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Teacher's Book

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



Kids' Web 2

Unit	Topic	Language Focus	Vocabulary
1 Good morning!	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>
2 The weather	Weather	<i>What's the weather like? It's... I like...</i>	<i>sunny, cloudy, windy, raining, hot, cold summer, autumn, winter, spring</i>
Kids' Web Gang in... The bike race			
3 Where's the ruler?	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>
4 How many?	Numbers 1 to 10	<i>How many...?</i>	<i>one, two, three, four, five, six, seven, eight, nine, ten odd, even</i>
Kids' Web Gang in... My new pet			
5 At the zoo	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>
6 Fun time	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>
Kids' Web Gang in... Pyjama party			
7 Different looks	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>
8 Lunch time	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>
Kids' Web Gang in... Family lunch			



Kids' Web 3

Unit	Topic	Language Focus	Vocabulary
1 How are you?	Feelings	<i>How are you today? I'm...</i>	<i>happy, sad, tired, hungry, scared, sick</i>
2 My house	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>
Kids' Web Gang in... Are you ok?			
3 My town	Places around town	<i>Where's the...? It's opposite next to between...</i>	<i>park, bank, shopping mall, bakery, cinema, supermarket</i>
4 How many?	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>
Kids' Web Gang in... A fun afternoon			
5 On the farm	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>
6 The alphabet	Alphabet	<i>Could you spell..., please?</i>	<i>alphabet letters</i>
Kids' Web Gang in... A day in the country			
7 Occupations	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>
8 Transport	Means of transportation	<i>How do you go come to school? By...</i>	<i>bus, car, plane, boat, taxi, train, bike, on foot</i>
Kids' Web Gang in... A difficult decision			



Kids' Web 4

Unit	Topic	Language Focus	Vocabulary
1 Communication	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>
2 Months and seasons	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>
Reading Time... Abbreviations			
3 Sports and activities	Sports	<i>He can can't... Can you...? Yes, I can. No, I can't.</i>	<i>swim, play soccer, play basketball, ride a bike, play baseball, ride a horse, play the guitar, roller skate, speak French, sing, dance</i>
4 Nice clothes!	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>
Reading Time... Popular sports			
5 What are they doing?	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>
6 What time is it?	Time	<i>What time is it? It's... a.m. p.m. It's... o'clock.</i>	<i>numbers, midday, midnight, earlier, later</i>
Reading Time... Greetings from Brazil			
7 Mealtime	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>
8 Yippee! Vacation!	Vacation spots	<i>I We always usually...</i>	<i>the beach, the farm, the shopping mall, the mountains, the park, the lake</i>
Reading Time... Blog messages			



Kids' Web 5

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

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

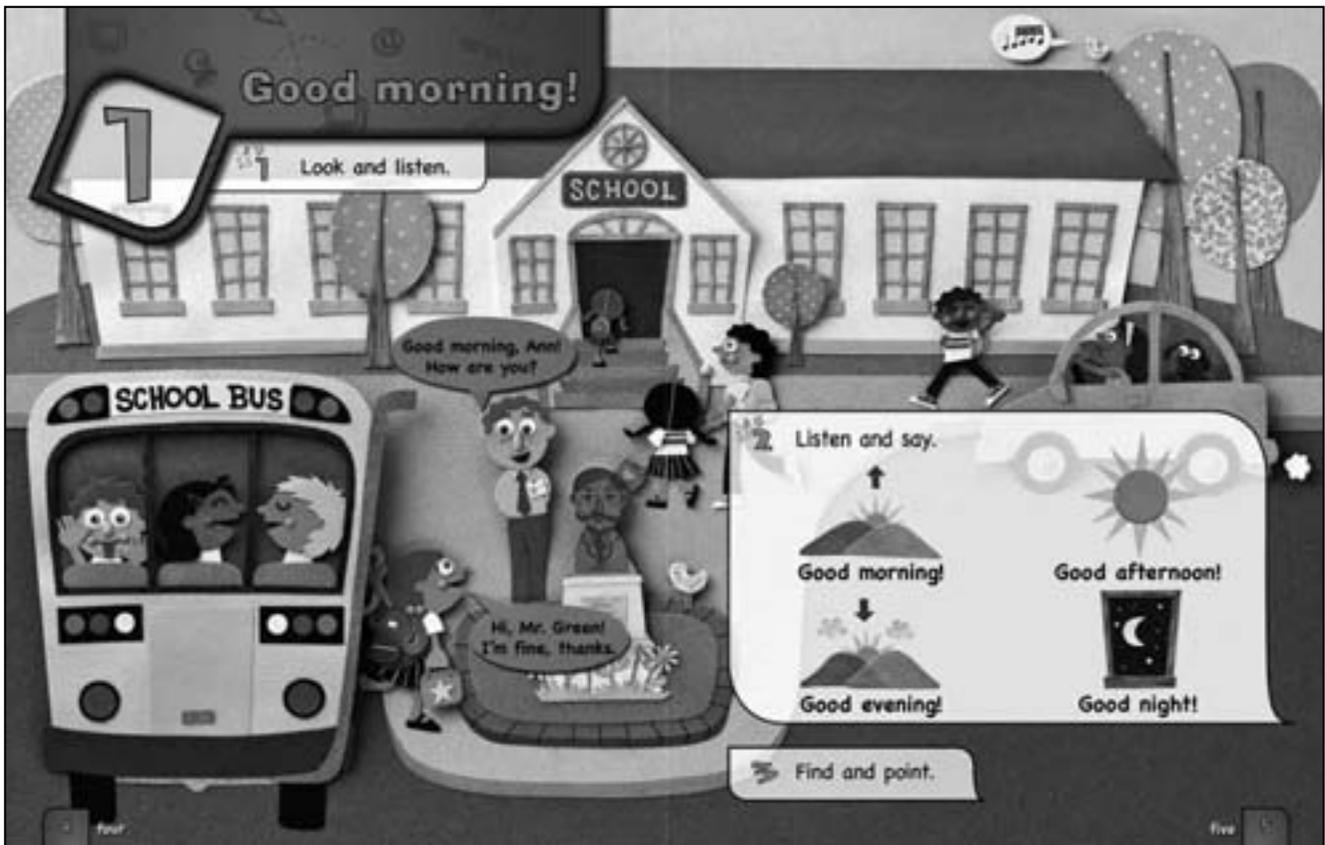
Opening Pages

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 children 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.

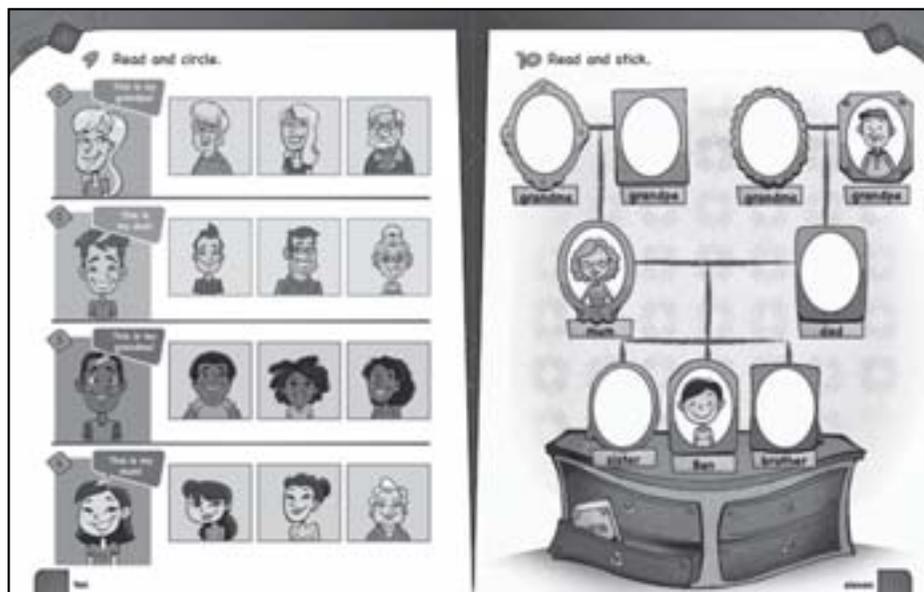


Practice Activities

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 children, so that they do not feel overwhelmed and demotivated. Optional 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

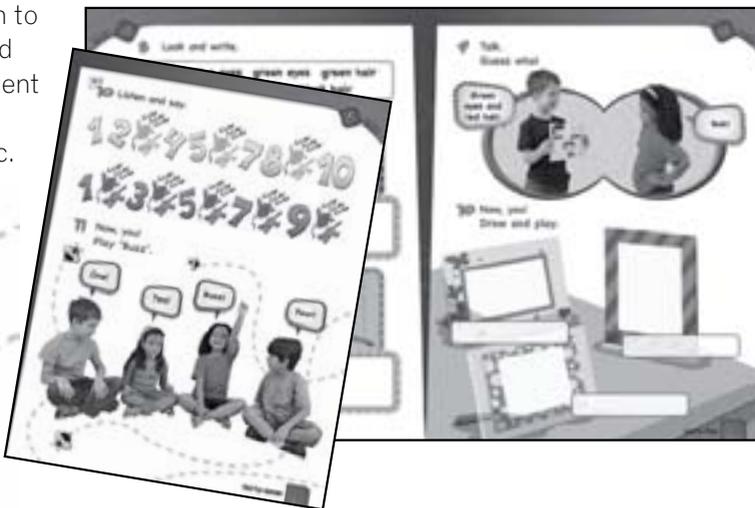
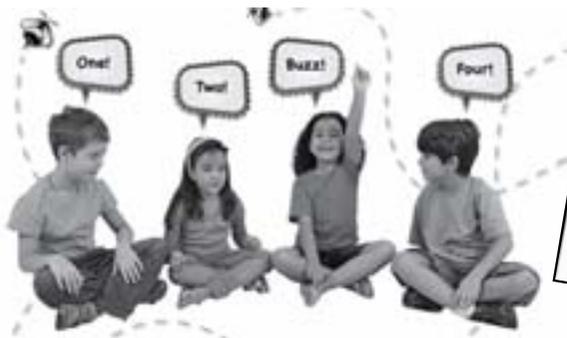
There are songs in all the units in level 2 and they play a very important role in the consolidation of the knowledge acquired. They can be used to spice up lessons or as a surprise element in the class.

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. Encourage children to listen to the songs on the CD-ROM at home with their parents or tutors.



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, 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 2 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. 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.

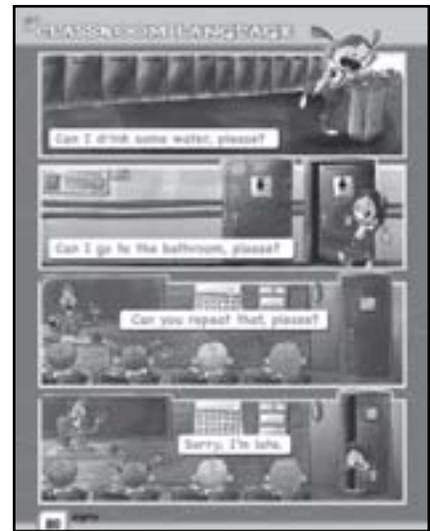
A section called *Work it out!* on the following page, presents one or two comprehension activities and integrates the content studied in the two previous units. These activities were planned to carry out reading in a fun and entertaining way. You should always try to keep a very playful atmosphere in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

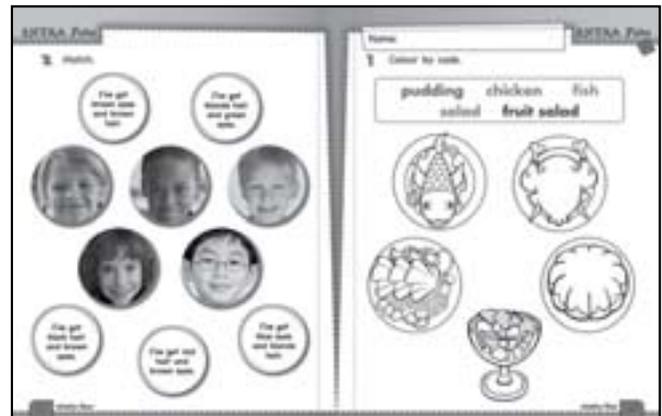
At the end of the Course Book, there is a list of the main commands and phrases used in the classroom. Recorded on the audio CD, this content needs to be used from the beginning of the school year, especially if children are new to English. The aim is that learners can memorise and learn how to pronounce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



Extra Fun

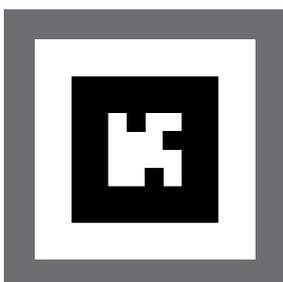
After the Classroom Language section in this level, practice activities of the topics studied are presented on the following pages and can be done as homework. In this case, it is important to check that the children understand what they have to do, by explaining each activity in detail and giving examples. 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 home to correct the activities afterwards or use them for evaluation purposes.



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 Kids' Web website, interacting with the children when using augmented reality.



To learn more about augmented reality, access 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 materials 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 their commitment in the class. Secretaries will help you in practical tasks such as collecting homework, aiding other children with classwork, 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 second year of 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 one that

best represents how most of the children in the class feel that day. Apart from this, you can add weather information on the board and ask different children to help you with this.

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.

Word Box

Children frequently feel curious about how to say certain words in English and even look up their meanings. For better organisation, you can draw a box on the upper right-hand corner of the board and write *Word Box* at the top. You can use this area of the board to make a list of new words that do not appear in the Course Book. A *Word Box* can become a picture dictionary (*Pictionary*), a wall poster with recently learned words or a mini-glossary in the children's notebooks. The number of lexical items included in this *Word Box* will depend on the motivation of the children and on the time available for extra work in each class.

Picture Dictionary

Materials needed:

- A 50-sheet notebook
- A glue stick
- Old magazines containing pictures to cut and paste
- Colour felt-tip pens
- A black pencil

Procedure

Show a ready-to-use notebook to the class so that they understand the project. The front cover must be labelled with the name of the class (for example, *2nd year A*) and have the words *Picture Dictionary* as a title.

Explain that this notebook will be used to create a dictionary with pictures for everybody to share.

The *Picture Dictionary* is a yearly project and the process is more important than the final product. You

do not need to follow a strict line of work throughout the year and you can make as many changes as you need.

At the end of the class, you rewrite each new word in the *Word Box* at the top of a blank page of the notebook. Then you choose one child – or a group of children – to find or make an appropriate illustration related to each new word and glue it on the corresponding page of the *Picture Dictionary*. Another way of making the *Picture Dictionary* is to ask the children to bring illustrations of objects, animals, places, etc. whose names they would like to know in English. During the class, both the written form and the pronunciation of these new words are taught and the children add them in the *Picture Dictionary* next to the pictures they have brought. The latter procedure gains relevance if you ask the children to bring photos or illustrations of words related to the unit topic. For example: '*For next class bring pictures of wild animals whose names you would like to know in English*'. In this way, the *Picture Dictionary* is more organised and the project more in line with their learning objectives.

Word Board (Classroom Poster)

Materials needed:

- Light-coloured cardboard or card
- Colour felt-tip pens
- Sellotape to fix the *Word Board* on one of the classroom walls

Procedure

The words included in the *Word Box* every class should be included in the *Word Board* too. You should at least choose the most relevant ones to be added. In some cases, just the word in English is enough as a reminder, whereas in some others the translation or a simple illustration could also be added.

Student's Mini-Dictionary

Materials needed:

A paperback notebook per child or just some pages of the children's English notebook

Procedure

Ask the children to note down all the words included in the *Word Box* of the day together with their translation or a picture that represents their meanings.

Kids' Web and Working with Values

The first years in Primary School are 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 children are absent before a long weekend, when the teacher wants to motivate children and the like. Children 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 meantime, 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 a *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:

The 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.

Running Dictation

Materials needed:

Sheets of paper (with the words of the dictation written on them) stuck on a wall far from the children, colour markers and sellotape.

Procedure:

Divide the class into groups of four or five. Each group must have at least one marker and a sheet of paper. The groups are arranged in queues. When you give the start signal, the first child in each queue must run to the opposite end of the classroom and read the first of a series of words written on the sheets of paper stuck on the wall. He / she must get back to his / her queue as quickly as possible, write that word down on his / her group's sheet of paper, and then pass the marker on to his / her partner, who will proceed in the same way. The group who finishes first and has the biggest number of correctly written words is the winner.

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 you say: '*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 2 Lesson Plan

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

1 st term	Units 1 and 2
2 nd term	Units 3 and 4
3 rd term	Units 5 and 6
4 th term	Units 7 and 8

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

1 st term	Units 1, 2 and 3
2 nd term	Units 4, 5 and 6
3 rd term	Units 7 and 8

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 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 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>
	2		Weather	<i>What's the weather like? It's... I like...</i>	<i>sunny, cloudy, windy, raining, hot, cold, summer, autumn, winter, spring</i>

Kids' Web Gang in... The bike race

	3		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>
	4		Numbers 1 to 10	<i>How many...?</i>	<i>one, two, three, four, five, six, seven, eight, nine, ten odd, even</i>

Kids' Web Gang in... My new pet

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"> ■ Suggestions in the Teacher's Book ■ Student's CD-ROM ■ Website ■ Teacher's CD-ROM 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> ■ Suggestions in the Teacher's Book ■ Student's CD-ROM ■ Website ■ Teacher's CD-ROM 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> ■ Suggestions in the Teacher's Book ■ Student's CD-ROM ■ Website ■ Teacher's CD-ROM 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Kids' Web Annual Lesson Plan

Date	Unit	Topic	Language Focus	Vocabulary
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5</p> 	Animals	<p><i>It They can fly run swim jump.</i></p>	<p><i>run, swim, fly, jump.</i></p> <p><i>wild animals, lion, elephant, hippo, alligator, giraffe, kangaroo, bat</i></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6</p> 	Games and toys	<p><i>Look, my new... What's your favourite toy?</i></p>	<p><i>board game, jump rope, scooter, bike, skateboard, seesaw, slide, swing, monkey bars cool</i></p>

Kids' Web Gang in... Pyjama party

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>7</p> 	Parts of the body	<p><i>short hair, long hair, big eyes, small eyes I've got...</i></p>	<p><i>red blonde brown black hair, eyes, ears, nose, mouth, head, arms, feet, legs, hands new, long, big, small</i></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>8</p> 	Food	<p><i>Chicken? Yes, please. No, thanks. Here you are. I love chicken! I like I don't like... What about you?</i></p>	<p><i>pudding, fries, pasta, fish, chicken, salad, fruit salad</i></p>

Kids' Web Gang in... Family lunch

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

Suggestions for the First Class

Before you start working on the first unit in the Course Book, it is advisable to carry out some warm-up activities which contextualise the learning of the language and help teacher and children to come to an agreement on classroom rules. 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.

Suggestions for the Second Class

If the children do not have the Course Book yet, we suggest a game for the children to get to know *Kids' Web* and its resources.

Arrange the class in teams of three or four checking that each group has at least one Course Book. Explain that they will participate in a *Seek and find* competition in which the teacher mentions items appearing in the book and they have to find the page where they are. The team that finds more pages is the winner.

Some suggestions:

- A dog in a car – page 5
- Stickers – it is acceptable to say: 'at the end of the book'
- A boy in his bed – page 12
- A picture of a girl on a snowy day – page 15
- A story in which the kids are riding a bike – page 20
- A cat sleeping on a tree – page 23
- Many apples – pages 30 and 31
- A zoo – pages 40 and 41
- A boy and a girl on a seesaw – page 48
- Girls playing with dolls – pages 58 and 59
- Kids having lunch – pages 66 and 67
- A game to join the dots – page 87

When you want your children to open their books, we suggest you use the command: 'Open your books on page...' and write the given page number on the board. Some children might not know or remember the numbers in English.

7

Good morning!

Pages 4 and 5

Warm up!

- ◆ Ask your children to open their books on page 80.
- ◆ Tell them that for classroom communication there are some useful expressions they will have to use frequently and that they are going to learn these expressions today.
- ◆ Go over the different pictures in the *Classroom Language* section, asking the children what they think the characters are doing in each case.
- ◆ Play track 53 on the audio CD twice, making a pause after each situation for the children to repeat.
- ◆ Take four extra pictures to class that represent the situations on this page (for example, a drinking fountain, toilet doors with the 'boys' and 'girls' signs on them, a mouth saying something and a clock telling the time).
- ◆ Explain the children that when you show them one of the pictures, they have to use the corresponding phrase. For instance, when you pick the drinking fountain, they have to say 'Can I drink some water, please?'; when you show them the mouth speaking, they have to say 'Can you repeat that, please?', and so on and so forth.

Audioscript 53

Classroom Language

Can I drink some water, please?

Can I go to the bathroom, please?

Can you repeat that, please?

Sorry, I'm late.

1 Look and listen.

- ◆ Explore the picture with the children and ask them questions like: 'Who are they? What is happening?' Let the children answer freely. Do not correct them at this point.
- ◆ State that the characters depicted in this situation are in front of a school. Point at the school in the picture and say: 'school'. Ask the children to repeat.
- ◆ Ask: 'Are children coming to school or leaving school?' (Coming to school).

- ◆ Ask them what it is that people usually say to each other when they meet.
- ◆ Play track 2 on the audio CD and point at the different characters in the book as they speak.
- ◆ Make it clear that the man in front of the school is greeting the lady, wishing her a good day and asking her how she is, to which the lady answers she is fine.
- ◆ Tell the class you are going to play the audio CD and that they have to cover the speech bubbles and try to identify the names of the man and the woman involved in the conversation.
- ◆ Play track 2 on the audio CD again. Then ask the children if they could catch their names (*Ann and Mr. Green*).
- ◆ Tell them you will play the audio CD once more and they have to follow the conversation in the bubbles.
- ◆ Play the audio CD.

Audioscript 2

Mr. Green: *Good morning, Ann!*

Ann: *Hi, Mr. Green! I'm fine, thanks.*

2 Listen and say.

- ◆ Ask the children to have a look at the pictures and say what part of the day they think each illustration represents.
- ◆ Play track 3 on the audio CD, pausing it after each phrase and asking the children to repeat.
- ◆ Repeat the procedure until the children pronounce the phrases correctly.

Audioscript 3

Good morning!

Good afternoon!

Good evening!

Good night!

3 Find and point.

- ◆ Challenge your children to find and point elements in the pictures whose names in English they already know. Make sure you ask for elements they can mention.

- ◆ Say, for example: *'Find... two flowers | a bus | a car | a dog | trees | a bird singing.'*
- ◆ According to the level of the class, you can ask more complex questions like: *'How many trees? What colour is the school bus? How many girls? How many birds? What colour is the dog? How many cars?'*

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; in this unit mostly words related to schools and school buildings: *door, flowers, lunchbox, principal, school bus, school uniform, schoolbag, sidewalk, statue, street, window*; clothes: *pants, shirt, shoe, skirt, sneakers or tennis shoes, tie, T-shirt*.

Extension activity

Revise the structures presented in the dialogue of the opening pages with your children: *'Good morning / afternoon / evening / night, _____ . How are you?'*, *'Hi, _____ . I'm fine, thanks.'*

Create a common code with your children in which an action stands for a part of the day; for instance, raising the arms for the morning, waving both hands for the afternoon, taking a little jump for the evening and leaning their heads to one side and resting them on both hands together for the night.

Play some music and ask the children to move round the classroom. When the music stops, they have to look at the teacher performing one of the previously mentioned actions. According to what they see, they have to say aloud the part of the day to the partner next to them. Then play the music again and repeat the same procedure.

Pages 6 and 7

4 Tick.

- ◆ Revise the vocabulary studied the previous class with your children: *Good morning! Good afternoon! Good evening! Good night!*
- ◆ Check that everybody has understood the difference between *evening* and *night* (*evening* is used for the late afternoon and *night* when people say goodbye or go to sleep).
- ◆ Ask the class to look at the pictures and see what the kids are doing in each situation (*a girl waking up, a girl having lunch, a boy coming to a friend's house in the evening and a boy going to sleep*).
- ◆ Invite your children to tick the right box in each situation according to the part of the day in which the action is being performed.
- ◆ Check orally and walk around the class to see what the children have marked in their books.

Answer key

1. *Good morning!*
2. *Good afternoon!*
3. *Good evening!*
4. *Good night!*

Optional activity

Ask the children to write the expressions they have chosen in the speech bubbles.

5 Match.

- ◆ Read the questions and the answers to the children, pointing at each speech bubble to make sure they understand who is talking.
- ◆ Ask the class to match questions and answers.
- ◆ Check the activity and the children's pronunciation orally.

Answer key

What's your name? My name's Cindy.

Hi! How are you? I'm fine, thanks. And you?

Extension activity

Dictation

Before the start, write the following words on the board : *you, morning, afternoon, night, thanks, name*. Make sure you spread the words without following a given order or pattern. Tell the class that some of these words will be included in the dictation and they can copy them but the teacher will not give them any extra help.

Then ask the children to number the following four lines in their notebooks (1 to 4) and start the dictation saying the number and the word.

1. *name*
2. *morning*
3. *thanks*
4. *night*

Correct the activity in the children's notebooks.

6 Sing.

- ◆ Ask the children how they usually greet a friend when they meet by chance in the street (what words they use, if they shake hands, wave, etc.).
- ◆ Play track 4 on the audio CD.
- ◆ Read the song line by line and ask the children to repeat.
- ◆ Choreograph the song with your children so that they get ready to follow certain parts of the song using their hands (*shake hands, wave, thumbs up, etc.*).
- ◆ Play track 4 again and conduct a performance review.

- ◆ Repeat the procedure until you make sure everybody is pronouncing the words correctly.

Audioscript 4

Friends

I have many friends.

They are really cool!

I always stop and say:

'Hello, how are you?'

'Hello, my friend!'

'Hi, how are you?'

'I'm fine, I'm fine and you?'

'I'm fine. Thank you.'

Pages 8 and 9

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 5 on the audio CD, pointing at the pictures corresponding to each word and asking the children to repeat.
- ◆ Ask them to say what *classmates* are used to doing together. Then, repeat the question, now related to *friends*.
- ◆ Explain that many times a *classmate* can also be a *friend*.

Audioscript 5

classmates, friends

7 Listen.

- ◆ Ask the children to look at the photo and say what is going on.
- ◆ Tell them that you will play the audio CD and they have to cover the speech bubbles and try to catch the names of the characters as they listen.

- ◆ Play track 6 on the audio CD and, at the end, ask them what the names of the characters are (*Cindy* and *Leo*).
- ◆ Play track 6 again, pausing after each exchange for the children to repeat.

Audioscript 6

Cindy, this is my friend Leo.

Hi, Leo!

Hello, Cindy!

Extension activity

Arrange the class in groups of three children and ask each group to practise and perform the dialogue in front of the class.

8 Draw.

- ◆ Ask the children to think of a situation in which they introduce a friend to someone else and draw a picture..
- ◆ Point at the speech bubble and explain that it contains the phrase they will be using in their picture. For this reason, they have to fill in the blank space with the name of the friend they are introducing.

Answer key

The children draw a picture of two children taking part in a dialogue.

Pages 10 and 11

9 Read and circle.

- ◆ Read the text in the speech bubbles out loud, pointing at them and asking the children to repeat.
- ◆ Tell the class that in this exercise, every item (1 to 4) shows different members of the same family and that they have to circle the one being introduced by each character.

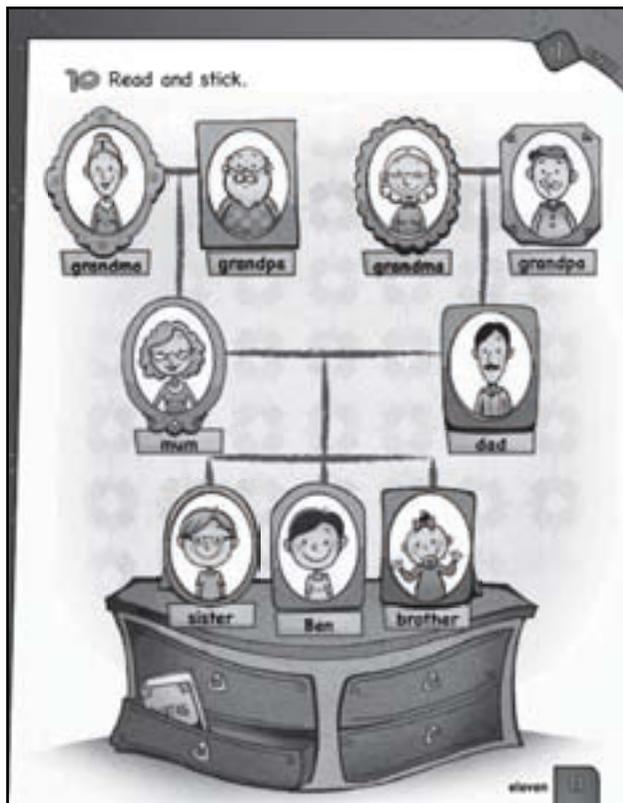
- ◆ Conduct oral correction, by re-reading every speech bubble and pointing at the right members.

- ◆ Go round the class, checking that the children are sticking the characters on the correct places.

Answer key



Answer key



10 Read and stick.

- ◆ Draw your own family tree on the board following the model on this page. Point at each relative and say: 'This is my _____'.
- ◆ Show the book and point at Ben's relatives in his family tree. Read the captions out loud.
- ◆ Ask the children to open their books on the Unit 1 Stickers section, page 98 at the end of the Course Book.
- ◆ Point at the blank space corresponding to Ben's sister in the book and say 'sister'.
- ◆ Ask the children to find the sticker that they think represents Ben's sister and to stick it in the corresponding empty space of the tree.
- ◆ Repeat the procedure with Ben's other relatives.

Extension activity

Before this class, ask the children to bring photos of their relatives.

The day you are planning to carry out this activity, bring photos of your own family members and show them to the children using the structure: 'This is my _____'.

Arrange the class in small groups and ask the children to show each other pictures of their relatives and to introduce them to the rest of the group in the same way as you have done.

Homework

Extra Fun 1, pages 81 and 82.

2

The weather

Pages 12 and 13

Warm up!

- ◆ Write the words: *sunny*, *cloudy* and *raining* on the board. Next to these words draw a sun, a cloud and a cloud with rain drops respectively.
- ◆ Point at the sun on the board and ask: 'What's the weather like?' Expected answer: 'It's sunny'. Do the same with the other drawings.
- ◆ Point at the classroom window and ask: 'What's the weather like?' The children are expected to answer according to the real weather conditions of the day.

1 Look and listen.

- ◆ Explore the illustration with the children and ask: "Where are they? What part of the day is it – the morning, the afternoon or the night? What is the weather like?" Allow some time for the children to answer. Do not correct any mistakes at this time.
- ◆ Tell the children that you will play the audio CD and they have to cover the speech bubbles and identify what the weather is like in this situation.
- ◆ Play track 7 on the audio CD and, at the end, point at the window in the book and ask the children if they know what the weather is like (*It's cloudy*).
- ◆ Play track 7 again, pausing after each exchange for the children to repeat.

Audioscript

7

Boy: Dad, what's the weather like?

Man: It's cloudy.

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box and to explain what each picture means. Help them by saying that in the illustration we have the sun, the rain, two clouds, the wind and two thermometres – one indicating high temperature and the other low temperature.
- ◆ Play track 8 on the audio CD, pausing after each word and asking the children to repeat as they point at the corresponding picture.
- ◆ Repeat the procedure until the children pronounce these words correctly.

Audioscript

8

sunny, raining, cloudy, windy, hot, cold

3 Find and point.

- ◆ Ask the children to find and point at elements in the pictures whose names in English they already know. Make sure you ask for elements they have already studied.
- ◆ Say, for example: 'Find... a robot | a car | a dog | a ball | a fish | a ruler'.
- ◆ According to the level of the class, you can decide to ask more complex questions like: 'How many cars? What colour is the robot?'

Optional activity

Tell the class that they have 30 seconds to watch and remember as many details from the picture as possible.

When the time is out, ask the children to close their books.

Then ask them questions about the illustration leading them into answering yes or no.

- *Is there a cat? (No.)*
- *Is there a girl? (No.)*
- *Is there a fish bowl? (Yes.)*
- *Is there a triangle? (Yes.)*
- *Is there a ruler? (Yes.)*

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 and items of decoration: *bedroom, chair, comforter, curtains, desk, drawer, drawing, wallpaper*; toys: *disnosaur, police car, rocket, truck*.

Pages 14 and 15

4 Read and stick.

- ◆ Ask the children to open their books on the Unit 2 Stickers section, page 100, at the end of the Course Book.
- ◆ Ask them to look at the pictures and say what the weather is like in each of them.
- ◆ Point at the box corresponding to: *It's sunny* and read the phrase in English.

- ◆ Ask them what sticker they would choose to represent this phrase and to stick it on the corresponding blank box.
- ◆ Repeat the procedure with the other stickers.
- ◆ To correct the exercise, point at each sticker in the book and read each caption.

Answer key

Read and stick.

It's sunny.

It's windy.

It's raining.

It's cloudy.

fourteen

5 Listen and number.

- ◆ Tell the class that they will listen to people saying what the weather is like in the places where they are.
- ◆ Ask the children to number the pictures in the order they hear the phrases.
- ◆ Play track 9 on the audio CD, pausing after each exchange for the children to write their answers.
- ◆ To correct this exercise, play track 9 again pointing at the right pictures as the audio progresses.

Audioscript 9

1. It's cloudy.
2. It's hot.
3. It's cold.
4. It's windy.
5. It's raining.

Answer key

The worksheet contains five numbered images: 1. A person in a raincoat holding an umbrella. 2. A person in a hat and scarf. 3. A person in a hat and scarf. 4. A person in a hat and scarf. 5. A person in a hat and scarf. Below the images is a 'Match.' section with icons for a hat, umbrella, raincoat, kite, and dog, and words: sunny, hot, windy, raining, cold. Lines connect the words to the icons: 'hot' to the hat, 'raining' to the umbrella, 'windy' to the kite, 'sunny' to the dog, and 'cold' to the raincoat.

6 Match.

- ◆ Ask the children to have a look at the pictures.
- ◆ Tell them that some of the items in this illustration are more likely to be used than others under certain weather conditions.
- ◆ Point at the word *cold* in the book (moving your body as if you were cold to represent

this weather condition) and ask the children to choose the item used when it's cold (*scarf, gloves, woolly hat*).

- ◆ When the children give the correct answer, invite them to match the word *cold* with the winter icons.
- ◆ Follow the same procedure with the other words, checking that the children understand all the meanings.

Answer key

See the answer to this exercise in the previous Answer key.

Extension activity

Meteorology

Divide the class into groups.

Bring fashion and tourism magazines in which the children can find several images related to the words: *sunny, hot, windy, raining* and *cold*.

Hand each group a sulphite sheet of paper divided into five parts with one of the target words written at the top of each section.

Ask the children to cut out images from the magazines representing each of these words and to glue them on the corresponding part of the sheet of paper they got.

Organise an exhibition of the different works of art in the classroom.

Pages 16 and 17

Look and listen.

- ◆ Ask the children what the four seasons of the year are: *spring, summer, autumn, winter*.
- ◆ Ask them to compare the pictures and say what the differences between the seasons are (*in the first picture, the sun shines and there is a boy with light clothes on; in the second, the boy has a sweatshirt on and there is no sun but the sky is still blue; in the third, the boy has heavy clothes on and the sky is now cloudy; in the fourth, the boy has lighter clothes on and the garden is full of flowers*).
- ◆ Say that these pictures represent the four seasons of the year, using the word *seasons*.
- ◆ Play track 10 on the audio CD and ask the children to repeat each word and point at the corresponding picture at the same time.

Audioscript 10

summer, autumn, winter, spring

7 Look and tick.

- ◆ Ask the children to look at the different elements in the picture and say what season they are related to.
- ◆ To correct the exercise, point at each object and ask the children to give the right answer out loud.

Answer key

1. *winter*
2. *autumn*
3. *spring*
4. *summer*

8 Sing.

- ◆ Play track 11 on the audio CD for the children to get familiar with the song.
- ◆ Read the song out loud line by line and ask the children to repeat. Explain the new vocabulary using gestures and mimicry.
- ◆ Divide the class into two halves and give them the instruction to sing when you point to their side of the class.
- ◆ Play track 11 again and direct the singing, sometimes indicating one of the two groups to sing, sometimes pointing at both sides for the whole class to sing together.

Audioscript 11

Rain, rain, go away

Rain, rain, go away.

Come again another day.

Little children want to play

so rain, rain, go away.

Rain, rain, go away.

Come again another day.

Little children want to play

so rain, rain, go away.

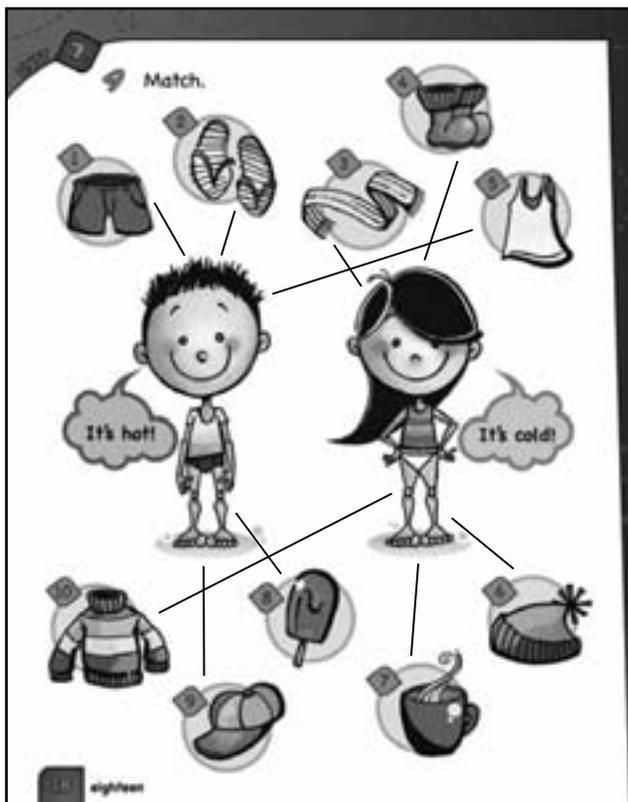
Pages 18 and 19

9 Match.

- ◆ Ask the children to look at the pictures.
- ◆ Explain the class that they will have to dress the characters up according to what they are saying.
- ◆ Point at the boy and read his speech bubble. Do the same with the girl.
- ◆ Ask the children to match each character with the corresponding clothes.

- ◆ To correct the exercise, you can say the numbers out loud, one by one, and the children reply: 'It's cold!' or 'It's hot!'.

Answer key



10 Draw and complete.

- ◆ Ask the children what season of the year they prefer and why.
- ◆ Ask them to draw a picture that represents their favourite season and to complete the bubble with the name of that season.

Answer key

The children draw a picture to represent their favourite season.

11 Listen and talk.

- ◆ Ask the children to look at the photo of the kids and say what they are doing.
- ◆ Play track 12 on the audio CD, pausing after each sentence for the children to repeat.
- ◆ Arrange the class in groups and ask them to show their partners the pictures they designed in the previous exercise, saying 'I like _____' according to the season they have chosen to represent.

Audioscript 12

I like spring!
I like summer!

Answer key

The children practise the dialogue in pairs.

Homework

Extra Fun 2, pages 83 and 84.

Kids' Web Gang in...

Pages 20 and 21

The Bike Race

- ◆ Ask the children to look at the pictures and describe what they see.
- ◆ Take some time to present the characters of the gang to the children who still do not know them. Ask the ones who already know the storyline from *Kids' Web 1* to help you remember their names.
- ◆ Play track 13 on the audio CD, pausing after each picture and asking the children to say what is going on in each situation.

- ◆ Ask: 'Are Mike, Sue and Tom in a competition? What sport? (Bike race.) What did they find on the way? (A cat.) Do they stop or continue when they find the cat? (They stop.) What happens with the cat at the end of the race? (Mike decides to keep it as his new pet.) Who wins the race?' (A kid who does not belong to the gang.)
- ◆ Tell the children that although Mike is keeping a cat he found in the street, it is important to vaccinate an animal if you want to keep it as a pet.

Audioscript 13

Picture 1

Sue: This is so cool!

Man: Ten, nine, eight, seven, six, five, four, three, two, one... (whistle) go!

Picture 2

Tom: Look, a cat!

Mike: Stop, stop!

Picture 3

Sue: Poor cat!

Mike: Oh, no... come here!

Picture 4

Mike: This is my new pet!

Work it out!

1 Complete and circle.

- ◆ Ask the children to complete the pictures, writing the number of the bicycles the kids used in the competition and to circle the right word below the pictures.
- ◆ To correct the exercise, say the name of each character out loud and ask the children to say what the number of his / her bike is.

Answer key



2 Name and colour the cat.

- ◆ Invite the children to use the colour they prefer to paint the cat and to write the name they choose for him / her in the speech bubble.

Answer key

The children paint the cat in their favourite colour and write the name they choose for him / her in the speech bubble.



Where's the ruler?

Pages 22 and 23

Warm up!

- ◆ Before the children come to class, write your name on a ruler and hide it somewhere in the classroom.
- ◆ When the class has started, tell the children that you have lost your ruler and write: *Where's the ruler?* on the board. Ask the question out loud, using gestures to make the children understand that they have to help you find it somewhere in the classroom.
- ◆ Once a child has found the ruler, show it and say 'ruler'.

1 Look and listen.

- ◆ Show the picture to the class and ask: *'Where are they? What are they buying? Does the girl look worried? Why?'*
- ◆ Lead the children into concluding that the characters are leaving a bookstore and the girl has forgotten something inside.
- ◆ Tell the class that when you play the audio CD, they have to cover the speech bubbles and try to find out what the girl has forgotten.
- ◆ Play track 14 on the audio CD, pausing after each exchange for the children to repeat. At the end, ask them if they know what it is that she has forgotten.
- ◆ Put a ruler on a table and ask, as if you were looking for something: *'Where is the ruler?'*
- ◆ Point at the ruler on the table and say: *'Look, it's on the table.'*

Audioscript 14

Girl: *Where's the ruler?*

Woman: *Look, it's on the table.*

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box.

- ◆ Play track 15 on the audio CD, pausing after each word for repetition.
- ◆ Follow the same procedure, now asking them to show their own school objects as they hear the words in the audio CD.

Audioscript 15

pencil case, pen, schoolbag, ruler, sharpener, glue

3 Find and point.

- ◆ Ask your children to find and point at elements in the pictures whose names in English they already know. Make sure you ask for elements they have already studied.
- ◆ Say, for example: *'Find... a cat | birds | orange.'*

Extension vocabulary

As in the previous units, 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 supplies stores: *bag, books, cards, finger paint, globe, mat, notebook, school supplies, shelf, shelves, store, table, watercolour, window shop.*

Extension activity

Arrange the children in pairs.

One of the children has to turn round for his / her partner to *draw* a school object on his / her back with the finger. The former has to guess what the object is through perception. Once he / she has guessed it right, the pairs change positions and roles.

Pages 24 and 25

4 Read and stick.

- ◆ Ask the children to open their books on the Unit 3 Stickers section, page 100, at the end of the Course Book and have a look at the school objects.
- ◆ Point at the pencil case and ask them what the name of this object is in English. Do the same with the other objects.
- ◆ On page 24, point at the blank box for the sharpener and say the word in English. Invite the class to find the sticker for the sharpener at the end of the book and to stick it in the corresponding box.
- ◆ Point at the other blank boxes as you read all the captions and ask the children to use the rest of the stickers to complete the task.
- ◆ Walk round the classroom to help and monitor the children as they complete the activity.

Answer key

The children choose the stickers corresponding to each school item.

5 Listen and number.

- ◆ Arrange the class in pairs. Ask the children to have a look at the picture and name the objects they can see in English. Do not correct them at this point.
- ◆ Tell them that they will have to number the pictures in the order they appear on the audio CD.
- ◆ Play track 16 on the audio CD, pausing after each object is mentioned for the children to write down the corresponding number.
- ◆ Choral drill could be used to correct the exercise. Say: 'Number one' and wait for the whole class to mention the corresponding object (*a red sharpener, a blue pencil case, etc.*)

Audioscript 16

1. a red sharpener; 2. a blue pencil case; 3. a yellow notebook; 4. a black pen

Answer key



Extension activity

Ask the children to put all their classroom objects in their schoolbags.

Explain that you will mention some objects and that they have to put them on their desks.

Mention the objects in a clear way and give them time to take their picks before you pass on to the next item.

When there are too many objects on the children's desks, repeat the procedure the other way round - the children have to put all the objects back in their schoolbags again.

Look and listen.

- ◆ Play track 17 on the audio CD, pausing after each phrase and pointing in your book at the pictures related to each of the phrases they hear.
- ◆ Choose one of the objects mentioned in the previous activity.
- ◆ Tell the children that they will now learn how to say where an object is.
- ◆ Take a ball, put it on your desk and say: 'Where's the ball?'; quickly answer: 'The ball is **ON** the desk', emphasising the word **ON**.
- ◆ Immediately after, put the ball under the desk and again say: 'Where's the ball?'; quickly answer: 'The ball is **UNDER** the desk', emphasising the word **UNDER**.
- ◆ Then, put the ball inside a schoolbag and repeat the question: 'Where's the ball?' and quickly answer: 'The ball is **IN** the schoolbag', emphasising the word **IN**.
- ◆ At this point, ask the children to open their books on page 25 and have a look at the pictures.

Audioscript 17

on – The book is **ON** the table.

under – The book is **UNDER** the table.

in – The book is **IN** the schoolbag.

- ◆ After this presentation, make sure that the children do not place the emphasis on the preposition when they repeat / produce these sentences; these words are not to be stressed in English.

Extension activity

Ask the children to set aside a book, a ruler and a schoolbag on their desks.

Then explain that you will say a phrase indicating where an object is and they have to put the object in that place.

For example, say: 'The book is **on** the table', and the children must put their books on their tables; 'The ruler is **under** the book', and the children must put their rulers under their books; 'The book is **in** the schoolbag', and the children must put the book inside their schoolbags.

6 Write.

- ◆ Ask the children to complete the sentences.

Answer key

1. under; 2. in; 3. in; 4. on; 5. in

Pages 26 and 27

7 Listen and number.

- ◆ Read the question: 'Where's the ruler?' and ask the children to look at the pictures.
- ◆ Tell the class that they will listen to the phrases presented in this exercise and that they have to number them in the order they appear on the audio CD.
- ◆ Play track 18 on the audio CD, pausing after each phrase for the children to number them.
- ◆ To correct the exercise, say: 'Number one' and ask the children to give you the corresponding phrase.

Audioscript 18

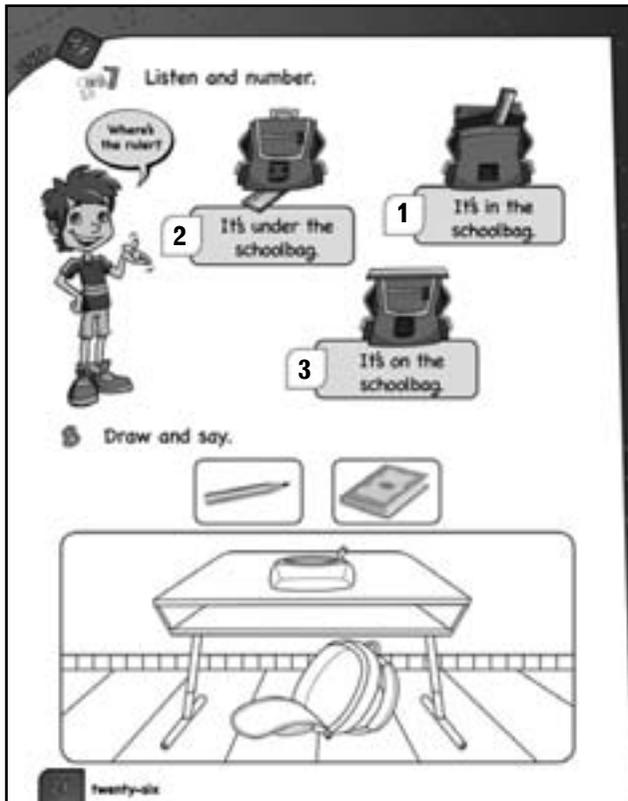
Where's the ruler?

1. It's in the schoolbag.

2. It's under the schoolbag.

3. It's on the schoolbag.

Answer key



8 Draw and say.

- ◆ Ask the children to look at the pictures. Point at the pencil and invite them to name it in English. Do the same with the other objects: *a book, a desk, a pencil case, a schoolbag*.
- ◆ Invite the children to draw the two objects in the smaller boxes at the top of the illustration (*a pencil* and *a book*) in the bigger one below. They can place the objects wherever they want.
- ◆ Once everybody is done with the drawings, ask the children to make small groups and present their work to their partners saying where each object is. For example: *'The book is in the schoolbag'*.
- ◆ Make the children use the prepositions: *on, under* and *in* following the examples in exercise 7.

Answer key

The children draw a picture according to their choice of items and places.

Extension activity

Invite the children to add more objects (a ball, a ruler, a doll) to the same picture. Once they have finished, ask some volunteers to show the drawings to their partners in front of the class saying where each object is.

9 Sing.

- ◆ Divide the class into three groups and explain that each group will be in charge of doing the choreography for one stanza of the song.
- ◆ Play track 19 on the audio CD for the children to get familiar with the song.
- ◆ Read the song out loud line by line and ask the children to repeat. Make sure everybody understands the meaning of all the words.
- ◆ Give each group 10 minutes to do the choreography. Invite them to use their school objects in it.
- ◆ If possible, gather all the children at the front of the class to sing along and dance together.
- ◆ Play track 19 again. The children sing the whole song together as one but the three groups take turns to perform the dance for the different stanzas when their time comes.

Audioscript 19

Oh where, oh where?

*Where is my pen, my bright
red pen? (2X)*

*Where is my pen, oh where's
my pen?*

The one I always love to use.

Where is my book, my big green book? (2X)
Where is my book, oh where's my book?
The one I always love to read.

Where is my bag, my new red bag? (2X)
Where is my bag, oh where's my bag?
There is my bag, oh, there is my bag.
And now it's time to go to school.

Pages 28 and 29

10 Look and complete.

- ◆ Ask the children to look at the picture and name the objects they can see in English.
- ◆ Point at each object and say: 'a green ruler, an orange ruler, a glue, a schoolbag, a purple pen.'
- ◆ Once the children have finished completing the sentences according to the picture, correct the activity by asking: 'Where is the green ruler?' Lead them into answering: 'The green ruler is in the schoolbag'. Follow the same procedure with the other items.

Answer key

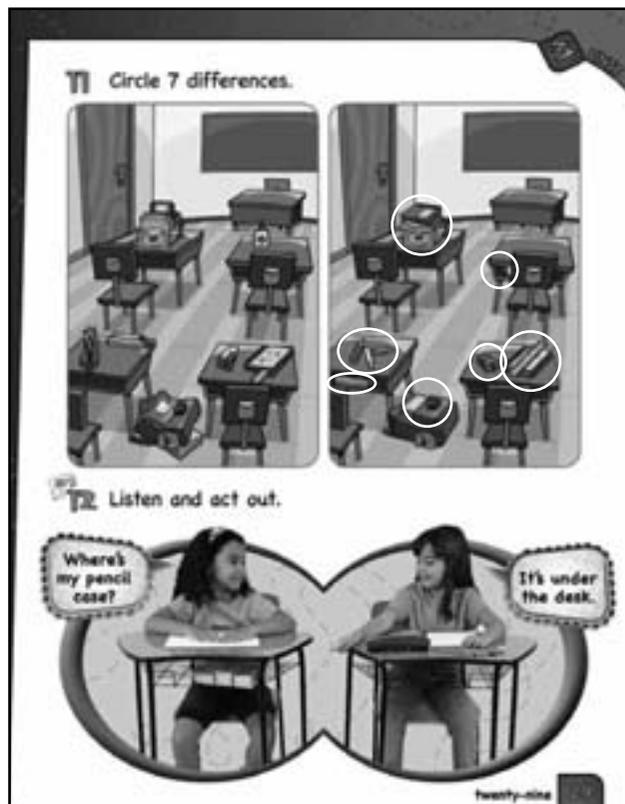
1. in; 2. on; 3. in; 4. under

11 Circle 7 differences.

- ◆ Ask the children to look carefully at the two pictures and state that, although they look identical, there are seven differences between them.
- ◆ Invite them to circle the differences they find in the picture on the right.
- ◆ To correct the exercise, you can describe the differences yourself or ask the children to do it.

- ◆ In the picture on the left: *The red book is in the green schoolbag. The pencils are in the pencil case. The pencil case is on the desk. The yellow book is under the pink schoolbag. The glue is on the desk. The yellow ruler is in the green book. The sharpener is blue.*

Answer key



12 Listen and act out.

Ask the children to get together in pairs, and spot what there is in the picture (a yellow pencil case under the desk; a purple pencil case on the desk; etc.) Play track 20 on the audio CD, pausing after each exchange and ask the children to repeat. Invite the children to choose three of their school items and to put each of them in a different place. Then ask the pairs to practise the conversation in the audio CD saying where each of the items chosen at the beginning of the activity are.

Audioscript 20

*Where's my pencil case?
It's under the desk.*

Answer key

The children practise the dialogue in pairs.

Homework

Extra Fun 3, pages 85 and 86.

4

How many?

Pages 30 and 31

Warm up!

- ◆ Draw three bananas, five apples and four lemons on the board.
- ◆ Ask the class: *'How many bananas?'*
- ◆ Point at each banana on the board and count them using your fingers for the children to understand that they have to count and say the total number.
- ◆ Follow the same procedure with the apples and the lemons.
- ◆ The children who already know the numbers in English will find no difficulty in doing this activity and the ones who do not, will benefit from this first contact.

1 Look and listen.

- ◆ Explore the illustration with the class and ask: *'Where are they? What are they doing? What can you see in this place?'* Allow some time for the children to answer and do not correct them at this point.
- ◆ Ask: *'How is the boy helping his mum?'* (*He is taking the apples.*)

- ◆ Tell the class that you are going to play the audio CD and they have to cover the speech bubbles and identify the number of apples they take.
- ◆ Play track 21 once more, pausing after each exchange for the children to repeat.

Audioscript 21

Boy: *How many apples, Mum?*

Woman: *Ten, please.*

2 Listen and say.

- ◆ Revise the numbers in English, asking the children to count the apples in the picture.
- ◆ Play track 22 on the audio CD, pausing after each number for repetition.
- ◆ Repeat the procedure until you make sure everybody is pronouncing the numbers correctly.

Audioscript 22

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

3 Find and point.

- ◆ Use the illustration to make a revision of colours too. Ask the children to point at the colours you mention in their books: *green, yellow, purple, blue, orange*, etc.
- ◆ You can also ask *'How many oranges?'*, *'How many cakes?'*

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

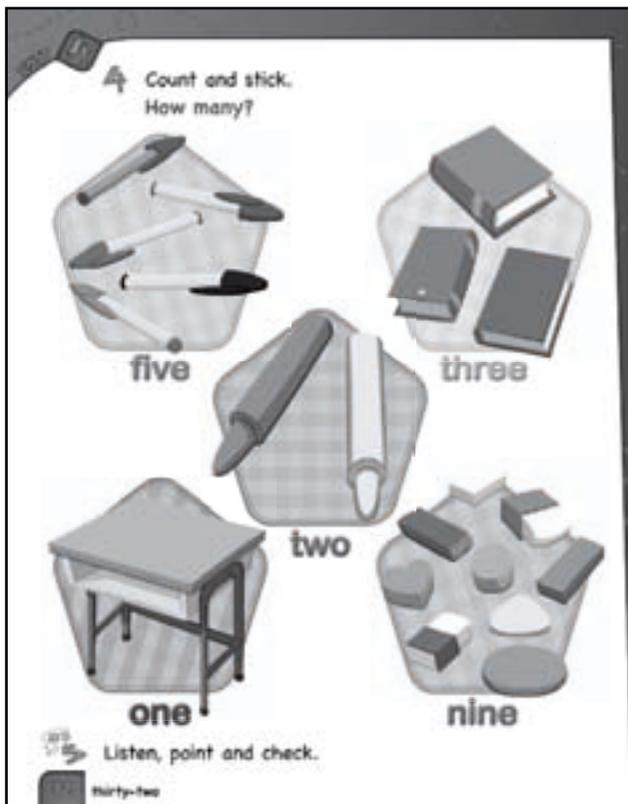
the opportunity to anticipate vocabulary that will appear in the future like vegetables and fruit: *shopping bag, beet, cake, chilli pepper, cucumber, fruits, grape, melon, pepper, shopping cart, vegetables.*

Pages 32 and 33

4 Count and stick.

- ◆ Ask the children to open their books on the Unit 4 Stickers section, pages 100 and 101, at the end of the Course Book.
- ◆ Ask them to count the number of objects there are in each sticker.
- ◆ Go to page 32 and point at the first pentagon, reading the word *five* out loud.
- ◆ Ask the children to find the sticker that contains five elements and to stick it in the right space.
- ◆ Follow the same procedure with the other stickers.

Answer key



5 Listen, point and check.

- ◆ Explain that you will correct the previous activity with the help of the audio CD.
- ◆ Play track 23 on the audio CD, pausing after each item, and check the children's answers as they point at the right stickers in their books.

Audioscript 23

three books; two crayons; five pens; nine erasers; one desk

6 Count.

- ◆ Ask the children to look at the pictures, count the elements in each rectangle and add them up, writing the result in the blank box on the right.
- ◆ Ask: '*How many bananas?*' Give them time to count and answer: '*Nine*', writing the right answer in the blank box.
- ◆ Repeat the procedure with: *fish, cookies, cats* and *dogs*. Conduct oral correction.

Answer key

1. nine; 2. seven; 3. six; 4. ten; 5. eight.

Extension activity

Tell the children you have prepared a different kind of dictation for this class.

Draw a big number 4 on the board and ask the group to write the word *four* in their notebooks or on a separate sheet of paper.

As number 4 is an example, you can illustrate the point by writing the word *four* on the board in capital letters as well.

Once you check that everybody understands the activity, erase number four and write another number on the board.

Try not to say anything. Wait to see if the children have actually understood the task and remember the number in English.

Before you pass onto the next number, check that everybody has written down the previous one and then clean the board again.

Dictate four or five more numbers in this way and correct the activity directly in the children's notebooks.

Pages 34 and 35

Look and listen.

- ◆ Ask the class to look at the board and explain the difference between even and odd numbers.
- ◆ Play track 24 on the audio CD, pausing after each line (odd and even) and asking them to repeat the sequence of numbers.

Audioscript 24

Odd numbers: one, three, five, seven, nine

Even numbers: two, four, six, eight, ten

7 Write.

- ◆ Explain to the class that they will have to pay attention to the proposed sequences to complete each line with the corresponding missing numbers.
- ◆ The use of English is a priority in the correction, so conduct oral correction by asking the children to read their answers out loud.

Answer key

7 Write.

1 2 3 4 5 6

10 9 8 7 6 5

2 4 6 8 10

1 3 5 7 9

2 4 6 8 10

8 Sing.

- ◆ Play track 25 on the audio CD for the children to get familiar with the rhythm of the song.
- ◆ Read the lines of the song out loud and ask the children to repeat.
- ◆ Explain the meaning of the words for movement by using body language. Once the vocabulary is understood, invite the class to listen again and sing along.

Audioscript 25

Count with me!

One, two, three

count with me!

Four, five, six,

shake and mix!

Seven, eight, nine,

I feel fine!

*Count to ten
and start again!
Ten, nine, eight,
don't you wait!
Seven, six, five, jump so high!
Three, two, one,
that was fun!*

Pages 36 and 37

9 Find the family.

- ◆ Explain that the little fish is lost and that they will have to help him take the route back to his family by following the odd numbers.
- ◆ Ask them to colour the odd numbers to find his way back.
- ◆ To correct the exercise, ask the children to read the sequence of odd numbers leading the fish to his family.

Answer key

5, 9, 7, 1, 3, 9

10 Listen and say.

- ◆ Ask the children to say which the missing numbers in the first sequence are. Then do the same in the second.
- ◆ Tell them that everybody will sing a song in which they have to clap their hands when a number is missing in the sequence presented.
- ◆ Play track 26 on the audio CD and ask the children to sing the song as a group and clap their hands when it is required in the picture.

Audioscript 26

one, two (clap), four, five (clap), seven, eight (clap), ten

one (clap), three (clap), five (clap), seven (clap), nine (clap)

11 Now, you!

- ◆ Ask the children to sing the song in exercise 10, now without playing the audio CD.
- ◆ Explain that there is another difference. Instead of clapping their hands they have to say 'buzz'.
- ◆ Every time a child makes a mistake, the song has to be started over.
- ◆ Repeat the activity until the children achieve the goal.

Extension activity

Chinese Whispers

Arrange the children in a line.

Whisper a series of numbers in the first child's ear - for example: 'four, five, five, six, two'. He / she has to repeat the numbers to the child who is next in line and so on until the message reaches the last child who will eventually write the numbers he has heard on the board.

Homework

Extra Fun 4, pages 87 and 88.

Kids' Web Gang in...

Pages 38 and 39

My new pet

- ◆ Challenge the children to retell the last episode of the story with their books closed. Let them open the books on page 20 to have a look at the pictures, if necessary.
- ◆ Ask them to predict what happened with the cat in the story.
- ◆ Then ask them to open their books on page 38 and take a look at the pictures.
- ◆ Ask: 'Where is the cat? What is its problem? What are the kids trying to do?'

- ◆ Play track 27 on the audio CD, pausing after each situation to ask the children what is going on.
- ◆ Play the full episode again without pauses for the class to follow.
- ◆ Ask: 'Why are Mike and Tom worried? Is the cat eating the food? (The cat is not eating the food because it is too small.) What does Mike ask his mother for? (Milk to feed the cat.) Does the cat drink the milk? (Yes.) Why are Mike and Tom happy at the end of the episode?' (Because they could finally feed the cat.)

Audioscript 27

Picture 1

Tom: This cat is very small!

Picture 2

Mike: I know... mum!

Picture 3

Mike: Please, mum, please!

Mum: Milk for the cat? OK, Mike...

Picture 4

Mike: Good boy!

Tom: The cat is happy now!

Work it out!

- ◆ Present the vocabulary showing the pictures of the dogs and explain the opposites.

1 Look and write.

- ◆ Ask the children: 'Is the cat big or small?' using your hands to reinforce the meaning of *big* and *small*.
- ◆ Also ask: 'Is the cat happy or sad?'
- ◆ Ask the children to complete the phrase about the cat.
- ◆ Conduct oral correction.

Answer key

The cat is small and happy.

2 Find the secret word.

- ◆ Ask the class to find the word that completes the phrase 'Pets need... '.
- ◆ Tell them that the word is hidden in the code below. To decipher the code and find out the secret word, they will have to write the letters that equate the numbers above the cat footprints in the picture.
- ◆ Correct orally, asking the children to complete the phrase out loud. 'Pets need...'

Answer key

Love

Working with values

Gratitude

Explain to the children that they will design a special present called *smiley medals* (find the design in the CD-ROM) to be used as a sign of thankfulness.

Distribute copies of the medals among the children and ask them to decorate their smileys freely.

Invite them to give their medals to those people they feel grateful to.



At the zoo

Pages 40 and 41

Warm up!

- ◆ Write the word *zoo* on the board.

- ◆ Ask the class if they have ever been to a zoo and, if so, what animals they saw.
- ◆ Ask them which animals are commonly seen in a zoo. If they mention any of the animals to be presented in this unit, write its name on the board in English and ask the class if they know anything about this animal.

1 Look and listen.

- ◆ Explore the illustration with the children by asking: *'Where are the children? What animals can you see?'* Give the children time and freedom to answer. Do not correct them at this point.
- ◆ Tell the class that you will play the audio CD and they have to listen to the dialogue covering the speech bubbles and trying to find out how many animals are mentioned.
- ◆ Play track 28 on the audio CD and, at the end, ask them how many animals were mentioned. Correct their answers.
- ◆ Point at the kangaroo and say the word in English. Ask the children if they know how kangaroos go from place to place. Say: *'Kangaroos can jump'* as you take a little jump yourself to illustrate the action.
- ◆ Then point at the bats and say: *'bat'*. Ask the children if they know what bats do to go from place to place. Say: *'Bats can fly'* as you wave your arms mimicking a bat flying.
- ◆ Play track 28 again, pausing after each exchange for the children to repeat.

Audioscript 28

Girl: Look! A kangaroo!

Boy: It can jump!

Boy: Wow, bats! They can fly at night.

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box.
- ◆ Play track 29 on the audio CD, pausing after each word and asking the children to repeat.

- ◆ Follow this procedure until all the class can pronounce the names of the animals correctly.

Audioscript 29

a hippo; a lion; a giraffe; a kangaroo; an alligator; a bat; an elephant

3 Find and point.

- ◆ Tell the children that you will say the names of the animals in English and they have to point at them in the big illustration on page 40.
- ◆ Say: *'Find... a giraffe | an elephant | a bat | an alligator | a lion | a hippo | a kangaroo'*.

Extension vocabulary

As in all the other units, 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 words that will appear in the future like words related to zoos: *cage, fence, tank.*

Curious kids' corner

If the children ask questions about endangered species, present the website of The American Museum of Natural History, which brings a list of endangered species and the main causes for extinction:

<http://www.amnh.org/national-center/Endangered/index.html>

Pages 42 and 43

4 Colour.

- ◆ Ask the children to colour the animals in the picture.
- ◆ When they finish the task, invite them to circle the correct names.
- ◆ Walk round the class checking the children's work.

Answer key



5 Sing.

- ◆ Play track 30 on the audio CD for the children to get to know the song.
- ◆ Read the verses of the song out loud and ask the class to repeat.
- ◆ When you read the song, explain the meaning of the words: *jump*, *fly*, *swim* and *run* using mimicry.
- ◆ Arrange with the class that every time one of these four words appears in the song they will have to mime the action accordingly.

- ◆ Play track 30 again and ask the children to sing and mime the song the way it was arranged.

Audioscript 30

The jungle

Jungle, jungle!

*I can hear animals,
giraffes and lions.*

*They jump and fly,
they swim and run,
they are really fun!*

Jungle, jungle!

*I can hear animals,
hippos and alligators.*

*They jump and fly,
they swim and run,
they are really fun!*

Jungle, jungle!

*I can hear animals,
elephants and bats.*

*They jump and fly,
they swim and run,
they are really fun!*

Extension activity

When the children are singing the song, make an unexpected pause and ask them to continue singing a capella. Repeat the procedure several times.

Pages 44 and 45

6 Read and write.

- ◆ Explain the difference between *wild animals* and *pets*. *Wild animals* do not share the environment with human beings as it can be

dangerous whereas *pets* not only can live in the same place but also have similar routines as human beings.

- ◆ Invite the class to write the name of the animals in the corresponding column: *wild animals* or *pets*.
- ◆ Conduct oral correction. When you say the name of an animal the children have to reply if it is a *pet* or a *wild animal*.

Answer key

Wild animals: : lions, alligators, giraffes, elephants, kangaroos

Pets: dogs, cats, fish, hamsters, turtles

Optional activity

To correct the exercise, divide the class into two groups: *pets* and *wild animals*. Explain that you will say the name of all the animals. When you mention a *pet*, the first group must stand up and when you mention a *wild animal*, the other group will.

Look and listen.

- ◆ Ask the children to look at the four pictures.
- ◆ Play track 31 on the audio CD, pausing after each word for choral repetition.
- ◆ Agree on a particular movement (mimic) to represent each verb illustrated in the pictures.
- ◆ Play track 31 once more, pausing after each word for the children to *enact* the verbs.

Audioscript 31

jump, swim, run, fly

7 Listen and number.

- ◆ Invite your class to observe the photographs and ask them to say, in English, what animals are depicted.

- ◆ Explain that they will have to number these animals in the order they hear them in the audio CD.
- ◆ Play track 32 on the audio CD, pausing after each phrase for the children to number the photos.
- ◆ If necessary, play the audio CD more than once.
- ◆ To correct the exercise, say the name of all the animals while the children match them to the corresponding numbers orally.

Audioscript 32

1. Lions can run.
2. Hippos can swim.
3. Bats can fly.
4. Kangaroos can jump.

Answer key

Look & Listen

jump swim run fly

7 Listen and number.

4 2

1 3

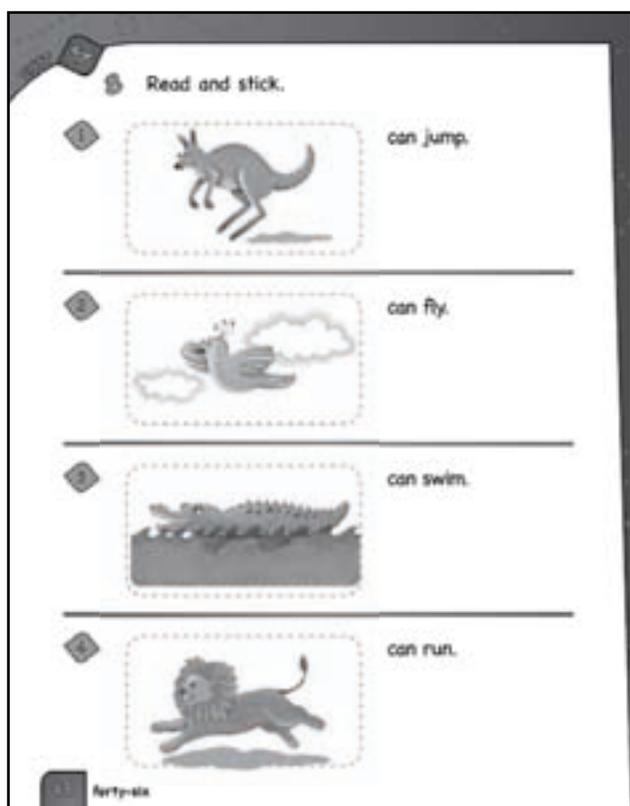
forty-five

Pages 46 and 47

8 Read and stick.

- ◆ Ask the children to open their books on the Unit 5 Stickers section, page 101, at the end of the Course Book.
- ◆ Point at the sticker of the alligator and ask: 'Can alligators jump? Can alligators swim?', miming the action according to each verb.
- ◆ Do the same with the other animals: *bird flying*, *kangaroo jumping* and *lion running*.
- ◆ Point at item 1 on page 46 and ask: 'Which animal can jump?' Mime a kangaroo jumping to help the children find the right answer.
- ◆ Ask them to use the right sticker to place in the box for item 1.
- ◆ Follow the same procedure with the other animals.

Answer key



9 Look and tick.

- ◆ Ask the class to say what animals are illustrated in the chart: *bat*, *kangaroo*, *giraffe*, *lion* and *alligator*.

- ◆ Explain that although these animals can move in different ways, they all have a characteristic way of going from place to place.
- ◆ Then ask the children to choose one particular movement for each animal in the chart and tick it.
- ◆ To correct the exercise, ask: 'What can a bat do?' Expected answer: 'Fly'. Check all the animals through this procedure.

Answer key



10 Mime and guess.

- ◆ Explain that the boy in the picture is mimicking different animals and that his partners are trying to guess what it is, saying what it can do or simply naming it.
- ◆ Invite a volunteer to go to the front of the classroom. Then whisper the name of one of the animals they have learnt in his / her ear for him to mime the animal and for the rest of the class to try and guess what it is.

- ◆ The child who comes up with the right name first is the one who will mimic the next animal in front of the class.

Homework

Extra Fun 5, pages 89 and 90.



Fun time

Pages 48 and 49

Warm up!

- ◆ Divide the board into two halves, left and right. On the left-hand corner, write: *'It's hot'* and on the right-hand corner: *'It's cold'*.
- ◆ Ask the children what games they prefer to play when it's hot and write their answers on the left side of the board.
- ◆ Then ask them what games they prefer to play when it's cold and write their answers on the right side of the board.

1 Look and listen.

- ◆ Explore the illustration with the class and ask them: *'Where are the children? What are they doing? What toys can you see in the picture?'* Give them time and freedom to answer and do not correct them at this point.
- ◆ Tell the class that the boy in the yellow T-shirt has got a new toy and he is showing it to a friend. Ask: *'Do you think his friend likes the new toy?'*
- ◆ Play track 33 on the audio CD, pointing at the boy in the yellow T-shirt.
- ◆ Tell the children that he is showing a skateboard to his partner.
- ◆ Play track 33 again, now pausing after each exchange for the children to repeat. Invite them to be enthusiastic when they say: *'Cool'*.

Audioscript 33

Boy1: Look! My new skateboard!

Boy2: Cool!

2 Listen and say.

- ◆ Tell the children to look at the vocabulary box and read the words out loud as you point at the corresponding pictures.
- ◆ Play track 34 on the audio CD, pausing after each word and asking the children to repeat and point at the pictures themselves.
- ◆ Follow this procedure until the children can pronounce all the words correctly.

Audioscript 34

a jump rope, a board game, a bike, a skateboard, a scooter

3 Remember?

- ◆ Ask the children to observe the illustration carefully for about two minutes and then close their books immediately.
- ◆ Challenge them to say, in English, all the words they remember from the picture. If necessary, help them with questions like: *'How many dolls? (Two.) How many kites? (One.) What colour is the ball? (Black and white.) How many girls are playing rope?'* (Three.)

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 games and toys: *doll, kite, merry-go-round, playground, rollerblade, seesaw, slide, soccer or football, swing.*

Culture for kids

If there is enough time, take the class to the IT lab and access the suggested websites below. The first has pictures and brief descriptions of games from the American culture. The second shows the different toys American kids have had fun with throughout history. Many of these games and toys have also influenced several South American generations:

<http://homesteadtoys.com/ParlorGames.html>
<http://homesteadtoys.com/AmericanFolkToys.html>

Pages 50 and 51

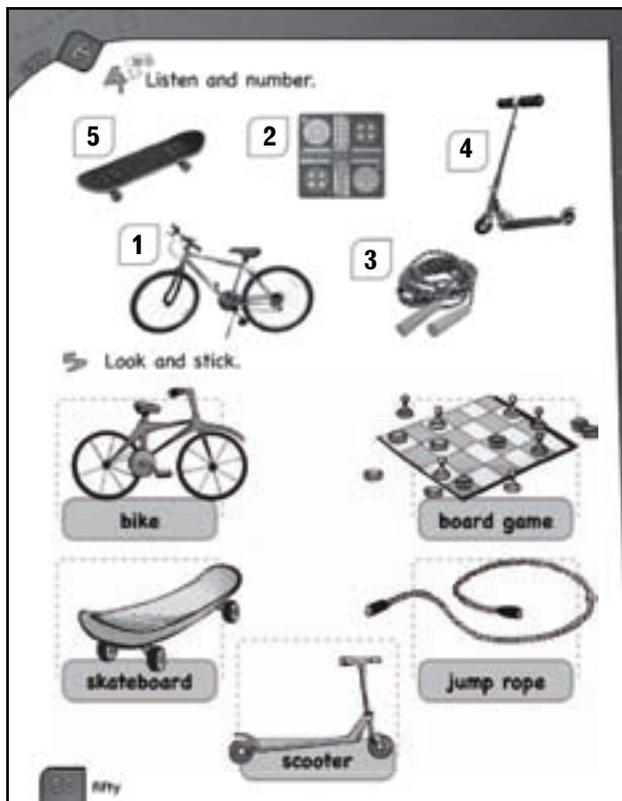
4 Listen and number.

- ◆ Ask the children to take a look at the photos.
- ◆ Tell them that they have to number the items in the order they appear on the audio CD.
- ◆ Play track 35 on the audio CD, pausing after each item to give them time to write the numbers.
- ◆ Conduct peer correction. Ask the children to get together in pairs. Play track 35 again and ask them to repeat each word as they show each other the answers in their books.

Audioscript 35

1. a bike; 2. a board game; 3. a jump rope; 4. a scooter; 5. a skateboard

Answer key



5 Look and stick.

- ◆ Ask the children to open their books on the Unit 6 Stickers section, page 103 at the end of the Course Book.
- ◆ Point at each sticker and ask the children to name the toy in English. Correct them when necessary.
- ◆ Point at the blank box corresponding to *bike* on page 50 and ask the children to use the right sticker to place in the box.
- ◆ Do the same with the other vocabulary items.
- ◆ Use your own book to correct the exercise. Point at the blank boxes on page 50 again and ask the class the name of the toy that they have used for each box in their books.

Answer key

See the answer to this exercise in the previous Answer Key.

Extension activity

Announce a different type of dictation to the class in which you will say some words and the children have to draw a picture that represents each word.

Suggestions: *bike, skateboard, doll, ball.*

Correct the dictations directly in the children's notebooks.

Look and listen.

- ◆ Play track 36 on the audio CD, pausing after each word. Point at the corresponding picture and ask the children to repeat.

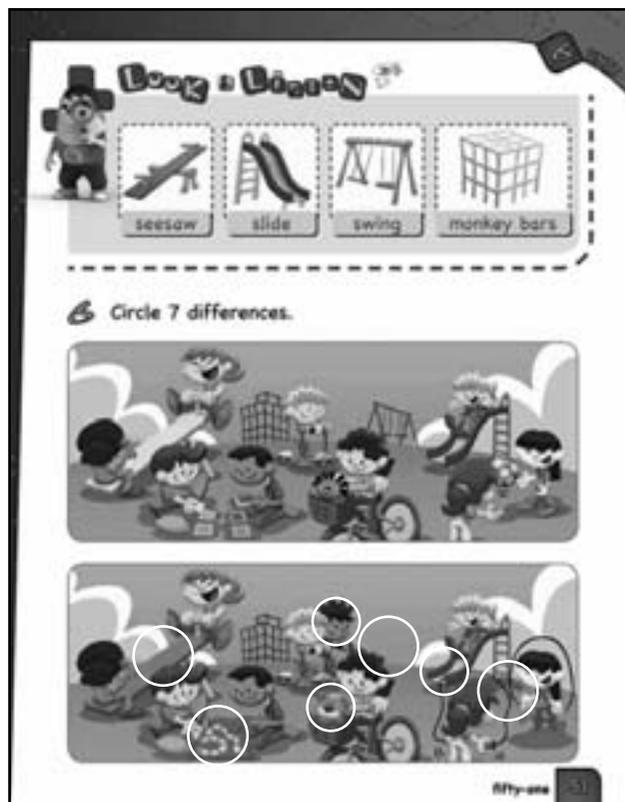
Audioscript 36

seesaw, slide, swing, monkey bars

6 Circle 7 differences.

- ◆ Ask the children to compare the two illustrations and tell them that, although they look identical, there are seven differences between them.
- ◆ Then, invite the children to circle the differences in the picture at the bottom of the page.
- ◆ Finally, show the differences to the class pointing at them in your own book to correct the exercise.

Answer key



Extension activity

Ask the class to draw other toys in the park and to show their pictures to a partner telling them what it is; for example, 'a red ball', 'a black robot', etc.

Pages 52 and 53

7 Sing.

- ◆ Play track 37 on the audio CD for the children to get familiar with the song.
- ◆ Explain to the class that you will use some gestures to indicate how to sing the different parts of the song. For example, when you lower your hands to the ground, they have to whisper the words; when you raise your hands over your head, they have to raise their voices and when you clap your hands, they have to sing and dance.

- ◆ Play track 37 again and ask them to sing following your directions.

Audioscript 37

Jumping rope

I made a wish jumping rope.

I caught a fish jumping rope.

I gave a kiss jumping rope.

How many wishes did I get?

1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

8 Find out.

- ◆ Ask the children to interview four partners by asking: *'What's your favourite toy? Board game, jump rope, kite or bike?'*
- ◆ Tell them to write the names of their interviewees in the first column and to write a tick in the corresponding column according to their choices.

Answer key

The children ask the question and tick the answers according to their partners' choices.

9 Complete.

- ◆ Arrange the class in pairs.
- ◆ Ask each pair to add up the choices made by the partners both of them interviewed to obtain a total number of students per toy.
- ◆ They have to complete the table with the results.
- ◆ As an extension activity, you can draw a similar table on the board and add up the results of all the pairs in the class to get the final number.

Answer key

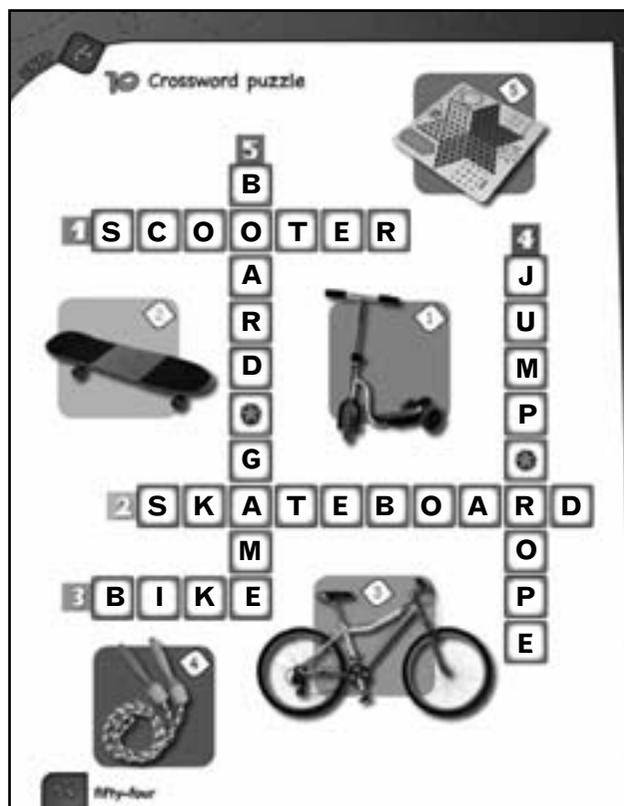
The children write the final numbers in the chart.

Pages 54 and 55

10 Crossword puzzle

- ◆ Ask the children to look at the pictures and complete the crossword.
- ◆ Suggest them to use the vocabulary box on page 49 as reference.
- ◆ Check their works individually in their books.

Answer key



11 Play bingo.

- ◆ Tell the class that the table in this picture represents a bingo card.
- ◆ Read the names of the toys surrounding the bingo card out loud, checking that everybody remembers their meaning.
- ◆ Ask the children to choose six of the toys / games on the page and draw them on the blank boxes without repeating any of them.

- ◆ Explain to the class that you will read the names of these toys at random and when they hear any of the ones they've drawn, they have to cross them out. The first child to cross out the six pictures will be the winner of the game.

Answer key

The children draw six toys / games and play bingo.

Homework

Extra Fun 6, pages 91 and 92.

Kids' Web Gang in...

Pages 56 and 57

Pyjama party

- ◆ Ask the children to look at the pictures and identify the characters of the gang appearing in this episode: Sue and Jess.
- ◆ Remind the children that Sue participated in the bike race on page 20.
- ◆ Since this is the first time Jess appears in the story, it might be the case that some of the children do not know her if they have not worked with *Kids' Web 1*.
- ◆ Ask the children what the girls in the story are wearing (*Pyjamas*.) Explain that Jess and her friends have organised a pyjama party.
- ◆ Ask the questions: *'What did Jess's friends bring for her? (Presents.) What did they do during the night? (They ate and watched TV.) What did they do after watching TV? (They went to bed.) What happened when they were sleeping? (They heard a noise.) What was the noise they heard?' (The baby was eating a cake in the kitchen.)*
- ◆ Play track 38 on the audio CD.
- ◆ Invite some volunteers to enact the story by reading the parts of the different characters.

Audioscript 38

Picture 1

Jess: Hi! Come in!

Picture 2

Mum: A burger, Sue?

Sue: Yes, please.

Picture 3

Mum: Time to bed, girls!

Picture 4

Jess: What's that?

Sue: I don't know!

Picture 5

Baby: I love cake!

Work it out!

1 Find, circle and tick.

- ◆ Remind the class that when Jess's friends got home, they were bringing her some presents.
- ◆ Ask the students to have a look at the picture, identify and circle the presents Jess got.
- ◆ Then read the words below and encourage the students to say: 'Yes' or 'No' according to whether it is one of the presents Jess got or not. When they say: 'Yes' 'Yes', they have to tick the corresponding box.
- ◆ To correct the exercise, walk round the classroom monitoring the children's work.

Answer key

The children tick and circle the teddy bear, the book and the doll.

2 Draw.

- ◆ Tell the children that it is their turn now to give Jess a present.
- ◆ Invite them to imagine what Jess would like to have and to draw the present within the box.

Answer key

The children draw their present for Jess.

7

Different looks

Pages 58 and 59

Warm up!

- ◆ Write the word *eyes* on the board and draw a circle below.
- ◆ Ask each child what colour eyes they've got (*black, brown, green or blue*). As the children say their colours, draw arrows departing from the word *eyes* and write the name of the colours on the other end. Every time a child says a given colour, write an asterisk next to it to indicate repetition.
- ◆ Explain to the class that one person is different from another in the same way there are plants in different colours, odours and shapes in a jungle, the world is made up of people with different physical features.
- ◆ Speak to your class about the importance of respecting each other's differences.

1 Look and listen.

- ◆ Explore the illustration with the children and ask: '*What are the girls playing with?*' (*One is playing with a doll and the other is riding a bike.*).
- ◆ Point out that the girl in pink is showing her new doll to the girl in blue and is making a comment about the doll.
- ◆ Tell the children that you will play the audio CD and they have to identify the doll's name.
- ◆ Play track 39 on the audio CD and, at the end, ask the children if they know the name (*Nancy*).
- ◆ Play track 39 again, pausing after each exchange and ask the children to repeat.

Audioscript 39

Girl: *This is Nancy, my new doll!*

Girl 2: *Wow! Long hair! Big eyes! Nice!*

2 Listen and say.

- ◆ Play track 40 on the audio CD, pausing after each phrase and ask the children to mime the adjectives as they hear them: *short, long, big, small*.
- ◆ Play track 40 again and ask the children to repeat the phrases until they pronounce them correctly.

Audioscript 40

short hair; long hair; small eyes; big eyes

3 Remember?

- ◆ Ask the children to look at the main illustration carefully for two minutes and then to close their books right away. Invite them to say in English all they can remember from the picture. If necessary, help them with guiding questions:
Is there a teddy bear? (Yes.)
What colour is the dog? (Brown.)
How many girls? (Two.)
How many dolls? (Five.)

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 rooms and pieces of furniture in a house: *armchair, cushion, curtains, doll house, garden, living room, stairs*.

Pages 60 and 61

Look and listen.

- ◆ Ask the children to look at the photos and pay attention to the kids' hair colour. Explain that the word *blonde* is used instead of yellow to refer to hair colour in English.
- ◆ Explain any doubts the children may have about colours. Remember that, if *blonde* is a new word for them, the other colours, *brown* and *black*, also are.
- ◆ Play track 41 on the audio CD, pausing after each expression and pointing at the corresponding picture as the children listen. Ask them to repeat.

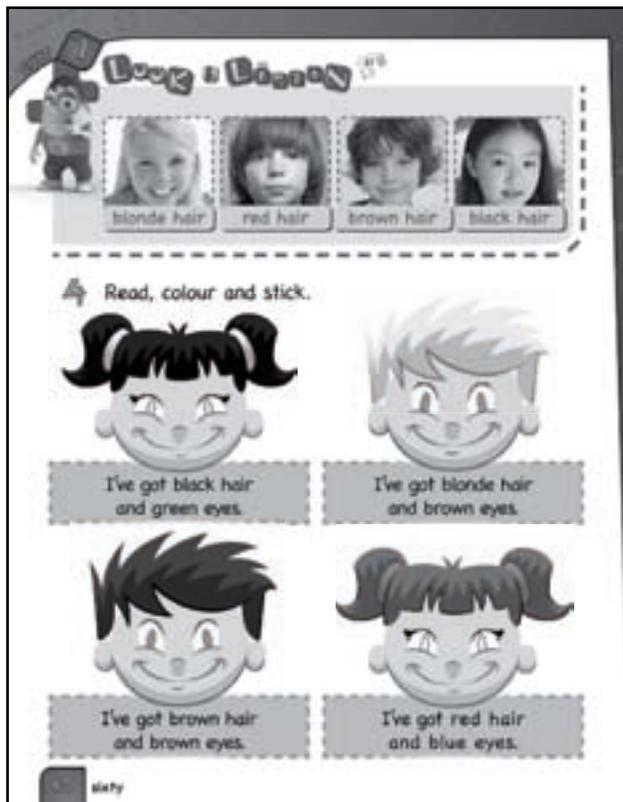
Audioscript 41

blonde hair; red hair; brown hair; black hair

4 Read, colour and stick.

- ◆ Point at the first item on page 60 and read the caption: 'I've got black hair and green eyes.'
- ◆ Check comprehension by asking the children what colour eyes the first face has got. If necessary, read the sentence again emphasising the word *green*.
- ◆ Invite the class to paint the eyes of the first face green.
- ◆ Read the sentence again and ask what colour hair the first face has got. If necessary, re-read it emphasising the colour *black*.
- ◆ Ask the children to open their books on the Unit 7 Stickers section, page 103, at the end of the Course Book and find the right picture for the first face.
- ◆ Once it is ready, read the sentence again, now pointing at the recently painted green eyes and the black hair sticker. Repeat the phrase: 'Black hair and green eyes' twice for emphasis.
- ◆ Follow the same procedure with the other three faces.

Answer key



Extension activity

Physical features game

Play some music and ask the children to walk round the classroom.

When the music stops, mention a physical feature and the children find a classmate with this feature and put a hand on his / her shoulder.

5 Listen and number.

- ◆ Ask the class to observe the illustration and pay attention to the physical features of the characters.
- ◆ Explain that they will hear the characters speaking about some of their physical features

and that they have to number them in the order they speak.

- ◆ Play track 42 on the audio CD, pausing after each character to give the children time to number them in their books.
- ◆ Play the audio CD as many times as necessary for the children to match the voices with the characters and write the corresponding numbers.

Audioscript 42

1. *I've got green eyes.*
2. *I've got red hair.*
3. *I've got long hair.*
4. *I've got brown eyes.*
5. *I've got blonde hair.*

Answer key



Extension activity

I am...

Write the names of all the children in different slips of paper and put them in a bag.

Ask one child to come to the front of the class to start the game.

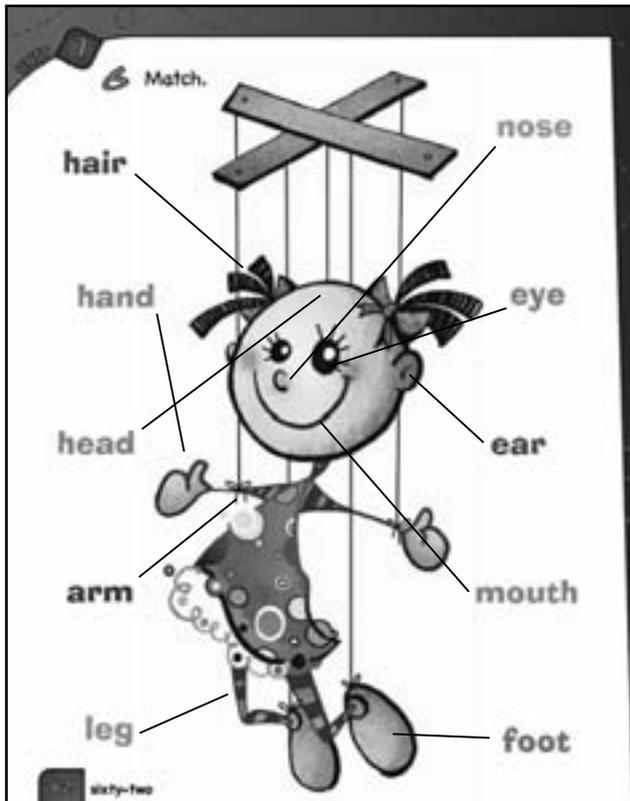
Explain that he / she will pick one slip of paper from the bag and that he / she has to introduce himself to the rest as if he / she were the child whose name is written on the slip of paper. He / she has to describe himself / herself without saying his / her name so that the class can guess who he / she is. For example: *'I am a boy. I've got short hair and green eyes.'*

Pages 62 and 63

6 Match.

- ◆ Revise the parts of the body, presented in Unit 9, *Kids' Web 1*. Point at the different parts of your own body and say the words *hair, hands, head, arms, legs, nose, eyes, ears, mouth, feet*.
- ◆ Ask the children to have a look at the picture of the puppet.
- ◆ Read each word, point at the different parts of the puppet and ask the class to repeat. Then invite them to match the words and the different parts of the body.
- ◆ Check the children's books individually to correct the exercise.

Answer key



7 Sing.

- ◆ Play track 43 on the audio CD for the children to get familiar with the song.
- ◆ Read each verse out loud and point at the different parts of your own body as they appear. Present the new vocabulary: *shoulders, knees and toes*.
- ◆ Play track 43 again and ask the class to sing along and point at the different parts of their own bodies as they hear the words in the song.

Audioscript 43

Head and shoulders

*Head, shoulders,
knees and toes,
knees and toes.*

*Head, shoulders,
knees and toes,
knees and toes.*

*Eyes and ears,
mouth and nose.*

*Head, shoulders,
knees and toes,
knees and toes.*

Pages 64 and 65

8 Look and write.

- ◆ Ask the class to look at the pictures, paying special attention to the physical features of each puppet.
- ◆ Read the phrases in the box, asking the children to follow in their books.
- ◆ Ask them to use the phrases in the box to complete the blank spaces for each puppet with the right colour of hair and eyes.

Answer key

Look and write.

pink hair blue eyes green eyes green hair
brown eyes purple hair black hair

green hair
brown eyes

purple hair
green eyes

black hair
green eyes

pink hair
blue eyes

9 Talk.

- ◆ Read the dialogue out loud, asking the children to follow it in their books.
- ◆ Tell them that the boy is describing one of the three faces he has drawn and that the girl has to look at the picture and guess who it is.
- ◆ Arrange the class in pairs and ask the children to describe the other two faces to each other.

Answer key

brown hair and brown eyes: Jane; blonde hair and blue eyes: Mary.

10 Now, you!

- ◆ Ask the children to draw the faces of three people with different colour of hair and eyes

within the photo frames and to write their names in the blank boxes below.

- ◆ Arrange the class in groups of three.
- ◆ The children take turns to describe one of the three people by saying their colour of eyes and hair as the other partners say the name of the person described.

Answer key

The children draw three people and practise the dialogues in pairs.

Working with values

Tolerance

In any previous class, ask the children to bring magazines. The day of the activity, arrange the class in groups of three or four members.

Give each group a piece of cardboard.

Invite them to design a poster called: *We are all different* (recalling the title of the unit) with pictures of different cultures, people and social realities cut out from the magazines they have brought.

If there is room for it, organise an exhibition for the whole school.

Homework

Extra Fun 7, pages 93 and 94.



Lunch time

Pages 66 and 67

Warm up!

- ◆ Hand each child a sulphite sheet of paper with the following food items: *chicken, fish, pasta, salad* and *fries* in black and white. Below these food

items, write their names. At the top of the page, write the word *lunch*.

- ◆ Tell the class that it is midday already and it is time for *lunch*. Check that the children understand the meaning of *lunch*.
- ◆ Invite them to colour only the items they would like to have for lunch.
- ◆ When they finish, ask: '*Who has chosen chicken?*', showing them the picture of a chicken. Do the same with the other items.
- ◆ Walk round the classroom to see the children's work.

1 Look and listen.

- ◆ Explore the illustration with the class and ask: '*Where are they? What are they doing?*'. Give the children time to answer and do not correct them at this point.
- ◆ Explain that the children are in the school cafeteria. Introduce this new word by explaining its meaning in English.
- ◆ Ask the children what time the clock indicates in the picture (*midday*) and say: '*It is lunch time.*'
- ◆ Ask them to look at the picture again and say what options the children have for *lunch*.
- ◆ Now ask them to cover the speech bubbles and listen to the audio CD to find out what the boy is going to eat.
- ◆ Play track 44 on the audio CD, pointing at each character as they speak. At the end, ask the class if they know what the boy is going to eat (*Chicken*.)
- ◆ Play track 44 again, pausing after each exchange and ask the children to repeat.

Audioscript 44

Woman: *Chicken?*

Boy: *Yes, please.*

Woman: *Here you are!*

Boy: *Thanks! I love chicken!*

2 Listen and say.

- ◆ Ask the class to look at the pictures in the vocabulary box.
- ◆ Play track 45 on the audio CD, pausing after each word for the children to repeat and point at the corresponding picture when they hear the words.
- ◆ Repeat this procedure until the children pronounce the words correctly.

Audioscript 45

chicken, pasta, fish, salad, fries, fruit salad, pudding

3 Find and point.

- ◆ Explain to the children that you will mention some food items and they have to point at them in the illustration.
- ◆ Say: '*Find ... fish | chicken | pudding | fries | salad | pasta | fruit salad*'.

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 cafeteria: *brick, cafeteria, chair, clock, cup, fork, hairnet, juice, knife, servers, soda, spoon, table, tray, wall*.

Pages 68 and 69

Look and listen.

- ◆ Ask the children to look at the pictures and say if the girl is pleased or not.
- ◆ Play track 46 on the audio CD, pausing after each phrase for the children to repeat.

- ◆ Say: *'I like chicken'* and invite the children to repeat the phrase if it is true that they do. Then do the same with the phrase: *'I don't like chicken'*. Ask them to repeat if it is true that they do not.
- ◆ Invite the children to have a look at the vocabulary box on page 67, if necessary.

Audioscript 46

I like... | I don't like...

Extension activity

Give three pieces of paper to each child and ask them to draw one of the food items studied in this unit in each of them.

Play a song and ask the children to walk round the classroom with pictures in their hands. When the music stops, each child has to find a partner and offer him / her one of the drawings. Their partner must then reply: *'Oh, I like _____'* and accept the picture or otherwise say: *'No, thanks. I don't like _____'* and refuse the drawing.

Then they have to exchange roles and the children who offered their pictures first take now the role of accepting or refusing them.

Repeat the procedure until everybody memorises the new vocabulary.

4 Stick, listen and check.

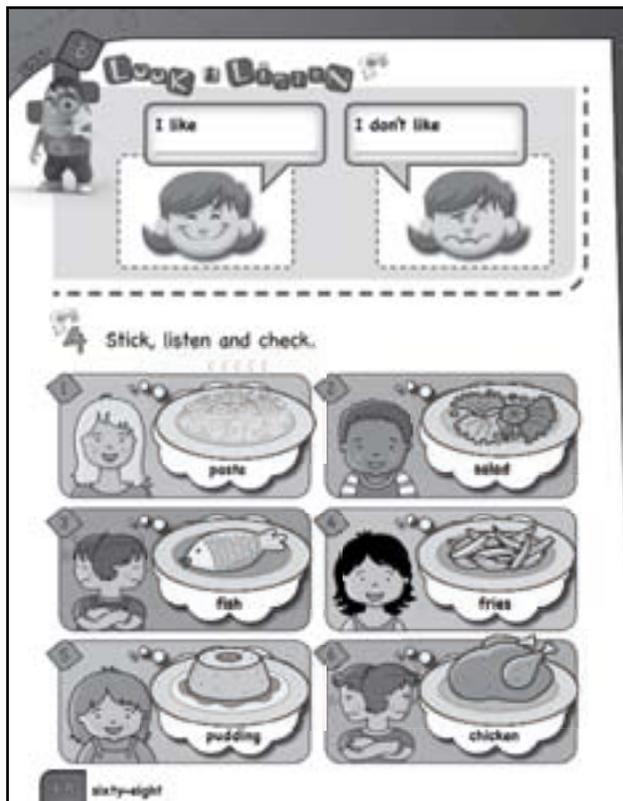
- ◆ Invite the children to open their books on the Unit 8 Stickers section, page 103 at the end of the Course Book and have a look at the pictures.
- ◆ Ask them to find the sticker that corresponds to what the girl in picture 1 is thinking and to stick it on her speech bubble.
- ◆ Play track 47 on the audio CD, pausing after the first sentence.
- ◆ Follow the same procedure with the other items.

- ◆ To correct the exercise, play track 47 again, pausing after each item, and ask the children to repeat.

Audioscript 47

1. *I like pasta.*
2. *I like salad.*
3. *I don't like fish.*
4. *I like fries.*
5. *I like pudding.*
6. *I don't like chicken.*

Answer key



5 Colour.

- ◆ Ask the children to look at the pictures with the food items.
- ◆ Point at each picture and say the corresponding name in English: *chicken, fruit salad, fries, pasta, fish and pudding.*

- ◆ Invite the children to colour the frame of each picture according to whether they like it (*green*) or not (*red*).
- ◆ To correct the exercise, ask some volunteers to say their answers out loud.

Answer key

The children paint the frames according to their personal choices.

6 Listen and say.

- ◆ Arrange the class in pairs and ask the children to look at the picture.
- ◆ Tell them that the boy on the left is smiling and the one on the right is showing disgust.
- ◆ Play track 48 on the audio CD, pausing after each child speaks for the class to repeat.
- ◆ Then invite the pairs to practise the dialogue using the food items they coloured in the previous exercise.

Audioscript 48

I like salad. What about you?
I don't like pasta.

Pages 70 and 71

7 Sing.

- ◆ Play track 49 on the audio CD for the children to get familiar with the song.
- ◆ Read the verses out loud and ask the class to repeat.
- ◆ Agree with the children on some gestures to be used to mime certain parts of the song.
- ◆ Play track 49 as many times as necessary for everyone to memorize the song.
- ◆ Arrange the class in a circle and give one of the children a ball.
- ◆ Explain to the children that when the music sounds they have to pass the ball to their

partner on the right and nobody can keep it. When the music stops, the child who has the ball in his hands has to complete the verse of the song. Then the music sounds again and the procedure is repeated.

Audioscript 49

Yum yum

Eat well and be strong.

Come on, sing along. (2X)

Chicken and salad,

yummy pasta too.

It's good for you!

Eat well and be strong.

Come on, sing along. (2X)

Pudding and apples,

yum juice too.

It's good for you!

Eat well and be strong.

Come on, sing along. (2X)

8 Wordsearch

- ◆ Ask the children to take a look at the pictures.
- ◆ Point at each picture and ask the class to name the food items in English.
- ◆ Explain to the class that these food items are hidden in the wordsearch and that they have to find the words and circle them.
- ◆ To correct the exercise, go round the classroom checking their books individually and ask some volunteers to write the words on the board.

Answer key



Pages 72 and 73

Look and listen.

- ◆ Play track 50 on the audio CD and ask the children to look at the pictures and explain the meaning of the expressions in the speech bubbles.

Audioscript 50

Yes, please. | No, thanks.

9 Listen and number.

- ◆ Ask the children to look at the sequence of pictures.
- ◆ Ask them where the characters are and what they are doing.

- ◆ Explain that the barman is asking the children what they want.
- ◆ Tell the children that some of them nod to say: 'Yes' and others shake their heads to say: 'No'.
- ◆ Explain to the class that once they have listened to the dialogues between the barman and the children, they will have to write the numbers corresponding to each picture.
- ◆ Play track 51 on the audio CD, pausing after each dialogue for the children to write their answers.
- ◆ To correct the exercise, ask them to say the phrases out loud in the order they appeared on the audio CD. Help them remember, if necessary.

Audioscript 51

1.

Man: *Fries?*

Boy: *Yes, please!*

2.

Man: *Chicken?*

Boy: *No, thanks.*

3.

Man: *Pudding?*

Girl: *No, thanks.*

4.

Man: *Fish?*

Girl: *Yes, please!*

Answer key



10 Play.

- ◆ Arrange the class in pairs.
- ◆ Explain to the class that they will play a board game. Each pair must have two rubbers or two pencil sharpeners –to be used on the board to represent each player – and a coin.
- ◆ Ask them to put their rubbers or sharpeners on the *Start* square and to decide who moves first by drawing lots.
- ◆ They take turns to toss the coin – teach the expression *heads or tails*. With heads, the player moves forward two squares, with tails, only one.
- ◆ When a player reaches a square with a food item, he / she must offer it to his partner by saying, for example: '*Chicken?*', to which his / her partner will answer: '*Yes, please*' or '*No, thanks*'. The answer to the question does not affect the progress of the game, but if there is a

mistake in the question, the player who made it has to move back one square.

- ◆ Point at the *Yummy!* and *Yuck!* squares and explain that the players who fall in the former move forward one square and, on the contrary, the ones who fall in the latter move backward one square.
- ◆ The player to reach *The End* first wins the game.

Homework

Extra Fun 8, pages 95 and 96.

Kids' Web Gang in...

Pages 74 and 75

Family lunch

- ◆ Tell the children they will read another episode of the *Kids' Web Gang*.
- ◆ Ask them to look at the pictures and identify what characters of the gang are involved in this episode.
- ◆ Ask them what is going on.
- ◆ Play track 52 on the audio CD, pausing after each picture and asking the children what is going on.
- ◆ Explain that Sue and Rick are having lunch with a family.
- ◆ Take this opportunity to introduce Rick to those children in the class who still do not know him.
- ◆ Ask: '*The baby seems to like the chicken, doesn't he? (He seems to like it a lot.) Why is the man surprised? (Because he realises the baby is eating a lot of chicken.) What does Sue discover when she looks under the table? (The baby is giving the chicken to the dog hidden under the table).*

Picture 1

(people talking, background noise of dishes)

Sue: *Hmm... chicken... delicious!*

Picture 2

Sue: *Oh, you like chicken!*

Picture 3

Man: *More chicken?*

(baby's little laughs)

Picture 4

Sue: *Oh, Spikey! You like chicken too, huh?*

(dog's grunting)



Work it out!

1 Join the dots and colour.

- ◆ Ask the children: 'What's for lunch?'
- ◆ Explain that to find out what there is for lunch, they will have to join the dots by following the numbers in order.
- ◆ When they finish, the children can colour the picture.
- ◆ At the end, ask again: 'What's for lunch?', leading into answering 'Chicken'.

2 Find and circle.

- ◆ Invite the children to look at the pictures.
- ◆ Read what the boy is saying and ask the children to circle the food items he likes.
- ◆ To correct the exercise, ask them to say the names of the food items out loud.

Extra Fun

Pages 81 through 96

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 81 and 82

1 Match.

- ◆ Ask the children to match the pictures with the corresponding greetings.

Answer key

Name: _____ EXTRA FUN

1 Match.

Good morning!

Good afternoon!

Good night!

Hello!

2 Wordsearch

- ◆ Ask the children to find and circle the family members in the wordsearch puzzle.

Answer key

EXTRA FUN

2 Wordsearch

sister dad grandma
grandpa mum

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

Extra Fun 2

Pages 83 and 84

1 Colour by code.

- ◆ Ask the children to colour the picture frames according to the colour of the words in the box above.

Answer key

The children colour the raining landscape picture frame blue; the sunny one, yellow; the windy one, green; the hot one, orange; the cloudy one, red and the cold one, purple.

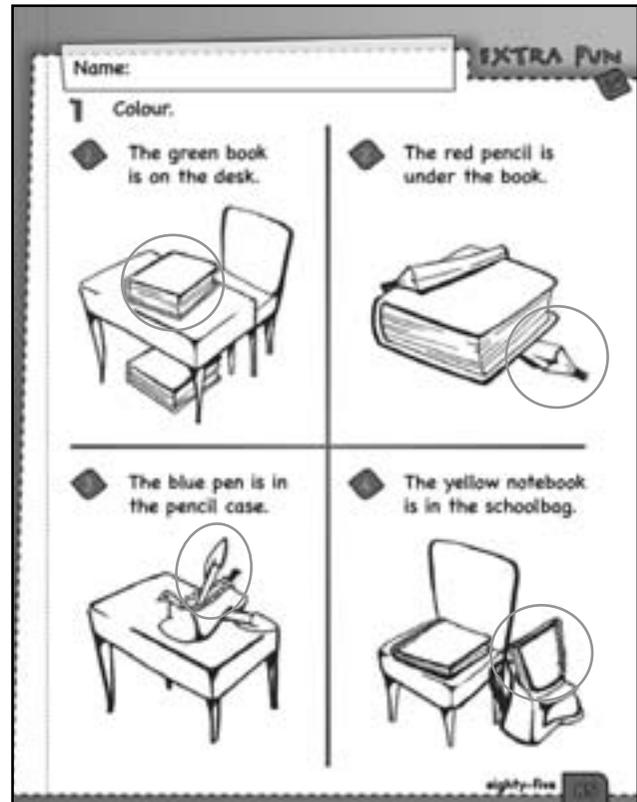
2 Circle.

- ◆ Ask the children to circle the right season in each picture.

Answer key



Answer key



The children colour the book, green; the pencil, red; the pen, blue and the notebook, yellow.

Extra Fun 3

Pages 85 and 86

1 Colour.

- ◆ Ask the children to colour the school objects according to the descriptions.

2 Look and tick.

- ◆ Ask the children to tick the right answers according to the place where each school object is.

Answer key

*Where's the pencil? It's under the book.
Where's the red pen? It's in the schoolbag.
Where's the ruler? It's in the book.
Where's the eraser? It's on the notebook.*

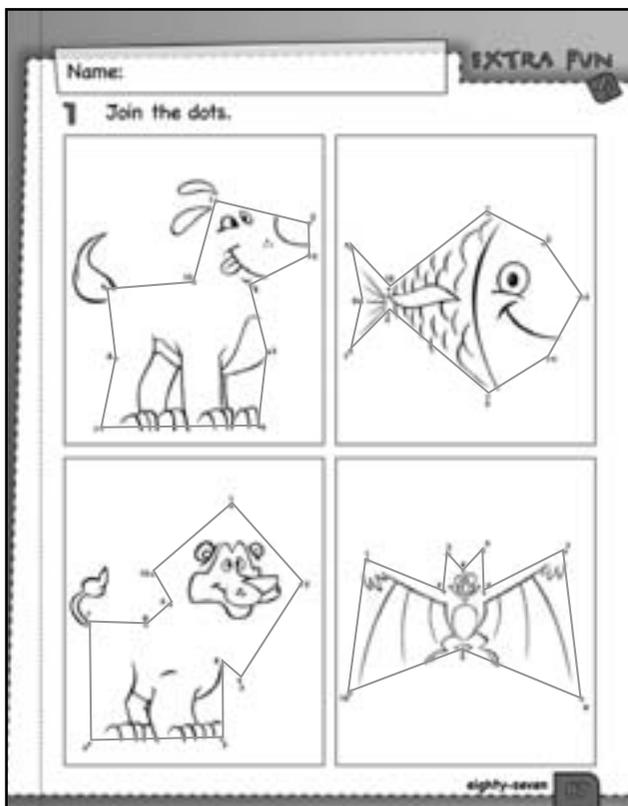
Extra Fun 4

Pages 87 and 88

1 Join the dots.

- ◆ Ask the children to join the dots by following the number sequences to reveal the outline of each animal.

Answer key



2 Colour by code.

- ◆ Ask the children to paint the numbers following the colour code in the captions.

Answer key

The children paint numbers 1, 3, 5, 7 and 9 red and the numbers 2, 4, 6, 8 and 10 blue.

Extra Fun 5

Pages 89 and 90

1 Colour.

- ◆ Ask the children to paint only the wild animals.

Answer key

The children paint only the elephant, the hippo, the bat, the lion and the giraffe.

2 Draw and colour.

- ◆ Ask the children to draw and colour their favourite animal and complete the speech bubble above with its name.

Answer key

The children draw and paint their own favourite animals.

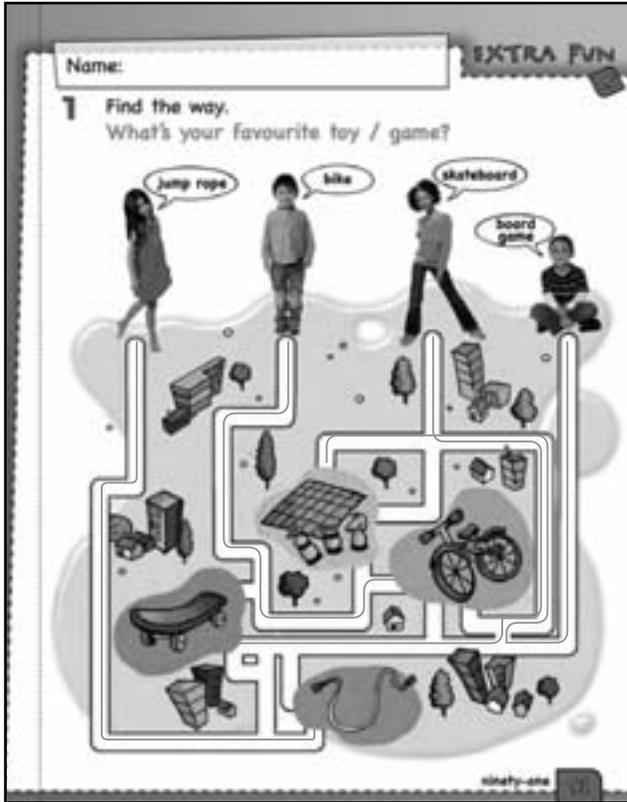
Extra Fun 6

Pages 91 and 92

1 Find the way.

- ◆ Ask the children to find the way that leads each child in the picture to their favourite toy.

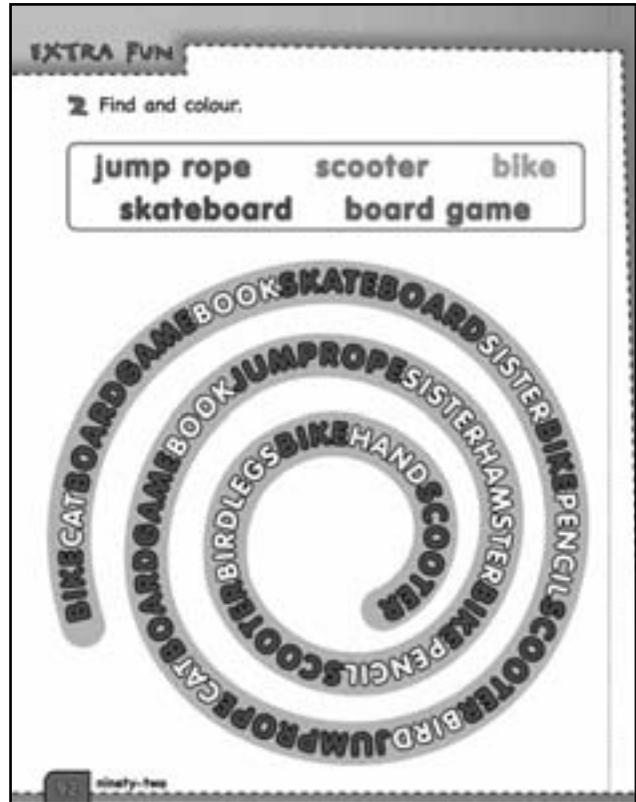
Answer key



2 Find and colour.

- ◆ Ask the children to find the words and paint them according to the colours in the box above.

Answer key



The children paint the word jump rope, red; scooter, green; bike, orange; skateboard, purple and board game, blue.

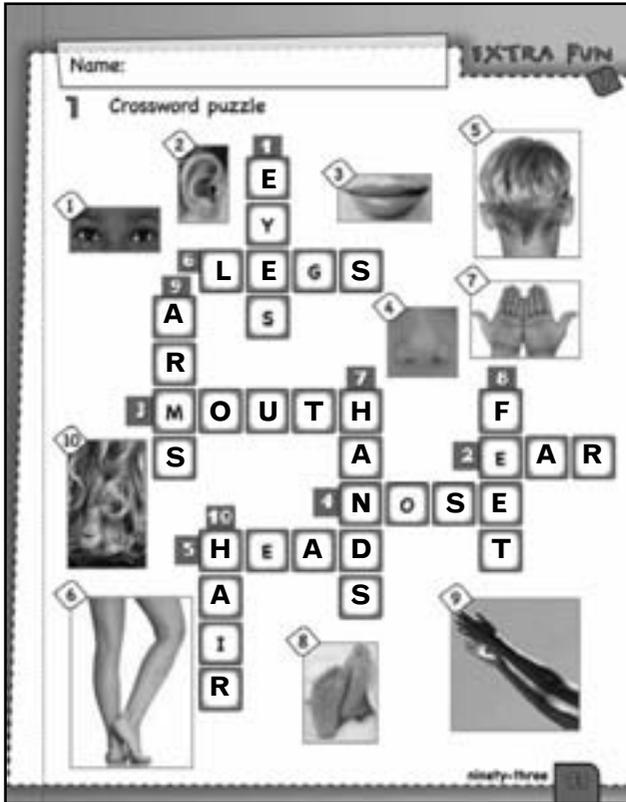
Extra Fun 7

Pages 93 and 94

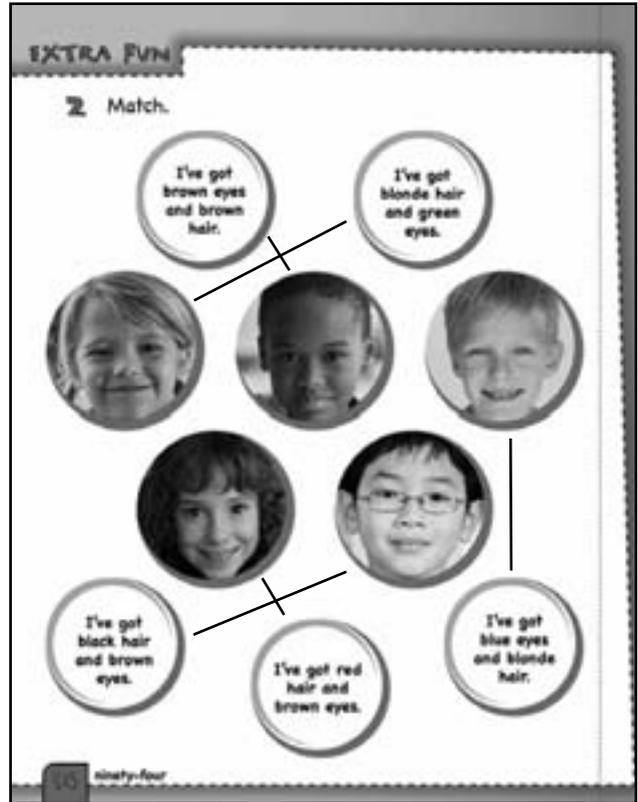
1 Crossword puzzle

- ◆ Ask the children to complete the crossword puzzle with the words corresponding to each picture.

Answer key



Answer key



2 Match.

- ◆ Ask the children to match each photo with its corresponding description.

Extra Fun 8

Pages 95 and 96

1 Colour by code.

- ◆ Ask the children to follow the colour code of the words in the box and paint the pictures below accordingly.

Answer key

The children paint the fish, yellow; the chicken, blue; the salad, green; the pudding, red and the fruit salad, purple.

2 Circle.

- ◆ Ask the children to circle the odd object out in each picture.

Answer key



Track List - Audio CD	
Track	Listening Activity
02	Unit 1: <i>Good morning!</i> Page 4. Exercise 1: Look and listen.
03	Unit 1. Page 5. Exercise 2: Listen and say.
04	Unit 1. Page 7. Exercise 6: Sing: <i>Friends</i>
05	Unit 1. Page 8. Look and listen.
06	Unit 1. Page 8. Exercise 7: Listen.
07	Unit 2: <i>The weather.</i> Page 12. Exercise 1: Look and listen.
08	Unit 2. Page 13. Exercise 2: Listen and say.
09	Unit 2. Page 15. Exercise 5: Listen and number.
10	Unit 2. Page 16. Look and listen: <i>Seasons</i>
11	Unit 2. Page 17. Exercise 8: Sing: <i>Rain, rain, go away</i>
12	Unit 2. Page 19. Exercise 11: Listen and talk.
13	Page 20. <i>Kids' Web Gang in... The bike race</i>
14	Unit 3: <i>Where's the ruler?</i> Page 22. Exercise 1: Look and listen.
15	Unit 3. Page 23. Exercise 2: Listen and say.
16	Unit 3. Page 24. Exercise 5: Listen and number.
17	Unit 3. Page 25. Look and listen.
18	Unit 3. Page 26. Exercise 7: Listen and number.
19	Unit 3. Page 27. Exercise 9: Sing: <i>Oh where, oh where?</i>
20	Unit 3. Page 29. Exercise 12: Listen and act out.
21	Unit 4: <i>How many?</i> Page 30. Exercise 1: Look and listen.
22	Unit 4. Page 31. Exercise 2: Listen and say.
23	Unit 4. Page 32. Exercise 5: Listen, point and check.
24	Unit 4. Page 34. Look and listen.
25	Unit 4. Page 35. Exercise 8: Sing: <i>Count with me!</i>
26	Unit 4. Page 37. Exercise 10: Listen and say.

Track List - Audio CD	
Track	Listening Activity
27	Page 38. <i>Kids' Web Gang in... My new pet</i>
28	Unit 5: <i>At the zoo.</i> Page 40. Exercise 1: Look and listen.
29	Unit 5. Page 41. Exercise 2: Listen and say.
30	Unit 5. Page 43. Exercise 5: Sing: <i>The jungle</i>
31	Unit 5. Page 45. Look and listen.
32	Unit 5. Page 45. Exercise 7: Listen and number.
33	Unit 6: <i>Fun time.</i> Page 48. Exercise 1: Look and listen.
34	Unit 6. Page 49. Exercise 2: Listen and say.
35	Unit 6. Page 50. Exercise 4: Listen and number.
36	Unit 6. Page 51. Look and listen.
37	Unit 6. Page 52. Exercise 7: Sing: <i>Jumping rope</i>
38	Page 56. <i>Kids' Web Gang in... Pyjama party</i>
39	Unit 7: <i>Different looks.</i> Page 58. Exercise 1: Look and listen.
40	Unit 7. Page 59. Exercise 2: Listen and say.
41	Unit 7. Page 60. Look and listen.
42	Unit 7. Page 61. Exercise 5: Listen and number.
43	Unit 7. Page 63. Exercise 7: Sing: <i>Head and shoulders</i>
44	Unit 8: <i>Lunch Time.</i> Page 66. Exercise 1: Look and listen.
45	Unit 8. Page 67. Exercise 2: Listen and say.
46	Unit 8. Page 68. Look and listen.
47	Unit 8. Page 68. Exercise 4: Stick, listen and check.
48	Unit 8. Page 69. Exercise 6: Listen and say.
49	Unit 8. Page 70. Exercise 7: Sing: <i>Yum yum</i>
50	Unit 8. Page 72. Look and listen.
51	Unit 8. Page 72. Exercise 9: Listen and number.
52	Page 74. <i>Kids' Web Gang in... Family lunch</i>
53	Page 80. <i>Classroom Language</i>



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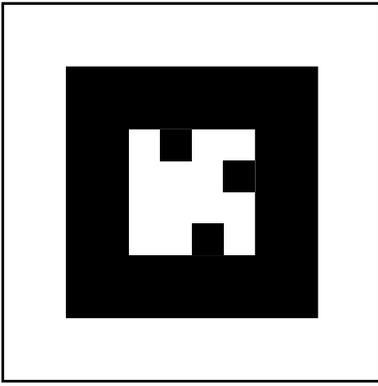
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