5 I'm a vet. I cure sick animals. I work in a pet shop

**4 Circle the correct option.**

1 There is; 2 There isn't; 3 There isn't ; 4 There aren't; 5 There aren't; 6 There are

**5 Answer about your neighbourhood.**

*Students' own answers*

**6 Look at the map and correct the sentences.**

1 There is a restaurant next to the school. 2 There isn't a hotel in front of the library. 3 There is a hospital between the museum and the office building. 4 There is one bank. 5 There is one hospital.

**7 Look at the map and answer.**

1 Yes, there is. 2 Yes, there is a restaurant next to the school. 3 No, there isn't. There is a hospital. 4 No, there aren't any parks. 5 No, there isn't.

**1 Read the information and complete the text.**

1 Lucas; 2 am 11; 3 from Manchester; 4 have got a brother; 5 is Technology; 6 on Wednesdays and Fridays

**2 Read and complete the timetable.**

Monday: Maths, Language; Tuesday: Science; Wednesday: Maths, Science, Language; Thursday: Science; Friday: Geography, Language

**3 Write the missing words.**

1 What; 2 postman; 3 letters; 4 Where; 5 post office; 6 Do you; 7 I do

**4 Write sentences using the prompts.**

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

**5 Label the places. Then describe.**

*Students' own answers*

# 3

## MY USUAL ACTIVITIES

### SB PAGES 27, 28 AND 29

#### Objectives

- To revise structures and vocabulary introduced up to now.
- To talk about daily routines.
- To talk about actions in the Simple Present tense.
- To read for specific information.
- To answer questions.
- To fill in gaps in texts.

#### Language Focus

##### Production

- *I (get up at 7 am).*
- *Her (eyes) are (grey).*
- *She has got (a brother).*
- *I chat with (friends).*

#### Vocabulary

##### Production

- Actions (*brush my teeth, chat, do my homework, get up, go to school, have breakfast, have lunch*)

Read the unit topic cloud and direct the students' attention to the photograph on page 27. Encourage the students to describe the teens in the picture. Then, ask questions to elicit ideas and predictions: *Where are they? Are they friends? What can they do? Are they busy? Are they happy?* Finally, invite the class to mention activities they do in their free time. Write key vocabulary on the board. Explain to students that they are going to reflect on the subject as they do the activities. 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 students in their own learning process and of giving you feedback on their process.

### PAGE 28

#### 1 Read and listen. 13

Direct your students' attention to the picture of Matt and his vlog. A vlog is a video blog, a form of online content where people or creators share their experiences, opinions or daily activities through video recordings. In this case Matt is introducing himself and he is about to describe his daily activities. Ask the class to predict what Matt is going to say about his appearance, family, city and age. Then, play the audio file nonstop so that students get the gist of the information and check if their guesses were ok. Finally, replay the audio and stop every now and then to let students follow the pace with the reading.

TRACK 13  13

**Boy:** Hi! My name's Matt. I'm a Planet Warrior member. This month, I'm going to share some content with you in different vlogs. But first, a bit about me.

*I live in Brighton with my family. We're British. My dad's a chef and my mum's a scientist. I've got a sister. Her name's Sally and she's seventeen.*

*I'm fifteen. I've got short curly hair and my eyes are brown. I've got a cat and a dog. I love them!*

*I have a regular routine during the week. I get up at seven am, I have breakfast and I brush my teeth. Then, I go to school with my sister. We usually take a bus. At one pm, I come back home and I have lunch with my family. After lunch, I do my homework and I play video games. I help my parents to take care of the vegetable garden, too. In the afternoon, I meet my friends to clean the beach. I pick up litter and then, I play beach volleyball. I usually go to bed at about ten pm.*

*What about you? Have you got a busy schedule? What do you do to help the planet? Leave a comment!*

*Thanks for watching and see you in the next one!*


**2 Circle the correct option.**

Invite the students to read the statements and circle the correct option with reference to the text in exercise 1. To correct, have some volunteers read the answers aloud and compare them with their classmates.

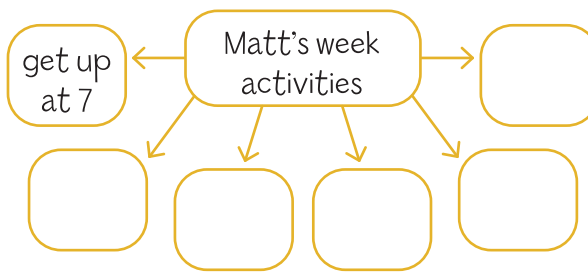
**ANSWER KEY**

1 the UK; 2 chef; 3 curly; 4 has got; 5 bus; 6 the same

PAGE 29

**3 Read about Matt's routine again and write the missing verbs. Then listen and check.**  14

Invite students to go through the text in exercise 1 again, extract all the activities Matt does every day and complete this chart on the board



Once you have completed the chart with the information, tell the class that they can see Matt performing all the activities in the illustrations in exercise 3. Let students go through all the pictures to interpret them first and then they can complete with the missing verbs. Play the audio file for the class to correct as a whole.

Encourage some volunteers to say if they do similar activities to those of Matt's and if they do them in the same order. Write sequencers on the board to help them: *First,... Then,... After that,...Finally.*

TRACK 14  14

**Narrator:**

- 1 *get up*
- 2 *have breakfast*
- 3 *brush my teeth*
- 4 *go to school*
- 5 *have lunch*
- 6 *do homework*
- 7 *play video games*
- 8 *meet friends*
- 9 *play beach volleyball*
- 10 *go to bed*

**ANSWER KEY**

1 get; 2 have; 3 brush; 4 go; 5 have; 6 do; 7 play; 8 meet; 9 play; 10 go

#### 4 Complete the comment to Matt's blog.

Now, invite students to pay attention to Ana's comment to Matt's vlog. The problem is that it is not complete. Read the words in the box above the comment to check understanding first. Then, ask the students to read the comment to get the general idea and, after that, tell them to focus on the words before and after the blanks to complete what's missing. To check, invite different students to read the comment aloud.

#### ANSWER KEY

1 'm; 2 live; 3 've got; 4 school; 5 breakfast; 6 have;  
7 walk; 8 homework; 9 ride; 10 bed

#### Additional Activity

Encourage students to think about their daily routine. Ask them to write sentences in their notebooks. Then, invite students to read the sentences and compare their routines to Ana's.



## SB PAGES 30 AND 31

### Objectives

- To introduce the months of the year.
- To introduce the seasons.
- To introduce adverbs of time.
- To talk about daily activities.
- To listen for specific information.
- To complete sentences.
- To write creatively.

### Language Focus

#### Production

- *In (summer), I usually (walk in the park).*
- *It's in (March).*

### Vocabulary

#### Production

- Seasons (*autumn, spring, summer, winter*)
- Months of the year (*January, February, March, April, May, June, July, August, September, October, November, December*)
- Actions (*have a picnic, go swimming, play games, read books, ride your bike, walk in the park*)
- Adverbs of frequency (*usually*)

## PAGE 30

Introduce the seasons to the class, you can prepare four illustrations of a tree with the variations of the 4 seasons. You can also find images on Internet or videos showing the change of the weather through the different seasons.

### 1 Match the descriptions with the photos.

Draw the students' attention to the activity questions: *What's your favourite season? What do you do?* Tell the class that four people are going to answer those questions. Read the information aloud, clarifying new words if necessary.

Then, ask the class to match the descriptions with the corresponding photo of the season. Invite some

volunteers to read the sentences aloud to check. Finally, ask the class if they agree with the children's opinions and descriptions. Invite different students to mention their favourite season and elicit the reasons why they like it.

### ANSWER KEY

1 Picture 2 (Summer); 2 Picture 4 (Spring); 3 Picture 1 (Winter); 4 Picture 3 (Autumn)

### 2 Listen and number. Then write the months in the correct columns.



Go through the months of the year. Play the audio file, pause it after each month and ask students to repeat chorally. Make students focus on the pronunciation of each word.

### TRACK 15

#### Narrator:

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

### ANSWER KEY

**Winter:** June 21, July, August, September 20

**Summer:** December 21, January, February, March 20

**Spring:** September 21, October, November, December 20

**Autumn:** March 21, April, May, June 20

### Additional Activity

Ask students to work in pairs. Explain that they have to take turns to spell and guess a month. When they identify the month, they have to say the corresponding season. First, demonstrate the activity with the class and then, walk around the classroom and monitor.

**3 Listen and tick (✓) the correct option.**  16

Invite the class to listen to some children talk about their favourite activities during the seasons. Ask the class to read the statements first and guess the answers before really listening. Then play the audio file and stop for the students to tick the correct option. Finally carry out choral correction.

**TRACK 16**  16

**Narrator:**

- 1 *In summer, I usually swim in the sea.*
- 2 *In autumn, I usually fly my kite.*
- 3 *In winter, I usually play with the snow.*
- 4 *In spring, I usually go to the park with my grandparents.*

**ANSWER KEY**

1 a; 2 b; 3 a; 4 b

**4 Complete about you. Then ask and answer with your classmate.**

Tell students it is their turn to talk about their favourite season. Invite the class to answer the questions and then ask their classmates about their favourite seasons. Walk around the classroom and help them with vocabulary if necessary. Once they have finished, ask different students to read their answers aloud and share the activities they do with the rest of the class. Divide the board into four columns, one for each season, and write all the activities the students mention in the corresponding column. Encourage the rest of the class to raise their hands when they hear an activity they do and write the top five activities they like the most.

**ANSWER KEY**

*Students' own answers*

## SB PAGES 32 AND 33

### Objectives

- To ask and answer about everyday activities.
- To introduce the Present Simple auxiliary *do*
- To talk about the weather.
- To describe pictures.
- To listen to and read a comic strip.

### Language Focus

#### Production

- *I usually (get up early).*
- *I don't (get up late) on (Saturdays).*
- *Do you (do your homework in the morning)?*
- *What's the weather like (in winter)?*

### Vocabulary

#### Production

- *in the morning, in the afternoon, in the evening, in January, on Saturdays*
- The weather (*rainy, windy, sunny, cold, cloudy, snowy, hot*)

## PAGE 32

### 1 Listen to Sophia talking about her routine. Write **T** (True) or **F** (False).



Explain to the class, they are going to listen to a conversation in which Sophia talks about her routine. Students have to circle *true* or *false* to complete her routine while listening. Play the audio file several times so as to make sure they can complete the task. After finishing, check with the whole class.

## TRACK 17 17

**Boy:** *Hi, Sophia! Can you come to clean the park with the ecology group next week?*

**Girl:** *Sure! But I can't come in the morning.*

**Boy:** *No problem! Do you go to school in the morning?*

**Girl:** *Yes, I do. I go from 8 am to 1 pm.*

**Boy:** *Do you have lunch at school?*

**Girl:** *No, I don't. I have lunch with my family at home.*

**Boy:** *OK. And do you have free time then?*

**Girl:** *Well, I usually do my homework. Then I chat with my friends.*

**Boy:** *So, can you come at 4 pm?*

**Girl:** *Yes, I usually come to the park in the afternoon.*

**Boy:** *That's great! Do you walk your dog in the park?*

**Girl:** *No, I don't. I ride my bike with my friends.*

**Boy:** *Cool! You can tell your friends to join the group and help us clean.*

**Girl:** *That's a good idea!*

## ANSWER KEY

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

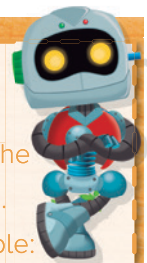
### Eco Grammar

Make students become aware of how to form a negative sentence. Explain the use of **don't** as the negative auxiliary.

Introduce the idea of the Present Simple:

*I usually get up early every day. (Affirmative)*

*I don't get up early on Sundays. (Negative)*



## 2 Match to make questions.

Tell your students to imagine they are now reporters. Reporters must prepare the questions they need to ask their interviewees beforehand. In order to do so they have to match the different parts of the questions in this activity before using them for the interview.

### ANSWER KEY

**1** Do you get up early on Sundays?; **2** Do you walk to school every day?; **3** Do you do your homework in the evenings?; **4** Do you ride your bike in winter?; **5** Do you have dinner at 8 pm?; **6** Do you clean the beach in January?

### **3** Now ask your classmate the questions in exercise 2 and answer.

Now invite your students to be reporters and ask their classmates the questions they made in exercise 2. Monitor performance and call some volunteers to role play the interview.

### ANSWER KEY

*Students' own answers*

### **4** Use the prompts to write about your routine.

Direct your class attention to the prompts and invite them to speak about themselves using those prompts in affirmative or negative sentences. Give them time to prepare and then pretend they are famous characters talking about their routines. Invite volunteers to read their routines aloud.

### ANSWER KEY

*Possible answers:*

I don't play board games at the weekend / I play board games during the week.

I don't have dinner at 9 pm / I usually have dinner at 7 pm.

I don't walk to school every day / I cycle to school every day.

I never do my homework in the morning / I do my homework in the evening.

## PAGE 33

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 13 - CLIMATE ACTION

SDG13 is focused on the objective of taking urgent action to combat climate change and its impacts. We can practice and support this goal by: reducing gas emissions, opt for public transportation, biking or walking, plant trees, stay informed about climate change impacts and take precautions.

### **5** Listen and read. 18

Invite students to have a look at the comic strip. Ask them to pay attention to the illustration: *Where can the children be?* Encourage students to go through the comic strip to find the answer. Ask them to listen to the dialogue to see what is happening. The children are talking about the weather and an unusual weather condition, making reference to climate change.

Play the audio file several times so as to make sure they can follow the reading text. Encourage them to deduce vocabulary from the context. After listening and analysing the dialogue, encourage students to debate and mention climate change. Ask them to find examples on the Internet and bring them to class.

## TRACK 18 18

**Narrator:** *Juan is new in town. It is the end of winter and there is an unusual event.*

**Boy 1:** *Wow! It's snowy. This is surprising!*

**Boy 2:** *Why? What's the weather like here?*

**Boy 3:** *It's usually cold and rainy. But it's never snowy.*

**Girl 1:** *Let's make a snowman!*

**Girl 2:** *This snowman is beautiful!*

**Boy 4:** *I hope it's still here tomorrow.*

**Boy 5:** *Hmm... it may be sunny and warm. Let's take a photo just in case!*

### 6 Label the weather icons.

Remind students of the different terms to describe the weather they generally use to talk about it every class: sunny, cloudy, rainy, etc. Ask them to find the icons that represent these terms among the illustrations in exercise 6. Ask the students some questions to connect seasons and weather; for example: *Is it rainy in summer? Is it hot in winter?* Then, draw their attention to the other icons. Introduce them to the students. Invite them to answer about the weather in every picture using the vocabulary and following the model in the comic strip.

#### ANSWER KEY

1 sunny; 2 cloudy; 3 windy; 4 rainy; 5 snowy; 6 hot; 7 cold

### 7 Look at the photos. Ask and answer with your classmate.

Pair up students and tell them they are going to make what's up calls to distant friends to ask about the weather before coming to visit them. You can give them 2 types of cards, one that shows a weather icon and one that shows the name of a city. They take turns to ask and answer like:

**A asks:** *What's the weather like in (San Juan)?*

**B answers:** *(picture of a cloud) it is cloudy in San Juan today.*

#### ANSWER KEY

What's the weather like? It's...

1 windy, 2 rainy, 3 sunny.

### Additional Activity

At this point you can ask your students to prepare a weather report of Argentina or of a country of their choice. They can take the role of a weather presenter and announce climate conditions at the moment as in: *The weather is windy and cold in Mendoza now, but it is never windy in this province. It is cloudy in Neuquen, etc.*

## SB PAGES 34 AND 35

#### Objectives

- To talk about routines.
- To ask about the time something is done.
- To revise the days of the week, the months and the seasons.

#### Language Focus

##### Production

- *When do you (celebrate your birthday)?*
- *I (celebrate my birthday) in (August).*

##### Vocabulary

##### Production

- *Actions (clean my bedroom, fish in the river, organise festivals, study, take lessons, take holidays, visit)*

## PAGE 34

### 1 Read David's notes and correct the sentences.

Reflect on the importance of being organized and responsible for obligations and activities. Tell students some people need to have a diary to take down notes, dates, useful information, etc. Encourage students to ask you about the activities you do on specific days. Elicit the question and write it on the board: *What do you usually do (on Tuesdays)?* Then, ask them how they manage to remember meetings, homework, birthdays, or other important events and activities. Then, draw students' attention to David's notes. Ask them to read his notes and taking the role of David, correct the sentences below that are wrong.

Focus students' attention on the use of prepositions in timetables, days of the week, months of the year and seasons.

at 8.00 am	on Monday	in August	in summer
------------	-----------	-----------	-----------

#### ANSWER KEY

1 I don't go to the beach in winter, I go skiing. 2 I don't see my cousins on Wednesday, I have lunch with my grandparents. 3 I don't take part in a festival in July, I take winter holidays. 4 I don't practise football on Saturday, I play a match with the local league. 5 I don't have tests in January, I travel to the beach.

### 2 Now answer the questions about David's notes.

Now invite your students to be David again and to answer the questions about his routine. At the end, check answers with the class by asking some volunteers to read them aloud.

#### ANSWER KEY

1 Wednesday; 2 September; 3 in winter; 4 in July

### 3 Work in pairs. Imagine you are David and a friend. Take turns to ask and answer about the notes in exercise 1.

Have two volunteers read the example dialogue aloud and tell the class to ask and answer about their routines. One student can pretend to be David and the other a friend. Walk around the classroom and monitor.

#### ANSWER KEY

*Students' own questions and answers*

CLIL

**SCIENCE AND MATHS:  
A Healthy Habits Survey**

**PLANET WARRIORS SOCIAL  
EMOTIONAL LEARNING**



Highlight the importance of taking care of our bodies. Encourage students to pay attention to their habits and keep a healthy life.

In this section, students use the language to analyse and reflect on their daily routines and how their habits affect their health. A survey provides students with a context to learn new vocabulary and the opportunity to draw conclusions and express their opinions in a less controlled way than in other exercises.

**1 Read and tick (✓) to complete the survey**

Encourage students to talk about their habits. Invite them to go through the survey and to see how often they carry out these activities. Go through the questions with the whole group first to see if they understand everything. Give students some time to circle the answers. After finishing, invite some volunteers to share their results.

**ANSWER KEY**

*Students' own answers*

STEAM  
PROJECT



**STEAM PROJECT**

**2 Do a survey of healthy habits and share your results.**

Invite your students to add two more questions to the previous survey. Then they must interview the classmates and show the results in a bar graph.

**ANSWER KEY**

*Students' own answers*

## REVIEW UNITS 1&2

### PAGE 36

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 Write the words in the correct columns.

Focus the students' attention on the use of the preposition before the different times of the day:

the morning	
<b>in</b> the afternoon	<b>at</b> night
the evening	

Some words have escaped from their columns! Invite your students to put them back in their right columns. Then correct the activity with the whole class.

#### ANSWER KEY

**At:** night; nine pm; seven am

**In:** the morning; the weekend; May; the evening; spring; January

**On:** Saturday; Wednesday; Monday

#### 2 Unscramble the questions and answer about you.

Now the words in the questions are all scrambled, ask your students to unscramble them into correct questions. You can turn this into a game and say the first student to finish with all the right questions and answers is the winner.

#### ANSWER KEY

**1** When do you go to school?; *Students' own answers.* **2** What do you do in the summer?; *Students' own answers.* **3** Do you ride your bike after lunch?; *Students' own answers.* **4** Do you walk to school?; *Students' own answers.*

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

Have your class first read the prompts and then write the questions to ask their classmates. See that they take turns in their conversations. Walk around and monitor performance. Then choose some volunteers to role play the conversation.

#### ANSWER KEY

*Students' own answers*



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

**1 Label the photos.**

1 get up; 2 have breakfast; 3 brush my teeth;  
4 go to school; 5 have lunch; 6 do my homework;  
7 ride my bike; 8 go to bed

**2 Complete the comment to Matt's vlog on page 28.**

*is Ana; Entre Rios in Argentina; 'm eleven; my grandparents and my mum; pets, too: a dog, a cat and a rabbit; at nine am; have breakfast; have Art lessons; ten am; at twelve pm and go to school; do my homework and I go to the park . I ride my bike with my friends and play some games; at 11 pm*

**3 Write the missing months.**

February, March, May, July, August, November

**4 Look and complete the sentences.**

1 read, winter; 2 play, summer; 3 ride, spring;  
4 plant

**5 Answer.**

*Students' own answers*

**6 Look and answer.**

1 is sunny, hot; 2 It is snowy, cold;  
3 It's rainy and windy.

**7 Look at the notes and complete with the verbs in the correct form.**

2 go; 3 don't have; 4 play; 5 don't meet;  
6 don't connect

**8 Match.**

1 In summer. 2 I go to the beach. 3 Hot and sunny. 4 I play in the sea and on the sand.  
5 No, I don't. I usually get up at 10 am. 6 Yes, I do. I sometimes read before bed.

**9 Write at, in or on. Then correct the sentences that are not true for you.**

1 at, on; 2 in; 3 at; 4 in; 5 in; 6 in; 7 at; 8 in

# 4

## MY GOOD FRIENDS

### SB PAGES 37 TO 39

#### Objectives

- To talk about and describe personalities.
- To identify personality adjectives.
- To revise actions and frequency adverbs.
- To recognise the first and third person singular forms of the Present Simple tense.

#### Language Focus

##### Production

- *(She) is (thirty-seven) years old. (She) has got (curly dark hair). (She) hasn't got (blue eyes)*
- *I am (hardworking).*
- *I usually (study a lot for the projects).*
- *(He) never (talks much in front of the group).*
- *Do you (keep secrets)?*
- *Yes, I do. / No, I don't.*
- *He (always) wears (a tie).*

#### Vocabulary

##### Production

- Adjectives (*short, long, wavy, straight, blonde, dark*)
- Personality adjectives (*generous, obedient, sociable, reliable, shy, friendly, lazy, intelligent*)
- Clothes and accessories (*overalls, tie, pyjamas, belt, sweatshirt, coat, apron, slippers, bracelet, gloves, ring*)

### PAGE 37

Read the topic of the unit aloud and explain to the class that they are going to talk about personality qualities. Direct their attention to the photo and encourage them to describe the children. Ask:

*What do they look like?* and write the question on the board. Then, encourage speculation about their personality traits and write: *What are they like?* Highlight the difference between the two questions on the board. Finally, have the class share their ideas about their friends and guide them with questions: *Have you got a lot of friends? What do you have in common? In what ways are you different? What's your best friend like?* Help students with new vocabulary and write key words on the board.

Explain to students that they are going to reflect on the subject as they do the activities.

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

## PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Activity 1 will focus on the social emotional learning aspect of caring about your friends and family. Before starting the activity, as a warm up, bring a photograph of your best friend or some friends and describe it to the class. Show it to the students and explain to them who the person is / people are. Describe their physical appearance and give information about their personal characteristics. Say: *This is my best friend. She / He is ... years old.* Encourage students to help you describe the picture. Ask guiding questions: *Has she / he got long fair hair? Is she / he tall? Has she / he got green eyes?* Write the key words on the board.

### 1 Listen and read. 19

Before starting with activity 1 tell students they are going to listen to two people describing their friends. Invite students to look at the pictures to describe the physical appearance of the people in the photos so as to revise vocabulary related to the parts of the body. Elicit additional personal information about these people: *What's his / her name? How old is he / she? Is he a teacher? Is she a chef?* Then, play the audio file and ask students to follow the reading texts in their books. Encourage students to infer the meaning of new words from the context. Get some students at random to read the texts aloud. Correct pronunciation.

### TRACK 19 19

**Narrator:** *International Day of Friendship is celebrated on 30th July. But there are many countries that celebrate friendship on different days. When do you celebrate Friendship Day? What are your friends like?*

**Boy:** *My friend is Jake. He's 12 years old. He's tall and he's got short brown hair. We play basketball together. Jake is very sociable and he talks with everyone at the sports club. And he's reliable, too. He always keeps secrets.*

**Woman:** *My best friend is Helen. She's 37. She's got curly dark hair and brown eyes. She's a doctor. She treats children and she's very friendly. Her patients love her!*

**Girl:** *My friend's name is William. He's 10 years old. He's got blonde hair and green eyes. We're members of the local Eco Club. William is a bit shy and he doesn't talk much in front of the group. But he's very generous and he always helps to organise activities. He likes cooking and he brings cakes to the meetings, too.*

**Man:** *My friend is Betty. She's 65. She's got short grey hair and blue eyes. She's very friendly. We work together in a pet shop and all the customers love her. Betty has got two dogs and they're always with her. Jack is an obedient dog. He behaves very well and he plays a lot. But, Daisy is a bit lazy and she prefers to sleep. We all have fun!*

### PLANET WARRIORS TIPS

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

## 2 Read the descriptions again and circle the correct name.

Invite students to read the descriptions again and identify the person they refer to. Encourage students to compare their answers with their classmates. Finally, have some volunteers read the sentences aloud to check.

### ANSWER KEY

1 Jake; 2 Betty; 3 William; 4 Jack; 5 Helen; 6 Jake; 7 William; 8 Betty

## PAGE 39

## 3 Match the descriptions with the adjectives.

Ask students to read both columns of adjectives and descriptions. Tell them to read the descriptions again this time to match them with their corresponding adjectives. Carry out correction with the whole class.

### ANSWER KEY

1 lazy; 2 shy; 3 reliable; 4 generous; 5 obedient; 6 sociable; 7 intelligent; 8 friendly

### Additional Activity

Tell students to look at the personality adjectives and think of a person in the class with those personal qualities. Explain they have to write the name of a classmate next to the adjective. Encourage students to share and compare their answers with the rest of the class. Explain that people sometimes have different views of our personality traits. Remind them that it is important to get to know people before judging them. Encourage some volunteers to say if they agree with other classmates' ideas and if they feel identified with what others think about them and why. Make sure they do not feel uncomfortable and emphasise the importance of not categorising people.

## 4 Complete about you and your friend.

Now, it is the students' turn to write about their own personalities and those of their friends'. Ask students to think of their personal characteristics and complete the sentences in the note. Encourage them to describe their friends using personality adjectives. Once the students have finished, invite them to pass on to activity 5.

### ANSWER KEY

*Students' own answers*

## 5 Now ask and answer with your classmate.

Here, students take turns to ask and answer questions about themselves and their friends' personality traits. Finally, invite different students to report their findings to the class as in: *Paul is shy but his friend Tom is sociable.*

### ANSWER KEY

*Students' own answers*

### PLANET WARRIORS TIPS

When learning vocabulary it is very important to put the words to use in a meaningful context that will help to ensure they are stored in the long-term memory. Encourage students to use the new words to talk about their hobbies, activities or preferences.

## SB PAGES 40 AND 41

### Objectives

- To describe personal characteristics.
- To revise action verbs and frequency adverbs.

### Language Focus

#### Production

- (I) usually clean (my bedroom).
- (She) never talks (in front of the class).

### Vocabulary

#### Production

- Personality adjectives (*generous, obedient, sociable, reliable, shy, friendly, lazy, intelligent*)

## PAGE 40

### 1 Listen and complete. Then label the photos. 20

Invite students to read what the people in the pictures say and complete the sentences with the corresponding adjective. Then, play the audio file and tell students to check their answers. Finally, ask students if they share some of those traits and encourage them to make comments about the people's personalities. Elicit ideas about what they can do to change bad habits; for example: Description: *I never clean my bedroom and my things are everywhere.* Suggestion: *Put your things away after you use them.*

## TRACK 20 20

**Boy:** *I'm messy. I never clean my room and my things are everywhere. My friend is very tidy. He always has everything in order.*

**Girl:** *I'm a volunteer at the park in the afternoon. I'm hardworking and I usually pick up litter with my group two hours a day.*

**Girl:** *My dog is disobedient. He never does what I say.*

**Boy:** *I sometimes cheat in exams. My classmate says that I'm dishonest.*

### ANSWER KEY

1 never, (c) / always, (e) ; 2 usually, (b); 3 never, (a); 4 sometimes, (d)

### 2 Match the adjectives with the opposites.

You can divide the class into 10 groups and assign an adjective from the lists to each group. Each group has to make a sentence or give an example to exemplify the word, for instance: *I never follow rules.* The other teams must be quick to raise their hands and guess which adjective the team is describing (*disobedient*) to score a point. The team that has the corresponding opposite adjective (*obedient*) must stand up to score a point as well. The team with the most points is the winner.

When the game is over, tell the students to go over the list and match the adjectives. Finish with whole class correction.

### ANSWER KEY

*disobedient, obedient; messy, tidy; lazy, hardworking; dishonest, reliable; shy, sociable*

**Eco Grammar**

In this case, the grammar board revises the use of the Present Simple tense (*with the subject pronoun I*) and goes further on the third person singular (*he / she*) of the Present Simple. It also revises the frequency adverbs introduced in unit 3. Go through the speech bubbles with the whole class. Draw students' attention to the first form of the Present Simple and then focus on the third person singular form in Eco's speech bubble. Give them time to analyse the examples and compare the forms. The positive form of the third person singular of the Present Simple finishes with an **-s** (*read-reads*) or **-es** (*watch-watches*). Explain that this verb ends in **-ch** and, because of this ending, the third person singular form is made by adding **-es**. You can give another example for students to recognise the form: *teach – teaches*

**3 Write the verbs in the correct column.**

The aim of the activity is to focus on the different forms of the verb in the Present Simple tense with the third person singular. Ask students to look at the verbs in the box and invite them to write them under the corresponding spelling column of **-s**; **-es**; and **-ies**. Draw students' attention to the spelling rules for verbs that end in a *consonant + y*. In these cases, the third person singular form is made by changing the *-y* to *-i* and adding **-es**.

**ANSWER KEY**

**-s:** plays, cleans, tells, keeps, says, talks

**-es:** watches, does

**-ies:** studies, copies

**4 Complete with the verbs in the correct form. Then listen and check.**

Ask students to complete the description with the verbs in brackets in the corresponding person of the present tense. Remind them of the spelling rules seen before. Then, play the audio file and invite some volunteers to read the answers to check.

**TRACK 21**

**Girl:** *My best friend Alice and I are very different. Alice is sociable and she likes talking to other children at school. I'm a bit shy and I only speak with my friends. Alice and I sit together at school. Alice is a bit messy. She never keeps the desk in order and I sometimes find her pencils on the floor. I'm very tidy and I always have my materials in the pencil case and in the schoolbag. Alice is a good friend because she is reliable. She keeps all my secrets and I know I can trust her.*

**ANSWER KEY**

1 likes; 2 speak; 3 keeps; 4 find; 5 have; 6 keeps

**Additional Activity**

Bring cards with action verbs. Display the cards on the board. Encourage students to form complete sentences; for example, *get up*. Students may say: *I get up early*. Repeat the sentence to the class by using the third person singular: *He /She gets up early*. Repeat the procedure with other verbs and encourage students to report what their classmates do by using the third person singular.

### Objectives

- To recognise and use punctuation marks and capitalisation.
- To recognise different types of sentences: affirmative, negative, exclamatory and interrogative.
- To revise and recognise personality adjectives.
- To ask and answer about personality traits.
- To revise frequency adverbs.
- To express opinions and give reasons about other people.

### Language Focus

#### Production

- *Let's celebrate friendship day!*
- *Do you (keep secrets)?*
- *Yes, I do. / No, I don't.*
- *She is reliable because she always tells the truth.*

### Vocabulary

#### Production

- Personality adjectives



### Eco Grammar

Invite students to think of the uses of punctuation marks. Write examples on the board and encourage the class to explain the uses.

#### Definitions:

**Exclamation mark (!):** is used to mark the exclamatory sentences to indicate excitement, anger or surprise; e.g.: *This is great! Be careful! Hurry up!*

**Colon (:):** is used before an explanation or a list; e.g.: *I like fruit: oranges, apples and watermelon.*

**Capital letter (A):** is used at the beginning of a sentence and for proper nouns; e.g.: *He lives in Argentina.*

**Comma (,):** is used to separate words in a list in a sentence; e.g.: *Materials you need: pencils, crayons, glue and an eraser.*

**Question mark (?):** is used at the end of interrogative sentences: *Do you play tennis?*

**Period (.):** is used to mark the end of an affirmative or negative sentence; e.g.: *I am shy. He isn't dishonest.*

## 1 Listen and match. 22

Draw students' attention to the punctuation marks. Play the audio file, pause it after each punctuation mark is mentioned and encourage students to repeat chorally.

### TRACK 22 22

#### Narrator:

- 1 question mark
- 2 comma
- 3 capital letter
- 4 exclamation mark
- 5 colon
- 6 period

### ANSWER KEY

1 question mark; 2 comma; 3 capital letter; 4 exclamation mark; 5 colon; 6 period

## 2 Write the sentences with punctuation and capitalisation in your notebook.

Ask the students to write the missing punctuation marks and rewrite the messages on the lines provided. Invite a volunteer to read the first sentence and encourage the class to say the correct version with the corresponding punctuation marks. Write the sentence on the board and tell the students to continue working with the other messages. Finally, have some volunteers write the punctuated sentences on the board to check.

### ANSWER KEY

(top to bottom, left to right)

I love you bestie! Happy Friendship Day!

Girl: I can help you with the plants. Boy: Me too!

Let's celebrate Friendship Day! Do you want to have a picnic?

## 3 Listen and number.

Tell the students they are going to listen to descriptions of some friends' personalities. Go through the adjectives with the class and help them identify the differences between the options. Then, play the audio file more than once so that they can complete the exercise and check their answers.

### ANSWER KEY

1 generous; 2 sociable; 3 reliable; 4 lazy; 5 intelligent

## 4 Listen again and write T (True) or F (False). 23

Ask the class to write true or false next to each statement related to the previous listening activity 3.

### TRACK 23 23

#### Narrator: One

**Girl 1:** *My friend David is very generous. He always spends time with me and he shares all his things.*

#### Narrator: Two

**Boy 1:** *My friend Jim is very sociable because he talks with everyone and he usually invites his classmates to his house.*

#### Narrator: Three

**Girl 2:** *My friend Pat is reliable. I feel comfortable talking to her and she never tells lies.*

#### Narrator: Four

**Boy 2:** *My friend Sue is a bit lazy because she plays video games and she never studies. But she is very intelligent because she passes all the exams!*

### ANSWER KEY

1 T; 2 T; 3 T; 4 F

## Additional Activity

**Spelling contest:** Write personality adjectives on cards and put them in a bag. Divide the class into two teams. Ask a student from one team to pick a card and spell the word. The remaining students of the group have to guess what word it is. If the students also make a sentence using the adjective, the team wins an extra point. Continue with the other team. The team with the most points at the end of the game wins.



## PAGE 43

### 5 Complete with the correct verb. Then circle your answers.

Tell students that they are going to carry out a survey about a friend's personality. First ask them to place the verbs in the box in the correct blanks to complete the questions of the survey.

Carry out class correction then.

#### ANSWER KEY

1 keep, students' own answers; 2 help, students' own answers; 3 make, students' own answers; 4 share, students' own answers; 5 tell, students' own answers

### 6 Now ask your classmate and answer.

Each student will now choose a friend / classmate to ask him / her the survey questions in order to find out more about their personalities. They will complete the survey according to their friends' answers.

Make sure students ask questions and answer in English since the main objective of this activity is to practise the structure systematically.

#### ANSWER KEY

*Students' own answers*

### 7 Write about you and your classmate.

To round up, ask students to report their findings in written form. Encourage them to use the third person singular form of the Present Simple as well as the punctuation marks learned before.

Invite them to mention qualities they value in their friends and give reasons.

#### ANSWER KEY

*Students' own answers*

### PLANET WARRIORS TIPS

Remember that surveys and interviews provide English language learners with a real reason to communicate, which, in turn, will help them develop their fluency. Students learn how to ask and answer questions and how to collect and record information accurately.

## SB PAGES 44 AND 45

### Objectives

- To identify clothes and accessories
- To describe people's clothes in relation to activities, weather, and particular occasions.
- To answer questions related to clothes.

### Language Focus

#### Production

- *Do you wear a tie at school?*
- *Yes, I do. / No, I don't.*
- *I wear (sandals in summer).*

### Vocabulary

#### Production

- Clothes and accessories

## PAGE 44

### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



#### N° 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION

The aim of this goal is to encourage individuals to make responsible choices about consumption considering what is good or bad for our environment and society. We must minimize waste by reducing our litter, reusing and recycling material.

## 1 Listen and label. 24

Direct students' attention to the webpage and encourage them to say what type of webpage it is. Focus on Eco's comment about the use of second-hand clothes in favour of SDG 12 that aims at reducing waste and reusing items. Ask the class opinion about buying second-hand clothes. Invite the students to place the words in the box next to the correct pieces of clothing. Then, play the audio file, pausing after each item. Have students repeat the items to practice pronunciation and check correction.

## TRACK 24 24

### Narrator:

- |              |               |
|--------------|---------------|
| 1 robe       | 9 gloves      |
| 2 sweatshirt | 10 belt       |
| 3 overalls   | 11 tie        |
| 4 coat       | 12 bracelet   |
| 5 pyjamas    | 13 ring       |
| 6 apron      | 14 slippers   |
| 7 necklace   | 15 sandals    |
| 8 earrings   | 16 high heels |

### ANSWER KEY

1 robe; 3 overalls; 4 coat; 6 apron; 9 gloves; 10 belt; 11 tie; 13 ring; 14 slippers; 15 sandals

## 2 Look at the icons and write.

Tell the students they'll read about some people's dressing styles. To complete the description they must interpret the clothes icons and write them in the blanks. Remind them they will have to use singular or plural forms depending on the context.

### ANSWER KEY

1 a sweatshirt; 2 slippers; 3 tie; 4 coat; 5 bracelets; 6 a ring

## Additional activities

To practice vocabulary related to clothes you can resort to some of these activities:

- *Flashcards*: Create flashcards with images of different clothing items on one side and the corresponding names on the other to test your students' memory.
- *Virtual Wardrobe*: Use online resources to virtually create outfits, labeling each clothing item in English. This helps your students visualize and remember the terms.
- *Clothing Bingo*: Create bingo cards with pictures or words of different clothing items. Call out descriptions or show images, and participants mark the corresponding item on their cards.
- *Shopping Simulation*: Dramatise shopping for clothes in the target language. Your students describe the items they're looking for, ask for assistance, and discuss preferences.
- *Fashion Videos*: Show fashion videos to the class and invite the students to describe the different clothes the models wear.

## PAGE 45

**1 Read and complete the table.**

Brainstorm with your students about what they understand for 'sustainable fashion'. Some trigger questions can be: *Is sustainable fashion related to the environment? How? How can we help to keep our environment clean when we wear clothes? How long do we wear our clothes? What do you think of wearing second hand clothes?* Write new vocabulary on the board as well as a summary of the students' comments and ideas. Then, tell the class that they will read the article twice, the first time they will have to focus on understanding the general idea and the second time they will need to stop at the problems mentioned in the text to write them in a list. Alternately you can ask the class to underline the problems as they read and then list them in the problems column.

If they find a solution to the problems presented in the text they can write it on the *solution column*, if they don't, they should share it with the whole class in order to find a possible solution.

Once you finish the reading and discussion activity you can ask the class to make a poster to hang on the school walls to promote sustainable fashion.

**ANSWER KEY**

Some possible answers are:

**Problems:** People wear clothes for a short time; the fashion industry uses a lot of water; synthetic fibers contain plastic that go to the land and water; fast fashion affects workers' health because they are in contact with toxic chemicals.

**Solutions:** Wear clothes for a longer period of time; exchange or give away your clothes; buy second-hand clothes; use organic material to make clothes; do not use chemicals.

**2 Make a sustainable accessory for your friend.**

Invite your students to think of a possible way to make a sustainable accessory for their friends. It can be a hair band or any item made from old or discarded denim, plastic, or fabric scraps. Pencil bags from old fabric or jewelry from discarded materials such as glass, metal or plastic.

Ask them to prepare these accessories at home and bring them to class to exhibit them in the school halls.

## REVIEW UNITS 3&4

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.

### PAGE 46

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

The *Odd One Out* is a simple and engaging activity that enhances observation skills and critical thinking. Your students must identify the item that is different from others in a set. There are twelve sets in this activity. Ask students to identify which item is the odd one out in each set and also explain why they think so.

##### ANSWER KEY

1 Sunday; 2 wear sandals; 3 spring; 4 reliable; 5 high heels; 6 morning; 7 skip breakfast; 8 have holidays; 9 lazy; 10 belt; 11 winter; 12 Sunday

### PAGE 47

#### 2 Listen and tick (✓) the correct option.



Invite your class to listen to a description of a friend. First have your students read all the sentences and choices. For fun, they can also tick in pencil the choice they think could be correct. Then play the audio file and stop for the class to tick the correct options. Finally, have a choral correction.

#### TRACK 25

*My best friend is Tom. He's eleven years old. He's got short curly hair and green eyes. He has a busy routine because he goes to school in the morning and he finishes in the afternoon. He gets up at 7 am and he has breakfast. Then, he takes the bus and he starts school at 8 am. He has lunch at 1 pm at school and after that, he has English and Art lessons. On Tuesdays and Thursdays, he takes guitar lessons at 6 pm. At the weekend, he sometimes plays online games or rides his bike. I usually meet him in the park and we play basketball there.*

*Tom is very sociable and he has got a lot of friends at school. He's very intelligent, too. He always passes his exams with excellent marks. I like spending time with Tom because he's reliable and I can trust him. We always have a good time together.*

##### ANSWER KEY

1 a; 2 b; 3 b; 4 b; 5 a; 6 a; 7 b; 8 b

#### 3 Complete with an adverb of frequency so that the sentences are true for you.

Create a scenario for this activity and tell the students they have to give truthful information about themselves as they will be interviewed for a show on *sustainable fashion*. Students must complete the sentences with a frequency adverb of their choice that reflects who they are or what they do.

##### ANSWER KEY

*Students' own answers*

#### 4 Ask and answer about the information in exercise 3 with your classmate.

Now the students must interview their peers for the show. Suggest they write their classmates' answers on a separate piece of paper so then they can put them in a bag, shuffle all the slips of paper, pick one at a time and guess who the student described is.

**5 Look and circle the correct word.**

Invite the class to look at the picture of the two children and circle the correct word in connection with what the photographs show.

**ANSWER KEY**

1 pyjamas; 2 slippers; 3 never; 4 coat; 5 gloves

**6 Match to make the questions. Then number the answers**

Have the class match the questions halves first, find the answers below and number them accordingly.

After correcting this activity you can ask your students to role play the dialogue, allow them to give free personal answers.

**ANSWER KEY**

1 What's the weather like in summer? Hot and sunny.  
2 When do you have summer holidays? In January.  
3 Where do you go on holiday? To the beach.  
4 Who do you spend your holidays with? With my family.  
5 What do you do during summer holidays? I swim and build sandcastles.

**7 Answer about your friend.**

Encourage students to answer three questions about their own friends' personality, routines and clothes.

Call some volunteers to read and share the answers with the whole class.

**ANSWER KEY**

*Students' own answers*

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

**1 Find six adjectives. Then complete the descriptions.**

1 sociable, friendly; 2 reliable; 3 generous;  
4 shy; 5 intelligent

**2 Read and write T (True) or F (False).**

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

**3 Label the photos.**

1 messy; 2 hardworking; 3 dishonest; 4 tidy;  
5 disobedient

**4 Write the verbs in the Simple Present.**

**-s:** plays; talks; keeps; reads; likes

**-es:** watches; does; passes

**-ies:** studies; copies

**5 Now complete the descriptions with the verbs in exercise 4.**

1 do; 2 studies; 3 talks; 4 likes; 5 keeps; 6 plays;  
7 copies; 8 passes; 9 watch; 10 read

**6 Correct the punctuation and capitalisation in the email.**

Hi Ryan,

How are you?

I'm very happy because I have a picnic with my friends on Saturday to celebrate Friendship Day. In the afternoon, there are different activities and games in the park: volleyball football and treasure hunt. Then I have a recycling lesson because I want to learn to make my own notebooks. I think that my friend Karen wants to go, too. I'm really excited.

What about you? Do you celebrate Friendship Day in your country?

Write soon!

Wendy

**7 Circle the correct option. Then answer.**

1 Are; 2 Do; 3 Do; 4 is; 5 Can

Students' own answers

**8 Write the missing letters.**

1 necklace; 2 pyjamas; 3 high heels; 4 bracelet;  
5 overalls; 6 gloves; 7 belt; 8 ring

**9 Look and complete.**

1 coat, gloves; 2 earrings, necklaces;

3 pyjamas; 4 apron

**1 Read and complete with in, at or on. Then write the activities.**

1 at; 2 at; 3 at; 4 on; 5 in; 6 at; 7 on; 8 at

**2 Read again and correct the sentences.**

I always have breakfast

I usually go to school with my sister.

I sometimes finish school at 1pm.

I never go to bed at midnight.

**3 Read and complete.**

1 ten; 2 long; 3 brown; 4 sociable; 5 talks;

6 generous; 7 helps; 8 shares

**4 Write the verbs in the correct form. Then circle the correct option.**

1 studies, copies, hardworking, honest; 2 tidies, messy; 3 keeps, tells, reliable; 4 stays, watches, lazy

**5 Look at the survey and write.**

1 summer, hot, sunny, sandals; 2 season is autumn, windy, rainy, wears a coat

**6 Write about you and your friend.**

Students' own answers

# 5

## MY FAVOURITE POP STAR

### SB PAGES 49, 50 AND 51

#### Objectives

- To talk about pop stars' routines.
- To revise the affirmative form of the Present Simple tense.
- To recognise the negative form of the third person singular of the Present Simple tense.
- To read for specific information.
- To talk about preference.

#### Language Focus

##### Production

- *She has got (blonde hair). She writes (her songs). She likes (vintage clothes). She doesn't eat (meat).*
- *How often does he (have singing lessons)?*
- *Does she / he (play the guitar)?*
- *Yes, she / he does. / No, she / he doesn't.*
- *I like (Billie Eilish). I don't like (her).*

#### Vocabulary

##### Production

- Parts of the body (*eyes, hair*)
- Adjectives (*short, long, wavy, straight, blonde, dark*)
- Action verbs (*get up, write, read, wear, eat, play, listen, give*)

### PAGE 49

#### PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



##### N° 17 - PARTNERSHIPS FOR THE GOALS

Explain to the class that this goal emphasizes the importance of collaboration among governments, private sectors and civil societies. It promotes cooperation between countries in areas like finance, technology and commerce. Students can practice SDG17 by engaging in collaborative initiatives such as projects with students from other communities or countries. You can also encourage your school to adopt sustainable practices in energy efficiency or waste reduction.

Read the topic of the unit aloud. Direct the students' attention to the photograph and ask them if they know Billie Eilish. If they can identify her, elicit information they may know and write it on the board. Encourage students to describe her physical appearance and invite them to speculate ideas by asking: *Where is she? Is she in a concert or an interview? What time of the day is it?* Then, invite some volunteers to share their opinions about Billie Eilish's music and give reasons. Explain to students that they are going to reflect on the subject as they do the activities. 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 would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea of the topic and get ready for the learning process.



## Additional Activity

Bring pictures of famous singers and bands. Hold them up one by one and elicit their names. You can also ask students to describe the artists' physical appearances and provide more information about them: nationality, age, names of their famous songs. Draw two columns on the board and label them: *I like them* and *I don't like them*. Invite a volunteer to take a picture, place it in one of the columns and say why he / she likes or dislikes the artists; for example: *I like Justin Bieber because he sings very well. I don't like Arianna because she isn't friendly*. Repeat the procedure with the remaining pictures.

## PAGE 50

### 1 Listen and read. 26

Tell students that they are going to read about Billie Eilish and check the information they provided at the beginning of the lesson. If necessary, ask more guiding questions so that they predict more information: *Where is she from? How old is she? Has she got a band? Has she got a big family?* Write the answers on the board to confirm or deny students' predictions after reading the text. Play the audio file and tell students to read along, give students some minutes to catch up their pace with the recording. Once they have all finished, invite them to compare their ideas to what they have read.

### 2 Read again and write **T (true)**, **F (false)** or **DS (doesn't say)**.

Invite students to read the article on their own again, this time to write *true*, *false* or *doesn't say* next to the statements. Correct with the whole class.

## TRACK 26 26

**Narrator:** *Billie Eilish has got blonde hair and blue eyes. She has got one brother, Finneas. He writes songs with Billie and helps her make her music. Billie takes a lot of eco-friendly actions in her daily life and she works together with the organisation REVERB to give sustainable concerts. In her shows, there are "Eco-villages" where fans can learn about organisations and their work to help the planet, they can support environmental causes and they can bring their reusable bottles and refill them at the free water stations.*

*Learn more facts about Billie!*

**Birth Name:** *Billie Eilish Pirate Baird O'Connell*

**Current Name:** *Billie Eilish*

**Birth Date:** *December 18, 2001*

**Birthplace:** *Los Angeles, California, USA*

**Instruments:** *voice, guitar, piano and ukulele*

**Occupation:** *singer and songwriter*

**Pets:** *a dog, Shark, and a cat, Misha*

#### **Favourites**

**Colour:** *yellow and black*

**Food:** *avocados, mashed potatoes, burritos and tofu*

**Singers:** *Justin Bieber, The Beatles and Avril Lavigne*

#### **Curious facts**

- *Is the first artist born in the 2000s to have a number one album*
- *Usually changes hair colours and hairstyles*
- *Can dance very well*
- *Is a vegan. She never eats meat, dairy or eggs.*
- *Works with fashion brands to make sustainable and gender-neutral products*
- *Supports organisations focused on climate change, mental health and social justice*

## ANSWER KEY

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

### 3 Write five questions about Billie in your notebook. Then ask your classmate.

Tell your students to pretend they are reporters about to interview Billie. They should write five questions for their interview. Then assign the roles of reporters and Billie to the class in order to role play the interview.

#### ANSWER KEY

*Students' own questions*

### Additional Activity

Divide the class into four groups and ask them to write *true* and *false* sentences about Billie, such as: *She is from England. She has got a cat.* Get volunteers from different teams to read the statements for the other teams to decide whether they are true or false.

## PAGE 51

#### Eco Grammar

This grammar board will help the students focus on the use of the negative form of the third person singular of the Present Simple tense. Go through the examples with the whole class and give students time to compare the forms. Focus on the negative example and explain that the negative is formed by *doesn't + infinitive verb*. You can draw students' attention to the examples on the board and compare the negative forms of the first and third person singular



### 4 Circle the correct option.

Ask students to read the sentences about Billie and circle the corresponding verb in the affirmative or negative form of the Present Simple tense that is true to Billie's story. Call out some volunteers to correct the activity with the whole class.

#### ANSWER KEY

1 dyes; 2 works; 3 doesn't eat; 4 doesn't play; 5 collaborates

### 5 Read Billie's answers and write. Then listen and check. 27

Invite students to read what Billie says and tell them to pretend to be journalists writing an article about Billie's interview. They must transform the written statements starting with *She* or *Billie*.

Ask a volunteer to read the example in the activity to check understanding. Encourage students to read out the sentences. Then, play the audio file to check. You can invite volunteers to write the answers on the board.

#### TRACK 27 27

##### Narrator:

*Billie's green actions:*

- 1 She uses her platforms to raise awareness about climate change.
- 2 She makes delicious vegan cookies.
- 3 She has her own vegan chocolate bar.
- 4 She doesn't fly on private planes.
- 5 She loves vintage stores and she doesn't need to wear new clothes frequently.

#### ANSWER KEY

- 2 She makes delicious vegan cookies.
- 3 She has her own vegan chocolate bar.
- 4 She doesn't fly on private planes.
- 5 She loves vintage stores and she doesn't need to wear new clothes frequently.

### Additional Activity

Invite students to invent 5 more sentences to add to the previous activity, using the information from the previous page. Encourage students to write what Billie says and exchange ideas with their classmates. The aim is to write sentences using the third person singular; for example: *I play the guitar, the piano and the ukulele. / She plays the guitar, the piano and the ukelele.*

## SB PAGES 52 AND 53

### Objectives

- To correct information.
- To revise the affirmative and negative form of the third person singular of the Present Simple tense.
- To identify parts of speech.

### Language Focus

#### Production

- *She likes comfortable clothes.*
- *She doesn't play the drums.*
- *She usually watches series online.*

### Vocabulary

#### Production

- Parts of speech (*noun, verb, adjective, adverb*)

## PAGE 52

### 1 Complete the sentences with the verbs. Then listen and match them with the correct information. 28

Mandy, the reporter, has some information about Billie that she must verify it is correct. First, tell the class to help Mandy complete the statements on the left with the correct form of the verbs in the box. Then invite volunteers to read the sentences and correct them with the rest of the class. Finally, play the audio file and give students time to match the remaining sentences. Focus on the different phrases to say that something is wrong: *That's not right! That isn't true! That's wrong / false / incorrect.*

Take this opportunity to talk about the importance of checking facts and consider more than one source when they look for information.

## TRACK 28 28

### Narrator:

- 1 *She only buys new clothes. That isn't right. Likes vintage clothes, too.*
- 2 *She lives in a small city. That's wrong. In a big city.*
- 3 *She lives with her parents. No, but she's near them.*
- 4 *She writes songs with other people. That's incorrect. She's usually alone.*
- 5 *She always wears tight clothes. That isn't correct. Baggy clothes.*
- 6 *She goes on tour only with her brother. That isn't true. With her parents, too.*

### ANSWER KEY

1 buys; 2 lives; 3 lives; 4 writes; 5 wears; 6 goes

### 2 Now correct the information about Billie.

Have some students read the answers in activity 1 and tell them to correct the information that is wrong completing the blanks in the paragraph.

### ANSWER KEY

- 2 doesn't live in a small city, lives in a;
- 3 doesn't live, is near them;
- 4 doesn't write, writes, is alone;
- 5 She doesn't wear tight clothes, she wears baggy clothes;
- 6 She doesn't go on tour only with her brother, she goes with her parents too.

## PAGE 53

### 3 Listen and read. 29

Invite students to look at the comic strip and describe the pictures. Ask guiding questions like: *Where are the children? What does the teacher ask? Is the ending funny?*

Tell students to listen to and follow the reading text. Then, encourage them to read it in pairs.

## TRACK 29 29

**Narrator:** *It's 8:15 am and the children have their Language lesson.*

**Teacher:** *Can you think of an example with an adjective, a noun, a verb and an adverb?*

**Girl:** *Hmm... Two sleepy children arrive late.*

**Teacher:** *Very good, Jess! Sleepy - children - arrive - late*

**Boy 1:** *Look! It's true.*

**Boy 2:** *Sorry!*

## Additional Activity

As a follow up activity you can make signs with parts of speech: *nouns, adjectives, verbs and adverbs*. Also make slips of paper showing different words such as: *well, car, drive, black, etc.* and put them in a bag. Split the class into two teams and give them the signs with the parts of speech. One team then picks a slip from the bag (e.g. *black*), the opposite team has to put up the correct sign **ADJECTIVE** to score a point. Repeat the procedure several times alternating the teams. The team that scores the most correct parts of speech is the winner.

## 4 Read and complete the table.

### Eco Grammar

Get some students at random to read the explanations that appear on Eco's board. Read the four sentences on the right for students to identify the parts of speech; for example: *Billie usually watches series online*: adverb, verb, noun. Read the rest of the sentences trying to elicit the parts of speech from the students and tell them to put the words in bold under the right category below.



### ANSWER KEY

Nouns	Adjectives	Verbs	Adverbs
Concert	Plastic	Watches	Usually
Billie	Comfortable	Cooks	Well

### PLANET WARRIORS TIPS

Games are an excellent choice for the last ten minutes of the day when students are particularly tired. They can be 'one-off' activities with little relation to the day's lesson or can be linked to class content. Games help children stay interested and motivated. They also provide them with meaningful language contexts and are a source of intensive language practice.

## SB PAGES 54 AND 55

### Objectives

- To talk about routines.
- To ask questions to check information.
- To revise the affirmative and negative forms of the third person singular of the Present Simple tense.
- To recognise and practise the interrogative form of the third person singular of the Present Simple tense

### Language Focus

#### Production

- *He gets up early.*
- *He doesn't eat (meat).*
- *Does he / she play (the guitar)?*
- *Yes, he / she does. / No, he / she doesn't.*

### Vocabulary

#### Production

- Action verbs
- Musical instruments (*guitar, drums, piano*)

## 1 Complete the interview with the words and phrases. Then listen and check. 30

Invite students to read the interview and write the words and phrases to complete it correctly. Divide the class into pairs and have them compare their answers. Then, play the audio file for students to check their answers. Finally, invite the class to decide if Chris has a healthy routine and why. Elicit ideas about pop artists in general: *Do they have a healthy life? Do they need to be more careful with their habits? Why? What problems can they have?*

Once you finish this activity, ask students to work in pairs and practise reading the interview aloud. Then, encourage different pairs of students to come to the front in turns and read the interview to the class.

## PAGE 54

### Additional Activity

This activity is meant to revise Present Simple forms before the upcoming activity 1.

Divide the class into three groups. Give each group five picture cards illustrating daily activities and five index cards. Ask students to write the Present Simple forms (first and third person singular) of the verbs on their index cards: *go, goes; have, has* (breakfast); *get up, gets up, etc.* Invite them to shuffle the picture and the index cards separately and place them face down on a desk. Ask them to take turns turning over a picture and an index card each. If they match, they can keep them. The student with the most cards wins.

## TRACK 30 30

**Narrator:** *A day with a pop star*

**Adam:** *Welcome to my channel! I interview singers and band members to know about their daily lives when they aren't on tour. What do they usually do? Are they busy? Are they eco-friendly? Listen to my interviews to find out! Today I interview Chris, the lead singer and guitarist of the pop band Planet Warriors.*

**Adam:** *Hi, Chris! What's your life like when you don't give shows? Do you get up early?*

**Chris:** *Yes, I do. I always get up at 7 am.*

**Adam:** *Really? What time do you have breakfast?*

**Chris:** *At about 7:30 am and then I go to the gym. And at 10 am, I practise with the band.*

**Adam:** *Do you have lunch?*

**Chris:** *Yes, I do. I have lunch at a friend's restaurant. He's a chef and he cooks healthy food.*

**Adam:** *And what do you do in the afternoon?*

**Chris:** *After lunch, I always work at home. I design eco-friendly products for the concerts: reusable water bottles, and T-shirts and caps made from recycled materials.*

**Adam:** *Do you sell the items at your concerts?*

**Chris:** *Yes, I do. Then I donate part of the money to environmental organisations.*

**Adam:** *That's great! You're busy when you aren't on tour. And do you go to bed early?*

**Chris:** *No, I don't. I usually go to bed at 1 am because I have dinner late and then I watch series.*

### ANSWER KEY

**1** get up; **2** do you have breakfast; **3** have lunch?; **4** do; **5** work; **6** sell; **7** go to bed; **8** have dinner

### 2 Now write the verbs in the correct form.

Encourage your students to fill in the blanks using the verbs in the correct forms. Explain that they can re-read the interview for help. Finally, invite different volunteers to read the complete sentences aloud.

### ANSWER KEY

**1** interviews; **2** sings, plays; **3** doesn't get up; **4** goes, has; **5** doesn't cook, eats; **6** takes; **7** doesn't go; **8** watches

### Additional Activity

Ask a volunteer to come to the front and pretend to be a famous pop star. He/she can tell the class about his / her typical day: *I get up at nine o'clock. I go to the gym at nine thirty.* Encourage the use of body language and movements. Then, ask another student to report something about the star's day: *Taylor gets up at nine o'clock.* Call students' attention to the fact that the third person singular form of the Present

Simple tense changes. Invite other volunteers to continue reporting. Repeat the procedure several times with different stars.

## PAGE 55

### Eco Grammar

In this case, Eco's board will help students focus on the use of the interrogative form of the third person singular (**he / she**) of the Present Simple tense. Highlight the use of **does** and an **infinitive verb** to make questions with *he* or *she*. Draw students' attention to the form of the short answers and the use of the auxiliary. You can also revise the structure of questions with the first person singular and compare it with the examples on the board.



### 3 Now answer: Yes, he does. or No, he doesn't.

Tell students to complete the questions about Chris's routine using short answers. Students may go back to the interview text to remember Chris's activities and preferences. Carry out choral correction then.

### ANSWER KEY

**1** Yes, he does. **2** Yes, he does. **3** No, he doesn't. **4** No, he doesn't. **5** No, he doesn't.

#### 4 Match the verbs with the phrases.

Ask students to read the phrases on the right first and then the verbs on the left. Explain to them they must match the verbs with the phrases and write them down in their folders.

##### ANSWER KEY

- 1 play the guitar / drums / piano;
- 2 sing alone / in a band;
- 3 act in films / in series;
- 4 wear high heels / jeans / T-shirts / tight clothes / a lot of accessories;
- 5 take green actions / the plane

#### 5 Now make questions with the phrases in exercise 4. Ask your classmate and guess.

Students must now use the matched phrases and verbs they wrote in exercise 4 to make questions, write them down in their folders and then ask their classmates.

Tell them to write their classmates' answers down too so they can then guess their friend's favourite pop star. Once they know who the star is, they have to complete the blank space with the star's name.

## SB PAGES 56 AND 57

### Objectives

- To revise the Present Simple tense.
- To ask for information.
- To introduce *wh*- words and practise *wh* questions.
- To express contrast.

### Language Focus

#### Production

- *Does he like...?*
- *Yes, he does. / No, he doesn't.*
- *Wh*- questions: *What time does she (get up)? How often does she (have piano lessons)? What type of music does she like? When does she (go to school)? Where does she (live)?*

### Vocabulary

#### Production

- Action verbs
- Days of the week
- *Wh*- words (*how, when, why, how often, what time, what, where, what type*)

## PAGE 56

### PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

#### Communicating assertively

Students are individuals with a lot to contribute to the class. Assertive communication involves expressing thoughts, feelings and needs openly and honestly while respecting others' perspectives.

### 1 Discuss with your classmate.

This activity aims at encouraging students to share their thoughts, opinions, feelings and experiences with their classmates. While they discuss the questions: *What's your favourite type of music? Why?*

*How do you feel when you listen to your favourite music?*, walk around monitoring performance and helping with language issues. Always bear in mind that the purpose in this case is communication over accuracy.

### ANSWER KEY

*Students' own answers*

### 2 Listen and tick (✓) the correct option.



Tell your students they will listen to Olivia speak about her favourite type of music as well as that of her friend Alan. Before listening encourage the class to guess and tick what they think could be Olivia's answers. Then play the audio file and stop for the class to tick the correct ones. Students can check how many of their guesses were right.

### ANSWER KEY

**Olivia:** a; b; a; a

**Alan:** b; a; b; b

After students finish the listening activity you can ask them to report Olivia and Alan's hobbies as in: *Olivia loves music, her favourite style is classical. She thinks it's relaxing... etc.*

### TRACK 31

**Olivia:** *Hi! I'm Olivia. I love music. My favourite style is classical music. I think it's relaxing. I play the violin and I have lessons on Monday, Wednesday and Friday. I sometimes feel nervous before concerts. My friend Alan doesn't like classical music. He loves hip-hop because he thinks it's cool. Alan sings and he takes lessons on Tuesday and Friday. He always feels excited before he sings in the street.*

### 3 Circle the correct option.

Now student must circle the correct question word that matches the answer and the information about Olivia. Carry out whole class correction.

### ANSWER KEY

**1** Where; **2** How often; **3** Why; **4** When; **5** How



**4 Write three questions about Leo in your notebook. Then cover the information and test your classmate.**

Tell your students to read the four statements about Leo and ask questions for their classmates to answer. Then they should all cover the information and role play the situation in pairs. One student asks the questions and the other answers them pretending to be Leo. Encourage students to be good listeners and show interest. Explain that when interacting, it is important to maintain eye contact and avoid interrupting the other person. They may also show interest by making comments such as *that's interesting!* and *really?*

**ANSWER KEY**

*Students' own answers*

CLIL

**MUSIC AND SOCIAL STUDIES:  
A Musical Instrument  
Invention**
**1 Read and complete the information.**

Ask the class what they think the text is going to be about. Some trigger questions can be: *Can you make music out of rubbish? Can you make instruments with recycled material? Would you like to have a band that uses recycled instruments?*

Then start reading along with your students and after each paragraph help them infer new vocabulary. Once you have finished reading the text, divide the class into two teams. You can assign the first half of the text to one team and the rest to the opposite team. Each team has to prepare 3 questions to ask the opposite team using the information of their part of the text. After the teams have produced the questions, they should ask them to each other and answer them trying not to read the text. The team that makes the most correct questions and answers is the winner.

Finally the class can complete the information file on the right of the text.

**ANSWER KEY**

**Name:** The Recycled Orchestra of Cateura

**Country:** Paraguay.

**Members:** children, teens and young people

**Music style:** Paraguayan folk music to classical, rock and pop.

**Instruments:** flutes, saxophones, violins, cellos, guitars and drums.

**2 Make an instrument.**

Here creativity is key and students can personalize their instruments using paints, stickers or other decorative elements. First encourage them to design the instrument, then make it and finally present it to the class and/or school community. Some possible instruments can be guitars made out of empty boxes as the body, a cardboard tube as the neck and rubber bands as strings. Drums can be made out of old cans or xylophones of glass bottles filled with different levels of water. Shakers can be made with rice inside plastic bottles or flutes by creating holes in a cardboard tube.

## PAGE 58

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 Write the verbs in the correct form.**

Before starting the activity, ask the students how much they know about Harry Styles and encourage them to describe his physical appearance.

Then invite them to read the information provided in the box to check if their answers were accurate. Encourage them to complete the curious facts about Harry with the correct form of the verbs. Once they finish, call some volunteers to read the sentences and correct with the whole class.

**ANSWER KEY**

**1** lives; **2** has got; **3** is; **4** likes **5** supports; **6** gives

**2 Read again and answer.**

The class needs to read the facts about Harry once more to answer the questions in this activity. When the students finish you can assign volunteers to read their answers and correct with the class.

**ANSWER KEY**

**1** He is a singer, songwriter and actor. **2** He makes pop music. **3** He has got over 40 tattoos. **4** Yes, he does. **5** No, he doesn't.

**3 Now correct the information.**

Some social networks have got wrong information about Harry. Have the class correct this wrong information writing the correct one under the statements.

Check with the whole class.

**ANSWER KEY**

**1** Harry doesn't celebrate his birthday in April. He celebrates it in February.

**2** He doesn't live in one country, he lives in the UK and the USA.

**3** He doesn't hate Cold Play's music, he likes it.

**4** He doesn't like snakes, he is afraid of them.

**Additional Activity**

Ask the students to write short biographies of their favourite pop star.

Encourage them to find different sources of information and check facts before writing the bio. Walk around the classroom to monitor and offer help if necessary. You may design cards where students can write the information and create a real guide of musicians for the class / school. Invite the students to read the bios to the rest of the class and encourage them to say what piece of information surprised them or interested them the most. Finally, invite the class to reflect on the different types of music and artists and say what they have and do not have in common. Ask students if they listen to music and in what situations: *When do you listen to music? How does listening to music make you feel?*

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

**1 Write the verbs in the correct form.**

- 1 lives; 2 writes, sings, plays; 3 has got; 4 loves;
- 5 supports, donates; 6 takes, plants

**2 Write more facts about Ed Sheeran.**

- 1 He exercises.
- 2 He likes to play the board game Monopoly.
- 3 He doesn't play only one instrument.
- 4 He hasn't got a sister.
- 5 He doesn't speak Spanish.
- 6 he collaborates with other singers.

**3 Write the words in bold in the correct column.**

Adjectives	Adverbs
Happy	Loudly
Favourite	Excellently
Good	well
eco-friendly	
Young	
classical	

**4 Look and complete.**

- 1 happy, happily; 2 quiet, quietly; 3 loud, loudly;
- 4 excellent, excellently

**5 Complete the dialogue.**

- 1 has; 2 does the singer play the guitar?; 3 does;
- 4 teaches; 5 doesn't; 6 works; 7 makes; 8 sells

**6 Answer and draw.**

Students' own answers

**7 Read and answer.**

- 1 He likes rock music.
- 2 He plays the drums.
- 3 He practises with the band at the weekend.
- 4 he has lessons on Tuesday and Thursday.
- 5 He sometimes feels nervous.

**8 Unscramble the questions and answer about you.**

- 1 How often do you listen to music?
- 2 What music style do you like?
- 3 When do you sing?

# 6

## HAPPY HOLIDAYS

### SB PAGES 59, 60 AND 61

#### Objectives

- To describe holiday activities.
- To recognise the Present Continuous tense.
- To revise the Present Simple tense.

#### Language Focus

##### Production

- *I swim in the sea. He doesn't like the beach.*
- *Do you collect shells?*
- *Yes, I do. / No, I don't.*

##### Recognition

- *I'm (not) lying in the sun.*
- *She / He / It is (not) surfing a wave.*
- *We / You / They are (not) playing volleyball.*
- *Are you (building a sandcastle)? Yes, I am. / No, I'm not.*
- *Is she / he (running)? Yes, she /he is. / No, she / he isn't.*
- *He is walking towards the sea.*

#### Vocabulary

##### Production

- Holiday activities (*play volleyball, surf, swim, put on sunblock, sail, build sandcastles beach, sea, shells, hotel, waves*)
- Prepositions of movement: (*into, down, up, though, past, along, across, towards*)
- Bugs (*butterfly, tarantula, ladybug, bee, mosquito, ant, beetle*)

### PAGE 59

Direct students' attention to the photo and invite them to describe it and share ideas. Ask guiding questions like: *Where are they? Are they friends, siblings, cousins? What's the weather like? How do they feel? Why? What are they doing? Are they swimming in the sea? Are they walking along the beach?*

Read the topic of the unit aloud and elicit from students activities that people usually do during holidays. List them on the board or make a mind map as in:




Invite students to make a sentence using two of the words from the mind map on the board; for example: *I swim in the sea. I play volleyball on the beach.*

Then, bring photos of your holidays and describe what you are doing. Invite the class to say if they like the activities. Explain that they are going to reflect on the subject as they do the activities This section 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 would be profitable to remember that knowing in advance what structures are going to be worked on is of great help for students. In this way, they can have a general idea of the topic and get ready for the learning process.

**1 Listen and match the descriptions with the photos.** 

Tell students they are going to read and listen to a boy talk about his holiday activities. Encourage the class to describe the pictures and use the vocabulary related to the topic. Play the audio file and stop at each picture for the class to connect it with the descriptions. Re-play the audio as a whole at the end and correct answers with the class. Finally, invite the students to talk about their holidays and activities, you can ask: *Where do you spend your holidays? Who do you spend your holidays with? Do you post photos or share them with your friends? Are you in contact with your friends when you are on holidays? What do you love about being on holidays?*

**TRACK 32** 

**Boy:** *I always spend a week in a summer camp during my holidays. I make new friends and I have a great time! Look at some of my pictures.*

*This is my friend Lily. She is playing with the sand.*

*I love water sports! I'm swimming in the sea.*

*We always have fun. We're playing in the pool at the hotel.*

*On our way to an island. We are sailing into the sea.*

*We don't collect shells because this affects the environment. My friends are looking at the shells.*

*We usually make teams. We are playing volleyball on the beach.*

*My friend Jackie loves the sand. She's building a sandcastle for a competition.*

*We always protect our skin from the sun. My friend is putting sunblock on her face.*

*I want to relax. I'm lying in the sun.*

*This is my friend Joe. He is surfing a wave.*

**ANSWER KEY**

**Pictures (left to right):**

This is my friend Lily (4);

I love water sports (6);

We always have fun (10);


On our way to an Island (1);

We don't collect shells because this affects the environment (7); We usually make teams (9);

My friend Jackie loves the sand (8);

We always protect our skin from the sun (5);

I want to relax (3); This is my friend Joe (2)

**2 Label the pictures. Then listen and check.** 

The aim of this exercise is to work on the specific vocabulary connected to holidays by the sea. Ask the students to look at the pictures and match them with the words in the box. Then play the audio file for them to correct. To round up, ask them to write a sentence using some of the words. Then they can read out what they wrote to share it with the class.

**TRACK 33** 

**Narrator:**

1 hotel

2 sand

3 sea

4 wave

5 shell

6 beach

7 sandcastle

8 sunblock

**ANSWER KEY**

1 hotel; 2 sand; 3 sea; 4 wave; 5 shell; 6 beach; 7 sandcastle; 8 sunblock

**3 Imagine you are in the summer camp with a friend. Draw and tell your classmate.**

Tell the class they must now imagine they are having holidays in a summer camp with friends. They should first draw some items or activities they can be doing there and then write a sentence to describe the drawing. Later, invite some students to share their drawings and descriptions with the class.

**ANSWER KEY**

*Students' own answers*

**Additional Activity**

Ask students to bring family photos of a trip to the beach, a sheet of construction paper, paper strips, coloured markers, and glue. Invite students to write a caption on a paper strip to describe their photo: *I'm surfing with my dad.* Tell students to glue the photos and captions on the construction paper to make a page of a photo album. Display it on one of the classroom walls.

## SB PAGES 62 AND 63

### Objectives

- To describe people and pictures.
- To recognise and practise the affirmative and negative form of the Present Continuous tense.
- To recognise the interrogative form of the Present Continuous tense.

### Language Focus

#### Production

- *I am (not) eating icecream.*
- *He / She / It is (not)lying in the sun.*
- *We / You / They are (not) playing volleyball.*

#### Recognition

- *What are you / they doing?*
- *What is she / he doing?*

### Vocabulary

#### Production

- Holiday activities

## PAGE 62

### Eco Grammar

Draw the students' attention to Eco's board to focus on the use of the **affirmative** and **negative** forms of the Present Continuous tense. Go through the examples with the whole class.



Give students time to analyse the new structure and to understand how to organise it. Remind students that they can use the contracted form of the verb *to be*. To reinforce comprehension you can show students a picture full of people doing many different activities. Ask them to listen to your descriptions and identify each person. For example: *A man is surfing a wave. Who is the man? The man in a blue T-shirt.* Try to say sentences with different subjects so that you expose students to the different forms of the tense.

### 1 Look and write sentences using the prompts.

Draw students' attention to the pictures and invite them to imagine they are describing family pictures to their grandparents who are not wearing glasses. They must write what the people are doing following the prompts in the activity. Read the first example. Finally, invite some volunteers to read their answers aloud.

#### ANSWER KEY

1 volleyball on the beach; playing volleyball in the pool 2 building a sand castle; eating ice-cream 3 aren't swimming in the sea; are surfing in the sea 4 lying in the sun; running



## 2 Listen and tick (✓) the correct option.



Invite the class to tell you what they see in each picture first. Then have them listen to what Ben, Paul, Vicky and Daisy are doing and choose the right picture to describe it. You may stop and re-play the dialogues after each situation. Then correct with the class.

### TRACK 34

**Narrator:** One

**Man:** Hi, Ben! How are you? Are you having fun at the summer camp?

**Boy:** Hi, Dad! Yes, I'm doing a lot of activities. Now, I'm at the hotel.

**Man:** What are you doing?

**Boy:** I'm watching TV in the room. And my friend Nick is taking a shower. Then we all have dinner at 9 pm. The food is delicious!

**Man:** That's great! Enjoy!

**Narrator:** Two

**Girl:** Hi! I'm Vicky! This is a video to show you all the rubbish on the beach. We are picking up litter with my group and there's another group over there. They are looking at the shells and taking photos to make a guide. Please keep the beach clean!

**Narrator:** Three

**Woman:** Where is Paul?

**Boy:** He's in the mountains. He's exercising.

**Woman:** Is he riding his bike?

**Boy:** No, he isn't. He's going trekking with some friends.

**Narrator:** Four

**Boy:** Look! Daisy is posting photos of her summer camp.

**Girl:** Is she spending her holidays on the beach?

**Boy:** Yes, she is.

**Girl:** Is she swimming in the sea?

**Boy:** No, she isn't. She's on a boat.

**Girl:** You're right! She is sailing.

## ANSWER KEY

1 a; 2 c; 3 b; 4 a


## Additional Activity

Describe a scene and ask students to draw it. For example: *Draw a swimming pool. One boy is swimming.*

Invite students to add their own elements. Collect the pictures. Invite a volunteer to choose one without showing it to the rest and describe the scene until the student who drew it recognises it. Repeat the procedure with the remaining pictures.

**Eco Grammar**

Focus students' attention to Eco's grammar box to revise *yes/no questions* using *short answers* in the Present Continuous tense. To practice short answers you can have your students play a *Guess the Action* game where one student acts out an activity and the others guess by asking *yes/no questions*.



## 3 Answer about the activities in exercise 2. Then listen again and check.

The class must now answer the questions in this activity taking into account the situations in exercise 2. Give your students time to write short answers and then play the audio file to check correction with the whole class.

## ANSWER KEY

1 No, he isn't.

2 Yes, he is.

3 Yes, they are.

4 Yes, he is.

5 No, they aren't.

6 Yes, she is.

**4 Write five questions about the pictures in your notebook. Then ask them to your classmate and answer.**

First have the class interpret the five pictures on the right and read the phrases on the left in order to understand vocabulary and images. Tell them they must write five questions using the phrases on the right. The questions should be connected to the pictures but they can be true or not as in: *Is the boy surfing?*(No, he isn't. He's lying on the sand). *Are the children building a sand castle?*(Yes, they are).

Once they finish writing the questions they should ask their classmates.

**ANSWER KEY**

*Students' own answers*

## SB PAGES 64 AND 65

### Objectives

- To practise the Present Continuous tense.
- To check information.
- To recognise and use prepositions of movement.

### Language Focus

#### Production

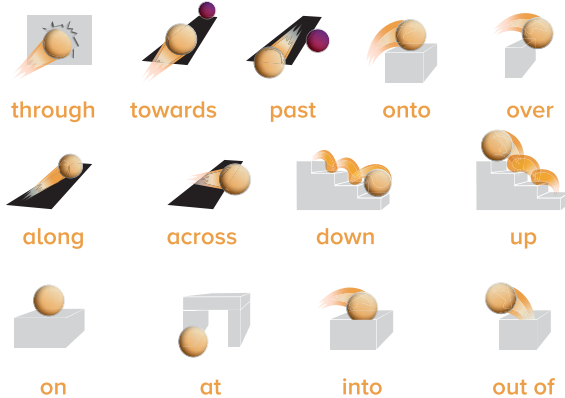
- *They are running into the pool.*
- *He is walking down the water slide.*
- *What are they looking at?.*

### Vocabulary

#### Production

- Prepositions of movement (*into, down, through, along, up, towards, past, onto, over, across*)

*indicate?* Write the explanation on the board. We use prepositions of movement after an action verb to indicate direction but prepositions *on* and *at* indicate position or place. The best way to exemplify the meaning of the prepositions is by showing a video, poster or drawing similar to this:



## PAGE 64

### 1 Listen and read. 35

Ask your students questions like: *Do you go camping? Do you see bugs when you are camping or at home? What bugs do you see?.* Bring pictures or show the images of the following bugs on the board : *ants, beetle, butterfly, snail.* Elicit more insects by showing the pictures of *mosquitos, spiders, bees* and write them as a list on the board. Ask the students which bugs they like the most and which ones they are more afraid of.

This previous warm-up will help you start with the reading and listening of activity 1. Draw students' attention to the comic strip. Play the audio file and ask the class to check which bugs the children see and underline them in your previous list of bugs. Play or read the strip again, this time you can stop after each picture frame to focus on the direction and position of the prepositions: *along, over, on, at and across.* Draw students' attention to the prepositions and ask: *What is the position of the preposition? What do these prepositions*

### TRACK 35 35

**Narrator:** *At the summer camp, the children work in teams to record bugs for a guide. The group that finds more bugs wins a prize.*

**Narrator:** *The first group is walking along the river. Do they see any ants going up the plants?*

**Girl:** *Look! A parrot!*

**Boy:** *Where? Is it flying over us?*

**Boy:** *No! It's on the tree!*

**Narrator:** *The second group is celebrating. What bugs are they looking at?*

**Girl:** *There are a lot of bugs here. There is a beetle on the root.*

**Boy:** *And a butterfly is flying over the trunk.*

**Boy:** *And look at the snail! It's moving across the trunk. It's very slow.*

## 2 Look and match to make sentences.

Invite the class to look at the pictures and read the sentences on the right to match them. To assist students in their choice of phrases remind them that the preposition indicates direction. Check orally with the class and show the difference between the prepositions by miming.

### ANSWER KEY

They are running towards the sea.

She is jumping into the pool.

We are going down the water slide.

He is walking along the sea

## PAGE 65

## 3 Look and complete.

Invite students to look at the pictures and explain that they show people or things in movement.

Encourage students to describe what they can see in each picture; for example: a train, a sail boat, a dog and an old lady with a girl. Ask a volunteer to read the first sentence and identify the corresponding preposition from the box. Invite students to read the remaining sentences and complete with the corresponding prepositions. Once they have finished, check the answers with the class.

### ANSWER KEY

1 across; 2 over; 3 past; 4 up; 5 through; 6 onto

## 4 Read and draw.

Invite students to imagine there are some children at the beach and they can see different activities happening. Encourage them to read the situations in each frame and draw the scene showing the use of prepositions. Have some volunteers share their drawings with the rest of the class and show their pictures. You may also ask students to work in pairs and exchange their books to see their classmates' pictures.

### ANSWER KEY

*Students' own answers*

## SB PAGES 66 AND 67

### Objectives

- To revise the Present Continuous tense.
- To learn about bugs.
- To identify and describe bugs.

### Language Focus

#### Production

- *I like (butterflies). / I don't like (spiders).*
- *Has the bee got wings?*
- *They have got a pair of antennae.*
- *They can walk.*
- *They live in the forest.*
- *They don't eat plants.*

### Vocabulary

#### Production

- Bugs (*butterfly, ladybug, ants, beetle, bee, mosquito*)



## PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

### Being helpful and cooperative with others

Encourage students to cooperate with each other and work together towards a goal. When you organise groups and teams, have confident students work with weaker classmates. In doing so, students consolidate their own learning and you create a positive classroom environment.

## 1 Listen and complete the notes.



Show the pictures in the activity illustrating bugs, read their names and ask students to repeat the names after you. Then, tell the class the children in the summer camp are analysing the bugs. The class mission is to place the words in the box in the right bug description.

Once the students finish, play the audio file to check correction. Then choose a bug and ask the class to help you describe it; for example: *bee: it's black and yellow and it makes honey.*

Repeat the procedure for the remaining pictures. After describing each bug, invite students to say if they like them or not and why.

## PAGE 66

## PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



### N° 15 - LIFE ON LAND

SDG 15 aims to protect and restore the land and all its living things. We want to stop the land from getting sick and help it stay healthy for a long time making sure that forests, animals and plants have a safe and happy home. Students can practice SDG 15 by planting trees, learning about the plants in their region, avoiding littering the environment, preserving nature, participating in clean-ups and raising awareness.

## TRACK 36 36

**Narrator:** *The children at the summer camp are now making notes about the bugs. The groups are doing different tasks to complete the guide. Some children are taking photos for the guide. Other children are analysing the body parts and classifying the bugs. And others are searching for information on the internet.*

**Girl:**

- 1 *A butterfly has got colourful wings.*
- 2 *Ants live in large colonies.*
- 3 *A bee has got a poisonous sting.*
- 4 *A tarantula has got eight legs. It's an arachnid.*
- 5 *A ladybug has got black spots.*
- 6 *A beetle has got wings. Some fly.*
- 7 *A mosquito lives in hot and humid places.*

### ANSWER KEY

1 colourful; 2 large; 3 sting; 4 eight; 5 spots; 6 wings; 7 humid

### Additional Activity

#### Imaginary bugs

Try to play with students' imagination. Crazy activities always make the class more lively. Divide students into groups of four. Invite them to create an imaginary bug. Tell them they can use a sheet of construction paper, old magazines, coloured pencils, scissors and glue. Ask them to invent a name for it and discuss its characteristics. Ask a volunteer from each group to describe the insect to the class: *This is a beetroach. It can fly.*

## 2 Read and complete.

Invite students to read the information about butterflies and also practise reading it aloud.

Then, tell students to complete the file card with the information from the text. Check the answers with the whole class.

### ANSWER KEY

**Name:** Butterfly

**Characteristics:** They have got six legs and four wings. Butterflies are important because they collect pollen and carry it to plants. This helps plants to produce new seeds. They can see ultraviolet colours that are invisible to the human eye.

**Habitat:** They live in all the continents except in Antarctica.

**Diet:** Butterflies drink nectar from flowers and they can taste with their feet.

### Additional Activity

You can divide the class into two groups. Divide the information text of activity 2 and give one half to each team. Ask them to write true and false statements about butterflies, taken from the information they have, for the other team to answer. The team with the most correct T and F answers is the winner.

CLIL

## ART AND SCIENCE: A Poster of the Importance of Bugs

### 1 Read and complete the poster.

This reading activity connects the importance of protecting insects to keep our environment functioning harmoniously. Stress the importance of the crucial role of insects in our ecosystem, make students read the text and interpret the threats described in the chart. Assist them with the vocabulary and encourage them to complete the blanks in the poster with the words from the box. In this way they can understand what we can do to protect the ecosystem. Call volunteers to read the poster to carry out class correction.

#### ANSWER KEY

1 plants; 2 pesticides; 3 leaves; 4 lights; 5 water; 6 organic; 7 hotel

### 2 Build a bug hotel.

Building a bug hotel is a fun and educational way to create a habitat for beneficial insects. Students can use hollow tubes e.g. garden hose, cardboard tubes, toilet roll tubes, bamboo canes or even plastic bottles to house worms and ladybirds. Dry leaves, straw, pieces of wood such as twigs, sticks, bark or branches are also good for beetles and centipedes.

A good idea would be to show videos of bug hotels to trigger ideas for the designs. When students finish building the hotel, make an exhibit to showcase the products to the school community in order to raise awareness and contribute to protect the ecosystem.

## 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 the *Wh- Questions Race* with your classmate.

Encourage students to play this competition while they revise *wh-questions* and sentence order. They should write as many correct questions as possible using the words in the different green boxes. Allow them time to finish the activity and then call volunteers to read the questions out to check with the whole class.

#### ANSWER KEY

*Students' own answers*

### PAGE 69

#### 2 Listen to the interview to a young pop star and circle the correct option.



Invite the class to listen to a pop star being interviewed. Before you play the audio file elicit from the students the kind of questions they can ask the pop star if they were the reporters. Write them on the board then tell them to listen to the interview and circle the correct option. Later, play the audio file and stop after each sentence to check and correct with the class.

#### TRACK 37 37

**Interviewer:** *Hi, Val! Your music sounds great. How often do you practise?*

**Val:** *Every day! I always have guitar lessons. And I take singing lessons twice a week.*

**Interviewer:** *And can you play other instruments?*

**Val:** *Yes, the piano and the drums. But my favourite is the guitar. I always play it during my concerts.*

**Interviewer:** *When is your next show?*

**Val:** *It's next Saturday in my hometown. And then, there are three more concerts in other cities this month. Remember to bring your water bottle!*

**Interviewer:** *Yes, it's great that the shows are eco-friendly. Are you planning to have holidays after the shows?*

**Val:** *Sure! I usually go to the beach to have some rest. I'm staying at an eco-friendly hotel.*

**Interviewer:** *Well, see you on the show and have a nice holiday.*

**Val:** *Thanks!*

#### ANSWER KEY

1 How often; 2 always; 3 twice; 4 can; 5 piano; 6 When; 7 Saturday; 8 three; 9 have; 10 beach

#### 3 Read the interview again and answer.

Have the class read Val's interview again. Tell students to pretend they are talking to a friend who couldn't listen to the interview and is curious about Val's life so they have to answer this friend's questions. Call out volunteers to read the answers and correct with the rest of the class.

#### ANSWER KEY

- 1 Yes, she does, she practises twice a week.
- 2 No, she doesn't. She only plays the guitar during her concerts.
- 3 Yes, she does.
- 4 Yes, she does.
- 5 No, she doesn't. She goes to the beach.



#### 4 Work with your classmate. Take turns to say and identify true and false information about Val.

Pair up students and assign them to write two *true* or *false* statement about Val's life. Then they should read their statements to their peers and identify if they are true or false.

##### ANSWER KEY

*Students' own answers*

## PAGE 70

#### 5 Write the verbs in the correct form.

Now Val is sharing the pictures of her holiday with some friends, ask students to help Val describe the photos by writing the verbs in the correct tense. Carry out choral correction.

##### ANSWER KEY

1 'm surfing; 2 is sailing; 3 is playing; 4 aren't running, they are lying in the sun

#### 6 Match and write the sentences.

Students can imagine they are describing pictures from their holidays to their friends. Have them look at the photos and then connect verbs and prepositions into sentences to describe the pictures. Call out volunteers to read the sentences out loud.

##### ANSWER KEY

- 1 The baby turtles are walking into the sea.
- 2 The sea gulls are flying over the sea.
- 3 The dolphins are jumping into the sea.
- 4 The crab is running along the sea.
- 5 The sea lion is climbing up the rock.

#### 7 Work with your classmate. Ask and answer about the photos on this page.

Encourage students to write true or false questions about the photos in activities 5 and 6. Once they all finish writing the questions, they can ask their peers to answer them.

Monitor the students' conversations and then call out volunteers to read their questions and answers.

##### ANSWER KEY

*Students' own answers*

## WORKBOOK PAGES 95 TO 98

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

### 1 Complete the crossword.

1 sand castle; 2 beach; 3 sunblock; 4 wave;  
5 sand; 6 sea; 7 shell

### 2 Look and answer.

1 playing in the pool. 2 smiling. 3 playing with the sand. 4 She's surfing. 5 They are sailing.

### 3 Read and complete the phone conversation.

1 having; 2 am; 3 'm lying; 4 isn't; 5 is surfing;  
6 making; 7 am; 8 are playing; 9 'm not;  
10 'm staying

### 4 Complete the sentences and number the pictures.

1 isn't collecting, is putting on (picture 1);  
2 isn't playing, is swimming (picture 5);  
3 are not running, are building (picture 2);  
4 not diving, 'm jumping (picture 3); are not sleeping, are lying (picture 4)

### 5 Write the verbs in the Present Continuous. Look at the photos and circle the correct preposition.

1 is jumping over;  
2 are jumping into;  
3 are running along;  
4 is going down;  
5 is sailing towards;  
6 diving through;  
7 am climbing up;  
8 walking across

### 6 Imagine you are on holiday at the beach. Write and draw. Use prepositions of movement.

*Students' own answers*

### 7 Label the bugs.

1 butterfly; 2 ladybug; 3 mosquito; 4 bee; 5 ant; 6 tarantula; 7 beetle; 8 fly

### 8 Answer about the bugs in exercise 7.

1 No, they haven't. 2 Yes, they do. 3 Yes, they can.  
4 No, they can't. 5 Yes, they do. 6 Yes, they have.  
7 No, they don't. 8 No, they can't.

## REVIEW UNITS 5&6

### PAGES 99 AND 100

#### 1 Read and answer.

- 1 He's from Manchester.
- 2 It's on June 6th.
- 3 He plays the guitar and sings.
- 4 He has got one.
- 5 He teaches guitar at the local park.
- 6 Yes, he can.

#### 2 Read the information and correct the sentences.

- 1 to work at 8 am, he gets up at 8 am.
- 2 He doesn't stop work at 1pm, he stops at 3pm.
- 3 He doesn't give a show at 4pm, he practises with the band.
- 4 He doesn't recycle with the ecological group at 6pm, he picks up litter.
- 5 He doesn't play board games at 8pm, he plays online games.
- 6 He doesn't have dinner at 11pm, he has dinner at 9pm.

#### 3 Look at the pictures and write sentences using the prompts.

- 1 swimming, is surfing a huge wave;
- 2 isn't sailing, is playing volleyball;
- 3 running along the beach, are climbing up a tree;
- 4 aren't hiking, are riding their bikes.

#### 4 Answer about other people at the beach.

- 1 Yes, they are. 2 No, she isn't. 3 No, she isn't.
- 4 No, they aren't. 5 Yes, he is. 6 No, he isn't.

## EXTRA PRACTICE

PAGES 95  
TO 98

Let's transform the classroom into a hub of excitement and engagement! fun activities and games offer a dynamic approach that makes learning enjoyable and also serve as powerful tools for reinforcing concepts. In this section, we delve into contests and fun experiences designed to infuse joy into the educational journey.

### EXTRA PRACTICE 1 & 2

#### 1 Play with your classmate.

Each student starts at the start square on the game board. The board has numbered squares, extinguishers, fires, axes and hoses. Students take turns throwing a dice to move along the board. If students land on a square, they must answer the corresponding numbered question to move forward. If the answer is incorrect the students must go back to where they were before. If students land on a square with the base of a ladder, they must climb to the top. If they land on a fireman with a hose or in a pole, they must slide down. Landing on fire means missing a turn, and landing on an extinguisher or axe implies throwing the dice again. The student that reaches the finish square is the winner.

### EXTRA PRACTICE 3 & 4

#### 1 Write your ideas in Card A. Then ask your classmate and complete Card B.

Learners complete card A with the information required and then interacts with their classmates by asking questions to complete card B.

### EXTRA PRACTICE 5 & 6

#### 1 Play the Sentence Game with your classmate.

Explain to students that they will play in pairs and that the objective in this game is to form as many grammatically correct sentences as possible. They will need a dice to roll. Depending on the number they get, they will get a symbol, and therefore they will have to form as many sentences as there are corresponding symbols on the board. For example, if they roll the dice and they get number one, they have to make all the sentences under the boxes that show a starfish.

# 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*