



# RAINBOW of words

# 1

Teacher's  
Edition



**Kells**  
EDUCATION





The logo features the word "RAINBOW" in large, colorful, rounded letters (R: red, A: yellow, I: green, N: blue, B: purple, O: pink, W: teal) with a white outline. Below it, the words "of words" are written in a white, lowercase, sans-serif font on a thick, orange, brush-stroke-like background. The entire graphic is set against a light blue, bubbly cloud background.

# RAINBOW of words

**1** Teacher's  
Edition

GENERAL DIRECTOR	Gabriel Torres Messina
EDITORIAL DIRECTOR	Rosa María Núñez Ochoa
PUBLISHER	Jean Denise Salazar Wolfe
EDITORIAL COORDINATORS	Hened Manzur Soda, Canda Machado Garz , Letra Cardinal
EDITOR	Hened Manzur Soda, Letra Cardinal
COVER DESIGNER	Tania Campa
SERIES DESIGNER	Tania Campa
LAYOUT	Berenice Juárez Rodríguez, Letra Cardinal
PHOTOGRAPHS AND ARTWORK	Cristina Anguiano, Armando Alvarado, Hugo Hurtado
ILLUSTRATIONS	Grupo Pictograma
PHOTOGRAPHY	Shutterstock, Inc., Photospin, Inc.
PROOFREADER	Yaholi González , Edith Gaxiola Aldama
EDITORIAL ASSISTANT	Daniela Tovar Uribe
PRESS COORDINATOR	Daniel Israel González Ramírez

Rainbow Teacher's Edition 1



All rights reserved:

© 2023, Anita Frances Heald

© 2023, Editorial Esfinge, S. de R. L. de C. V.

Átomo 24  
Colonia Parque Industrial Naucalpan  
Naucalpan de Juárez,  
Estado de México, C. P. 53489  
contacto@esfinge.com.mx

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

This edition first published in 2023

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.



**Dear Teacher,**

Welcome to ***Rainbow of words*** a coursebook aimed at providing you and your students with all the necessary academic support to set an enjoyable learning environment and enrich your daily teaching practice.

You will find the series to be well rounded, confident and easy to follow. Icons and banners make the activities easy to identify. The Constructivist Interactive approach, on which this series is based, helps students communicate meaningfully from the first day of class. The CLIL activity, found in each lesson, surrounds students with different opportunities to relate English to other subjects in the curricula, making the language more interesting and fun to acquire.

The activities included in the Student's Book are varied and foster understanding, learning, production and consolidation of the target language, as they help students develop language and life skills.

The songs, chants, hands-on activities and other word games help students acquire the language more easily as they practice pronunciation, intonation and stress of the language. The Projects at the end of every lesson foster teamwork and cooperative learning.

There is constant reinforcement of new and old structures throughout the lessons. Critical thinking skills are developed through a free-response opening question in each unit, designed to encourage students to express their opinions, preferences and experiences at their own age level. Activities with Differentiated Instruction allow students to work at their own pace and level of proficiency, helping you to increase the learning outcome of the whole group.

The *Teacher's Edition* provides you with classroom routines, step-by step lesson plans and suggestions on Differentiated Learning activities to facilitate the teaching-learning process. You will also find a comprehensive bank of *Games*, and a set of ten photocopiable Assessment Sheets, two for every unit.

We are sure you will enjoy our series as we look forward for ***Rainbow of words*** to become your daily tool to help you and your students reach your goals.

Best wishes,

**The Kells Education Team**

# Table of Contents

---

Rainbow of words Methodology	v
Common European Framework of Reference	vii
Game Bank	ix
Components in the Series	xii
Scope & Sequence	xiv
Unit 1 <b>Greeting People</b>	4
Unit 2 <b>The Body</b>	38
Unit 3 <b>Animals</b>	72
Unit 4 <b>Around Town</b>	106
Unit 5 <b>Homes</b>	140
Assessments	174
Assessments Answer Key	184
Audioscripts	185

---

## Rainbow of words Methodology

**Rainbow of words** is based mainly on two approaches: **Constructive Interaction** (also known as co-discovery learning) and **Differentiated Instruction**.

### Constructive Interaction

Because children are not “small adults”, they learn in very different ways since they are developing skills, abilities and self-assurance. Therefore, methodology to teach children must be very specific.

*“How to engage the partner in the interaction and keep their interest up so that the speaker can either deliver the message they intend to deliver or provide rapport and affection as to create a mutual bond and an understanding relationship is fundamental to interaction. Natural language is used to exchange information, and the effective transfer of information is often taken as the main criterion for the success of interaction.” (Kristiina Jokinen and Graham Wilcock, 2012).*

Based on the mentioned approaches, every unit with its corresponding tasks have been planned and should be carried out in such a way that children are encouraged to engage in conversation and problem solving. When students verbalize the object of study, they are more likely to understand, memorize, use and develop competences.

The teacher is a guide and a facilitator who provides feedback. The children’s verbalization and conversation gives the teacher a pretty good idea of the level of comprehension and interest of students. Therefore, more important than the finished product or answering the task, is the process through which children accomplish their outcome. To achieve this outcome, Constructive Interaction offers 4 moments to follow:

1. Personal: allows introspection and fosters critical thinking skills.
2. Small group work: engages discussing and exchanging points of view as students work on achieving learning goals.
3. Whole group work: fosters social practice of the language as students show their achievements.
4. Transferring: teacher guides students into building a summary of the topic. Students see their progress within the language and teachers evaluate progress.

*“Constructive interaction with children mainly provides natural thinking-aloud as the students collaborate in pairs to solve tasks... children in pairs using constructive interaction have a much higher level of verbalization...” (Benedikte S. Als, Janne J. Jensen, and Mikael B. Skov).*

Our society now expects graduates from school who are able to collaborate, work in teams, teach others and negotiate (Rice & Wilson, 1999). Businesses and society expect graduates to acquire, interpret, and evaluate data to learn, reason, and solve problems (Rice & Wilson, 1999). Therefore, the development and training of these skills and abilities must start during childhood.

**Rainbow of words** then, provides you with specific activities and tasks that will encourage children to start using English as from the very first day of class!



## Differentiated Instruction

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom (mixed-ability groups). Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Extra activities and ideas for differentiated instruction are given in each lesson in the Teacher's Edition.

Some of the ways in which *Rainbow of words* promotes this approach is by means of:

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit;
- **Learning environment** – the way the classroom works and feels.

### Content

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

### Process

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulative or other hands-on supports for students who need them;
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

### Products

1. Giving students options of how to express required learning (E.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products;
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.



## Learning environment

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

(Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Now, let's start planning, guiding, sharing and enjoying every minute we have to facilitate the learning processes of our students. **Rainbow of words** is flexible, adaptable, achievable and easy-to-teach because every child in our classrooms is unique, curious and a potential user of English.

## Common European Framework of Reference (CEFR)

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessments**, is a guideline used to describe achievements of learners of foreign languages across Europe and in other countries. It was put together by the Council of Europe, and its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. There are six reference levels, though in our series students will only reach the second level – A2, since it is designed for bilingual schools.

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

Level group	A	
Level group name	Basic User	
Level	A1	A2
Level name	Breakthrough or beginner	Way stage or elementary
Description	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>



### **Listening:**

- I can understand phrases and highest frequency vocabulary related to areas of most immediate personal relevance (E.g. very basic personal and family information, shopping, local area, employment).
- I can catch the main point in short, clear, simple messages and announcements.

### **Reading:**

- I can read very short, simple texts.
- I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

### **Spoken Interaction:**

- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

### **Spoken Production:**

- I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

### **Writing:**

- I can write short, simple notes and messages relating to matters in areas of immediate needs.
- I can write a very simple personal letter, for example thanking someone for something.

### **CLIL**

Content and Language Integrated Learning, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In our series you will find one CLIL activity per lesson usually for subjects such as History, Geography, Science or Social Sciences.

## Game Bank

### Routines

We would like to include some games and routines in the **Rainbow of words** series to provide students with opportunities for meaningful language development as well as for setting a secure and enjoyable learning environment. Routines are part of the warm-up stage in every class; we suggest you use routines for younger students.

Any starting routine can include a game, a song or a chant. If you decide to include a song, play it every day throughout the first week for students to listen, repeat, identify vocabulary, understand the song, and learn it. Present the lyrics using TPR (Total Physical Response: that is, acting out and modeling words for meaningful purposes). Keep in mind that songs are aimed at working on pronunciation, and chants are meant to work on stress, rhythm and intonation. However, students have fun as they listen and practice the target language. When you want to play a new song or chant, play it once to raise awareness of the language. Then, play the tracks again inviting students to repeat and to sing or chant along.

### Games


You can play the traditional games like *Bingo*, *Hangman*, *Tic-tac-toe*, *Simon Says*, etc. Now, we would like to present some new and fun games your students are going to love. Please feel free to adapt them according to their needs.

**Pilots and Planes:** Ask students to make some paper airplanes (allow them to test how their planes fly). Assign different classroom targets and points (E.g. table 1 point, door 5 points, trash can 10 points). Ask a student a question, and if he/she answers correctly, then that student can throw and try to hit one of the target objects to win points. This can be played individually or in teams.

**Hot Potato:** Have students sit in a circle. Use a potato and toss it to one student. Say one English word as you pass. The student then throws the potato to another student and says a different English word (play different categories, such as food, animals, clothes, etc.). Students can't keep the potato for more than 5 seconds or drop it. If they do, they are out. Play until you have a winner.

**Art Gallery:** This is a great activity for reviewing vocabulary. Draw enough squares on the board for each student to be able to draw in. Ask students to write their names above their squares. Call out a word or phrase and have students draw it (*pencil*, *bookcase*, *a boy waking up*, *an angry dog*, *a long snake*, etc.). Say the words as quickly as possible (no more than 5 at the beginning); students should memorize the words and draw them. The first to finish "legible" drawings, without missing words is the winner.

**Instructions:** This is a great pair game. Make an obstacle course in your classroom (use desks, chairs, books, etc.). Blindfold a student and guide him/her through the course by giving instructions (E.g. walk forward 2 steps, turn left, take on small step, etc.). This is a good pair game. Just be careful students don't hurt themselves.



**Buzz:** Counting games are a must. Have the students sit in a circle and pass a ball around while counting (1, 2, 3, etc.). When the number reaches 7, that student must say “buzz”. Any number with a 7 in it must be buzz (7, 17, 27, 37...) and any multiple of 7 must be buzz (14, 21, 28, 35, etc.). You can change numbers and multiples.

**Elephants:** Sit students in a circle with you. Say a word and the student to your right says a word that starts with the last letter of the word you said (E.g. **bus - steak - key - yellow**, etc.). Continue around the circle until someone makes a mistake or repeats a word.

**Marching:** Play this game in the school playground. Line up students and say, “Go!” As you all march together, call out the months in order: *January, February*, etc. Have students repeat each month. March along at a slow pace but with straight backs, and swinging arms. Say “Stop!” Everyone must stop and be **exactly** in line with you. If someone is out of line, order them back in line, and then continue marching where you left off. Once finished start again, but this time walk briskly. At the end, you can all be running.

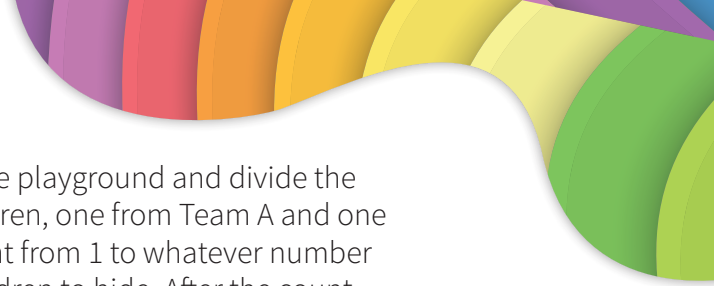
**Reading, Reading:** This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage according to your students’ level of English. Start a rhythm (clapping or tapping on your desk). Choose a volunteer to start. Each student must read one sentence on the beat and with correct pronunciation. When the first student finishes, the next one starts with the next sentence, and so on. If someone misses a beat or stumbles over words, they are “out.” But if a student is “out” and spots a mistake and corrects the student who made it, he/she is “in” again. You would be surprised to see your students focused and waiting to hear someone’s mistake. Vary the tempo, and make it as easy or hard as you want.

**Forbidden S:** Group students into two teams. Each team thinks of 3 questions. The other team tries to give answers to these questions without using a word which contains the letter S.

**Stop the Train:** You need pen and paper for this game. Write a letter on the board, and say, “Start the train.” Students then write down as many words beginning with that letter as they can think of. When someone shouts out: “Stop the train!” Everyone has to stop writing. Students get a point for each word. The student who has the most words wins extra points. This game can be played in teams.

**What Are They?** Place different objects on your desk. Give students a few moments to memorize the objects and then cover the objects with a piece of cloth. Take away one of the objects (without students looking), and then tell them to open their eyes again. The first student to guess the missing object takes away another object in the next round.

**Chinese Whispers:** Sit in a circle. Whisper a word or sentence in the next student’s ear. He/she then whispers what they heard in the next student’s ear and so on. The last student says out loud what he/she heard to see if it’s the same as the original message. If it is, then it’s the last student’s turn to whisper a word.



**Hide and Seek:** When possible, take children out to the playground and divide the group into two teams. Everyone hides except two children, one from Team A and one from Team B. These students close their eyes and count from 1 to whatever number you want them to practice, allowing the rest of the children to hide. After the count, student A looks for children in team B, and student B looks for children in Team A. The child to find the most children from the opposite team is the winner.

**Find Someone Who...** Tell your request to the students and have them walk around following the instruction. E.g. “*has two brothers*”. When one student says “I have two brothers”, that player steps out of the game and makes his/her request.

### Quotes

Finally, a note on teaching tips can be the use of quotes (famous, popular or even written by students) to talk about everyday life activities, reflect on values or to expand the knowledge and culture. As you progress during the year, try to choose two or three that are related to the value. Write the quote on the board and have students identify or look up the words in their dictionary, then you can start a discussion or have them write or express different sentences using the words in the quote. Further in the year, you can invite students to create new quotes on their own and even have a Quotes Contest, this is always fun and extends students’ vocabulary as they work on thinking skills.

## Components in the Series

### Student's Book

- Provides activities, tasks, songs, chants, games, readings and hands-on activities to surround students with a variety of opportunities to learn, use, apply, transfer knowledge to their everyday life.
- Five, fully illustrated units with eight, three-page lessons each, where you and your students will find the following:
  - » **Starting question**, an open-answer question regarding the contents of the unit to engage students into working on thinking skills.
  - » **Lessons** where students work in the four language skills as well as foster thinking abilities. Tasks and activities are fun to solve, achievable, easy to follow and offer cross-curricular content, phonics and problem solving to be performed individually, in pairs, in small groups and/or as a whole group. There are 40 lessons throughout the book and each one is based on Constructive Interaction and Differentiated Learning.
  - » **Language Banners** to raise language awareness on how to build up and use English proficiently.
  - » **Magazine type reading**, engages children into enjoying reading activities.
  - » **Blog Connections** are small banners found at the bottom of every third page in the lesson that guide students to the Blog's page in the Workbook.
  - » **Project** is a hands-on activity that closes the lesson, aimed for students to apply in an enjoyable way what they've learned so far in the unit sharing and working with others in a collaborative way. There are 40 projects throughout the book that serve the purpose of Portfolio evidence as well.
  - » **Review**, a two-page spread found at the end of every unit for students to practice and reinforce what they've learned so far in the school year.
  - » **Arts & Crafts** is a section at the end of the book that offers different hands-on activities for children to learn about special celebrations and different values.



**Lesson 1** **UNIT 1**

### Greeting People

Why is it important to say hello and say my name to new people?

**Track 2** Listen and number the pictures.

**Match the dialogs to the pictures. Listen again and check.**

Teacher: Time to go home. Goodbye.  
Student: See you tomorrow.  
Teacher: This is the classroom. Those are your friends.  
Teacher: Good morning! Welcome to school!  
Student: Hello, Miss Tovar.

Student 1: Hello. How are you?  
Student 2: Hi. I'm fine. Pleased to meet you.

**When we arrive**  
- Good morning  
- Good afternoon  
- Good evening  
- Hello - Hi

**When we leave**  
- Good-bye  
- See you tomorrow

**Read and complete.**

#### Greetings in Other Countries Around the World

In England people shake hands and say \_\_\_\_\_.

In Japan people bow and say \_\_\_\_\_.

In Egypt people say \_\_\_\_\_. They kiss on the cheek.

In Latin America people shake hands and kiss. They say \_\_\_\_\_.

ahla   hola   konnichiwa   hello

**Read and circle the correct words.**

hug / kiss   hand shake / bow   hug / hand shake

**Discuss the question.**  
What do you do to greet your friends and family?

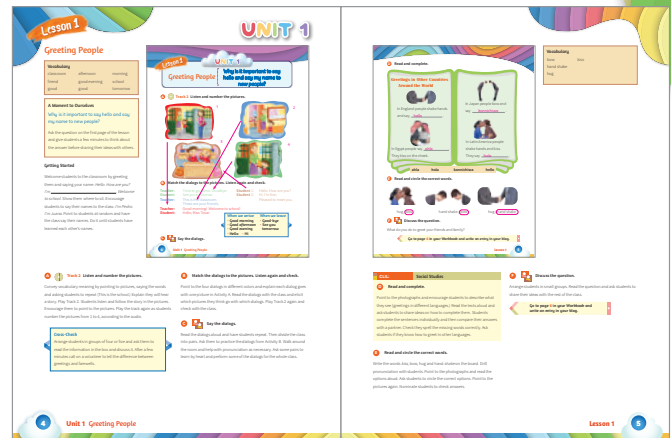
Go to page 6 in your Workbook and write an entry in your blog.

Unit 1 Greeting People   Lesson 1



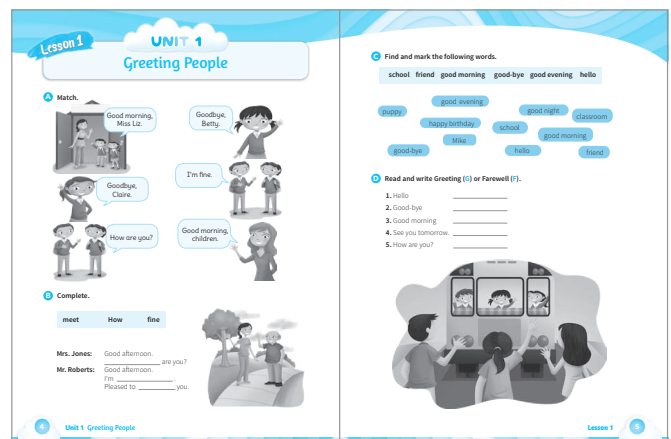
## Teacher's Edition

- Teacher-centered providing all needed teaching tools to facilitate your daily practice as you guide and encourage students to develop language and thinking skills in English.
- *Step-by-step lesson plan* for each lesson with clearly stated instructions and an extra activity for differentiated learning that allow for flexibility in use and adaptability to your group's needs.
- *A miniature of the corresponding Student's Book page* with overwritten answers.
- *A Front Matter* including a brief description of the methodology being followed in **Rainbow of words**, a bank of games to give you more tools to set an enjoyable learning environment, the components that conform the series and the Scope and Sequence.
- *A Back Matter* offering ten photocopyable assessments, two per unit – Assessment 1 suggested to be used after the first four weeks in a unit and Assessment 2 for the last four weeks of work in the unit. The answer key for every assessment is found in this section as well.



## Workbook

- Grammar based and in direct correlation with each unit in the Student's Book.
- Two pages of work per lesson offering extra practice on the language structure studied in the corresponding lesson in the Student's Book.
- The third page in every lesson is designed for a writing activity called Blog where students write a short entry related to the topic they've been learning in the unit and aimed at reviewing language and spelling conventions.



## Tracks and songs

- In our website, you will find the link to download all the tracks in the Student's Book, including listening tasks, chants and songs, to work on developing listening comprehension strategies as well as pronunciation and stress of the language.
- All listening activities are student-centered, theme- related and fun!

<https://kells-education.co.uk/wordpress/>

# Scope & Sequence 1<sup>st</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li>• <b>Greetings</b> <i>Introductions</i></li> <li>• <b>School places</b></li> <li>• <b>Numbers</b> 1 to 10</li> <li>• <b>School objects</b></li> <li>• <b>Verbs:</b> <i>bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc.</i></li> <li>• The alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and introductions: <i>Good morning (afternoon/evening/night), How are you? What's your name? I am... My name's... Pleased to meet you...</i></li> <li>• Present simple tense of <i>to be</i></li> <li>• Personal Pronouns</li> <li>• Question words: <i>What, How: How old are you? What's this?</i></li> <li>• Possessive adjectives (determiners)</li> <li>• Definite and indefinite articles</li> <li>• Imperatives: <i>Cut the picture; Color the card, etc.</i></li> <li>• Instructions: <i>Stand up, Sit down, Open your... Close your... Clap three times</i></li> </ul>	<ul style="list-style-type: none"> <li>• The alphabet and beginning sounds</li> <li>• /p/</li> <li>• /m/</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Parts of the body</b></li> <li>• <b>Flavors</b></li> <li>• <b>Feelings</b></li> <li>• <b>Sports</b></li> <li>• <b>Food</b></li> <li>• <b>Verbs:</b> <i>see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc.</i></li> <li>• <b>Numbers</b> 1 to 10</li> <li>• <b>Ordinals and cardinals</b></li> </ul>	<ul style="list-style-type: none"> <li>• Present simple tense of <i>to be</i></li> <li>• Present simple tense of <i>to have</i></li> <li>• Demonstratives: <i>This/These</i></li> <li>• Nouns in singular and plural</li> <li>• Definite and indefinite articles: <i>a/an/the</i></li> <li>• Quantifiers: <i>some</i></li> <li>• Present simple tense</li> <li>• Imperatives for common actions: <i>Eat well, read a book, wash the dishes, feed the cat, make your bed, etc.</i></li> <li>• <i>There is / There are</i></li> </ul>	<ul style="list-style-type: none"> <li>• /s/</li> <li>• /t/</li> <li>• (short) /a/, /e/, /i/, /o/, /u/</li> <li>• /k/</li> <li>• /b/</li> <li>• /f/</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Animals:</b> <i>mammals, fish, reptiles, insects, amphibian, birds, Arctic animals</i></li> <li>• <b>Adjectives:</b> <i>small, big, green, intelligent, etc.</i></li> <li>• <b>Colors:</b> <i>red, blue, etc.</i></li> <li>• <b>Numbers</b></li> <li>• <b>Verbs:</b> <i>climb, bite, fly, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Present simple verb <i>to be</i></li> <li>• Questions Demonstratives: <i>This/That/These/Those</i></li> <li>• <i>Wh</i> questions: <i>Where</i> (singular and plural), <i>What, How</i></li> <li>• Word order using adjectives: <i>It's a long, yellow snake.</i></li> <li>• Use of adjectives in the singular and plural</li> <li>• Use of <i>Can:</i> <i>aff, neg, int</i></li> <li>• Short answers</li> </ul>	<ul style="list-style-type: none"> <li>• double consonants in a word: <b>tt, pp, mm, ff, rr</b></li> <li>• /n/</li> <li>• /h/</li> <li>• Difference between /o/ and /u/</li> <li>• /g/</li> <li>• final /l/</li> </ul>



Unit

Vocabulary

Structures

Phonics

4

- **People in the community, professions:** *policeman, mail carrier*
- **Objects and tools:** *hose, radio, bag, stethoscope, etc.*
- **Places in the city:** *police station, post office, etc.*
- **Means of transportation:** *fire truck, airplane, etc.*
- **Places in the mall:** *clothes store, pet store, etc.*
- **Pets:** *dog, cat, parrot, rabbit, spider, etc.*
- **Clothes:** *dress, coat, socks, pants, shoes, shirt, etc.*
- **Toys:** *ball, bat, Teddy bear, skates, etc.*
- **Verbs:** *find, drive, deliver, etc.*

- Present simple, first person singular, third person singular
- Aff, neg, int: *does/doesn't*
- Singular and plural
- Existence: *There is/There are* (aff, neg)
- Quantifiers: *some/any*
- Demonstratives: *this, that, these, those*

- initial and final **/n/**
- initial and final **/d/**
- initial and final **/l/**
- initial **/g/**
- middle **/k/**

5

- **Rooms in the house**
- **Colors**
- **Furniture:** *lamp, sink, toy box, etc.*
- **Family members**
- **Activities at home:** *brush my teeth, wake up, have dinner, etc.*
- **Meals:** *breakfast, lunch, supper, dinner, etc.*
- **Food and drinks:** *fried chicken, French fries, soda, water, eggs, etc.*
- **Countries:** *Japan, Mexico, United States, France, etc.*
- **Vegetables:** *carrots, lettuce, tomato, etc.*
- **Fruit:** *orange, apple, banana, etc.*
- **Verbs:** review

- Present simple: *It goes in the living room.*
- Singular and plural
- Demonstratives: *This goes... /That goes...*
- Possessive adjectives
- Possessives: 's
- Present simple: *like/likes doesn't like/don't like Have/Has*

- **/v/**
- **/w/**
- **/y/**
- final **/ks/**
- **/z/**
- **/c/** as in cereal

# Scope & Sequence 2<sup>nd</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li>• <b>Food:</b> <i>healthy and unhealthy food</i></li> <li>• <b>Products from animals / vegetables:</b> <i>sugar cane, milk, honey, etc.</i></li> <li>• <b>Seafood</b></li> <li>• <b>Verbs:</b> <i>wash, cut, fry, eat, etc.</i></li> <li>• <b>Numbers:</b> 20 to 30</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple: <i>Like/Likes Don't like/Doesn't like</i></li> <li>• Questions: <i>Do...?/Does...?</i></li> <li>• Instructions (following a recipe): <i>Wash two potatoes...</i></li> <li>• Prepositions of place: <i>in, on, under, between, next to</i></li> <li>• Conjunction: <i>but</i></li> <li>• <i>Wh</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>• /p/</li> <li>• /s/</li> <li>• /ch/</li> <li>• /th/</li> <li>• /y/</li> <li>• /sh/ Vs. /s/</li> <li>• /b/</li> <li>• /t/ Vs. /th/</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Toys</b></li> <li>• <b>Clothes costumes:</b> <i>princess, Spiderman, pirate, etc.</i></li> <li>• <b>Furniture in the bedroom</b></li> <li>• <b>Pets</b></li> <li>• <b>Verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Possessives 's</li> <li>• Possessive adjectives</li> <li>• Present simple: <i>Have/Has Don't have/Doesn't have</i></li> <li>• Existence: <i>There is/There are</i></li> <li>• Questions and short answers</li> <li>• <i>Wh</i> question + <i>has</i></li> </ul>	<ul style="list-style-type: none"> <li>• /ə/</li> <li>• Combined words</li> <li>• /qu/</li> <li>• /f/ Vs. /p/</li> <li>• /wh/</li> <li>• /l/</li> <li>• /s/ Vs. /z/</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Vacation:</b> <i>beach, sandcastle, ocean, etc.</i></li> <li>• <b>Camping equipment</b></li> <li>• <b>Adjectives</b></li> <li>• <b>Names of sounds:</b> <i>bang, tap, clang, etc.</i></li> <li>• <b>Equipment in a fair:</b> <i>carousel, castle</i></li> <li>• <b>Verbs:</b> <i>camp, play, build, cook, relax, etc.</i></li> <li>• <b>Numbers:</b> 30 to 40</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Question words: <i>who, what: What are you doing?</i></li> <li>• Instructions: <i>Don't leave food in your tent</i></li> <li>• Adjectives</li> <li>• Compound verbs</li> <li>• Position of adjectives in sentences</li> <li>• Gerunds (names of sounds): <i>banging, tapping</i></li> </ul>	<ul style="list-style-type: none"> <li>• /ng/</li> <li>• long /e/</li> <li>• short /i/</li> <li>• /o/ Vs. /oo/</li> <li>• /t/</li> <li>• /sh/</li> <li>• initial /ch/</li> </ul>



Unit

Vocabulary

Structures

Phonics

4

- **School clothes**
- **Musical instruments**
- **Experiments:** *magnet, cork, plastic lid*
- **Nature:** *Seabirds, rock pool, sand, crabs, savanna*
- **Adjectives**
- **Colors**
- **Parts of the animals**
- **Verbs:** *cut, rub, float, etc.*

- *Whose...?*
- Possessive pronouns: *mine, yours, his, hers*  
*Is this... yours?*
- Instructions and imperatives:  
*Don't touch.*
- Countables: *How many?*  
*How many... are there?*
- Descriptions: *What... like?*

- **/u/** as in *cute*
- **/z/**
- **/o/** as in *brother*
- **/a/**
- **/e/**
- **/j/** Vs. **/g/**
- **/t/**

5

- **Rooms in the house**
- **Members of the family**
- **Food**
- **Days of the week**
- **Picnic**
- **Numbers:** 40 to 50

- *There is/There are*
- Quantifiers: *Some/Any* (aff, neg and int)
- Short answers: *Yes, I do/No, I don't.*  
*Like/Don't like*
- Question words: *who, when, where, what*
- Uncountable nouns
- *What* questions
- Dates and prepositions
- *Who* questions

- **/th/**
- long sounds Vs. short sounds
- **/f/**
- **/p/** Vs. **/b/**
- **/w/**
- **/h/**
- **/le/** as in *turtle*

# Scope & Sequence 3<sup>rd</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li>• <b>Chores at home</b></li> <li>• <b>Family members</b></li> <li>• <b>Routines at home</b></li> <li>• <b>Ecology:</b> <i>recycle, reuse, cans, aluminum, waste, etc.</i></li> <li>• <b>Phrasal verbs:</b> <i>come in, hurry up, look for, turn off, keep on, etc.</i></li> <li>• <b>Numbers:</b> 50 to 60</li> </ul>	<ul style="list-style-type: none"> <li>• Rules: imperatives (aff, and neg)</li> <li>• Present continuous and short answers</li> <li>• Phrasal verbs (inseparable) <b>verb + one or more prepositions</b></li> <li>• Usage of nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• /ʌ/ as in <i>sun</i></li> <li>• /i/</li> <li>• /æ/ as in <i>cat</i> Vs. /ɒ/ as in <i>dog</i></li> <li>• /e/</li> <li>• /i/ Vs. /i:/</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Frequency words:</b> <i>every day, often, always</i></li> <li>• <b>Spelling rule for plurals:</b> +s, +es, +ie</li> <li>• <b>Everyday activities</b></li> <li>• <b>Leisure:</b> <i>swimming, playing soccer, playing the violin, etc.</i></li> <li>• <b>Weather:</b> <i>sunny, cold, rainy, etc.</i></li> <li>• <b>Countries</b></li> </ul>	<ul style="list-style-type: none"> <li>• Present simple (aff, neg, int)</li> <li>• Third person singular</li> <li>• Short answers</li> <li>• Weather</li> <li>• Adverbs of time: <i>never, sometimes, often, always</i></li> <li>• <i>Where... from?</i></li> <li>• Use of <i>like</i> as in <i>What's the weather like?</i></li> <li>• Present continuous</li> </ul>	<ul style="list-style-type: none"> <li>• /ei/</li> <li>• /u:/ as in <i>rule</i></li> <li>• /s/ Vs. /iz/</li> <li>• /j/</li> <li>• /h/</li> <li>• /le/ as in <i>kettle</i></li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Time</b></li> <li>• <b>Prepositions of time, movement and place:</b> <i>from, to, up, down, along, across from, in front of</i></li> <li>• <b>Places in a museum</b></li> <li>• <b>Places and animals in a zoo</b></li> <li>• <b>Party:</b> <i>cake, candles, surprise</i></li> <li>• <b>Verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Telling the time and asking what time it is</li> <li>• Instructions</li> <li>• Prepositions of movement, time and place</li> <li>• Directions</li> <li>• Usage of <i>can/can't</i> in singular and plural</li> <li>• Short answers</li> </ul>	<ul style="list-style-type: none"> <li>• /x/</li> <li>• /m/</li> <li>• /er/ as in <i>number</i></li> <li>• /i/</li> <li>• /ng/</li> <li>• /n/</li> </ul>





Unit

Vocabulary

Structures

Phonics

4

- **School activities**
- **Extra activities**
- **Activities in a schedule:** *time*
- **Health:** *energy, tired, exercise, stethoscope, heart, etc.*
- **Parts of the body**
- **The dentist:** *teeth, tooth, false tooth, brush*
- **Healthy activities:** *run, eat, exercise, etc.*
- **Food:** *meat, eggs, bread*

- Present simple (aff, neg, int)
- Question about frequency: *How often...?*
- Adverbial phrases of frequency: *every day, once a week*
- Telling the time
- *Have/Has*
- Frequency phrases and order of the activity: *I play tennis twice a week*

- **/a:/**
- **/o/** as in *cow*
- **/e:/** as in *bleat*
- **/b/** Vs. **/v/**
- Stress on syllables
- **/e/**
- **/y/**
- Endings: **/cle/**, **/ing/**

5

- **Math:** *times tables, fraction, decimal point*
- **Sports**
- **Pets**
- **Leisure activities**
- **Months of the year**
- **The seasons**
- **Amphibians:** *tadpole, frogspawn*
- **Numbers** 1 to 100
- **Ordinals to 31st** (for dates)

- Past tense of verb *to be, was, were*
- Aff, neg, int: *wasn't/weren't*
- *Wh* questions in the past
- Dates
- Prepositions for dates

- **/u:/** as in *rule*
- Endings: **/tion/**
- Beginning **/s/** + consonant
- Rhyming sounds: *nice, mice, rice*
- **/nd/** as in *second*

# Scope & Sequence 4<sup>th</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li>• <b>House:</b> <i>attic, stairs, trunk, frame</i></li> <li>• <b>Objects:</b> <i>rag, rag doll, present, watch, sticks, clay, etc.</i></li> <li>• <b>Places</b></li> <li>• <b>Illnesses:</b> <i>disease, fleas, inoculations, kill sickness, spread, vaccinations, smallpox, inoculate, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Past tense (regular verbs) affirmative, negative, interrogative</li> <li>• Question words: <i>who, what, where, when, how, why</i></li> <li>• Time expressions for the past: <i>yesterday, last week, the day before yesterday, two days ago, etc.</i></li> <li>• Prepositions of time: <i>in, on, at</i></li> <li>• Past tense: <i>irregular verbs: run, see, take, have, hear, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Final ending sound of irregular verbs: <b>/t/, /d/, /id/</b></li> <li>• <b>/rk/</b> phoneme</li> <li>• Final 's' sound: <b>/s/, /z/, /iz/</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Sports:</b> <i>soccer, dance, run, skate, swim, etc.</i></li> <li>• <b>Vacation:</b> <i>camping, horseback riding, sunbathe, rafting, canopy gliding, cliff, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Comparative form of adjectives: <i>big/bigger, happy/happier, more important than...</i></li> <li>• Gerunds name of activities after like: <i>start, love, go, enjoy</i></li> <li>• Infinitives after want: <i>like, love, try, start</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation negative contractions:</b> <i>didn't, wouldn't, couldn't, don't, can't</i></li> <li>• <b>Pronunciation of contractions with will:</b> <i>I'll, He'll, We'll, They'll</i></li> <li>• <b>Pronunciation:</b> <b>/ng/</b></li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Art and art supplies:</b> <i>sculpture, collage, paint brushes, easel clay, water colors, etc.</i></li> <li>• <b>Dances:</b> <i>stomp, ballet, beat, garbage lids</i></li> <li>• <b>Musical instruments:</b> <i>violin, piano, horn, chello, clarinet, flute, viola, etc.</i></li> <li>• <b>Insects:</b> <i>ants, spiders, black widow, caterpillar, butterfly, snail, stink bug, grasshoppers, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple Present: habits with frequency adverbs</li> <li>• Present perfect: actions that began in the past and continue (<i>for, since</i>), indefinite time in the past (affirmative, negative, interrogative)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonemes:</b> <b>/ft/, /nt/, /st/</b></li> <li>• <b>/wh/</b> sound</li> <li>• <b>/ie/</b> sound</li> </ul>



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none"><li>• <b>Quantity expressions:</b> <i>some, many, etc.</i></li><li>• <b>Countable and uncountable nouns</b></li><li>• <b>Food</b></li><li>• <b>Food related words:</b> <i>bowl, serve, etc.</i></li><li>• <b>Giving directions:</b> <i>Turn right/left, walk to, corner, etc.</i></li><li>• <b>Prepositions:</b> <i>up, towards, to, etc.</i></li></ul>	<ul style="list-style-type: none"><li>• Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative</li><li>• Giving directions: <i>walk up, down, towards, to, turn, right, left</i></li><li>• Imperatives: <i>open, close, stand up, sit down, give me, etc.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>/ng/</b> sound</li><li>• <b>/θ/</b> sound</li><li>• <b>/sh/</b> sound</li><li>• <b>/ng/</b> sound</li></ul>
5	<ul style="list-style-type: none"><li>• <b>Geography:</b> <i>mountain, river, waterfall, features, lake, etc.</i></li><li>• <b>Vacation/traveling:</b> <i>plane, fly, hot, cold, latitude, longitude, ice</i></li><li>• <b>Seasons:</b> <i>winter, spring, summer, fall</i></li><li>• <b>Animals:</b> <i>lion, rabbit, lady bug, camouflage, etc.</i></li><li>• <b>Space travel:</b> <i>astronaut, space ship, planet, universe, etc.</i></li></ul>	<ul style="list-style-type: none"><li>• Superlative form of adjectives: <i>the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst</i></li><li>• Going to</li><li>• Linking words: <i>and, then</i></li></ul>	<ul style="list-style-type: none"><li>• <b>/dge/</b> sound</li><li>• <b>Pronunciation:</b> <i>they're, there, their</i></li><li>• Pronunciation soft <b>/c/</b>, strong <b>/c/</b></li><li>• <b>/wh/</b> sound</li><li>• <b>/sw/</b> sound</li><li>• Tongue twisters (<b>p, sh, s</b>)</li></ul>

# Scope & Sequence 5<sup>th</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li>• <b>Racial Segregation:</b> <i>activist, civil rights, non-violent, protests, class, ethnic, race, row, seamstress, segregation</i></li> <li>• <b>Regular verbs</b></li> <li>• <b>Education in the past:</b> <i>ancient, punished, skills, strict</i></li> <li>• <b>Eating well:</b> <i>food, words related to nutrition</i></li> <li>• <b>The Olympic Games:</b> <i>athletes, competed, fit, Olympic, training, marathon, Empire</i></li> </ul>	<ul style="list-style-type: none"> <li>• Past tense of regular/irregular verbs</li> <li>• Ability and opportunity in the past: <i>could / couldn't</i></li> <li>• Linking words: <i>but, because</i></li> <li>• Giving reasons and contrasts with <i>because</i> and <i>but</i></li> <li>• Regular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pronunciation of the past of regular verbs:</b> <i>/t/, /d/, /id/</i></li> <li>• Spelling and pronunciation of <i>/ou/</i> words</li> <li>• Tongue twisters (<b>k, b</b>)</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Helping:</b> <i>generous, donate, leftovers, volunteer, etc.</i></li> <li>• <b>Celebrations:</b> <i>festival, celebrate, fireworks, etc;</i> in different places and times</li> <li>• <b>Volunteering:</b> <i>charity, help, stall, ambassador, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Preferences: <i>I prefer, I'd rather</i></li> <li>• Giving reasons with <i>because</i></li> <li>• Recommendations with <i>should</i></li> </ul>	<ul style="list-style-type: none"> <li>• Tongue twisters (<b>sh, s, ch</b>)</li> <li>• <i>/z/, /v/</i> sound</li> <li>• Identifying long vowel sounds</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Friendship:</b> <i>friend, kind, manners, lonely, mistakes, rude, forgive, move</i></li> <li>• <b>Hobbies:</b> <i>article, champions, chess, hobby, baked, collection, model</i></li> <li>• <b>Space exploration:</b> <i>exploration, landed, launched, missions, orbit, samples</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple Present: habits with frequency adverbs</li> <li>• Present Perfect: actions that began in the past and continue <i>for, since</i>, indefinite time in the past (affirmative, negative, interrogative)</li> <li>• Past Participle form of irregular verbs <i>for, since, already, yet, ever, never</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonemes: ft, nt, st</b></li> <li>• <i>/wh/</i> sound</li> <li>• <i>/ie/</i> sound</li> </ul>



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none"><li>• <b>Household chores:</b> <i>chores, helping, list, clean, make the bed, water, housework, busy, sweep, vacuum, dishes, laundry, trash</i></li><li>• <b>Pets:</b> <i>committed, feed, pet, promise, puppy, training, cages, litter, sick, vaccines, vet</i></li><li>• <b>Activities on vacation:</b> <i>driving, skiing, snowboarding, beach, dolphins, reefs, sharks, snorkeling, hiking, packing, brochure, peaks, sail, journey, summit</i></li><li>• <b>School Responsibilities:</b> <i>assignment, consequences, fault, forgot, lying, make excuses</i></li></ul>	<ul style="list-style-type: none"><li>• Present Continuous for future.</li><li>• While <i>for two actions occurring at the same time</i></li><li>• Gerunds: names of activities</li><li>• Infinitives after: <i>promise, want, remember, forget, agree</i></li><li>• Sequence words: <i>first, then, after that, finally</i></li><li>• Simple present for plans</li></ul>	<ul style="list-style-type: none"><li>• <b>/ng/</b> sound</li><li>• <b>/θ/</b> sound</li><li>• <b>/sh/</b> sound</li><li>• <b>/ng/</b> sound</li></ul>
5	<ul style="list-style-type: none"><li>• <b>Honesty:</b> <i>lying, proud, skip, trouble, hillside, liar, shepherd, villager, humble, bragging, gossip, bullying, spread, blame, grounded</i></li><li>• <b>Sports:</b> <i>benefits, risk, disappointment, goals, self-esteem, strategic, bounces, rugby, scores, appearance, tournaments, cycling, helmet, pads, injuries</i></li></ul>	<ul style="list-style-type: none"><li>• Modals: <i>might, should, have to, can, could, must</i></li><li>• Requests with <i>could</i> and <i>should</i></li><li>• Zero conditional (<i>if, when</i>)</li></ul>	<ul style="list-style-type: none"><li>• <b>/dge/</b> sound</li><li>• <b>Pronunciation:</b> <i>they're, there, their</i></li><li>• Pronunciation soft <b>/c/</b>, strong <b>/c/</b></li><li>• <b>/wh/</b> sound</li><li>• <b>/sw/</b> sound</li><li>• <i>Tongue twisters (p, sh, s)</i></li></ul>

# Scope & Sequence 6<sup>th</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li>• <b>Identification:</b> <i>nickname, address, etc.</i></li> <li>• <b>Adjectives</b></li> <li>• <b>Family/genealogy</b></li> <li>• <b>Music:</b> (genres, characteristics)</li> <li>• <b>Sports</b></li> <li>• <b>Hobbies</b></li> <li>• <b>Gadgets:</b> <i>Cellphone, tablet, etc.</i>, and the Internet</li> <li>• <b>Clothes:</b> <i>urban, preppy, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To be:</b> singular and plural</li> <li>• Questions about subjects and objects with <i>who</i> and <i>what</i></li> <li>• Gerund: <i>like + ing</i></li> <li>• Order of adjectives (opinion, size, color, material, purpose)</li> </ul>	
2	<ul style="list-style-type: none"> <li>• <b>Inventions and discoveries</b></li> <li>• <b>Nationalities</b></li> <li>• <b>Natural disasters:</b> <i>hurricanes, earthquakes, etc.</i></li> <li>• <b>Instructions for emergency situations</b></li> <li>• <b>First aid kit supplies</b></li> <li>• <b>Containers:</b> <i>bottle, box, jar, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple Past: regular/irregular verbs</li> <li>• Past Continuous at a specific moment in the past (<i>at 9 o'clock</i>, and interrupted past with <i>when</i>)</li> <li>• Imperative form in instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Final <b>/mb/</b> sound</li> <li>• Final <b>/er/</b> sound</li> <li>• Tongue twister: <b>/wh/</b></li> <li>• Consonant clusters beginning with <b>/s/</b></li> <li>• <b>/w/</b> sound</li> <li>• <b>/y/</b> sound</li> <li>• <b>/oo/</b> as in 'room'</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Obligations</b> (chores)</li> <li>• <b>Rules and regulations</b></li> <li>• <b>Recycling materials</b></li> <li>• <b>Rugby</b></li> </ul>	<ul style="list-style-type: none"> <li>• Simple Present: routines</li> <li>• <i>Must</i> Vs. <i>have to</i>: necessity, obligation, prohibition</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones</li> </ul>





Unit

Vocabulary

Structures

Phonics

4

- **Future technology:** *keyboard, affordable, slim, smart*
- **Resolutions:** *lose weight, do exercise, sunscreen, helmet, seatbelt*
- **Itineraries:** *itinerary, arranged, privacy, seclusion, destination*
- **Future Plans:** *catering, surrounded, ambitious, field, campus*

- *Will/won't* referring to future plans, promises
- *Going to* for future plans
- Present Continuous for future plans
- Future time expressions: *tomorrow, the day after tomorrow, next week, in two days*, etc.

- Stress patterns in words
- Pronunciation: *going to/gonna, want to/wanna, have to/hafta*
- informal language

5

- **Food:** *tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves*
- **Recipes:** *flour, mix, stir, pinch, stomachache, choking, cockroach, grasshoppers*, etc.
- **Nationalities/Countries**
- **Information on food labels:** *dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber*
- **Milk process:** *milk, harmful, harvest*, etc.
- **Health:** *overweight, underweight, shape, genetics, unique*, etc.

- Superlative form of adjectives: *the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst*
- *Going to*
- Linking words: *and, then*

- Tongue twister **/b/**
- Stress patterns in words
- Rules for soft **/c/**, and strong **/c/** sound



## Greeting People

### Vocabulary

classroom	afternoon	morning
friend	good evening	school
good	good	tomorrow

### A Moment to Ourselves

Why is it important to say hello and say my name to new people?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

### Getting Started

Welcome students to the classroom by greeting them and saying your name: *Hello. How are you? I'm \_\_\_\_\_.* Welcome to school. Show them where to sit. Encourage students to say their names to the class: *I'm Pedro. I'm Juana.* Point to students at random and have the class say their names. Do it until students have learned each other's names.


## Lesson 1

# UNIT 1


## Greeting People

Why is it important to say hello and say my name to new people?


**A**  **Track 2** Listen and number the pictures.




1



2



3



4

**B** Match the dialogs to the pictures. Listen again and check.


<p><b>Teacher:</b> Time to go home. Goodbye.  <b>Student:</b> See you tomorrow.  <b>Teacher:</b> This is the classroom. These are your friends.  <b>Teacher:</b> Good morning! Welcome to school!  <b>Student:</b> Hello, Miss Tovar.</p>	<p><b>Student 1:</b> Hello. How are you?  <b>Student 2:</b> Hi. I'm fine. Pleased to meet you.</p>
---	--

**When we arrive**

- Good morning
- Good afternoon
- Good evening
- Hello

**When we leave**

- Good-bye
- See you tomorrow
- Hi

**C**  Say the dialogs.

4 Unit 1 Greeting People

**A**  **Track 2** Listen and number the pictures.


Convey vocabulary meaning by pointing to pictures, saying the words and asking students to repeat (This is the school.) Explain they will hear a story. Play Track 2. Students listen and follow the story in the pictures. Encourage them to point to the pictures. Play the track again as students number the pictures from 1 to 4, according to the audio.

### Cross-Check

Arrange students in groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell the difference between greetings and farewells.

**B** Match the dialogs to the pictures. Listen again and check.

Point to the four dialogs in different colors and explain each dialog goes with one picture in Activity A. Read the dialogs with the class and elicit which pictures they think go with which dialogs. Play Track 2 again and check with the class.

**C**  Say the dialogs.

Read the dialogs aloud and have students repeat. Then divide the class into pairs. Ask them to practice the dialogs from Activity B. Walk around the room and help with pronunciation as necessary. Ask some pairs to learn by heart and perform some of the dialogs for the whole class.

**D** Read and complete.

**Greetings in Other Countries  
Around the World**



In England people shake hands and say, hello.



In Egypt people say ahla. They kiss on the cheek.



In Japan people bow and say konnichiwa.



In Latin America people shake hands and kiss. They say hola.

ahla      hola      konnichiwa      hello

**E** Read and circle the correct words.



hug / kiss



hand shake / bow



hug / hand shake

**F** Discuss the question.

What do you do to greet your friends and family?

Go to page 6 in your Workbook and write an entry in your blog.

Lesson 1

5

**Vocabulary**

bow                      kiss  
hand shake  
hug

**CLIL:** Social Studies

**D** Read and complete.

Point to the photographs and encourage students to describe what they see (greetings in different languages.) Read the texts aloud and ask students to share ideas on how to complete them. Students complete the sentences individually and then compare their answers with a partner. Check they spell the missing words correctly. Ask students if they know how to greet in other languages.

**E** Read and circle the correct words.

Write the words *kiss*, *bow*, *hug* and *hand shake* on the board. Drill pronunciation with students. Point to the photographs and read the options aloud. Ask students to circle the correct options. Point to the pictures again. Nominate students to check answers.

**F** Discuss the question.

Arrange students in small groups. Read the question and ask students to share their ideas with the rest of the class.

Go to page 6 in your Workbook and write an entry in your blog.

**G Listen and complete the words.**

Point to the words and elicit meaning (greetings and farewells) one by one as a mini-dictation: Good morning. Good night. Good afternoon. Students complete the missing letters in their books.

Beginners	Fast finishers
Point to the photograph of the two men and ask: <i>What are they saying? Good morning, good night or good afternoon?</i>	Invite three students to write the greetings on the board. Circle the letters that were missing and point out that they were all the letter <i>n</i> .

**H Track 3 Circle the words you hear.**

Explain they will hear some words and they have to circle the correct option. Play Track 3. Pause after each word to allow them time to circle. Then say the numbers so they can say the answer chorally. Divide the class into pairs to practice saying the phrases.

**C Cutouts 1 Game: Hello and Good-bye.**


Ask students to turn to Cutouts 1 on page 175. Point to the words and ask them to read them aloud. Have students cut out the words and place them on the desk; divide them into two columns: *greetings when you arrive* and *farewells when you leave*. Divide the class into pairs. Ask them to role-play different situations arriving and leaving using the phrases in the two sets on their desks. Ask them to glue the cutouts in their notebooks.

**G Listen and complete the words.**

- Good mor\_ n\_ ing
- Good \_ n ight
- Good afternoo\_ n \_

**H Track 3 Circle the words you hear.**

- good morning! (good-bye)
- (hello) / hi!
- good morning! (good evening)
- good evening! (good afternoon)
- good afternoon! (good morning)



**I Cutouts 1 Game: Hello and Good-bye**

Play a memory game with a partner.

**6 Unit 1 Greeting People**

## Cutouts 1 Page 6

Hello!	Hi!	Good morning!	Good afternoon!
Good-bye!	Good evening!	See you tomorrow!	Hey!

# PROJECT

## Your Friends

- 1 Draw a picture of your new friends at school.



Lesson 1

7

# PROJECT

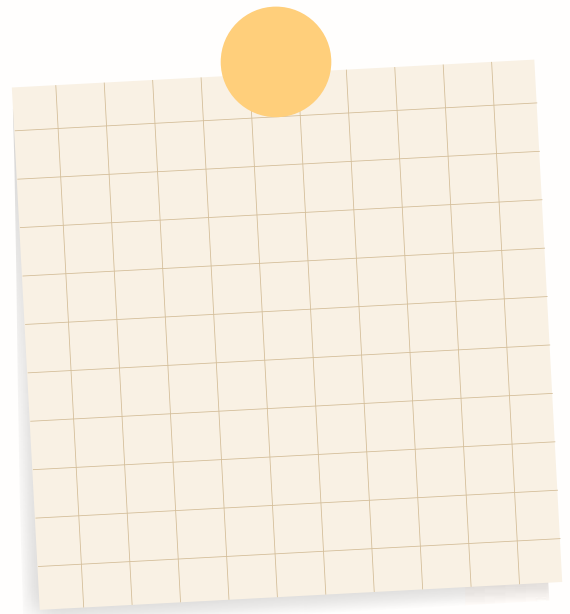
## Material:

ball, colored pencils

- 1 Draw a picture of your new friends at school.

Arrange students in a circle on the floor. Roll a ball to one student and greet him or her: *Good morning. What's your name?* Student should answer: *Good morning. My name is Kate.* The student then rolls the ball to another student and greets him or her with another greeting. Continue until all the students have participated at least once.

Ask students to look at the project page. Read the instruction. Students draw and color pictures of their new friends in the class. Encourage students to look at each other's pictures once they have finished.



# Lesson 2

## Vocabulary

hello      name      pleased  
meet      nice

## A Moment to Ourselves

### Why is it important to call people by their names?

Ask the question on the first page of the lesson, model the answer and give students a few minutes to think about the answer before sharing their ideas with others. This is a good moment to talk about *being respectful by calling others by their name*.

## Getting Started

Greet students and ask some of them their names: *Good morning. I'm \_\_\_\_\_ . What's your name?* Then ask students to sit in a circle. Point to all the students one by one and ask the group to say their classmates' names chorally. Once all the names have been said point to them all again faster and encourage students to say them quickly.

### A Track 4 Cutouts 2 Listen. Cut and paste.

Elicit what the picture is about. Explain that some of the words in the song are missing. Students cut out the words on page 175. Encourage them to guess where the phrases appear in the song and place them on top of the boxes without gluing them yet. Play Track 4; students listen and glue the phrases in the song in the correct place. Play the track again and ask students to sing along. Divide the class into halves. Play the track one more time and have half of the class sing the first verse, and the other half sing the second verse.

## Cross-Check

Point to the box and the two columns. Explain the meaning of short and long by putting your hands close together and far apart. Arrange students in groups of 3 or 4 and help them read the information in the box. After a few minutes, nominate volunteers to say the differences between questions and answers.

# Lesson 2

## Why is it important to call people by their names?

### A Track 4 / Cutouts 2 Listen. Cut and paste.



Hello, Hello, Hello  
What's your name?  
My name's Peter.  
That's my name.  
Hello, hello, hello.  
What's your name?  
I'm Paul.  
That's my name.  
Pleased to meet you.  
Pleased to meet you.  
Nice to meet you, too.  
Nice to meet you, too.

### B Complete and read aloud.

Boy: Hi. My name's John.

Girl: Hi John.

Boy: What's your name?

Girl: I'm Katie.

name's      What's      I'm

Short	Long
• I'm	• I am
• My name's	• My name is
• What's	• What is

### C Say the dialog using your information.

## 8 Unit 1 Greeting People

### B Complete and read aloud.

Ask students to look at the dialog. Read it with them, and elicit the missing words. Encourage students to write the words and then compare their answers with a partner. Write the missing words on the board and have different pairs read the complete dialog.

### C Say the dialog using your information.

Divide the class into pairs. Ask them to read the dialogs from Activity B. Walk around the class and help with pronunciation as necessary. Invite some pairs to perform some of the dialogs for the whole class.

### Vocabulary

cat	rabbit	say
door	run	see

#### D Read and circle the polite expressions.



Alice sees a white rabbit run.  
"What's your name?", she asks.  
"I'm the white rabbit", he says.



"Pleased to meet you", says Alice.  
"Pleased to meet you, too", says the rabbit.



Alice sees a small door. "What's your name?", asks the door.  
"My name's Alice", she says.  
"Nice to meet you", says the door.



Alice sees a cat. "What's your name?"  
"I'm the Cheshire cat", he says  
"Welcome to Wonderland."

#### E Why is Alice chasing the rabbit?

#### F Role-play the story.

Go to page 9 in your Workbook and write an entry in your blog.

Lesson 2

9

### CLIL: Literature

#### D Read and circle the polite expressions.

Point to the pictures and encourage students to describe what they can see. Ask them if they recognize the story (*Alice in Wonderland*). Read the story aloud (use body language to convey meaning). Ask students to point to the corresponding pictures as you read. Teach the expressions pleased to meet you and nice to meet you. Read the story again while students circle the polite expressions in the story.

#### E Why is Alice chasing the rabbit?

Look back at the story and point to the rabbit. Divide the class into small groups. Ask students why they think Alice is chasing the rabbit. Groups share their ideas with the whole class.

#### F Role-play the story.

Divide the class into groups of five students. Assign the roles of narrator, Alice, the rabbit, the door and the Cheshire Cat. Read the story and ask students to act out the story. Then ask groups to read and act out the roles. Ask some groups to perform the story for the class.

Go to page 9 in your Workbook and write an entry in your blog.


This activity is optional. It can be done for homework.

Ask students to complete the information in the passport. Help them with the new words. When they finish, they can paste their picture on the page.



**G** Complete the expressions.

1. Pleased to meet you!
2. What's your name ?
3. Pleased to meet you!

**H**  **Track 5** Listen and repeat. Circle the /p/ sound.

I have a **P** parrot,  
and **P** is my doll,  
and my nurse is **P**olly,  
and my sister's **P**oll.  
**P**olly" cried **P**olly,  
"don't tear **P**olly, dolly".  
While softhearted **P**oll  
Trembled for the doll.



Christina Georgina Rossetti

**I**  Complete the dialog.

- A. What's your name?  
B. Answers will vary.  
A. Pleased to meet you.  
B. Answers will vary.


10

Unit 1 Greeting People

**G** Complete the expressions.

Ask students to work with a classmate and complete the missing words in the expressions. Write the complete expressions on the board for students to check their answers.

Beginners	Fast finishers
Help students by telling them that the first expression is exactly the same as the third expression. They can complete both by copying the missing words.	Nominate strong students to come to the board and write the missing words.

**H**  **Track 5** Listen and repeat. Circle the /p/ sound.

Point to the letter p on the page and drill pronunciation. Ask students to put the back of their hand near their mouth when they pronounce the /p/ sound. They should feel the air coming through their lips. Have them say it several times.

Then point to the parrot and say: P-p-p parrot. Play Track 5 and ask students to listen to the poem. Play the track again and pause after each line for students to repeat. Ask students to circle the /p/ sound in the words, and check aloud. Play Track 5 again and ask them to read the poem at the same time as they are listening to it.

**I**  Complete the dialog.

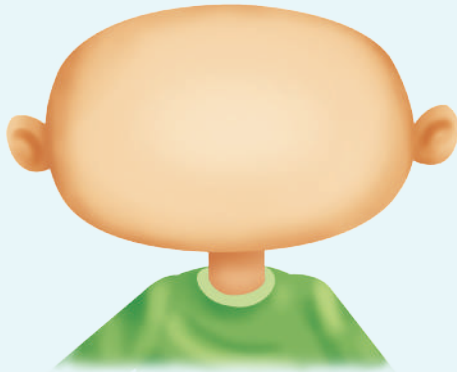
Nominate students to read the parts of the dialog on the page. Ask students to complete the information. Walk around and correct students as they write. Divide the class into pairs and ask them to take turns reading their dialogs. Invite some pairs to perform their dialogs for the whole class.



## PROJECT

You

- 1 Make a name tag.



My name's \_\_\_\_\_

I'm a \_\_\_\_\_

Lesson 2

11

## PROJECT

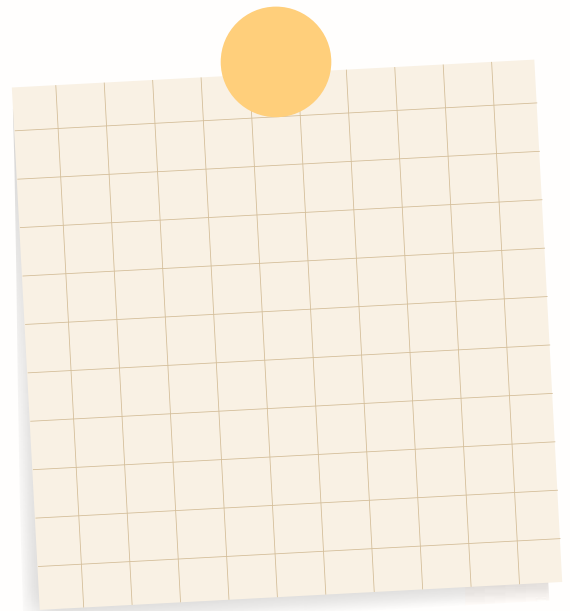
Material:

a ball and colored pencils

- 1 Make a name tag.

Write some of the students' names in scrambled letters on the board. Ask the class to unscramble the letters and say the names. Ask students to spell their names. Make sure all the students can spell their names.

Ask students to look at the project page. Read the instructions and hand out colored pencils. Encourage students to draw themselves: hair, eyes, nose, mouth, etc. Ask them to write their names and whether they are a boy or a girl. Allow students to look at each other's pictures and read their information to each other once they have finished.



# Lesson 3

## Vocabulary

bathroom      library      playground  
classroom      office      school

## A Moment to Ourselves

### Why do you come to school?


Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Write students' opinions and have them choose the one that represents everyone's opinion.

## Getting Started

Play Track 5 and have students practice again the poem about Poll parrot on page 10.

# Lesson 3

## Why do you come to school?

**A**  **Track 6** Listen, look and number the places as you hear them.

### Places at School



bathroom 2



classroom 4



playground 6



office 5



school 3



library 1

**B** Read and repeat the words. Check the places at your school.

Answers will vary.

bathroom       office

classroom       library


playground

What does **the** mean?  
the bathroom      the office  
the classroom      the library  
the playground      the office

**C**  Take a tour of your school. Name the different places.

12

Unit 1 Greeting People

**A**  **Track 6** Listen, look and number the places as you hear them.


Point to the pictures on the page and drill the vocabulary. Explain what students have to do, and play Track 6. Students listen and write the numbers. Check by saying the names of the places for students to say the number. Ask students to list all the places in their notebooks. They can draw pictures to remember the meaning. Encourage them to practice the new vocabulary.

**B** Read and repeat the words. Check the places at your school.

Ask students to look at the dialog. Read it with them, and say the missing words aloud. Encourage students to write the words and then compare their answers with a partner. Write the missing words on the board and have different pairs read the complete dialog.

## Cross-Check

Point to the box and the words. Explain the meaning of *the*. Compare it to the equivalent word or words in your language. Ask students to find and underline other examples of the in Lessons 1 and 2.

**C**  Take a tour of your school. Name the different places.

Take a tour of the school and point to the different places there are. Elicit the names of the places.

Beginners	Fast finishers
Beginners work with a strong student. He / She helps them write the words.	Advanced students write the words and help beginners write theirs.

**D Match the words to the correct place.**

**E Draw your favorite place at school. Write the name.**

**F** Compare your favorite places and talk about them.

Go to page 12 in your Workbook and write an entry in your blog.

**Lesson 3** **13**

**Vocabulary**

bathroom	library	playground
classroom	office	school
favorite	place	

**CLIL:** Mathematics

**D Match the words to the correct place.**

Point to the map and elicit what the use of maps (*we use maps to find where places are*). Read the words and encourage the class to find the places on the map. Ask students to draw lines and match the words to the correct places. Walk around, monitor and check.

**E Draw your favorite place at school. Write the name.**

Ask students to take out their colored pencils. Point to the frame and ask students to draw a picture of their favorite place at school. Then have them write the word for the place underneath. Check the spelling is correct.

**F** Compare your favorite places and talk about them.

Divide the class into small groups. Ask them to hold up their pictures and name their favorite places: *This is the playground. This is my favorite place*. Write the words for the six places on the board. Name them one by one and have students raise their hands if they drew that place. Count how many there are and write the results on the board. Review which place is the most favorite and why.

Go to page 12 in your Workbook and write an entry in your blog.


This activity is optional. It can be done for homework.

Students think of a new place they would like to have at school and say what it is. Ask them why they want that new place. Encourage them to draw that new place in their workbook.

**G** Find the school places.


b	a	t	h	r	o	o	m	m
a	o	x	o	f	f	i	c	e
c	l	a	s	s	r	o	o	m
s	c	h	o	o	l	x	s	m
x	l	i	b	r	a	r	y	x

school    bathroom    classroom    library    office

**H**  **Track 7** Circle the letter *m*. Listen and repeat.



My **m**om **m**akes **m**ilkshakes in the **m**ornings.

**I**  Write all the places in your school. Answers will vary.


1. How many classrooms are there?
2. How many bathrooms are there?

14


Unit 1 Greeting People

**G** Find the school places.

Point to the word search and explain that words for places are hidden in it. Ask students to work individually to find the words. Students compare their answers with a classmate. Monitor and check.

**H**  **Track 7** Circle the letter *m*. Listen and repeat.

Point to the picture on the page and ask students to describe what they can see (a mom in the kitchen). Play Track 7 and ask students to listen. Play the track again and ask them to repeat what they hear. Then ask students to circle the letter *m* in the words. Copy the sentence on the board while they are working. Ask some students to circle the letters in the sentence on the board. Elicit where the letter *m* appears in the words (at the beginning). Play the track again and have students repeat, faster and faster. Finally, ask volunteers say the sentence for the whole class. Have a contest to see who says it the best.

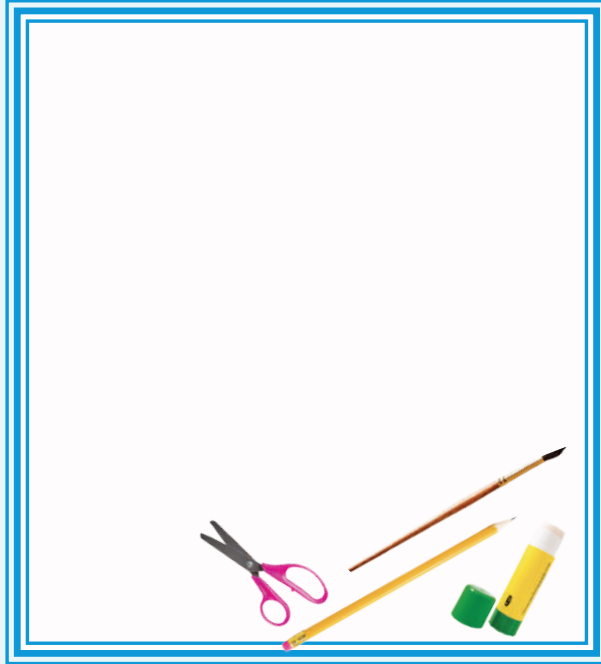
**I**  Write all the places in your school.

Remind students of the tour they took of the school and the places they saw. Ask students to answer questions 1 and 2, and check answers as a whole class.

## PROJECT

### Your Classroom

- 1 Draw a picture of your classroom. Decorate your drawing.



Lesson 3

15

## PROJECT

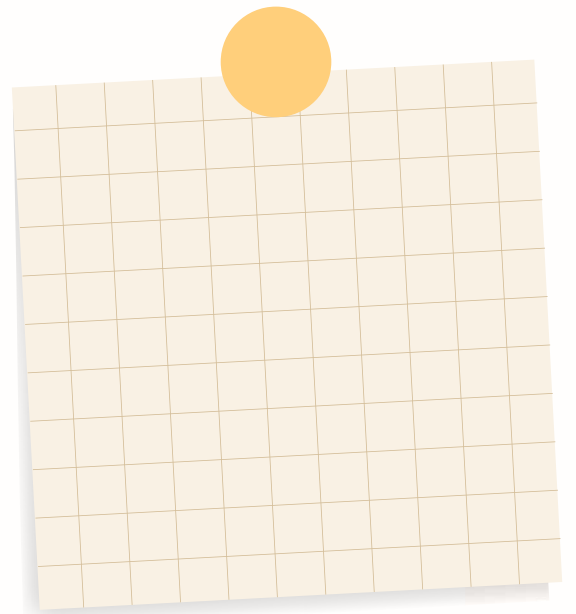
### Material:

colored pencils, glitter, pieces of colored paper, scissors, glue

- 1 Draw a picture of your classroom. Decorate your drawing.

Ask students to look around the classroom and take note of the different things in it.

Read the instruction and hand out materials. Students draw a picture of their classroom and decorate it, pasting colored paper, glitter, etc. Allow students to look at each other's pictures.



# Lesson 4

## Vocabulary

again	four	shoe
birthday	gate	six
buckle	knock	start
candle	nine	sticks
count	one	ten
door	open	three
eight	pick	two
five	seven	

## A Moment to Ourselves

### Where can you find numbers?


Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Help students with their answers.

## Getting Started

Bring in ten birthday cake candles or draw them on the board. Hold them up for students to see: *What are these? They're candles.* Count the candles chorally with the class and encourage them to join in while you count. Discuss with students when we use candles (for a birthday cake).

## Lesson 4

### Where can you find numbers?


**A**  **Track 8** Listen and read. Underline the words for numbers.



**Danny:** It's my birthday!  
**Pete:** How old are you?  
**Danny:** Let's count the candles and find out.  
**Danny and Pete:** One, two, three, four, five, six, seven candles!  
**Danny:** I'm seven years old.  
**Pete:** Happy birthday, Danny!

**B**  Practice the dialog. Count the numbers below.


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

**C**  Ask three friends their age and tell them yours.



16

Unit 1 Greeting People

**A**  **Track 8** Listen and read. Underline the words for numbers.


Ask students to describe the picture (a birthday party with a cake and candles). Write *birthday* on the board and make sure students understand the meaning. Explain what they have to do. Play Track 8. Students listen and underline the numbers. Check by reading the dialog slowly and asking students to stand up when they hear the words that they underlined.

**B**  Practice the dialog. Count the numbers below.


Read the dialog aloud and ask students to repeat the lines chorally. Divide the class into pairs. Ask them to read the dialog. Walk around and monitor the activity providing help with pronunciation where necessary. Nominate two students to perform the dialog.


## Cross-Check


Point to the box. Explain that numbers can be written with words or with numbers. Say the numbers and invite individual students to spell the words. Have students take turns saying numbers one to ten.


**C**  Ask three friends their age and tell them yours.


Point to the dialog and elicit the question and answer about our age. Divide the class into pairs and ask them to take turns role-playing both parts of the dialog. If students are confident ask them to repeat the activity with a different partner.

**D**  **Track 9 Listen and order the chant. Listen again and repeat.**


**4** Seven, eight, open the gate. 


**3** Five, six, pick up sticks. 

**1** One, two, buckle my shoe. 

**5** Nine, ten, start again. 

**2** Three, four, knock on the door.

**E**  **Play with a friend. Say the chant without reading.**

**F**  **How old are you and your friend? Ask a friend. Draw candles.**

  
**My cake** *Answers will vary.*  
 I'm \_\_\_\_\_ years old.

  
**My friend's cake** *Answers will vary.*  
 You're \_\_\_\_\_ years old.


**Go to page 15 in your Workbook and write an entry in your blog.**

Lesson 4 **17**

**Vocabulary**


- |           |         |            |
|-----------|---------|------------|
| bathroom  | library | playground |
| classroom | office  | school     |
| favorite  | place   |            |

Point to the lines of the chant and explain that they are in the wrong order. Ask students to circle the words for numbers first, so they can easily locate the verses. Play Track 9 and ask students to number the lines of the chant in the correct order. Monitor and check. Play the track one more time and ask students to read the rhyme at the same time


**E**  **Play with a friend. Say the chant without reading.**

Ask students to close their books. Students say as much as they can remember of the chant chorally. Help them out when necessary with missing words. Repeat the procedure two or three times until they all know the chant by heart. Arrange students in pairs and ask them to follow the chant.

**CLIL:** Literature

**D**  **Track 9 Listen and order the chant. Listen again and repeat.**

Beginners	Fast finishers
Point to the photographs and explain that they show the meaning of the actions in the chant. Play the track and ask students to listen and look at the pictures to understand the meaning. Once students understand the chant, they can do activity D.	Encourage students to learn the chant by heart.

**F**  **How old are you and your friend? Ask a friend. Draw candles.**

Point to the birthday cakes. Students draw the candles for their age on the first cake. Divide the class into pairs. Students ask each other their age and draw the correct number of candles on the second cake. Monitor and check.

**Go to page 15 in your Workbook and write an entry in your blog.**

This activity is optional. It can be done for homework.

Ask students to draw a picture of a birthday cake they have had on a birthday. Make sure they include candles on the cake. Encourage them to write words or simple sentences about their cake: (This is) my chocolate birthday cake. There are (six) candles. Students then draw two games they like to play with their friends on their birthday party.



**G** Unscramble the letters and write the word.

1. e/n/o \_\_\_\_\_ *one*
2. t/o/w \_\_\_\_\_ *two*
3. e/e/r/h/t \_\_\_\_\_ *three*
4. f/u/o/r \_\_\_\_\_ *four*
5. v/f/e/i \_\_\_\_\_ *five*

**H** Match the rhyming words.

two gate  
four shoe  
six door  
eight again  
ten sticks

**I** Say a number. Your partner writes it. Take turns.

Answers will vary.

---

---

---

---

---

**G** Unscramble the letters and write the word.

Review numbers one to ten by saying them chorally with the class. Point to the scrambled words and explain that they are in the wrong order. Ask students to find the words. Students compare their answers with a friend. Ask for the answers and have different students write them on the board.

**H** **Track 8** Match the rhyming words.

Play Track 8 again. Ask students to listen and clap on the words that rhyme (*two, shoe, four, door, six, sticks, eight, gate, ten, again*). Point to the numbers and words on the page and invite different students to read them aloud. Then ask them to work with a friend and match the numbers to the words that rhyme with them.

**I** Say a number. Your partner writes it. Take turns.

Arrange students in pairs. Ask them to take turns dictating five numbers and writing them in letters. Monitor the activity and check how well students can spell the words.




# PROJECT

## Knowing your Friends

1 Complete the survey.

	Friend 1	Friend 2	Friend 3
What's your name?			
Are you a boy or a girl?			
How old are you?			



Lesson 4

19

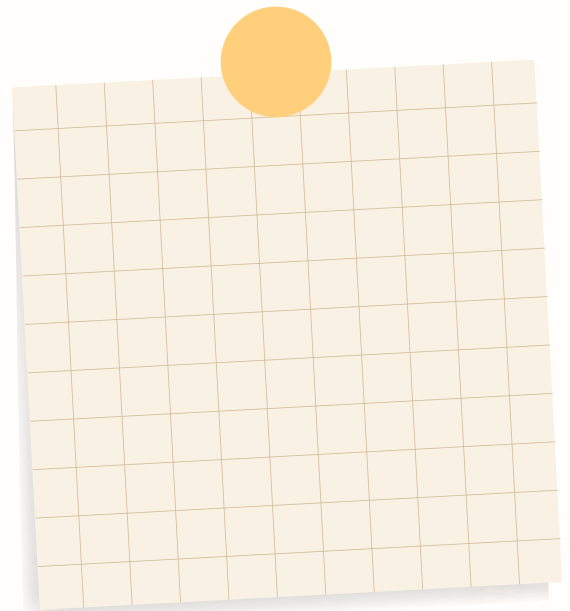
# PROJECT

Material:

pencils

1 Complete the survey.

Ask students to look at the project page. Read the instructions and explain that they are going to ask friends personal information and complete the chart. Divide the class into groups of four and ask them to take turns asking the questions and writing the answers. Call on some students to share their answers with the class. Monitor and check.



# Lesson 5

## Vocabulary

eraser      paintbrush      ruler  
glue stick      pencil      scissors

## A Moment to Ourselves

### Why is it important to respect each other's belongings?


Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. Write students' opinions and have everyone choose which opinions represent the group's.


## Getting Started

Play Track 9 and chant along. Have students show you the numbers with their fingers and act out the chant. For variety, ask students to whisper the chant, or shout the verses, etc.




## Lesson 5

### Why is it important to respect each other's belongings?


**A**  **Track 10** Listen and underline the questions.




**B** Read the questions aloud and underline the correct answers.

<p>1. </p> <p>What is it?</p> <p><u>It's a pencil</u> / It's a ruler.</p>	<p>2. </p> <p>Is it a paintbrush?</p> <p><u>Yes, it is</u> / No, it isn't.</p>	<p>3. </p> <p>What are they?</p> <p><u>They are scissors</u> / They are erasers.</p>
--	--	---

What is it? (It's a pencil.)      Is it a pencil? (Yes, it is / No, it isn't.)

**C**  Show the objects you take to school and talk about them.

20
Unit 1 Greeting People

**A**  **Track 10** Listen and underline the questions.

Point to the pictures and elicit what students can see. Tell them to listen to the track. Play Track 10. Students listen and underline the questions. Check by playing the track again, and asking students to stand up on the questions.


**B** Read the questions aloud and underline the correct answers.

Elicit the different school objects on the page. Read the questions and ask students to underline the correct answers. Then ask them to compare their answers with a friend. Ask a student to read one of the questions and another student to read the answer.

### Cross-Check

Write the two questions on the board. Elicit (or explain) that *What* is a word we use to ask for information. Ask for some examples with school supplies.

Tell students that we use short answers for the second question. Ask students so they practice.

**C**  Show the objects you take to school and talk about them.

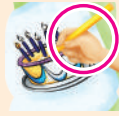
Arrange students in pairs. Ask them to select an object from their pencil case and describe it. His or her partner has to guess the object. Model the activity using questions like: 'Is it a...?' 'Yes, it is' 'No, it isn't'.

**D** Read. Underline the action words and circle the objects you use to do them.

**How to Make a Card for a Friend**



Draw a picture.



Color the picture.



Cut the picture.



Paint the card.



Glue the picture on the card.



Write a message.

**E** Look and complete.

1. I draw with a pencil.
2. I cut with scissors.
3. I paint with a paintbrush.
4. I paste with a glue stick.



**F** Make a card. Say 5 instructions to do it.

Go to page 18 in your Workbook and write an entry in your blog.

Lesson 5

21

**Vocabulary**

color	glue
cut	paint
draw	write

**Material:**

cardboard (1/4 per student), colored pencils or watercolors, glitter, scissors, colored paper, glue, etc.

**CLIL:** Art

**D** Read. Underline the action words and circle the objects you use to do them.

Ask students if they like birthday cards. Tell them that these are instructions to make a card for a friend. Read the sentences aloud and make sure students understand (pictures can help).

In pairs, students underline the verbs and circle the objects. Monitor and check. Finally, encourage students to say complete sentences:

*I draw with a pencil. I cut with scissors.*

**E** Look and complete.

Elicit what the pictures are. Then have a volunteer read the first sentence. Ask the class to complete the sentences aloud. Ask them to write the answer in the blank. Ask students to do the rest of the sentences, and exchange with a partner to check the answers. Write them on the board.

**F** Make a card. Say 5 instructions to do it.

Ask students to explain how to make a card (activity D). Hand out materials. Encourage students to make a card following the instructions (elicit them in English). When students finish their card, have them share their cards with the class.

Go to page 18 in your Workbook and write an entry in your blog.

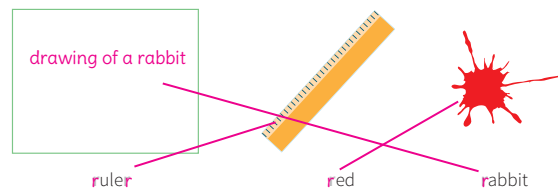
This activity is optional. It can be done for homework.

Tell students what a stationery store is and ask them whether they have been to one. Then, have them cut out pictures from old magazines of objects they can see in these places. Encourage them to write sentences similar to the ones in activity D.

**G** Order the letters and write the words.

1. urler ruler
2. tlukesigc glue stick
3. spairbuhn paint brush
4. ienpcl pencil
5. csisosrs scissors

**H** Trace, match and say. Draw the missing picture.



**I** Draw and write three instructions for making a sandwich.

<p style="text-align: center; color: #e91e63;">Answers will vary.</p>	<p style="text-align: center; color: #e91e63;">Answers will vary.</p>	<p style="text-align: center; color: #e91e63;">Answers will vary.</p>
---	---	---

**G** Order the letters and write the words.

Write the words for school objects on the board and read them with students. Point to the letters in the words on the page, and explain that they are in the wrong order. Ask students to order the letters and write the word. Then, students compare their answers with a friend and read their words aloud. Monitor and check the spelling.

Beginners	Fast finishers
Beginners can do this exercise checking the words on the board at the same time.	Encourage students to avoid looking at the words on the board until they are finished.

**H** Trace, match and say. Draw the missing picture.

Ask students to read the three words and match them to their pictures. Tell them to draw the missing picture. Finally, read the words aloud. Emphasize the /r/ sound.

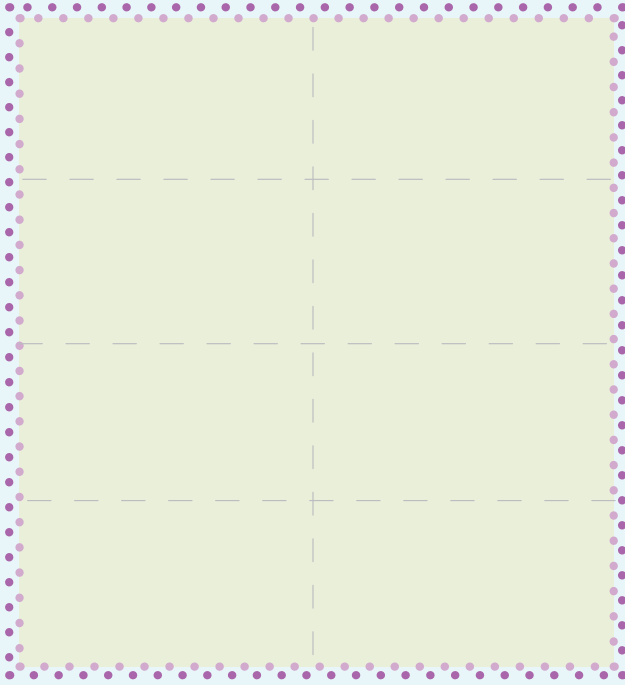
**I** Draw and write three instructions for making a sandwich.

Point to the three boxes and explain they are going to draw three stages for making a sandwich. Help them write the instructions for each picture.

## PROJECT

### Board Game

- 1 Cut out and paste pictures of school objects.



Lesson 5

23

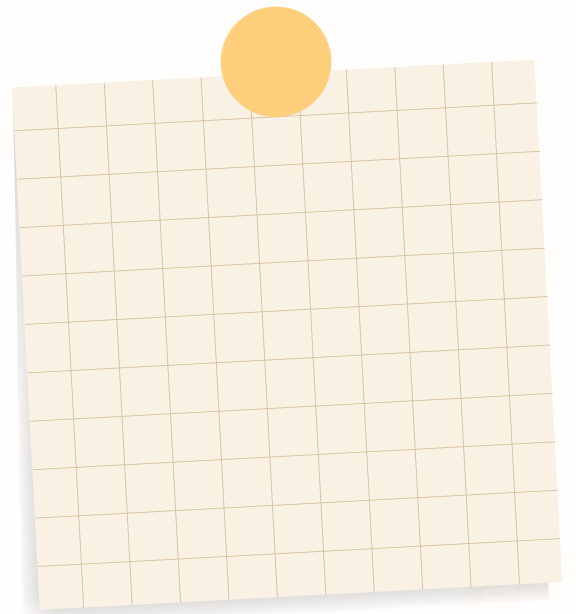
## PROJECT

### Material:

magazines with pictures of school objects (or brochures from stationery stores), scissors, glue, coin, board marker (1 per student)

- 1 Cut out and paste pictures of school objects.

Hand out materials and ask students to cut out eight pictures of school objects and paste each one in a square on the board. Divide the class into pairs. Ask them to take out a coin and a token each. Students take turns flipping the coin and move one space for heads and two for tails. When they land on a square they name the school object and the action to go with it: *I write with a pencil*. The first student to get round the board wins.



# Lesson 6

## Vocabulary

alphabet      letter  
 capital      small  
 consonant      vowel

**Materials:** A sheet of paper with the outlines of an apple, an egg, an ice cube, an orange, and an umbrella (1 per student). Each drawing has their initial letter, in capitals and lowercase; cardboard paper

## A Moment to Ourselves

### What do you do with the alphabet?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. This is a good moment to introduce the alphabet orally.

## Getting Started

Divide the class into pairs. Students write the alphabet in English. See how much students already know about the alphabet. Make this a fun activity and don't worry too much about the order of the letters at this point.

## Lesson 6

### What do you do with the alphabet?

**A** Listen to your teacher and sing. Trace the letters.

**The Alphabet Song**

abcdefghijklmnop  
 qrstuvwxyz

Now I know my A, B, C,  
 You can sing along with me.

**B** Trace the letters and color them.

How many consonants are there in the English alphabet?  
 How many vowels?  
 Every letter has a capital form and a small form.  
 A capital form      a small form

**C** **Cutouts 3** Color the letters and cut them out. Mix the letters. Then, order the alphabet and say it.

a, b, c, d, e, f

g, h, i, j, k...

24      Unit 1 Greeting People

**A** Listen to your teacher and sing. Trace the letters.

Write the alphabet on the board. Point to the letters as you sing the alphabet song or if you can, download the song from the Internet. (<http://www.youtube.com/watch?v=75p-N9YKqNo>). Sing the song and ask students to point to the letters as you sing. Then ask them to trace the letters in gray. Sing the song several times as a means to teach the alphabet to students.

**B** Trace the letters and color them.

Ask students to trace the letters and color the pictures. Share their work with the class.

### Cross-Check

Tell students what the vowels and consonants are. Write the five vowels on the board if necessary. In pairs, students write the vowels and count how many consonants there are in the English alphabet. Review the answers with the class.

**C** **Cutouts 3** Color the letters and cut them out. Mix the letters. Then, order the alphabet and say it.

Ask students to color and cut out the letters (Cutouts 3 page 175). Ask them to mix the order of the letters on their desk, and then put the letters in the correct order. Everybody sings the alphabet song to remember the order. Ask students to paste the letters in the correct order in their notebooks.

## Cutouts 3 Page 24

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

**D Read and match.**

**Types of Alphabets**

The English alphabet has 26 letters. It is similar to the Roman alphabet. Writing goes from left to right.

The Arabic alphabet has 28 letters. Arabic writing goes from right to left.

Mandarin Chinese has no alphabet. It uses over 40,000 symbols.



**E Look at the alphabet below. Can you say where it is from?**



Mayan

**F Sit in a circle. Say the letters of the alphabet.**

Go to page 21 in your Workbook and write an entry in your blog.

**Vocabulary**

Arabic	left	Roman
Chinese	letter	symbol
English	right	

**CLIL: Social Studies**

**D Read and match.**

Point to the pictures and encourage students to describe what they can see (different types of alphabets). Help students read and understand the texts. Form pairs and have them read the texts again and match them to the pictures. Monitor and check.

**E Look at the alphabet below. Can you say where it is from?**

Point to the photo and ask students what they think it is (a tablet with Mayan glyphs). Encourage them to say if they have seen anything similar in books or museums.

**F Sit in a circle. Say the letters of the alphabet.**

Sing the alphabet song from exercise A with the whole class. Sit everybody in a circle. Ask one student to say the letter *a*. Ask the student to his or her right to say the letter *b*. Continue around the circle until the alphabet has been said. Do it faster and faster.

Go to page 21 in your Workbook and write an entry in your blog.


This activity is optional. It can be done for homework.

Ask students to share the names of their pets. After each name discuss what the first letter of the name is and write it on the board (write capital letters). Ask students to think of a cat. Ask them to find a name that starts with a vowel, and write it on top of the page. Finally, students draw and color their cat.

**G** Circle the letter of the initial sound.

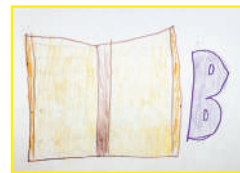
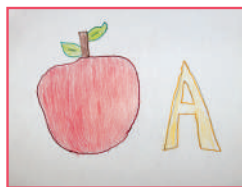


**a** b c      b **c** d      **p** q r      k l **m**      r **s** t

**H**  **Track 11** Listen and write the missing letters of the alphabet.

b f a c l h d x j e m k \_\_\_\_\_

**I**  **Make a class alphabet picture dictionary.**




26

Unit 1 Greeting People

**G** Circle the letter of the initial sound.

Point to the pictures and ask students what the words are: *apple, cat, pencil, moon, scissors*. Say the words one by one and ask students to circle the first letter of each word.

**H**  **Track 11** Listen and write the missing letters of the alphabet.

Ask students what letters there are in the exercise (*b, f, a*). Ask students to listen and write the missing letters. Play Track 11 and give students time to write. Play the track again and check.

**I**  **Make a class alphabet picture dictionary.**

Hand out the letters of the alphabet to the class. Ask students to draw a big picture of the letter and a picture of a word that starts with that letter. Elicit which picture to draw for which letter. Collect all the letters and punch holes to the left and tie them all together in order with ribbon through the holes. Turn over the pages of the book and read it with the class: *A is for apple. B is for book. C is for crayon...* and so on.

**Beginners**

Beginners can do this exercise with one or two letters.

**Fast finishers**

You can give the advanced students more than two letters.



# PROJECT

## Write Letters

- 1 Write the first letter of the school places. Write capital and small letters.



C c



B b



P p



S s



L l



O o

Lesson 6

27

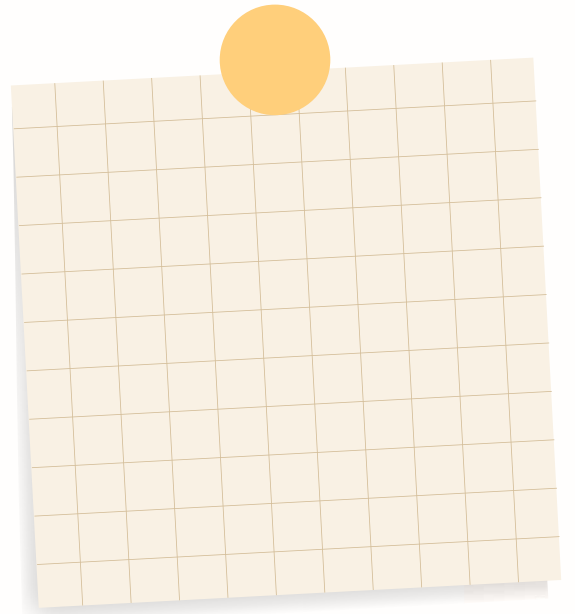
# PROJECT

## Material:

old magazines, scissors, glue stick, colored pencils

- 1 Write the first letter of the school places. Write capital and small letters.

Ask students to look at the project page. Point to the photographs and elicit the places. Ask students what letter the words start with. Finally, ask them to cut out the first letter of each place, and paste it on the lines. Ask them to cut out a capital and a lowercase letter. If you don't have materials, students can write the letters.



# Lesson 7

## Vocabulary

backpack      paper      pencil  
 book          pen          pencil case  
 newspaper

## A Moment to Ourselves

### Why is it important to be organized?


Give a few examples of being organized, so students understand what it is (having school books in one place, having the bedroom in order, knowing where their things are, etc.). Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.


## Getting Started


Take different amounts of school objects and place them on a tray at the front of the class. Ask students to try to memorize the objects on the tray. Cover the tray with a cloth and remove a few of the objects. Uncover the tray and ask students to see which objects are now missing: *What's missing?*

## Lesson 7

### Why is it important to be organized?

**A**  **Track 12** Listen and circle the words for school objects.





**B**  Put your school objects on your desk and say.

It is not my book. It is her book.  
 It is not my backpack. It is his backpack.

**Do you know these words?**


I	my
you	your
he	his
she	her
we	our
they	their

**C**  Collect different school objects and put them in the middle of the classroom. Guess who they belong to.




28


Unit 1 Greeting People

**A**  **Track 12** Listen and circle the words for school objects.

Point to the pictures and ask students to predict what the text is about. Play Track 12 and ask students to follow in their books (at this point, students should understand most of the text.) Play the track again and ask them to circle the words for school objects. Read the story together and ask students to stand up when they hear the words that are school objects. Finally, encourage students to act out the dialog.

**B**  Put your school objects on your desk and say.

Divide the class into groups of four. Ask them to take out their backpacks and say sentences about their school objects following the examples on the page. Monitor and check.

**C**  Collect different school objects and put them in the middle of the classroom. Guess who they belong to.

Walk around the classroom and take different objects that belong to students. Put them on a desk. Divide the class into pairs and ask them to point to the objects at the front and say who they belong to.

### Cross-Check

Point to the words in the box. Explain we use the words in the first column to refer to people, and we use the words in the second column to refer to whom things belong.

## School Backpack Designs

**D** Read and circle your favorite backpack. *Answers will vary.*



This backpack is fun and colorful. Have different animals. Choose an animal to take to school!



This is a practical backpack with pockets for your books, crayons and pencils.



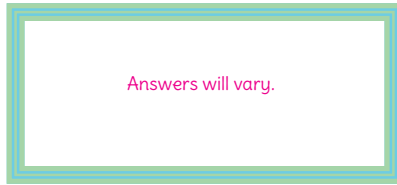
This is a spiky backpack. Not very practical and with no extra pockets for your pencil case and books, but it looks great!

**E** Follow the maze and write **his** or **her**.

1. her pencil case
2. his paint
3. his backpack
4. her newspaper



**F**  Choose a backpack. Draw what you can keep in it.



*Answers will vary.*

Lesson 7

29

### Vocabulary

animal	fun	practical
backpack	pocket	spiky
colorful		

CLIL:

Art


**D** Read and circle your favorite backpack.

Encourage students to show their backpacks. Talk about how different or similar some are. Then, point to the pictures in the book and encourage students to describe what they see and to predict what the text is about. Divide the class into pairs and read the texts with students. Make sure everybody understands. Ask them to circle their favorite backpack and to say why they chose that one.

Beginners	Fast finishers
Students may need extra help to understand the text. Point to all the features in the pictures and say what they are, so the meaning is very clear.	Elicit the meaning of the words in the text.

**E** Follow the maze and write **his** or **her**.

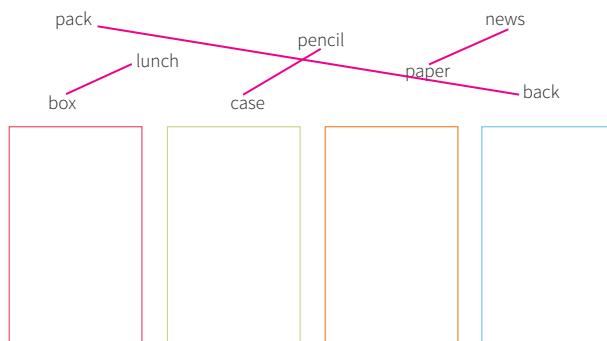
Point to the pictures of the school objects and elicit what they are. Ask when we use *his* (to refer to a boy) and when we use *her* (to refer to a girl). Ask students to follow the lines on the maze and complete the sentences, depending on who they belong to. Invite some students to read the complete sentences.

**F**  Choose a backpack. Draw what you can keep in it.

Ask students to choose their favorite backpack from exercise D. Ask them to draw a picture of the things they can keep in it. When they finish, ask them to share their work with the class.

**G** Match and complete the words. Draw pictures.

pack      lunch      pencil      news  
box      case      paper      back



**H** Read aloud. Circle the words with initial **p** and underline the words with a **p** in the middle.

1. newspaper
2. (paper pad)
3. (pencil case)
4. backpack
5. (puppy)

**I** Write 3 school objects you like.

Answers will vary.

---

---

---

Go to page 24 in your Workbook and write an entry in your blog.

**G** Match and complete the words. Draw pictures.

Tell students they have to draw lines to make complete words. Give students time to work individually and then have them compare their answers with a friend. Ask some students to write the complete words on the board, and to draw four pictures to show the meaning of the four words. Check they are drawing the correct pictures.

**H** Read aloud. Circle the words with the initial **p** and underline the words with a **p** in the middle.

Read the words and ask students to point to them in their books. Emphasize the /p/ sound. Students circle the words that start with *p*, and underline words that have *p* in the middle. Have volunteers read the words again. Ask students to stand up when they hear the words they circled, and sit down when they hear the words they underlined. Divide the class into pairs and ask students to say the words.

**I** Write 3 school objects you like.

Ask different students: *What school objects do you like?* Ask why they like those objects. Then, encourage students to write the three school objects they like. Walk around and check students' spelling while they work.

Go to page 24 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Encourage students to think how they take care of their school supplies, and make a drawing to show what they do.

## PROJECT

### Make a Spinner

- 1 Cut a circle.
- 2 Divide it into six parts.
- 3 Color each section in a different color.
- 4 Write one of the following words in each part: my, your, his, her, our, their.



Lesson 7

31

## PROJECT

### Material:

magazines with pictures of school objects (or brochures from stationery stores), scissors, glue, coin, board marker (1 per student)

### 1 Cut a circle.

Ask students to look at the project page. Students copy the circle onto cardboard paper and cut it out.

### 2 Divide it into six parts.

Students divide the circle into six parts by folding it three times.

### 3 Color each section in a different color.

Students color the six sections in different colors.

### 4 Write one of the following words in each part: my, your, his, her, our, their.

Students write the words in the six sections. Store the spinners to use on the Project Page for Lesson 8.

# Lesson 8

## Vocabulary

book	head	turn
close	open	up
down	sit	
hand	stand	

## A Moment to Ourselves

### Is it important to follow instructions?


Give a few examples of instructions, so students understand what they are. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

## Getting Started

Nominate a student. With his or her eyes closed, ask the rest of the class to give him or her instructions to cross the classroom: *Walk left. Walk right. Walk forward.*

# Lesson 8

## Is it important to follow instructions?

**A**  **Track 13** Listen and sing. Act out the song.

### Up and Down

Stand up, sit down,  
turn around. Turn around.  
Hands up, hands down,  
turn around. Turn around.  
Head up, head down,  
turn around. Turn around.  
Open books, close books,  
turn around! Turn around!



**B** Write up or down.



up



down




up




down

These are some instructions you have to follow at school.  
Stand up.  
Sit down.  
Open your book/the door.  
Close your book/the door.

**C**  Say and mime other instructions you have to follow at school. Ask your teacher to help you.

32

Unit 1 Greeting People

**A**  **Track 13** Listen and sing. Act out the song.


Introduce the new vocabulary: Draw an arrow pointing upwards on the board and say *up*. Draw an arrow pointing downwards and say *down*. Play Track 13 and ask students to listen with their books closed. Then, play the track again and mime the actions. Play the track one more time and have students follow in their books. Make sure everybody understands. Finally, play the track again and ask them to sing and act out the song.

### Cross-Check

Point to the information in the box. Ask students to read instructions aloud and mime them.

**B** Write up or down.

Say *up* and ask students to raise their hands. Say *down* and have them lower their hands. Say the words at random quickly and have them do the actions. Then ask them to write the correct words in their books. Point to the pictures and ask students to call out the words.

**C**  Say and mime other instructions you have to follow at school. Ask your teacher to help you.

Ask students what other instructions there are at school and write them on the board as a visual reference: *Walk in the hallways. Run in the patio. Don't talk in class. Listen to the teacher.* Divide the class into small groups. Ask them to take turns saying instructions from exercise A and miming them.

**D Read and choose a title.**


**Find the Treasure**

**Jump and Hop**


Follow these instructions to find the old treasure.

1. Go to the top of the Everest.
2. Stand up! Sit down! Repeat five times.
3. Clap three times.
4. Hands up! Hands down. Repeat five times. Dig for the treasure!



**E**  **Can you follow the instructions to find a treasure? Why?**

Answers will vary.

**F**  **Play *Find the Treasure*. Hide something. Write three instructions to find it and share them with another group.**

Answers will vary.

Go to page 27 in your Workbook and write an entry in your blog.

Lesson 8

33


**Vocabulary**

clap	jump	treasure
dig	sit	
hop	stand	


**CLIL:** Literature

**D Read and choose a title.**

Read the instructions and ask students to mime them as they hear them mentioned. Divide the class into pairs and have them take turns reading the instructions to each other and miming them. Finally, read and point to the titles and discuss their meanings. Students say which is the best title.

**E**  **Can you follow the instructions to find a treasure? Why?**

Point to the instructions again and ask the question. Allow students to share their ideas freely. Explain we can mime them, but we can't do all of them because they are difficult to do in real life.

**F**  **Play *Find the Treasure*. Hide something. Write three instructions to find it and share them with another group.**

Divide students into small groups. Ask them to hide something in the classroom without the other teams realizing where they have hidden it. Ask them to write instructions from where they are sitting to the treasure. Two groups exchange instructions and find the treasure.

Beginners	Fast finishers
Allow beginners to perform the instructions.	Encourage advanced students to write the instructions.

Go to page 27 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw pictures of actions they do at the weekends.



**G** Write words.

Beginning P
Answers will vary.
_____
_____
_____
_____

Middle P
Answers will vary.
_____
_____
_____
_____

**H** Circle the words with **p** at the end.

clap      map      hop      jump  
newspaper      pencil

**I**  Play *Simon Says*.



**G** Write words.

Point to the boxes and tell students to look at all the words in the G exercises in all the lessons of this unit. Allow students to work in pairs and complete the words. Draw the boxes on the board while they are working. Tell different students to write words in the boxes for the class to check their answers. If they come up with new words, praise them.

**H** Circle the words with **p** at the end.

Read the words and ask students to point to them in their books. Ask them to circle the words that have *p* at the end. Read the words again. Ask them to stand up when they hear words they circled. Divide the class into pairs and ask them to practice saying the words.

**I**  Play *Simon Says*.

Explain how to play *Simon Says*. Say different instructions from this lesson using the words *Simon says*: *Simon says stand up*. *Simon says close your books*, etc. When you give an instruction that isn't preceded by *Simon says* students shouldn't do the action. If they do, then they are out. Continue until you have a winning student.



## PROJECT

### Play a Game

- 1 First, cut out pictures of school supplies and paste them on the spinner from last class.
- 2 Cut out the spinner. Paste it on cardboard.
- 3 Punch a small hole in the center.
- 4 Put a pencil in the hole.
- 5 Spin the circle.
- 6 Make sentences using the words on the spinner.



Lesson 8

35

## PROJECT

### Material:

magazines with pictures of school supplies, scissors, glue stick, 1 pencil (for spinning), cardboard, hole punch

- 1 First, cut out pictures of school supplies and paste them on the spinner from the last class.

Ask students to cut out six pictures of school supplies from magazines and paste them on the six sections of the spinner.

- 2 Cut out the spinner. Paste it on cardboard.

Students paste the spinner onto cardboard.

- 3 Punch a small hole in the center.

Help students to punch a hole in the center of the spinner.

- 4 Put a pencil in the hole.

Students insert a pencil in the hole. Monitor and provide help if necessary.

- 5 Spin the circle.

Point to the picture for students to see how the game is played. Students play with two friends, taking turns to spin.

- 6 Make sentences using the words on the spinner.

Students make sentences about the picture the spinner falls on with the possessive adjective: *This is my pencil.*

## Review 1

**A** Read and match. Then, act out the conversation with a friend.

- |                      |                    |
|----------------------|--------------------|
| 1. Hello.            | I'm fine.          |
| 2. How are you?      | I'm six years old. |
| 3. What's your name? | My name's Juan.    |
| 4. How old are you?  | Hi!                |

**B** Write two polite expressions. *Answers will vary.*

---



---

**C** Label the places.

playground    bathroom    office    library    classroom



playground



library



office



bathroom



classroom

36

Unit 1 Greeting People

**A** Read and match. Then act out the conversation with a friend.

Ask students to read and match the questions and answers. Divide the class into pairs to act out the story.

**B** Write two polite expressions.

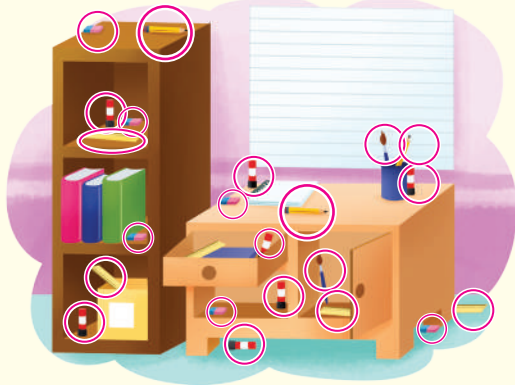
Review orally polite expressions with students. Ask them to write two expressions in the space.

**C** Label the places.

Point to the pictures for students to name the places. Ask students to read the words and write them on the spaces.

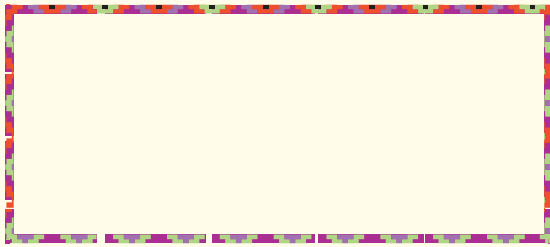
**D** Circle the school objects and write the numbers.

\_\_\_\_\_ 3 \_\_\_\_\_ pencils                      \_\_\_\_\_ 2 \_\_\_\_\_ paintbrushes  
\_\_\_\_\_ 5 \_\_\_\_\_ rulers                      \_\_\_\_\_ 7 \_\_\_\_\_ glue sticks  
\_\_\_\_\_ 6 \_\_\_\_\_ erasers



**E** Read and draw a picture.

Open the door, please.



Review 1

37

**D** Circle the school objects and write the numbers.

Point to the picture and ask students to describe what they can see. Ask students to read the words, circle the objects, count them and write the numbers on the lines. Read the words and ask them to say the numbers aloud.

**E** Read and draw a picture.

Read the instruction aloud. Students draw a picture in the frame to represent it. Walk around and check the pictures.

Collect the books and mark all the answers to see how well students are doing. Provide extra help if students need it.

## The Body

### Vocabulary

arms	head	neck
chest	hips	shoulders
feet	legs	stomach
hands		

### A Moment to Ourselves

#### What can you do with your body?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

### Getting Started

Sing *Head, Shoulders, Knees and Toes* to introduce the parts of the body. You can add more parts if you want. Say the rhyme again and encourage students to join and touch their body. If you have access to the Internet, explore the following link with students.


<http://www.youtube.com/watch?v=Ozzo7GQLoAE>

## Lesson 1

# UNIT 2

### The Body

What can you do with your body?

**A**  **Track 14** Listen and match the words to the parts of the body.



**To be**

- I am
- You are
- He / She / It is
- We are
- They are


**To have**

- I have
- You have
- He / She / It has
- We have
- They have

**B** Say a part of the body. Your partner repeats the word and points at it.

**C**  Sing and dance the *Hokey Pokey*.

38
Unit 2 The Body


- A**  **Track 14** Listen and match the words to the parts of the body.

Play Track 14 and ask students to listen while you touch the parts of the body mentioned. Invite two or three students to the front. Play the track again and while they touch the parts of the body mentioned. In pairs, students match the words to the picture. Walk around and help as necessary.

Beginners	Fast finishers
Have students work with an advanced student so they feel more confident with the written words.	Advanced students help their peers reading the words in activity A.


- B** Say a part of the body. Your partner repeats the word and points at it.

Elicit the parts of the body and repeat chorally. Divide the class into pairs, ask them to take turns saying the words and pointing to the corresponding part of the body.

- C**  Sing and dance the *Hokey Pokey*.

Ask students to stand in a circle and sing the *Hokey Pokey*.

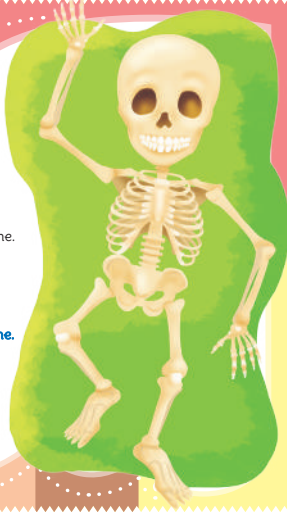
<http://www.youtube.com/watch?v=DkDff87CR9A>


**D**  **Track 15** Listen and point to the bones on the picture.

**Dem Bones**  
Dem bones, dem bones,  
dem dry bones.  
Dem bones, dem bones,  
dem dry bones. (Repeat)  
That's the story of dem bones.


The **toe** bone's connected  
to the **foot** bone.  
The **foot** bone's connected to the **leg** bone.  
The **leg** bone's connected  
to the **hipbone**.  
That's the story of dem bones!

The **hipbone's** connected to the **backbone**.  
The **backbone's** connected  
to the **shoulder** bone.  
The **shoulder** bone's connected  
to the **neck** bone.  
The **neck** bone's connected  
to the **head** bone.  
That's the story of dem bones!



**E**  **Read and complete with the correct words.** Answers will vary.

- The \_\_\_\_\_ bone is connected to the \_\_\_\_\_ bone.
- The \_\_\_\_\_ bone is connected to the \_\_\_\_\_ bone.

**F**  **In pairs, answer the questions.**


- Do you take care of your body?
- How do you take care of your body?

Go to page 30 in your Workbook and write an entry in your blog.

**Lesson 1** 39

Vocabulary		
backbone	head	neck
bone	hipbone	shoulder
foot	leg	toe


**CLIL:** Science

**D**  **Track 15** Listen and point to the bones on the picture.

Present the new vocabulary; you can use the picture in the book. Read and point to the words in blue and ask them to point to the parts on their own body. Play Track 15. Students listen and point to the bones on the picture. Play the track again for students to join in and sing along. Make students dance.

**E** **Read and complete with the correct words.**

Point to the pictures and ask students to say what bones they can see. Review the answers to the sentences chorally with the class. Then ask students to write the answers individually. Walk around and check they are writing the correct words with the correct spelling.

**F**  **In pairs, answer the questions.**

Read the questions aloud and clarify any doubts students may have. Provide sample answers about yourself to help them understand. Divide the class into pairs and ask them to take turns asking and answering the questions. Invite some pairs to share their ideas with the whole class.

Go to page 30 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw (or cut out) what they have learned about the body and write words, phrases or simple sentences about their drawings.

**G** Write the words in plural.

Singular	Plural
finger	fingers
head	heads
toe	toes
knee	knees
arm	arms

**H** Trace the **s**. Then say the words aloud. What sound can you hear?

1. shoulders
2. bones
3. legs
4. hands
5. hips



**I** Draw your favorite part of the body and write the name.



**G** Write the words in plural.

Read and point to singular and plural words in the chart and elicit their meaning (one, more than one). Give the plural of the first two words, emphasizing the “s”, and then elicit the plural for the rest of the words. Students complete the activity individually and then check their answers with a friend. Invite some students to write their answers on the board.

**H** Trace the **s**. Then say the words aloud. What sound can you hear?

Point to the words and ask if they are in singular or plural form. Students trace the letter **s** at the end of all the words. Have volunteers say the answers, and ask everybody to repeat.

**I** Draw your favorite part of the body and write the name.

Ask students to say the words for as many parts of the body they can remember without looking at their books. Encourage students to say what their favorite part of the body is. Students draw their favorite part of the body. Check students’ work in their books.

## PROJECT

- 1 Draw a friend on kraft paper.



- 2 Draw a small version of your body on the space below.
- 3 Label the parts of your body.
- 4 Keep the pictures for Lesson 4.



Lesson 1

41

## PROJECT

### Material:

kraft paper (long enough to lie down on) (one per student), colored pencils, crayons or watercolors

Play Track 15 and encourage students to sing and do the actions. Review the words for parts of the body.

Tell students they are going to make an enormous picture of their bodies.

- 1 Draw a friend on kraft paper.

Distribute materials and divide the class into pairs. Students take turns lying down on the kraft paper and drawing around each other. Help students if they find it difficult. Make sure they all write their names on the paper.

- 2 Draw a small version of your body in the space below.

Ask students to draw a picture of themselves in the space. Students color the pictures and label the parts.

- 3 Label the parts of your body.

Students label the parts of the body on the big picture from the first exercise. Ask them to draw in their faces, and their clothes, and color their pictures. Display the pictures around the classroom.

- 4 Keep the pictures for Lesson 4.

Collect in the pictures and store them for later use.



# Lesson 2

## Vocabulary

chin	eyes	mouth
ears	grin	nose
eyebrows	mirror	

## A Moment to Ourselves

### What is respect?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. When you finish, ask for examples of actions that show respect.

## Getting Started

Ask students to stand next to the big pictures of themselves on the wall from the previous lesson. Call out parts of the body and have students point to them on their pictures. Play Track 15 and sing along.

### A Track 16 Listen and repeat. Cut and paste.

Ask students to describe the photograph (a mom with her daughter looking in the mirror). Write the word *mirror* on the board and show students a mirror. Play Track 16 and point to the parts on your face as you hear them mentioned. Play the track again and encourage students to listen and act out the poem, along with you.

### B Cutouts 4 Listen again. Then cut and paste in activity A.

Ask students to turn to Cutouts 4 (page 177) and find the missing words of the poem. Ask them to place the words in the parts of the poem they think they go in, without pasting them yet. Ask students to read the four words in the order they appear in the poem. Have them paste the words.

### Cross-Check

Point to the box and the two sentences. Encourage students to deduce the difference between them before explaining one is singular and one is plural. Ask them to say what differences there are between the two.

## Lesson 2

### What is respect?

#### A Track 16 / Cutouts 4 Listen and repeat. Cut and paste.

#### It's Me!

I look in the mirror  
And what do I

see ?

One nose, one mouth,  
Two eyes. It's

me

These are my ears,  
This is my

chin

These are my eyebrows,  
This is my

grin



What's the difference?  
This is my nose.  
These are my ears.

#### B Cutouts 4 Listen again. Then cut and paste in Activity A.

#### C Read the poem aloud. Touch the parts on your friend's face.

42

Unit 2 The Body

#### C Read the poem aloud. Touch the parts on your friend's face.

Form pairs. Play Track 16 and encourage students to join in while they listen. Play the track again, and ask them to join in and touch the parts on a friend's face at the same time. Encourage different pairs to come to the front and act out the poem.

## Cutouts 4 Page 42

see

me

chin

grin



**D** Read and circle the words related to the face.



1. The Queen looks in the mirror and asks, "Mirror, mirror. Who else is pretty?" "Snow White", says the mirror. "She has pretty eyes and a pretty nose and mouth." "Nooooo", says the Queen. "I want to be the only pretty person".
2. The Queen looks in the mirror again, and asks, "Mirror, mirror. Who is pretty?" "Snow White," says the mirror. "She has pretty lips and pretty ears." "Nooooo", says the Queen.
3. The handsome prince with big ears finds pretty Snow White.

**E** Think of an ending to the story. Act it out.

**F** Read and answer.

1. What's this? This is a nose.



2. What are these? These are eyes.



3. What's this? This is a mouth.



Go to page 33 in your Workbook and write an entry in your blog.

Lesson 2

43

**Vocabulary**

eyes	mirror	pretty
handsome	mouth	queen
prince	nose	Snow White
lips		

**Beginners**

Encourage beginners to be the main characters, like the Queen or the Mirror. This will improve their self-confidence.

**Fast finishers**

Students can learn some of the dialogs by heart.

CLIL:

Literature

**D** Read and circle the words related to the face.

Write *Snow White* on the board and ask students to share what they know about the story. Present the words *Queen* and *prince* by pointing to the characters in the pictures. Ask them to point to the mirror in the pictures. Read the story aloud and ask students to follow the text with their fingers. Make voices; make the reading interesting. Ask students to say words that are related to the face. Finally, have them circle the words. Monitor and check.

**E** Think of an ending to the story. Act it out.

Look back at the story and point to the final scene. Divide the class into small groups. Ask students to say how the story can end and think of a way to act it out. Provide vocabulary as necessary. Invite groups to act out their endings to the class.

**F** Read and answer.

Point to the box in exercise A and review the use of the singular and plural with students. Read the questions aloud. Students write the answers individually. Students compare their answers with a friend. Invite three students to write the answers on the board.

Write *Singular* and *Plural* on the board in two columns. Invite students to write the words for parts of the face in the corresponding columns, to reinforce *This is* and *These are*.

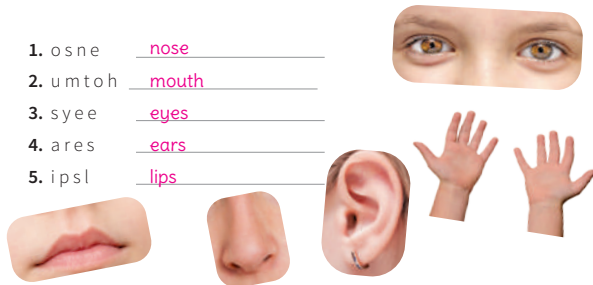
Go to page 33 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students who their favorite character is from the story. Students draw a simple picture of the character and write a sentence underneath.

**G** Unscramble the letters and write the words.


1. osne    nose
2. umtoh    mouth
3. syee    eyes
4. ares    ears
5. ipsl    lips



**H** Listen to your teacher and repeat.

1. tale
2. toes
3. tummy
4. touch
5. tooth




**I**  Draw the face of one of the characters in the story. What part of their face is your favorite? Write the name.

**G** Unscramble the letters and write the words.

Point to the photographs and ask students to describe what they can see. Ask them what photograph is not a part of the face. Students work individually to unscramble the words. Invite some students to write the correct words on the board.

**H** Listen to your teacher and repeat.

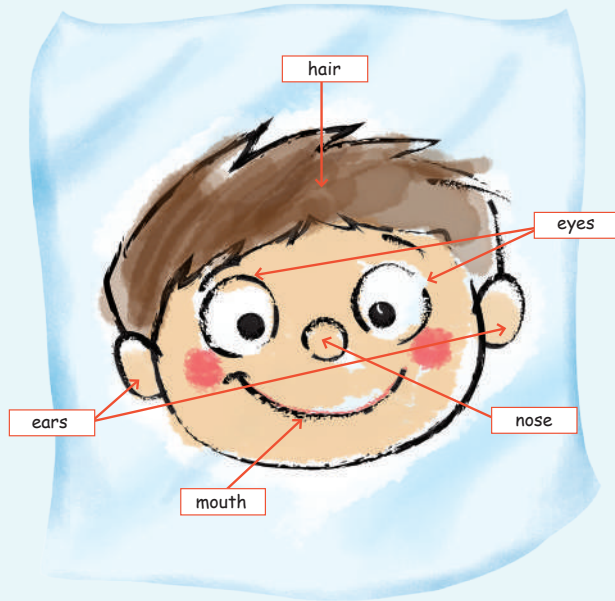
Point to the letter *T* on the page and pronounce it for students to repeat. Then read the words in the activity loudly and clearly. Ask students to repeat after you. Then read them at random and have students repeat the words again. Ask them to circle the letter *T* at the beginning of the words.

**I**  Draw the face of one of the characters in the story. What part of the face is your favorite? Write the name.

Review the names of the four characters from the story in activity D (*Snow White, the Queen, the Mirror, the Prince*). Ask students to draw the face of the one they liked the most. Walk around while students are working and ask them to name their favorite part of the face. Finally, have them write the word. Allow students to look at each other's pictures and say what they like about them.

## PROJECT

- 1 Draw a picture of your face on your notebook.
- 2 Color the picture of your face.
- 3 Label the picture of your face.
- 4 Keep the pictures for Lesson 4.



Lesson 2

45

## PROJECT

### Material:

white paper, colored pencils

Play Track 16 and encourage students to say and act out the poem.

Ask students to look at the project page. Have a volunteer say what the project is about.

- 1 Draw a picture of your face on your notebook.

Distribute materials. Ask students to draw a picture of their face on the white paper. Make sure they include all the parts of the face they have learned in this lesson.

- 2 Color the picture of your face.

Ask students to color their pictures. Walk around ask them what color their eyes are, etc.

- 3 Label the picture of your face.

Point to the sample artwork and ask students to label their faces in a similar fashion. Tell them to pay special attention to their spelling.

- 4 Keep the pictures for Lesson 4.

Store the pictures for use later on in the unit.

# Lesson 3

## Vocabulary

bell	ice-cream	smelling
cat	rainbow	tasting
five senses	rose	touching
hearing	seeing	

## A Moment to Ourselves

### How do you show respect at school?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. When you finish, ask for examples of actions that show respect.

## Getting Started

Play Track 16 and ask students to join in with the poem and point to the parts of the face as they are mentioned. Ask volunteers to say the poem by heart.

### A Track 17 Listen and read.

Elicit what the five senses are. Ask students if they know anything about them. Play Track 17 and ask students to listen and follow the text in their books. Read the text again and mime, using body and face parts to explain the use of the five senses.

### B Cutouts 5 Listen again, cut and paste.

Ask students to turn to Cutouts 5 (page 177) and cut out the photographs. Hold up different photographs for students to name what they are. Play Track 17 again and ask students to listen and place the cutouts over the boxes. Check the answers by reading the sentences aloud and asking students to say the word for the body or face part. Ask students to glue the cutouts into place.

## Cross-Check

Review the meaning of **a/an** and **the**. Read the information in the box and ask students to find examples in the book so far to prove how they are used.

# Lesson 3

## How do you show respect at school?

### A Track 17 Listen and read.

People have five senses: seeing, hearing, smelling, tasting and touching.

We see with the eyes.

We hear with the ears.

We touch with the hands and fingers.






We taste with the mouth.

We smell with the nose.

### B Cutouts 5 Listen again, cut and paste.

<b>a/an</b>	<b>the</b>
To refer to one object To refer to something specific	To refer to one or more objects To refer to something in general

### C Look at the pictures and write the parts of the body you can use.

				
eyes	eyes	eyes	eyes	ears
nose	nose		mouth	fingers
fingers	mouth		hands	eyes

46

Unit 2 The Body

### C Look at the pictures and write the parts of the body you can use.

Look at the pictures and provide the words for them: *This is a rose / an ice-cream / a rainbow / a car / a bell*. Students work with a friend to write which body parts they use to sense them. Name the pictures and invite students to say the answers.


Review the use of *a / an* with the objects that appear in the pictures.

## Cutouts 5 Page 46



**D Read and number.**

1. We taste the salt. It's salty.	4. We taste the coffee. It's bitter.
2. We taste the sugar. It's sweet.	5. We taste on four parts of the tongue. The tongue tells us what we eat.
3. We taste the lemon juice. It's sour.	



**Vocabulary**

bitter	salty	sweet
coffee	sour	taste
lemon juice	sugar	tongue
salt		

**Material:**  
(to taste) salt, sugar, lemon juice, coffee, honey, soy sauce, etc.

**E Think and answer the questions. Answers will vary.**

Which is your favorite flavor?  
\_\_\_\_\_

Which is your less favorite flavor?  
\_\_\_\_\_

**F Do the food tasting from Activity D. Describe the tastes.**



Go to page 36 in your Workbook and write an entry in your blog.

**CLIL: Science**

**D Read and number.**

Write *tongue* and *taste* on the board. Ask students what different things we can taste with our tongue. Read the five sentences in the experiment and clarify vocabulary. Point to the four pictures and ask students to read the texts again and number the pictures.

**E Think and answer the questions.**

Read the questions and explain the meaning of *flavor*. Students answer the questions individually. Provide help as necessary. Divide the class into small groups. Ask them to share their answers with the class.

**F Do the food tasting experiment from Activity D. Describe the tastes.**

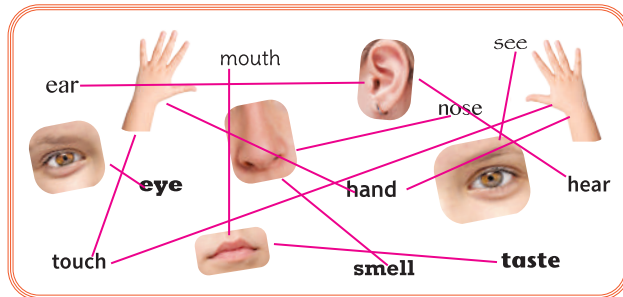
Divide the class into small groups. Distribute materials to be able to do the experiment from exercise D. Blindfold students and carry out the experiment. Have them guess what they taste. Help them describe the different tastes. When all the students have finished, reread the text in exercise D to recapitulate learning of the information.


Go to page 36 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.


Ask students to cut out pictures to represent the five senses in the form of a collage. Encourage them to write words, phrases and sentences about the senses.

**G** Match the parts of the body related to the five senses.



**H**  **Track 18** Listen and underline the words you hear.


1. salt            smell
2. sugar         sour
3. see            sweet
4. smell          sweet
5. sugar         smell

**I**  Discuss the experiment from Activity F. *Answers will vary.*


1. What other thing is salty? \_\_\_\_\_
2. What other thing is sweet? \_\_\_\_\_
3. What other thing is sour? \_\_\_\_\_
4. What other thing is bitter? \_\_\_\_\_

**G** Match the parts of the body related to the five senses.

Point to the photographs in the box and ask students to name the parts of the body. Tell students they have to find words that are related to the five senses and match them to the pictures. Invite students to name the part of the body, and the sense related to it.

**H**  **Track 18** Listen and underline the words you hear.

Tell students to listen and then to underline the word they hear in the sentence each time. Play Track 18 and allow students time to underline the correct words. Check the answers aloud.

**I**  Discuss the experiment from Activity F.

Ask students to say what they can remember about the experiment from exercise D. Allow them time to look back at the activity to remember the information correctly. Read the questions aloud and make sure they understand by allowing students to brainstorm ideas. Students answer the questions individually. Divide the class into small groups to share their answers.

Beginners	Fast finishers
Provide students with the answers on the board and ask them to copy and practice saying them.	Spell the new words. Students should be able to write them down.

## PROJECT

- 1 Make a collage of pictures related to the five senses.
- 2 Keep the pictures for Lesson 4.



Lesson 3

49

## PROJECT

### Material:

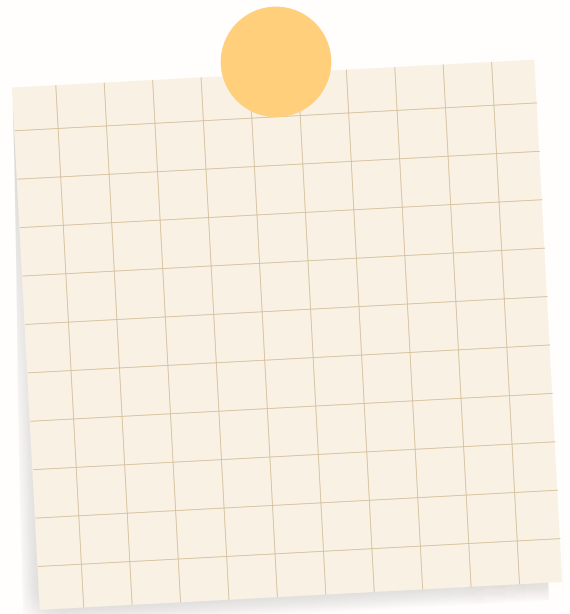
white paper, magazines of pictures related to the five senses, scissors, glue stick

- 1 Make a collage of pictures related to the five senses.

Distribute materials and ask students to make a collage of pictures related to the five senses. Ask them to cut out magazine pictures that are representative of the senses and paste them on the paper to make a collage.

- 2 Keep the pictures for Lesson 4.

Store the pictures with those from Lessons 1 and 2 for later use.





# Lesson 4

## Vocabulary

game  
square  
cardinal numbers 1 to 10  
ordinal numbers 1st to 10th

## A Moment to Ourselves

How do you show respect at home?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. When you finish, ask for examples of actions that show respect.

## Getting Started

Review numbers 1 to 10 with the class. Ask students to stand in a circle. Have one student say *one*; the next student continues with *two*. Go around the circle until they get to *ten* and then start again. Ask them to count backwards also around the circle.

## Lesson 4

### How do you show respect at home?

#### A Read and label the information on the game.

This is a game. It has ten squares. The first square is the **start**. The tenth square is the **end**. The third square has a picture of a skeleton. The sixth square has the picture of a flower. What is there in the second, fourth, fifth, seventh, and eighth squares? Let's play and see.



For quantity: Cardinal numbers  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
For position or order: Ordinal numbers  
1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th

#### B Listen to your teacher and say the numbers.

one two three four five six seven eight nine ten  
first second third fourth fifth sixth seventh eighth ninth tenth

#### C Play the game. Read and answer aloud.

Choose a token. Toss a coin. Move the token two squares on heads and one on tails.

The first student to get round the board wins.

50

Unit 2 The Body

#### A Read and label the information on the game.

Point to the board game and elicit what it is. Read the text together and make sure students understand the game. Form pairs and let them complete the information in the squares.

#### Cross-Check

Point to the box underneath the game. Read and explain the uses of cardinal and ordinal numbers. Ask students where they can see the two types of numbers in this exercise.

#### B Listen to your teacher and say the numbers.

Read the cardinal numbers first and ask students to repeat them chorally. Then do the same with the ordinal numbers. Have a spelling bee with the class. Divide them into two teams and have one student from each team come to the front. Say a number. The first student to raise their hand and spell the word correctly wins a point for their team. Repeat until all the students have participated. The team with the most points wins.

#### C Play the game. Read and answer aloud.

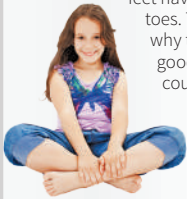
Divide the class into pairs. Ask them to take out one coin and two tokens. Students put their tokens on the *Start* square. They take turns tossing the coin and move two squares on heads and one square on tails. Then they follow the instructions on the square they land on. The first student to get to the tenth square wins.



**D** Read and complete the table.

**The Human Body**

The human body has a lot of parts. It has one head and two hands. One hand has five fingers. It has two legs and two feet. One foot has five toes. Two hands have ten fingers and two feet have ten toes. That's why they are good for counting.



1 head	2 hands
	legs
	feet

5 One hand has 5 fingers.	10 Two feet have 10 toes.
------------------------------------	------------------------------------

**Vocabulary**

body	hand	leg
feet	head	part
finger	human	toe

**Material:**

2 strips of paper per student (15 cm each)

**E** Read again and color **True** or **False**.

- The body has one head.  True  False
- One foot has five fingers.  True  False
- Fingers help to count.  True  False
- Two feet have ten toes.  True  False
- Two hands have twenty fingers.  True  False

**F** Write two sentences, one false and one true on your notebook. Play *Thumbs Up, Thumbs Down*.

Go to page 39 in your Workbook and write an entry in your blog.

**CLIL:** Biology

**D** Read and complete the table.

Have different students read aloud while the class follows in their books. Then ask students to work with a friend and write the words for body parts in the table depending on the number of them there are in the body. Copy the chart on the board while students are working. Invite students to write the answers on the board

**E** Read again and color **True** or **False**.

Read the first sentence and discuss the answer with the class. Students complete the activity individually. Read the sentences and students call out the answers.

**F** Write two sentences, one false and one true on your notebook. Play *Thumbs Up, Thumbs Down*.

Give all students two strips of paper. Ask students to write one true and one false sentence about the human body. Monitor and help students as necessary. When all the students are ready divide the class into small groups. Students take turns reading the sentences on the strips. If sentences are true, they put their thumbs up; if false, thumbs down.

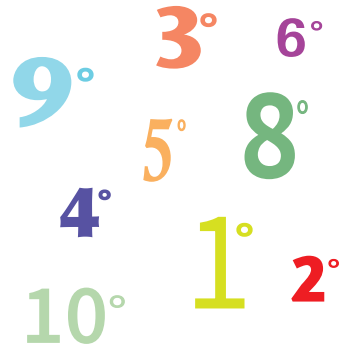
Go to page 39 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

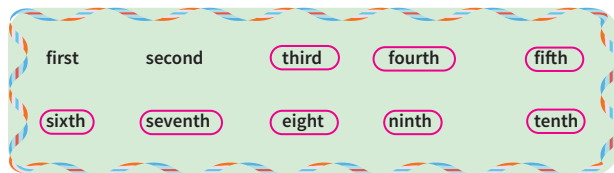
Ask students to draw a picture of their body with bones. Encourage them to write sentences about the body.

**G** Write the words for the ordinal numbers. Look at the example.

1st first  
 2nd second  
 3rd third  
 5th fifth  
 8th eighth  
 9th ninth

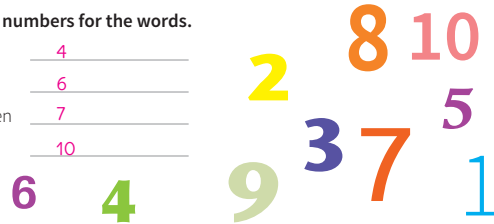


**H** Say and circle the ordinal numbers with the **th** sound.



**I** Write the numbers for the words.

1. four 4  
 2. six 6  
 3. seven 7  
 4. ten 10



**G** Write the words for the ordinal numbers. Look at the example.

Ask students to work individually to write the words. Students compare their answers with a friend. Some students write the answers on the board for the class to check their answers.

**H** Say and circle the ordinal numbers with the **th** sound.

Review numbers 1st to 10th by saying them chorally with the class. Students point to the numbers on the page while they read them. Then students circle the words that end in *th*. Show students how to put the tip of their tongue through both sets of teeth to make this sound. Say the *th* words again with the class to practice pronunciation.

**I** Write the numbers for the words.

Point to the numbers in colors for students to say the words. Then read the numbers in words. Students work individually to write the numbers. Invite some students to write the answers on the board.

Beginners	Fast finishers
Students should know the numbers from 1 to 10. Encourage them to learn how to write the numbers in words.	Encourage students to write up to 20 in words.

## PROJECT

- 1 Make three class books. The first about the parts of the body. The second about the face. The third about the five senses.
- 2 Put together all your pictures from Lessons 1 to 3 in separate books.
- 3 Tie the books together. Make a book cover.
- 4 Decorate the books.
- 5 Read the books with your friends.



Lesson 4

53

## PROJECT

### Material:

students' pictures from Lessons 1, 2 and 3, hole punch, six 50 cm-long ribbons, six pieces A4 construction paper

- 1 Make three class books. The first about the parts of the body. The second about the face. The third about the five senses.

Tell students they are going to make three class books about all the information they have been studying so far in this unit.

- 2 Put together all your pictures from Lessons 1 to 3 in separate books.

Ask students to take out their pictures of the body, the face and the senses. Encourage them to share what they found interesting or learned about these three topics.

- 3 Tie the books together. Make a book cover.

Divide the class into three groups: one for each book. Students walk around and hand in their pictures to the correct groups. Students organize the pictures so they are all in the correct order, punch holes in the side and tie them together with ribbons.

- 4 Decorate the books.

Ask teams to decorate two pieces of cardboard to be the front and back cover of the books. Make sure they include the title and decorations that support the topic.

- 5 Read the books with your friends.

Ask students to walk around and read the class books. Leave the books on display in the classroom and encourage students to look at them throughout the remainder of this unit.

# Lesson 5

## Vocabulary

body	kick	stand
can	run	swim
dance	sit	walk
jump		

## A Moment to Ourselves

### What can't you do with your body?


Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others.

## Getting Started


Say different action words from the vocabulary and mime them for students to do. Then say them without miming and see how many students can remember. If students make a mistake they sit down. The last student standing wins.


## Lesson 5

### What can you do with your body?


**A**  **Track 19** Read the poem and underline the words for actions.

**My Body**  
 This is my body.  
 See what it can do.  
 Try it with your body.  
 You can do it, too.  
Swim. Kick. Dance. Run.  
 Move yourself around.  
 Have a little fun.  
Walk. Stand up.  
Sit down. Jump.  
 Move yourself around.  
 Have a little fun.  
 This is my body.  
 See what it can do.  
 Try it with your body.  
 You can do it, too.




**B**  **Mime and say.**

Kick.




Yes.



Swim.  
Dance.  
Give more commands!


**C** Match the actions to the drawings.

1




\_\_\_\_\_ dance

2



\_\_\_\_\_ run


3



\_\_\_\_\_ jump

54

Unit 2 The Body

**A**  **Track 19** Read the poem and underline the words for actions.

Point to the picture on the page for students to describe. Explain that they will hear a poem about actions. Play Track 19 and mime the poem while they listen. Play the track again and have students underline the words for actions. Check by reading the poem slowly and asking students to mime the actions.

### Cross-Check

Point to the box. Explain that they are instructions or commands. Encourage students to give you some examples.

**B**  **Mime and say.**

Students take turns saying actions and miming them. Divide the class into pairs. One student mimes an action for the other to name. If he or she names it correctly the student says *Yes*. If he or she names it incorrectly then the student says *No*.

**C** Match the actions to the drawings.

Elicit the words on the page. Ask students to look at the pictures and write the numbers next to the words. Read the words and ask students to call out the numbers.

Vocabulary		
ball	cycle	tree toss
boxing	hammer	trunk
chess	pool	

**D Read and match the photos to the texts.**

**1. Chess-boxing**

In one round, the opponents box. In the other round, they play chess.



**2. Unicycle Polo**

Ride a unicycle bike and hit the ball with a hammer. Be careful!



**3. Tree Toss**

Throw a tree trunk a long distance. It's heavy!



**E Read and complete.**

play	sit	ride	dance	throw	swim
------	-----	------	-------	-------	------

- Swim in water.
- Sit on a chair.
- Dance ballet.
- Ride a bicycle.
- Play chess.
- Throw a ball.

**F** Draw a sport you like. Exchange pictures with a friend. Write an instruction for the sport in your friend's picture.

Answers will vary.

Answers will vary.

---



---



---



---

Go to page 42 in your Workbook and write an entry in your blog.

**CLIL:** Social Studies

**D Read and match the photos to the texts.**

Point to the pictures and ask students to guess what they think is happening. Read the texts while students follow. Clarify the vocabulary by pointing to the pictures. Ask students to match the text to the pictures in pairs.

**E Read and complete.**

Read the words in the box and make sure students understand their meaning. Divide the class into pairs to complete the sentences. Invite some students to write the complete answers on the board for the class to check their answers.

Read the complete instructions aloud and ask students to mime the sentences as you read them.

**F** Draw a sport you like. Exchange pictures with a friend. Write an instruction for the sport in your friend's picture.

Ask students to think of a sport they like and draw and color a picture of it in the frame. Ask two students to exchange pictures and write an instruction on how to do or play it. Then ask them to check and correct each other's work.

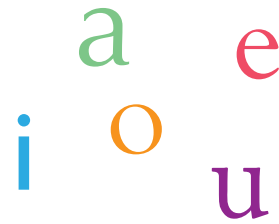
Go to page 42 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to think of two sports they can mix together into one new sport, similar to the ideas in exercise D. Students draw a picture of their new sport and write one or two instructions on how to play it.


**G** Find and write the missing vowels.

1. sw i m
2. k i ck
3. d a n c e
4. r u n
5. w a lk
6. j u mp



**H** Listen to your teacher and circle the correct word. Then, listen and repeat.

1. cat car
2. cup cap
3. cow can

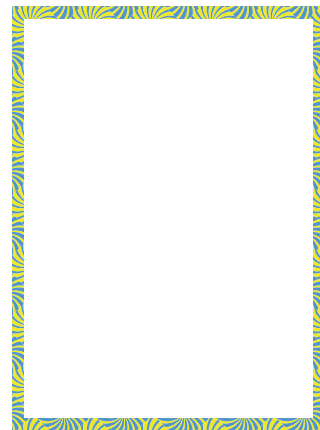
**I**  Mix two sports to invent a new one. Write actions for the sport. Finally, draw a picture of your new sport.

New sport: \_\_\_\_\_

Actions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



56

Unit 2 The Body

**G** Find and write the missing vowels.

Point to the words and explain they are actions from this unit. Students complete the missing vowels individually. Have students check their answers with the words on the board.


Beginners	Fast finishers
Ask beginners what the five vowels are. Say them chorally with the class.	Invite some students to write the complete words on the board.

**H** Listen to your teacher and circle the correct word. Then, listen and repeat.

Read the sentences below and ask students to circle the words they hear. Check the answers with the class, by asking what words they circled.

Suggested sentences:

1. Alice doesn't like the cat.
2. Give me a cup of coffee.
3. Can you sing? Yes, I can.

**I**  Mix two sports to invent a new one. Write actions for the sport. Finally, draw a picture of your new sport.

Ask students to think of two sports they can mix to invent a new one, similar to the ideas in exercise D. Students write actions for the sport. Students draw a picture of their new sport.

## PROJECT

- 1 Make a model with modeling clay of an object to represent a sport you do.
- 2 Keep the model for Lesson 8.



Lesson 5

57

## PROJECT

### Material:

modeling clay of different colors

- 1 Make a model with modeling clay of an object to represent a sport you do.

Distribute modeling clay and ask students to make an object with it that represents a sport they do or like. Walk around and ask them what sport the objects represent and encourage them to say instructions for that sport while they are working.

- 2 Keep the model for Lesson 8.

Ask some students to share their models with the class and say what sport they are. Collect in the models and keep them in a safe place for use later on in Lesson 8.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Lesson 6

## Vocabulary

feeling	scared
happy	sleepy
mad	worried
sad	

## A Moment to Ourselves

Do you do things by yourself? How do you feel?

Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. This is a good moment to introduce the key vocabulary.

## Getting Started

Write the word *feeling* on the board and elicit what it is by giving examples. Divide the class into groups. Students work to write words for feelings. Help students with new vocabulary. Invite groups to share their words. Write the most important words on the board.

# Lesson 6

Do you do things by yourself? How do you feel?

**A**  **Track 20** Listen and complete.

scared asleep sad mad happy worried awake


## I Have Feelings

I have feelings, so do you.  
We can sing about them, too.  
I am happy \_\_\_\_\_,  
I am sad \_\_\_\_\_,  
I get scared \_\_\_\_\_,  
I get mad \_\_\_\_\_.  
I am proud of being me.  
Proud's a feeling too, you see.



I have feelings, so do you.  
We can sing about them too.  
I'm asleep \_\_\_\_\_,  
I'm awake \_\_\_\_\_,  
I get worried \_\_\_\_\_, I eat cake.  
I am proud of being me.  
Proud's a feeling too, you see.



**B**  **Point to the pictures. Name and mime the feelings.**

Look at the word **happy**.  
Does it change in the plural?  
**I am happy. We are happy.**

**C** **Cutouts 6** Read, cut and say.

--	--	--	--

I am happy

I am sad.

I am worried.


I am mad.

58

Unit 2 The Body

**A**  **Track 20** Listen and complete.

Point to the pictures on the page. Ask students if they have ever felt like the children in the photographs. Elicit the feelings; students should say the word and mime the feeling. Explain they will hear a chant about feelings. Play Track 20. Students listen and complete the song. Play the track again and encourage students to sing along.

**B**  **Point to the pictures. Name and mime the feelings.**

Ask students to close their books and see how many words for feelings they can say by heart. Divide the class into pairs. Ask them to take turns pointing to pictures in activity A, naming and miming the feelings.

## Cross-Check

Read the information in the box. Help students to deduce that words for feelings (adjectives) don't change in English when they are plural.

**C** **Cutouts 6** Read, cut and say.

Ask students to turn to Cutouts 6 (page 177) and cut out the pictures. Read the four sentences on the page. Ask them to put the pictures above the corresponding sentences. Then say the sentences again and have them hold up the pictures. Check they have the correct pictures. Finally, have students paste the pictures into place. Walk around and ask them to read the different sentences while they are pasting.

## Cutouts 6 Page 58





**D Read and match.**

**Contacts**  
Internet, id  
e-mail  
Pictures  
places, document

**Smileys**


In e-mails and text messages we use icons or smileys to show our feelings. We use this 😊 when we are happy and this 😞 when we are sad.



We also use this 😨 when we are scared and this 😡 when we are mad. There are lots of other icons like these 😬, 😏, 😇, 😴. This is the icon for bored 😴. What icons do you like to use?

**Vocabulary**

bored	smiley
icon	worried
sleepy	

**E Look at the icons and complete the sentences. Read aloud.**

I am  scared . I am  happy .

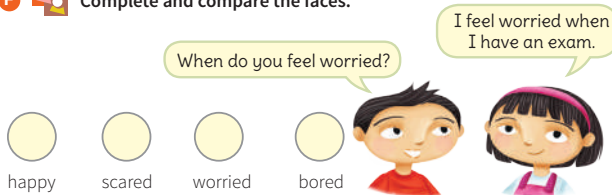
Are you  mad ? Are you  sad ?

**F Complete and compare the faces.**

When do you feel worried?

I feel worried when I have an exam.

happy   scared   worried   bored



Go to page 45 in your Workbook and write an entry in your blog.

**CLIL: Technology**

**D Read and match.**

Point to the text and ask students where we can see these icons (cellphones, pads, laptops). Students read the text and underline the words for feelings (happy, scared, sad, mad, bored). Then ask students to draw lines from the icons to the words that describe them. Check answers by drawing the icons on the board and students saying the corresponding word.

**E Look at the icons and complete the sentences. Read aloud.**

Elicit what students have to do. Ask them to complete the information individually, and then compare their answers with a friend. Ask some students to read the complete sentences, and check answers. In pairs, students take turns reading the information aloud.

**F Complete and compare the faces.**


Read the four words underneath the empty icons. Ask students to draw in the faces to represent the meaning of the words.

Invite two students to read the sample text on the page. Divide the class into pairs. Students ask and answer questions referring to the four feelings in the icons they drew. Walk around and monitor students' dialogs. Invite some students to say their dialogs aloud.

Go to page 45 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw a picture that shows how they feel on their birthday, and why. Encourage them to write a simple sentence describing the feeling underneath the picture.

**G**  **Track 21** Complete with **ed** or **ad**. Listen and check.

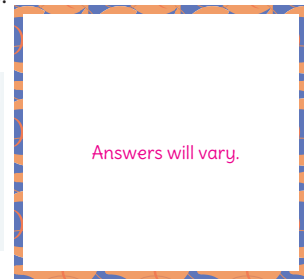
1. worri        4. bor
2. s        5. m
3. scar


**H** Say and circle the pictures of the words that start with **f**.



**I** Draw and write how you feel today.  
Answers will vary.

I feel \_\_\_\_\_  
today because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**G**  **Track 21** Complete with **ed** or **ad**. Listen and check.

Point to the words and explain they are words for feelings from this lesson. Explain that they either take the endings *-ed* or *-ad*. Students work individually to complete the words. Some students write the answers on the board. Play Track 21. The class checks its answers.

**H** Say and circle the pictures of the words that start with **f**.

Write the letter *f* on the board and pronounce it chorally with the class. Point to and name the pictures, and ask students to circle the ones that have an initial *f*. Ask students for the answers.

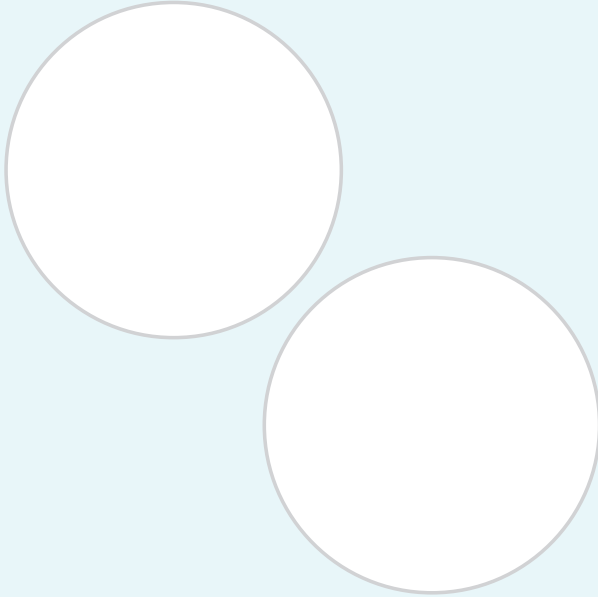
**I** Draw and write how you feel today.

Ask students: *How do you feel today?* Students share their feelings. Ask them to draw a picture of themselves and how they feel today in the box. Then tell them to write one or two sentences about how they feel and why.

Beginners	Fast finishers
Students might need help with the vocabulary and the grammar structures to complete the written sentences.	Students write complete sentences on the board.

## PROJECT

- 1 Cut out a circle from a piece of paper. Color it on both sides.
- 2 Draw a happy face on one side, and a sad face on the other.
- 3 Keep the faces for later.
- 4 You can practice your drawing here.



Lesson 6

61

## PROJECT

### Material:

paper, scissors, pencils, colored pencils, black felt tip pen

- 1 Cut out a circle from a piece of paper. Color it on both sides.

Ask students to look at the project page. Point to the circles and ask students to trace them on white paper and then cut them out. Then ask them to color the faces.

- 2 Draw a happy face on one side, and a sad face on the other.

Write *happy* and *sad* on the board and invite two students to draw a happy and sad icon on the board.

Before drawing the faces, ask students to practice their drawings on the page (step 4). Once they are happy with their drawings, ask students to draw a happy smiley on one side of their circles and a sad face on the other. Then have them trace over the faces with black felt tip pen.

- 3 Keep the faces for later.

Ask students to mark their names in pencil on their smileys. Collect them in and store them for use in later lessons.

- 4 You can practice your drawing here.

See step 2.

# Lesson 7

## Vocabulary

clean	play video games
fit	read a book
food	take a shower
football player	vegetables
fruit	watch TV
healthy	

## A Moment to Ourselves

### Is it your responsibility to keep fit? Why?

Go over the question with students. Explain what *keep fit* means. Ask the question on the first page of the lesson and give students a few minutes to think about the answer before sharing their ideas with others. This is a good opportunity to talk about self-responsibility.

## Getting Started

Review the actions for sports they learned in the previous lesson. Play Track 19 and ask students to say the chant and act it out. Ask students what sports they do inside and outside school.

# Lesson 7

## Is it your responsibility to keep fit? Why?

### A Track 22 Listen and read. Check the healthy activities.

- Ted:** Today on the show we have football player Toby Thomson. Toby, welcome to the show.  
**Toby:** Thanks, Ted.  
**Ted:** What do you recommend to keep fit and healthy?  
**Toby:** Move your body, so do a sport. Eat healthy food, like vegetables and fruit. Take a shower every day. It is important to be clean. Don't watch TV all day, and don't play videogames for more than 1 hour. Read a book instead.  
**Ted:** Thanks, Toby. Kids, follow Toby's advice.



Do a sport.



Eat healthy food.



Take a shower.



Watch the television all day.



Play a videogame.



Read a book.

### B Role-play the dialog with a partner.

### C Read and write H (healthy) or U (unhealthy).

- Eat well.   H
- Wash the dishes.   H
- Watch television all day.   U
- Play a videogame.   U

**Instructions**  
Do a sport.  
Read a book.

62

Unit 2 The Body

### A Track 22 Listen and read. Check the healthy activities.

Elicit *healthy* and *unhealthy* by giving some examples. Point to the pictures and ask students to describe what they see. Read the phrases and refer to the pictures to make sure students understand. Play Track 22 and ask students to listen with books closed. Ask them about the healthy activities. Play the track again if necessary. Ask students to open and check the pictures that are healthy. Finally, have students explain why some activities are unhealthy.

### Cross-Check

Point to the words in the box. Review the use of instructions and that the verb appears on its own without to. Ask for some more examples from the dialog.

### B Role-play the dialog with a partner.

Play Track 22 again and ask students to follow in their books. Divide the class into pairs and ask them to role-play the dialog. Help with pronunciation and correct as necessary.

### C Read and write H (healthy) and U (unhealthy).

Review the meaning of *healthy* and *unhealthy*. Students compare their answers with a friend and make any corrections. Read the sentences again for the class to call out the answers.

Beginners	Fast finishers
Read the sentences in activity C, and have students mime to make sure they understand.	Students work individually to write the answers.

**D** Read and match the numbers to the activities.

Timmy, your dad and I are out.  
You and your sister:  
1. Wash the dishes.  
2. Feed the cat.  
3. Put your toys away.  
4. Make your bed.  
5. Eat well.  
Love, Mom



**E** Discuss with a partner.

What does Timmy find on the note? Do you do the same things at home?

**F** Write a note with instructions for your mom or dad. Tell the class.

Go to page 48 in your Workbook and write an entry in your blog.

Lesson 7

63

**Vocabulary**

bed	feed	toy
cat	make	wash
dish	put away	well
eat		

**CLIL:** Social Studies

**D** Read and match the numbers to the activities.

Point to the pictures and encourage students to describe what they can see. Tell students to read the note Mom wrote, and write the number of the instruction next to the correct picture. Students work in pairs to complete the activity. Check the answers aloud.

**E** Discuss with a partner.

Read the questions aloud and make sure students understand them. Divide the class into pairs and have them share their ideas. Then ask two pairs to get together and compare their answers. Invite some pairs to share their ideas with the whole class.

**F** Write a note with instructions for your mom or dad. Tell the class.

Tell students they are going to write a similar note to the one in exercise D. Ask them to think of three instructions for their mom or dad. Provide vocabulary as necessary. Correct students work. Ask them to write a clean version. Invite students to read their instructions to the class.

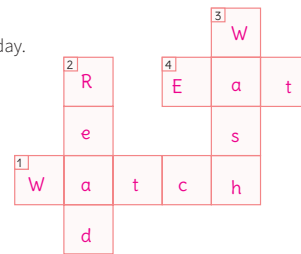
Go to page 48 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to say some healthy habits they have: *I swim everyday.* Students draw a picture of the healthy habit and write a simple sentence underneath. Repeat the procedure for an unhealthy habit. If possible, encourage students to paste pictures.

**G Complete the crossword puzzle.**

1. **Watch** television all day.
2. **Read** a book.
3. **Wash** your hands.
4. **Eat** healthy food.



**H Track 23 Listen and circle the words with a /k/ sound at the end. Write the words in the correct column.**

1. lake
2. cook
3. rake
4. look
5. cake
6. book

<u>ook</u>
cook
look
book

<u>ake</u>
lake
rake
cake

**I Write a similar dialog to the one in Activity A. Role-play it in front of the class.**

*Answers will vary.*

---



---



---



---

**G Complete the crossword puzzle.**

Point to the clues and explain they have to write the missing word in the puzzle, according to the number of the sentence. Students complete the puzzle and compare their answers with a friend. Copy the puzzle on the board. Ask four students to write the answers.

**H Track 23 Listen and circle the words with the /k/ sound at the end. Write the words in the correct column.**

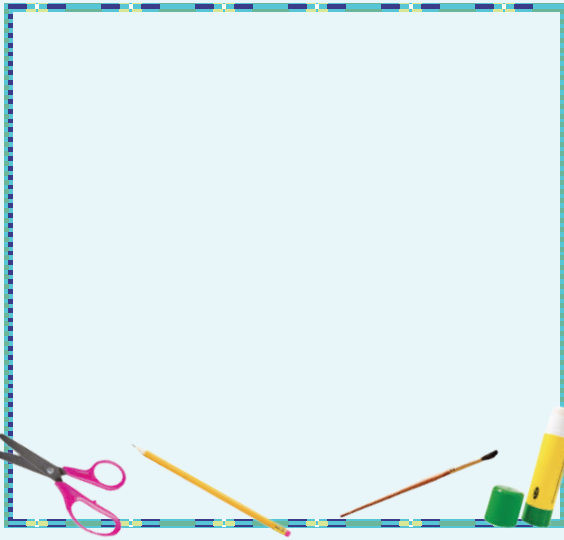
Point to the chart and explain they have to write the words in the column according to the sounds at the end. Play Track 23 and have students hear and get familiar with the words. Play the track again, and pause after each word to allow students enough time to think and write the answers. Copy the chart on the board. Tell some students to write the answers.

**I Write a similar dialog to the one in activity A. Role-play it in front of the class.**

Divide the class into pairs. Ask students to take roles and reread the dialog from exercise A aloud. Explain they are going to create a similar dialog of their own. They need to change the healthy and unhealthy habits. Help with any vocabulary students need. Help them write their dialogs, and practice reading them. Invite pairs to perform their dialog in front of the whole class.

## PROJECT

- 1 Choose one of these activities:
  - a. Eat well.
  - b. Read a book.
  - c. Put your toys away.
  - d. Do a sport.
- 2 Make a collage of the activity.
- 3 Keep your collage for Lesson 8.



Lesson 7

65

## PROJECT

### Material:

magazines with pictures of activities from this page, scissors, glue stick

- 1 Choose one of these activities.

Ask students to read the list of good habits, and choose one.

- 2 Make a collage of the activity.

Distribute materials. Students cut out magazine pictures related to the theme they chose in the first part. Students paste the pictures to make a collage and write the theme for the collage at the top.

- 3 Keep your collage for Lesson 8.

Students store the collages for use in the next lesson.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lesson 8

## Vocabulary

apple	dinner	orange
cake	drink	pear
carton	fries	pizza
dessert	juice	salad

## A Moment to Ourselves

### How do you respect yourself?

Ask the question on the first page of the lesson and give some examples of respecting oneself: doing what we want to do, taking care of our body, expressing our needs, etc. Students have a few minutes to think about the answer before sharing their ideas with others. This is a good opportunity to talk about self-respect.

## Getting Started

Write the words *healthy* and *unhealthy* in two columns on the board. Invite students to draw pictures of healthy and unhealthy food in the corresponding columns on the board. It doesn't matter at this stage if they don't know the words for the food, but do understand the concepts of healthy and unhealthy food.

## Lesson 8

### How do you respect yourself?

**A**  **Track 24** Listen and read. Then act it out. There are some cartons of juice.




**B** Read aloud and match.




There is an apple. There are some hamburgers. There is a cake.

**C**  **Point to the food in the story and make sentences using a, an, and some.**



66
Unit 2 The Body

**A**  **Track 24** Listen and read. Then act it out.

Ask students to describe what they see in the pictures. Play Track 24 and ask students to follow in their books. Ask students if they liked the story and why. Divide the class into roles and ask them to take a role each (the boy, the dad, the dog). Play the track and ask them to act the story out as a group. Ask them to change roles. Play the track again and repeat.


### Cross-Check

Explain we use *a/an* for singular words and countable words (nouns that can be counted with numbers), and some for plural words or uncountable words (what cannot be counted with numbers, like water or milk). Ask for examples.

**B** Read aloud and match.

In pairs, students read the sentences again and match the pictures. Point to the pictures. Students say the sentences.

Beginners	Fast finishers
Students point to the sentences as they read.	Have students read the sentences in the exercise aloud.

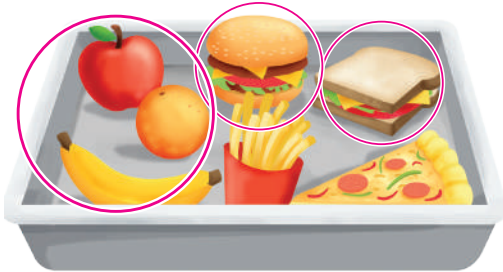
**C**  **Point to the food in the story and make sentences using a, an, and some.**

Ask students to close their books and name as many foods as they can remember.

In pairs, students take turns pointing to food in the book and making sentences. Monitor the activity and check students are using *a, an* or *some* correctly.



**D** Look at the tray. Circle the healthy food.



**E** Look at the tray above and complete the sentences using **a, an** or **some**.

1. There is a banana.
2. There are some fries.
3. There is a pizza.
4. There is an orange.
5. There is some sandwich.

**a** pizza, **a** cake  
**an** apple, **an** orange  
**some** fries,  
**some** hamburgers

**F** Draw two menus, one for healthy food and one for junk food. Describe them aloud.

Healthy food

Junk food

Go to page 51 in your Workbook and write an entry in your blog.

Lesson 8

67

### Vocabulary

apple	fries	pizza
banana	juice	sandwich
burger	orange	

### Material:

Flashcards of healthy and unhealthy food. Cut out pictures from magazines, and paste them on cardboard. You can cover them with contact paper for protection.

### CLIL: Social Studies

**D** Look at the tray. Circle the healthy food.

Elicit the food. Ask students where they can find trays like this one (at school, the movies, in a restaurant, etc.). Students circle the foods that are healthy. Check by saying the food aloud, and asking students to raise their hands on the healthy ones. Dictate the food vocabulary for them to write in their notebooks and do drawings to show their meanings.

**E** Look at the tray above and complete the sentences using **a, an**, or **some**.

Point to the information in the box. Review that we use *a/an* for singular words and countable words and *some* for plural words or uncountable words.

Students complete the sentences individually, and then check their answers with a classmate. Read the sentences aloud and pause for students to call out the missing words as appropriate.

**F** Draw two menus, one for healthy food and one for junk food. Describe them aloud.

Review with students healthy food and junk food (use your flashcards). Elicit what a menu is. Encourage students to draw one healthy menu and one junk food menu, labeling the food they draw. Allow students to walk around the class and compare their menus. Ask them to try and find one other person with a menu similar to theirs.

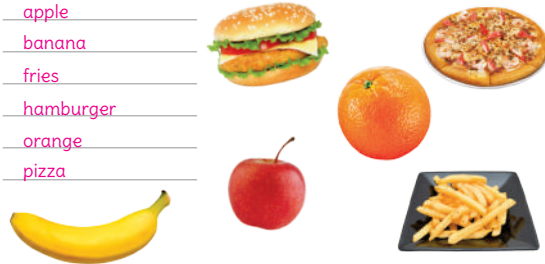
Go to page 51 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw a picture of a dinner they eat at home (they can draw or paste cutouts). Encourage them to write words to describe the food they eat at dinner.


**G** Write these food words in alphabetical order.

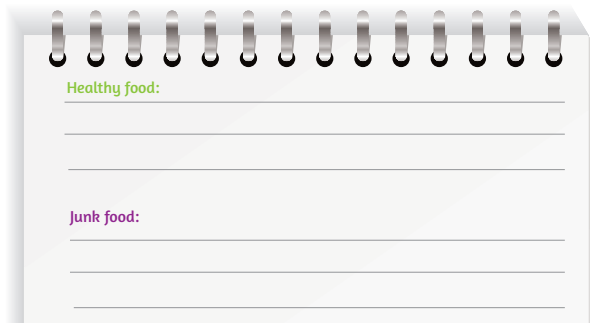
1. apple
2. banana
3. fries
4. hamburger
5. orange
6. pizza



**H** Write the missing letter. Then say the words.

- |                         |                         |
|-------------------------|-------------------------|
| 1. <u>b</u> _____ all   | 4. <u>b</u> _____ anana |
| 2. <u>b</u> _____ us    | 5. <u>b</u> _____ one   |
| 3. <u>b</u> _____ urger | 6. <u>b</u> _____ oy    |

**I**  Write the names of your favorite food. Share with your group.




**G** Write these food words in alphabetical order.

Point to the pictures and ask students to say the words. Sing the alphabet song. Ask different volunteers to write the alphabet on the board. Explain that alphabetical order means the letters go in the order they appear in the alphabet. Students work individually to put the words in order, and then compare their answers with a friend. Check the answers chorally with the class.

**H** Write the missing letter. Then say the words.

Point to the first word and have students guess what the word is. Repeat the procedure with the second word. Tell students that all these words share the same initial letter. When students finish, invite volunteers to write the answers on the board. Say the words for the class to repeat chorally. Finally, students practice saying the words in pairs.

**I**  Write the names of your favorite food. Share with your group.

Tell students that eating junk food once in a while is not unhealthy. Point to the two sections and ask students to complete with ideas of their own. Divide the class into small groups and ask students to share their ideas.

## PROJECT

- 1 Make a graph using the modeling clay objects from Lesson 5. Put the objects according to the category of sport. Count which is the sport most students do, and which is the sport least students do.
- 2 Make a graph on the board using the pictures from the Project in Lesson 7. Order the pictures in columns on the board. Count the pictures in each column and see which healthy habit students do most.
- 3 Take out the happy / sad faces from Lesson 6. Discuss the results of the different categories in the two graphs. Put up the smiley face if you are happy with the results, and the sad face if you aren't happy with them.



Lesson 8

69

## PROJECT

### Material:

modeling clay objects from Lesson 5, faces from Lesson 6, pictures from Lesson 7, several pieces of cardboard

- 1 Make a graph using the modeling clay objects from Lesson 5. Put the objects according to the category of sport. Count which is the sport most students do, and which is the sport least students do.

Take out the objects from Lesson 5. Ask students to take their object and sort them into groups of the same sport at the front onto separate pieces of cardboard. When all the objects are sorted, count them chorally and write the numbers on the cardboard. Discuss which is the most popular one.

- 2 Make a graph on the board using the pictures from the Project in Lesson 7. Order the pictures in columns on the board. Count the pictures in each column and see which healthy habit students do most.

Distribute students' pictures from Lesson 7. Students categorize them in columns and stick them onto the board in columns, according to the

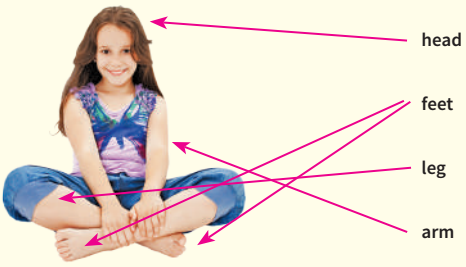
category. Count the pictures in the different columns, write and discuss the results.

- 3 Take out the happy / sad faces from Lesson 6. Discuss the results of the different categories in the two graphs. Put up the smiley face if you are happy with the results, and the sad face if you aren't happy with them.

Students take out their faces. Point to the results in the two graphs and ask them to hold up the happy or sad faces to show if they like them or not.

**Review 2**

**A** Look and match the pictures and the words.




head  
feet  
leg  
arm

**B** Read and complete the sentences.

is    are    have    has

- The body has two feet.
- The feet have ten toes.
- The stomach is in the middle.
- The shoulders are at the top.

**C** Draw the parts of the body you use for these. *Answers will vary.*



smell    taste    see    touch    hear

70    Unit 2 The Body

**A** Look and match the pictures and the words.

Ask students to match the words to the correct parts of the picture. Students compare their answers with a friend. Walk around and check students' answers.

**B** Read and complete the sentences.

Point to the words in the box and ask students to identify which verbs they are (*be, have*). Remind them of the usage of the verbs in the third person singular. Students complete the sentences individually and read the complete sentences.

**C** Draw the parts of the body you use for these.



Elicit the words for the five senses and check that students remember the meanings. Students read again and draw the parts of the body. When students finish, read the sense and have students call the name of the part of the body they drew.

**D** Unscramble the words for actions. Guess the sport.

To do this sport: jump (u p m j) in the water. Kick (i k k c) your feet. Move (v m e o) your head in and out of the water. Don't stay under water a long time.  
 What sport is it? Swimming

**E** Write the words in the correct sections of the chart.

chess happy soccer sad mad karate scared baseball

Feelings 	Sports 
<u>happy</u>	<u>chess</u>
<u>sad</u>	<u>soccer</u>
<u>mad</u>	<u>karate</u>
<u>scared</u>	<u>baseball</u>
	

**F** Write the words in the correct column.

banana apple fries egg oranges burger

a	an	some
<u>banana</u>	<u>apple</u>	<u>fries</u>
<u>burger</u>	<u>egg</u>	<u>oranges</u>

Review 2

71

**D** Unscramble the words for actions. Guess the sport.

Point to the text and ask students to read the text first and then, unscramble the letters and write the verbs. When they finish, have students read the complete text and check aloud. Finally, ask them what sport it is (*swimming*).

**E** Write the words in the correct section of the chart.

Read the instruction aloud. Students write the words in the chart. Copy the chart on the board. Students write the words.

**F** Write the words in the correct column.

Elicit what students have to do. Ask students to complete the chart. Copy the columns on the board. Students write the words in the columns on the board, so everybody can check.

Collect in the books and mark all the answers to see how well students are doing. Provide extra help if students need it.

## Animals

### Vocabulary

animal	entrance	zoo
bear	giraffe	zookeeper
camel	hippo	
elephant	monkey	


### A Moment to Ourselves

What things make animals different from one another?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

### Getting Started

Ask students what zoo animals they have seen. As the class name the animals, invite some students to draw simple sketches of them on the board. This is a good moment to present vocabulary.

**A**  **Track 25 / Cutouts 7** Listen. Color and glue the animals.

Point to the pictures on the page. Review the vocabulary: *This is the elephant / giraffe / monkey / camel.* Tell students to listen to the zookeeper. Play Track 25. Students listen and follow the words of the animals they hear with their fingers. Students open their books and cut out Cutouts 7 (page 177). Play the track again for students to place the animals, and then paste the pictures in the correct sections of the zoo as they listen.


### Cutouts 7 Page 72



### Cross-Check

Point to the box and read the information. Make sure students understand the use and meaning of the four demonstrative adjectives by giving examples.


Lesson 1

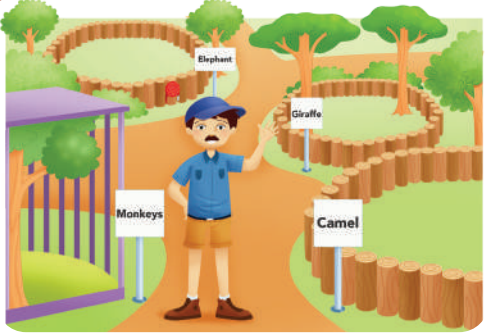


**UNIT 3**

## Animals

What things make animals different from one another?

**A**  **Track 25 / Cutouts 7** Listen. Color and glue the animals.



You touch (near)

This is the zoo.

These are the hippos.


Circle the singular red. Circle the plural blue.

You point (far)


That is the entrance.

Those are the bears.

Circle the singular red. Circle the plural blue.

**B**  **Make sentences with a friend.**

Those are the monkeys.



This is the camel.

**C** **Look at the zoo and complete the information.**

1. This is the camel.
2. That is the giraffe.
3. That is the elephant.
4. Those are the monkeys.

72

Unit 3 Animals

**B**  **Make sentences with a friend.**

Point to and read aloud the dialog on the page. Students point to the pictures of the animals they hear mentioned in the dialog. Ask a pair of confident students to read the sentence for the class. In pairs, students make more sentences.




Beginners	Fast finishers
<p>Write the sentences from the dialog on the board. Underline the demonstrative adjectives and review their use and meanings. Students say more sentences for the dialog in small groups.</p>	<p>Students draw a simple picture of a zoo with more animals and make more sentences about their picture using the demonstratives.</p>

**C** **Look at the zoo and complete the information.**

Divide the class into pairs. Ask students to complete the information. Walk around the class and help as necessary. Invite some pairs to read the sentences for the whole class.

**D** Read the texts and match the pictures.


**Mammals Also Live in Water**

<p><b>Dolphins</b></p> <p>These animals are very intelligent. They are mammals. They breathe air. They see well in, and out of the water. They have hair on their head for the first two weeks of their life. Then they have no hair.</p> 	<p><b>Whales</b></p> <p>These mammals are very, very big! They are bigger than a dinosaur. They are 30 meters long. They are big but they eat tiny sea creatures called krill! Babies drink their mom's milk for the first year of their life.</p> 	<p><b>Otters</b></p> <p>These are small, furry and cute mammals! They are very energetic and like to play and swim. They eat, sleep and hunt in the water but they breathe air. They use rocks to open shells to eat what is inside.</p> 
---	--	--

**E** Read and write what animal it is.

- These mammals see well in and out of the water. Dolphins.
- Many people hunt these very, very big mammals to make oil.  
Whales
- These cute and playful animals are called "kawauso" in Japanese.  
Otters
- These intelligent mammals are very friendly. Some live in aquariums.  
Dolphins

**F** Choose a mammal. Take turns presenting and describing it.



This is a dolphin. It's an aquatic mammal...

Go to page 54 in your Workbook and write an entry in your blog.

**Lesson 1** 73

**Vocabulary**

baby	mammal	otter
dolphin	milk	whale
hair		

**CLIL:** Science

**D** Read the texts and match the pictures.

Ask students to look at the text and say where they think they could find it. (*In a book? On the Internet?*) Point to and read the words in the titles and explain they are names of the animals. Tell students to read the texts individually in order to match them to the pictures. Students compare their answers with a partner. Check aloud. Read the text again with students and answer all their questions.

**E** Read and write what animal it is.

Students work in pairs. Elicit the meaning of *water*, *mammal*, *hunt*, *oil* and *cute*. Help students. Point to the first sentence and read it aloud. Tell students they can find the answer in the text, and show them where. Invite students to do the same with the rest of the sentences. To check answers, some students call out the words chorally and say where they found the answer.

**F** Choose a mammal. Take turns presenting and describing it.

Divide the class into small groups. Read the sample description in the speech bubble. Elicit sample descriptions from the class. Groups play presenting and describing animals.

Go to page 54 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.


Ask students to draw and write what they know about their favorite mammal.



**G** Circle the double consonants in these words. Look up the words you don't know. Use a dictionary.

- |           |            |
|-----------|------------|
| 1. otter  | 2. giraffe |
| 3. hippo  | 4. furry   |
| 5. mammal | 6. krill   |



**H**  **Track 26** Listen and circle the word you hear.

- |             |            |
|-------------|------------|
| 1. a) other | b) otter   |
| 2. a) hippo | b) hiccups |
| 3. a) Mom   | b) mammals |

**I**  Draw the zookeeper's description. Then compare your drawing with your classmates.




Hello children. My name is Lee and I am the zookeeper. These are the monkeys. And this one, near the monkey is a camel. Her name is Cherry. Those are the giraffes under the trees. And that is Rommy, the elephant. He likes water!


Students draw accordingly.

**G** Circle the double consonants in these words. Look up the words you don't know. Use a dictionary.

Point to the words and review what consonants are (letters that aren't vowels). Review the meaning of double (two). Read the greetings words one by one. Students circle the double letters in their books. Invite three students to write the complete words on the board. Circle the double letters for the class to check their answers. Distribute dictionaries. Students look up the words they don't know and write the definitions in their notebooks. Check and help as necessary.

**H**  **Track 26** Listen and circle the word you hear.

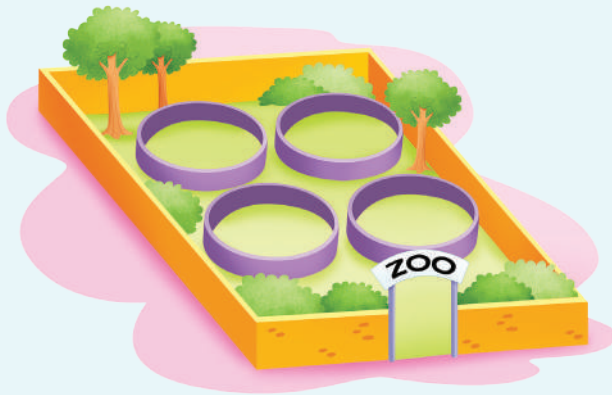
Play Track 26. Pause after each sentence to allow students time to circle the word. Then say the numbers so they can say the answers chorally. Divide the class into pairs to practice saying the answers.

**I**  Draw the zookeeper's description. Then compare your drawing with your classmates.

Ask students to point to the speech bubble. Explain that this is a description of the zoo. Read the description slowly and make sure they understand. Allow them time to do the drawing. When they have finished, ask them to compare their drawings with each other and see how well they interpreted the information.

## PROJECT

- 1 Draw a zoo. Use as many colors as you can.
- 2 Make clay models of the animals.
- 3 Put the animals in the zoo. Play!



Lesson 1

75

## PROJECT

### Material:

construction paper, colored pencils, modeling clay

- 1 Draw a zoo. Use as many colors as you can.

Distribute materials and tell students they are going to make a zoo. Ask them to draw a sketch of the zoo and where the different paths and animal areas will be. Students color the different areas of the zoo.

- 2 Make clay models of the animals.

Ask students to make animals for the different areas of their zoo using modeling clay.

- 3 Put the animals in the zoo. Play!

Students put their modeling clay animals in the zoo and play with them. Walk around and ask them questions about their zoo while they are playing.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

afraid	rattle	walk
chameleon	rattlesnake	wide
climb	sand	
egg	scale	
lizard	tail	
python	turtle	

## A Moment to Ourselves

### Why are people afraid of some animals?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Play Track 20 and act out the chant. Then, make groups of 4 or 5 students and ask each group to perform in front of the class.

## Lesson 2

### Why are people afraid of some animals?

**A**  **Track 27** Listen and write.

lizard chameleon python turtle rattlesnake

#### Reptile Rhyme and Riddle

It is brown, black, and white with scales,  
It has a noisy rattle on the tail.  
Is it a rattlesnake ?


It's long, it's yellow, it's white.  
To eat, it opens its mouth wide.  
Is it a python ?

It is big and it is small.  
It is green and climbs up walls.  
Is it a lizard ?


It is pink, orange, purple, and blue.  
It changes color all day through.  
Is it a chameleon ?

It swims at sea and walks on land.  
To have babies, it lays eggs in the sand.  
Is it a turtle ?



**B**  Circle the words that describe the reptiles.

It is long, it is yellow, and it is white.  
Is it long, yellow and white?

**C**  Describe a reptile. Your partner guesses what it is.

- It's long, yellow and white.
- Is it a python?
- Yes, it is.

76

Unit 3 Animals

**A**  **Track 27** Listen and write.

Elicit what a riddle is. Point to the riddle and explain that some of the words are missing. Have students read it and make predictions. Play Track 27 and ask students to check their predictions. Play the track again and pause before each word for students to write the answers. Play the track one more time and have the class read the riddle at the same time they hear it. Divide the class into five groups. Give each group a part of the riddle to practice reading together.


### Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss it. Elicit that in English, adjectives go before the noun and don't change.

**B** Circle the words that describe the reptiles.

Play the track again; students work individually, and circle the adjectives that describe the reptiles. Ask them to compare their answers with a partner. Read the riddles aloud so students stand up on the words that describe.

Beginners	Fast finishers
Read the riddles again more slowly and check that students circled all the adjectives.	In pairs, students write three sentences describing animals. Two pairs read their sentences to each other.

**C**  Describe a reptile. Your partner guesses what it is.


Divide the class into pairs. Ask them to read the sample sentences to each other aloud. Walk around the class and help with pronunciation as necessary. Students take turns making more sentences to describe a reptile and to guess it. Invite some pairs to say their riddles for the whole class.

**D** Read and underline the professions. Match to the pictures.

### Strange Professions

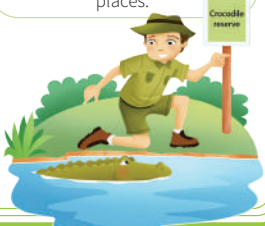
Snake Venom Collector

This venom collector works in the zoo in a special area. He extracts poison from snakes. The collector helps doctors make an antidote for when a snake bites a person.




Crocodile Protector

This man is a crocodile protector. He takes crocodiles away from dangerous places. Many people are scared of crocodiles and want to kill them. The crocodile protector takes them to safe places.




Vocabulary		
antidote	dangerous	venom
bite	place	collector
crocodile	poison	
protector	safe	

**E**  Read and answer.

1. Why are antidotes necessary?
2. Why do you think people kill dangerous animals?


**F** Read and draw.

It's small. It is blue and green and it flies.



Answers will vary.

It's long and colorful. It lives in the jungle.




Go to page 57 in your Workbook and write an entry in your blog.

**CLIL:** Science

**D** Read and underline the professions. Match to the pictures.

Point to the pictures and ask students to describe what they can see. Read the texts aloud and ask them to follow by pointing to the corresponding pictures as you read. Review the key vocabulary (you can use a bilingual dictionary with the class.) Students draw lines to match the texts to the pictures. When they finish, ask for more examples of professions.

**E**  Read and answer.

Divide the class into small groups. Ask students to read and answer the questions together. Groups share their ideas with the whole class. Monitor and check. Encourage the use of English in the class.

**F** Read and draw.

Read the descriptions and make sure students understand the information. Students draw pictures in the frames according to the descriptions. Walk around the classroom and check students' pictures.

Go to page 57 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Encourage students to research about their favorite reptile and write some sentences using adjectives.

**G** Write the letters according to the numbers. Solve the mystery and discover the animal.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

- It is **12, 15, 14, 7**. \_\_\_\_\_
- It is **16, 15, 9, 19, 15, 14, 15, 21, 19**. **POISONOUS**
- It is **4, 1, 14, 7, 5, 18, 15, 21, 19**. **DANGEROUS**
- It's a **SNAKE / PYTHON**.



**H** Say the words. Where is the /n/ sound? Write **B** (Beginning), **M** (Middle), or **F** (Final).

- |                    |                    |
|--------------------|--------------------|
| 1. nose <b>B</b>   | 2. end <b>M</b>    |
| 3. brown <b>F</b>  | 4. animal <b>M</b> |
| 5. python <b>F</b> | 6. new <b>B</b>    |

**I** Write two sentences: one false and one true. Play *Thumbs Up, Thumbs Down*.



**G** Write the letters according to the numbers. Solve the mystery and discover the animal.

Point to the code at the top of the activity. Ask students to work with a friend and complete the missing words in the first three sentences. Write the complete words on the board for students to check their answers. Then ask students to solve the clue in number 4. The class says what the mystery animal is.

**H** Say the words. Where is the /n/ sound? Write **B** (Beginning), **M** (Middle), or **F** (Final).

Write letter *n* on the board and pronounce and have students repeat after you. Say the words and ask students to listen and follow in their books. Then ask them to say the words and write where the /n/ sound appears in the words. Read the words again for the class to call out the answers chorally.

**I** Write two sentences: one false and one true. Play *Thumbs Up, Thumbs Down*.

Ask students to say what they have learned about reptiles in this lesson. Students then write one true and one false sentence in their notebooks. Divide the class into small groups. Students take turn saying the sentences and saying if they are true (thumbs up) or false (thumbs down).

## PROJECT

- 1 Cut out or draw a picture of your favorite reptile.
- 2 Find information about your reptile. Write it down.



- 3 Make a class book with all the pictures.



Lesson 2

79

## PROJECT

### Material:

ball, colored pencils

- 1 Cut or draw a picture of your favorite reptile.

Ask students to look at the project page. Read the instruction and distribute colored pencils. Students draw a picture of their favorite reptile and cut it out.

- 2 Find information about your reptile. Write it down.

Provide students with fact books or suitable internet articles to find out information about their reptile. They write one or two simple sentences about their reptile on paper. Students glue the picture next to the sentences.

- 3 Make a class book with all the pictures.

Allow students to look at each other's pictures and read their information to each other once they have finished.

Collect in all the pictures and tie them together into a class book. Let students know that the book will be available for the class to see it.

# Lesson 3

## Vocabulary

fin	puffer fish	tail
hammerhead	seahorse	tropical
shark	stingray	

**Material:** picture of a hammerhead shark

## A Moment to Ourselves

### Why do we respect animals?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Play *Hangman* with names of fish and mammals that live in the ocean. Present the new words and write them on the board. Read the words and review their meanings with the whole class.

# Lesson 3

## Why do we respect animals?

### A Read and match. Draw the missing picture.

Seahorses are tiny green fish. They have a head like a horse and the tail of a fish. They live in tropical waters.

Puffer fish are small brown fish, but they can blow up like a balloon and look big for their protection. Some puffer fish also have spines.

Stingrays are flat gray fish. They are medium size. They swim on the ocean floor and grow to be big.

Hammerhead sharks are gray fish. They have a big white stomach. They have a head like a hammer. They swim at the bottom of the ocean and eat stingrays.



Drawing of a hammerhead shark

### B Look at the pictures and say the size and color.



clownfish



giant eel



white shark



neon tetras

### C Write the name of the fish.

1. The neon tetras is a small and blue fish.
2. The giant eel is a medium, gray fish.
3. The white shark is a big and white fish.

What do you notice about the **adjectives in plural**?  
What is the plural of fish?  
The **white shark** is a big, white fish.  
**Seahorses** are small, green fish.

80

Unit 3 Animals

### A Read and match. Draw the missing picture.

Point to the pictures on the page for students to describe. Explain that you will read the texts aloud and that they have to match them to the corresponding pictures. Students listen and match. Monitor and check. Ask students to say which animal doesn't have a picture (hammerhead shark). Show students a picture and have them draw the shark.

Beginners	Fast finishers
Students read the texts again and underline the words that are the names of fish and circle the adjectives.	Students write a list of other fish they know the words for and adjectives to describe them.

### B Look at the pictures and say the size and the color.

Ask students to find words that refer to size and color. Write the words on the board as they say them. Look at the first picture and tell students to make sample sentences describing the size and color: *Look at the clownfish. It's small and orange and white.* Divide the class into pairs. Ask them to describe the animals. Walk around and monitor the activity providing help where necessary. Make sure they use the correct words.

### C Write the name of the fish.

Students write the words individually, and check their answers with a friend. Walk around and check the answers while they are working.


### Cross-Check

In groups of four or five, students read the information in the box and discuss it. Call on a volunteer to tell the difference between plural adjectives (they don't change) and plural nouns (they take an s).




**D Read and circle the words for fish. Find the animal that isn't a fish.**

**A Fish Movie: Finding Nemo**  
 Nemo is a small orange and white clownfish. He is happy and lives in an anemone with his dad. One of his friends is a tiny yellow seahorse, and his teacher is a big blue manta. One day, a dentist finds him and takes him to a fish tank in his office! Nemo makes friends in the tank, including a medium brown puffer fish. His dad swims the ocean to find Nemo. Finally, they meet again after some adventures with a big blue shark, some jellyfish, and a big green turtle.



**E Unscramble and write the sentences. Remember, first the size, then the color.**

1. clownfish / is / a / small / He / orange  
 He is a small orange clownfish.
2. tiny / He / a / yellow / is / seahorse  
 He is a tiny yellow seahorse.
3. stingray / He / is / big / a / blue  
 He is a big blue stingray.
4. medium / He / a / puffer fish / brown / is  
 He is a medium brown puffer fish.

**F**  **Play Guess the Animal in ten sentences.**

Is it small? Yes.  
 Is it green? No.

Go to page 60 in your Workbook and write an entry in your blog.

Lesson 3 81

Vocabulary		
adventure	fish tank	manta
dentist	jellyfish	tiny


**CLIL:** Arts and Entertainment

**D Read and circle the words for fish. Find the animal that isn't a fish.**

Point to the picture and ask students to guess the movie (*Finding Nemo*). Ask them if they have seen the movie and what they like about it. Ask students to read the text and circle the words that refer to fish. Ask for the answers. Read the text again and ask students to clap when you say the words they circled. Then ask which animal isn't a fish (the turtle).

**E Unscramble and write the sentences. Remember, first the size, then the color.**

Ask students to order the words and write the sentences individually. Students check their answers with a friend. Ask some students to write the sentences on the board.

**F**  **Play Guess the Animal in ten sentences.**

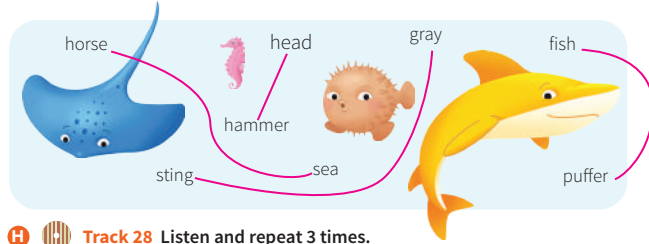
Read and point to the sample dialog on the page. Invite one student to the front and tell him or her the name of an animal from this unit so far. The rest of the class can ask up to ten *yes/no* questions to find out what animal it is. The first student to guess comes to the front for you to whisper the name of the next animal. Play until as many students possible participated.

Go to page 60 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to cut out pictures from old magazines and make a collage of fish and write adjectives to describe them.

**G** Read and match the word halves.



**H**  **Track 28** Listen and repeat 3 times.

1. head
2. hammer
3. horse
4. happy
5. he



**I** Draw two fish from this lesson and write a sentence about each one.

**G** Read and match the word halves.

Ask students to read the words and then, work individually to match the halves. Ask them to compare their answers with a friend. Students say words they found.

**H**  **Track 28** Listen and repeat 3 times.

Elicit the letter in the picture (*h*). Play Track 28 and ask students to listen. Play the track again and ask them to repeat. Then ask students to circle the letter *h* in the words. Invite individual students to say the words for the whole class. Have a competition to see who says them the best.

**I** Draw two fish from this lesson and write a sentence about each one.

Elicit the names of fish students learned in this lesson. Ask them to draw two. Students write a sentence about each fish. Remind them to use the adjectives they learned. Walk around, monitor and check students' work.



## Vocabulary

ant	ladybug
bug	mantis
butterfly	spider

## A Moment to Ourselves

### Do you think insects are important? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Take students on a quick walk outside in the schoolyard. Ask them to find and point out bugs they see. Discuss their names, their size and their color using adjectives.

## Lesson 4

### Do you think insects are important? Why?

**A**  **Track 29** Listen and read. Then, underline the words for bugs and numbers.

#### Josh's Bugs



"Mom, Where is my spider?", says Josh.  
"Your spider? Oh no!", says Mom.



"Check your ant colony", says Mom.  
"Twenty ants but no spider. No, it's not here!", says Josh.



"Check your butterfly house", says Mom.  
"Fifteen butterflies but no spider. No, it's not here!", says Josh.



"Aaaghhhhh!" screams Dulcie. "One spider. Whew! It's here, Mom!", says Josh.

**B**  **Check** ✓ Josh's bugs.



**C**  **Choose a number from 1 to 20. Draw the same number of insects. Ask and answer.**

How many spiders?




Sixteen spiders!

84
Unit 3 Animals

**A**  **Track 29** Listen and read. Then, underline the words for bugs and numbers.


Ask students what they think the text is about. Write *bug* on the board and give examples so students understand the meaning. Play Track 29 while students listen and follow in their books. Ask them to underline the words for bugs and numbers. Play the track again, and pause it whenever a word for bugs or numbers is said. Students check their answers. Finally, in pairs students read the dialog and act it out.

**B**  **Check** ✓ Josh's bugs.

Point to the bugs and ask students to say the words for them. Discuss

with the whole class which bugs they remember Josh has. Play Track 29 again and ask students to listen and check the bugs.

Beginners	Fast finishers
Divide the students into small groups to read the words again and practice spelling them chorally.	Students work in small groups to find other words for bugs in bilingual dictionaries.

**C**  **Choose a number from 1 to 20. Draw the same number of insects. Ask and answer.**

Review the words for numbers 1 to 20 by counting them chorally with the class. Ask them to choose an insect from this page. Ask them to choose a number from 1 to 20. Students draw the corresponding number of bugs in their notebook. Students walk around the classroom with their pictures, counting and naming the bugs: *20 spiders*.

**D** Read and discuss if the information is true.

### Tasty Bugs

In Cambodia, people cook tarantulas in the oven and eat them!



In Mexico, people eat fried crickets!



In California, people eat scorpion lollipops!



In China, people eat centipedes on sticks!



In Indonesia, people eat dragonflies boiled or fried.



**E** Find out what other insects people eat. Share your information.



**F** Draw your favorite bug. Make a class graph.

Go to page 63 in your Workbook and write an entry in your blog.

Lesson 4

85

### Vocabulary

boiled	fried	scorpion
centipede	lollipop	stick
cricket	oven	tarantula
dragonfly		

**Material:** squares of paper (5 cm x 5 cm)

### CLIL: Food Science

**D** Read and discuss if the information is true.

Point to the pictures and elicit what they are (*bugs, insects*). Name the bugs with the students and ask them to find the words in the sentences as you name them. Read the sentences one by one and explain the meaning of key vocabulary to ensure understanding. Then ask students to discuss if they think this information is true, giving reasons for their ideas. After they have read all the information, tell them that everything is true.

**E** Find out what other insects people eat. Share your information.

Point to the pictures and name the bugs for students to learn the words: *cockroach, beetle, centipede, and woodlice*. In small groups, students share what they know about people eating bugs. If you have any books

or Internet, provide extra information. Groups share their ideas with the whole class.

**F** Draw your favorite bug. Make a class graph.

Distribute white squares of paper (5 cm x 5 cm). Students draw and color their favorite bug on the paper. Attach their pictures in columns on the board in the form of a simple graph. When all the pictures are on the board, count the bugs in each column to see which bug is the most popular in the class.

If you have time, repeat the procedure with their least favorite bug.

Go to page 63 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw a picture and write about their favorite bug.

**G** Write the cardinal numbers.

10	ten	_____	16	sixteen	_____
_____	eleven	11	_____	seventeen	17
12	twelve	_____	18	eighteen	_____
_____	thirteen	13	_____	nineteen	19
14	fourteen	_____	20	twenty	_____
_____	fifteen	15			

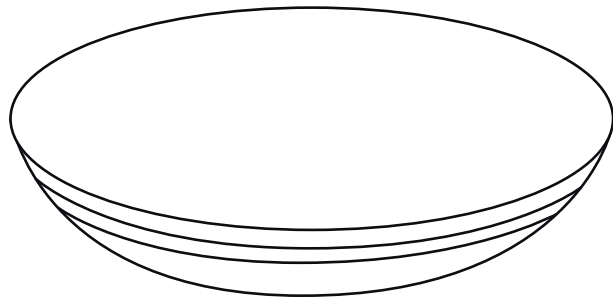
Say the numbers

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20  
one, two, three, four, five, six, seven, eight, nine, ten,  
eleven, twelve, thirteen, fourteen, fifteen, sixteen,  
seventeen, eighteen, nineteen, twenty.

**H** Say and circle the numbers with the sound /en/ and underline the ones with the sound /een/. Listen to your teacher and repeat.

10 11 13 14 15 16 17 18 19 20

**I** Draw a bug salad. Write what's in it.



86

Unit 3 Animals

**G** Write the cardinal numbers.

Point to the numbers and explain that they have to write them with letters. Students compare their answers with a friend. Have volunteers spell the words chorally and write them on the board to check answers.

#### Cross-Check

Review numbers 1 to 20 chorally with the class.

**H** Say and circle the numbers with the sound /en/ and underline the ones with the sound /een/. Listen to your teacher and repeat.

Point to the numbers on the page and invite different students to read them aloud. Then ask them to work with a friend and circle and underline the answers. Copy the numbers on the board while they are working. Ask different students to mark the answers on the numbers on the board.

**I** Draw a bug salad. Write what's in it.

Review the bugs they have learned about. Ask them to invent and draw a salad with some of the bugs in. Divide the class into pairs. Students describe their salads to each other. Tell some of the more confident students to describe their drawings to the whole class.

## PROJECT

- 1 Hold a class exhibition.
- 2 Take out the models from Lesson 1, the book from Lesson 2, and the collages from Lesson 3.
- 3 Invite people from home and school to the class exhibition.



Lesson 4

87

## PROJECT

### Material:

Take out the models from Lesson 1, the book from Lesson 2, and the collages from Lesson 3

### 1 Hold a class exhibition.

Ask students to look at the project page and describe what they can see. Read the instruction and say that they are going to put together their information from the three project pages to have an exhibition.

### 2 Take out the models from Lesson 1, the book from Lesson 2, and the collages from Lesson 3.

Students take out their models of the zoo, the class book about reptiles and the collage about fish. Ask them to decide which areas of the exhibition room will have which information and how they want to present their information.

### 3 Invite people from home and school to the exhibition.

Ask them to go around other classrooms and invite other students to the exhibition. Encourage students to write an invitation for their family members. On the day of the exhibition encourage students to explain as much as possible in English about what they have learned.



# Lesson 5

## Vocabulary

amphibian	poison
axolotl	salamander
bumblebee	spot
frog	stripe

## A Moment to Ourselves

### Can animals be friends?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others. This is a good opportunity to talk about *Friendship*.

## Getting Started

Write the word *amphibian* on the board. Explain the meaning and explain that amphibians are animals that can live in and out of water like frogs. Ask students to find as many words as possible from the letters in *amphibian* (*am, pan, ham, man, etc.*).

# Lesson 5

## Can animals be friends?

### A Track 30 Listen and read.



**Zookeeper:** This is the amphibian house. Some cool animals live here.

**Child 1:** Wow! Look at this black frog with stripes and spots.

**Zookeeper:** That is a poison frog. It is only two and half centimeters long, but has a lot of poison.

**Child 2:** Look at these with arms and legs!

**Zookeeper:** Those are Mexican axolotls. The axolotl is a salamander with no spots or stripes. They are funny and, that is a bumblebee frog. It is yellow and black, like a bumblebee. This is a spotted salamander. The spots are yellow. The spots help the salamander hide from its enemies. Right! Let's move on!

### B Say an animal. Your partner describes it.

- Poison frog!
- It is a small black frog with stripes and spots.

### C Draw the animals.



88

Unit 3 Animals

### A Track 30 Listen and read.

Ask students to describe what they see on the page (zookeeper and children at the zoo). Play Track 30. Students listen and follow in their books. Ask students to close their books and say the names of the animals they remember. Students open their books and check if they remembered the name of the animals correctly. Ask them to underline the words for these animals.

### B Say an animal. Your partner describes it.

Say the animals from activity A and ask students to find the words that describe them. Ask some students to read the dialog on the page. Divide the class into pairs. Students take turns naming and describing animals. Invite some pairs to share their dialogs with the class.

### C Draw the animals.

Point to the empty bowls and explain they are going to draw the animals according to the information from activity A. Students complete the activities individually in their books using the appropriate markings and colors.

**D**  **Track 31** Read and complete. Then, listen and check.

### Five Little Frogs with Spots

Five little  frogs with spots,

Sat on a big  brown log,

Eating some  yellow stripy bugs. Yum! Yum!

One jumps into the pool,

Where it is nice and cool.

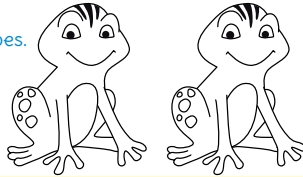
Now there are four little  frogs with spots. Glug, glug!

**E** Put the scenes in order.



**F**  Color your frog. Then tell a friend. Compare your pictures.

My frog is red with yellow stripes.



Go to page 66 in your Workbook and write an entry in your blog.

Lesson 5


89

### Vocabulary

frog	cool	glug
log	pool	
bug	jump	

CLIL:

Music


**D**  **Track 31** Read and complete. Then listen and check.

Play Track 31 and ask students to listen and follow in their books. Do not write anything yet. Play the track again and encourage students to chant along. In pairs, students complete the words. Play the track and chant once more.

**E** Put the scenes in order.

Elicit what the pictures are. Ask students to read the song and number the pictures in the order they happen. Students work individually. Point to the pictures and ask students to say the numbers.

Play Track 31 and ask students to chant together. Then divide the class into small teams and compete to see who chants the best.

**F**  Color your frog. Then tell a friend. Compare your pictures.

Review the words for colors and markings students have learned in this lesson. Students color a frog with the colors and markings of their choice. Then in pairs students look at and describe their pictures to each other. Invite students to share their pictures with the class.

Go to page 66 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to find out about two amphibians they like. Ask them to cut out a picture (or draw one) and write about them.



**G Complete the words with o or u. Which words rhyme?**

Review the words that rhyme in exercise D by reading the rhyme aloud and having students raise their hands when they hear the words. Point to the words in the activity and explain that some are missing. Ask them to work individually to add *o* or *u* to the words. Students compare their answers with a friend. Check the answers aloud.

**Cross-Check**

Put students into groups of four or five and ask them to read the information and discuss it. After a few minutes call on a volunteer to say the order of the adjectives. Ask for examples.

**H Listen to your teacher and underline the words you hear. What do these words have in common?**

Read the words and elicit their meanings. Read the suggested sentences and ask students to underline the word they hear. Check aloud.

Have students say the words chorally. Finally, ask students to say what they have in common (the short vowel sound in the middle of the letter).

Suggested sentences:

1. One little green frog.
2. The frog sits on a log.

**G Complete the words with o or u. Which words rhyme?**

1. fr \_ o \_ g
2. l \_ o \_ g
3. b \_ u \_ g
4. gl \_ u \_ g



yellow spots  
black and yellow stripes  
Do you use the adjectives before or after the noun in your language?

**H Listen to your teacher and underline the word you hear. What do these words have in common?**

1. frog from
2. lot log
3. big bit
4. red rug
5. mug mat

**I Choose your favorite amphibian. Write about it.**

**Amphibians**

Name: Answers will vary.

Color and markings: \_\_\_\_\_

Other characteristics: \_\_\_\_\_

\_\_\_\_\_

3. It's a big log.
4. The frog has red spots.
5. Careful! There's a frog on the mat.

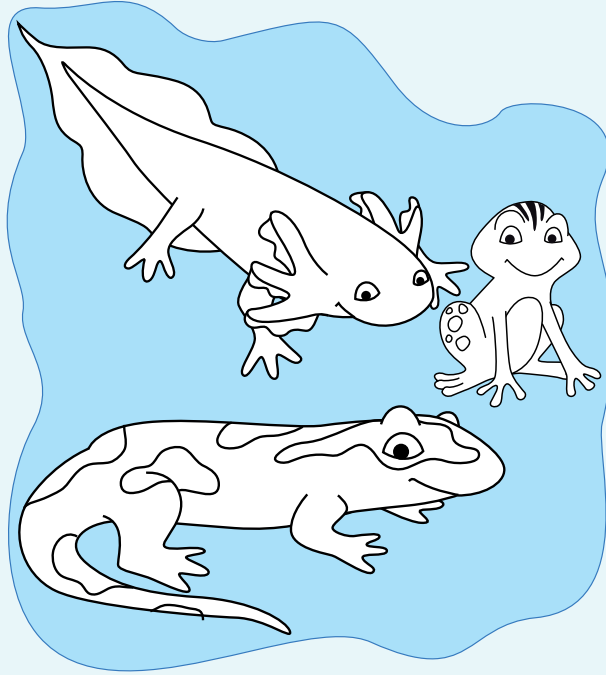
**I Choose your favorite amphibian. Write about it.**

Review the amphibians they have learned about in this lesson. Read the titles of the three categories and make sure they understand them. Ask students to write about their favorite amphibian. Monitor and help as necessary.

Beginners	Fast finishers
Do the answers for a sample amphibian together on the board. Erase the information and ask them to now complete it in their books.	Students do the activity and then write about another amphibian in their notebooks.

## PROJECT

- 1 Color and decorate your amphibians.
- 2 Write simple sentences about your drawings in your notebook.
- 3 Keep the information for Lesson 8.



Lesson 5

91

## PROJECT

### Material:

cardboard paper (1/4 per student), colored pencils, glue, glitter, foamy, colored paper, other objects for decorating

- 1 Color and decorate your amphibians.

Distribute materials. Point to the pictures of the amphibians on the page for them to name. Ask students to draw and color an amphibian on the cardboard. Then ask them to decorate it using the glue and materials.

- 2 Write simple sentences about your drawings.

Ask students to write sentences about the markings, colors, or any other information about the animals in their drawings.

- 3 Keep the information for Lesson 8.

Store students work for later on in the unit.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 6

## Vocabulary

beak	leg	swim
feather	neck	walk
feet	ostrich	wing
flamingo	penguin	hummingbird
fly		

## A Moment to Ourselves

### Can people fly? How?


Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Play Track 31 and ask students to chant along.

# Lesson 6

## Can people fly? How?

**A**  **Track 32** Listen and read. Then, underline words for parts of the birds.

### Flamingo

Flamingos are big birds. They have pink feathers and long legs. They have a big beak. They have webbed feet to walk and they can run fast. They can fly. They can't live in cold weather.



### Ostrich

Ostriches are enormous and very tall, (around 2.7 meters). They can't fly with their wings, but they can run very fast with their long legs. They only have two toes. They can live in cold and warm weather.



### Hummingbird

Hummingbirds are tiny birds that can move their wings very quickly and fly fast. They can fly backwards, too. They can drink nectar from plants because of their long beak. They have four toes but they can't walk.




### Penguins

Some penguins are small and some are medium. They can swim under water and they can walk on ice with their webbed feet, but they can't fly. They live in very cold weather.



**B** Read and check what the animals can do.

	walk	run	fly	live in hot weather	live in cold weather
flamingo	✓	✓	✓	✓	
ostrich	✓	✓		✓	✓
hummingbird			✓		
penguin	✓				✓


**C**  Look at the chart and say what the birds can do.

Ostriches can run.



92


Unit 3 Animals

**A**  **Track 32** Listen and read. Then underline words for parts of the birds.

Read the words for the birds and point to the pictures. Play Track 32 so students listen to the text and read it at the same time. Play the track again and ask students to underline the words that refer to the parts of the birds. Have some students write the words on the board. Elicit the meaning of the words with examples.

**B** Read and check what the animals can do.

Ask students what they can do (jump, sing, walk, run, etc.). Ask them to read the text about the flamingo and check on the actions a flamingo can do in the chart. Repeat the procedure with the other birds. Copy the chart on the board and invite some students to mark the answers on it. Check the answers with the whole class.

**C**  Look at the chart and say what the birds can do.

Have a volunteer read the sample sentence. Encourage students to make sentences about what the birds can do. Divide students into small groups and ask them to take turns making sentences about the birds.

Beginners	Fast finishers
Ask students to come to the board, write their name (draw some more lines under penguin) and check what they can do.	Students say sentences about their classmates: <i>Luis can run.</i>

- D** Read and underline what condors can do. Circle what they can't do. Use a dictionary if you don't know the words.

### California Condor

This is the largest flying bird in North America. It can live in hot and cold weather. Their wings are very big and they can fly very high, but they can't fly after a big meal! This bird can clean its feathers for hours! The condor can live up to 50 years, but they can have accidents. For example, electrical wiring can be dangerous for these birds.



The California condor can't lay many eggs; they can only lay one egg every two years. Unfortunately, this is an endangered species.

- E** Discuss the answers.

1. These birds can't fly after a big meal. Can you imagine why?
2. What other animals can clean themselves?
3. What other things can be dangerous for these birds?

We use **can** and **can't** to talk about ability.  
They **can** swim. They **can't** fly.  
**Can** they lay eggs?

- F** Play True or False.

Penguins can fly.



False!

Go to page 69 in your Workbook and write an entry in your blog.

Lesson 6

93

### Vocabulary

condor feather  
egg wiring  
endangered

- E** Discuss the answer.

Read the three questions aloud and make sure students understand them. Divide the class into small groups and ask students to discuss their answers. Invite groups to share their answers with the class.

**CLIL:** Science

- D** Read and underline what condors can do. Circle what they can't do. Use a dictionary if you don't know the words.

Point to the picture and encourage students to describe what they can see (a condor on a rock by the ocean). Explain they have to read the text and underline what these birds can do. Divide the class into pairs to read the texts and complete the activity. Then ask students to circle what condors can't do. Review the answers by reading the first sentence of the text and students raising their left hands on *can* sentences and right hands on *can't* sentences. Review the key vocabulary using a dictionary.

### Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss it. Call on a volunteer to tell the difference between *can* and *can't*.

- F** Play True or False.

Ask students to read the sample dialog. Ask students to write two sentences, that are true or false or a mix. Divide the class into large groups. Students take turns reading their sentences to each other and saying if they are true or false.

Go to page 69 in your Workbook and write an entry in your blog.

This activity is optional and can be done for homework.

Ask students where eggs come from. Then, ask them to draw and write how they eat their eggs for breakfast (they can paste cutouts if they want to.) Have them decorate their blogs.

**G** Find the words and match them to the pictures.

A word search grid with the following words circled in pink:

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

**H** **Track 33** Listen and circle the sound /g/. Circle M (Middle) or E (End). Listen again and repeat.

- |                |                                    |                                    |             |                                    |                                    |
|----------------|------------------------------------|------------------------------------|-------------|------------------------------------|------------------------------------|
| 1. leg         | M                                  | <input checked="" type="radio"/> E | 4. flamingo | <input checked="" type="radio"/> M | E                                  |
| 2. wing        | M                                  | <input checked="" type="radio"/> E | 5. penguin  | <input checked="" type="radio"/> M | E                                  |
| 3. hummingbird | <input checked="" type="radio"/> M | E                                  | 6. egg      | M                                  | <input checked="" type="radio"/> E |

**I** Make a bird fact card.

Bird:  Body parts:  It can  It can't	Answers will vary.
--	--------------------

**G** Find the words and match them to the pictures.

Point to the pictures and ask students what birds these are. Tell students to find the words in the word search, and match them to the pictures. Ask students to compare their answers with a friend. Walk around and make sure students are doing the activity well.

**H** **Track 33** Listen and circle the sound /g/. Circle M (Middle) or E (End). Listen again and repeat.

Explain they will hear some words and they have to circle the correct option as to where the /g/ sound appears. Play Track 33. Pause after each word to allow them time to circle the answer. Then play the track again for them to check. Play the track again and have students repeat chorally. Check the answers aloud.

**I** Make a bird fact card.

Choose a bird from this lesson and review the information on the card related to that bird. Students work individually to complete the card. Walk around and help students as necessary. Divide the class into small groups to present their information to each other.



## PROJECT

- 1 Choose a bird. Find pictures of it.
- 2 Paste the pictures on construction paper to make a collage.
- 3 Cut your collage to make a puzzle.
- 4 Keep your collage for Lesson 8.



Lesson 6

95

## PROJECT

### Material:

construction paper, pictures of birds, glue, scissors

- 1 Choose a bird. Find pictures of it.

Ask students to look at the project page. Point to the photographs and ask students to name the birds. Distribute materials and ask students to choose a bird and cut out pictures of it.

- 2 Paste the pictures on construction paper to make a collage.

Student paste the pictures on the construction paper in the form of a collage.

- 3 Cut your collage to make a puzzle.

Students draw simple lines in pencil to mark the pieces of a puzzle. Students cut out the pieces to turn their collage into a puzzle.

- 4 Keep your collage for Lesson 8.

Store students' collages for Lesson 8 in a safe place.

# Lesson 7

## Vocabulary

crab	squid
jellyfish	starfish
move	swim
octopus	think
see	

## A Moment to Ourselves

### What can or can't you do under the sea?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others..


## Getting Started

Play Track 13 and sing the song.


Write the word *water* on the board and ask students which animals they know live in water. Explain that in this lesson they will learn about different types of invertebrates that live in water. Elicit what an invertebrate is (it has no bones or skeleton.)

## Lesson 7


### What can or can't you do under the sea?

**A**  **Track 34** Read and circle. Then, listen and check your answers.


1. Can crabs move quickly on land?	Yes, they can. / No, they can't.
2. Can squids see in dark waters?	Yes, they can. / No, they can't.
3. Can jellyfish think?	Yes, they can. / No, they can't.
4. Can octopuses grow new tentacles?	Yes, they can. / No, they can't.
5. Can starfish swim?	Yes, they can. / No, they can't.

**B**  **Cutouts 8** Read and paste the animals.


- They don't have a brain, so they can't think! picture of jellyfish
- They can move quickly on land. picture of crabs
- They can grow back new tentacles when they lose one. picture of octopuses
- They can see in dark waters. picture of squids
- They can't swim. They can only walk. picture of starfish

**C**  **Read and answer questions about the animals.**

Can crabs move quickly on land?



Yes, they can.

**A**  **Track 34** Read and circle. Then listen and check your answers.


Present the new vocabulary. Play Track 34 and have students listen to the text. Ask students to read the questions without marking the answers. Ask a few questions to check comprehension. Play the track again. Allow students time to mark the answers. Students compare their answers with a friend. Read the questions and invite students to say the answers chorally.

**B** **Cutouts 8** Read and paste the animals.

Ask students to turn to Cutouts 8 on page 179 of their Student's Book. Students say the animals to review the words.

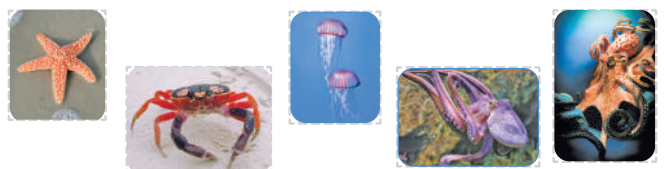
Read and point to the sentences on the page. Explain any new vocabulary using mime and actions. Divide the class into pairs. Students

work in pairs to paste the pictures next to the sentences. Check they are working correctly. Finally, have pairs take turns reading the sentences and naming the animals.

**C**  **Read and answer questions about animals.**

Point to the sample dialog and invite two students to read it for the class. Remind students that they can make questions using information from activities A and B. In pairs, students take turns asking and answering questions. Walk around and monitor the activity.

### Cutouts 8 Page 96



**D Read and match the pictures.**  
**20,000 Leagues Under the Sea**

There is a mysterious monster in the ocean. It can sink ships. A scientist wants to find the monster.

The ship sinks. There is no monster; it is a submarine! It rescues the scientist from the water. Nemo is the captain of the submarine. He is strange. The scientist can't escape.

Nemo and the scientist can travel in the submarine. They can see many wonderful animals. The scientist makes notes in a diary.

One day a giant squid attacks the submarine. They can't stop it. The squid can destroy the submarine. Finally, the scientist can escape in a small boat. He never sees Captain Nemo again.

**E** **Discuss with a partner and tell the class.**  
 The scientist can't escape, but he can observe wonderful animals. Is he happy?

**Answer with a short answer:**  
**Can you swim?**

**F** **Draw an ending. Tell the class.**

**Go to page 72 in your Workbook and write an entry in your blog.**

**Lesson 7** **97**

**Vocabulary**

boat            sink  
 monster        squid  
 scientist        submarine  
 ship

**E** **Discuss with a partner and tell the class.**

Point to the pictures from the story again and read the sentence aloud. Students work with a partner and discuss their ideas. Invite some pairs to share their ideas with the class.

**CLIL:** Literature

**D Read and match the pictures.**

Read the title and ask students what they know about this novel. Point to the pictures and encourage students to describe what they can see (different scenes at the ocean). Divide the class into pairs to read the texts and complete the activity. Check with the class.

Beginners	Fast finishers
Ask students to write the key vocabulary words and their meanings in their notebooks.	Students write a short summary in their notebooks. Check their work.

**Cross-Check**

Put students into groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to say the short answer: *Yes, I can or No, I can't.*

**F** **Draw an ending. Tell the class.**

Ask students to share ideas on what they think happens after the scientist escapes. Students draw their idea for an ending in the frame and share it with the class.

**Go to page 72 in your Workbook and write an entry in your blog.**

This activity is optional and can be done for homework.

Ask students to draw a picture and write about their favorite scene from the story.

**Material:**

Internet information on Jules Verne


**G** Who wrote *20,000 Leagues Under the Sea*? Solve the clues and find out.

A	B	C	D	E	F	G	H	I	J	K	L	M
15	16	17	18	19	20	21	22	23	24	25	26	1

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2	3	4	5	6	7	8	9	10	11	12	13	14

J U L E S                      V E R N E  
24    9    26    19    7                      10    19    6    2    19

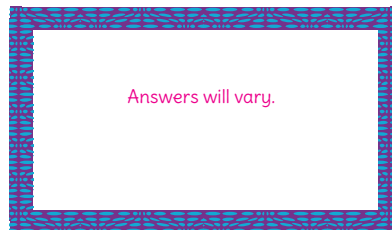
Find out what other books are from this author. *Around the World in 80 Days*  
*Journey to the Center of the Moon*

**H**  **Track 35** Listen and circle the words with the //j// sound.  
Listen and repeat.

- 1. giraffe                      4. yellow
- 2. jellyfish                    5. giant
- 3. gorilla                      6. Josh




**I** Think of a sea animal you like. Find information and say what your animal can or can't do. Draw it.



**G** Who wrote *20,000 Leagues Under the Sea*? Solve the clues and find out.

Point to the code and explain they have to find the hidden letters to find the author of the story they read in activity D. Allow them time to work individually and then have them compare their answers with a friend. Invite some students to write the complete words on the board.

Distribute Internet printouts or information of books by Jules Verne. Ask them which titles they think look interesting.

**H**  **Track 35** Listen and circle the words with the //j// sound.  
Listen and repeat.

Elicit the animal (*a jellyfish*). Read the words and ask students to point to them in their books. Play Track 35 and ask them to circle the words that start with //j// sound. Play Track 35 and ask them to stand up on words they circled and sit down on words they didn't. Divide the class into pairs and ask them to practice saying the words.

**I** Think of a sea animal you like. Find information and say what your animal can or can't do. Draw it.

Ask different students: *What sea animal do you like? Starfish.* Ask students to draw a picture of the animal in the frame. Then ask them to write sentences about what the animal can and can't do. If you have Internet or a library in the school, help students find information about their animals. Walk around and check students' spelling while they work.

## PROJECT

- 1 Choose an invertebrate from the Lesson.
- 2 Make a mask of the animal you chose. Use construction paper.
- 3 Color and decorate your mask.
- 4 Put your mask on. In groups, say what your invertebrate can and can't do.
- 5 Keep the mask for Lesson 8.



Lesson 7

99

## PROJECT

### Material:

construction paper, scissors, colored pencils, elastic, hole punch, glue, materials for decoration

- 1 Choose an invertebrate from the Lesson.

Ask students to look at the animals from this unit and choose one they like.

- 2 Make a mask of the animal you chose. Use construction paper.

Distribute construction paper and ask students to draw an outline of the animal to make a mask. Ask them to mark the hole for the eyes and other important details. Help students cut out the holes for the eyes.

- 3 Color and decorate your mask.

Students color and decorate their masks with glue and materials for decoration. Help students punch a hole on either side of the mask and tie elastic through the holes.

- 4 Put your mask on. In groups, say what your invertebrate can and can't do.

Students put their masks on. Divide the class into small groups and ask them to wear their masks. Ask them to take turns about things their animal can and can't do. Monitor and help as necessary.

- 5 Keep your mask for Lesson 8.

Collect in the masks with students' names marked on the back and store them in a safe place for Lesson 8.

# Lesson 8

## Vocabulary

Arctic fox      hold  
 breath        polar bear  
 camouflage    seal  
 hide

## A Moment to Ourselves

Can you do the same things in hot and cold weather?


Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.




## Getting Started

Say *hot* and have students mime feeling hot. Say *cold* and have students mime feeling cold. Ask students which animals live where the weather is hot and which animals live where the weather is cold. Help them with vocabulary as necessary.


## Lesson 8

### Can you do the same things in hot and cold weather?

**A**  **Track 36** Listen and match the questions to the answers, then label the animals.

1. What can seals do?  They can swim long distances.
2. How can Arctic foxes hide?  They can hold their breath under water.
3. What can polar bears do?  They can camouflage.



**B**  **Ask and answer questions about the animals.**




**C** Use *can* and the verbs below.

change                  learn                  smell


1. What can seals do?      They can learn many tricks.
2. What can polar bears do?      They can smell seals 30 kilometers away!
3. What can Arctic foxes do?      Their fur can change color.

100

Unit 3 Animals

**A**  **Track 36** Listen and match the questions to the answers, then label the animals.

Read together the questions and the answers aloud to familiarize students with the information they are going to listen to. Play Track 36 and ask students to listen first. Allow them time to match the information. Play the track again and ask them to check their answers. Tell students to label the animals. To check, ask the questions and allow students to read the answers chorally. Say an animal and have different students come to the board and draw it. Finally, say the words for the animals and ask different students to spell the word.

**B**  **Ask and answer questions about the animals.**

Point to the sample dialog and invite two students to read the information aloud. Divide the class into pairs. Ask them to take turns asking and answering about the information in activity A. Invite some pairs to perform some of their mini-dialogs for the whole class.

**C** Use *can* and the verbs below.

Read and point to the verbs in the box. Check students understand their meaning and mime the meanings if necessary. Students complete the sentences individually, and then compare their answers with a friend. Ask different students to read the complete sentences to check their answers.



**D** Read and underline the sentences with *can*.

The Arctic is in the north part of the Earth. There is only ice and snow. In the winter it is extremely cold, and in the summer it is cool. Trees and plants can't live there. There are some people that can live in the freezing weather. Some animals can live there too, like the snowy owl, the caribou, and some whales.



Can we get more information using these question words? What can it do? Where can it go? How can it hide?

**E** Unscramble the questions.

- live / plants / Can / in / Arctic / the / ?  
Can plants live in the Arctic?
- can / animals / What / live / the / Arctic / in / ?  
What animals can live in the Arctic?
- Can / live / here / people / ?  
Can people live here?

**F** Write the answers to the questions. Check with a partner.

- No, they can't.
- The snowy owl, the caribou and some whales.
- Yes, some people can.

Go to page 75 in your Workbook and write an entry in your blog.

**Vocabulary**

arctic	freezing	snow
caribou	ice	whale
cold	owl	

**E** Unscramble the questions.

Point to the scrambled words and ask them to write the questions. Allow students to check their questions with a friend.

**Beginners**

Write a *wh*-question with *can* and *yes/no* question with *can*; review the word order with the class.

**Fast finishers**

Students find samples of *wh*-questions with *can* and *yes/no* questions with *can* and write them in their notebooks.

**CLIL:** Geography

**D** Read and underline the sentences with *can*.

Ask students to predict what the text is going to be about. Students read the text to check their predictions. Ask simple *wh* and *yes/no* questions to check comprehension. Then, tell students to underline the sentences with *can*. Divide the class into pairs and have them compare their answers.

Beginners	Fast finishers
Ask very simple Yes/No questions to help students understand the text.	Students write two questions for the text on the Arctic, and then exchange them with a partner and correct each other's work.

**Cross-Check**

Put students into groups of four or five and ask them to read the information in the box and discuss it. Elicit examples from the groups to check they have understood.

**F** Write the answers to the questions. Check with a partner.

Point to the questions from the previous activity and ask students to write the answers to the questions. Students check their answers with a partner. Invite some students to read the answers aloud.

Go to page 75 in your Workbook and write an entry in your blog.

This activity is optional and can be done for homework.

Ask students to draw pictures and write sentences about what their favorite Arctic animals eat.



**G** Find words for animals in the unit. Write 8 animals.

Answers will vary.

---

---

---

---

Answers will vary.

---

---

---

---

**H** Listen to your teacher and repeat. Circle the sound that all these words have in common.

1. whals
2. polar
3. seal
4. owi



**I** Choose your favorite animal from lessons 5 to 8. Make a picture. Then write a question and ask a friend. Use words from the box.

how      when      what      why

Blank writing area for a question.

---

---

---

---



**G** Find words for animals in the unit. Write 8 animals.

Point to the boxes and explain that they have to look for words that refer to animals in the Unit. Allow students to work in pairs and complete the words. Draw the boxes on the board while they are working. Invite different students to write words in the boxes for the class to check their answers.

**H** Listen to your teacher and repeat. Circle the sound that all these words have in common.

Point to the pictures and elicit the animals. Read the words and ask students to point to them in their books as they hear them and then repeat. Ask them what sound appears in all the words (l). Divide the class into pairs and ask them to practice saying the words. Monitor and check pronunciation.

**I** Choose your favorite animal from Lessons 5 to 8. Make a picture. Then write a question and ask a friend. Use words from the box.

Point to the frame and ask students to draw their favorite animal from Lessons 5 to 8. Then read the words in the box and invite students to make some sample questions using *can*. Write some of the questions for reference on the board. Students write the question next to their picture. Students ask and answer a question with a friend. Monitor and help as necessary.

## PROJECT

### Animal TV Show

- 1 Take out the pictures from Lesson 5, the photographs from Lesson 6 and the costumes from Lesson 7.
- 2 In small groups, put your information together and make a TV show. Decide on the order of all the information for the show.
- 3 Practice the presentation of your show.
- 4 Present your show to the class.



Lesson 8

103

## PROJECT

### Material:

pictures from Lesson 5, animal photographs from Lesson 6, masks from Lesson 7

### Animal TV Show

- 1 Take out the pictures from Lesson 5, the photographs from Lesson 6 and the costumes from Lesson 7.

Ask students to take out the work they have stored from the previous three lessons.

- 2 In small groups, put your information together and make a TV show. Decide on the order of all the information for the show.

Divide the class into small groups. Ask students to decide how they can use the work from their projects to make a TV show with different sections about animals. Have them decide what roles they will have on the show.

- 3 Practice the presentation of your show.

Groups practice the presentation of their show using their materials.

- 4 Present your show to the class.

Groups take turns to present their TV shows to the class. They can invite students from other classrooms, as well as teachers and parents.

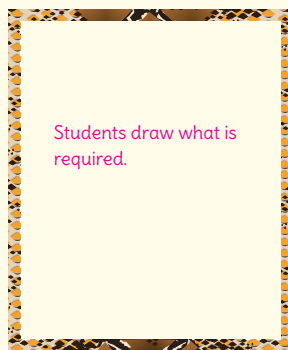
## Review 3

### A Draw a zoo and write sentences.

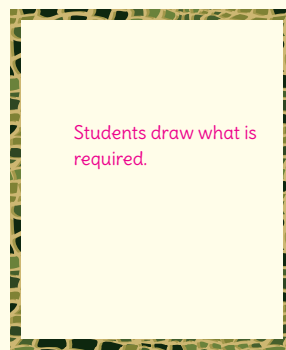


1. This is a Answers will vary.
2. \_\_\_\_\_ are monkeys.
3. \_\_\_\_\_ is an elephant.
4. Those are \_\_\_\_\_.

### B Read and draw the animals.



It's a long orange and yellow python.



It's a small red and green lizard.

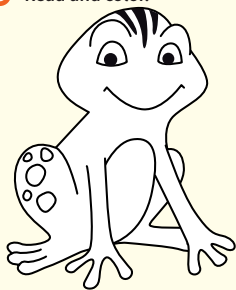
### A Draw a zoo and write sentences.

Ask students to draw a picture of the zoo and write sentences about the animals in it.

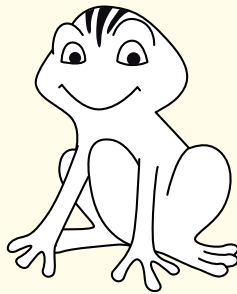
### B Read and draw the animals.

Students read the sentences underneath the frames and draw pictures of the animals. Ask them to share their pictures with their classmates.

**C** Read and color.



It has blue and green spots.



It has black and yellow stripes.

**D** Look at the chart and write the names of animals. Check can or can't. Then, write sentences.



	walk	run	fly
	✓	✓	✓
	✓	✓	✗



1. *Answers will vary.* \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

Review 3

105

**C** Read and color.

Point to the pictures of the frogs for students to name. Ask students to read the descriptions and color the frogs correctly.

**D** Look at the chart and write the names of the animals. Check can or can't. Then, write sentences.

Students write the names of four animals in the spaces in the chart. Then they check if they can or can't do the actions. Finally, they write sentences about the animals.

Collect in the books and mark all the answers to see how well students are doing. Provide extra help if students require.

## Around Town

### Vocabulary

doctor	mail carrier
firefighter	police officer
friendly	protect
help	strong

### A Moment to Ourselves

What people are important to your community? Why are they important?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

### Getting Started

Ask students what jobs their parents have, and how they contribute to the community. Encourage students to share their ideas freely and to be respectful of what they all say. Help students with new vocabulary.

## Lesson 1

# UNIT 4

## Around Town

What people are important to your community? Why are they important?

Answers will vary.

**A** Read and check the people you know.



A police officer is friendly. She helps children to cross the road and gives directions. She protects people.



A firefighter is strong. He puts out fires. He helps people and animals.



The mail carrier delivers letters and parcels to your house. He is friendly and he works a lot.



The doctor gives medicine when people are sick. She gives vaccinations and she is friendly with children.

**B**  Talk about the people in your community.

We use **simple present** to talk about routines. She **helps** children. He **delivers** letters.

**C** Read and match the information.

1. A police officer	→	delivers letters and parcels.
2. A mail carrier	→	protects people.
3. A doctor	→	gives people medicine.

106 Unit 4 Around Town

**A** Read and check the people you know.

Elicit and present the new vocabulary words. Ask students to read the texts and look at the pictures to check the people they know or see in their community. Read the texts aloud with the whole class and explain the meaning of any new words through mime or simple pictures on the board.

**B**  Talk about the people in your community.

Divide the class into pairs. Students point to the pictures of the people and make sentences about what they do. Invite some students to say some of their sentences for the class.

### Cross-Check

Help students read the information in the box. Elicit what routines are. Ask for more examples.

Beginners	Fast finishers
Ask students to underline all the verbs in the present simple in exercise A.	In pairs, students read aloud the sentences from exercise A in the present simple.

**C** Read and match the information.

Ask students to complete the information. Walk around the class and help as necessary. Check aloud.

**D** Read and underline the things the detective does.



**Sherlock Holmes**

Sherlock Holmes is a detective. He plays the violin and he smokes a pipe. He is very intelligent. He finds clues and he solves mysterious cases. He lives in London, on Baker Street.

Sherlock Holmes has a friend. His name is Dr. Watson, and he is a very good doctor. Dr. Watson helps Sherlock. They work together on many cases. They help the police.

**Vocabulary**

case	find	smoke
clue	live	solve
detective	pipe	violin

**E** Read and discuss in groups.

1. What does a detective do?
2. Do you know any other detectives?
3. Is Sherlock Holmes a real person? How do you know?

**F** Does a teacher work for the community? Write 3 sentences to say what a teacher does.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Go to page 78 in your Workbook and write an entry in your blog.

**CLIL:** Literature

**D** Read and underline the things the detective does.

Point to the picture and encourage students to describe what they can see and what they know about this person. Ask a student to read the title. Invite students to read the text individually in order to underline the things the detective does. Students compare their answers with a partner. Invite individual students to read the information they underlined.

**E** Read and discuss in groups.

Read the questions aloud and make sure students understand them. Divide the class into small groups to read the questions and discuss the answers. Invite some groups to share their ideas with the whole class.

**F** Does a teacher work for the community? Write 3 sentences to say what a teacher does.

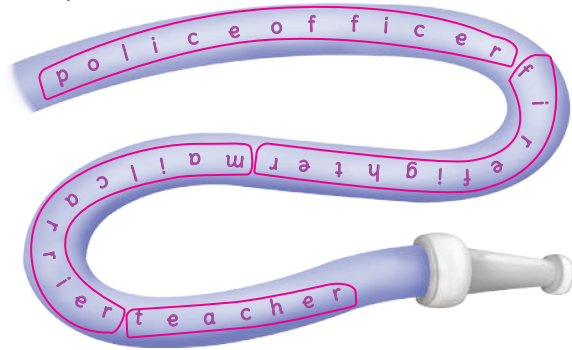
Ask the question and allow students to share their ideas with the class. Brainstorm ideas about things that teachers do. Write cues for ideas on the board. Students write three sentences individually. Walk around and check students' sentences as they finish.

Go to page 78 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.


Ask students to draw or cut out a picture of a gardener and write sentences about what he or she does

**G** Find the professions.



**H** Read and say the words. Notice the /n/ sound at the end.

	1. run	4. man
	2. sun	5. ton
	3. fun	

**I**  Say and then write what a gardener does.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



108


Unit 4 Around Town

**G** Find the professions.

Point to the fire hose and ask students to find the hidden words that are professions and circle them. Invite students to name the words they found and to spell them.

**H** Read and say the words. Notice the /n/ sound at the end.

Explain they will hear some words and that they have to circle the *n* sound in their books. Say the words and allow them time to circle. Then say the words again for students to repeat chorally. Finally, ask them to work in pairs and practice pronouncing the words. Encourage them to exaggerate their intonation and pronunciation.

**I**  Say and then write what a gardener does.

Ask students to point to the picture and say what this man does (*he is a gardener*). Ask students to share ideas about activities a gardener does. Write cues from the ideas on the board for reference. Ask students to write sentences about the gardener in the space provided. In pairs, students read their sentences to each other.



## PROJECT

### Make a town around the classroom

- 1 Cut out from a magazine a picture or two of a community worker.
- 2 Write two sentences about that person.
- 3 Keep the pictures and the text for Lesson 4.



Lesson 1

109

## PROJECT

### Material:

magazines with pictures of community workers, pencils, index cards

- 1 Cut out from a magazine a picture or two of a community worker.

Distribute materials and tell students they are going to make a town around the classroom over the next few weeks. Ask them to cut out pictures of community workers.

- 2 Write two sentences about that person.

Ask students to write two sentences about each person they cut out on index cards.

- 3 Keep the pictures and the text for Lesson 4.

Store the pictures with the corresponding index cards in the correct order to use them in Lesson 4.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 2

## Vocabulary

hosepipe      wheel  
pen            stethoscope  
radio          steering

## A Moment to Ourselves

### Why can you do for your community?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Ask students a profession they learned so far in this unit. Volunteer students spells the word and mimes the profession. Repeat until everybody has participated.

## A Track 37 Listen and read. Then say the riddles again.

Elicit what a riddle is. Ask students to say riddles in their own language. Play Track 37 and ask students to listen and follow the words. Play the track again and pause after each line for students to repeat chorally.


Beginners	Fast finishers
Review the meaning of the key vocabulary with the students providing definitions to explain their meanings. Ask them to write the words and the definitions in their notebook.	Ask students to find and write the key words from the riddles in their notebooks. Then ask them to use a monolingual dictionary and write the definitions of the words also.

## C Say and write who works with each tool.

Divide the class into pairs. Ask students to read the sample dialog to each other aloud. Walk around the class and help with pronunciation and vocabulary, as necessary. Students take turns naming objects and saying the professions that use them. Invite some pairs to perform their dialogs for the whole class.

## Lesson 2

### What can you do for your community?

**A  Track 37** Listen and read. Then, say the riddles again.

**Riddles**  
I'm blue and plastic and write up to ten.  
What am I? I'm a blue board pen.


You hear people speak and also on stereo.  
What am I? I'm a beautiful radio.


I hear your heart. It goes fast when you jump rope.  
What am I? I'm a stethoscope.

I'm round and big, on the bus I squeal.  
What am I? I'm the bus steering wheel.



I'm long and thin. I have water inside.  
What am I? I'm a big hosepipe.

Students paste the cutouts accordingly.

**B  Cutouts 9** Read and say the riddles again. Paste the pictures.

**C  Say and write who works with each tool.**

A big hosepipe...

A firefighter!

110
Unit 4 Around Town

## B Cutouts 9 Read and say the riddles. Paste the pictures.

Point to the riddles again and explain that they have to find the picture that shows the objects they describe. Students turn to Cutouts 9 on page 179, and complete the activity individually. Divide the class into five groups. Give each group a part of the riddle to practice reading together. Have groups compete to read their riddles and see who reads them the best.

## Cutouts 9 Page 110



**D Read and circle the tools.**

**Different Tools for Different People**

A hairdresser helps your hair look good. Hairdressers cut your hair. They use a brush, a comb, and a pair of scissors.

A carpenter builds beds, chairs and tables. Carpenters work with wood. They use hammers and nails.

A mechanic fixes different things, like cars or washing machines. They use many tools, but they always have a screwdriver and pliers.

**E Look at the pictures. Draw the tools.**



hairdresser



carpenter



mechanic

Students draw accordingly.

When you use a verb with **he, she, it**, add an **S** to the verb. Look:  
**He** uses a brush. **She** builds beds.  
**They** use a brush. **They** build beds.

**F Play True or False.** Take turns making true and false sentences about the professions and their tools. Look at the example.

The doctor has a hosepipe. **False.**

Go to page 81 in your Workbook and write an entry in your blog.

Lesson 2

111

**Vocabulary**

brush	hammer	pincer
carpenter	mechanic	scissors
comb	nail	screwdriver
hairdresser		

**Cross-Check**

Put students into groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to explain. Ask for examples.

**CLIL:** Social Studies

**D Read and circle the tools.**

Point to the title and discuss the meaning. Ask students to scan the text and find the words for professions. Read the texts aloud and ask them to follow by pointing to the words as you read. Ask students to read again and circle the words for the tools the people use.

**E Look at the pictures. Draw the tools.**

Invite students to write the words for tools on the board as a visual reference. Students draw pictures for the three different professions. Check students' drawings while they are working. Ask students to write the words in their notebooks.

**F Play True or False.** Take turns making true and false sentences about the professions and their tools. Look at the example.

Read the sample text and make sure students understand. Invite students to write two sentences with true or false information about professions and their tools. Help and monitor as necessary. Divide the class into small groups and have them take turns saying their sentences and guessing if they are true or false. Invite some students to share their sentences for the whole class to guess.

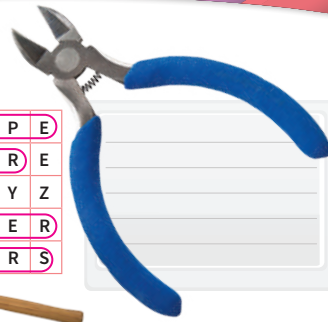
Go to page 81 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Students draw (or cut out) and write about tools they are allowed, or not allowed to use, for example, scissors, a hammer, a stethoscope, etc.

**G** Find the tools and write them.

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



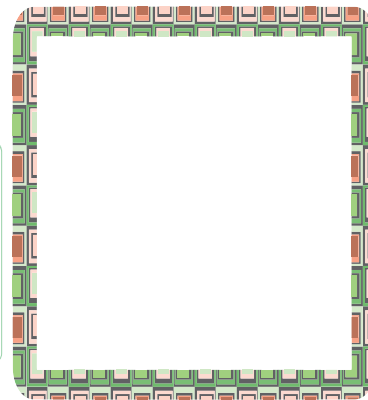

**H** Say the words. Circle what sound they all have in common and write two more words.

- hard
- red
- bed
- sad
- mad

Answers will vary.

**I** Draw a picture of a work object. Write about who uses it and what for.

This is a hosepipe.  
A firefighter uses the hosepipe.  
It helps to put out fires.

**G** Find the tools and write them.

Point to the words search. Ask students to work with a friend and find the missing words. Write the complete words on the board for students to check their answers. Then ask students to name other tools they know the words for that don't appear in the word search.

**H** Say the words. Circle what sound they all have in common and write two more words.

Say the words and ask students to listen and follow in their books. Then ask them to say what sound they all have in common (d at the end). Write letter *d* on the board and pronounce it for students to repeat. Read the words again for the class to repeat. Ask students to think of two more words that end in *d*. Allow students to share their answers and write the words on the board.

**I** Draw a picture of a work object. Write about who uses it and what for.

Ask students to say what they have learned about tools and workers in this lesson. Read the sample text. Students draw a picture of an object. Then they write sentences about who uses it and what for. Monitor and help as necessary. Invite students to present their objects and information to the class.

## PROJECT

- 1 Take out your picture from Lesson 1.
- 2 Draw, color and cut out objects this person uses.
- 3 Keep the pictures for Lesson 4.



Lesson 2

113

## PROJECT

### Material:

magazines with work objects, scissors, glue, colored pencils, white paper

- 1 Take out your picture from Lesson 1.

Ask students to take out the magazine picture or pictures they cut out for the project page for Lesson 1.

- 2 Draw, color and cut out objects this person uses.

Distribute materials and ask students to cut out magazine pictures of tools the person they chose in Lesson 1 uses. If they can't find pictures ask them to draw and color them on white paper and cut them out.

- 3 Keep the pictures for Lesson 4.

Allow students to look at each other's pictures and name the items to each other once they have finished.

Collect in all the pictures and store them together with clips so they don't get mixed up. Keep them in a safe place.

# Lesson 3

## Vocabulary

bus driver      mail carrier      post office  
 fire station      police officer  
 firefighter      police station

## A Moment to Ourselves

What places are important to your community? Why are they important?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Ask students to say what buildings they know where they live. Draw pictures of the buildings on the board and make sure students understand the meaning.

## Cutouts 10 Page 114



### A Track 38 / Cutouts 10 Listen, cut and glue.

Point to the pictures on the page for students to describe. Play Track 38 and have students listen first. Play the track again and students point to the people they hear mentioned. Ask students to open their Student's Book to page 179 and cut out the cutouts. Ask them to put the cutouts where they go. Play the track again and ask students to check the positions of the cutouts and reorganize them if necessary. Ask them to check their answers with a friend. Review the answers with the whole class. Ask students to paste the cutouts into place.

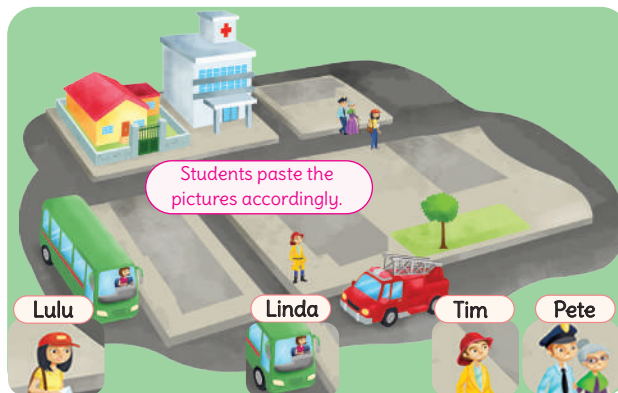
### B Look at the pictures and make sentences about the workers.

Invite a more confident student to read the text in the speech bubble. Divide the class into pairs. Ask them to work together to say sentences (using present simple affirmative and negative) about the workers in the previous exercise.

# Lesson 3

What places are important to your community?  
 Why are they important?

### A Track 38 / Cutouts 10 Listen, cut and glue.



### B Look at the pictures and make sentences about the workers.

Tim doesn't work at the police station. He works at the fire station.

### C Circle the correct options.

1. Tim works / doesn't work at the police station.
2. Pete works / doesn't work at the fire station.
3. Linda works / doesn't work at the bus station.
4. Lulu works / doesn't work at the post office.

What do you notice in the sentences?  
 Affirmative He works at the fire station.  
 Negative She doesn't work at the post office.

114

Unit 4 Around Town

### C Circle the correct options.

Read the sentences and ask students to circle the words that complete the sentences correctly. Walk around and check the answers while they are working.

### Cross-Check


Put students into groups of four or five. Ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell the difference between the affirmative and negative.

Beginners	Fast finishers
Play Track 38 and pause after each sentence and review if the verb is in present simple affirmative or negative. Write some examples of them on the board. Do some sample sentences with the students.	Students make sentences about the workers in the activity. Then they make other sentences using the professions from other pages in the unit so far.

**D** Read and circle the verbs.

**Maps**

See maps from all over the world on your computer. People look on the computer to find the places. They use Google Maps®. How does this work? Google drivers drive Google cars on the roads in towns, cities, and countries in the world. The cars have a camera on top and they record all the images of the places. The camera doesn't take photos of people. Some countries don't have a Google car, so Google Maps® don't work for the streets in those places.



**E** Answer the questions. *Answers will vary.*

- Why do people need maps?
- How does a map help you find places?
- Is it difficult or easy to take photos of all the streets in a city? Why?

**F** Draw a map of your street. Label places.

Go to page 84 in your Workbook and write an entry in your blog.

Lesson 3 115

**Vocabulary**

camera	map	record
computer	photo	take
drive		

**CLIL:** Technology

**D** Read and circle the verbs.

Point to the picture and ask students to describe what they can see. Ask students to share what they know about *google*. Help them read the text first. Then, ask students to read the text again and circle the verbs. Have them share their results with a friend. Read the text one more time for them to stand up on the words they circled.

**E** Answer the questions.

Form groups of 3 students. Read and point to the questions aloud. Make sure everybody understands them. Encourage students to talk, and reread the text if they need an answer. Ask students to share their ideas with the rest of the class.

**F** Draw a map of your street. Label places.

Point to the frame and ask students to draw the street they live on. Ask them to include houses or other buildings on their street. Ask them to label the places. Monitor and help as necessary.

Go to page 84 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw (or cut out a photo) and write about their favorite place in their town and who works there.





**G** Connect the letters and write the words. Say the words.


fire station      police station

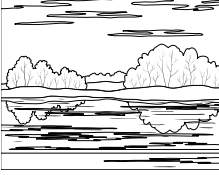
post office      mail carrier      fire fighter


**H** Listen to your teacher and repeat. Say and color.

1. leg 

2. ladybug 

3. lizard 

4. lake 

5. lemon 

**I** Choose a profession. Write a sentence about what they do and what they don't do.

A nurse works in a hospital.	Answers will vary.
She gives medicine.	
She doesn't clean streets.	

**G** Connect the letters and write the words. Say the words.

Point to the letters and ask students to connect the letters and then write the words below. Students work individually to find the words, and then they compare their answers with a friend. Check aloud and practice saying the words chorally with the class.

**H** Listen to your teacher and repeat. Say and color.

Point to the letter / in the words on the page. Say the words and ask them to repeat. Then say the words and ask students to color the corresponding pictures. Invite individual students to say the words for the whole class. Have a competition to see who says them the best.

**I** Choose a profession. Write a sentence about what they do and what they don't do.

Remind students of the professions they learned about in this lesson. Read the sample text about the nurse. Students choose a profession and write similar sentences about it. Walk around, monitor and check students' work. Invite students to read their sentences to the class.

## PROJECT

- 1 Take out your pictures from Lessons 1 and 2.
- 2 Make a building that represents where the person works:
  - a) Use any box (a shoebox, for example).
  - b) Paint the box and leave to dry.
  - c) Draw in details on the building, using a black marker pen. Color your building or decorate it.
- 3 Keep the building for Lesson 4.



Lesson 3

117

## PROJECT

### Material:

shoebox, paint, and marker pen

- 1 Take out your pictures from Lessons 1 and 2.

Ask students to look at the project page. Ask students to take out their pictures from the previous two lessons. Tell students they are going to make a building for the place where the person they chose works.

- 2 Make a building that represents where the person works:
  - a) Use any box (a shoebox, for any example).
  - b) Paint the box and leave to dry.
  - c) Draw in details on the building, using a black marker pen. Color your building or decorate it.

Students paint their shoebox as the building and decorate it using the marker pen.

- 3 Keep the building for Lesson 4.

Store the pictures and buildings in a safe place for the next project lesson.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 4

## Vocabulary

bike      truck      police car  
 bus      plane      train  
 firefighter

## A Moment to Ourselves

### Are vehicles useful? Why?


Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

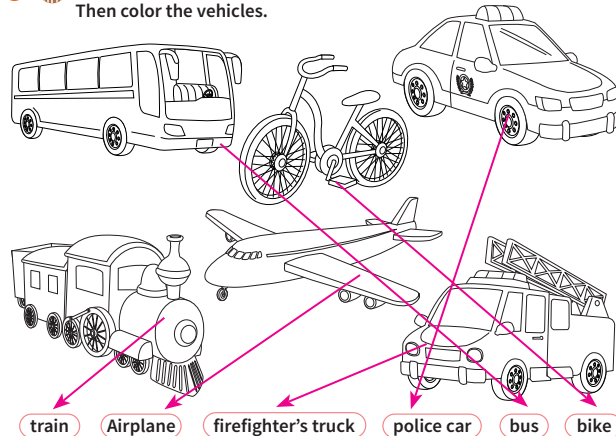
## Getting Started


Ask students how they got to school today. Write the words for the forms of transportation they used on the board. See which is the most common form of transportation the class uses.

## Lesson 4

### Are vehicles useful? Why?

**A**  **Track 39** Listen and match the vehicles you hear with the words. Then color the vehicles.



**B**  **Point to the vehicles and say who travels in them.**

A pilot flies an airplane.


He drives a truck.    He *doesn't* drive a truck.    Does he drive a truck?  
 She flies an airplane.    She *doesn't* fly a airplane.    Does she fly a airplane?  
 He rides a bike.    He \_\_\_\_\_ a bike.    \_\_\_\_\_ a bike?

**C** Complete the sentences with verbs from the box. Remember to write an **s**.

1. A bus driver drives a bus.
2. A mail carrier rides a bike.
3. A pilot flies a airplane.

118

Unit 4 Around Town

**A**  **Track 39** Listen and match the vehicles you hear with the words. Then color the vehicles.

Elicit the names of the vehicles. Play Track 39. Students listen and match the noise of the vehicle they hear to the correct word. Ask students to color the vehicles.

**B**  **Point to the vehicles and say who travels in them.**

Ask students to remember the professions they have learned so far in this unit. Then point to the vehicles in exercise A and discuss the word for the workers who drive them. Read the sample text. Divide the class into pairs. Students take turns making sentences about the people who travel in the vehicles.

## Cross-Check

Put students into groups of four or five and ask them to read the contents in the box.

## Beginners

Divide the students into small groups to write one verb in full version of all three forms to check they have understood.

## Fast finishers

Students work in pairs to write one more sentence in each form.

**C** Complete the sentences with verbs from the box. Remember to write an **s**.

Ask students to read the sentences first; do not write anything yet. Ask students to give you the answers. Tell the class to write the answers. Have different students come to the board and write the complete sentence.

**D** Read and underline the words you don't know.

**Rockets**

Astronauts travel in rockets or spacecrafts. Rockets fly in outer space, and they travel very long distances. Rockets find information about the galaxy and universe. Astronauts travel in rockets that go to the moon. Sometimes they take animals, too. There are some very special rockets that go to other planets that are a long distance from here. People do not travel in these rockets because these rockets travel for many years!

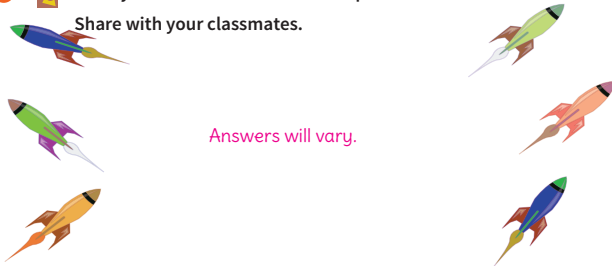


**Vocabulary**

- astronaut      spacecraft
- galaxy          travel
- moon            universe
- rocket

**E** Draw yourself in a rocket in outer space.

Share with your classmates.



**F** Write about your rocket. Use phrases similar to the ones in the box.

- It travels to the...
- It goes very fast...
- Animals travel / don't travel in the spacecraft.

---



---



---

Go to page 87 in your Workbook and write an entry in your blog.

**CLIL:** Space Science

**D** Read and underline the words you don't know.

Point to the picture and ask them to share what they know about rockets. Ask students what kind of text they think this is (an article). Ask students to read the sentences and underline the verbs. Help with the vocabulary they don't know. Then ask students to read the text again and underline the key ideas. Check the information they underlined aloud. Draw a table on the board, similar to the one below. Have different volunteers fill in the chart, according to the article. Elicit the form of the verb when it is not preceded by he/she.

Subject	Verb	Complement
Astronauts	travel	
Rockets		in outer space.
	travel	very long distances.
Rockets		information about the galaxy.
Some rockets		to other planets.
People		travel in these rockets.

**E** Draw yourself in a rocket in outer space. Share with your classmates.

Ask students to close their eyes and imagine they are astronauts. Encourage them to draw a picture of themselves in a rocket. Allow students time to look at and describe their pictures to each other.

**F** Write about your rocket. Use phrases similar to the ones in the box.

Ask students to write about the rocket they imagined. Monitor and help as necessary. Tell students to share their information in small groups.

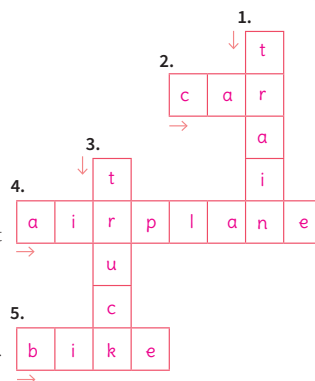
Go to page 87 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw (or cut out) a picture and write about their favorite vehicle(s).

**G** Solve the crossword puzzle.

1. The **train** is very long. It has 10 wagons!
2. Art is a policeman. He drives a new police **car**.
3. Look! The fire **truck** is in front of the fire station.
4. The pilot flies a big **airplane**.
5. The mail carrier rides a **bike**.



**H** Trace and say. Draw your favorite word.

1. goose
2. girl
3. gas
4. goat
5. gorilla



**I** Draw a vehicle. Then write who uses it. Share with your class.



120

Unit 4 Around Town

**G** Solve the crossword puzzle.

Read and point to the sentences and explain they are clues to find words that fit into the puzzle. Students work with a friend to read the clues and write the words in the crossword. Copy the puzzle on the board. Invite some students to write the answers on the board.

**H** Trace and say. Draw your favorite word.

Point to the words and read them aloud. Ask students to repeat the words after you. Elicit the meaning, if necessary. Ask students to draw their favorite word in the frame. Invite students to walk around the classroom, looking at each other's pictures and naming the words.

**I** Draw a vehicle. Then write who uses it. Share with your class.

Review the vehicles they have learned about in this lesson. Ask them to draw a vehicle, and write who uses it. Divide the class in groups. Students describe their vehicles to each other. Invite some more confident students to describe their drawings to the whole class.

## PROJECT

- 1 Put kraft paper all around the classroom walls. Draw a road along the middle of all the paper.
- 2 Take out your pictures and box from Lessons 1, 2, and 3.
- 3 Paste the building next to the road. Glue the person, their work objects and the simple text next to the building.
- 4 Walk around the classroom and look at all the people and buildings in the town.



Lesson 4

121

## PROJECT

### Material:

pictures from Lessons 1 and 2, the buildings from Lesson 3, Kraft paper, tape, black marker pen

- 1 Put kraft paper all around the classroom walls. Draw a road along the middle of all the paper.

Use a marker pen to draw the road down the middle.

- 2 Take out your pictures and box from Lessons 1, 2, and 3.

Students take out their pictures of professions, objects and their shoebox buildings.

- 3 Paste the building next to the road. Glue the person, their work objects and the simple text next to the building.

Students paste the pictures of professions, objects and their shoebox buildings to appropriate places. Help students paste their things.

- 4 Walk around the classroom and look at all the people and buildings in the town.

Encourage students to invite students and teachers from other classes to see their project.

# Lesson 5

## Vocabulary

bookstore      restaurant  
café              shoe store  
clothes store    toy store

## A Moment to Ourselves

What is your favorite store? What do you buy there?


Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.


## Getting Started

Write the word *store* on the board. Elicit what we can buy at the stores. Ask students to say as many words as possible that are stores. Introduce vocabulary.


## Lesson 5

### What is your favorite store? What things do you buy there?


**A**  **Track 40 / Cutouts 11** Listen and paste the labels.



We use **There is** to talk about the existence of something.  
**There is** a clothes store.      **There is** a toy store.

**B**  **Point to and name the stores.**

There is a toy store.



There is a clothes store.

**C** **Listen again and number in order.**

<input type="text" value="5"/> There is a café.	<input type="text" value="1"/> There is a clothes store.
<input type="text" value="3"/> There is a bookstore.	<input type="text" value="6"/> There is a shoe store.
<input type="text" value="2"/> There is a toy store.	<input type="text" value="4"/> There is a restaurant.


122
Unit 4 Around Town

**A**  **Track 40 / Cutouts 11** Listen and paste the labels.

Point to the pictures on the page for students to describe who they can see and where they are (stores in a town). Play Track 40. Students listen and follow in their books. Ask students to open their books to Cutouts 11 on page 181 and cut out the words. Students paste the labels next to the correct stores. Point to the stores and ask students to say the words aloud.

### Cutouts 11 Page 122

restaurant      shoe store  
café              toy store  
clothes store    bookstore

**B**  **Point to and name the stores.**

Invite two students to read the sample sentences aloud. Divide the class into pairs. Students take turns naming and describing stores. Invite some pairs to share their sentences with the class.

**C** **Listen again and number in order.**

Play Track 40 again and ask students to number the sentences in the order they hear them. Then, have them compare their answers with a partner. Check the answers aloud.

### Cross-Check

Put students into groups of four or five and ask them to read the information and discuss it. Ask for some examples.



**D** Read and underline the best title.

Travel in Korea

Supermarket Shopping at the Train Station

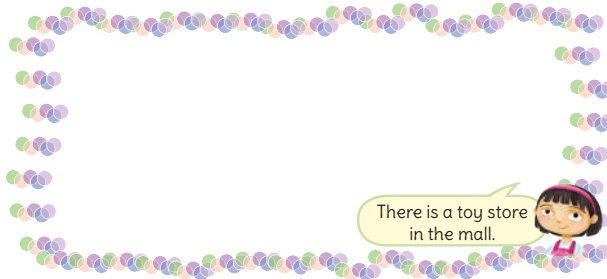
In Korea you can buy food from the supermarket at the train station! There is a machine with pictures of food you can buy. There is a special code on the pictures. You copy the code with your cellphone. You send the code and the food arrives the same day at your house! Now that's fast!



**E** Work in small groups. Answer the questions. *Answers will vary.*

1. Do you or your parents buy food? Where?
2. Do you buy food like the people in Korea?
3. What else can you buy via Internet?

**F** Draw a store in the mall. Write a sentence and tell a friend.



Go to page 90 in your Workbook and write an entry in your blog.

Lesson 5

123

**Vocabulary**

cellphone	machine
code	supermarket
food	train station

**CLIL:** Social Studies

**D** Read and underline the best title.

Ask students to read the text individually. Ask simple questions to check they understand the key ideas. Encourage students to choose the best title for the text. Introduce vocabulary, if necessary. Finally, students read the text again.

**E** Work in small groups. Answer the questions.

Divide the class into small groups. Ask students in groups to take turns reading and answering the questions. Invite groups to share some of their more creative ideas with the class.

**F** Draw a store in the mall. Write a sentence and tell a friend.

Review the words for stores students have learned in this lesson. Students draw a store and write a sentence about it. Then in pairs students look at their pictures and read their sentences to each other. Invite some students to share their pictures with the class.

Go to page 90 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw (or cut out) a picture of and write about their favorite stores. Encourage them to draw themselves, and who they go with to their favorite store. This is a good moment to talk about friendship.

**G** Unscramble the letters and write the words.

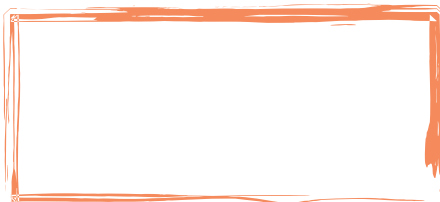
1. rboestko B o o k s t o r e

2. tstyroe T o y s t o r e

3. srtreanut R e s t a u r a n t

**H** Say the words. What initial sound do they have in common? Draw your favorite word.

1. nine
2. nose
3. night
4. nest



**I** Write sentences about what is in the store you draw. Look at the example.

There is a doll in the mall.

1. There is a Answers will vary. \_\_\_\_\_.
2. There is a \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

**G** Unscramble the letters and write the words.

Explain that the letters make words for stores from this unit. Students work individually to write the words and compare their answers with a friend. Review the answers chorally with the class.

In pairs, ask students to scramble the letters from another word for a store. Ask two pairs to exchange their scrambled words and unscramble them.

**H** Say the words. What initial sound do they have in common? Draw your favorite word.

Read the words and ask students to repeat after you. Students say what initial sound they all have in common (*n*). Ask students if they know other words that start with *n*. Tell students to draw their favorite word that starts with *n*. Walk around and check.

**I** Write sentences about what is in the store you draw. Look at the example.

Review the stores they have learned about in this lesson and what objects they have. Then ask them to write about the objects in their store from activity F. Monitor and help.

Beginners	Fast finishers
Students draw a picture of a simple store with five objects in before writing their sentences.	Students write the sentences; exchange sentences with a partner and draw a picture about the information in their partner's sentences.

## PROJECT

- 1 Cover a large cardboard box in colored paper.
- 2 Draw windows and doors, then paste cutouts.
- 3 Write the name of the store.
- 4 Keep your work.



Lesson 5

125

## PROJECT

### Material:

cardboard box, colored paper (tissue paper), glue, marker pens

- 1 Cover a large cardboard box in colored paper.

Elicit what students are going to do.

Distribute materials. Point to the picture. Ask students to decorate their boxes, using the colored paper and glue.

- 2 Draw windows and doors, the paste cutouts.

Ask students to draw on the windows and doors with marker pens and decorate them appropriately. If anyone wants to cut out and paste doors and windows, it's fine. Encourage creativeness.

- 3 Write the name of the store.

Students write the name of the store on the front.

- 4 Keep your work.

Store students work for later on in the unit.

# Lesson 6

## Vocabulary

cat	rabbit
dog	snake
fish	spider
pets	turtle

## A Moment to Ourselves

### What do you do to take care of pets?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Elicit what a pet is, and have students give you some examples. Divide the class into pairs. Students draw as many different types of pets they can think of in five minutes. See how much students already know about pets. Make this a fun activity and don't worry if students don't know the words for the different types of pets in English.

## Lesson 6

### What do you do to take care of pets?

#### A Read and circle the pet the girl buys.



#### B Look at the store and say what pets there are.



We use **There are** to refer to the existence of more than one object or place.  
**There are** snakes. **There are** fish.

#### C Write **There is** or **There are**.

1. **There are** \_\_\_\_\_ spiders.
2. **There is a** \_\_\_\_\_ penguin.
3. **There is a** \_\_\_\_\_ rabbit.
4. **There are** \_\_\_\_\_ turtles.

126

Unit 4 Around Town

#### A Read and circle the pet the girl buys.

Point to the pictures on the page for them to describe. Ask students if they drew any of the same pets and if they know the words for them. Read the words for the pets and point to the pictures. Read the text, making different voices. Students read and circle the pet the girl finally buys.

#### Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell the difference between *There is* and *There are*. Ask for examples.

#### B Look at the store and say what pets there are.

Invite two students to read the sample texts aloud. In pairs, students take turns making sentences about the pets in the store.


#### C Write **There is** or **There are**.

Read and point to the words at the end of the sentences and elicit if they are singular or plural. Ask some students to make sentences orally for the class. Divide students into pairs to write the sentences. Walk around and monitor the activity.


**D** Read and label the animals. Use a dictionary if you don't know the words.

**A Strange Pet Store**


Welcome to our very strange pet store! There are some stick insects. There are some hedgehogs. Ouch! There is a goat. It eats everything! There is a skunk. It smells bad! There are some scorpions! They can escape! Ooh!! Buy a strange pet today.




scorpion




stick insect



goat



hedgehog





skunk

**E** Draw 😊 if you like the pet and ☹️ if you don't.

**F** Play *True or False*.

There is a goat.

True.

Go to page 93 in your Workbook and write an entry in your blog.

Lesson 6 127

**Vocabulary**

goat            skunk  
hedgehog      stick insect  
scorpion

**CLIL:** Science

**D** Read and label the animals. Use a dictionary if you don't know the words.

Point to the pictures and encourage students to describe what they can see. Explain they have to read the text and write the words. Ask them to use a dictionary if they don't understand the words; help students finding the words in the dictionary.

Divide the class into pairs to read the texts and complete the activity. Monitor and check.

Beginners	Fast finishers
Provide words for students who need support to understand new vocabulary.	Students find words for four more strange pets they can think of.

**E** Draw 😊 if you like the pet and ☹️ if you don't.

Point to the happy and sad faces and ask students to draw a happy face in the boxes next to the animals they like, and a sad face in the boxes next to the animals they don't like. Ask them to share their ideas.

**F** Play *True or False*.


Read the sample dialog on the page and check students understand. Ask students to write two sentences, that are true or false or a mix. Divide the class into large groups. Students take turns reading their sentences to each other and guessing if they are true or false.






Go to page 93 in your Workbook and write an entry in your blog.

Ask students to draw (or cut out) and write about their favorite pet from this lesson. If students want to choose another pet, that's fine. Creativeness is the most important thing here.

**G** Read the definitions and write the animals.

1. It has horns and looks a bit like a sheep. It has a little beard under the chin. goat
2. It has black fur, with white stripes. It makes a very bad smell when it is angry or frightened. skunk
3. This animal is poisonous. It stings with its tail. scorpion

**H**  **Track 41** Listen and circle the first letter the words start with. Listen and repeat.

1.  g t
2.  p s
3.  r t
4.  s p
5.  h r

**I** Draw a strange pet. Write about it.

Answers will vary.




128

Unit 4 Around Town

**G** Read the definitions and write the animals.

Point to the definitions and explain they have to write what animal they refer to. Students complete the activity individually and then compare their answers with a friend. Read the definitions for students to say the answers chorally.

**H**  **Track 41** Listen and circle the first letter the words start with. Listen and repeat.

Explain they will hear some words and they have to circle the correct option. Play Track 41. Pause after each word to allow them time to circle the answer. Then play the track again for them to check. Point to the pictures and ask students to say the word and call out the letters chorally. Finally, play the track and have students repeat.

**I** Draw a strange pet. Write about it.

Students work individually to draw the pet and write about it. Walk around and help students as necessary. Divide the class into small groups to present their information to each other.

## PROJECT

- 1 Put kraft paper on the floor. Draw a road.
- 2 Put the buildings along the road.
- 3 Add the objects, and the people.
- 4 See which other objects you still need.
- 5 Keep the town like this for further classes.



Lesson 6

129

## PROJECT

### Material:

Kraft paper, buildings from Lesson 5, glue, marker pens

- 1 Put kraft paper on the floor. Draw a road.

Take out a long sheet of Kraft paper and ask students to help you draw a road down the middle.

- 2 Put the buildings along the road.

Ask students to take out their box stores and paste them to the Kraft paper.

- 3 Add the objects, and the people.

Ask students to make objects and people for the town from modeling clay.

- 4 See which other objects you still need.

Students think about other items they could add to the town for the next project class.

- 5 Keep the town like this for further classes.

Store students work for later on in the unit.



# Lesson 7

## Vocabulary

coat	shoes
pants	skirt
shirt	socks

## A Moment to Ourselves

What do you do with the clothes you don't wear anymore?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Divide the class into two groups. Ask for different items. The group that gives you the item first, is the winner: I need a (*sweater, pair of shoes, sock, a green raincoat, etc.*) This is a good moment to introduce vocabulary.

## Lesson 7

### What do you do with the clothes you don't wear anymore?

**A**  **Track 42** Listen and circle what clothes the girl wants.



**B**  Listen again, and say what clothes there are or aren't in the store.

There aren't pink shoes.

There isn't a black coat.

There isn't a skirt.  
There aren't shoes.

**C**  Read and circle the correct options. Check with a classmate.

1.  There are /  There aren't pink shoes.
2.  There is /  There isn't a white shirt.
3.  There are /  There aren't red pants.
4. There is   isn't an orange skirt.

130

Unit 4 Around Town

**A**  **Track 42** Listen and circle what clothes the girl wants.

Elicit words for clothes and introduce new vocabulary. Play Track 42 and have students listen. Ask what the dialog is about. Have students listen to the dialog again, and circle the clothes the girl wants. Allow students time to mark the answers. Play the track one more time and ask students to check their answers. Invite students to say the answers chorally.

**B**  Listen again, and say what clothes there are or there aren't in the store.

Read and point to the sentences on the page. Divide the class into pairs. Students work in pairs to make sentences about the clothes in the store. Invite some pairs to share their sentences with the class.

### Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss it. Call on a volunteer to tell the difference between *There isn't* and *There aren't*. Ask for more examples.

**C**  Read and circle the correct options. Check with a classmate.

Ask a volunteer what they are supposed to do in this activity. Students work individually and circle the correct options. Students compare their answers with a friend. Ask students to read the answers.

130

Unit 4 Around Town

**D Read and draw the missing item.**

**Recycled Clothes Catalog**

There is a computer-key coat.

There is a button dress.

There are bottle shoes.

There is a plastic-bag jacket.

There are newspaper socks.

**E Let's go shopping. Complete the conversation about the clothes in the catalog.**

is    isn't    are    aren't    there

**Mom:** What do you want? There is a computer-key coat.  
**Child:** Mm... I don't know. I want a paper dress.  
**Mom:** There isn't a paper dress. But there are bottle shoes.  
**Child:** Mm... I don't know. I want paper shoes.  
**Mom:** There aren't paper shoes! Look! There is a plastic-bag jacket.  
**Child:** Mm... I don't know.  
**Mom:** There is a button dress.

**F** **Role-play the conversation. Act it out in front of your class.**

I want a paper dress.

There isn't a paper dress.

Go to page 96 in your Workbook and write an entry in your blog.

Lesson 7    131

**Vocabulary**

bottle	key
button	newspaper
computer	plastic bag

**CLIL:** Art and Design

**D Read and draw the missing item.**

Read the title and ask students if they have seen any recycled clothes. Point to the pictures and encourage students to describe what they can see (different clothes with recycled objects). Explain they have to read the texts and draw the missing item. Divide the class into pairs to read the texts and complete the activity.

**E Let's go shopping. Complete the conversation about the clothes in the catalog.**

Point to the words in the box and review the meanings of *there is*, *isn't*, *are* and *aren't*, and read the sentence aloud. Students work with a partner and complete the dialog. Check the answers with the whole class.

**F** **Role-play the conversation. Act it out in front of your class.**

Ask students to role-play the conversation. Invite some pairs to read the dialog for the class.

Go to page 96 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to make a collage of clothes and write sentences using *There is* and *There are*.

**G** Find the clothes. Then match them.



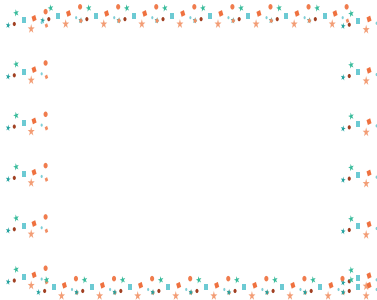
W	Z	S	H	O	E	S	A	B
S	C	C	O	A	T	C	D	E
H	I	S	S	H	I	R	T	O
X	Y	P	Q	S	K	I	R	T
Z	X	P	A	N	T	S	R	W



**H** Read and underline the words with the sound /k/ in the middle. Say them aloud.

1. jacket
2. sock
3. skirt
4. skate
5. bikini

**I** Design a piece of recycled clothing. Write about it.



---



---



---



---

**G** Find the clothes. Then match them.

Point to the word search and explain they have to find the hidden words for clothes, then match them to the pictures. Allow them time to work individually and then have them compare their answers with a friend. Ask some students to write the complete words on the board.

**H** Read and underline the words with the /k/ in the middle. Say them aloud.

Read the words and ask students to point to them in their books while they repeat after you. Read them again and ask students to circle the words that have the /k/ sound in the middle. Divide the class into pairs and ask them to practice saying the words.

**I** Design a piece of recycled clothing. Write about it.

Ask students to draw a picture of recycled clothing in the frame. Then ask them to write sentences about what item of clothing it is, what color it is and what recycled goods it uses. Walk around and check students' spelling while they work.

Beginners	Fast finishers
Ask students to write the key vocabulary words and their meanings in their notebooks.	Students write a new form of recycled clothing similar to those in the article. They help the less advanced students.

## PROJECT

- 1 Visit the class town.
- 2 Add any extra objects you have.
- 3 Choose who you want to be.
- 4 Walk around the town and role-play.



Lesson 7

133

## PROJECT

### Material:

kraft paper with towns from Lessons 5, 6 and 7,  
objects for places and workers in town, worker  
clothes for dressing up

### 1 Visit the class town.

Ask students to take out the towns they built in the three previous lessons. Review the names of the places, people and objects the people use.

### 2 Add any extra objects you have.

Ask students to take out any objects or dressing up clothes they have brought to the class to role-play or to choose from objects you have chosen.

### 3 Choose who you want to be.

Students choose the person they want to be and get ready.

### 4 Walk around the town and role-play.

Students walk around the paper-town role-playing different situations and playing to be different people around the town.

# Lesson 8

## Vocabulary

ball	doll	rope
bat	drum	skates
bear	kite	toy
bike	plane	train

## Material:

Different toys (realia)

## A Moment to Ourselves

What do you do with the toys you don't want?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Distribute the toys. If there aren't enough toys, form groups. Introduce the words for toys. Allow students to play for some minutes. Ask students which is their favorite toy and why.

## Lesson 8

### What do you do with the toys you don't want?

**A**  **Track 43** Listen and circle the toys that are in the store.



**The Toy Store**

So many toys in the store I can see.  
So many toys, one is for me.  
There are some balls and bats,  
There are cars and a plane.  
But there isn't a doll,  
or a rope, or a train.  
So many toys in the store I can see.  
So many toys, one is for me.  
There are some bears,  
And some skates, and some bikes.  
But there aren't any drums,  
And there aren't any kites.  
So many toys in the store I can see  
So many toys, the bear is for me!


**B**  **Make sentences about the toys in the store. Look at the example.**

There are some bears.  
There aren't any trains.


There are some bears.  
There aren't any kites.

**C**  **Read and sing the song.**

134
Unit 4 Around Town

**A**  **Track 43** Listen and circle the toys in the store.


Play Track 43 and have students listen to the song. Play the track again while students follow in their books. Ask them to circle the pictures of the toys in the store. Play the track again and have students check their answers with a friend. Check the answers aloud. Play the track once more and sing and act out the song.

**B**  **Make sentences about the toys in the store. Look at the example.**

Point to the sample sentences and ask two students to read the information aloud. Divide the class into pairs. Ask them to take turns making sentences about the toys in activity A. Invite some pairs to share some of their sentences with the whole class. Invite some pairs to perform some of their mini-dialogs for the whole class.

### Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss it. Ask students to give you examples with *There are* and *There aren't* and *some, any*.

**C**  **Read and sing the song.**

Read the lines in the song, again. Ask the class to repeat chorally. Play Track 43. Students sing along. Divide the class into two. The two teams compete to see who can sing the song the best. For variety, students can sing whispering, or shouting; they can clap or stomp their feet, etc.

**D** Read the story of Father Christmas.



Father Christmas lives in the North Pole. He has a small shop. He make toys for children at Christmas time. In his shop, there are some dolls, and some cars. There are balls and there are bats. All the toys are in a big sack on the sled. The reindeers pull the sled. Father Christmas visits all the boys and girls in the world. He gives them presents for Christmas. The children are happy with their presents.

**E** Answer the questions.

1. What other toys are there in Father Christmas' workshop?
2. Do you know any other story about toys?

**F** Unscramble the words and write sentences.

1. There / dolls / aren't / any There aren't any dolls.
2. some / are / balls / There There are some balls.
3. bear / isn't / There / a There isn't a bear.
4. is / a / sack / big / the / on / sled / There There is a big sack on the sled.

Go to page 99 in your Workbook and write an entry in your blog.

Lesson 8

135

**Vocabulary**

arctic	freezing	snow
caribou	ice	whale
cold	owl	

**CLIL:** Art and Traditions

**D** Read the story of Father Christmas.

Point to the picture and ask students to describe what they can see. Ask them to name some things Father Christmas has brought them. Ask them to read the text and underline the words for toys.

Beginners	Fast finishers
Read the text more slowly. Ask them simple comprehension questions to check they have understood the information.	In pairs, students write two comprehension questions about the text. Two pairs exchange questions and answer them.

**E** Answer the questions.

Read the questions aloud and make sure students understand their meaning. Divide the class into small groups to share their answers to the questions. Walk around and monitor the activity. Ask some groups to share their ideas with the class.

**F** Unscramble the words and write the sentences.

Point to the words and ask students to write the sentences in the correct order. Students check and correct their answers with a partner. Tell some students to read the answers aloud for the class to check their answers.

Go to page 99 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

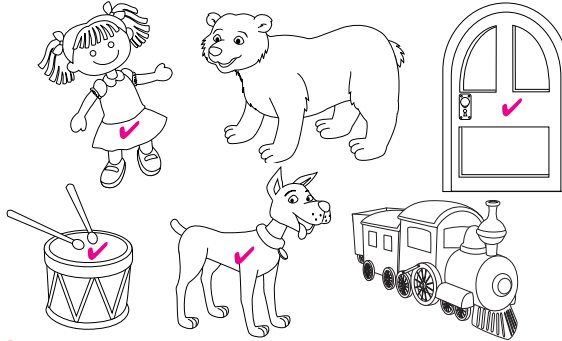
Ask students to draw pictures and write sentences about what toys they have, which is their favorite, whether they share their toys or not, etc.



**G** Read the text in Activity A. Write the words that rhyme.

see - me  
plane - train  
bikes - kites

**H** Color the pictures of the words that start with /d/. Say the words.



**I** Read the text and draw.

There are some balls and there is a bat. There aren't any bears,  
but there are some cars. There is a drum, but there isn't a train.  
There is a doll and there is a kite.

**G** Read the text in Activity A. Write the words that rhyme.

Ask students to look at the text in Activity A. Read the text aloud and ask students to clap on the words at the ends of the lines that rhyme. Divide the class into pairs. Ask them to read the rhyme again and write the pairs of rhyming words. Invite some students to write the pairs of words on the board.

**H** Color the pictures of the words that start with /d/. Say the words.

Point to the pictures for students to name. Read the words and ask students to point to them in their books, and then repeat. Ask students to color the pictures of the words that start with /d/. Divide the class into pairs and ask them to practice saying the words.

**I** Read the text and draw.

Read the sentences aloud and make sure students understand them. Point to the frame and ask students to draw the meaning of the sentences in it.



## PROJECT

- 1 Take out your projects from Lessons 5, 6 and 7.
- 2 In small groups, put your information together and prepare a short play.
- 3 Practice your play.
- 4 Present your show to the class.



Lesson 8

137

## PROJECT

### Material:

kraft paper with towns from Lessons 5, 6 and 7,  
objects for places and workers in town, worker  
clothes for dressing up

- 1 Take out your projects from Lessons 5, 6 and 7.

Ask students to take out the towns they built in the three previous lessons. Review the names of the places, people and objects the people use.

- 2 In small groups, put your information together and prepare a short play.

Ask student to work in small groups and make a play using people and places they have learned about. Help them preparing their plays.

- 3 Practice your play.

Students practice their plays using props and clothes.

- 4 Present your show to the class.

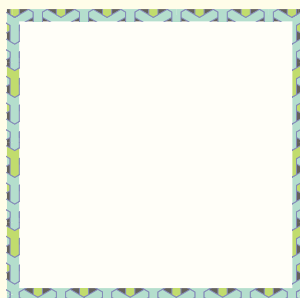
Groups take turns to present their plays to the class. Encourage students to invite other students and teachers in the school.

## Review 4

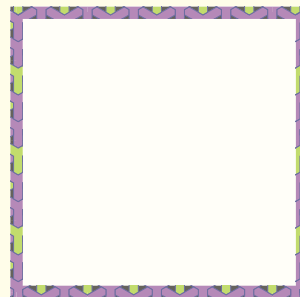
**A** Look and match the people to the objects.

- 1. doctor → radio
- 2. teacher → hosepipe
- 3. firefighter → stethoscope
- 4. police officer → pen

**B** Read and draw the workers.



He's a mail carrier.



She's a bus driver.

**A** Look and match the people to the objects.

Ask students to match the words for professions to the objects they use.

**B** Read and draw the workers.

Students read the sentences underneath the frames and draw pictures of the professions.

**C** Look and complete. Use *some* and *any*.

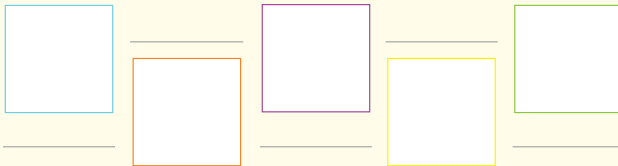


1. There is a bat.
2. There are some teddy bears.
3. There are some dolls.
4. There is a drum.
5. There aren't any answers will vary.

**D** Match the objects to the places.

- |                  |   |            |
|------------------|---|------------|
| 1. clothes store | → | doll       |
| 2. shoe store    | → | blackboard |
| 3. toy store     | → | shoes      |
| 4. restaurant    | → | socks      |
| 5. school        | → | pizza      |

**E** Draw one more object for each place. Label the objects.



Review 4 139

**C** Look and complete. Use *some* and *any*.

Point to the pictures of the toys for students to name. Ask students to read the sentences and complete them correctly.

**D** Match the objects to the places.

Read the list of objects, then the list of places. Students work to match the objects to the correct places.

**E** Draw one more object for each place. Label the objects.

Students draw one more object for each place mentioned in activity D. Then students label the objects.

Collect in the books and mark all the answers to see how well students are doing. Provide extra help if students require.

## Homes

### Vocabulary

baby	brother	living room
bathroom	dad	garage
bedroom	kitchen	mom
		sister

### A Moment to Ourselves


#### What does home mean to you?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

### Getting Started


Ask students how many people there are in their family. See which student has the smallest family and which has the biggest. Encourage students to say words for family members. Introduce the new vocabulary.


Lesson 1




## Homes


What does home mean to you?

**A**  **Track 44 Listen and match.**




1. Dad → garage
2. Mom → kitchen
3. Sister → living room
4. Brother → bedroom
5. Baby → bathroom

**B**  **Point to and say where the family is.**



Baby is in the pink bedroom.

**C**  **Read and complete. Check with a classmate.**

1. Dad is in the yellow bedroom.
2. Mom is in the green bathroom.
3. Brother is in the red garage.
4. Sister is in the orange kitchen.
5. Baby is in the pink bedroom.

140

Unit 5 Homes

**A**  **Track 44 Listen and match.**

Point to the pictures of the people on the page. Say: *This is Mom; this is Dad*, etc. Play Track 44. Students listen first. Encourage them to say what the track was about. Play the track again; students match the people to the rooms they are in five students to say the answers.

### Cross-Check

Point to the box and read the information. Make sure students know the words for the colors. Ask them for some examples in the classroom: *A blue backpack*.


**B**  **Point to and say where the family is.**

Read aloud the sentence on the page. Students point to the picture of baby in exercise A. In pairs, students take turns making more sentences and pointing to the pictures. Monitor and check.

**C**  **Read and complete. Check with a classmate.**

Ask students to complete the information in the sentences individually. Walk around the class and help as necessary. Have students check their answers with a classmate. Invite some pairs to read the sentences for the whole class.

Beginners	Fast finishers
<p>Allow students to work in pairs for the whole activity.</p>	<p>Students write two extra sentences using the negative: <i>Dad isn't in the pink bedroom</i>.</p>

**D**  **Track 45** Listen, read and complete.

green living room orange bedroom kitchen yellow home



Goldilocks enters the \_\_\_\_\_  
orange kitchen. She's hungry.



She enters the \_\_\_\_\_  
yellow living room. She's tired.



She enters the \_\_\_\_\_  
green bedroom. She's sleepy.



The bears arrive home.  
Goldilocks is scared! She runs out of the  
bedroom and through the kitchen. She  
goes away.

**E**  **Read and discuss.**

1. Is it right to go into somebody's house without an invitation? Why?
2. Why is Goldilocks in the bears' house?
3. How do you think the bears feel when they see Goldilocks?

**F** **In your notebook, complete the information for your house. Look at the example.**

My bedroom is pink.

Go to page 102 in your Workbook and write an entry in your blog.

Lesson 1


141

**Vocabulary**

bear	hungry
Goldilocks	sleepy
house	tired

CLIL:

Literature

**D**  **Track 45** Listen, read and complete.

Point to the pictures and encourage students to describe what they can see. Ask students if they know the story. Have them read the texts individually, and guess which words go where. Play Track 45 for students to listen and complete the story. Students compare their answers with a friend. Play the track again and have students repeat.

**E**  **Read and discuss.**

Read the questions and make sure students understand the meaning. Divide the class into small groups to discuss the answers. Walk around and monitor. Invite groups to share some of their ideas. Help students with the use of language.

**F** **In your notebook, complete the information for your house. Look at the example.**

Read the sample description. Elicit sample descriptions from the class. Students write sentences about their house in their notebooks. In pairs, students read their sentences to each other.

Go to page 102 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

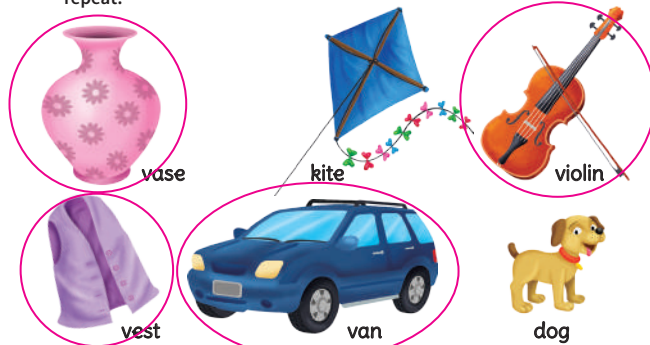
Students draw and write about what rooms there are in their house and the color. They can use photos or cutouts. Encourage students to be creative.

- G** Use the letters to write the name of rooms in your house. You can use the letters more than once.

bedromathkicnlvg

Answers will vary.

- H** Circle the words that start with the sound /v/. Listen to your teacher and repeat.



- I** Draw and color your favorite room at home.



142

Unit 5 Homes

- G** Use the letters to write the names of rooms in your house. You can use the letters more than once.

Point to the letters and elicit them. Students write the words for rooms. Invite six students to write the words on the board for the class to check their answers.

- H** Circle the words that start with /v/. Listen to your teacher and repeat.

Explain they will hear you read the words and that they have to circle the words that start with v. Pause after each word to allow them time to circle the words. Then say the words again and have them raise their hands on the words they circled. Say the words one more time for them to repeat chorally. Remember to put your teeth on your lower lip to pronounce the /v/ sound correctly. Encourage students to do the same.

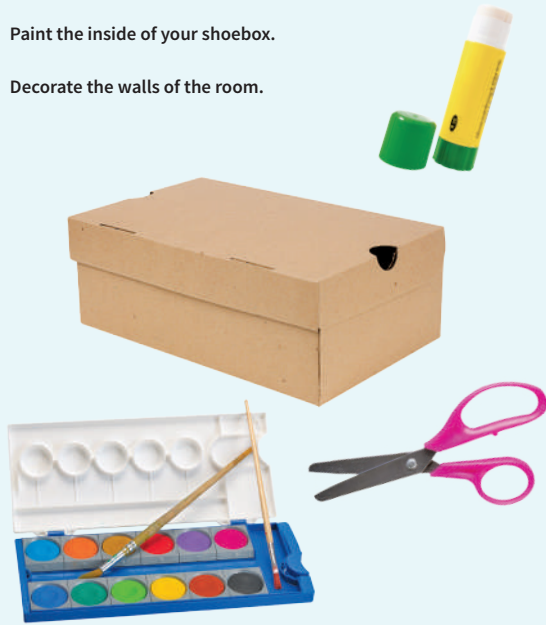
- I** Draw and color your favorite room at home.

Have a volunteer explain what they have to do in this exercise. Allow students time to do the drawing. When they have finished, ask them to compare their drawings with each other.

## PROJECT

### Make a room.

- 1 Choose a room.
- 2 Get a shoebox.
- 3 Paint the inside of your shoebox.
- 4 Decorate the walls of the room.



Lesson 1

143

## PROJECT

### Material:

shoebox, pots of paint, thick paintbrushes, marker pens, materials to decorate

### 1 Choose a room.

Distribute materials and tell students they are going to make a room from a house. Ask them to choose which room they want to make.

### 2 Get a shoebox.

Ask students to take out the shoebox.

### 3 Paint the inside of your shoebox.

Students paint the shoebox with the color of their choice. Leave the paint to dry.

### 4 Decorate the walls of the room.

Ask students to draw or paste decorations on the walls of the room. Store the rooms for use later on in the unit.



# Lesson 2

## Vocabulary

bathroom	kitchen	sofa
bedroom	lamp	stove
closet	living room	toilet
fridge	sink	toy box

## Material:

Old magazines with pieces of furniture, scissors, glue

## A Moment to Ourselves

### What do you feel when you are at home?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Talk with students about *honesty* and being honest. Ask them what they think *honesty* means. Elicit some examples of being honest. You will continue working with this concept later in this unit.

## Lesson 2

### What do you feel when you are at home?

**A**  **Track 46** Listen and circle.



**B**  **Point to the furniture and say what room it goes in. Look at the example.**

toilet sink closet toy box stove fridge sofa lamp

The sofa goes in the living room.  
The fridge and the stove go in the kitchen.

**C** **Read and match. Look up the words you don't know.**


- The rug goes in the → living room.
- The bathtub and the mirror go in the → kitchen.
- The sofa goes in the → bedroom.
- The fridge and the stove go in the → bathroom.

144
Unit 5 Homes

**A**  **Track 46** Listen and circle.

Point to the picture on the page for students to describe the rooms. Hand out the magazines and have students cut out a piece of furniture that goes in each room. Ask them to paste it next to the room.

Play Track 46 and ask students to listen first. Play the track again and have students circle the room they hear mentioned. Walk around and monitor the activity.

**B**  **Point to the furniture and say what room it goes in. Look at the example.**

Point to the words for furniture and ask them to point to the pictures in exercise A. Read the sample sentences aloud. Divide the class into pairs. Ask them to take turns pointing to pictures of the furniture and saying where it goes.

Beginners	Fast finishers
Read the words again more slowly for students to repeat.	Students think of four more words for furniture and look them up in a dictionary. They write the words and draw pictures in their notebooks.

**C** **Read and match. Look up the words you don't know.**

Divide the class into pairs. Ask them to read the sentences and match them. Walk around the class and help. Students use dictionaries if necessary. Invite some students to read the complete sentences for the whole class to check their answers.

**D Read and choose a title.**

**Tree Houses**

A tree house is a house that goes in a tree! Children usually have tree houses and play with their friends there. There are some special tree houses in the world. Families go to these houses and they spend their vacation there. Imagine a tree house with a bathroom, a kitchen, and many bedrooms! Just remember before you go: these houses don't have a garage, or a swimming pool.



**Swimming Pools**

Write these sentences in plural.  
A child has a tree house.  
A family spends their vacation in this house.

**E Read and discuss.**

1. Why do people like tree houses?
2. Why don't the tree houses in the article have a swimming pool?

**F Draw a room in your house with the furniture. Write about the room.**



Go to page 105 in your Workbook and write an entry in your blog.

**Vocabulary**

- spend tree
- swimming vacation
- pool

**CLIL: Social Science**

**D Read and choose a title.**

Point to the picture and encourage students to describe what they can see. Ask them if they have seen a tree house. Read the text aloud and ask them to follow by pointing to the words as you read. Students choose the best title. Read the text again. Review the key vocabulary with the class using dictionaries.

**Cross-Check**

Put students into pairs and ask them to read the information in the box and write the sentences in the plural. After a few minutes call on a volunteer to tell the difference between singular and plural sentences. Have students write the answers on the board.

**E Read and discuss.**

Read the questions aloud and make sure students understand. Divide the class into small groups. Ask students to read and answer the questions together. Groups share their ideas with the whole class.

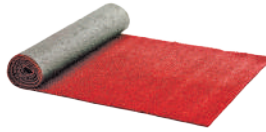
**F Draw a room in your house with the furniture. Write about the room.**

Walk around the classroom and check students' pictures. Invite students to walk around the classroom with their pictures and describe their rooms to each other.

Go to page 105 in your Workbook and write an entry in your blog.

Students draw their favorite room, cut out pieces of furniture and paste them on the page. Encourage them to be creative.

**G** Label the pictures.



1. rug



2. bathtub



3. sofa



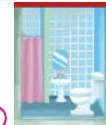
4. lamp

**H** Look and circle the correct word. Say the words. What is the final sound?

1. kitchen / bedroom



2. garage / bathroom



3. Mom / Dad



**I** Draw the rooms and furniture in your house. Tell a friend.

This is the bedroom.  
The bed goes in the bedroom.

These are the toys.  
The toys go in the bedroom.



**G** Label the pictures.

Play *Pictionary* using the furniture words. Then ask students to write the words under the pictures. Ask different students to spell the words for the class to check their answers.

**H** Look and circle the correct word. Say the words. What is the final sound?

Point to the pictures and explain they have to circle the correct word. Allow students time to work individually first and then compare their answers with a friend. Say the circled words and ask students to identify the final sound (m).

**I** Draw the rooms and furniture in your house. Tell a friend.

Tell two students to read the sample dialog on the page. Students draw a room with objects from their house. Then in pairs, students describe their pictures to each other. Call on some pairs to perform their dialogs for the whole class.

## PROJECT

### Make a room

- 1 Cut out magazine pictures of furniture and objects for your shoebox room from Lesson 1.
- 2 Paste the pictures to the room.



Lesson 2

147

## PROJECT

### Material:

magazine pictures of furniture, scissors, glue, shoebox room (from Lesson 1)

- 1 Cut out magazine pictures of furniture and objects for your shoebox room from Lesson 1.

Distribute materials. Ask students to cut out pictures of items they can put in their room.

- 2 Paste the pictures to the room.

Students paste the pictures of the items inside their shoebox room. Ask them to name their objects while they work.

Collect in all the rooms and keep them in a safe place for the next project lesson.

# Lesson 3

## Vocabulary

brother	grandpa
father	mother
grandma	sister

## A Moment to Ourselves

Who is your favorite member of the family? Why?


Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others. Tell students that being honest is also answering with the truth.


## Getting Started

Arrange students in groups. In the groups, students will be asked to say what their mom or dad normally do at home. Walk around and monitor students' work.

## Lesson 3


### Who is your favorite member of the family? Why?

**A**  **Track 47** Listen and number the pictures as you hear them.




4

These are my sisters.




5

These are my brothers.




1

This is my father.




2

This is my mother.



3


These are my grandma and grandpa.




6


This is me and we all love each other.

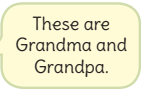
**We use *this* to refer to one person or object.**  
**We use *these* to refer to more than one person or object.**

**B**  **Take turns pointing to and naming the people in the family.**



This is Father.






These are Grandma and Grandpa.

**C** **Check the members in your family. Talk about them.** *Answers will vary.*

sister	brother
mother	father
grandma	grandpa


148
Unit 5 Homes

**A**  **Track 47** Listen and number the pictures as you hear them.

Point to the pictures on the page for students to describe. Explain that they will hear someone talking about their family, and that students have to number the pictures in the order the people are mentioned. Students listen and number. Check by reading the sentences for students to say the number.

### Cross-Check


Put students into groups of three or four, and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell the difference between *this* and *these*. Ask for some examples.

**B**  **Take turns pointing to and naming the people in the family.**

Ask two students to read the sample dialog on the page. Divide the class into pairs. Ask students to take turns pointing to and naming family members in activity A. Tell students to share their sentences with the whole class.

**C** **Check the members in your family. Talk about them.**

Read the words and ask students to raise their hands for their family members. Students check the words individually and compare their answers with a friend. Walk around and check the answers while they are working. Ask them questions about their families.

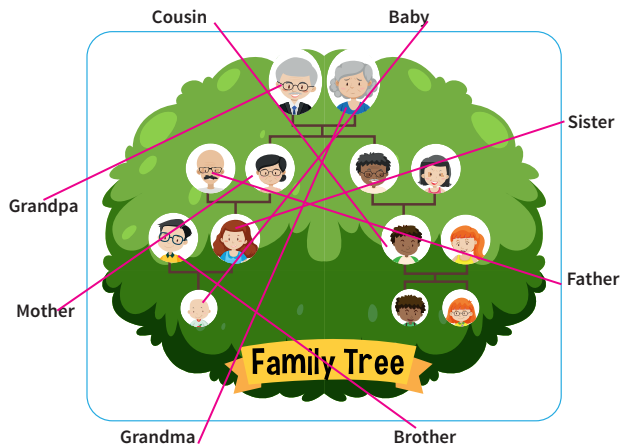
**D**  Read about family trees and answer the questions below.

### Family Trees

A family tree is a special picture that shows all the information about the members of a family. Every family is different. Some families are big, and some families are small. Some families don't have a father, or a mother. Some don't have grandparents. All families are important. How many people are there in your family?

1. What is a family?
2. Why are families important?
3. Are all families the same? Why?

**E** Match the words in the family tree.



**F** Say the names of your family members. Talk about them.

Go to page 108 in your Workbook and write an entry in your blog.

Lesson 3 149

### Vocabulary

aunt	daughter	small
baby	family tree	son
big	grandparents	uncle
cousin		


### Beginners

Walk around and help students with the activity to make sure they understand the words.

### Fast finishers

Students think of other words for family members and look them up in the dictionary (mother-in-law, great grandfather, etc.)

**CLIL:** Social studies

**D**  Read about family trees and answer the questions below.

Point to the title and ask students if they know anything about family trees. Read the text and ask the class to follow while they listen. Mime the text, so they can understand the meaning. Read the text again for them to raise their hands on words that refer to family members. Divide the class into small groups and ask them to read the questions and share their answers.

**E** Match the words in the family tree.

Ask students to say the words for family members they have already learned. Point to the picture of the family tree and encourage them to say who they can see. In pairs, students work to match the words. Draw a simple copy of the family tree on the board. Invite some students to the board to write the words in the correct places. Students check their answers.

**F** Say the names of your family members. Talk about them.

Divide the class into pairs. Ask students to describe their family members to each other. Make sure they pay attention to what their partner says. Then put two pairs together and ask them to tell each other the information their first partner said to them.

Go to page 108 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to name the words they learned about in this unit. Then ask students to draw their family tree in their workbooks. Ask them to paste photographs of their family.

**G** Find the answers to the riddles in the word search.

A	U	N	T	I	M	T	U	H
C	O	U	S	I	N	S	R	E
W	B	R	O	T	H	E	R	N
X	V	U	N	C	L	E	Z	D
A	O	S	I	S	T	E	R	O

1. My father and mother's son. brother
2. My father's and mother's daughter. sister
3. My cousin's mom. aunt
4. My aunt's husband. uncle
5. My aunt and uncle's children. cousins

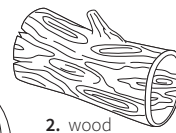
**H**  **Track 48** What sound do these words have in common? Listen and repeat. Color the pictures. Common sound: /w/



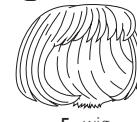
1. web



4. wheel



2. wood



5. wig




3. well

**I** Draw and label your family tree.



**G** Find the answers to the riddles in the word search.

Explain there are words for family members in the word search and that they have to find them and write them next to the riddles. Ask them to work individually to find the words. Students compare their answers with a friend. Read the riddles. Students say words they found.

**H**  **Track 48** What sound do these words have in common? Listen and repeat. Color the pictures.

Point to the pictures on the page. Play Track 48 and ask students to listen and point to the pictures. Then ask students what sound they have in common (w). Play the track again and ask them to repeat what they hear. Invite individual students to say the words for the whole class. Finally name the items for them to color.

**I** Draw and label your family tree.

Remind students of the family tree they saw in this lesson. Ask them to think about their family and draw a tree to represent it. Students label the people in their family on the tree. Walk around, monitor and check students' work.



## PROJECT

### Make a room

- 1 Make modeling clay figures of your family members.
- 2 Put them in the room from Lesson 2.



Lesson 3

151

## PROJECT

### Material:

shoebox rooms from Lesson 2, modeling clay

- 1 Make modeling clay figures of your family members.

Ask students to look at the project page. Read the instruction and distribute materials. Students make modeling clay figures of the members in their family to go in their shoebox rooms.

- 2 Put them in the room from Lesson 2.

Students put the figures in the rooms.

Save students' models for later.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

brush my teeth      have dinner  
 drink water      watch TV  
 go to sleep  
 have breakfast

## A Moment to Ourselves

What is your favorite activity at home? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Encourage students to mime what chores they do at home. Help them with vocabulary as necessary.

### Lesson 4

#### What is your favorite activity at home? Why?

**A** **Track 49** Listen and match the rooms to the verses. Listen again and sing.

**My House**

- I wake up in my bedroom, and get out of bed.
- I go into the bathroom, and I brush my teeth.
- I have dinner in the kitchen, and I drink water in there.
- I go to the kitchen, and have breakfast in there.
- I go into the living room, and I watch TV.
- I go to bed in my bedroom, it's the place to go to sleep.

**B** **Point to the pictures and talk about the activities with a friend. Look at the example.**

I go to bed in my bedroom.

**C** **Cutouts 12** Read the actions and paste the rooms.

wake up

brush my teeth

have breakfast

watch TV

go to sleep

have dinner

**152**      **Unit 5 Homes**

**A** **Track 49** Listen and match the rooms to the verses. Listen again and sing.

Point to the pictures on the page for students to describe. Explain that they will hear a song about actions we do at home. Play Track 49, and encourage students to mime the actions in the song. Then, play the track again and ask students to listen and match the rooms to the verses. Check by inviting students to say the numbers from left to right. Play the song again and ask them to join in.

**B** **Point to the pictures and talk about the activities with a friend.**

Point to the sample sentence. Make some more sample sentences with the whole class. Divide the class into pairs. Ask students to take turns pointing to the pictures and talking about the activities with a friend. Invite some pairs to share their sentences with the whole class.

**C** **Cutouts 12** Read the actions and paste the rooms.

Read the actions and elicit their meaning by asking students to mime them. Ask students to turn to Cutouts 12 on page 181 and name the rooms. Students cut out the rooms and place them on the box above the corresponding action. Read the actions for students to say the rooms. Students paste the cutouts into their books. Walk around and ask them questions about the rooms and the actions while they work.

### Cutouts 12 Page 152



**D** Read and answer.

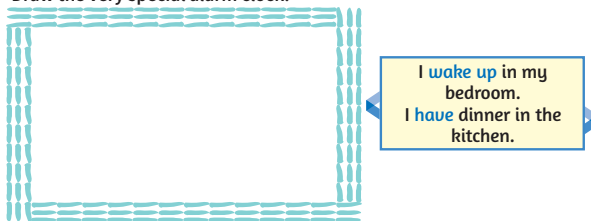
**A Very Special Alarm Clock**

Some people have problems waking up in the morning. I have a special rocket alarm clock! The alarm sounds and the rocket flies into the bedroom. I get out of bed and I look for the clock. I put the rocket in position on the base and the alarm stops. Then I am awake and I go to the kitchen for breakfast!



1. Why is it a special alarm clock? *Answers will vary.*
2. Do you have an alarm clock? Why?

**E** Draw the very special alarm clock.



**F** Write your favorite activity at home and where you do it.

Go to page 111 in your Workbook and write an entry in your blog.

**Vocabulary**

- alarm clock
- flies
- rocket
- wake up

**E** Draw the very special alarm clock.

Ask students to draw a picture of how they imagine the alarm clock from activity D looks like. Take a class vote on the best pictures.

**CLIL:**

**Technology**

**D** Read and answer.

Point to the picture and ask students to describe it. Read the title and ask them to predict why they think the alarm clock is special. Write their ideas on the board. Students read the text individually and see if their predictions were correct. Divide the class into pairs and ask them to read the questions and discuss the answers. Invite pairs to share their ideas with the class.

Beginners	Fast finishers
Divide the students into small groups to read the text again and make a list of the main ideas about the alarm clock.	Students work in pairs and invent another alarm clock, writing about what it can do.

**Cross-Check**

Put students into groups of four or five and ask them to underline the verbs in the present simple in the text. Write the answers on the board.

**F** Write your favorite activity at home and where you do it.


Ask students to share what their favorite activity is at home, and what room they do it in. Students write the information in their books. Walk around and correct students' work. Invite some students to read their sentences for the class.

Go to page 111 in your Workbook and write an entry in your blog.

Ask students to draw a picture and write about things they like to do in their house. Encourage them to paste cutouts, photos, etc.

**G** Read and circle the activities you do at home. *Answers will vary.*

drive a bus                      wake up  
fly a plane                      go to bed  
watch TV  
eat                      write on the board  
buy clothes  
play with my toys                      do homework

**H**  **Track 50** Listen and repeat. What sound do these words share?

*Common sound: /y/*

yellow



yolk



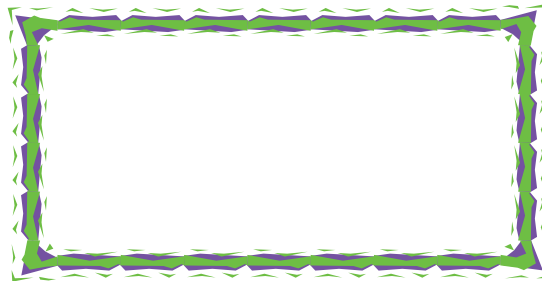
yarn



yam



**I** Now draw your favorite activity at home and the room where you do it.




154

Unit 5 Homes

**G** Read and circle the activities you do at home.

Divide the class into pairs and ask them to take turns reading the phrases on the page. Answer any questions students may have about vocabulary. Students circle the activities they do at home individually. Students share their answers in small groups. Play *Charades*: One student mimes the action, and the others have to guess.

**H**  **Track 50** Listen and repeat. What sounds do these words share?

Play Track 50 for students to read and repeat. Point to the pictures on the page and invite different students to read the words aloud. Then ask them what sound they have (y). Ask students to take out a piece of paper and pencil. Spell the words and ask students to write them.

**I** Now draw your favorite activity at home and the room where you do it.

Ask students to read over the information they wrote in exercise F about their favorite activity. Students depict the information as a drawing in the frame.

## PROJECT

### Make a room

- 1 Play with your room. Have the family members to do different actions. Tell the class.
- 2 Play with different friends and do actions in your rooms.



Lesson 4

155

## PROJECT

### Material:

shoebox rooms with modeling clay figures from Lessons 1, 2 and 3

- 1 Play with your room. Have the family members do different actions. Tell the class.

Ask students to take out their shoebox rooms and play with the modeling clay figures. Walk around and ask students what actions the people do. Invite some students to describe the actions to the class: *My sister brushes her teeth in the bathroom.*

- 2 Play with different friends and do actions in your rooms.

Ask students to get together in small groups so that they have a combination of a variety of rooms. Students play with their figures in the different rooms, describing the different actions.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 5

## Vocabulary

bookstore      restaurant  
café              shoe store  
clothes store    toy store

## A Moment to Ourselves

What is your favorite store? What do you buy there?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Write the word *store* on the board. Elicit what we can buy at the stores. Ask students to say as many words as possible that are stores. Introduce vocabulary.

# Lesson 5

## What food do you like the most?

**A** Read and underline the words for food.



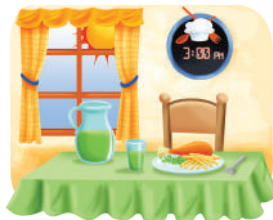
**A:** What's for breakfast, mom? I'm hungry.  
**B:** Cereal and milk and bananas.

**A:** Mmm! I like cereal, milk and bananas.



**A:** What's for lunch, mom? I'm hungry.  
**B:** Ham sandwiches and orange juice.

**A:** Mmm! I like ham sandwiches and orange juice.



**A:** What's for dinner, mom? I'm hungry.  
**B:** Chicken, French fries and peas.  
**A:** Mmm! I like chicken, French fries and peas.



**A:** What's for supper, mom? I'm hungry.  
**B:** What do you want to eat?  
**A:** I want mango, cheese and bread.  
**B:** Mmm! I like mango, cheese and bread, too!

**B** Point to the pictures and say.



I like bananas.

**C** Act out the dialog.

156

Unit 5 Homes

**A** Read and underline the words for food.

Point to the pictures on the page for students to describe what they see (meals at different times of day). Read the texts and make voices. Students listen and follow in their books. Students underline the words for food they read. Read the text again and ask students to stand up when they hear the food words.

**B** Point to the pictures and say.

Say the food from activity A and ask students to underline the words. Point to and read the sample sentences. Divide the class into pairs. Students take turns pointing to and naming food. Invite some pairs to share their sentences with the class.

**C** Act out the dialog.

Divide the class into halves and give each half a role from exercise A. Have the class read the dialog chorally according to the half they are in. Divide the class into pairs. Students take one of the roles and act out the dialog.



**D Cutouts 13** Read and paste the food.

**Breakfasts around the World**

I am from England. I like bacon and eggs for breakfast.

I'm from the USA. I like hotcakes and milk for breakfast.

I am from India. I like bread and vegetables for breakfast.

I am from Mexico. I like beans, and eggs for breakfast.

I'm from France. I like hot chocolate and croissant for breakfast.

**E** **Read and discuss.**

1. Find out what the children in Japan like for breakfast.
2. Do people in the country and people in the city like the same things for breakfast?

**To express a preference we use like.**  
I like cereal. I like sandwiches

**F** **Tell a friend what food you like. Look at the example.**

I like hotcakes and milk for breakfast. *Answers will vary.*

Go to page 114 in your Workbook and write an entry in your blog.

**Vocabulary**

bacon	egg	milk
beans	food	vegetable
bread	hotcake	world
croissant	hot chocolate	

**F** **Tell a friend what food you like. Look at the example.**

Read the sample sentence. In pairs, students take turns making sentences about food they like. Walk around and monitor the activity. Have different pairs to come to the front and say their dialogs.

Go to page 114 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw a picture of food they like and write about what they eat for the three meals of the day.

**CLIL:** Social Studies

**D Cutouts 13** Read and paste the food.

Read the sentences aloud for students to follow in their books. Students open their books to Cutouts 13 page 181 and cut out the pictures. Students place the pictures in the correct boxes. Monitor and check; then students paste the pictures into place.

**E** **Read and discuss.**

Divide the class into small groups. Read the questions. Allow students in pairs time to research on the Internet or in books and to write their answers. Invite some students to share their ideas with the class.

**Cross-Check**

Put students into groups of four or five and ask them to read the information and discuss it. After a few minutes call on a volunteer to explain the use of *like*. Ask for examples.

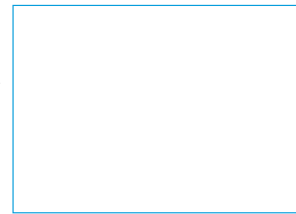
**Cutouts 13** Page 157



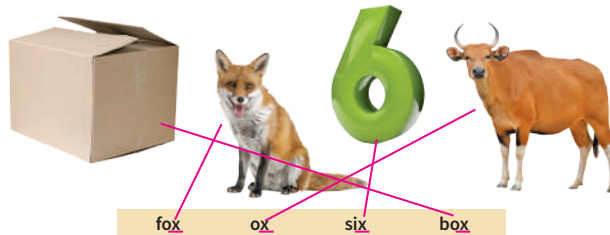


**G** Write the missing vowels in the food words. Then, draw your favorite word.

h \_ o \_ t   c h \_ o \_ c \_ o \_ l \_ a \_ t \_ e \_  
 m \_ i \_ l k  
 c h \_ i \_ c k \_ e \_ n  
 s \_ a \_ n d w \_ i \_ c h

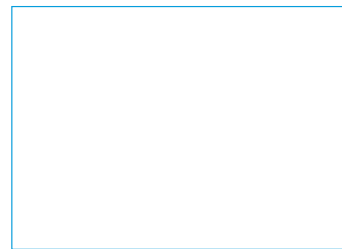


**H** Underline the final /ks/ in the words and match to the pictures. Say the words.



**I** Draw a picture of your breakfast and write about it. Look at the example.

For breakfast I like \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**G** Write the missing vowels in the food words. Then draw your favorite word.

Review the vowels. Students complete the vowels in the words. Invite some students to write the complete words on the board for the class to check their answers. Then invite students to draw their favorite word in the frame. Walk around and check students' pictures.

Beginners	Fast finishers
Students work in pairs to complete the activity.	Students find four more words and write them without vowels. Students exchange words with a partner and complete each other's words.

**H** Underline the final /ks/ in the word and match to the pictures. Say the words.

Read the words in the box and elicit their meaning. Students draw lines to match the words to the pictures. Say the words again and ask students to repeat. Say the words again while students listen to the final sound. Have them underline the /ks/ sound. Finally, in pairs students practice reading the words..

**I** Draw a picture of your breakfast and write about it. Look at the example.

Ask students what they eat for breakfast. Students draw a picture of their breakfast on the plate and in the glass. Students write sentences describing what they eat and drink. Students compare their work with a partner.

## PROJECT

### Make a board game

- 1 Draw, color, cut and paste pictures of food and drink. Keep them for the next lesson.



Lesson 5

159

## PROJECT

### Material:

white paper, food magazines, colored pencils, scissors, glue

- 1 Draw, color and paste pictures of food and drink. Keep them for the next lesson.

Distribute materials. Students draw and color or find cutouts of different types of food. Students cut out the pictures. Store students' work for the next project lesson.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 6

## Vocabulary

chicken	orange juice
fish	pizza
French fries	soda
hamburger	water
lemonade	

## A Moment to Ourselves

### What food do you dislike? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

On the board, draw a pizza, fried chicken and fries. Ask students if they like this food. Tell them to be honest and say if they think if this food is healthy.

# Lesson 6

## What food do you dislike? Why?

**A**  **Track 51** Listen and check what the children like on the menu.

**Food**

chicken



Fries



pizza



hamburger



fish



**Drink**

water



soda



lemonade



orange juice



**B** Point to the food in the menu and say what you **like** and **don't like**.

To express a preference we use **don't like**.  
I **don't like** hamburgers. We **don't like** soda.


**C** Listen again and complete.

Girl: I like hamburgers and fries.  
 Boy: Yum. I don't like hamburgers. I like pizza.  
 Girl: I like water.  
 Boy: I don't like water. I like soda.



160

Unit 5 Homes

**A**  **Track 51** Listen and check what the children like on the menu.

Point to the pictures on the page. Ask them if they eat any of this food. Read the words for the food for them to repeat. Explain that you are going to listen to the conversation and check what the children like on the menu. Invite students to name the food they checked.

### Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell the difference between *like* and *don't like*. Ask for more examples.

**B** Point to the food in the menu and say what you **like** and **don't like**.

Write the words *like* and *don't like* on the board and review what they mean. Ask students to look at the food on the menu and express their opinion. Divide the class into pairs. Students take turns saying food they like and don't like on the menu.

**C**  **Track 51** Listen again and complete.

Point to the girl and ask students to describe the picture. Point to the dialog on the page and ask them to complete any information they already know. Play Track 51 again, and ask students to complete the dialog. Students compare their answers with a friend. Review the answers chorally with the class.

### Vocabulary

cow hamburger  
gold mushroom

**D** Read and underline the words that describe the hamburgers.

#### Expensive Hamburgers

Most adults and kids like hamburgers. Hamburgers are very popular and they are not expensive. But many restaurants sell very expensive hamburgers. For example, a New York restaurant sells hamburgers for \$175 dollars! What is special about these hamburgers? They have a top of real gold flakes; they also have very rare mushrooms, and the meat comes from an exotic type of Japanese cow. Do you want one?



**E** Answer the questions and discuss with your classmates.

1. Why are hamburgers popular?
2. What does "exotic" mean?
3. How do you think this expensive hamburger tastes like? Why?

**F** Invent a hamburger and draw it. What ingredients does it have? Share your recipe.

Go to page 117 in your Workbook and write an entry in your blog.

Lesson 6

161

CLIL:

Social Studies

**D** Read and underline the words that describe the hamburger.

Point to the picture and encourage students to describe the hamburger. Divide the class into pairs; tell students to read the texts and complete the activity. Ask them to say the words they underlined. Ask students what they think about this hamburger and if they would like to try it.

Beginners	Fast finishers
Read the text with the students in a group. Students work together to find the adjectives.	Students write a two-sentence summary with the key ideas from the text.

**E** Answer the questions and discuss with your classmates.

Read the three questions aloud and make sure students understand them. Divide the class into small groups and ask students to discuss their answers.

**F** Invent a hamburger and draw it. What ingredients does it have? Share your recipe.

Ask students to say things they would like to have on a hamburger. Students draw a picture of their hamburger with the ingredients they want. Then they write their recipe next to it. The class votes on the best hamburger.

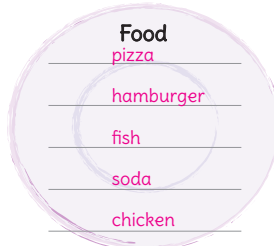
Go to page 117 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

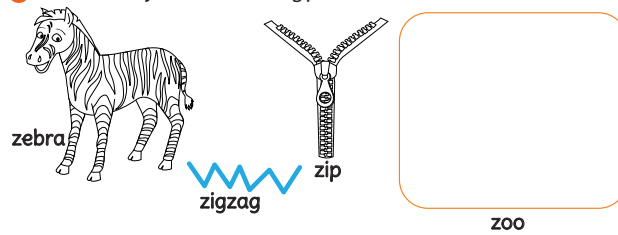
Ask students to write about food they like and food they don't. Encourage them to find pictures and put them next to their sentences.

**G** Fill in the missing letters and write the food.

l\_emonade    p\_izza    h\_amburger    f\_ish    s\_oda  
w\_ater    c\_hicken    \_o\_range juice    \_f\_ries



**H** Color and say. Draw the missing picture.



**I** Make a menu. Say what you like.



**G** Fill in the missing letters and write the food.

Point to the words and ask students what is missing (the first letter). Students work to complete the words individually. Students compare their answers with a friend. Then students write the words in the correct part of the organizer. Invite students to read the words for both categories.

**H** Color and say. Draw the missing picture.

Read the words for students to repeat. Ask students to color the pictures. Walk around and ask them to say the different words while they are coloring. Finally, ask them to draw and color the zoo. Check they are drawing the correct picture.

**I** Make a menu. Say what you like.

Choose food from this lesson and review the words with the class. Students work individually to complete the menu. Walk around and help students as necessary. Divide the class into pairs to share their menus and tell each other what they like and don't like.

## PROJECT

### Make a board game

- 1 In small groups, decide on the rules of your game.
- 2 Talk about what you need to design your game.
- 3 Design your game.



Lesson 6

163

## PROJECT

### Material:

construction paper, pencils, marker pens

- 1 In small groups, decide on the rules of your game.

Divide the class into small groups. Ask students to discuss on rules to invent a board game about food and using *like* and *don't like*.

- 2 Talk about what you need to design your game.

Students decide on the design. You could provide templates of board games to help them.

- 3 Design your game.

Students draw and design the game on the construction paper with pencil and marker pens.

NOTES : \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lesson 7

## Vocabulary

apple	fruit	pear
banana	grocery store	potato
carrot	onion	vegetable
cucumber	orange	

## A Moment to Ourselves

Where do fruits and vegetables come from?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Write the word *vegetable* on the board and ask students to find as many words as they can in it (*table, bat, get*, etc.). The student with the most words wins.

# Lesson 7

## Where do fruits and vegetables come from?

**A** Read and circle the words for fruit and vegetables.

### Dad's Grocery Store



This is my dad. He has a grocery store. He has lots of fruit and vegetables in the store.

He has carrots and potatoes. He has cucumbers and onions. I don't like vegetables. My brother likes vegetables.



He has apples and pears. He has oranges and bananas. I like fruit. My brother doesn't like fruit.



What about you? Do you like fruit and vegetables?

**B** Point to the vegetables and fruit. Say what you like or don't like. Your partner tells the class. Exchange roles.

I don't like carrots.



He doesn't like carrots.

**C** Read and circle Yes or No.

- The girl likes fruit. Yes / No
- The girl doesn't like fruit. Yes / No
- The boy likes fruit. Yes / No
- The boy doesn't like fruit. Yes / No

164

Unit 5 Homes

**A** Read and circle the words for fruit and vegetables.

Read the title and explain the meaning by pointing to the pictures. Read the text and ask students to listen and follow. Allow students time to circle the answers. Students compare their answers with a friend. Read the text again and ask them to raise their hands on the words they circled. Review the meaning of all the new words with the class. Ask different students to read the text aloud.

**B** Point to the vegetables and fruit. Say what you like or don't like. Your partner tells the class. Exchange roles.

Point to the sample dialog and invite two students to read it for the class. Divide the class into pairs. Students work in pairs to say what food they like and don't like. Check they are working correctly. Ask students to stand in a circle. Name students at random and ask them to say the food their partner likes or doesn't like.

**C** Read and circle Yes or No.

Write *she likes* and *she doesn't like* on the board. Review their formation and meaning with the class. Read the text aloud. Ask students to work individually and complete the activity. Read the sentences and ask students to call out the answers chorally.



**D Read and number the pictures.**

**The Enormous Carrot**

1. Dad plants a carrot in the garden. He likes carrots. It grows very big. He can't pull the carrot out.
2. Mom likes carrots. She helps dad to pull. The carrot doesn't come out.
3. Brother and sister help mom and dad. The carrot comes out!
4. Mom cooks the carrot. Mom and dad and brother and sister, all eat carrot soup, carrot salad, carrot pie, and carrot cake. Yum!



**E** **Work in small groups. Answer the questions.**

1. Is this a true story? Why?
2. Think of another ending to the story.

**F** **Choose a character in the story. Say what he/she likes or doesn't like.**

1. \_\_\_\_\_
2. \_\_\_\_\_



Go to page 120 in your Workbook and write an entry in your blog.

**Vocabulary**

- |          |          |       |
|----------|----------|-------|
| cake     | grow     | salad |
| come out | pie      | soup  |
| cook     | plant    |       |
| enormous | pull out |       |

**CLIL:** Literature

**D Read and number the pictures.**

Read the title and ask students where they can find a text like this. Point to the pictures and encourage students to describe what they can see. Tell them this is a story. Divide the class into pairs to read the texts. Help students understand the text. Ask them to do the activity. Point to the pictures for students to call out the numbers. Read the text together again; this time tell different students to act out the story while you read.

Beginners	Fast finishers
Students act out the story.	Students read the story aloud.

**E** **Work in small groups. Answer the questions.**

Point to the pictures from the story again and read the questions aloud. Students work in small groups and discuss their ideas. Invite some groups to share their ideas with the whole class.

**F** **Choose a character in the story. Say what he/she likes or doesn't like.**

Ask students to choose a character from the story. Point to the pictures for students to name (mother, father, brother, sister, the carrot). Students say why they like, or don't like the character. Students compare their answers with a friend. Invite students to read their sentences aloud.


Go to page 120 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.


Ask students to write about fruit and vegetables they like. Ask them to draw pictures or paste cutouts.

**G** Complete the chart.

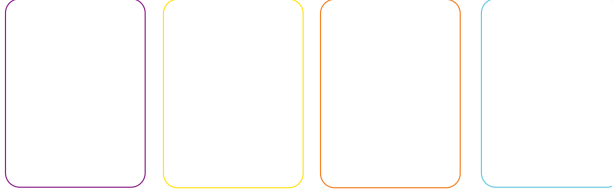
**Fruit**




**Vegetables**



**H**  **Track 52** Listen and repeat. Then, illustrate the words.



cereal      circus      city      circle

**I**  Interview your partner and write sentences. Look at the example.

My friend likes carrots.  
He doesn't like soup.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_




166


Unit 5 Homes

**G** Complete the chart.

Point to the chart and read the titles of the two categories. Ask students to look back over the lesson and find words for the two categories. Copy the chart on the board while they are working. Invite different students to write words in the charts on the board to review the answers with the class.

**H**  **Track 52** Listen and repeat. Then illustrate the words.

Play Track 52 and ask students to point to the words in their books while they repeat. Play the track one more time and ask them to repeat again. Allow students time to draw the words in the boxes. Walk around and check they are drawing the correct pictures. Divide the class into pairs and ask them to practice saying the words.

**I**  Interview your partner and write sentences. Look at the example.

Invite one student to read the sample text aloud. Ask students to write the words for three fruits or vegetables from this lesson. Students ask their partner if they like these foods and then write the answers in complete sentences. Walk around and check students' written answers while they work.

## PROJECT

### Make a board game

- 1 In small groups, decide on the rules of your game.
- 2 Decorate the construction paper with the pictures of food and drink from Lesson 5.



Lesson 7

167

## PROJECT

### Material:

food pictures from Lesson 5, board games from Lesson 6

- 1 In small groups, decide on the rules of your game.

Ask students to take out their materials and decide on the rules for playing their game.

- 2 Decorate the construction paper with the pictures of food and drink from Lesson 5.

Ask students to decorate their games and decide on anything else they will need to play.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 8

## Vocabulary

apple	fruit
board game	like
breakfast	meal
drink	vegetable

## A Moment to Ourselves

### Do you like to share food? Why?

Ask the question on the first page of the lesson and give students a few minutes to think about the question before sharing their ideas with others.

## Getting Started

Ask students to say food words and what they remember about food.

# Lesson 8

## Do you like to share your food? Why?

**A** Write a question in squares 5 and 15.

**START**  
Go to square 7. **1**

Name three meals. **2**

What do people in the USA like for breakfast? **8**

Free Square **7**

Name two foods from the menu in Lesson 6. **9**

Go to the store to buy an apple. Miss a turn! **10**

You don't eat your vegetables. GO back to square 14. **16**

Your question: **15**

Name two drinks from the menu in Lesson 6. **17**

Free Square **18**

168

Unit 5 Homes

**A** Write a question in squares 5 and 15.

Point to the pictures and ask students to name the different types of food they can see around the board game. Ask them what objects they think they will need to play this game. Ask students to predict what the rules of the game are, and how many people will play the game. Divide the class into pairs and ask them to read the information on all the squares and make sure they understand the meaning of all the words. Ask them to describe the different pictures on the board.

Ask students to write two more questions on squares 5 and 15. Check students' questions are correct.

 Name two fruits. <b>3</b>	 Name two vegetables. <b>4</b>
 What do people in Mexico like for breakfast? <b>6</b>	 Your question: _____ <b>5</b>
 What do people in England like for breakfast? <b>11</b>	 An enormous carrot! Miss a turn pulling the carrot! <b>12</b>
 Say what your friend likes or doesn't like. <b>14</b>	 You pull out the enormous carrot! Move forward to square 18. <b>13</b>
 Say a food you like and a food you don't like. <b>19</b>	You win! <b>20</b>

Lesson 8 169

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B**  **Read the rules and make sure you understand them.**

1. Throw the die.
2. Move the number of spaces with a token.
3. Follow the instructions on the square you land on.
4. If you answer correctly, stay there.
5. If you answer incorrectly, go back 1 space.

**C**  **Write two more questions for squares 5 and 15. Exchange questions.**


1. *Answers will vary.*

2.


**D**  **Play the game.**



Go to page 123 in your Workbook and write an entry in your blog.

**B**  **Read the rules and make sure you understand them.**

Point to the rules and read them aloud. Students read the rules again and make sure they understand. Clarify any new vocabulary.

**C**  **Write two more questions for squares 5 and 15. Exchange questions.**

Ask students to write two more questions in the space provided. Explain that these questions can be interchangeable with the ones they already have on their board. Students check the grammar, vocabulary and spelling of a partner's question.

**D**  **Play the game.**

Divide the class into pairs. Ask them to put their tokens at the beginning of the game. Ask them to take turns throwing the dice and moving around the board. Walk around and monitor students while they are playing. Make sure they answer the questions correctly. The first student in the pair to finish the game wins. If there is enough time allow them to play again with a different partner.


Go to page 123 in your Workbook and write an entry in your blog.

This activity is optional. It can be done for homework.

Ask students to draw pictures and write sentences about what they most like in this book.

## PROJECT

### Make a game

- 1 Write questions on the game. Check with your teacher and make sure they are correct.
- 2 Play the game.
- 3  Talk about how you feel about the game.
  1. Do you like it?
  2. Do you like playing with friends?
  3. Do you want to play again?



Lesson 8

171

## PROJECT

### Material:


board games from Lesson 7, tokens, dice

- 1 Write questions on the game. Check with your teacher and make sure they are correct.

Ask students to take out the board games they stored from the previous lesson. Ask them to write questions for the squares on their game. Check they are correct. Students write them on the board.

- 2 Play the game.

Groups play their board games.

- 3  Talk about how you feel about the game.

Groups read and discuss the questions.



## Review 5

### A Look and match.



### B Read and circle.

1. The rug and the bed go / goes in the bedroom.
2. The bath go / goes in the bathroom.
3. The sofa and the TV go / goes in the living room.
4. The fridge go / goes in the kitchen.
5. The cars go / goes in the garage.



### A Look and match.



Ask students to match the pictures to the words.



### B Read and circle.



Students read the sentences and circle the correct word.

**C Read and write.**

1. He   He likes chicken.

2. She   She doesn't like pizza.

3. He   He likes fish.

4. She   She doesn't like bananas.

**D Check the food you like and write two more. Write what you don't like.**

Food	I don't like
Hamburgers	<u>Answers will vary.</u> _____ _____ _____ _____
French fries	
Cucumbers	
Apples	
_____	

**E Write sentences about you. Look at the example.**  
*I like hamburgers. I don't like soda.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Review 5** 173

**C Read and write.**

Point to the pictures of the food for students to name. Ask students to write the sentences correctly.

**D Check the food you like and write two more. Write what you don't like.**

Students check the food they like. Students write the food they like and don't like.

**E Write sentences about you. Look at the example.**

Students write sentences about food they like and don't like.

Collect in the books and mark all the answers to see how well students are doing. Provide extra help if students require.

## Assessment Unit 1

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### 1 Unscramble the questions.

a. you / are / How / ?

---

b. name / your / What's?

---

c. are / old / you / How?

---

d. fine / I'm / .

---

e. Mary / name's / My / .

---

f. six / old / years / I'm / .

---

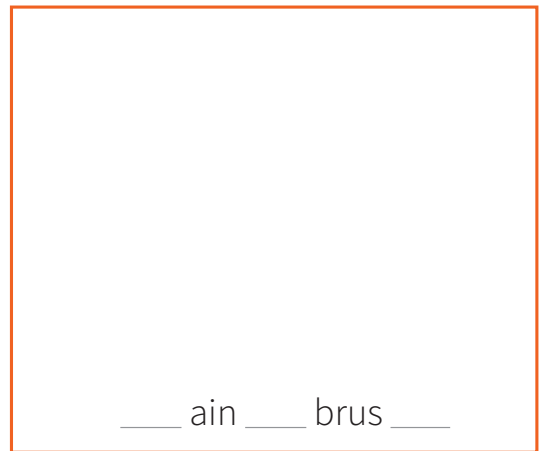
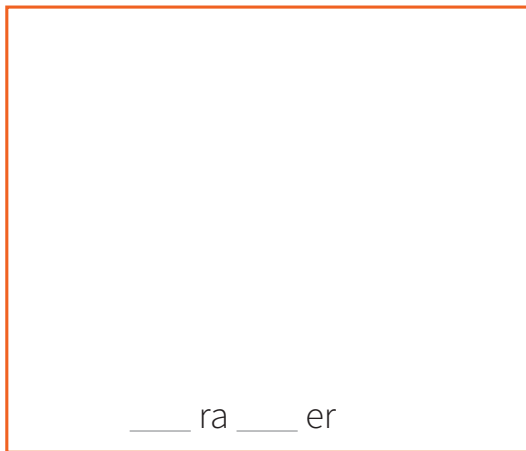
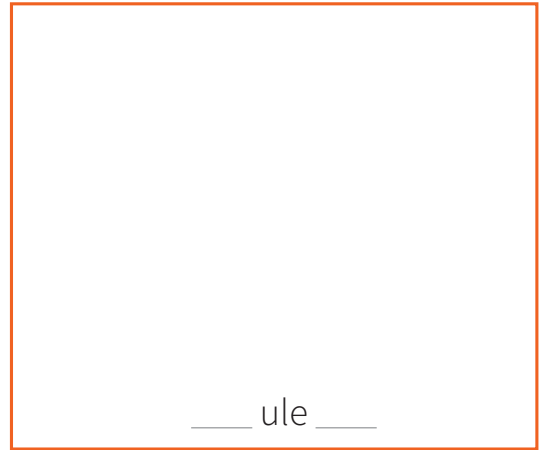
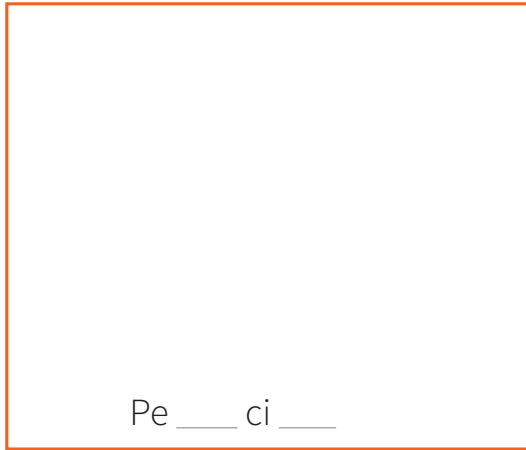
### 2 Match the word halves.

- |          |        |
|----------|--------|
| a. play  | room   |
| b. bath  | ground |
| c. off   | rary   |
| d. lib   | ice    |
| e. class | room   |

# Assessment Unit 1

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**3** Complete the missing letters for the school objects and draw them.



**4** Look at the arrows and write up or down.

a. hands ↓ \_\_\_\_\_

b. hands ↑ \_\_\_\_\_

c. heads ↑ \_\_\_\_\_

d. heads ↓ \_\_\_\_\_

e. stand ↑ \_\_\_\_\_

f. sit ↓ \_\_\_\_\_

## Assessment Unit 2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

1 Label the parts of the body.



2 Read and draw.

Draw something you can smell.

Draw something you can taste.

Draw something you can see.

Draw something you can hear.

## Assessment Unit 2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**3** Read and complete.

- a. The body **is / has** two arms.
- b. Hands **are / have** at the end of your arms.
- c. The head **is / are** at the top of the body.
- d. The head **has / is** two eyes.
- e. The hands **have / are** ten fingers.

**4** Circle the words that are sports. Write sentences about sports you like.

basketball

polo

bake

soccer

chess

karate

read

baseball

ballet

computer games

---

---

---

## Assessment Unit 3

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### 1 Read and unscramble the sentences.

a. a / long / python / orange / It's /.

\_\_\_\_\_.

b. small / has / a / lizard / green / He /.

\_\_\_\_\_.

c. a / big / dolphin / blue / It's /.

\_\_\_\_\_.

d. a / short / bird / yellow / It's /.

\_\_\_\_\_.

e. has / orange / some / He / small / fish /.

\_\_\_\_\_.

### 2 Read and answer the questions.



a. What's this?

\_\_\_\_\_



b. What's this?

\_\_\_\_\_



c. What are these?

\_\_\_\_\_



d. What are these?

\_\_\_\_\_



## Assessment Unit 3

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### 3 Read and complete with *can* or *can't*.

#### Penguins

Some penguins are small and some are medium. They \_\_\_\_\_ swim under water and they \_\_\_\_\_ walk on ice with their webbed feet, but they \_\_\_\_\_ fly. They live in very cold weather.

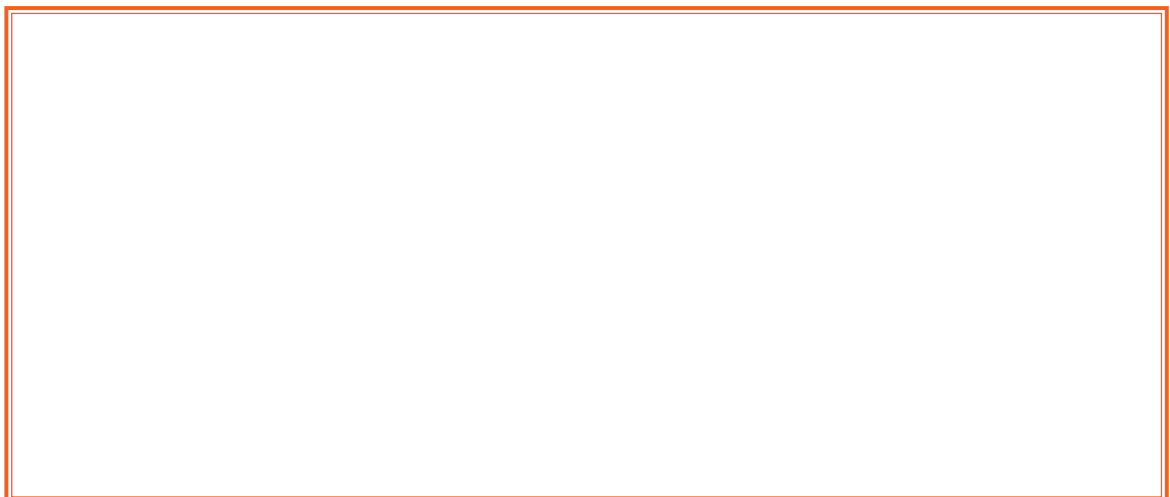
#### Ostriches

Ostriches are enormous. They \_\_\_\_\_ fly with their wings, but they \_\_\_\_\_ run very fast with their long legs. They only have two toes. They \_\_\_\_\_ live in cold and warm weather.

### 4 Read and match the information.

- |                |  |
|----------------|--|
| 1. Hummingbird | a. It is the largest flying bird in North America. |
| 2. Flamingo    | b. It can flap its wings very fast.                |
| 3. Condor      | c. It has pink feathers.                           |
|                | d. It has very long legs.                          |
|                | e. It can drink nectar with its beak.              |
|                | f. It can only lay one egg every two years.        |

### 5 Draw your favorite bird.



## Assessment Unit 4

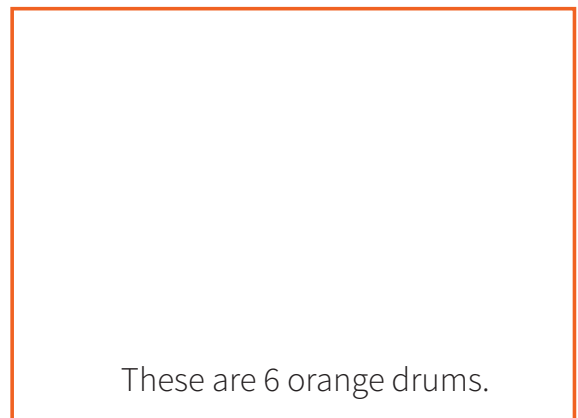
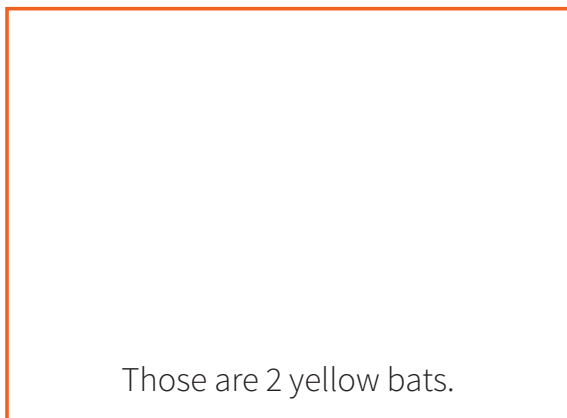
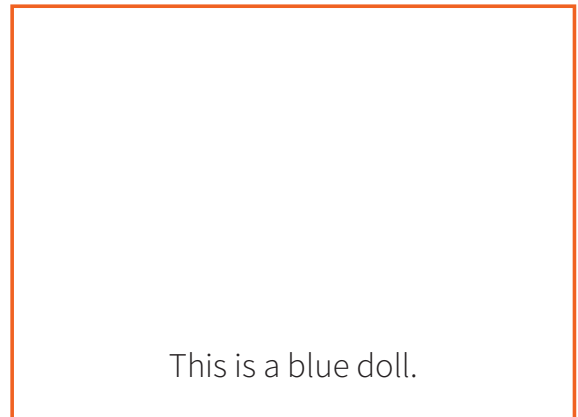
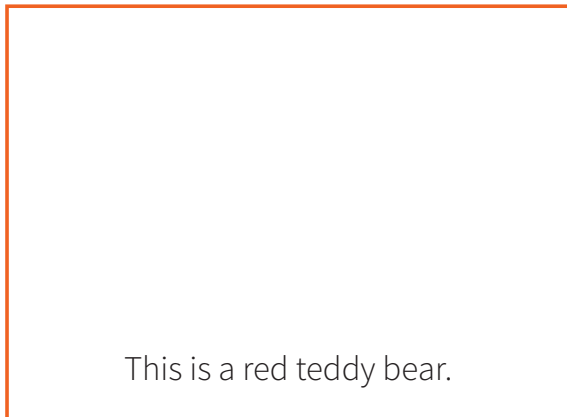
Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**1** Unscramble the words and match an object from the box.

airplane	radio	fire truck	mailbag	bus
----------	-------	------------	---------	-----

- a. aiml iecarrr \_\_\_\_\_
- b. olpiacemn \_\_\_\_\_
- c. tefefigirhr \_\_\_\_\_
- d. tilpo \_\_\_\_\_
- e. ubs vrider \_\_\_\_\_

**2** Read and draw.



## Assessment Unit 4

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

3 Circle the words for toys and write them.

doll bear bat train skate bike drum kite

a. \_\_\_\_\_

e. \_\_\_\_\_

b. \_\_\_\_\_

f. \_\_\_\_\_

c. \_\_\_\_\_

g. \_\_\_\_\_

d. \_\_\_\_\_

h. \_\_\_\_\_

4 Read and circle.

a. There **isn't / aren't** many dolls.

d. There **isn't / aren't** any drums.

b. There **is / are** some trains.

e. There **is / are** a bear.

c. There **aren't / isn't** a kite.

5 Complete the sentences and draw.

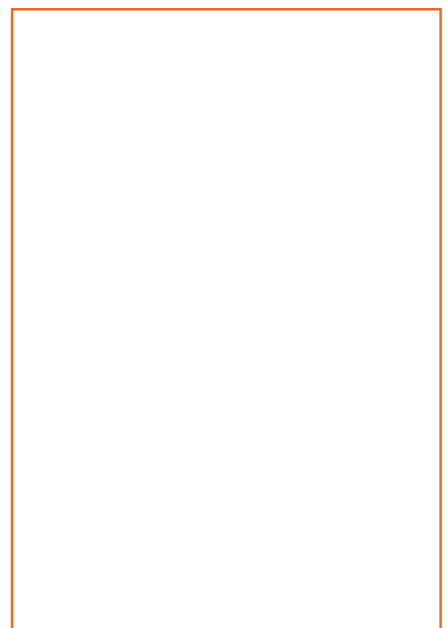
1. The shoes are red.

2. The jacket is \_\_\_\_\_.

3. The \_\_\_\_\_ are orange.

4. The \_\_\_\_\_  
is \_\_\_\_\_.

5. \_\_\_\_\_



# Assessment Unit 5

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

1 Look and label the rooms.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_

2 Read and draw. Write the name of the room it goes in.

rug  
\_\_\_\_\_

sofa  
\_\_\_\_\_

bath  
\_\_\_\_\_

fridge  
\_\_\_\_\_

# Assessment Unit 5

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**3** Write sentences with *I like* and *I don't like*.



a. \_\_\_\_\_  
\_\_\_\_\_



c. \_\_\_\_\_  
\_\_\_\_\_



b. \_\_\_\_\_  
\_\_\_\_\_



d. \_\_\_\_\_  
\_\_\_\_\_

**4** Unscramble the sentences.

a. likes / He / fries / . \_\_\_\_\_ .

b. doesn't / like / She / fish / . \_\_\_\_\_ .

c. cucumbers / like / I / don't / . \_\_\_\_\_ .

d. don't / apples / like / They / . \_\_\_\_\_ .

e. oranges / you / like / . \_\_\_\_\_ .

**5** Write 5 words in each column.

Vegetables
_____
_____
_____
_____
_____

Fruit
_____
_____
_____
_____
_____

# Assessment Answer Key

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

## Assessment 1

- a.** How are you?      **b.** What's your name?      **c.** How old are you?      **d.** I'm fine.      **e.** My name's Mary  
**f.** I'm six years old.
- a.** playground      **b.** bathroom      **c.** office      **d.** library      **e.** classroom
- a.** pencil      **b.** ruler      **c.** eraser      **d.** paintbrush
- a.** down      **b.** up      **c.** up      **d.** down      **e.** up      **f.** down

## Assessment 2

- head, hand, leg, eye, ear
- a.** has      **b.** are      **c.** is      **d.** has      **e.** have
- chess, basketball, baseball, polo, ballet, karate, soccer

## Assessment 3

- a.** It's a long orange python.      **b.** He has a small green lizard.      **c.** It's a big blue dolphin.  
**d.** It's a short yellow bird.      **e.** He has some small orange fish.
- a.** It's a giraffe.      **b.** It's a dolphin.      **c.** These are otters.      **d.** These are snakes.
- a.** can      **b.** can      **c.** can't      **d.** can't      **e.** can      **f.** can
- 1.** b & e      **2.** c & d      **3.** a & f

## Assessment 4

- a.** mail carrier      **b.** policeman      **c.** firefighter      **d.** pilot      **e.** bus driver
- a.** doll      **b.** bear      **c.** bat      **d.** train      **e.** skate      **f.** bike      **g.** drum      **h.** kite
- a.** aren't      **b.** are      **c.** isn't      **d.** aren't      **e.** is

## Assessment 5

- a.** bathroom      **b.** kitchen      **c.** bedroom      **d.** living room
- a.** living room      **b.** living room      **c.** bathroom      **d.** kitchen
- a.** He likes fries.      **b.** She doesn't like fish.      **c.** He doesn't like cucumbers.  
**d.** She doesn't like apples.      **e.** I like oranges.

**Track 1**

Rainbow of words Level 1 by Anita Heald  
All rights reserved, Kells Education 2023

**Track 2****One**

**Teacher:** Good Morning.  
Welcome To School!

**Boy:** Hello Teacher.

**Two:**

**Teacher:** This Is The Classroom.  
These Are Your Friends.

**Three**

**Boy:** Hello. How Are You?

**Girl:** Hi. I'm Fine.

Pleased To Meet You.

**Four**

**Teacher:** Time To Go Home. Goodbye.

**Boy:** See You Tomorrow.

**Track 3**

1. Good-bye Louis
2. Hello Maria
3. Good evening everybody
4. Good afternoon doctor
5. Good morning Mom

**Track 4**

What's your name?

My name's Peter.

That's my name.

Hello, hello, hello.

What's your name?

I'm Paul.

That's my name.

Pleased to meet you.

Pleased to meet you.

Nice to meet you, too.

**Track 5**

I have a Poll parrot,  
And Poll is my doll,  
And my nurse is Polly,  
And my sister's Poll.  
"Polly!" cried Polly,  
"Don't tear Polly, dolly."  
While softhearted Poll  
Trembled for the doll.

Reading by Christina Georgina Rossetti

**Track 6**

1. library
2. bathroom
3. school
4. classroom
5. office
6. playground

**Track 7**

My mom makes milkshakes in the mornings.

**Track 8**

**Danny:** It's my birthday!

**Pete:** How old are you?

**Danny:** Let's count the candles and find out.

**Danny and Pete:** One, two, three, four, five, six, seven candles!

**Danny:** I'm seven years old.

**Pete:** Happy birthday, Danny!

**Track 9**

**Chant: One, Two Buckle My Shoe**

One, two, buckle my shoe.

Three, four, knock on the door.

Five, six, pick up sticks.

Seven, eight, open the gate.

Nine, ten, start again.

**Track 10**

**Boy 1:** What's this?

**Teacher:** It's a pencil.

**Boy 2:** What are these?

**Teacher:** They're scissors.

**Boy 1:** Is it a ruler?

**Teacher:** No, it isn't. It's an eraser.

**Teacher:** Is it a glue stick?

**Girl:** Yes, it is.

**Boy 2:** What's this?

**Teacher:** It's a prize!





## Track 11

b f a c l h d x j e m k



## Track 12

**Mom:** Katy, tidy your things, please.

**Katy:** Mom, this is your newspaper. This is her book. This is his backpack.

**Mom:** And this is your pen, pencil, paper and pencil case!



## Track 13 Song: *Up and Down*

Stand up, sit down,

turn around (x2)

Hands up, Hands down,

turn around (x2)

Head up, head down,

turn around (x2)

Open books, close books,

turn around (x2)



## Track 14

**Girl:** Look at my doll, Tommy. The head is at the top. Then there is the neck. These are the shoulders. Here you can see the chest, and the stomach. The arms and hands are at the sides. These are the hips, and the legs and feet. Just like you and me!



## Track 15 *The Bones Song*

Dem bones, dem bones, dem dry bones.

Dem bones, dem bones, dem dry bones.

That's the story of dem bones.

The toe bone's connected to the foot bone.

The foot bone's connected to the leg bone.

The leg bone's connected to the hipbone.

That's the story of dem bones!

The hipbone's connected to the backbone.

The backbone's connected to the shoulder bone.

The shoulder bone's connected to the neck bone.

The neck bone's connected to the head bone.

That's the story of dem bones!



## Track 16 Poem: *It's me!*

I look in the mirror

And what do I **see**?

One nose, one mouth,

Two eyes, it's **me**.

These are my ears,

This is my **chin**.

These are my eyebrows,

This is my **grin**.



## Track 17

People have five senses: seeing, hearing, smelling, tasting and touching.

We see with the eyes.

We hear with the ears.

We touch with the hands and fingers.

We taste with the mouth.

We smell with the nose.



## Track 18

1. We smell with the nose.
2. Lemons are sour.
3. We see with the eyes.
4. These flowers have a sweet perfume.
5. Pass me the sugar, please.



## Track 19 Poem: *My Body*

This is my body.

See what it can do.

Try it with your body.

You can do it, too.

Swim. Kick. Dance. Run.

Move yourself around.

Have a little fun.

Walk. Stand up.

Sit down. Jump.

Move yourself around.

Have a little fun.

This is my body.

See what it can do.

Try it with your body.

You can do it, too.

**Track 20** Song: *I Have Feelings*

I have feelings, so do you.  
 We can sing about them, too.  
 I am happy, I am sad,  
 I get scared,  
 I get mad.  
 I am proud of being me.  
 Proud's a feeling too, you see.  
 I have feelings, so do you.  
 We can sing about them too.  
 I'm asleep,  
 I'm awake,  
 I get worried,  
 I eat cake.  
 I am proud of being me.  
 Proud's a feeling too, you see.

**Track 21**

1. worried
2. sad
3. scared
4. bored
5. mad

**Track 22**

**Ted:** Today on the show we have football player Toby Thomson.  
 Toby, welcome to the show.  
**Toby:** Thanks, Ted.  
**Ted:** What do you recommend to keep fit and healthy?  
**Toby:** Move your body, so do a sport. Eat healthy food, like vegetables  
 and fruit. Take a shower every day. It is important to be clean.  
 Don't watch TV all day, and don't play videogames for more  
 than 1 hour.  
 Read a book instead.  
**Ted:** Thanks, Toby. Kids, follow Toby's advice.

**Track 23**

1. lake
2. cook
3. rake
4. look
5. cake
6. book

**Track 24**

**Boy:** What's for dinner, Dad?  
**Dad:** There's a hamburger, a pizza, some fries and salad.  
**Boy:** What's there to drink?  
**Dad:** There are some cartons of juice.  
**Boy:** What's for desert?  
**Dad:** There's a cake.  
**Boy:** Dad... There isn't a cake anymore.  
**Dad:** There are apples, oranges and pears. They are delicious  
 and healthy.

**Track 25**

**Zookeeper:** Hi my name is Lee Sutton and I am the zookeeper. This  
 is the area for mammals. These are the monkeys. And  
 that is a giraffe over there. Her name is Rosie.  
**Children:** Wow!  
**Zookeeper:** This is a camel. And that is an elephant.  
**Children:** Cool!  
**Zookeeper:** We also have rhinos, hippos, lions and bears! So let's  
 start our tour of the zoo!  
**Children:** Come on everybody!

**Track 26**

1. That's an otter. It's very cute.
2. This is a hippo. It loves splashing water.
3. Remember these animals are mammals

**Track 27** Reptile Rhyme and Riddle

It is brown, black and white with scales,  
 It has a noisy rattle on the tail.  
 Is it a rattlesnake?

It's long, it's yellow, it's white.  
 To eat, it opens its mouth wide.  
 Is it a python?

It is big and it is small.  
 It is green and climbs up walls.  
 Is it a lizard?

It is pink, orange, purple and blue.  
 It changes color all day through.  
 Is it a chameleon?

It swims at sea and walks on land.  
 To have babies, it lays eggs in the sand.  
 Is it a turtle?



## Track 28

1. head
2. hammer
3. horse
4. happy
5. he



## Track 29 Josh's Bugs

"Mom, Where is my spider?" says Josh.  
 "Your spider? Oh no!" says Mom.  
 "Check your ant colony," says Mom.  
 "Twenty ants but no spider. No, it's not here!" says Josh.  
 "Check your butterfly house," says Mom.  
 "Fifteen butterflies but no spider. No, it's not here!" says Josh.  
 "Aaaghhhhh!" screams Dulcie.  
 "One spider. Whew! It's here, Mom!" says Josh.



## Track 30

**Zookeeper:** This is the amphibian house. Some cool animals live here.  
**Child 1:** Wow! Look at this black frog with stripes and spots.  
**Zookeeper:** That is a poison frog. It is only two and half centimeters long, but has a lot of poison.  
**Child 2:** Look at these with arms and legs!  
**Zookeeper:** Those are Mexican axolotls. The axolotl is a salamander with no spots or stripes. They are funny and, that is a bumblebee frog. It is yellow and black, like a bumblebee. This is a spotted salamander. The spots are yellow. The spots help the salamander hide from its enemies. Right let's move on...



## Track 31

### Chant: Five Little Frogs With Spots

Five little frogs with spots,  
 Sat on a big brown log.  
 Eating some yellow stripy bugs. Yum! Yum!  
 One jumps into the pool,  
 Where it is nice and cool.  
 Now there are four little frogs with spots.  
 Glug, glug!  
 Glug, Glug!



## Track 32

### Flamingo

Flamingos are big birds. They have pink feathers and long legs. They have a big beak. They have webbed feet to walk and they can run fast. They can fly. They can't live in cold weather.

### Hummingbird

Hummingbirds are tiny birds that can move their wings very quickly and fly fast. They can fly backwards, too. They can drink nectar from plants because of their long beak. They have four toes but they can't walk.

### Ostrich

Ostriches are enormous and very tall, (around 2.7 meters). They can't fly with their wings, but they can run very fast with their long legs. They only have two toes. They can live in cold and warm weather.

### Penguins

Some penguins are small and some are medium. They can swim under water and they can walk on ice with their webbed feet, but they can't fly. They live in very cold weather.



## Track 33

1. leg
2. wing
3. hummingbird
4. flamingo
5. penguin
6. egg



## Track 34

1. Can crabs move quickly on land? Yes, they can. And they can also walk backwards and forwards. They live on land and water.
2. Can squids see in dark waters? Yes, they can. The giant squid has eyes the size of a basketball!
3. Can jellyfish think? No, they can't because they don't have a brain.
4. Can octopuses grow new tentacles? Yes, they can, especially at the beginning of their life.
5. Can starfish swim? No, they can't. They just walk.



## Track 35

1. giraffe
2. jellyfish
3. gorilla
4. yellow
5. giant
6. Josh

**Track 36**

**Teacher:** Today we are going to review Arctic animals. First seals. What can they do?

**Student 1:** They can swim long distances.

**Teacher:** You are right; they can swim long distances. Now, the Arctic fox. It has very thick fur and they can camouflage.

**Student 2:** What is camouflage?

**Teacher:** The color of their fur helps them hide from other animals.

**Students:** And polar bears? What can they do?

**Teacher:** They can hold their breath for 2 hours under water!

**Students:** Wow!

**Track 37 Riddles**

I'm blue and plastic and write up to ten.

What am I? I'm a blue board pen.

You hear people speak and also on stereo.

What am I? I'm a beautiful radio.

I hear your heart. It goes fast when you jump rope.

What am I? I'm a stethoscope.

I'm round and big, on the bus I squeal.

What am I? I'm the bus steering wheel.

I'm long and thin. I have water inside.

What am I? I'm a big hosepipe.

**Track 38**

This is my town. This is the fire station. Tim, the firefighter, works at the fire station. This is the police station. Pete is the police officer. He doesn't work at the police station. He works on the street. He helps people to cross the road. Linda is the bus driver. She works on the bus. She doesn't work at the bus station. Lulu, the mail carrier works at the post office. She collects the letters and parcels there. Then she walks around the streets and delivers the mail.

**Track 39**

1. train
2. airplane
3. firefighter's truck
4. bus
5. bike
6. police car

**Track 40**

This is the mall. There is a clothes store. There is a toy store. There is a bookstore. There is a restaurant. There is a café. There is a shoe store. I like this mall.

**Track 41**

1. g-g-goat
2. s-s-snake
3. t-t-turtle
4. s-s-spider
5. r-r-rabbit

**Track 42**

**Girl:** Look at these shoes. There aren't any brown shoes.

**Mom:** There are blue shoes, and there are pink shoes. They are nice.

**Girl:** Look at this white shirt. Look at that yellow shirt!

**Mom:** There isn't a green shirt.

**Girl:** Look at these pants. Wow!

**Mom:** I like the red pants.

**Girl:** Look at these skirts. There is a purple skirt and there is an orange skirt.

**Mom:** There isn't a black skirt.

**Girl:** Look at these black socks.

**Mom:** And this blue coat. It's beautiful!

**Girl:** Ok, Mom. I want the red pants, the pink shoes, the yellow shirt, the orange skirt, and the black socks, please.

**Track 43 Song: The Toy Store**

So many toys in the store I can see.

So many toys, one is for me.

There are some balls and bats,

There are cars and a plane.

But there isn't a doll,

or a rope, or a train.

So many toys in the store I can see.

There are some bears,

And some skates, and some bikes.

But there aren't any drums,

And there aren't any kites.

So many toys in the store I can see

So many toys, the bear is for me!



## Track 44

1. Dad's in the yellow living room.
2. Mom's in the green bathroom.
3. Sister's in the orange kitchen.
4. Brother's in the red garage.
5. Baby's in the pink bedroom.



## Track 45

Goldilocks enters the orange kitchen. She's hungry.  
 She enters the yellow living room. She's tired.  
 She enters the green bedroom. She's sleepy.  
 The bears arrive home. Goldilocks is scared! She runs out of the bedroom  
 and through the kitchen. She goes away.



## Track 46

**Mother:** The bed goes in the bedroom with the rug.  
**Father:** The sink and the mirror go in the bathroom.  
**Mother:** The fridge and the stove go in the kitchen.  
**Father:** The pink lamp goes in the living room with the sofa.



## Track 47

Hello! This is my father. This is my mother. These are my grandma and  
 grandpa. These are my sisters and these are my brothers. This is me! And  
 we all love each other.



## Track 48

1. web
2. wood
3. well
4. wheel
5. wig



## Track 49 Song: My House

I wake up in my bedroom  
 And get out of bed.  
 I go to the kitchen  
 And have breakfast in there.  
 I go into the bathroom  
 And I brush my teeth.  
 I go into the living room  
 And I watch TV.  
 I have dinner in the kitchen  
 And I drink water in there.  
 I go to bed in my bedroom  
 It's the place to go to sleep.



## Track 50

yellow  
 yolk  
 yarn  
 yam



## Track 51

**Girl:** Mm! I like hamburgers and fries.  
**Boy:** Yum. I don't like hamburgers. I like pizza.  
**Girl:** I like water.  
**Boy:** I don't like water. I like soda.  
**Girl:** Let's ask Mom if we can eat here.



## Track 52

cereal  
 circus  
 city  
 circle



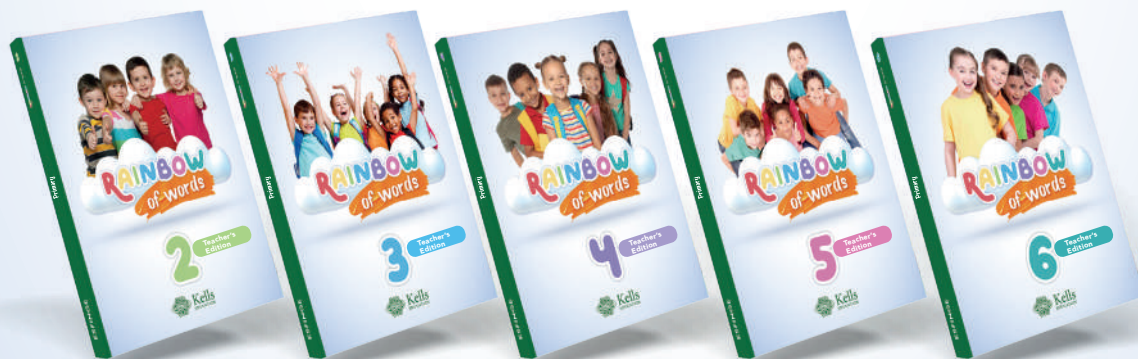
# RAINBOW of words

This brand new comprehensive, fully illustrated, six-level series is aimed at leading your primary students to develop English language and life competencies.

**Rainbow of words** teaches all four language skills right from the start and provides students with a broad variety of opportunities to practice what they have learned in and outside the classroom through the following benefits:

- Lively, enjoyable and achievable student-centered activities based on the Constructivist Interactive Approach that engage students in meaningful communication from the first day of class.
- Encourages students to develop English language fluency easily and in a fun way as they actively interact through interesting and engaging topics, games, songs and chants.
- Fosters self-assurance and confidence due to its gradual progressive syllabus.
- A free-response opening question encourages students to develop critical thinking skills as they express their own opinions, preferences and experiences at their own age and knowledge level.
- Interesting reading and writing tasks, which allow spelling practice and reinforcement.
- Reinforces values, which complement their social development throughout the school year.
- A Project at the end of every lesson fosters teamwork and cooperative learning.
- Attractive banners throughout the lesson, that catches students' attention into the language structures to be practiced.
- A Review presented in a fun and attractive way at the end of every unit allows for feedback and self-evaluation.

## Other titles of our series



N. 11845

EDITORIAL ESFINGE, S. DE R.L. DE C.V.

Átomo 24, Col. Parque Industrial  
Naucalpan, Edo. de México,

C.P. 53489

Tel.: 55 5359 1111

contacto@esfinge.com.mx