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**Teacher's Book**



**Richmond**

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## Main Features of the Series

The five levels of the *Kids' Web* series have been developed for learners of English in Primary Schools, especially those who have had little or no contact with the English language before.

*Kids' Web* accompanies children in all phases of their intellectual development, attending to their individual characteristics and offering them the possibility of learning a foreign language in a significant, fun and entertaining way.

A meaningful use of the language is one of the main features of the series, which relates the activities proposed in the classroom to the daily life of children in their social context and the real possibilities of application of the knowledge and skills acquired.

According to the psychologist Lev Vygotsky (Wertsch, J.V.; *Vygotsky and The Social Formation of Mind*; Harvard University Press, Cambridge, Massachusetts, 1985), the teacher plays an important role in the psychological development of children. It is with this philosophy in mind that the *Kids' Web* series was conceived: the teacher guides children in the learning process by asking them questions, providing information and suggestions when they need and assisting them in the development of their potentials.

The *Kids' Web* series aims to help children:

- ♦ evolve in a stimulating atmosphere all the time;
- ♦ become capable of interpreting the overall meaning of a text without necessarily having understood the meaning of each and every single word;
- ♦ become creative in the use of language;
- ♦ develop an excellent imagination;
- ♦ be exposed to a vast repertoire of information through varied sources;
- ♦ learn in different ways;
- ♦ crave dynamism in the classroom.

With the aim of seeking methodological excellence, the activities in the Course Book and the Workbook are clearly organised and carefully graded. Each level of the series is clearly differentiated from the rest, attending to the varied characteristics and interests of the age group. The activities in each level are also appropriately challenging for the age group, never underestimating children's cognitive and intellectual capacity or forcing them to carry out activities which are beyond their capabilities.

All in all, the series evolves according to the chart on pages 5 through 9.





Kids' Web 1			
Unit	Topic	Language Focus	Vocabulary
<b>1 Hi!</b>	Greetings	<i>Hi! Hello! I'm... What's your name?</i>	<i>Hi, Hello, Bye boy, girl</i>
<b>2 Colours</b>	Colours	<i>I love...</i>	<i>red, blue, yellow, green, purple, orange</i>
<b>Kids' Web Gang in... Wow! A rainbow!</b>			
<b>3 Shapes</b>	Shapes	<i>Is it a...? Yes, it is.   No, it isn't.</i>	<i>rectangle, triangle, circle, star, square</i>
<b>4 Pets</b>	Pets	<i>The... is cute! The... is cute too!</i>	<i>dog, cat, bird, fish, hamster, turtle</i>
<b>Kids' Web Gang in... Pets are cute!</b>			
<b>5 Numbers</b>	Numbers	<i>Look, seven birds! How many?</i>	<i>numbers 1 to 10</i>
<b>6 My family</b>	Family	<i>This is my...</i>	<i>mum, dad, brother, sister</i>
<b>Kids' Web Gang in... Bird watching</b>			
<b>7 Let's play!</b>	Toys	<i>Look at my new... Let's play!</i>	<i>computer game, car, ball, puzzle, doll, robot, teddy bear, kite, train</i>
<b>8 My schoolbag</b>	School objects	<i>I need an eraser. Here you are. Thank you!</i>	<i>eraser, pencil, crayons, notebook, book, pen</i>
<b>Kids' Web Gang in... It's time to play ball!</b>			
<b>9 Cyber, the robot</b>	Parts of the body	<i>Two hands, one nose, five arms... This is Cyber, the robot.</i>	<i>mouth, nose, ears, eyes, legs, arms, head</i>
<b>10 Breakfast time</b>	Food	<i>I love... And you?</i>	<i>bananas, orange juice, cake, cookies, apples, milk</i>



Kids' Web 2			
Unit	Topic	Language Focus	Vocabulary
<b>1 Good morning!</b>	Greetings Family	<i>This is my... How are you? I'm fine, thanks. And you? What's your name? My name is...</i>	<i>Good morning, Good afternoon, Good evening, Good night, Bye bye classmate, friend grandma, grandpa, mum, dad, brother, sister</i>
<b>2 The weather</b>	Weather	<i>What's the weather like? It's... I like...</i>	<i>sunny, cloudy, windy, raining, hot, cold summer, autumn, winter, spring</i>
<b>Kids' Web Gang in... The bike race</b>			
<b>3 Where's the ruler?</b>	School objects	<i>Where's the...? It's on   in   under... It's a red pencil case.</i>	<i>sharpener, pen, pencil case, schoolbag, ruler, glue on, under, in counter</i>
<b>4 How many?</b>	Numbers 1 to 10	<i>How many...?</i>	<i>one, two, three, four, five, six, seven, eight, nine, ten odd, even</i>
<b>Kids' Web Gang in... My new pet</b>			
<b>5 At the zoo</b>	Animals	<i>It   They can fly   run   swim   jump.</i>	<i>run, swim, fly, jump wild animals, lion, elephant, hippo, alligator, giraffe, kangaroo, bat</i>
<b>6 Fun time</b>	Games and toys	<i>Look, my new... What's your favourite toy?</i>	<i>board game, jump rope, scooter, bike, skateboard, seesaw, slide, swing, monkey bars, cool</i>
<b>Kids' Web Gang in... Pyjama party</b>			
<b>7 Different looks</b>	Parts of the body	<i>I've got... short hair, long hair, big eyes, small eyes</i>	<i>red   blonde   brown   black hair eyes, ears, nose, mouth, head, arms, feet, legs, hands new, long, big, small</i>
<b>8 Lunch time</b>	Food	<i>Chicken? Yes, please. No, thanks. Here you are. I love chicken! I like   I don't like... What about you?</i>	<i>pudding, fries, pasta, fish, chicken, salad, fruit salad</i>
<b>Kids' Web Gang in... Family lunch</b>			



Kids' Web 3			
Unit	Topic	Language Focus	Vocabulary
<b>1 How are you?</b>	Feelings	<i>How are you today? I'm...</i>	<i>happy, sad, tired, hungry, scared, sick</i>
<b>2 My house</b>	Parts of the house Furniture	<i>There's a... in the... There are... in the...</i>	<i>living room, kitchen, bedroom, bathroom, yard chair, table, couch, bed, refrigerator, stove, shower</i>
<b>Kids' Web Gang in... Are you ok?</b>			
<b>3 My town</b>	Places around town	<i>Where's the...? It's opposite   next to   between...</i>	<i>park, bank, shopping mall, bakery, cinema, supermarket</i>
<b>4 How many?</b>	Numbers 11 to 20	<i>How many...? Twelve plus seven is nineteen. Fourteen minus two is twelve.</i>	<i>numbers 11 to 20 plus, minus</i>
<b>Kids' Web Gang in... A fun afternoon</b>			
<b>5 On the farm</b>	Farm animals Adjectives	<i>What a thin lamb! The... is...</i>	<i>cow, chicken, duck, horse, pig, lamb thin, fat, big, small, beautiful, ugly</i>
<b>6 The alphabet</b>	Alphabet	<i>Could you spell..., please?</i>	<i>alphabet letters</i>
<b>Kids' Web Gang in... A day in the country</b>			
<b>7 Occupations</b>	Occupations	<i>What do you want to be? I want to be a...</i>	<i>football player, ballerina, firefighter, astronaut, doctor, teacher, vet, cashier, singer, racing driver</i>
<b>8 Transport</b>	Means of transportation	<i>How do you go   come to school? By...</i>	<i>bus, car, plane, boat, taxi, train, bike, on foot</i>
<b>Kids' Web Gang in... A difficult decision</b>			



Kids' Web 4			
Unit	Topic	Language Focus	Vocabulary
<b>1 Communication</b>	Means of communication	<i>Where's   are the..., please? It's   They're on   in   under   next to   between...</i>	<i>cell phone, magazine, DVD player, newspaper, computer, letter, comic book on, in, under, next to, between</i>
<b>2 Months and seasons</b>	Months Seasons	<i>How old are you? I'm... When's your birthday? It's in... Are there... in...? Yes, there are.   No, there aren't.</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December numbers 21 to 31 winter, spring, summer, autumn</i>
<b>Reading Time... Abbreviations</b>			
<b>3 Sports and activities</b>	Sports	<i>He can   can't... Can you...? Yes, I can.   No, I can't.</i>	<i>swim, play football, play basketball, ride a bike, play baseball, ride a horse, play the guitar, roller skate, speak French, sing, dance</i>
<b>4 Nice clothes!</b>	Clothes	<i>I'm   She's   He's wearing... Is she wearing...? Yes, she is.   No, she isn't.</i>	<i>jeans, shorts, sneakers, T-shirt, dress, shoes, skirt, hat, flip flops, cap, socks, sweater, jacket</i>
<b>Reading Time... Popular sports</b>			
<b>5 What are they doing?</b>	Everyday activities	<i>What are you   they doing? I'm   They're... What's he   she doing? He's   She's... Are you...? Yes, I am.   No, I'm not.</i>	<i>watch TV, read, sleep, cook, take a shower, play, study, dance, climb a tree, swing, skate</i>
<b>6 What time is it?</b>	Time	<i>What time is it? It's... a.m.   p.m. It's... o'clock.</i>	<i>numbers, midday, midnight, earlier, later</i>
<b>Reading Time... Greetings from Brazil</b>			
<b>7 Mealtime</b>	Food	<i>What do you have for...? I have...</i>	<i>cheese, cereal, eggs, jam, pancakes, toast, salad, soda, beans, juice, cupcake, bread, rice, chicken, butter, pasta, milk, coffee, sandwich, steak, breakfast, lunch, dinner</i>
<b>8 Yippee! Vacation!</b>	Vacation spots	<i>I   We always   usually...</i>	<i>the beach, the farm, the shopping mall, the mountains, the park, the lake</i>
<b>Reading Time... Blog messages</b>			





Kids' Web 5			
Unit	Topic	Language Focus	Vocabulary
<b>1 Countries and nationalities</b>	Countries and nationalities	Where are you from? I'm from... I'm...	Australia, Brazil, China, England, France, Japan, Mexico, Peru, South Africa, the USA, Argentina Australian, Brazilian, Chinese, English, French, Japanese, Mexican, Peruvian, South African, American, Argentinian
<b>2 I love Maths</b>	School subjects	What do you have today? What do you have on... at...? I have... When do you have...? On... at...	Maths, English, Geography, History, Science, Art on, at
<b>Reading Time... Animals of the world</b>			
<b>3 Going green</b>	Green activities	Don't waste water! Take a quick shower!	pick up the garbage, take a quick shower, recycle, turn off the lights   TV   computer, reuse, don't waste water   electricity, don't litter
<b>4 Every day</b>	Routine	Do you...? Yes, I do.   No, I don't. When do you...? On   In... What time do you...? I... at...	get up, take a shower, have breakfast, go to school, do homework, play with friends, watch TV, go to bed
<b>Reading Time... For a green planet</b>			
<b>5 I'm hungry</b>	Meals and food	How can I help you? I'd like a   an...	a hamburger, a hot dog, an ice cream, nuggets, a smoothie, a soda numbers 10 to 100
<b>6 Always or never</b>	Time	What do you do on weekends? I always   usually   sometimes   never...	make the bed, set the table, walk the dog, wash the car, wash the dishes, take out the garbage, tidy the room
<b>Reading Time... Ricardo's diet</b>			
<b>7 Too small</b>	Clothes Adjectives	This   That... is too...! These   Those... are too...!	new, old, big, small, short, long
<b>8 Who I am</b>	Personal information	General review	General review
<b>Reading Time... My favourite clothes</b>			

## Kids' Web Components

### For the student

**Course Book:** Ten units in the first level of the series and eight units in levels 2 through 5.

**Workbook (Extra Fun):** Fully integrated with the Course Book, it provides extra activities for all the units.



**CD-ROM:** Songs and multimedia activities for self-learning.

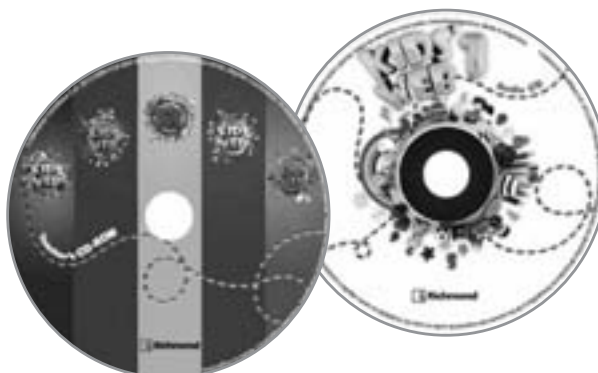


### For the teacher

**Teacher's Book:** Detailed instructions for the development of all the activities in the units of the Course Book, answers to those activities, audio scripts for all the listening material on the audio CD, extra activities suggested to the teacher to spice up lessons and suggestions for a more efficient use of the material in the annual lesson plan included.



**Audio CD and CD-ROM:** Audio material for the listening activities on the audio CD and suggestions for the extra activities on the CD-ROM.



## Working with *Kids' Web*

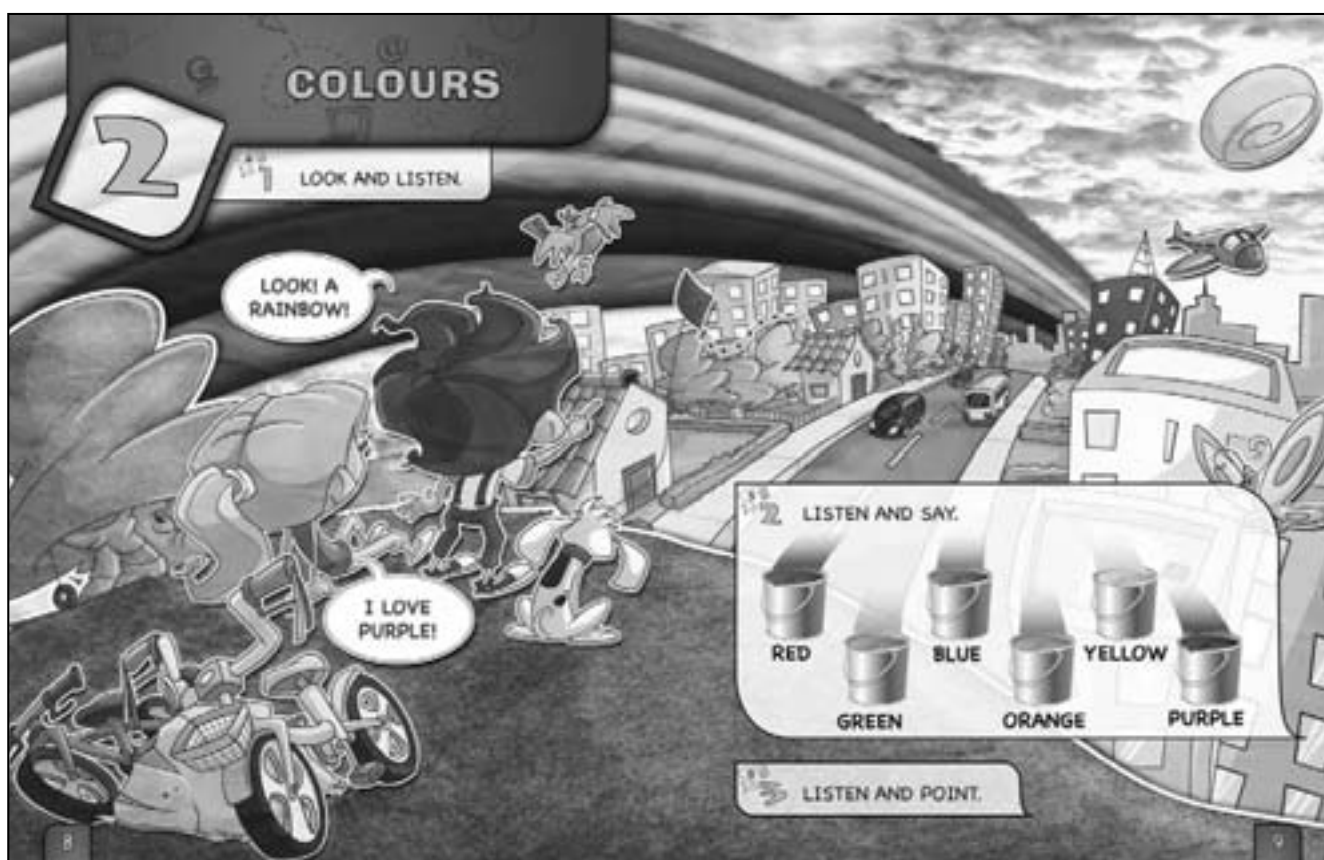
### Opening Pages

A two-page illustration provides the connection between the new content and the children's previous knowledge in a clear, dynamic and contextualised way.

You can explore the illustration with the group through questions about the topic, thus helping children interpret the situation presented.

Speech bubbles present the structures that you want students to be capable of producing at the end of the unit and their content is recorded on the audio CD which accompanies the Teacher's Book.

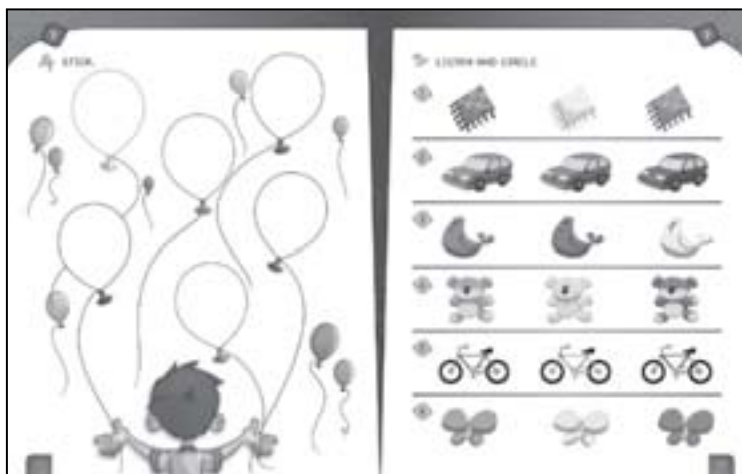
The vocabulary to be learned is presented in a chart, together with pronunciation, vocabulary and listening comprehension activities. If you want to carry out some more detailed vocabulary work at this stage, there is an extension vocabulary activity related to the elements shown in the illustration in this Teacher's Book. This vocabulary activity also helps to anticipate any queries that children could have in the future.



## Practice Activities

On a double spread, varied recognition and comprehension activities favour the practice and production of the topics presented in the opening pages, apart from presenting new ones and reviewing others from previous units. You can carry out some revision before these activities, which could be a bit daunting for students, so that they do not feel overwhelmed and demotivated.

In *Kids' Web 1*, there is no reading or writing. Children assimilate content through activities such as matching, circling, colouring and using stickers (which are at the end of the book), apart from listening comprehension activities which are recorded on the audio CD. If you want, however, you can introduce reading or writing at word or sentence level. Alternative and extension activities to be worked on at this stage of the lesson are also suggested. You should always try to respect the time children need to carry out the proposed activities and help them understand the instructions so that they can perform at their best.



## Songs

There are songs in all the units in level 1 and they play a very important role in the consolidation of the knowledge acquired. They can be used to spice up lessons or as a surprise element in the class. The rhythm of the songs facilitates the assimilation of the content studied and the lyrics are yet another way of exposing children to complex structures of the language, within the thematic framework of the unit. Songs also provide an efficient form of revision of the topics seen in the practice and production activities.

In level 1, the lyrics can be found at the end of the Course Book.

Encourage children to listen to the songs on the CD-ROM at home with their parents or tutors. Remember to tell parents and tutors where the lyrics of the songs appear in the Course Book so that they can cooperate with the children's learning process.





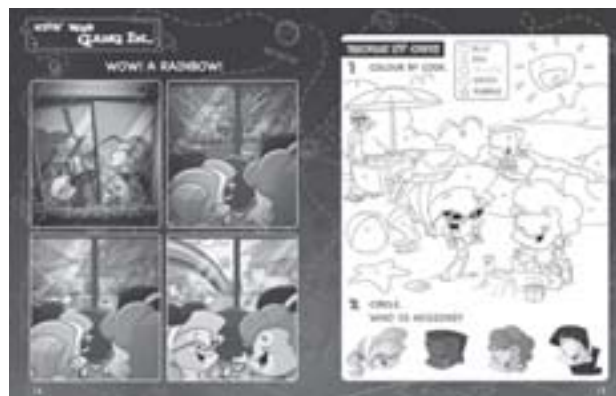
## Production Activities

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



## Kids' Web Gang in...

With the purpose of stimulating the pleasure of reading before introducing children into proper literacy, level 1 of this series presents the section *Kids' Web Gang in...*, which is a series of four stories about the adventures of a group of children in comic format with no written text. Their interpretation is done through the observation of pictures or by listening to the audio CD which, apart from a detailed array of natural sounds in the background, contains the dialogue of the characters in a natural and authentic way, that is, adequate to the children's age. In this section, as in the case of the double spreads in the opening pages, the illustrations can also be widely explored, stimulating the children to put their creativity into practice through the interpretation of the pictures which they can relate to their own life experience. You can also encourage them to produce alternative endings to the story, orally or in the form of a drawing or through role play activities.



A section called *Work it out!* on the following page, presents one or two comprehension activities and integrates the content studied in the two previous units. These activities were planned to carry out reading in a fun and entertaining way. You should always try to keep a very playful atmosphere in the classroom which is essential for learning to take place at this stage.

The *Kids' Web Gang* is made up of the following characters:





## Classroom Language

At the end of the Course Book, there is a list of the main commands and phrases used in the classroom. Recorded on the audio CD, this content needs to be used from the beginning of the school year, especially if children are new to English. The aim is that learners can memorise and learn how to pronounce these useful phrases.

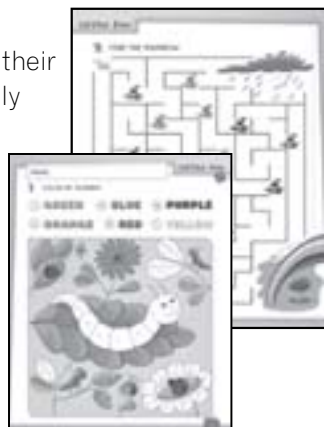


## Extra Fun

After the songs in this level, practice activities of the topics studied are presented on the following pages and can be done as homework. In this case, it is important to make sure that children understand what they have to do, by explaining each activity in detail and giving examples.

Remember that parents or tutors who help children do their homework do not necessarily speak English.

The pages in this section are detachable and there is a blank for the learner's name; so you can choose to take the detached pages to correct the activities afterwards or use them for evaluation purposes.



## My Profile

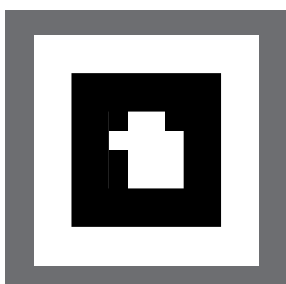
With the objective of making the content learned more meaningful for the children, he / she will work on his / her profile now, making reference to his / her personal preferences in relation to the unit topic. This section also works as consolidation and general revision of the topics studied in level 1.



## Webby, the Kids' Web Character

Webby, a fun boy who is interested in new technologies, will accompany the children throughout the five levels of the series. He will also be present on the *Kid's Web* website, interacting with the children when using augmented reality.

To learn more about augmented reality, access [kidswebgang.com.ar/AR](http://kidswebgang.com.ar/AR) site.



## ***Kids' Web in the classroom***

To help with classroom management and organisation, follow the suggestions below:

### **Correction and Evaluation**

Whenever possible, conduct whole-class correction, but try to check the activities in the Course Book to help children with their learning. Correction time is also an excellent opportunity to practise pronunciation.

Always praise children's progress and avoid comparing different children's performances because every child has his / her own learning style and personal preferences. Observe learners' progress when you watch them work in the classroom and evaluate their production.

Remember that children show what they have learned in different ways. Observe them and take note of their progress.

Pay attention to learners who remain silent. It is important that you get to know them and help them when you deem appropriate. Silence may sometimes mean shyness, lack of assimilation of content or lack of comprehension of what has to be done, among other factors.

### **Classroom Rules Poster**

**Materials needed:**

- Cardboard or card
- Felt tip markers in different colours

Agree with your learners on a number of classroom rules for the English class. It is important to come to an agreement on these rules and not to impose them on the children. Once the rules are agreed upon, they must be written down on the classroom rules poster.

#### **Some suggested classroom rules:**

- Try to speak English in class most of the time.
- Don't raise your voice unnecessarily.
- Raise your hand when you want to say something.
- Put your school objects away when the class is over.
- Always bring your books to class as well as other school material required by your teacher.
- Always do your homework on time.

- Don't speak to your classmates when the teacher is explaining the lesson.
- Ask your teacher to repeat what you cannot understand.

### **Extra School Supplies Box**

If you work in a room especially devoted to English lessons or have your own shelves in a regular classroom, you can always have the following material available to help you with everyday class work:

- A glue stick
- Coloured crayons
- A pair of scissors
- A pencil sharpener
- Sellotape
- Some sheets of blank paper
- Old magazines (with useful pictures of animals, clothes, food items, etc.)
- Markers and highlighters

The material listed above can be arranged in a shoe box with a lid for better storage and preservation. When a child forgets to bring some of these school supplies, he / she will be able to make use of the extra ones in the box. This will prevent him / her from remaining idle. Another shoe box can be used for a *Lost and Found* section in the classroom.

### **Secretary of the Day**

You can ask different children to be the designated Secretary of the Day to stir their attention and foster commitment in the class. Secretaries will help you in practical tasks such as collecting homework, aiding other children with class work, helping with classroom organisation, cleaning the board, etc. Fast finishers can be appointed monitors and help their classmates finish their activities.

### **Routines**

Children appreciate and need routines to feel guided and safe in the classroom. In the first year in Primary School, you can start the class by writing on the board: '*TODAY I FEEL...*' and draw different

expressions such as: *HAPPY ☺, SAD ☹*, etc. and circle the alternative that represents how most of the children in the class feel that day. As the course progresses, you may also add some other alternatives that could include more topics like the day of the week, the date and what the weather is like on that day: *Today's (Monday) (2 March). It's a (sunny) day.* The beginning of a class is also a good opportunity to sing, once again, the children's favourite songs in the Course Book or to revise some language areas recently studied by means of simple games and short activities.

Using the board judiciously is a must when teaching. Try to determine the areas on the board where you will always write examples, draw pictures, assign homework or collect learners' examples. A clear, systematic and logical organisation of the board can definitely contribute to successful teaching and consequently to promoting successful learning habits. Remember to use big and clear capital letters when writing on the board, at least during the initial months of the first year in Primary School when children are still getting used to reading and writing.

### ***Kids' Web and Working with Values***

The first year in Primary School is essential in the character development of children. The English teacher needs to help with the values acquired at this stage.

Each level in the *Kids' Web* series includes suggestions for Project Work related to certain units in the Course Book that promote the following values:

**Honesty:** Telling the truth, admitting to one's own mistakes, acting according to one's beliefs and keeping promises.

**Tolerance:** Respecting other people's opinions, beliefs and feelings.

**Responsibility:** Doing one's homework on time.

**Kindness:** Being interested in other people's feelings and well-being.

**Good Manners:** Showing respect to others through kindness and good manners.

**Self-respect:** Showing respect to oneself to generate mutual respect.

**Perseverance:** Striving to achieve one's goals.

**Respect:** Not doing unto others what you would not like others to do unto you.

**Human Dignity:** Caring for other people's well-being, virtues and values.

**Gratitude:** Being grateful to others for their help.

### ***Kids' Web Games Bank***

Teachers frequently need extra help and creativity in their classes, for example, when there are five minutes left before the end of the class; when many students are absent before a long weekend; when the teacher wants to motivate children and the like. Children do not only have fun when playing games in the classroom, but also learn better and relate the foreign language to something fun. That's why *Kids' Web* offers teachers a games bank which does not require the use of sophisticated material or any previous preparation.

#### **Hot Potato**

##### **Materials needed:**

A soft ball or paper ball

##### **Procedure:**

Tell the children they are going to play the hot potato game. Play an audio CD or sing a song. In the meanwhile, the children must pass the ball to one another. Interrupt the song suddenly and the child who holds the ball must do what you ask him / her to do (see suggested tasks below). After this task is done, the game starts over again.

##### **Suggested tasks:**

- Answering a question
- Counting up to a certain number
- Naming five animals (or vocabulary items related to some other topic)

#### **Tic Tac Toe**

##### **Materials needed:**

Pieces of chalk and a board

##### **Procedure:**

Divide the class into two groups: one group will have crosses (X) and the other will have naughts (O) to

play this traditional game. After this, draw a tic tac toe grid on the board and write the numbers 1 to 9 in this way:

1	2	3
4	5	6
7	8	9

In order for one of the members of a group to be able to place an *X* or an *O* in a box, he must do the task that corresponds to the box number the group has previously selected (see suggested tasks below).

**Suggested tasks (number the tasks 1 to 9 for easier reference):**

- 1 Naming three colours
- 2 Counting from 1 to...
- 3 Asking a question
- 4 Naming a toy
- 5 Asking the name of one of the members of the other group
- 6 Singing a song
- 7 Counting the number of pens or pencils in somebody's pencil case
- 8 Naming an object in somebody's backpack
- 9 Naming two food items

### Backpack Game

**Materials needed:**

Children's backpacks with school items inside

**Procedure:**

Ask the children to look for different things in their backpacks and show them to you (for example: a *purple pencil*, a *red pencil case*, a *pink eraser*, a *short ruler*, a *blue marker*, etc.). The winner is the child who can show the most items.

### Drawing Dictation

**Materials needed:**

Some blank sheets of paper and pencils.

**Procedure:**

Conduct a conventional dictation but instead of writing the words for the items, have the children draw them.

### Complete the Phrase

**Materials needed:**

A small soft ball or paper ball

**Procedure:**

Name a colour or any other adjective and throw the ball to one of the children. The child who gets it must add a noun to the adjective. For example, the teacher says: '*red*' and the child who gets the ball says: '*red apple*'.

### Clap the Odd Word Out

**Materials needed:**

None or flashcards if the teacher prefers to work with pictures.

**Procedure:**

Name items belonging to the same lexical group (for example, colours). Among these words, include one which does not belong to the same category (for example, if you are naming colours, you can include a number). The children must clap their hands when they hear an odd word. For example, if the teacher says: '*Red, purple, white, nine, green*', the children must clap their hands when the teacher says '*nine*'. You can also show flashcards when you say the words to help the children who need some visual support.

## Kids' Web 1 Lesson Plan

### Two-month Lesson Plan (see Map of Contents for more detail)

1 <sup>st</sup> term	Units 1, 2 and 3
2 <sup>nd</sup> term	Units 4 and 5
3 <sup>rd</sup> term	Units 6, 7 and 8
4 <sup>th</sup> term	Units 9 and 10

### Three-month Lesson Plan (see Map of Contents for more detail)

1 <sup>st</sup> term	Units 1, 2, 3, and 4
2 <sup>nd</sup> term	Units 5, 6 and 7
3 <sup>rd</sup> term	Units 8, 9 and 10

## Kids' Web Annual Lesson Plan






To help you out throughout the school year, the authors have designed a tailor-made lesson plan for you. You just have to write out the dates on the first column. You can to add the dates or weeks that you need according to the teaching periods per week you have at your school.

Date	Unit	Topic	Language Focus	Vocabulary
	1	Greetings	Hi!, Hello!, I'm... What's your name?	Hi, Hello, Bye boy, girl
	2	Colours	I love...	red, blue, yellow, green, purple, orange
<b>Kids' Web Gang in... Wow! A rainbow!</b>				
	3	Shapes	Is it a...? Yes, it is. / No, it isn't.	rectangle, triangle, circle, star, square
	4	Pets	The... is cute! The... is cute too!	dog, cat, bird, fish, hamster, turtle
<b>Kids' Web Gang in... Pets are cute!</b>				
	5	Numbers	Look, seven birds! How many?	numbers 1 to 10



It is advisable to mark in the lesson plan the activities that you have already done in class or the ones you are planning to use. This will help you get better organised and will also provide you with a clear picture of how your classes have been developing and what to modify in the future. Apart from this, you can also include some special dates in your lesson plan that you can devote to other activities such as revision, remedial work and evaluation.

	Extra Activities	Special Dates	Notes
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>
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Date	Unit		Topic	Language Focus	Vocabulary
	6		Family	This is my...	mum, dad, brother, sister
Kids' Web Gang in... Bird watching					
	7		Toys	Look at my new... Let's play!	computer game, car, ball, puzzle, doll, robot, teddy bear, kite, train
	8		School objects	I need an eraser. Here you are. Thank you!	eraser, pencil, crayons, notebook, book, pen
Kids' Web Gang in... It's time to play ball!					
	9		Parts of the body	Two hands, one nose, five arms... This is Cyber, the robot.	mouth, nose, ears, eyes, legs, arms, head
	10		Food	I love... And you?	bananas, orange juice, cake, cookies, apples, milk

	Extra Activities	Special Dates	Notes
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>
	<ul style="list-style-type: none"> <li>■ Suggestions in the Teacher's Book</li> <li>■ Student's CD-ROM</li> <li>■ Website</li> <li>■ Teacher's CD-ROM</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/>

## Unit Notes

### Suggestions for the First Class

Before you start working on the first unit in the Course Book, it is advisable to do some warm-up activities (see examples below) which contextualise language learning and help you come to an agreement on classroom rules with your class. These activities do not involve the use of the Course Book since many times, not all the children have it at the very beginning of the school year.

#### I Speak English!

Look for pictures of the following objects and bring them to class:

- A computer mouse
- A video game
- A small bottle of shampoo
- A pen drive
- A hamburger
- A laptop
- A skateboard

Follow this procedure:

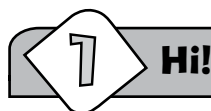
- Show the pictures to the children and ask them to name these objects and say what they have in common.
- Explain that even though they are not aware of this, they use several words in English every day and will learn more words in the English class.
- Ask the children to draw, on a blank sheet of paper, objects for which they would like to know the English names.
- At the end of the class, pick up the illustrations and after some time, return them to the children with the names in English. Before returning them, show the children how the words are pronounced and written. In this way, the group gets to know more words and you can start getting to know the main interests of each child and the group as a whole.

### Suggestions for the Second Class

In case your students do not yet have their Course Books, it is advisable for you to do the activity suggested on page 15 of this Teacher's Book, *Classroom Rules Poster*.

To ask the children to open their books to a certain page, you can use the command: '*Open your books to page...*'. Write the number of the page on the board as most probably, your learners will not yet know the numbers in English.

## Course Book



### Pages 4 and 5

#### Warm up!

- ◆ Ask the children to open their books to page 96.
- ◆ Tell them you will give them some instructions in English and that it is important that everybody tries to understand what you are saying.
- ◆ Explore the pictures in the *Classroom Language* section by asking the children what the characters are doing in each of them.
- ◆ Read the commands aloud. When doing this, make gestures to demonstrate the activities you are trying to exemplify (for example, sit down when you show the first picture).
- ◆ Read the commands and ask the children to make the corresponding gesture so as to memorise the phrases.
- ◆ Listen to track 52 on the audio CD. After listening to a command, ask the children to carry out the corresponding action.
- ◆ Now tell the children you are going to play *Simon Says...* Explain that when you say a command, they must carry out the corresponding action, but only if you say: '*Simon says...*' before the command. For example, if you say: '*Open your books*', the children do nothing because you have not said: '*Simon says...*'.

#### Audioscript 52

#### *Classroom Language*

*Sit down; Stand up; Open your books; Close your books; Clap your hands; Raise your hands.*

## 1 Look and listen.

- ◆ Explore the illustration with the children by asking: 'Who is in the picture? Where are they? What is happening?' Let the children answer at leisure. Do not correct any mistakes at this time.
- ◆ Explain that in this picture the characters are in front of a school. Point to the school and say: 'school'. Point to the characters and say: 'teacher, boy, girl, dad'. Ask children to repeat.
- ◆ Ask: 'Who is arriving at school?' (A boy and a girl.) 'And who is going out of the school?' (The girl's dad.)
- ◆ Ask the children to cover the speech bubbles and listen to the audio CD to discover the names of the boy and the girl.
- ◆ Ask: 'What's the girl's name? And the boy's name?'
- ◆ Play track 2 on the audio CD once and ask the children to try to discover the names (*Brian and Maggie*).
- ◆ Ask them to look at the bubbles and play the audio CD again, twice, if necessary.
- ◆ Point to the teacher in the picture and say 'Ms Evans'. Ask the children to repeat. Explain that in English-speaking countries, teachers are called by their surnames, and not by their first names. Also tell them that before the surname, they use *Mrs* for married women, *Miss* for single women and *Mr* for men. Give examples with your own name and the names of some of your children. Explain that when addressing the teacher, children don't say 'Teacher' but 'Miss', 'Mrs' or 'Mr' and the surname. Remind them, once more, not to use 'Teacher' when addressing you.

### Audioscript

2

**Ms. Evan:** Hello, I'm Ms. Evans. What's your name?

**Brian:** Hi, I'm Brian.

**Maggie:** Bye, bye!

**Maggie's father:** Bye, Maggie.

### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to school, buildings and towns such as: *school, school bus, gate, window, wall, street, trees*; clothes: *school uniform, cap, pants, shirt, skirt, belt, tie, T-shirt, school bag, briefcase, tennis shoes*; colours: *green, blue, white, brown, red, pink, black, yellow, purple, grey*.

### Extension activity

Play a joyful song and ask the children to walk quickly around the classroom. Stop the music and ask them to get together with the classmate next to him / her and practise the dialogue: 'Hello, I'm \_\_\_\_\_. What's your name?' 'I'm \_\_\_\_\_.'

Explain that every time you stop the music, they must repeat the dialogue with a partner twice so that the two of them practise both roles and have the opportunity to ask: 'What's your name?' to one another. They must get together with a different classmate each time you stop the music. Repeat the procedure until all the children have introduced themselves to the rest.

## Pages 6 and 7

### 2 Look and stick.

- ◆ Revise the vocabulary for *boy* and *girl* pointing at the children in the picture.
- ◆ Introduce Mike to the children, pointing at him in the picture. Tell them that Mike is part of a really fun gang that they will meet soon.
- ◆ Explain that for the Physical Education class, the teacher decided to separate the children



in two lines, one for boys and one for girls, but that now some children are missing.

- ◆ Tell the children to open their books on the Unit 1 Stickers section, page 106, at the end of the Course Book.
- ◆ Ask them to look carefully at the characters in the stickers. Explain that they are Mike's friends, that they form part of the *Kids' Web Gang* and that they will appear in all the units in the book.
- ◆ Introduce each of the characters by pointing at the stickers and saying their names (Rick, Sue, Tom and Jess). Ask them to identify who is a boy and who is a girl.
- ◆ Ask the children to stick the characters in the corresponding line: *girls* or *boys*. Point to the picture so as to make clear where exactly the children are supposed to place the stickers.

### Answer key

The children place the Mike and Rick stickers on the boys' line and the Sue and Jess stickers on the girls' line.

### 3 Draw and complete.

- ◆ Ask the children to draw a self-portrait and complete the speech bubble with their names. Also ask them to draw their favourite activity (*swimming, riding a bike, listening to music*) or something they identify themselves with.

### Answer key

The children write their own names and draw their own pictures of themselves.

### 4 Sing.

- ◆ Ask the children how they usually greet their friends when they meet. Ask them to demonstrate what they do with gestures.
- ◆ Tell them they will learn a song that was written for them to sing with their friends.

- ◆ Play the audio CD once so that they get familiar with the music.
- ◆ Play it once more, pausing at the end of each verse, so that they repeat the lines. Explain the meaning of: *'I love to be with you'* by gesturing a hug and an expression of joy pointing at everybody in the class.
- ◆ Invent with the group a simple choreography to accompany the song. Ask the children for suggestions of gestures for parts of the song, like waving for: *'Hello, hello, hello'* or shaking hands for: *'Hello, how are you?'*
- ◆ Play track 3 on the audio CD and ask the children to sing and dance following the steps and movements in the choreography you invented.

### Audioscript 3

*Hello, hello, hello,*

*Hello, how are you?*

*I love to be with you*

*And you and you and you.*

### Homework

*Extra Fun 1, pages 73 and 74*

2

## Colours

### Pages 8 and 9

#### Warm up!

- ◆ Ask the children to keep their books closed and to look for an object in their favourite colour in their pencil cases or their backpacks.
- ◆ Ask them to raise the objects so that their partners look at them for a few seconds and then put them down.

- ◆ Have a red object at hand and ask: 'Who chose red? Raise your object.' Repeat the colour: 'red' and also repeat the command: 'raise' when you do the corresponding gesture of lifting your arm. Remember at this age children learn by imitating so the teacher's example needs to be clear.
- ◆ Explain to the children that when they hear: 'Who chose red?' the ones who have a red object must raise it, following the teacher's example.
- ◆ Repeat the procedure with all the colours chosen by the children so that they can all practise.
- ◆ If a child spontaneously tells the teacher that he / she knows the name of a colour in English, let him / her share it with the rest of the class.

## 1 Look and listen.

- ◆ Explore the illustration with the children by asking: 'Where are the children? What are they doing? What can you see in the sky that you don't usually see?' Let the children answer at leisure. Do not correct any mistakes at this time.
- ◆ Explain what a *rainbow* is. Use the information about rainbows on the *Curious Kids' Corner* below.
- ◆ Ask the children to cover the speech bubbles and listen to the audio CD to discover what the girl mentions.
- ◆ Ask: 'What's the colour that Jess mentions?'
- ◆ Play track 4 on the audio CD once and ask the children if they have discovered the colour: *purple*.
- ◆ Ask them to look at the bubbles and play the audio CD again, twice, if necessary.

### Audioscript 4

**Boy:** Look! A rainbow!

**Girl:** I love purple!

### Curious kids' corner

#### How is a rainbow formed?

A rainbow is caused by drops of water falling through the air. It is usually seen in the sky opposite the sun at the close of a shower

and also in the spray of waterfalls. Certain weather conditions have to be present for a rainbow to be displayed. You need rain or shower and a certain amount of sunlight. A rainbow is formed when sunlight hits a collection of raindrops that bends or refracts light waves in such a way that it makes a bow of different coloured light. The colours of the rainbow are: red, orange, yellow, green, blue, indigo and violet.

Source: <http://bbbf.queensu.ca/March03E.html>  
(Access February, 2012)

### Culture for kids

In Irish folklore, at the end of the rainbow, there is a pot of gold, carefully hidden by leprechauns.

Source: <http://en.wikipedia.org/wiki/Leprechaun>

## 2 Listen and say.

- ◆ Name the colours one by one, point at the different paint buckets in the book or show the children an object of the same colour.
- ◆ Play track 5 on the audio CD and point at the different colours in the paint buckets or show the children an object of the same colour.
- ◆ Play track 5 again, pausing after each colour is mentioned and asking the children to repeat what was said. Ask them to repeat each colour till they can pronounce it correctly.

### Audioscript 5

*red, green, blue, orange, yellow, purple*

## 3 Listen and point.

- ◆ Explain to the children that they will listen to the names of the colours again and that they will have to point at the corresponding paint buckets or at any other object of the same colour as they listen.
- ◆ Play track 6 on the audio CD, pausing after each

colour for children to point, in the book, at the colour mentioned. When all the children have finished, point to the the colour yourself so that the children can check their answers. Also ask them to pronounce the name of the colour till they can pronounce it correctly.

- ◆ Proceed with the rest of the colours in the same way.

### Audioscript 6

*yellow, red, green, purple, blue, orange*

### Optional activity

#### Singing with pencils

Ask the children to put some coloured pencils or crayons on their desks. Play track 6 and ask them to take and move around the coloured pencil mentioned on the audio CD.

### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration on pages 8 and 9 and take the opportunity to anticipate vocabulary that will appear in the future, like some other colours: *beige, black, brown, gold, grey / gray, lilac, pink, silver, white*; animals: *bird, butterfly, dog*; houses, gardens and towns: *building, door, window, grass, house, garden, paint, sidewalk, street, sky, sun*; means of transport: *airplane, bus, bike*.

### Extension activity

Put small objects of the colours studied in this unit in a dark bag. Have the children sit in a semicircle on the floor and hand in a ball to the group. Play a joyful song and tell the children that when they hear music they must pass on the ball quickly to the child sitting next to him / her to the right. Nobody can hold the ball for more than two seconds. When the music stops, the child who has the ball must take an object from the bag, say the colour of the object he / she is holding and put it in the bag again. If he / she doesn't know the colour, he / she can ask another child for help.

## Pages 10 and 11

### 4 Stick.

- ◆ Lead the children into looking carefully at the pictures on page 10.
- ◆ Point to the balloons and say: '*balloons*'. Pronounce the word *balloons* carefully and slowly as it is new to the children. Ask them to repeat: '*balloons*'.
- ◆ Call the children's attention to the fact that every balloon has a different colour. Tell them to look at the lower part of the balloon to identify the colour.
- ◆ Ask them to open their books on the Unit 2 Stickers section, page 108, at the end of the Course Book.
- ◆ Point to the different balloons and ask the children to say the names of the colours. Correct pronunciation when necessary.
- ◆ Explain that the children have to place the balloon stickers on page 10. Remind them it is easier to identify the balloon colour by looking at the lower part of the balloon which is already painted.
- ◆ To exemplify the activity, place the sticker of the first balloon on your book and show it to the class.

- ◆ Walk around the classroom helping the children when necessary.
- ◆ At the end, point to each balloon on page 10 and ask the children to repeat its colour.

### Answer key

The children place the stickers on the corresponding balloon.

### Variation

#### Stickers dictation

Instead of the children placing the balloon stickers themselves, you can name a colour and the children can place the corresponding sticker on the balloon of the same colour. Name the colours at random. Allow the children enough time to do the activity before you mention the next colour.

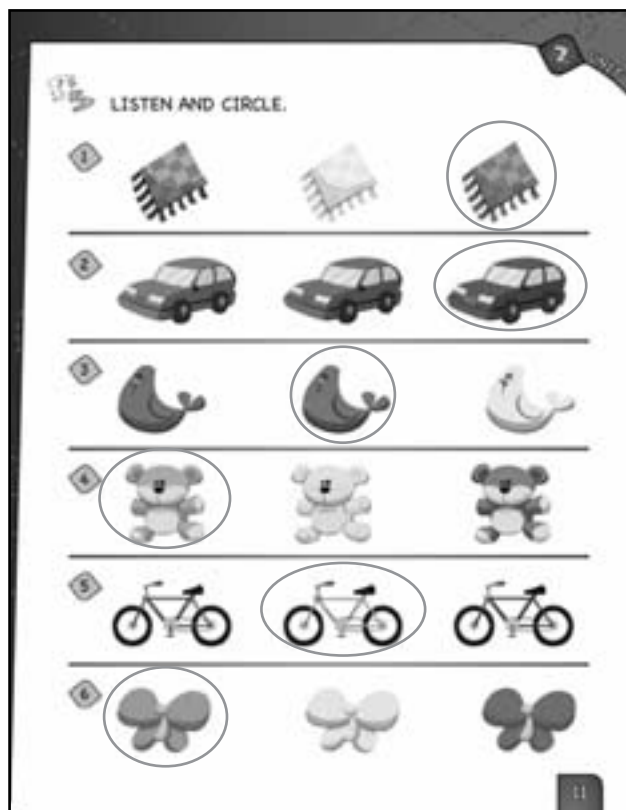
## 5 Listen and circle.

- ◆ Ask the children to look at the pictures and tell them that they are organised in groups.
- ◆ Explain that although the pictures are similar in each group, their colours are different.
- ◆ Tell the children that they will listen to a colour in each group and that they will have to circle the picture of the colour they hear.
- ◆ Also explain that the first colour they hear belongs to the first group, *the kites*, so they must circle the kite of the colour they hear.
- ◆ Play track 7 on the audio CD, pausing after the word *green*. Ask the children to repeat the colour mentioned and circle the corresponding picture.
- ◆ Proceed with the rest of the colours on track 7, repeating the procedure for each group of pictures.
- ◆ To check the activity, play the audio CD once more. For each item mentioned, point to the correct picture so that the children check their answers.

### Audioscript 7

*green, red, purple, blue, yellow, orange*

### Answer key



### Extension activity

Prepare six flashcards with the words for the colours studied in English: *red, blue, yellow, purple, green* and *orange*. Remove the desks to make room for the flashcards to be placed on the floor at random. If your classroom is too small, you may want to take the children to the school yard. Ask them to choose a colour and stand in a circle around the corresponding flashcard. Review the names of the colours. Listen to track 6 on the audio CD, pausing after the first colour

is mentioned: *yellow*. The children who are around the *yellow* flashcard have to clap their hands twice. Proceed with the rest of the colours mentioned on track 6. Now play track 6 again, pausing more briefly after each colour is mentioned. Then play the audio CD for the third time without making any pauses.

## Pages 12 and 13

### 6 Listen and say.

- ◆ Ask the children to keep their books closed.
- ◆ Draw a heart on the board.
- ◆ Take a photo of a person related to you and say, for example: *'I love Mario. I love my dad!'* Make sure the children understand the meaning of the verb *love*.
- ◆ Lead the children into looking at the picture in exercise 6, where the boy and the girl are talking. Ask them which objects the children in the picture are holding (*a ball and a car*) and what colour the objects are (*purple and green*).
- ◆ Listen to track 8 twice. The second time pause after each child speaks and ask the children to repeat what they said.
- ◆ Ask the group which the girl's favourite colour is (*purple*) and which the boy's favourite colour is (*green*).
- ◆ Introduce the children to Webby, the *Kids' Web* series character. Explain that he will appear from time to time in the book.
- ◆ Ask the children to colour the balloons with his / her favourite colour.
- ◆ When all of them have finished colouring their balloons, ask them to show their work and say: *'I love (name of their favourite colour).'*
- ◆ If you want, ask each of them which their favourite colour is, leading them into answering: *'I love \_\_\_\_\_.'*

### Audioscript 8

*I love purple! I love green!*

### Answer key

The children paint the balloons in their favourite colour.

### Extension activity

Bring some balloons in different colours to the classroom. Make sure you have enough balloons for everyone to choose one in their favourite colour. Before the class starts, the balloons have to be filled in with air or gas. At the end of the class, tell the children they will get a balloon in their favourite colour provided they say: *'I love ... (and their favourite colour).'*

### 7 Colour and sing.

- ◆ Ask the children to look at page 13 and identify all the elements in the picture: *the sun, the rain, the clouds, the rainbow, the tree, the house and the mountains*.
- ◆ If you haven't been able to use the information about rainbows on the *Curious Kids' Corner* yet, you can take the opportunity to do so now. If you have, just remind them of the rainbow and how it is formed.
- ◆ Play track 9 on the audio CD once for the children to listen to the song.
- ◆ Play it for a second time pausing at the end of each verse so that the children repeat. Explain the expression: *'rainbow shining over our heads'* by moving your hands over your head.



## Audioscript 9

*Rainbow purple,  
Rainbow blue,  
Rainbow green  
And yellow too.  
Rainbow orange,  
Rainbow red,  
Rainbow shining  
Over our heads.*

## Answer key

The children colour the picture and sing along.

## Homework

*Extra Fun 2*, pages 75 and 76.

## Kids' Web Gang in...

### Pages 14 and 15

#### Wow! A rainbow!

- ◆ Ask the children what they usually do in rainy days.
- ◆ If you haven't yet introduced the *Kids' Web Gang* to your class, do so now. Tell them that they will have the opportunity to meet a cool gang formed by Jess, Tom, Mike, Sue and Rick. Introduce each character by pointing at the pictures on pages 14 and 15 and repeating their names.
- ◆ If you have already introduced them, remind the children of the characters' names by pointing at them and repeating their names.
- ◆ Ask the children to look at the pictures on page 14. Tell them that this is a story. Call their attention

to the rainbow and the rain and ask them what is going on.

- ◆ Explain the gang is at Tom's house, looking at the rain through the window and that, suddenly, a rainbow appears.
- ◆ Ask the children what they think the gang is talking about.
- ◆ Play track 10 on the audio CD and check with the children whether they were right or not.
- ◆ Play the audio CD again and ask them to follow the story in their books.

## Audioscript 10

### Picture 1

*(Rain and thunder noises; voices of frightened children)*

### Picture 2

*(Noises of drizzle and cars splashing on the streets)*

### Picture 3

*(Noises of raindrops falling on the streets; birds start singing)*

### Picture 4

*(Birds singing louder)*

**Kids:** *Wow! A rainbow!*

**Jess:** *Yellow!*

**Mike:** *Blue!*

**Sue:** *Green!*

**Tom:** *Red!*

**Rick:** *Purple!*

## Work it out!

### 1 Colour by code.

- ◆ Ask the children to look at the picture in exercise 1 and describe it. Explain that the gang is having fun at the beach.
- ◆ On the board, draw the shapes used in the colour code and introduce them to the children. Tell them that each shape represents a colour: *the square represents blue; the triangle, red; the circle, yellow; the rectangle, green and the star, purple.*

- ◆ Tell the children to look at the picture of the sun and point at it in your book. Ask them: *'Which shape can you see in the sun? A square, a triangle, a circle, a rectangle or a star?'* Point at the circle in the sun so that the children notice it. Tell them that, according to the colour code, the circle represents yellow, which means they have to colour the sun yellow.
- ◆ Give other examples to make sure the children understand what they have to do.
- ◆ Explain that when an element in the illustration is not identified with any of the colours in the colour code, they can paint it any colour they want.

### Answer key

The children paint the clouds, Mike's shorts and the ball, blue; the umbrella and the ice cream man's T-shirt, red; the sun, Tom's shorts, Jess's hair, the ice cream cart and the starfish, yellow; the ice lollies and Jess's bathing suit, purple; the bucket and the waves, green and the rest of the picture, any colour they want.

## 2 Circle.

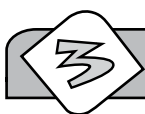
- ◆ Ask the children to look at the *Kids' Web Gang* characters who appear in exercise 2.
- ◆ Now ask them to compare these characters with the ones who appear in exercise 1 to see who appears in both exercises and who is missing.
- ◆ Finally, tell them they have to circle the character who is missing.

### Answer key



### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to the sea and the beach: *bathing suit, shorts, bucket, ball, flip-flops, sand, sand castle, seashell, starfish, sunglasses, surfboard, wave, ice lolly.*



## Shapes

### Pages 16 and 17

#### Warm up!

- ◆ Take pieces of paper in different colours (red, orange, yellow, green, blue and purple) and cut out the following shapes: a rectangle, a star, a triangle, a circle and a square (approximately 10 x 10 cm each).
- ◆ Show these shapes to the children and ask them if they know what these shapes are called. If they do not know, introduce them.
- ◆ Explain that to carry out this activity, you need someone to volunteer to be blindfolded. If nobody volunteers, choose one of the children to do it.
- ◆ Blindfold a child and give him / her a geometric shape and ask him / her to identify it.

#### 1 Look and listen.

- ◆ Explore the illustration with the children by asking: *'Where are the children? What are they doing?'*
- ◆ Ask the children to cover the speech bubbles and listen to the audio CD to discover which geometric figure the girl mentions.
- ◆ Ask: *'What shape does the girl mention?'*
- ◆ Play track 11 on the audio CD once and ask the children if they have discovered the shape: *square*.
- ◆ Ask them to look at the bubbles and play the audio CD again, twice, if necessary.

#### Audioscript 11

**Girl:** *Is it a game?*

**Boy:** *Yes, it is.*

#### 2 Listen and say.

- ◆ Ask the children to have a look at the shapes on page 17.
- ◆ Play track 12 on the audio CD, pausing after each shape is mentioned and asking the children to repeat.
- ◆ Repeat the procedure until the children can pronounce all the shapes correctly.

#### Audioscript 12

*rectangle, triangle, circle, star, square*

#### 3 Listen and point.

- ◆ Explain to the children that they will have to point at the different shapes in the illustration when you mention them. Suggestions: *a circle, a yellow square, an orange triangle*.

#### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like pieces of furniture: *stool, table, shelf, mat*; games and toys: *blindfold, toy, snowman, rocket*.

#### Optional activity

##### Picture dictation

Tell the children you will give them a different dictation. Ask them to take coloured pencils and explain you will dictate the name of a geometric figure and its colour and that they will have to draw it and colour it. Suggested shapes and colours for the dictation: *green rectangle, purple star, red circle, yellow square, blue triangle*.

### Pages 18 and 19

#### 4 Stick and say.

- ◆ Tell the children to keep their books closed and ask them to observe different geometric shapes in the classroom.

- ◆ Say, for instance: '*rectangle*' and ask the children to find rectangles in the classroom; for example, the board, the desks, the shelves.
- ◆ Ask them to open their books on pages 18 and 19.
- ◆ Explain that some elements in the illustration on page 18 are missing.
- ◆ Instruct the children to open their books on the Unit 3 Stickers section, on pages 108 and 110, at the end of the book and place the stickers on the blank spaces on page 18.

### Answer key

The children place the stickers on the corresponding shape.

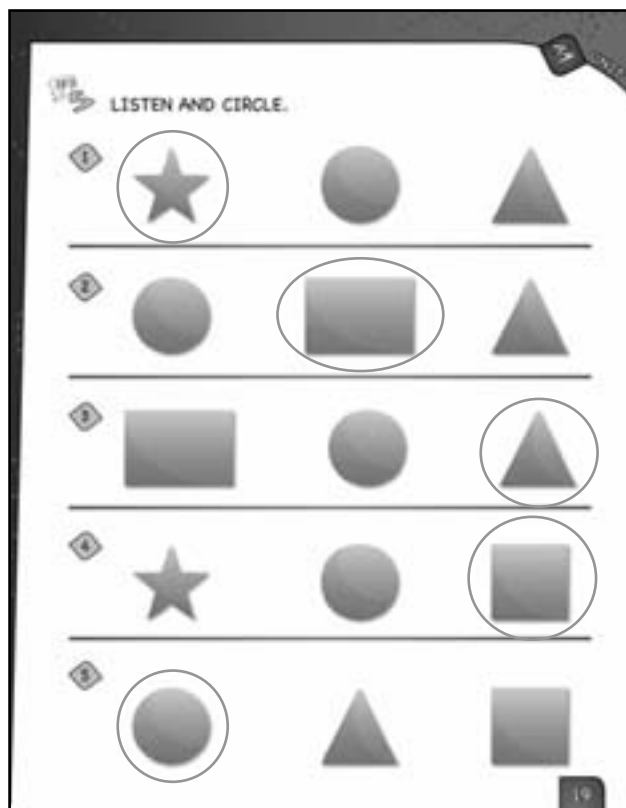
## 5 Listen and circle.

- ◆ Ask the children to look at the pictures and tell them that they are organised in groups.
- ◆ Tell them that they will listen to the name of a shape in each group and that they will have to circle the picture of the one they hear.
- ◆ Point to the first group of shapes and explain that the first word they hear will refer to one of these three shapes.
- ◆ Play track 13 on the audio CD, pausing after the word *star*. Ask the children to repeat the shape mentioned and circle the corresponding picture.
- ◆ Proceed with the rest of the shapes on track 13, repeating the procedure for each group of pictures.
- ◆ To check the activity, play the audio CD once more. For each item mentioned, point to its picture in the circles so that the children check their answers.

### Audioscript 13

1. star; 2. rectangle; 3. triangle; 4. square; 5. circle

### Answer key



### Extension activity

#### String dictation

Take a piece of string (70 cm) for each child. Explain to the group that you will say the name of some geometric shapes and that they will have to represent them on the desks with the piece of string.

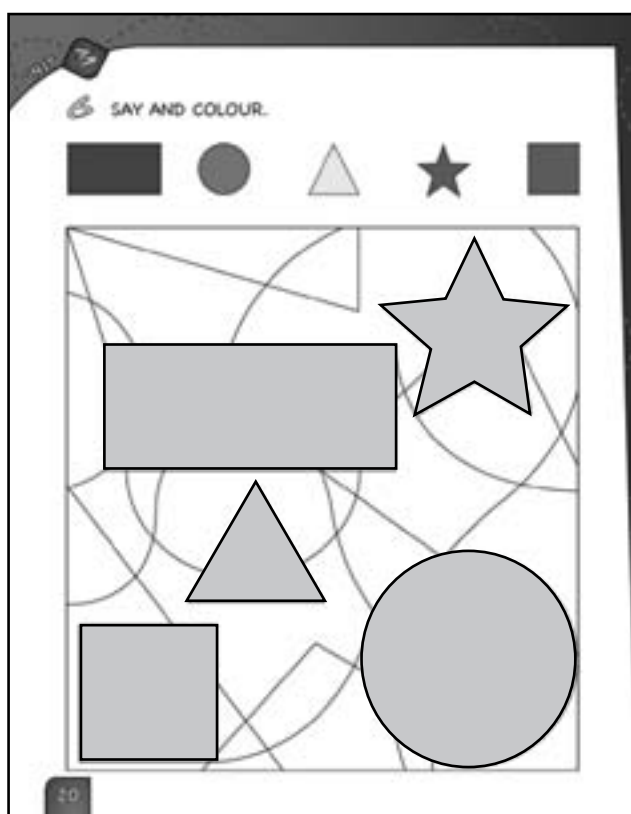
## Pages 20 and 21

### 6 Say and colour.

- ◆ Ask the children to look at the geometric figures at the top of the page and their colours.
- ◆ Review the names of the colours by pointing at the different shapes and asking the children to name them: *purple, blue, yellow, green and red*.

- ◆ Point to the purple rectangle and say: 'a *purple rectangle*.' Ask the children to repeat.
- ◆ Proceed with the rest of the geometric shapes and lead the children into following the example you gave by saying: 'a *blue circle*, a *yellow triangle*, a *green star* and a *red square*.'
- ◆ Explain that there are hidden shapes in the illustration. The children have to find them and paint them in the same colour as the small shapes at the top.

### Answer key



## 7 Play.

- ◆ Draw a rectangle on the board and ask the children: 'Is it a circle?' Lead them into answering 'Yes, it is.' or 'No, it isn't.', thus teaching the class these questions and answers.
- ◆ Ask a volunteer to come to the front and be your secretary.

- ◆ Ask him / her to draw a geometric figure in a piece of paper and stick it on your back with sellotape.
- ◆ Give your back to the class and ask: 'Is it a triangle?' The children have to answer: 'Yes, it is.' or 'No, it isn't.' till you guess which shape the child drew.
- ◆ Ask two children to come to the front and lead them into repeating the game with their classmates, in the same way you played with your secretary.

### Answer key

The children practise their own dialogues.

### Extension activity

#### Tangram

Bring various geometric figures made out of coloured paper and distribute them among the children. Each child must have access to several shapes. Lead the children into cutting out shapes and sticking them in their notebooks forming a picture like a house or a car. While you carry out the activity, walk around the classroom encouraging the children to say the names of the geometric shapes and the colours in English. If possible, prepare a collage beforehand as an example.

## 8 Sing and move.

- ◆ Ask the children to draw one of the geometric shapes on a piece of paper.
- ◆ While the children are drawing, play track 14 on the audio CD.
- ◆ Tell the children they will listen to a song about geometric shapes.
- ◆ Play the audio CD again, stopping after each verse and asking them to repeat. Make sure they understand the meaning of: 'Look at the star /



*Dancing so far' making a gesture as if pointing to a very distant star.*

- ◆ Play the audio CD once more so that the children can sing along.
- ◆ With the class, invent a simple choreography in which the children raise their pictures every time their shape is mentioned in the song.
- ◆ Play track 14 once more, motivating the children to sing and dance, following the choreography created.

### Audioscript 14

*Shapes, shapes, shapes*

*All around.*

*Look what I found!*

*A rectangle, a square,*

*Hands in the air.*

*Shapes, shapes, shapes*

*All around.*

*A triangle, a circle*

*Colour it purple.*

*Shapes, shapes, shapes*

*All around.*

*Look at the star*

*Dancing so far.*

*Shapes, shapes, shapes*

*All around.*

### Homework

*Extra Fun 3, pages 77 and 78.*

## 4 Pets

### Pages 22 and 23

#### Warm up!

- ◆ Bring pictures of famous pets like *Pluto*, by Walt Disney and *Garfield* by Jim Davis.
- ◆ Show the pictures to the children and ask them if they know who they are. Tell them they are famous characters in cartoons and films. These characters are domestic animals which are called *pets* in English.
- ◆ Ask the children if they know other famous pets.
- ◆ If the children mention: *Alex the lion* from the *Madagascar* film, explain that *Alex* and the other animals in this film are not pets as they don't live in homes. They are wild animals.
- ◆ Finally, ask them if they have a pet at home or if they would like to have one.

#### 1 Look and listen.

- ◆ Explore the illustration with the children by asking: 'Where are the children? What are they doing? Which animals can you see in the picture?'
- ◆ Explain that the characters in the picture are having a look at the animals in a pet shop.
- ◆ Ask the children if they have ever been to a pet shop. If so, ask them why they went there.
- ◆ Ask which pet the boy in the red cap is holding and which pet the boy in the green shorts is pointing at.
- ◆ Ask the children to cover the speech bubbles, listen to the audio CD and identify the two pets.
- ◆ Play track 15 on the audio CD and ask which pets are mentioned (*dog* and *fish*).
- ◆ Play the audio CD again and ask the children to listen and read the speech bubbles at the same time.

### Audioscript 15

**Boy 1:** *This dog is cute!*

**Boy 2:** *Yeah... and the fish is cute, too!*

## 2 Listen and say.

- ◆ Play track 16, pausing after each animal is mentioned and pointing at the right picture. Then ask the children to repeat the names of the pets.
- ◆ Play track 16 again pausing after each pet is mentioned. Ask the children to point at the different pets when they hear their names.

### Audioscript 16

*cat, fish, dog, bird, hamster, turtle*

## 3 Listen and point.

- ◆ Explain to the children that they will listen to the names of the pets and that they will have to point at them in the illustration on pages 22 and 23.
- ◆ Play track 17 on the audio CD, pausing after each pet for the children to point at it and repeat its name.

### Audioscript 17

*a bird, a cat, a dog, a fish, a hamster, a turtle*

### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to pets and animals in general: *(fish) scale, (turtle) shell, beak, paw, bowl, cage, collar, cushion, feather, fur, hamster wheel, tail, tank, tongue, whiskers, wings, yarn ball.*

## Pages 24 and 25

### 4 Stick and say.

- ◆ Lead the children into looking carefully at the pictures on page 24 and try to identify what they are.
- ◆ Explain that each picture represents a place where pets usually stay.
- ◆ Point to each picture, say the name of the object and ask the children to repeat: *'fish bowl, doghouse, nest, wheel, cushion, lake.'*
- ◆ Ask the children to open their books on the Unit 4 Stickers section, on page 110, at the end of the book.
- ◆ Point to each sticker and say the name of the pet, asking the children to repeat: *'fish, cat, turtle, dog, hamster, bird.'*
- ◆ Now tell the children to put the pets' stickers on the places where these pets usually stay: *the fish bowl, the doghouse, the nest, the wheel, the cushion or the lake.*
- ◆ Point to the fish bowl and ask which animal is usually there. Lead the children into placing the fish sticker on the picture of the fish bowl.
- ◆ Proceed with the rest of the pets, always asking the children to repeat their names.

### Answer key

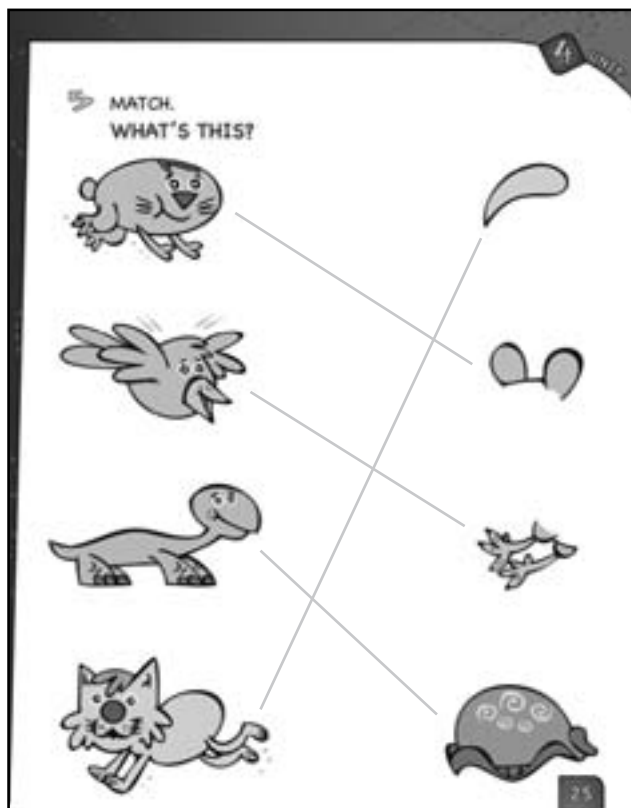
The children place the stickers on the corresponding picture.

### 5 Match.

- ◆ Ask the children to look at the pictures of pets in the left column. Tell them that a part of their bodies is missing. Explain that they will have to find those parts in the right column and match the missing part with the rest of the body.
- ◆ Point to the tail and ask the children to which animal they think it belongs. Lead them into answering: *'The cat.'* Point to the cat and say: *'What's this? It's a cat.'*
- ◆ Proceed with the rest of the pets and ask about each of them, thus teaching the question:

'What's this?', and leading them into answering:  
'It's a dog.; It's a bird.; It's a turtle.'

### Answer key



### Extension activity

#### Mime game

Divide the class in two groups. Take several magazine cutouts of the pets seen in this unit.

Put all the cutouts together in a bag or a box. Ask one child per group to go to the front and take a pet cutout from the bag or the box, without letting the rest of the group see it. This child will have 20 seconds to mimic a pet for his / her group to identify it. The rest of the group will have to say: 'It's a cat / dog, etc.' If, when time is up, the group guesses the pet, they win a point. Take note of the points

earned by each group. Repeat the game till all the pets have been mimicked. The group which has more points at the end of the game wins the competition.

## Pages 26 and 27

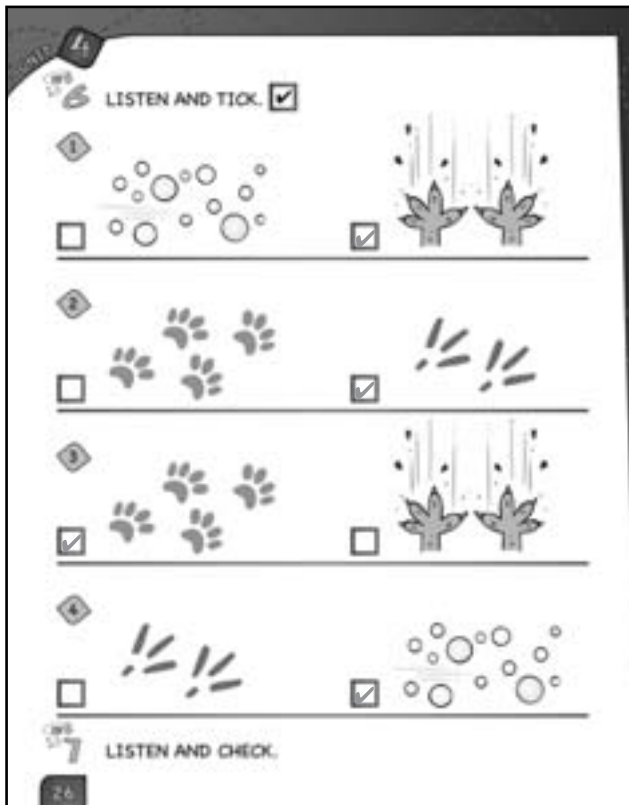
### 6 Listen and tick.

- ◆ Ask the children to imitate the sounds made by the pets that you mention, for example: 'Which sound does the cat make?' and ask them to imitate a cat. Ask the same question about the fish, the dog and the bird.
- ◆ Explain that they will listen to the sound made by a pet and they will have to tick the corresponding pet in their books.
- ◆ Point to the pictures in the first task and say: 'It's a fish. It's a cat.'
- ◆ Play track 18 on the audio CD, pausing after hearing the cat miaowing. Then ask the question: 'What's this?' Let the children guess and ask them to tick in their books the picture of the pet they heard.
- ◆ Proceed with the rest of the pets in the same way.

### Audioscript 18

1. Cat miaowing;
2. Bird tweeting;
3. Dog barking;
4. Fish making noises in water.

## Answer key



### 7 Listen and check.

- ◆ Ask the children to go back to the first task in exercise 6 and explain that they will be able to see if their guesses were correct.
- ◆ Point to that task and remind the children which animal each picture represents: a *fish* and a *cat*.
- ◆ Play track 19 on the audio CD, pausing after each answer: 'It's a cat.' Repeat the statement so that the children check their answers and point to the corresponding illustration which should be already ticked. Allow the children some time to check their answers before moving to the next task.
- ◆ Proceed in the same way with the rest of the tasks.

## Audioscript 19

1.

**A:** What's this? (Cat miaowing)

**B:** It's a cat.

2.

**A:** What's this? (Bird tweeting)

**B:** It's a bird.

3.

**A:** What's this? (Dog barking)

**B:** It's a dog.

4.

**A:** What's this? (Fish making noises in water)

**B:** It's a fish.

### 8 Listen, draw and say.

- ◆ Ask the children to look at the picture and say which pet each child refers to.
- ◆ Play track 20 on the audio CD, pointing at the pictures of the *dog* and the *cat* when they are mentioned.
- ◆ Play track 20 again, pausing after each child speaks, and ask the children to repeat.
- ◆ Now ask them to draw their favourite animal in a secret place. Tell them to work in pairs so that they show their pictures to each other, practising the dialogue they listened to.

## Audioscript 20

**Boy:** This dog is cute!

**Girl:** The cat is cute too!

## Answer key

The children practise their own dialogues.

## 9 Sing.

- ◆ Explore the illustration with the children and ask them which pet they can see.
- ◆ Remind them of the different sounds made by pets. Tell them that turtles don't make any sound.
- ◆ Explain they will hear a song about a girl who is looking for her dog.
- ◆ Play track 21 on the audio CD, pausing at the end of each verse so that the children repeat it.
- ◆ Invent a choreography with the children making gestures to represent key words: *where* (with a hand protecting your eyes from sunlight, as if trying to see something that is far away); *little dog* (with a hand near the floor, indicating the dog's height); *ears* (with your hands on your head miming ears); *tail so long* (with a hand on your back indicating a very long tail).
- ◆ Play track 21, inviting the children to sing and practise the choreography created.

### Audioscript 21

*Oh where, oh where  
Has my little dog gone?  
Oh where, oh where  
Can he be?  
With his ears cut short,  
And his tail so long.  
Oh where, oh where  
Can he be?*

### Extension activity

#### Broken phone game

Ask the whole class to stand in one long line to play the broken phone game. Explain that you will whisper a phrase in the ear of the last child in the line. That child will whisper the same phrase in the ear of the child in front of him / her, who, in turn will repeat the phrase in the ear of the child in front of him / her and so on till the phrase reaches the first person in the line. When that happens, the first child in the line must say the phrase he heard to the whole class. Suggested phrase: *'A blue bird and a cute cat.'* At the end of the game, reveal the phrase you said, which will probably be quite different from the one the first child in the line said.

### Homework

*Extra Fun 4*, pages 79 and 80.

### Kids' Web Gang in...

#### Pages 28 and 29

##### Pets are cute!

- ◆ Ask the children to keep their books closed.
- ◆ Also ask them what we must do when taking care of pets (*provide them with food, medicine, care and attention, etc.*).
- ◆ They will hear a story about people's love for pets.
- ◆ Tell the children to listen to the audio CD and identify the animals by the sound they make.
- ◆ Play track 22 on the audio CD.
- ◆ Now, ask the children to open their books on pages 28 and 29 and look at the pictures.
- ◆ Ask them who they can see and remind them of the characters in the gang by pointing at them and saying their names: Tom, Rick, Mike, Jess and Sue.
- ◆ Ask the children where the gang is and what they are doing.



- ◆ Explain the gang is in a pet shop talking about their favourite pets.
- ◆ Tell the children to check whether the animals they identified on the audio CD are the ones in the picture.
- ◆ Play track 22 on the audio CD once more.
- ◆ Ask: 'Do you think the kids in the gang like pets? Why do you think so?'

## Audioscript 22

### Picture 1

*(Pets noises in a pet shop: dogs barking, cats miaowing, birds singing)*

**Jess:** *This dog is cute. (friendly and soft voice)*

**Tom:** *This cat is cute too.*

**Sue:** *The fish is cute. (friendly and soft voice)*

### Picture 2

*(Big dog barking, noises of a dog licking a laughing child)*

### Picture 3

*(Noises of someone running and a little cat miaowing)*

### Picture 4

*(Noises in water, little fish swimming and making bubbles)*

### Picture 5

**Mike:** *Ohhh... my dog, my cat, my fish, my pets! (in a friendly and soft voice)*

## Working with values

### Respect

Take the example of the gang's love for pets to talk about respect for people, animals and the environment.

## Work it out!

### Cut and paste.

- ◆ Ask the children to choose one of the models of the pets presented to reproduce one in the *This is my pet!* section.
- ◆ Instruct them to cut some geometric shapes from page 97 and make a collage to produce their favourite pet.
- ◆ Lead them into planning their pet carefully before cutting the geometric shapes.

## Answer key

The children draw pictures of their own pets.

## Extension activity

Ask each child to stand in front of the class, show and describe the model created by saying the name of the pet represented and the geometric shape used. For example: 'This is my pet: a triangle, a square, a circle and a rectangle.'



## Numbers

### Pages 30 and 31

#### Warm up!

- ◆ Ask the children to get together in small groups and take their coloured pencils with them. Choose a child to be the representative for each group.
- ◆ Explain they will participate in a game in which you will ask for some coloured pencils and they will have to collect them and hand them in to you. Teach them the word *pencil* by showing one and ask them to repeat: 'pencil'.
- ◆ Write number 3 on the board. Say: 'three' and ask the children to repeat. Then say: 'I need three blue

*pencils'* and the representatives of the groups must hand in three blue pencils.

- ◆ Write number 5 on the board. Say: *'five'* and ask the children to repeat. Say: *'I need five red pencils'* and wait for the representatives to hand in the material requested.
- ◆ Always mention when the task has been correctly done. Correct when the quantity or colour of the material is wrong.
- ◆ Go on playing the game for a while, checking and revising colours and introducing numbers.

### 1 Look and listen.

- ◆ Lead the children into having a look at the picture and identifying the elements whose names in English they already know: *dog, turtle, bird, boy, girl, etc.*
- ◆ Ask the class: *'Where are the children? What are they doing?'*
- ◆ Ask the children which of the activities in the illustration they like the most and if they know a park or a square where to play outdoors.
- ◆ Tell them one of the girls is pointing at the sky.
- ◆ Ask them to cover the speech bubbles and play the audio CD so as to discover what this girl is showing their friends.
- ◆ Play track 23 on the audio CD. Check if the children heard her speaking about the birds.
- ◆ Play the audio CD again.

### Audioscript 23

**Girl:** Look! Seven birds!

### 2 Listen and say.

- ◆ Play track 24 on the audio CD and write each number mentioned on the board.
- ◆ Play track 24 again, pausing after each number is mentioned for children to point at them in their books and repeat them.
- ◆ Repeat the procedure until the children can pronounce all the numbers correctly.

### Audioscript 24

*one, two, three, four, five, six, seven, eight, nine, ten*

### 3 Point and count.

- ◆ Mention an element in the picture and ask the children to say how many of those elements there are in the picture. You say, for example, *'birds'* and the children say *'seven birds'*.
- ◆ You can also ask: *'How many birds?'* and explain the meaning of the expression.

### Extension activity

#### Memory game

Ask the children to cut out the domino cards on page 99. Organise them in pairs. Each pair must place all their cards together on one desk, with their faces down. After deciding who starts, the first child turns one of the cards up and then turns one of his classmate's cards up to see if they can match a pair (two cards with the same number). If the cards do not match, they must return them to the exact same place where the cards were. The aim is that both children memorise where each number is located. The second child follows the same procedure and so on. When a child manages to match a pair, that's to say, he turns the cards with the same number up, he must keep the cards. Whenever a child turns up a card, he / she must say the number written on it aloud. In the end, when the children have matched all the pairs, they must count all the pairs each of them has. The winner is the child who has more cards.

### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like games and activities carried out by children: *jump rope, play soccer / football, ride a bike, skateboard, walk the dog, chat.*

## Pages 32 and 33

### 4 Listen and draw.

- ◆ Review the names of colours and shapes in this exercise with the children. Point to the blue rectangle and say: *'blue rectangle'*; point to the red circle and say: *'red circle'* and so on.
- ◆ Explain that they will listen to the quantity of geometric shapes that there must be for each item. Then, lead them into colouring the ones which are missing to complete the quantity mentioned on the audio CD.
- ◆ Do number 1 with the whole class as an example. Point to the three blue rectangles and say: *'three rectangles'*. Play track 25 on the audio CD, pausing after *'four'* for the second time. Repeat what was said and ask the children to repeat too.
- ◆ Lead the children into drawing a rectangle so that there are *four rectangles* in all, as indicated on the audio CD.
- ◆ Proceed with the other items in the same way.
- ◆ To correct, point to each item and say: *'four rectangles'*, and so on.

### Audioscript 25

*four, seven, three, eight, five*

### Answer key

The children draw the missing shapes and colour the rectangles blue; the circles, red; the stars, green; the triangles, purple and the squares, yellow.

### 5 Sing and complete.

- ◆ Ask the children to look at the picture on page 33.
- ◆ Say: *'Count the birds.'* You can also ask: *'How many birds can you see?'* and explain the meaning of the question. Lead the children into counting the birds, ten in all.
- ◆ Tell them to imagine where these birds could be and then complete the picture using the blank space on the page as they wish.
- ◆ Explain they will learn a *chant*, simple rhyming verses which must be recited rhythmically and can be accompanied by a melody.
- ◆ Play track 26 on the audio CD and at the same time show with your fingers the numbers mentioned. At the end of each verse, make a gesture with your hands showing birds flying away.
- ◆ Lead the children into imitating you, making the same gesture with their hands.

### Audioscript 26

*One little, two little, three  
Little birds,  
Four little, five little, six  
Little birds,  
Seven little, eight little, nine  
Little birds,  
Ten little birds in the sky.*

### Answer key

The children draw their own pictures.

### Extension activity

#### Chants contest

Ask children to get together into small groups and lead each group into creating a chant similar to the one in the previous activity, but using, numbers, colours, shapes or other pets. Also ask the groups to create choreography steps to illustrate the verses of the chant.

Then organise a talent show in which each group must go to the front of the classroom and present its choreography.

## Pages 34 and 35

### 6 Stick.

- ◆ Point to the numbers next to the circles and name them in English, asking the children to repeat them: *'eight, three, two, nine, five.'*
- ◆ Lead the children into opening their books on the Unit 5 Stickers section, page 111.
- ◆ Point to each group of pets and ask children what we call them in English: *birds, cats, dogs, hamsters, turtles.*
- ◆ Say: *'Count the birds'* and ask the children to count how many birds there are in the group: *nine.*
- ◆ Proceed in the same way with the other groups: *five cats, two dogs, eight hamsters, three turtles.*

### Answer key

The children place the stickers on the corresponding group.

### 7 Listen and point.

- ◆ Play track 27 on the audio CD, pausing after each item is mentioned. Ask the children to point at the corresponding group in their books and repeat.

### Audioscript 27

*two dogs, three turtles, five cats, eight hamsters, nine birds*

### 8 Count.

- ◆ Review with your class the names of the shapes in English. To do that, point to the red rectangle and ask them to name it: *a rectangle.* Proceed in the same way with the rest of the figures: *a square, a circle, a triangle, a star.*
- ◆ Ask the children to look at the pictures: *train* and *kite.* Explain that these two pictures are formed by different geometric shapes.
- ◆ Say: *'Count the rectangles'* and lead the children into counting how many rectangles there are in the train and in the kite. Ask them to write down their answers.
- ◆ Proceed in the same way with the rest of the geometric shapes.
- ◆ To correct, count the shapes with the children, pointing at your book.

### Answer key

The children count 8 squares, 8 circles, 3 rectangles, 4 triangles and 5 stars.

### Extension activity

Before the class, put several geometric shapes made out of paper and several pet cutouts from magazines in different colours in a bag. When you start the activity, explain to the children that you will ask for a pet or a shape in a certain colour and that they will have to look for it. The first child who finds the first pet or shape wins a point. Write down the points for each child on the board and at the end, tell the class who the winner is.

### 9 Play.

- ◆ Ask the children to look at the picture.
- ◆ Explain that they must put their fingers on the

back of a classmate, as in the picture on page 35 and ask his / her classmate: *'How many?'*. His / her classmate, in the meantime, must feel his / her classmate's fingers on his / her back and answer in English how many fingers he / she feels.

### Answer key

The children practise the dialogue in pairs.

### Homework

Extra Fun 5, pages 81 and 82.



## My Family

### Pages 36 and 37

#### Warm up!

- ◆ Ask the children to bring photos of their families before the class.
- ◆ Also bring photos of your own family (*mother, dad, brother, sister*).
- ◆ Lead the children into cutting out the portrait model on page 101 in their Course Books, colour it and fold it. Then ask them to place one of the photos of their family members in the frame.
- ◆ Show a photo of your own family and say: *'My family.'*
- ◆ Point at your mother and say: *'This is my mum.'* Do the same with other members of your family.
- ◆ If possible, enlarge your photos so that the children can see them better.

#### 1 Look and listen.

- ◆ Explore the illustration with the children by asking: *'Where are the children? What are they doing? What is the girl showing her classmate?'*
- ◆ Explain that the characters in the picture are

in a classroom and that the girl is showing her classmate a photo of her family.

- ◆ Ask the children to cover the speech bubbles, listen to the audio CD and identify the members of the family that are mentioned.
- ◆ Play track 28 on the audio CD and check that everybody understood the girl says *'mum'*.
- ◆ Ask the children who they think the other people in the photo are.

### Audioscript 28

**Girl:** *This is my mum!*

#### 2 Listen and say.

- ◆ Play track 29, pointing at the characters in the book when they are mentioned.
- ◆ Play track 29 again pausing after each family member is mentioned and asking the children to repeat.
- ◆ Repeat this procedure till you check the children have learned the pronunciation of the words.

### Audioscript 29

*dad, mum, brother, sister*

### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to arts and crafts: *art (s), brush, crafts, crayon, paint, picture, picture frame, vase* or family members: *half-brother, half-sister, stepbrother, stepfather / stepdad, stepmother / stepmum, stepsister*.



## Pages 38 and 39

### 3 Stick and point.

- ◆ Explain to the children that this is a photo of a family.
- ◆ Ask what they think was happening when this photo was taken. (*They were celebrating somebody's birthday.*)
- ◆ Lead the children into opening their books on the Unit 6 Stickers section, on page 111, at the end of the book.
- ◆ Explain that the people in the stickers are part of the same family.
- ◆ Point at each of them and say: '*mother, brother, father, sister*' and ask the children to repeat.
- ◆ Ask the children to complete the photo by placing the stickers on the blank spaces.
- ◆ Emphasise the pronunciation of the words for family members.

#### Answer key

The children place the stickers on the corresponding faces.

### 4 Listen and circle.

- ◆ Tell the children that the boy at the top of the page is looking at a photo album of his family. The small pictures below are members of the boy's family.
- ◆ Explain that they will listen to the audio CD and that they must circle, in each group of pictures, the member of the family mentioned.
- ◆ Point to the first set of pictures, showing the children the three members of the family. The children must listen to the audio CD and circle the family member mentioned in that set.
- ◆ Play track 30 on the audio CD and pause after listening to '*brother*'. Ask the children to repeat what they listened to and circle the *brother* in their books.
- ◆ Proceed in the same way with the rest of the sets.
- ◆ To correct, play the audio CD again, pausing after each item is mentioned, pointing to the picture that must be circled in your book.

- ◆ If possible, ask the children to repeat what they listen to on the audio CD, correcting pronunciation where necessary.

#### Audioscript 30

1. brother; 2. dad; 3. mum

#### Answer key



## Pages 40 and 41

### 5 Draw.

- ◆ Ask the children to draw their own family in any way they want.
- ◆ Once they finish, ask them to look at the pictures of their classmates and notice that families can be different from one another.

## Answer key

The children draw pictures of their own families.

### 6 Listen and talk.

- ◆ Ask the children to look at the picture and say what the girl is showing to the boy (*a picture of her family*).
- ◆ Play track 31 on the audio CD twice.
- ◆ Ask the children which family members the girl mentions when she talks (*mum, dad, sister*).
- ◆ Play track 31 once again, pausing from time to time and wait for the children to repeat.
- ◆ Organise the class in small groups and ask them to show their classmates the pictures they drew in exercise 5, pointing at each family member and saying: *'This is my \_\_\_\_\_.'*
- ◆ If the class is small, instead of working in groups, ask each child to go to the front of the classroom and introduce his / her family to the rest of the class.

### Audioscript 31

*This is my mum, my dad and my sister. Oh... and this is me!*

## Answer key

The children introduce their families to another classmate or to the rest of the class.

### Extension activity

Instruct the children to decorate the portraits on page 101 in any way they want. Ask them to place photos of their families in the portraits. If they haven't brought any photos, ask them to draw a picture. Then ask them to show their portraits and introduce their families to the rest of the class. Remind them to use the structure *'This is my \_\_\_\_\_.'*

### 7 Sing.

- ◆ Ask the children to look at the families in exercise 7.
- ◆ Point to the picture on the left and say *'big family'*. Point to the family on the right and say *'small family'*.
- ◆ Explain that these families are different. There are big and small families, families made up of a dad, a mum and children, families made up of a mum and a son, families made up of a dad and children and many more.
- ◆ Tell the children that they will listen to a song about families.
- ◆ Read each verse and ask the children to repeat them.
- ◆ Suggest some gestures to create choreography steps and movements (for example, open the arms when saying *'big'*, put the fingers together when saying *'small'* and form a heart with your hands when saying *'love'*).
- ◆ Play track 32 and lead the children into singing the song and carrying out the choreography created.

### Audioscript 32

*Some families are big,  
Some families are small.  
But I love my family  
Best of all!*

### Extension activity

Take magazine cutouts of dogs in several different sizes, breeds and above all, different ages, to identify adults from newly-born ones. Organise the children in groups of up to four children and distribute the cutouts among them. Hand a piece of paper to each group and ask them to place and glue a dog family. Explain it is not necessary that all the dog family members belong to the same breed. Ask one group at a time to go to the front and show the rest of the class the dog family they created. Each child must introduce at least one family member, using the expression: *'This is the \_\_\_\_\_.'*

## Homework

Extra Fun 6, pages 83 and 84.

## Kids' Web Gang in...

### Pages 42 and 43

#### Bird watching

- ◆ Ask the children to keep their books closed. Ask them if they like music and if so, what kind of music they like.
- ◆ Now ask them to open their books, look at the pictures and ask them what they think is going on.
- ◆ Play track 33 on the audio CD.
- ◆ Ask: 'Why is Mike using the binoculars? What is he looking at? (a bird's nest) What is the bird mother doing? (teaching her children how to sing) How are the birds singing?' (one of them is singing with some difficulty).
- ◆ Play track 33 on the audio CD once again.

## Audioscript 33

### Picture 1

(Noises in the countryside, wind blowing leaves away, birds singing on the background)

(Noise of someone unzipping a tent)

### Picture 2

(Bird singing a long and beautiful melody)

### Picture 3

(Two birds singing a short melody, one at a time)

### Picture 4

(A bird singing out of tune)

### Picture 5

(Three birds singing, one at a time, the last one lowly but in a tuneful way)

## Work it out!

### Stick.

- ◆ Ask the children how they think the story of the singing birds ends. Let them express themselves freely.
- ◆ Tell them the picture on page 43 shows the end of the story but a part of the picture is missing.
- ◆ Lead the children into opening their books on the Unit 6 Stickers section, page 113 where the bird family stickers are. Ask them to place the stickers on the blank spaces in the picture on page 43.
- ◆ With the stickers in the right place, ask the children to look at the complete picture and conclude how the story ends (*all the little birds on a tree, singing properly and Mike clapping his hands when he hears the birds singing and feeling happy*).

## Answer key

The children place the stickers where they belong in the picture.

## Extension activity

### Perseverance

Take the example of the bird, which found it difficult to sing at the beginning but continued trying till he could sing properly, to teach the children the importance of striving to achieve one's objectives. Explain that perseverance is an important value human beings need if they want to grow personally and professionally.

# 7

## Let's Play!

### Pages 44 and 45

#### Warm up!

- ◆ Bring several old and modern games and toys and show them to the children.
- ◆ Ask them which their favourite toys and games are.
- ◆ If possible, bring a photograph of yourself when you were a child with a toy or a game. You can also bring a photo of a toy which was famous when you were a child or which is not commercialised any longer (you can look for pictures of these toys on the Internet). Show these photos to the class and tell the children about the games you played and the toys you had when you were a little child.

#### 1 Look and listen.

- ◆ Explore the illustration with the children and ask them: *'Where are the children? What are they doing? Which toys and games can you see in the picture?'*
- ◆ The children will answer that they are assembling a jigsaw puzzle.
- ◆ Ask them to cover the speech bubbles and listen to track 34 on the audio CD.
- ◆ Play the audio CD and check that the children have identified the word *puzzle*.

#### Audioscript 34

**Boy:** Look at my new puzzle!

#### 2 Listen and say.

- ◆ Play track 35 on the audio CD. Pause after an item is mentioned, ask the children to point at the pictures of the games and toys they hear and repeat the words till they pronounce them correctly.

#### Audioscript 35

*computer game, puzzle, train, robot, ball*

#### 3 Find and point.

- ◆ Tell the children they will have to point at the items that you mention in the illustration. Suggested items for you to mention: *an orange ball, a puzzle, a train, two robots, a star, three boys*.

#### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to toys and games: *car, computer, doll, truck* or rooms in the house and pieces of furniture: *bed, bedroom, carpet, desk, shelves, wardrobe*.

### Pages 46 and 47

#### 4 Stick.

- ◆ Ask the children to have a look at the pictures on page 46.
- ◆ Point to the different toys and games and name them: *'a teddy bear, dolls, a car, a robot, a puzzle, a kite, a computer game, a ball.'*
- ◆ Explain that the picture shows shelves with toys at a toy shop. Name the toys once again and ask the children to repeat them.
- ◆ Lead the children into opening their books on the Unit 7 Stickers section, page 113, at the end of the book.
- ◆ Point to the picture of the toy shop where the robot sticker has to be placed and say: *'a robot'*. Lead the children into identifying the robot sticker and placing it on the corresponding shelf.
- ◆ Proceed in the same way with the rest of the stickers till the picture of the toy shop shelves is complete.

## Answer key

The children place the stickers on the toy shop shelves.

### 5 Listen and point.

- ◆ Play track 36 on the audio CD, pausing after each toy or game is mentioned, pointing at the pictures in your book and asking the children to repeat the names for toys and games.

## Audioscript 36

*teddy bear, dolls, car, robot, puzzle, kite, computer game, ball*

### 6 Sing and point.

- ◆ Explore the pictures with the children. Name the toys and games and ask the children to point at the pictures in their books: *'a train, a computer game, a doll, a ball, a robot, a puzzle.'*
- ◆ Tell the children they will listen to a song about games and toys.
- ◆ Play track 37 on the audio CD.
- ◆ Ask the children which games and toys they will hear in the song.
- ◆ Tell them all the games and toys on page 47 will be named in the song. They will have to point at the different games and toys in the order they hear them in the song.
- ◆ Play track 37 once again, this time pausing after each verse and asking the children to repeat what they hear and to point at the pictures on page 47 in their books.
- ◆ Play the song once more and ask the children to join in and sing along.

## Audioscript 37

*Let's play, let's play!  
Get your train,  
Get your game.  
Let's play, let's play!  
Get your ball,  
Get your doll.  
Robots, puzzles,  
Computer games!  
Let's play, let's play!  
Let's play, let's play  
All day!*

## Pages 48 and 49

### 7 Circle 6 differences.

- ◆ Ask the children to look at the pictures on page 48.
- ◆ Tell them that although the pictures look very similar, they are different and they will have to find the differences between them.
- ◆ If the children find it difficult to identify the differences in both pictures, ask questions such as: *'How many teddy bears are there in each picture? What colour is the robot in each picture?'*
- ◆ To correct, point to the differences in the pictures in your book, describing them. For example: *'In the first picture, the girl in a pink shirt has one teddy bear but in the second picture this girl has two bears.'*



### Answer key



### 8 Draw.

- ◆ Ask the children if they have a favourite game or toy. If so, ask them which their favourite game or toy is and what makes it special. Allow all the children to answer.
- ◆ Now ask them to draw their favourite game or toy.
- ◆ Once the pictures are finished, ask the children to show them to their classmates.

### Answer key

The children draw their own favourite games.

### 9 Mime.

- ◆ Tell the children that they will have to mime a game or a toy and that the rest of the children will have to guess what it is.

- ◆ Ask a child to go to the front of the classroom to represent a game or a toy they have studied in this lesson. The rest will have to guess what it is. The child who guesses correctly goes to the front to mime another game or toy.

### Answer key

The children mime their own games and / or toys.

### Extension activity

Before this class, ask the children to bring a game or toy they like. At the end of the class, organise the children into small groups to show their toys to their classmates. Bring a toy or a game yourself to be able to introduce it to the children, using expressions such as: *'Look, this is my (favourite) game / toy. It is a \_\_\_\_\_. Let's play.'* Invite them to play. Then let them play freely.

### Homework

*Extra Fun 7*, pages 85 and 86.

## 8

## My Schoolbag

### Pages 50 and 51

#### Warm up!

- ◆ Hold a pencil and ask the children if they already know how to say the name of this object in English (*pencil*).
- ◆ Do the same with other school items to check if the children know what they are called in English.

## 1 Look and listen.

- ◆ Explore the illustration with the children by asking: *'Where are the children? What are they doing? What is happening? Do you usually lend each other school objects?'*
- ◆ Talk to them about the importance of taking good care of school material.
- ◆ Ask the children to cover the speech bubbles, listen to the audio CD and discover what the boy is borrowing.
- ◆ Play track 38 on the audio CD and check that everybody understood he is borrowing an eraser.

### Audioscript 38

**Boy:** *I need an eraser.*

**Girl:** *Here you are.*

## 2 Listen and say.

- ◆ Ask the children to look at the pictures in exercise 2.
- ◆ Play track 39 pausing after each word and asking the children to repeat.
- ◆ Repeat this procedure till you check the children have learned the correct pronunciation of the words.

### Audioscript 39

*eraser, pencil, notebook, crayons, book, pen*

## 3 Find and point.

- ◆ Explain to the children that they will have to point at the items you mention in the illustration. Suggestions: *a robot, a teddy bear, a girl, number 7, two books, a blue circle.*

### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to school: *blackboard, desk, file cabinet, folder, lunchbox, schoolbag, sheet of paper, students, teacher.*

## Pages 52 and 53

### 4 Stick.

- ◆ Tell the children to look at the picture. Explain that it is a pencil case and that they will have to organise some items inside this case.
- ◆ Ask them what they usually put in their pencil cases. Encourage them to use the vocabulary learned at the beginning of this unit.
- ◆ Lead the children into opening their books on the Unit 8 Stickers section, pages 113 and 115, at the end of the book.
- ◆ Point to each sticker and say, for example: *'a pencil, two pencils, a green eraser, five crayons.'* Ask the children to repeat all the words and phrases you mention.
- ◆ Proceed in the same way with the rest of the stickers. Tell them to place the stickers in any way they want, emphasising the importance of keeping school items in order.

### Optional activity

#### Stickers dictation

Carry out a dictation activity indicating the order in which the stickers must be placed in the pencil case. If necessary, draw on the board a picture similar to the one in the book to help them place the objects.

## Answer key

The children place the stickers on the picture of the pencil case.

### 5 Sing and move.

- ◆ Tell the children that they will listen to a song about school objects and they will dance to its rhythm.
- ◆ Read each verse and ask the children to repeat them.
- ◆ Encourage them to observe the pictures and explain that the characters are making gestures to indicate the rhythm of the music: *clapping hands, stomping feet, turning around.*
- ◆ If you deem appropriate, use these expressions in English: '*Clap your hands, Stomp your feet, Snap your fingers, Turn around.*'
- ◆ Explain that you will carry out these actions while listening to the song and that they will have to imitate you.
- ◆ Play track 40 and lead the children into singing the song and carrying out the choreography created.

## Audioscript 40

*One, two, three  
Book, pencil, crayons.  
Four, five, six  
Eraser, notebook, pen.  
Seven, eight, nine  
And ten! Thank you!  
Let's start again!*

## Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like actions: *Clap your hands, Stomp your feet, Snap your fingers, Turn around.*

### Pages 54 and 55

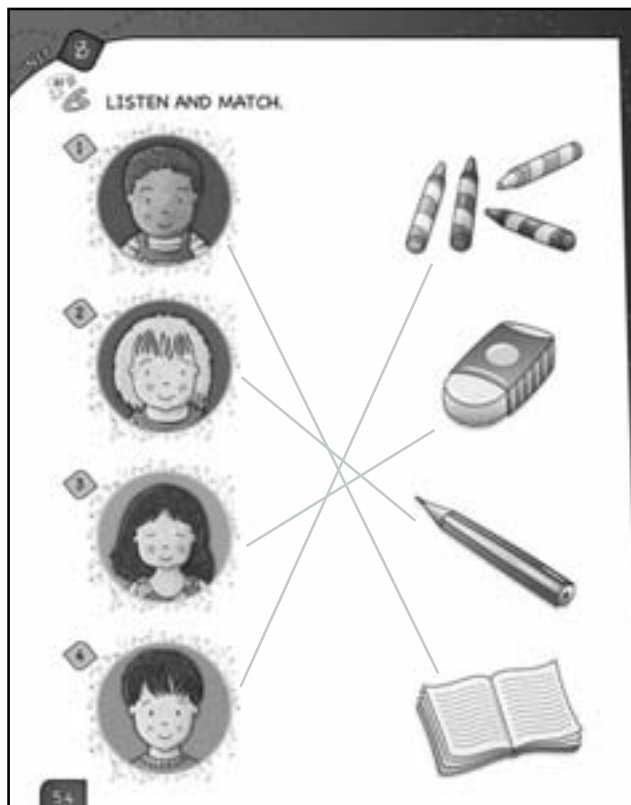
#### 6 Listen and match.

- ◆ Ask the children to look at the pictures. Explain that the children in the pictures are in need of some school items.
- ◆ Explain that they will listen to what each child's needs.
- ◆ Play track 41 on the audio CD pausing after each item is mentioned and checking the answers with the children.

## Audioscript 41

- 1. I need a book.*
- 2. I need a pencil.*
- 3. I need an eraser.*
- 4. I need crayons.*

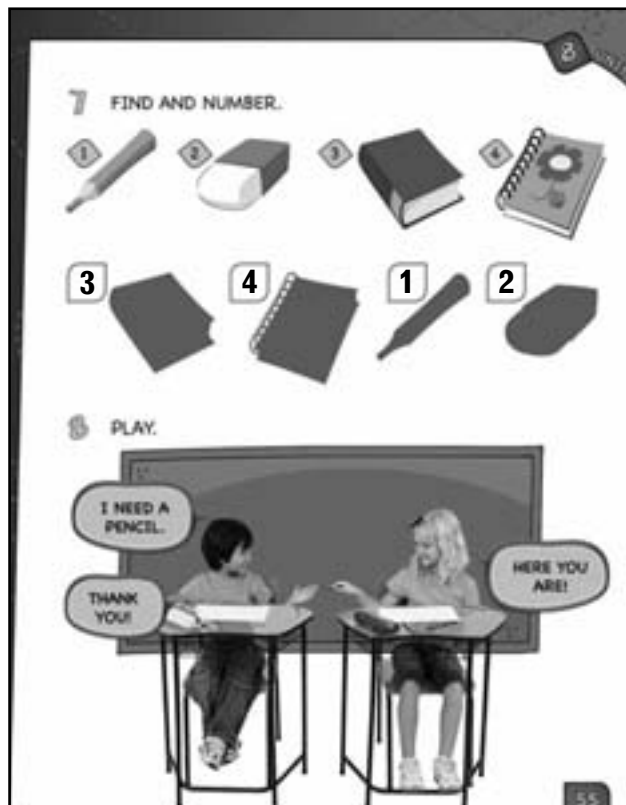
## Answer key



### 7 Find and number.

- ◆ Revise the vocabulary in the pictures with the children by pointing at each picture and asking what these objects are called in English. Correct pronunciation when necessary.
- ◆ Ask the children, then, to find the silhouettes corresponding to each object and number them.

## Answer key



### 8 Play.

- ◆ Ask the children to look at the picture and say what the children are doing (*borrowing school objects from each other*).
- ◆ Read the statements and ask the children to repeat.
- ◆ Divide the group in pairs and tell them to place some school objects on their desks.
- ◆ Explain they will practise dialogues in which they will borrow and lend some school items.
- ◆ For example, practise the dialogue with some children so that they understand the structure they will have to use.
- ◆ This is an excellent opportunity to practise expressions such as: *Thanks!*, *Please* and *You're welcome!*

## Answer key

The children practise the dialogue in pairs.

## Extension activity

Divide the class into four groups. Ask the children to choose a name for their groups and then draw a chart on the board to write the points earned by each group in the competition.

Practise the dialogue: *'I need a / an..., Here you are!'* with the children. Explain you will ask for a school item using the expression: *'I need a / an...'* and the children will have to work in groups and bring you the item requested.

The first group to hand in a requested item and say: *'Here you are!'* earns a point. If the child doesn't say this expression, his / her group will not earn a point.

You can make the exercise more challenging by adding colours or numbers to the request. For example: *'I need a red crayon.'* or *'I need two books.'* You can also give an example so that the children understand the structure of the question.

## Homework

Extra Fun 8, pages 87 and 88.

## Kids' Web Gang in...

### Pages 56 and 57

#### It's time to play ball!

- ◆ Ask the children to keep their books closed and tell them they will listen to a new story about the gang.
- ◆ Ask them which characters they would like to

see in this story. If necessary, remind them of the characters' names: Jess, Tom, Mike, Rick and Sue.

- ◆ If possible, take a ball similar to the one in the pictures and ask the children if they usually play ball.
- ◆ Ask them to give you some examples of games in which you use the ball to play.
- ◆ Tell the group that the story they will listen to is about a ball.
- ◆ Now ask the children to open their books and observe the pictures in the story.
- ◆ Ask: *'Where are the children? What are they doing? What is happening with the ball?'*
- ◆ Play track 42 on the audio CD.
- ◆ Listen to the children's comments and explanations. After that, if necessary, tell them the children were playing football but Tom threw the ball so hard that it landed on a neighbour's yard. They tried, with no success, to recover the ball so Rick took another ball and gave it to Tom. Everybody was happy because they could go on playing.
- ◆ Ask the children if they have ever gone through a similar experience.

## Audioscript

42

### Picture 1

**Rick:** Hello Tom!

**Tom:** Hi! Let's play!

### Picture 2

(Noises of children playing ball and shouting)

### Picture 3

**Tom:** Oh, no...

### Picture 4

**Kids:** The ball, please! The ball, please!

### Picture 5

(Noises of toys being thrown out of a box, falling on the floor)

### Picture 6

**Rick:** This is for you!

**Tom:** Thank you!

**Kids:** Wow! Let's play!

### Values Activity

#### Generosity

Refer to the situation in the story in which Rick gave his ball to Tom to make him happy. Explain that Rick, by giving something to Tom, showed generosity.

### Work it out!

#### Find and colour.

- ◆ Revise the vocabulary with the children by pointing at the coloured pictures on page 57 and asking them what they are called in English: *kite, car, ball*.
- ◆ Tell them that these objects are hidden in the illustration below and that they will have to discover and colour them any colour they want.
- ◆ Also explain that the pieces to be coloured are marked with dots.

### Answer key

The children find and colour the kite, the car and the ball.

9

## Cyber, the Robot!

### Pages 58 and 59

#### Warm up!

- ◆ Ask the children to keep their books closed and ask them if they have already invented a toy and if so, which one.
- ◆ If they haven't created his / her own toy, ask them if they would like to do so.

### 1 Look and listen.

- ◆ Explore the illustration with the children and ask them: *'Where are the children? What's the toy on top of the table called? Have you created your own toy?'*
- ◆ Ask them to cover the speech bubbles and listen to the audio CD to discover the name of the robot.
- ◆ Play track 43 on the audio CD and check that the children have identified the name of the robot: *Cyber*.

### Audioscript 43

**Man:** *This is Cyber, the robot.*

### 2 Listen and say.

- ◆ Ask the children to look at the picture of the robot.
- ◆ Play track 44, pointing at the robot's parts of the body.
- ◆ Play track 44 again, pausing after each word. Ask the children to repeat the words and point at the same parts of the body in their books.
- ◆ Repeat the procedure till you make sure the children have learned the correct pronunciation of the words.

### Audioscript 44

*head, arms, legs, eyes, nose, ears, mouth*

### 3 Find and point.

- ◆ Tell the children they will have to point at the items in the illustration that you mention. Suggested items for you to mention: *a boy, a rectangle, blue, a circle, a blue rectangle*.



### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to toys construction: *antenna, chair, construction cone, desk, garage, goggles, mirror, tire, tools.*

## Pages 60 and 61

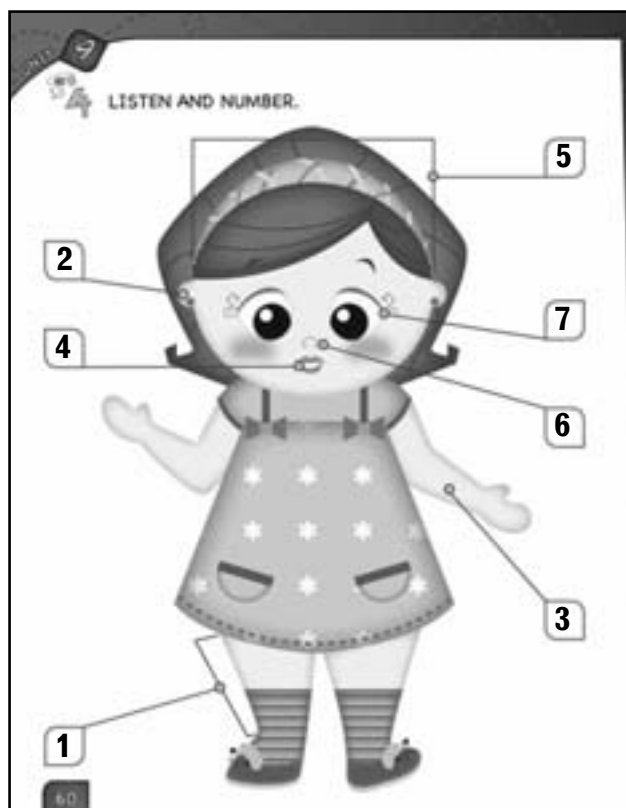
### 4 Listen and number.

- ◆ Go over the vocabulary related to parts of the body with the children.
- ◆ Play track 45 on the audio CD pausing after each part of the body is mentioned. Lead the children into repeating the words and pointing at the different parts of their own bodies.
- ◆ Now tell the children that they will practise the vocabulary learned by pointing at the different parts of the doll illustrated on page 60.
- ◆ Explain to the children that they will listen to the audio CD again and will have to number the parts of the doll's body in the order they hear them.
- ◆ Play track 45 again pausing after each word so that the children identify the part of the body mentioned and number it.
- ◆ Play the audio CD once more pausing after each word and indicating the corresponding number, helping the children to check their answers.
- ◆ To correct, say: 'Number one' and the children will have to say the corresponding part of the body aloud, for example: 'legs' and so on.

### Audioscript 45

1. legs; 2. ears; 3. arms; 4. mouth; 5. ears; 6. nose; 7. eyes

### Answer key



### Extension activity

Organise the whole class in a circle. Choose a child to start the game.

Explain that the first child must say the name of a part of the body and point at it in his / her own body. The child to his / her right, must point at the same body part, name it, add another one and say its name aloud. After this, the child to the right repeats the parts of the body mentioned by his / her classmates, pointing at them and then adds another part of the body, names it, points at it and so on and so forth.

For example, child A says: 'head' and points at his head; child B says: 'head, leg' and points at his / her head and leg; child C says: 'head, leg, mouth' and points at his / her head, leg and mouth. The idea is that as each child adds a part of the body to the sequence the task becomes more and more difficult till it becomes impossible to carry it out.

Start a new round every time a child makes two mistakes in a sequence. Each sequence must be started by a different child.

## 5 Stick.

- ◆ Tell the children that they will have to put a robot together.
- ◆ Lead them into looking at the picture and identifying which parts of the robot's body are missing.
- ◆ Then tell them to open their books on the Unit 9 Stickers section, page 115, at the end of the book.
- ◆ Point to each sticker and ask questions such as: 'Is it a lake?' leading the children into answering: 'Yes, it is.' or 'No, it isn't.' Repeat the same procedure till all the parts of the robot have been identified.
- ◆ Instruct the children, then, to place the parts of the robot in the picture.

### Optional activity

#### Stickers dictation

Carry out a dictation activity indicating the order in which the parts of the body must be placed on the picture of the robot. Choose the parts of the body at random and start the dictation: *legs, arms, eyes, nose, mouth, ears*.

Allow enough time for the children to place the stickers after you say a word aloud before naming the following one.

### Answer key

The children place the stickers on the corresponding part of the body.

### Extension activity

#### Self-portrait project

Before class, ask the children to bring the following material:

- Magazine cutouts of parts of the face (mouth, nose, eyes, eyebrows)
- Wool strings
- Scissors and glue
- Markers
- Finger paint
- Plastic cup
- Brushes

In a sheet of paper, draw the figure of a face and make copies (at least one copy per child).

In class, ask the children to hand in the magazine cutouts to you.

Classify the different cutouts by part of the body: *eyes, eyebrows, mouth and nose*. Put them in a place where all the children can have access to them.

Hand in a copy of the figure of the face to each child and ask them to choose the parts of the body that look similar to their own features and paste them on the face figure, making up their own portraits.

Then instruct them to paste the wool strings to simulate their hair in their portraits.

After that, pour some water into the plastic cups for the children to clean their brushes and ask them to use finger paint and markers to create a background in the portraits.

Now ask them to write their names at the top of the page: *I'm \_\_\_\_\_*.

Prepare a place in the classroom for the children to let their work dry.

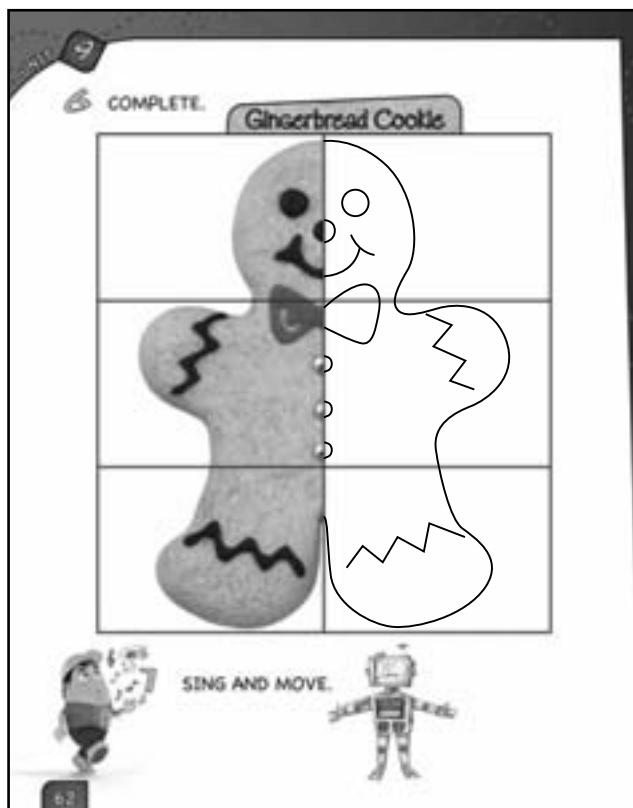
If possible, organise an exhibition of the portraits created.

## Pages 62 and 63

### 6 Complete.

- ◆ Ask the children to look at the picture on page 62 and guess what it is.
- ◆ Explain this is a *gingerbread cookie*. Use the information in the *Culture for Kids* below.
- ◆ Tell them to complete the picture by drawing several details.
- ◆ In the end, ask them to show their pictures to a classmate and say the *Gingerbread Man*'s parts of the body and face in English.

### Answer key



### Culture for kids

Tell the children that the *Gingerbread Man* is a biscuit or cookie in the shape of a man, made of ginger which is very popular in the USA and the UK. It is especially eaten at Christmas and it is one of the symbols of that festivity in the North hemisphere.

If you have time, tell the children the *Gingerbread Man* story. If you don't know the story, look up the story on the Internet at [www.topmarks.co.uk/stories/gingerbread.htm](http://www.topmarks.co.uk/stories/gingerbread.htm) where you will find an illustrated version of this traditional story.

### 7 Sing and move.

- ◆ Tell the children that they will learn a song about *Cyber, the Robot*.
- ◆ Read each verse and ask the children to repeat them.
- ◆ Play track 46 on the audio CD and lead the children into singing the song and dancing to its music.
- ◆ Suggest to the children that they dance as if they were robots moving the parts of the body when they are mentioned in the song.

### Audioscript 46

Two eyes, one nose,  
That's my friend Cyber!  
Hello, Cyber!

Move your arms like a robot.  
Move your legs like a robot.  
This is my friend Cyber!  
Hello, Cyber!

Two arms, two ears.  
This is my friend Cyber!  
Hello, Cyber!

*Move your arms like a robot.*

*Move your legs like a robot.*

*This is my friend Cyber!*

*Hello, Cyber!*

*Two legs and one mouth.*

*This is my friend Cyber!*

*Hello, Cyber!*

*Hello, friend!*

### Answer key

The children draw their own pictures and practise their own dialogues.

### Homework

Extra Fun 9, pages 89 and 90.

## 8 Listen, draw and say.

- ◆ Ask the children to look at the picture of the children on page 63. Ask them what these children are holding: *pictures of robots*.
- ◆ Play track 47 on the audio CD.
- ◆ Ask the children what they think they are doing.
- ◆ Play track 47 again pausing from time to time and asking them to repeat what they hear.
- ◆ Now tell the children to look at the girl's robot and ask: *'How many legs? (Three) How many arms? (Four).'*
- ◆ Encourage the children to draw their own robots by creating very distinctive features for them.
- ◆ When all the children have finished their drawings, divide the class into small groups and ask them to show their robots to their classmates and describe them by following the example in the dialogue on page 63.
- ◆ Play track 47 on the audio CD more than once so that the children remember how to describe their robots.

### Audioscript 47

*Two legs, one ear, three eyes!*

*One nose, five eyes, four arms and three legs!*

## 10 Breakfast Time

### Pages 64 and 65

#### Warm up!

- ◆ Ask the children what they usually have for breakfast, lunch and dinner.
- ◆ Show them pictures of different types of food and ask which their favourite food is.

#### 1 Look and listen.

- ◆ Explore the illustration with the children by asking: *'Where are the girls? What are they doing? Are the girls having breakfast, lunch or dinner?'*
- ◆ Tell the children to look carefully at the illustration, asking them to mention some of the items they can recognise in the picture.
- ◆ Ask them to cover the speech bubbles and identify the food words mentioned on the audio CD.
- ◆ Play track 48 on the audio CD and check that all the children in the group understood the meaning of the words *apple* and *orange juice*.
- ◆ Ask them if they know these words and encourage them to identify them in the picture.
- ◆ Explain that the girls are preparing breakfast in the kitchen and talking about the food they like.

## Audioscript 48

**Girl 1:** *Hmmm... I love apples! And you?*

**Girl 2:** *I love orange juice!*

### 2 Listen and say.

- ◆ Ask the children to have a look at the pictures in exercise 2.
- ◆ Play track 49, pausing after each type of food is mentioned. Point to the corresponding item and repeat the word.
- ◆ Play track 49 once again, pausing after each word.
- ◆ Ask the children to repeat the food items and point at them in the picture.

## Audioscript 49

*bananas, apples, orange juice, cookies, cake, milk*

### 3 Find and point.

- ◆ Explain to the children that they have to point at the items you mention in the illustration on pages 64 and 65. Words suggested: *a blue cat, two girls, a fish, a bird, yellow, three apples.*

#### Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production.

You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like kitchen words: *bottle, fork, fridge / refrigerator, jar, kitchen cabinet, microwave, oven, stove, table cloth.*

## Pages 66 and 67

### 4 Find and colour.

- ◆ Tell the children that the following fruits and drinks are hidden in the illustration on page 66: *a banana, a piece of cake, an apple, a glass of orange juice, a cookie.*
- ◆ Encourage them to look for the hidden figures and once they locate them, say their names aloud in English. Correct pronunciation where necessary.
- ◆ Once all the figures have been discovered, tell the children to colour them any colour they want.

#### Answer key



### 5 Listen and circle.

- ◆ Ask the children to look carefully at the pictures in the exercise on page 67.
- ◆ Present the new vocabulary: *papaya, sandwich and strawberry.*
- ◆ Explain that they will listen to the children in the exercise say which their favourite food is.

Tell them that they will have to circle the food items they hear on the audio CD and that, if necessary, they will be able to circle more than one food item.

- ◆ Point to the boy in item 1 and the food presented. Point to each picture and say its name in English, asking some children to repeat them.
- ◆ Play track 50 on the audio CD, pausing after each item and pointing to the food items that must be circled. Say their names aloud in English and ask the children to repeat them.

### Audioscript 50

1. *I love bananas and milk.*
2. *I love apples and orange juice.*
3. *I love orange juice and cake.*

### Answer key



## Pages 68 and 69

### 6 Stick and talk.

- ◆ Tell the children to look at the picture on page 68 and explain that this is a breakfast tray.
- ◆ Also tell them that the girls are speaking about their favourite breakfast food.
- ◆ Read the dialogue aloud.
- ◆ Then practise it with some children for the rest of the class to hear.
- ◆ Lead the children into opening their books on the Unit 10 Stickers section, page 115 where the food stickers are.
- ◆ Point to each sticker, say the name of each food item aloud and ask the children to repeat: *cake, cookies, orange juice, bananas, apples.*
- ◆ Tell the children to place only their favourite food stickers on the tray.
- ◆ Then ask them to work in pairs and practise the dialogue on page 68, telling their partners which their favourite food items for breakfast are, according to the stickers placed on their tray.

### Extension activity

Ask the children to cut and fold the food basket on page 103.

Also ask them to cut the food items on the same page.

Tell the children to work in pairs and put their cutouts on their desks.

Each child holds his / her basket and asks for a food cutout to his / her partner.

Child A tells child B: *'Milk, please'*, showing his / her basket. Child B, then, puts a milk carton on child A's basket and says: *'Here you are.'*

Then they switch roles.

The game goes on till all the food items have been placed on the baskets.



## Answer key

The children make up their own dialogues.

## 7 Sing and circle.

- ◆ Ask the children to look at the food items on the cupboard. If you deem it necessary, introduce the words: *pineapple*, *bread* and *jelly*.
- ◆ Explain that they will listen to a song about different types of food and that they will have to circle the ones mentioned in the song.
- ◆ Play track 51 on the audio CD, pausing after each stanza so that the children can circle the food items mentioned: *juice*, *cookies*, *bananas*, *apples* and *cake*. Repeat the procedure once more.
- ◆ To correct, play track 51 on the audio CD again, pausing after each stanza and pointing to the items that must be circled in their books.
- ◆ Play the song again, inviting the children to sing and dance freely.

## Audioscript 51

*Delicious, delicious,  
So delicious!  
I love apples and cookies too.  
And you, and you, and you?*

*Delicious, delicious,  
So delicious!  
I love juice and bananas too.  
And you, and you, and you?*

*Dance and shake.  
It's time to eat cake!*

## Answer key

The children circle the apples, cookies, juice, bananas and cake.

## Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production.

You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like more food words: *cereal*, *jam*, *pear*, *pineapple*, *strawberry*, *tomato sauce*, *white bread*.

## Extension activity

If you have time, organise a class breakfast with your children. Make a list of breakfast items to be brought, always remembering that the activity must be conducted in English. Tell each child which task he / she will be in charge of and which food item he / she must bring to class. Say: *'Don't forget to bring the napkins, the plastic cups, the table cloth.'*

Remind the children that during breakfast, they will have to ask for the food they would like to have in English. Tell them to use expressions such as: *'I love orange juice!'*

If your English class takes place in the afternoon, instead of breakfast, you can organise a picnic.

## Homework

*Extra Fun 10*, pages 91 and 92.

## Extra Fun

### Pages 73 to 92

Practice activities of the topics studied can be done as homework. It is important to verify that the children understand what they have to do, explaining each activity in detail and giving examples. Remember that parents or tutors who help children do their homework do not necessarily speak English. The pages in this section are detachable and there is a blank for the student's name; so you can choose to have the pages detached to correct the activities afterwards or use them for evaluation purposes.

### Extra Fun 1

#### Pages 73 and 74

##### 1 Colour by code.

- ◆ Ask the children to paint the object that belongs to each character according to their names' colour codes.

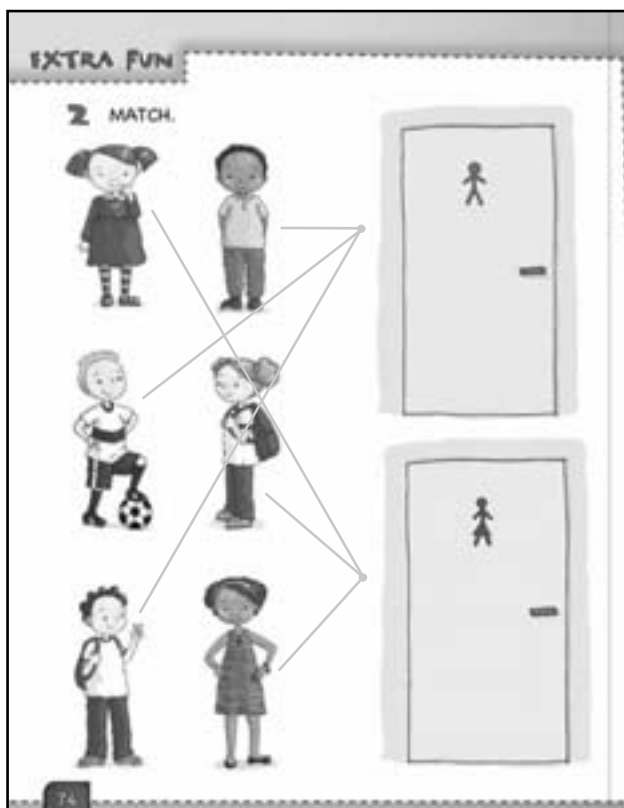
##### Answer key

*Jess: sunglasses; Rick: computer game; Tom: ball; Mike: water container; Sue: watermelon*

##### 2 Match.

- ◆ Ask the children to match the boys and girls to the corresponding bathrooms' doors.

##### Answer key



### Extra Fun 2

#### Pages 75 and 76

##### 1 Colour by number.

- ◆ Tell the children to colour the picture by following the colour code.

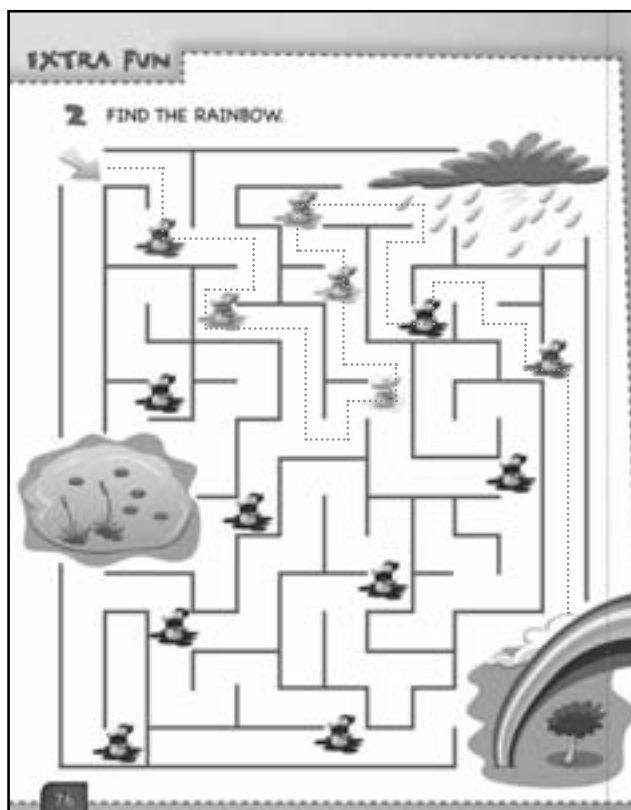
##### Answer key

The children colour the number 1 pieces green; number 2, blue; number 3, purple; number 4, orange; number 5, red and number 6, yellow.

## 2 Find the rainbow.

- ◆ Ask the children to trace the way between the yellow arrow and the rainbow.

### Answer key



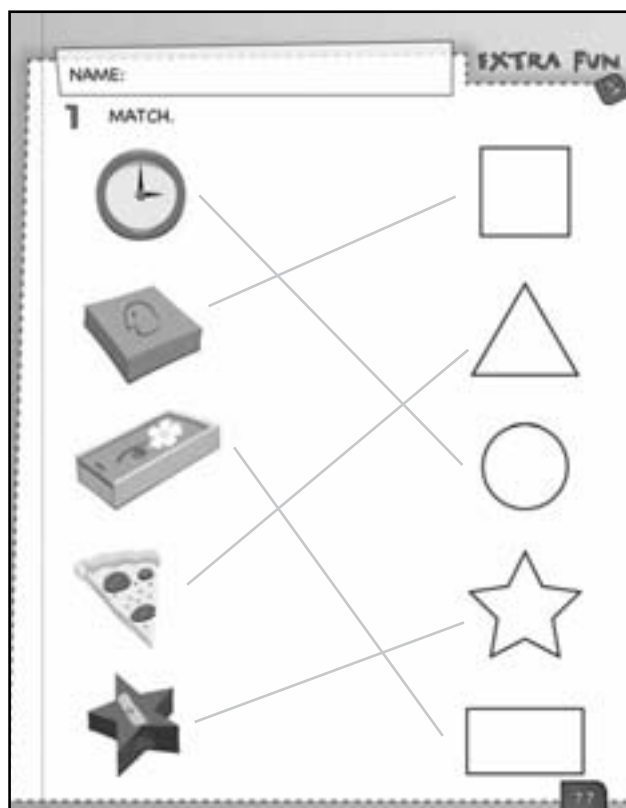
## Extra Fun 3

### Pages 77 and 78

#### 1 Match.

- ◆ Ask the children to match the objects to the shapes they resemble.

### Answer key



#### 2 Colour by code.

- ◆ Ask the children to colour the pictures according to the corresponding shapes' colours.

### Answer key

The children paint the stars yellow; the triangles, purple; the circles, blue; the rectangles, green; the squares, red.

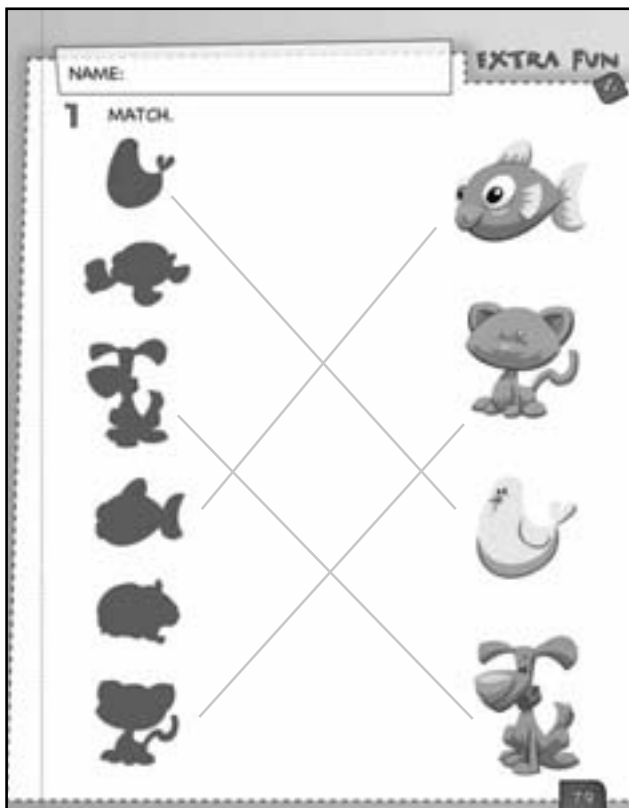
## Extra Fun 4

### Pages 79 and 80

#### 1 Match.

- ◆ Ask the children to match the shadows to the corresponding animals.

#### Answer key



#### 2 Draw.

- ◆ Ask the children to draw the pet that goes in each picture.

#### Answer key

The children draw a dog in the doghouse, a fish in the bowl, a cat on the cushion, a hamster in the cage, a turtle in the box and a bird in the nest.

## Extra Fun 5

### Pages 81 and 82

#### 1 Match.

- ◆ Ask the children to match the numbers to the corresponding quantity.

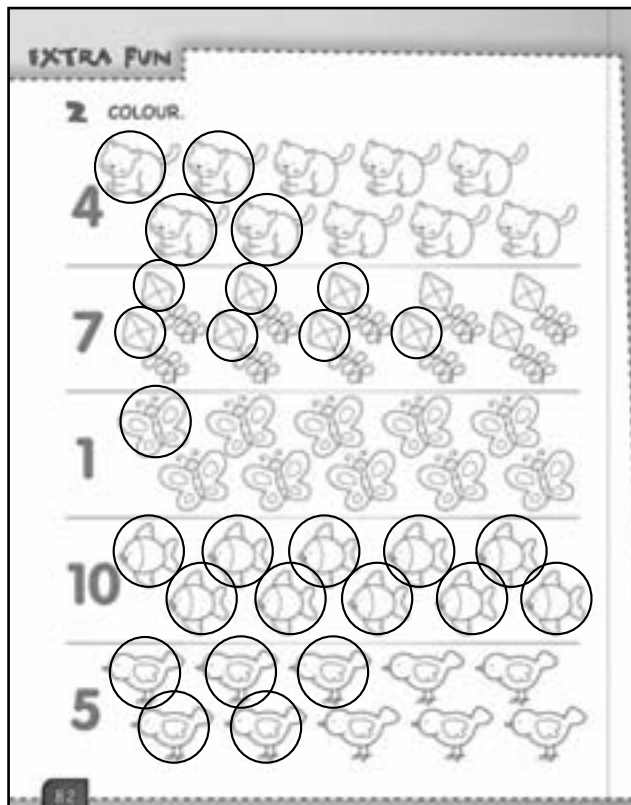
#### Answer key



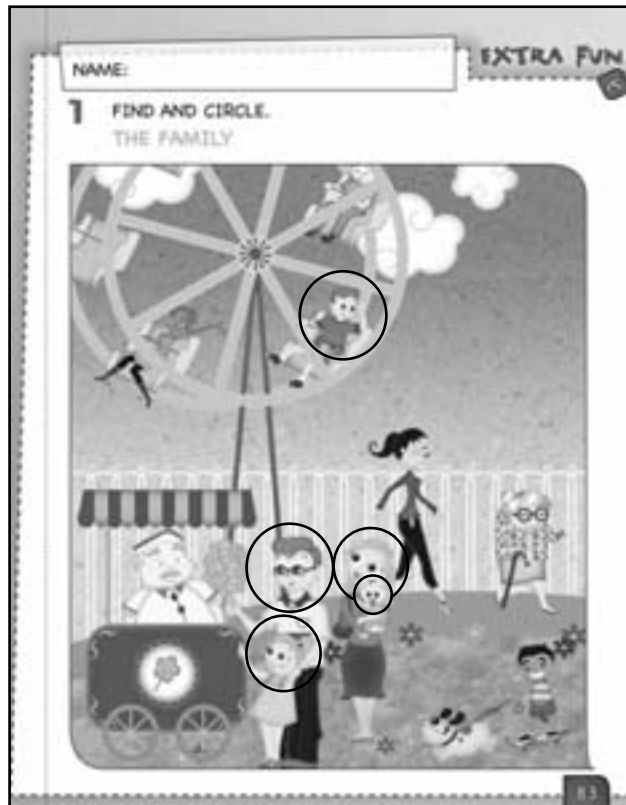
#### 2 Colour.

- ◆ Ask the children to colour only the quantity specified by the figure.

## Answer key



## Answer key



## Extra Fun 6

### Pages 83 and 84

#### 1 Find and circle.

- ◆ Ask the children to circle five people they think belong to the same family in the picture.

#### 2 Match.

- ◆ Tell the children to match the faces to the corresponding bodies.

### Answer key



### 3 Find and circle.

- ◆ Ask the children to find and circle the lost girl's father.

### Answer key

See the answer to exercise 2 above.

## Extra Fun 7

### Pages 85 and 86

#### 1 Glue.

- ◆ Ask the children to glue a picture of their favourite toy or game.

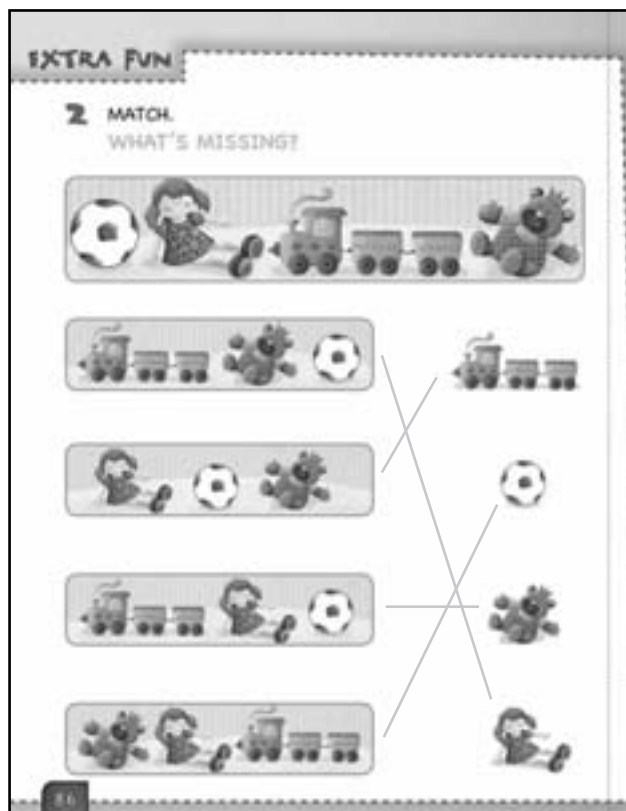
### Answer key

The children glue a picture of their favourite game or toy.

### 2 Match.

- ◆ Ask the children to look carefully at the picture at the top of the page and then match each picture to the missing object.

### Answer key





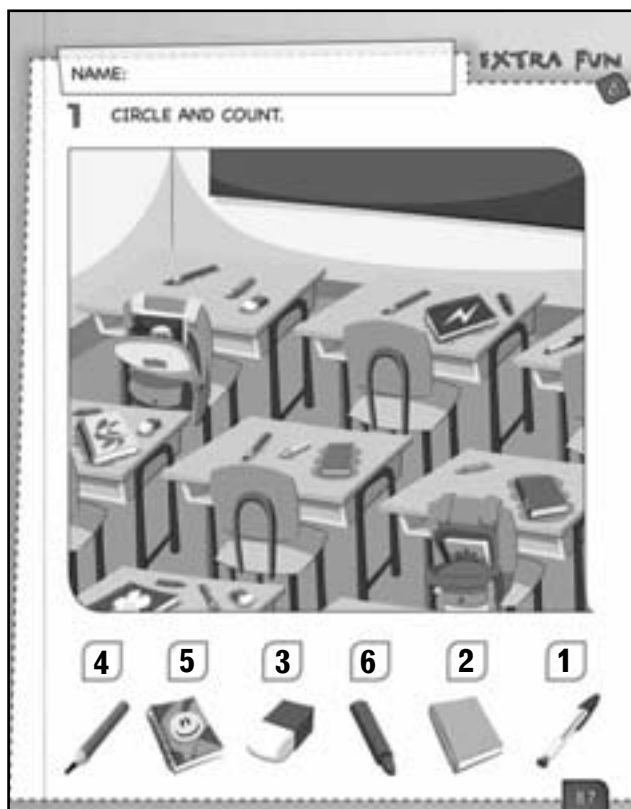
## Extra Fun 8

### Pages 87 and 88

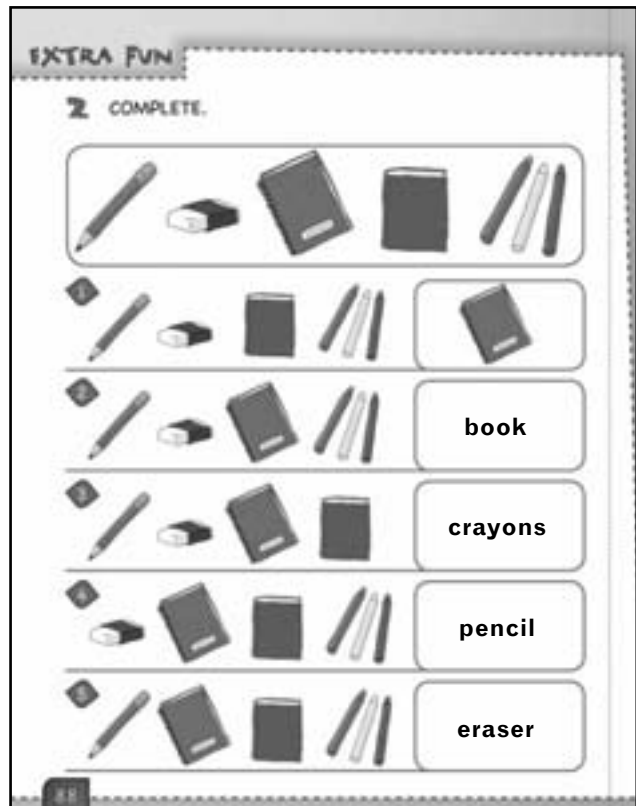
#### 1 Circle and count.

- ◆ Tell the children to find the objects at the bottom of the page in the picture above, circle them, count them and write the corresponding numbers.

#### Answer key



#### Answer key



## Extra Fun 9

### Pages 89 and 90

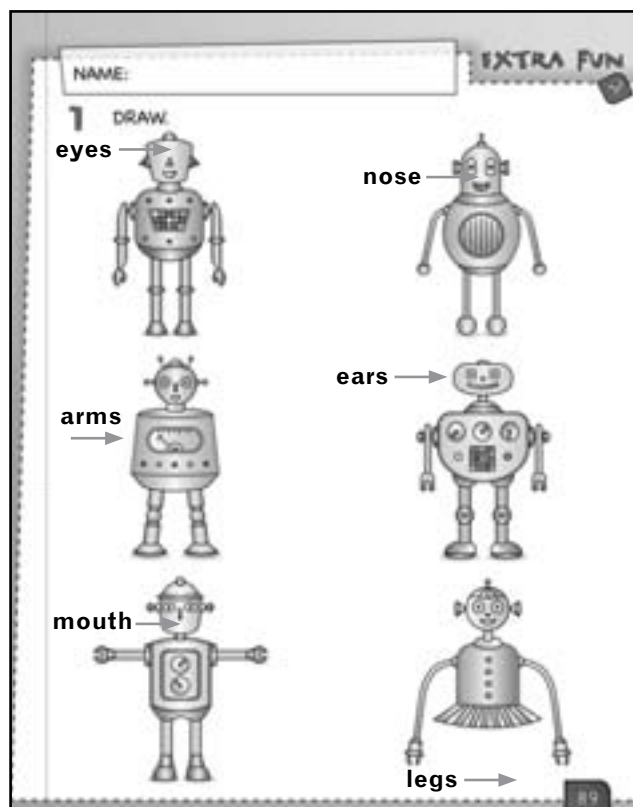
#### 1 Draw.

- ◆ Tell the children to discover the missing part of the body in the pictures below.

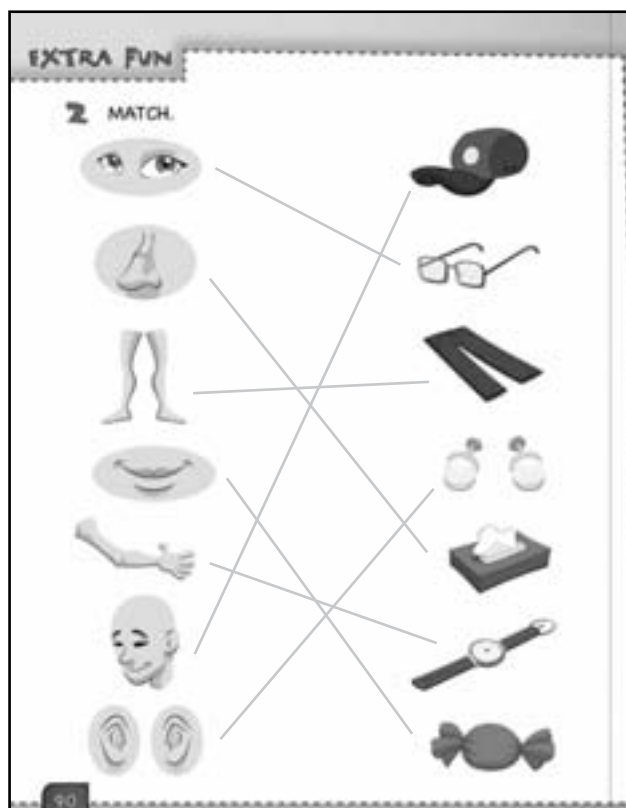
#### 2 Complete.

- ◆ Ask the children to look carefully at the picture at the top of the page and draw the missing object in the pictures below.

## Answer key



## Answer key



## 2 Match.

- ◆ Ask the children to match the part of the body to the corresponding object.

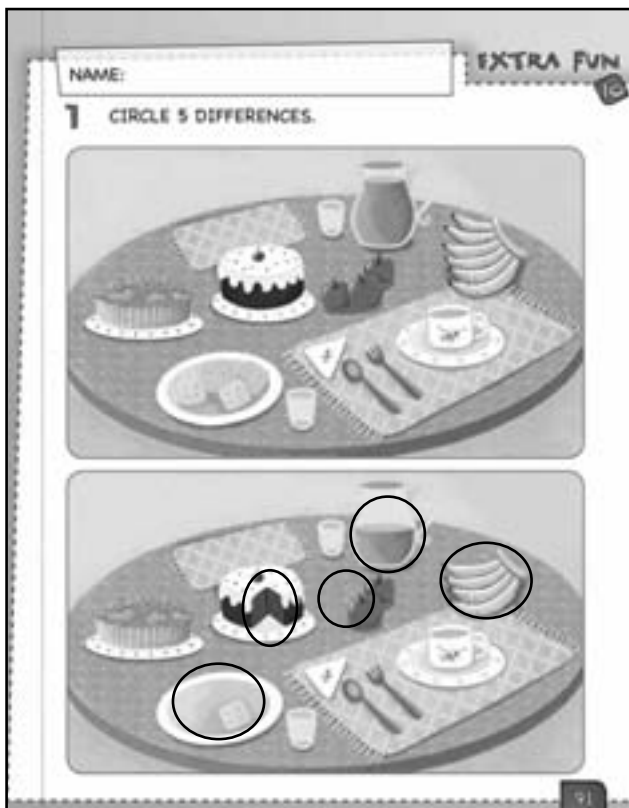
## Extra Fun 10

### Pages 91 and 92

#### 1 Circle 5 differences.

- ◆ Tell the children to discover and circle five differences between the two pictures.

## Answer key



## 2 Look and number.

- ◆ Tell the children to number the pictures according to the logical sequence of the story.

## My Profile

### Pages 93 - 95

With the objective of making the content learned more meaningful for the children, they will work on their profiles now, making reference to their personal preferences in relation to the unit topic. This section also works as consolidation and general revision of the topics studied in level 1.

### Page 93

#### Hi! I'm...

- ◆ Ask the children to bring a photograph of themselves to class.
- ◆ Ask them to complete the phrase: 'Hi! I'm...' and paste their photographs in the picture frame.

#### My favourite colour is...

- ◆ Tell the children to colour Webby's T-shirt any colour they want.
- ◆ Ask the children to prepare an oral presentation with the information in their profile. They are supposed to say: 'I'm...(name) and I love ... (colour).'

### Page 94

#### My favourite pet is...

- ◆ Review the names of the pets studied: *turtle, cat, hamster, fish, dog, bird*. Tell them to choose their favourite pet and colour it.

#### My favourite toy is...

- ◆ Review the names of the games and toys studied with the children: *ball, train, doll, computer game, board game, puzzle, robot*. Ask the children to choose and tick their favourite games and toys.
- ◆ Now ask them to prepare an oral presentation. They will have to use phrases such as: 'My favourite pet is... and my favourite toy is....'

## Page 95

### **This is my pencil case.**

- ◆ Ask each child to look at his / her pencil case and draw their school objects in the picture of the pencil case on page 95.
- ◆ You can ask the children to prepare an oral presentation about the school objects in their pencil cases: *'This is my pencil case:*

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.'

In the blank spaces, they must mention what they drew, for example, *'one eraser, two pencils, one blue pen, etc.'*

### **I love my family.**

- ◆ To finish the profile, ask the children to draw their own family in the picture frame and prepare an oral presentation for their classmates. For example: *'I love my family! This is me, this is my mum, etc.'*

Track List - Audio CD	
Track	Listening Activity
02	Unit 1: <i>Hi!</i> Page 4. Exercise 1: Look and listen.
03	Unit 1. Page 7. Exercise 4: Sing: <i>Hello</i> .
04	Unit 2: <i>Colours</i> . Page 8. Exercise 1: Look and listen.
05	Unit 2. Page 9. Exercise 2: Listen and say.
06	Unit 2. Page 9. Exercise 3: Listen and point.
07	Unit 2. Page 11. Exercise 5: Listen and circle.
08	Unit 2. Page 12. Exercise 6: Listen and say.
09	Unit 2. Page 13. Exercise 7: Colour and sing: <i>Rainbow song</i>
10	Page 14. <i>Kids' Web Gang in... Wow! A rainbow!</i>
11	Unit 3: <i>Shapes</i> . Page 16. Exercise 1: Look and listen.
12	Unit 3. Page 17. Exercise 2: Listen and say.
13	Unit 3. Page 19. Exercise 5: Listen and circle.
14	Unit 3. Page 21. Exercise 8: Sing and move: <i>Shapes</i>
15	Unit 4: <i>Pets</i> . Page 22. Exercise 1: Look and listen.
16	Unit 4. Page 23. Exercise 2: Listen and say.
17	Unit 4. Page 23. Exercise 3: Listen and point.
18	Unit 4. Page 26. Exercise 6: Listen and tick.
19	Unit 4. Page 26. Exercise 7: Listen and check.
20	Unit 4. Page 27. Exercise 8: Listen, draw and say.
21	Unit 4. Page 27. Exercise 9: Sing: <i>Where's my little dog?</i>
22	Page 28. <i>Kids' Web Gang in... Pets are cute!</i>
23	Unit 5: <i>Numbers</i> . Page 30. Exercise 1: Look and listen.
24	Unit 5. Page 31. Exercise 2: Listen and say.
25	Unit 5. Page 32. Exercise 4: Listen and draw.
26	Unit 5. Page 33. Exercise 5: Sing and complete: <i>Ten little birds</i>

Track List - Audio CD	
Track	Listening Activity
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28	Unit 6: <i>My family</i> . Page 36. Exercise 1: Look and listen.
29	Unit 6. Page 37. Exercise 2: Listen and say.
30	Unit 6. Page 39. Exercise 4: Listen and circle.
31	Unit 6. Page 41. Exercise 6: Listen and talk.
32	Unit 6. Page 41. Exercise 7: Sing: <i>I love my family</i>
33	Page 42. <i>Kids' Web Gang in... Bird watching</i>
34	Unit 7: <i>Let's play!</i> Page 44. Exercise 1: Look and listen.
35	Unit 7. Page 45. Exercise 2: Listen and say.
36	Unit 7. Page 46. Exercise 5: Listen and point.
37	Unit 7. Page 47. Exercise 6: Sing and point: <i>Let's play!</i>
38	Unit 8: <i>My schoolbag</i> . Page 50. Exercise 1: Look and listen.
39	Unit 8. Page 51. Exercise 2: Listen and say.
40	Unit 8. Page 53. Exercise 5: Sing and move: <i>School time</i>
41	Unit 8. Page 54. Exercise 6: Listen and match.
42	Page 56. <i>Kids' Web Gang in... It's time to play ball!</i>
43	Unit 9: <i>Cyber, the robot</i> . Page 58. Exercise 1: Look and listen.
44	Unit 9. Page 59. Exercise 2: Listen and say.
45	Unit 9. Page 60. Exercise 4: Listen and number.
46	Unit 9. Page 62. Exercise 7: Sing and move: <i>My robot</i>
47	Unit 9. Page 63. Exercise 8: Listen, draw and say.
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50	Unit 10. Page 67. Exercise 5: Listen and circle.
51	Unit 10. Page 69. Exercise 7: Sing and circle: <i>Delicious</i>
52	Page 96. <i>Classroom language</i>



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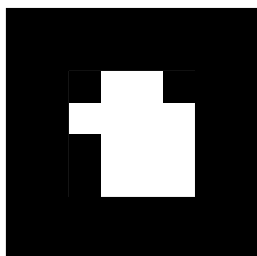
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- CD-ROM with songs, karaoke version of songs and games

### For the teacher:

- Teacher's Book with notes, suggestions for extra and alternative activities and annual lesson planning
- Audio CD with listening activities, songs and karaoke version of songs
- CD-ROM with photocopiable material, tests and diploma



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Very well-known and highly respected worldwide for his work in teacher training, research and ELT materials development for children, teenagers and adults, Paul Seligson has visited Argentinian classrooms and is highly appreciated by English Language teachers for his dynamic and practical presentations and suggestions.

