



# SMARTY

ENGLISH FOR PRIMARY SCHOOL

Michele Guerrini  
Izabella Hearn  
Lois May

# 2





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	GRAMMAR	VOCABULARY	CLIL
	<i>Have got / has got.</i> She's my grandma, she's got short hair. It's a bird, it's got wings.	Family: mother, father, baby, brother, sister, grandma, grandpa. Parts of the face and body.	
	Stretch your foot. <i>Can</i> for ability: we can dance!	Parts of the body and face: foot, toes, hand, fingers, joint, head, face, eyes.	Natural and social science.
	It's raining. Put on your boots!	The weather: raining, sunny, windy, cloudy. Clothes: boots, coat, hat, umbrella.	Natural and social science.
			
	Where's the spider? It's in the bedroom. What's this? It's the kitchen.	Rooms: kitchen, bathroom, living-room, bedroom, garden. Prepositions: in, on, under. Materials: wood, metal, paper.	Social science.
	<i>Have got / has got.</i> We've got a white bath. Where's the book case? It's in the bedroom.	Furniture: fireplace, sofa, armchair, mirror, bath, bookcase.	 Social science.
			
	Simple Present: I get up in the morning. I go to bed at night.	Parts of the day: in the morning, in the afternoon, in the evening, at night. Actions: get up, go to school, have breakfast.	Social science.
	<i>Can</i> for ability: I can sing and dance. Suggesting: Let's play the piano!	Musical instruments: piano, guitar, drums, flute.	 Social science. Cultural and artistic competence.



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# Introduction



*Smarty* is an innovative **seven-level series** for children at primary level. It is **designed to cater for all types of learners**, taking into account their unique individuality within the learning process.

The Teacher's Book allows you to tailor the material to the number of class hours you have available.

## Key Features

- *Smarty* makes learning English **fun, engaging** and **enjoyable**.
- **Social values** underpin the learning opportunities, for example, showing that in all families, members contribute and help one another.
- *Smarty* encourages meaningful language learning through **purposeful interaction**.
- **Craft activities** give learners ownership of their learning.
- Texts reflect **natural language use** and encourage active participation from the learners.
- *Smarty* offers a comprehensive approach to literacy by alternating the unit focus between **fiction-based** and **content-based introductory texts**.
- Learners are exposed to **a variety of fiction types**, from traditional stories to poems.
- *Smarty* **integrates the learning of English with the learning of content** related to curricular subjects like Science, Maths and Music.



## Methodology

*Smarty* draws on **three main approaches to learning that have been carefully integrated** within a clearly structured, easy-to-follow, systematic framework:

- experiential learning;
- the Communicative approach;
- Content-and-Language Integrated Learning (CLIL).

*Smarty's* **approach ensures that:**

- Learners can understand and use language for everyday functions, such as requesting, describing, expressing likes and dislikes.
- The syllabus reflects learners' need and communicative goals.
- Children use language to learn and develop thinking skills.

## Experiential learning

Experiential learning (“learning by doing”) is at the heart of *Smarty*. Learners are actively involved in the learning process, which allows them to discover and make sense of the world around them through their personal experience of English. In *Smarty*, the experiential learning cycle **begins with a concrete experience which exposes learners to a text in written and/or spoken form**. The opening of each unit lays the foundation for the theme of the unit. It constitutes a reflective observation stage built around tasks and exercises which encourage students to reflect on the new language. In doing so, they discover for themselves how language works. **At the next stage, which is abstract conceptualization, learners continue to reflect on and draw conclusions about the new language**. In the active experimentation stage, students use the new language in a variety of ways, gradually moving from controlled to freer activities.

## The Communicative approach

In the language class, the communicative approach sees language as a communicative competence. *Smarty* integrates the communicative approach with experiential

learning. **It provides opportunities for learners to develop their communicative competence through motivating activities, topics and themes, and involves them in authentic use of language.**

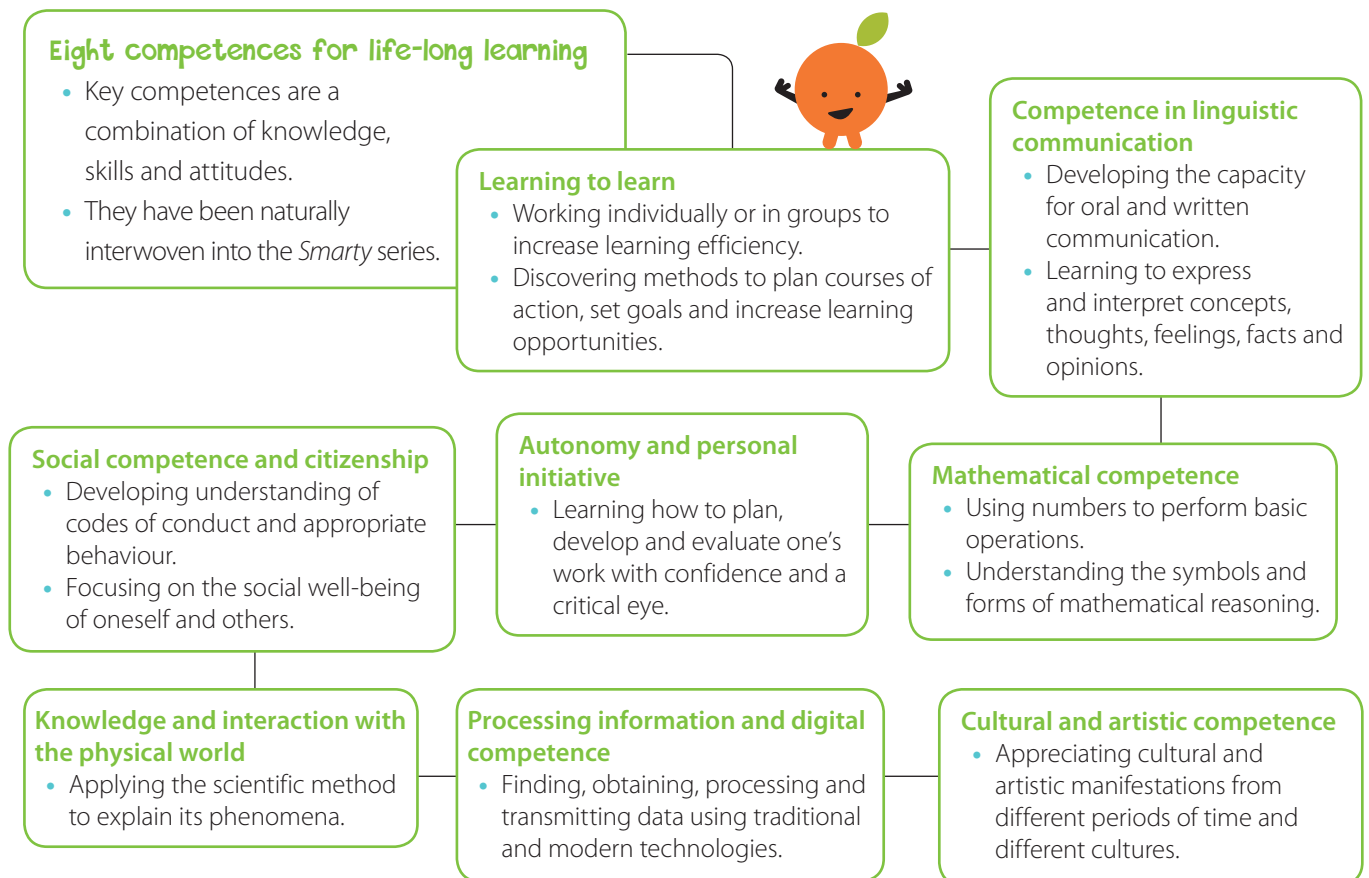
*Smarty*'s communicative activities:

- have clear social, linguistic and academic objectives;
- encourage the exchange of ideas and information between learners;
- include activities such as information-gap exercises;
- develop opportunities for creativity through acting out, drawing and content-based tasks.

## Content-and-Language Integrated Learning (CLIL)

The four **C's of CLIL** —**content, communication, cognition and culture**— are an integral part of *Smarty*. *Smarty* introduces content in two main ways:

- The **fiction-based units** introduce learners to literature, develop cultural awareness and encourage imagination.
- The **content-based units** introduce content from subject areas such as Science and Music. They enhance learners' awareness of the world around them. These units develop communication skills and language typical of other curricular subjects.



# TEACHER'S BOOK

## Key Features and organisation

- The Teacher's Book provides teachers with complete lesson plans, including comprehensive teacher's notes, and highlights the objectives, key language and materials in each section.
- It includes suggestions for Extra practice and Extension activities.
- It provides the answers for all the activities in the Learner's Book, including Games and Integrations.
- Photocopiable activities are included at the end of each unit, which can be used for homework, revision or testing. They provide an opportunity for revision and reinforcement of content, for ongoing and continuous learning. The answers are provided on the preceding page.

## Step-by-step approach

- The lesson plan for each unit provides a carefully designed framework that is repeated in each section of the unit:

### Initial chart

#### Objectives

- Primary communicative goals and functional language.

#### Key language

- Predominant vocabulary that will be used throughout each section.

#### Materials

- Materials the teacher needs to display for the class, for craft work or hands-on experience.

### Presentation

- Each section is presented in a meaningful context. Students are encouraged to make inferences and predictions.
- Each activity in the Learner's Book is developed step by step and the answers are provided.

### Wrap-up

- Wrap-ups provide closure and follow-up for each section.
- They usually encourage error analysis and reflection on the work done.

### Warm-up

- Warm-ups activate students' prior knowledge through fun games and activities.
- The topic and main language of the unit is introduced.

### Extension

- The optional Extension activities provide ideas for consolidation.
- Teachers can use them as resources for mixed-ability classes.

### Extra practice

- The optional Extra practice provides ideas for enlarging the lesson through fun activities and group project works that encourage creativity.

## Key Features and organisation

### Smarty

Smarty, the running character, provides continuity within the cycle and introduces content-area vocabulary and grammar.



### Icons

- The graphic images next to the activity instructions go hand in hand with the competences mentioned before: linguistic communication, learning to learn, social competence, autonomy and personal initiative, mathematical competence, knowledge and interaction with the physical world, processing information and digital competence and cultural and artistic competence.
- The icons help students know what they are expected to do in each activity:



Listen



Read



Draw or colour



Talk or say



Interact with a classmate



Write

## UNIT 0

- This introductory unit is a good resource to motivate the children and, from Level 2 onwards, to review basic language.

## UNITS 1-6

- Each unit deals with a different theme, language function, vocabulary and grammatical structures.
- Units 1 to 6 are divided in the following sections:

### OPENING

- A fictional or factual text introduces the unit theme.
- Child-focused content.
- The prediction stage sets the context and stimulates thinking skills.
- Colourful pages capture attention.
- Simple and short exchanges.
- Activities foster observation and comprehension skills.

### SONG

- This section works on vocabulary through songs.
- Songs foster oral skills, create harmony, and facilitate classroom management.
- Illustrations establish a meaningful context.
- Thinking-skills are promoted.

The songs in *Smarty*:

- Make language memorable.
- Improve rhythm and intonation.
- Bring the classroom to life.
- Motivate the learners on a short- and long-term basis.
- Support language learning through music and dramatisation.





## CLIL

- Focuses on the new language and develops communication skills.
- Allows students to engage in key language.
- Learners make their own materials to develop autonomy and a sense of ownership.
- Continues with the unit theme from two different content-area perspectives: science content and content-based projects that foster creative thinking and group work, while developing fine motor skills.



## I like

- This section is for children to think about what they liked most about the unit. By doing so, they take ownership of the learning process and the book itself.



## ACTIVITIES

- The Activities section reinforces language and provides further opportunity for skills development.



## EXTRA ACTIVITIES

- The Extra activities at the end of the book provide optional extra practice for fast-finishers or students who need reinforcement.



## ROUNDUP

- Enables learners to work with text, either written or spoken.
- Learners apply what they have learnt to produce a meaningful text in the unit genre.
- Includes a song related to the unit theme.
- Offers consolidation and self-evaluation activities.



## I can

- At this point, students reflect on what they have learnt in the unit and select the answers that are most appropriate for them. It is a very important step for developing self-confidence and a sense of achievement.



## GAME & INTEGRATION

- Every two units, there are four pages of Game and Integration.
- The games integrate unit vocabulary, structures and skills.
- Completing statements develops reflection, promotes learners' awareness of their progress, and makes self-evaluation motivating and non-threatening.



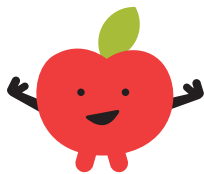
## All in all

*Smarty* is a series designed to walk the children through their English learning journey at schools in an EFL context.

*Smarty* is a series that intends to assist teachers in their everyday task of aiding the learning of a foreign language.

All the people who were involved in making *Smarty* deeply hope both students and teachers find the series suitable for their needs.

Get ready to enjoy and make the most of *Smarty*!



# SMARTY



# 0 Welcome back!

## Objectives:

- Introducing oneself
- Getting to know their book
- Revising colours, classroom objects

## Key language:

- Greetings

## Materials:

- Flashcards of classroom objects



## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4-8.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages 83-86.

## Pages 6 and 7

### Warm-up

#### Introducing ourselves.

- Welcome the children back to class. Introduce yourself. Ask the students to introduce themselves. Encourage them to say their name and talk about their families.

### Presentation

#### Presenting the Learner's Book.

- Ask the children to take out their Learner's Book. Encourage them to browse through their book: *What can you see?* Encourage the children to name things they can see, including colours, words, pictures, songs, etc. *Can you find a game? Can you find a storybook?*
- Then, ask them to turn to page 3 of their Learner's Book. Hold up your own copy of the Learner's Book and point to Smarty. Say: *Look, do you know Smarty? He is saying hello.* Encourage the class to say hello back: *Hello, Smarty!*
- Now ask the children to complete the chart. Help with spelling. Encourage them to ask you your name if they cannot remember it and write it on the board. Once they have finished, hold up your copy, read and point: *This is me.* If you have a small picture of yourself, stick it onto the blank space provided. Now ask the children to draw themselves in the blank space.

- Ask the children to turn to pages 4 and 5. *What can you see?* Explain that on those pages they can see everything they will learn throughout the year. *Look at everything we will learn. It's exciting!*
- Ask students to turn to pages 6 and 7 of their Learner's Book. Ask them to look at the picture and tell you what they can see. *Can you see a teacher? Can you see students? How many students can you see? What is on the board? How many animals can you see?*
- Hold up your copy and point to the "Today is..." box on the top right-hand corner of page 7. Tell students that in this book, they can write the date in each main section of each unit. Ask: *What day is it today?* Wait for them to reply what day of the week it is. If they cannot remember the word in English, write the seven days of the week on the board in order. Ask the children to copy them in their notebooks. Then, point to the day for today. Circle it and ask the students to do the same in their notebooks, and then copy the appropriate day in the books: Today is Tuesday. Remember you can do this drill every class before beginning the lesson. As you move forward in the year, you can start writing the complete date: Today is Tuesday 21st.

#### **A** Read and point.

- Ask students to look at the text box on the top right-hand corner of page 7. Read the text aloud and ask them to read along. Ask them to point to the pictures as you read again: *This is my classroom. Point to the classroom. My teacher has got brown hair. Point to the teacher. My yellow pencil is on the table. Point to the yellow pencil. Can you see the student? Who is it?*

### Wrap-up

#### Revising classroom objects.

- Display the flashcards of classroom objects. Hold them up one by one and say the words. Ask students to repeat chorally. Then, put all the flashcards on the table. Name one and ask students to repeat. Ask a student to find it, stick it on the board and repeat the word. Repeat this activity with all the flashcards. Once all the flashcards are on the board, write the words for all of them randomly and ask different students to come to the board to match a word to a picture. After all pairs are matched, encourage students to take out their notebooks and draw the classroom objects and label them.

## Extension

### Revising colours

- Ask the children to look at the notebooks in the picture from pages 6 and 7. What colour are they? Red, blue, yellow, purple.
- Ask the children to look around the classroom and point to something red. Do the same for all the colours.

## Page 8

### My family

#### Objectives:

- Revising family
- Describing people

#### Key language:

- Expressing possession
- Revision: parts of the body and face, big and small

#### Material

- Flashcards and word cards of family members (mummy, daddy, brother, sister, baby, grandma, grandpa)
- Flashcards of body parts (eyes, nose, mouth, hair.)

### Warm-up

#### Matching words and pictures.

- Show students the flashcards of the family members and elicit each word. Ask students to repeat. Put all the flashcards on the table. Ask a student to find it, stick it on the board and repeat the word with the whole class. Repeat this activity with all the flashcards.
- Hold up the family word cards. Read them out one by one and get the class to repeat. Hand out the word cards to seven students and ask them to stick the cards under or next to the flashcards on the board. Repeat this activity a number of times until most students have participated.

### Presentation

- Ask the children to open their Learner's Book at page 8. *What can you see? A family. What colours can you see? Point to red. Point to pink. Point to brown. Can you see daddy? Point to daddy.*

### A Read and write.

- Ask students to label each family member. Check the exercise by holding up your book and asking students to the front to point to a family member.

**Answers,** clockwise: mummy, grandpa, daddy, me, grandma, brother, baby sister

### Extension

#### Game: odd one out.

- Show students the flashcards of body parts and elicit each word. Ask students to repeat. Ask students to touch the body part. Show the flashcard of a nose: *Touch your nose!* Do the same with the rest of the body.
- Then play *Odd one out* with the flashcards of body parts and family members. Choose three flashcards from the same set and one from the other. Say the words while showing the corresponding flashcard. Students look and identify the odd one out. Ask students to repeat the words chorally.

## Page 9

### Revising *Have got / has got*.

- Describe yourself: *My name is ... I have got ... hair. I have got ... eyes.* Ask the children to describe themselves.
- Now draw a family member on the board and say: *This is my brother. He has got ... hair and ... eyes.* Ask the children to describe their classmates sitting next to them. Make them take turns so that most of them can share the descriptions with the class.

### B Look and write.

- Ask the children to turn to page 9 of their Learner's Book. Help them identify the people in the pictures. Say: *Point to the daddy. Point to the mummy. Point to the grandma.* Explain that the girl in the first picture and the boy in the second picture are describing their family and they have to complete the descriptions.

**Answers:** 1. black, brother, mother 2. grandma, eyes, small

## Wrap-up

### Revising the alphabet.

- Review the alphabet together, by writing it on the board and asking children to repeat the name of each letter after you. Do a couple of repetitions until you feel they are getting familiarized with the letters. Then elicit randomly by pointing to a letter. Do the same with all the vowels and some consonants.
- Students work in small groups. If available, give an alphabet set to each group. Ask students to display them on their desks. Read out letters and ask students to find and put the letters aside: *Find the letter R. Find the letter E. Find the letter D.* Tell students to put the letters together and raise their hands when they know the word: red. If no alphabet sets are available, you can hand out A4 paper to each group for them to write the letters and form the words. Repeat the activity with other family words, classroom objects, colours or any English words that the children may know.

## Extension

### Draw your family.

- Hand out A4 paper and tell the children to draw their families. Ask them to draw arrows from each person and label them. When they finish, invite students to talk about their families. *This is my daddy. He has got brown hair. This is my mummy. She has got blue eyes.* Use this exercise to revise *he* and *she*.

## Page 10

## ACTIVITIES

### 1 Read and write.

- To warm up for this exercise, review some verbs of movement. Mime *flying*. Elicit the word or write it on the board if they do not remember. Do the same for *run* and *jump*.
- Ask students to look at the pictures. *What can you see? A bird, a frog and a dog. What colour are they? Can you describe them?* Encourage students to say something about the animals: *The dog has got big ears. The frog has got long legs.* Review more parts of the body, such as *wings, head*.

- Tell the students to look at the zoomed-in pictures and complete the sentences below.

**Answers:** 1. head, wings, fly 2. nose, mouth, jump 3. legs, ears, run

## Extension

### Unscrambling sentences.

- On the board, write the following sentences. Make sure you scramble them keeping the initial capitals and full stops:
  1. *My dog has got small ears.*
  2. *I have got a yellow pencil.*
  3. *My mummy has got brown hair.*
  4. *My sister has got green eyes.*

Do the first sentence with the class and then ask the children to write them in their notebooks in the correct order. Check the exercise by asking different students to read the sentences.

## Page 11

### 2 Draw and colour.

- Ask the children to draw themselves doing something fun or something they did over the summer. Encourage them to use lots of colours. Invite the children to talk about their drawings.

### 3 Choose and write.

- Read the words in the box with the entire class. Ask: *Which are colours? Brown, blue, green. Which are parts of the face? Eyes, ears.* Tell students to complete the sentences about themselves.

**Answers:** a. students' own answers b. eyes/ears





# 1 stretch and bend

## Objectives:

- Recognizing and naming the parts of the body
- Extracting information from a text
- Giving and responding to instructions

## Key language:

- Parts of the body and movements
- Revision: parts of the body

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4-8.

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Pages 83-86.

## Page 12

### Warm-up

#### Playing a game to establish the theme of the unit.

- Point to your head and tell the children to copy what you do. Say: *Touch your head.* Continue in the same way with your eyes, ears, nose, mouth, arms, hands, fingers, legs, feet, toes.
- Show the class a picture of a gym. Say: *This is the gym. This is where we exercise.* Ask the class to stand up. Say: *Listen, watch and do!* Mime and say: *Jump three times! Swim like a fish! Fly like a bird! Walk slowly like a cat!* Students follow your commands.

### Presentation

#### Setting the context.

- Tell the children to open their Learner's Book at pages 12 and 13. Ask what they think this unit is about. You can ask: *Is this unit about toys? Is this unit about the sun and the weather? Or is this unit about moving our body?* Wait for the children to reply to the first two questions and let them know the third one is correct.
- Now invite the students to look at the pictures and describe the children in them. Say: *Look at the different children. Where are the children? What can you see?* Accept all possible answers and write suggestions on the board.

## A Listen and look.

- Tell students they will listen to the children in the picture now. Play Class CD Track 2.



## Listen and look.

*Girl 1 (6 years old): Welcome to my dance class!*

*Older girl (11-12 years old): Move your feet! Bend your legs!*

*Move your fingers. Touch your toes.*

*Now stretch your arms and shake your hands!*

*Girl 2 (6 years old): We can stretch!*

*Boy (8 years old): We can bend!*

*Girl 3 (6 years old): We can dance!*

- Ask the students what they know now about the children in the picture and guide them to the correct answers: *Are they at the gym? Are they dancing?*
- Play the track again and do one or more of the following activities each time:
  - *Look and point.*
  - *Listen and repeat.*
  - *Listen, repeat and do.*

## Extra practice



To integrate new vocabulary, you can mime and say the physical movement verbs and encourage the class to do the movements with you as they repeat along. Say: *Stretch your arms!* Continue with the different commands.

## Page 13

## B Look and match.

- To introduce the exercise, say: *Now we are going to match the movements with the instructions.* Ask a volunteer to read the first phrase and then point to the answer. Proceed in the same way with the remaining phrases. Say: *Match the rest of the pictures to the correct phrase.*

**Answers:** Bend your toes! - 3rd picture; Shake your leg - 5th picture; Touch your feet! - 2nd picture; Stretch your fingers! - 4th picture; Bend your legs! - 1st picture

## Wrap-up

### Game: Simon says.

Ask the children to stand up to play Simon says. Explain how the game works in case some of the children are not familiar with it. Then, start: *Simon says stretch your arms*. You can ask a couple of volunteers to take turns to be the facilitator.

## Page 14



### Objectives:

- Singing and acting out the song for this unit
- Developing listening comprehension skills through a song
- Learning the main body joints
- Using can/can't for ability

### Key language:

- Parts of the body, physical movement verbs, physical abilities, body joints
- Responding to commands

### Materials:

- 4 blank cards for each student

## Warm-up

### Revising vocabulary with a game.

- Play *Friend to Friend* with the class. Put students in pairs facing each other. Explain how to play the game. You say a body part and each student has to touch their partners' corresponding body part. Begin with singular names such as leg, toe, arm, ear, and then move on to plurals. *Touch the arms, touch 3 fingers, touch the feet*, etc. Ask students to change partners to repeat the game: *Friend to friend, find a new partner!*

## Presentation

- Ask students to open their Learner's Book at page 14. Review or present the clothes vocabulary with the pictures in the book. *Look, this girl's got a red T-shirt. This boy's got white trainers*. Continue with jeans, track suit, socks, shorts, and cardigan. *What different colours can you see? What different clothes can you see? How many children can you see? What are they doing?*

## A Listen and sing.

- Introduce the song: *You are going to listen to a song*. Play Class CD Track 3.



### Listen and sing.

*Move your leg,  
And bend your arms.  
Touch your toes and jump!*

*Shake your hands.  
Bend your fingers.  
Touch your toes and stretch!*

*Shake your head.  
And bend your legs.  
Touch your feet and jump!*

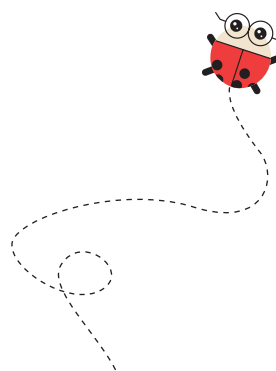
- Play the track again:
  - *Listen and point*: encourage the students to point to the different movements when they hear each phrase.
  - *Listen, sing and do*: students sing the song.
  - Divide the class into two groups. Tell them to stand facing each other. *Face the other group*. They have to take turns at singing the lines of the song.

## Extra practice

### Game: Stick the body part.

*You need: two sets of cards with drawings of parts of the body: face, 2 arms, 2 hands, 2 feet and 2 legs, sticky tape, 2 scarves as blindfolds.*

Play *Stick the body part in the right place!* Divide the class into two teams. Draw two torsos on the board. Explain that a volunteer from each team has to come up to the board wearing a blindfold and stick the body part in the correct place. Tell the students they should give instructions to the blindfolded student. *Move up! Move down! Stretch! Bend!* The student goes back to his/her team and another volunteer will take his/her place.



**B Read and match.**

- Ask the students to look at page 15. Show them that the dance teacher is giving instructions. Ask them to read the instructions quietly. After a couple of minutes encourage them to read aloud following your lead.
- *Now match the commands to the boy and girl.* Go round the room while they are working to check accuracy.

**Answers:** a. girl b. boy

- Encourage fast finishers to work together in pairs, for example, Student A reads a command and Student B carries it out. Then, they change roles.

**Introducing the joints: elbow, wrist, ankle, knee.**

- Explain that a joint is where two bones meet and they allow us to move our arms, legs, feet and hands in different directions. Demonstrate by pointing to different joints. *This is my elbow. Do the same with knee, wrist and ankle.*

**C Make picture cards.**

- Now tell them you are all going to draw the joints together. Give each student 4 blank cards to make cards of the different body joints. You can start with the wrist. *First we draw a wrist.* Draw one on the board as you do this. Continue in the same way with elbow, ankle, and knee. When they finish, tell them to colour each body part. Then, collect them in a bag.

**Using the cards.**

- Ask the students to form a circle. Stand in the centre with your bag of cards and take one out. If the card shows an elbow, bend your arm several times and count. *I can bend my elbow 1, 2, 3, 4, 5, 6 times! Can you bend your elbow 1, 2, 3, 4, 5, 6, times?* Students move their own elbows and count at the same time. Wrap something, like a scarf, around your elbow. Pretend to have difficulty bending your arm. Say: *Look, I can't bend my elbow.* Now let the students take out cards from the bag and facilitate. Wrap the scarf around their joints to practise *can't*.

**Note:**

This is a good opportunity to put emphasis on the phonetical distinction between *can* /kæn/ and *can't* /kɑ:nt/, provided you use British English Pronunciation in your classroom.

**Wrap-up****Consolidating vocabulary.**

- Stick a set of cards on the board. There should be one card for each joint. Make sure they are easily distinguishable from each other. Explain that they are going to play a game called *The body joint race*. Divide the class in two teams. A member from each team needs to rush to the board when they hear the joint word. The first one to touch the correct drawing wins a point. Give the correct team a point. You can give extra points to the team that can spell the word correctly on the board.

**Objectives:**

- Developing awareness of different kinds of materials
- Developing fine motor skills and reading comprehension skills

**Key language:**

- Asking about materials, describing objects
- Revision: parts of the body and movement verbs

**Materials:**

- A large glass bottle and a small plastic bottle; a sock in a plastic bag, a rubber band in a plastic bag, a paper clip in a plastic bag. (Prepare as many sets of bags as you consider suitable for your class).
- Old magazines, scissors, poster paper

## Warm-up

### Reviewing verbs of movements and abilities.

- Mime and elicit *bend, move, run, stretch*. Write each word on the left-hand side of the board, one below the other, as you ask the children to repeat with you. Add two more columns to the board, titled *Can* and *Can't*, respectively. Then, ask them: *Can you move your body?* As they reply *Yes*, put a tick (✓) under the column *Can*. To obtain negative answers, you can ask questions like: *Can you bend your nose?* and put an **X** under *Can't*.

## Presentation

### Presenting the lesson topic and language.

- Hold up the plastic and glass bottles: *This is a plastic bottle, we can bend it. This is a glass bottle, we can't bend it. Glass is rigid.*
- Show the students one of the sets of three plastic bags which you have prepared. *There is an object inside this bag. Touch them, decide what it is and pass the bag to your partner.* Hand out the bags, encourage students to say what they think it is. Ask a student to open the bag and take out the object. *Look, what is it? A sock!* Do the same with paper clip and rubber band. Show the rubber band. *Look, it's made of rubber. Listen and repeat.* Continue with the paper clip (metal) and the sock (fabric).
- Put the three objects on the table in front of the class, next to the two bottles. On the board, erase the headings *Can* and *Can't* and add another column. The three columns should be titled: *Sock, Rubber band and Paper clip. Which one can I bend? Which one can I stretch? Can I stretch the paper clip?* Put a ✓ for *Can* and an **X** for *Can't*.

### **A** Look and write.

- Ask students to open their Learner's Book at page 16. and look at the pictures and tell them to describe the different objects. Elicit the names for the class to repeat.
- Tell them they are going to complete the sentences about the materials. Make sure the students understand that two of the sentences are positive (*can*) and two are negative (*can't*). Check in pairs.

---

**Answers:** 1. Metal and rubber can bend. 2. Wood and glass can't bend. 3. Rubber and fabric can stretch. 4. Plastic and wood can't stretch.

---

## Extension

- For homework, ask the children to write true sentences about each object.

### **B** Write and draw.

- Write the following on the board: *Can bend. Can't bend. Look around the classroom. What can we bend and what can't we bend?* Encourage students to walk around and name different objects. Write these under the correct heading as they say the words. Leave the information on the board for later.
- Tell students to look at exercise B. Elicit the full sentence for each. Ask them to complete the exercise. *Write the sentences and then draw the object.*

---

**Answers:** a. My umbrella can't bend. b. My rubber boots can bend.

---

## Creating awareness of different materials and objects.

- Hand out paper. Tell students to choose a few objects. Each must be made of a different material. Tell them to draw the objects and write the material they are made of under the picture.

## Page 17

### Introducing new joints: hip, shoulder.

- *Stand up. Touch your leg.* Continue with different parts of the body: arm, foot, hand, toe, finger. Extend this to present 'hip' and 'shoulder'. *Listen, watch and do! Stand up and touch your hip. Touch your hip! Touch your shoulder! Separate the class into two groups: Group one, touch your hips. Group two, touch your shoulders.*

### **C** Listen. Point and label.

- Ask students to go to page 17 of their Learner's Book. Encourage them to name the joints before listening as this will make them feel more confident.
- Tell them that they are going to listen and write the missing words. Play Class CD Track 4. Tell the class to listen again and point. *What is number one? It's...* Play again so they can listen for confirmation. Continue in the same way.
- Play the track again, ask the students to repeat and point to their own body.





### Point and label.

TRACK 4

*This is her shoulder. [Pause]*  
*This is her elbow. [Pause]*  
*This is her wrist. [Pause]*  
*This is her hand. [Pause]*  
*This is her finger. [Pause]*

*This is her knee. [Pause]*  
*This is her ankle. [Pause]*  
*This is her foot. [Pause]*  
*This is her toe. [Pause]*  
*This is her hip.*

### D Listen and circle.

- Ask volunteers to read each possible sentence, *Shake your foot* or *Stretch your foot*. Encourage the class to do the movement as the student reads. Explain that they are going to listen to an instructor telling the class to do exercises.
- Play Class CD Track 5:
  - *Listen and point*: students point to the corresponding word.
  - *Listen and repeat*: pause after each instruction and encourage students to repeat.
  - *Listen and circle*: pause after each instruction and ask students to circle.
- Then, ask volunteers to read the sentences.



### Listen and circle.

TRACK 5

*Instructor:*  
*One. Shake! Shake your foot.*  
*Two. Touch! Touch your ankle.*  
*Three. Bend! Bend your knee.*  
*Four. Bend! Bend your wrist.*

### E Make a Body joints poster.

- Help students identify the materials they need to make the poster. *What do we need?* Make sure you cover: scissors, glue, paper, crayons and old magazines. Divide the class in groups of four and hand out a piece of poster paper for each group. Write the words *Body Joints* on the board. *Copy this at the top of your poster.* Each student contributes to creating a *Body joints* poster from magazine cut-outs. *Write the names next to the pictures.*
- With the posters finished, help them talk about the joints: *Can you tell me about your poster? This is a knee; I can bend my knee. This is my leg, it's long and I can dance and move my legs!*
- Display these posters around the class or in the school hallway.

### Wrap-up

#### Using the posters to practise vocabulary.

- Point to one of the joints on one of the posters. *What is this? Is this a wrist or a finger? How many fingers have you got? Can you remember the plural of foot? Where's your shoulder, on your leg or arm? Can you bend your leg? Can you stretch your arm?*

### Page 18

## ROUNDUP

#### Objectives:

- Revising verbs of movement
- Revising body parts and joints
- Encouraging autonomy
- Developing speaking skills
- Owning their learning

#### Key language:

- Talking about abilities, body parts and joints
- Giving commands

#### Materials:

- Flashcards: drawings of body parts and joints. Word cards: name of the body parts and joints from the flashcards. (You need enough cards so that each student gets one.) Sticky tape. 2 cardboard cards. 2 strings.

### Warm-up

#### Associating written words and illustrations.

- Hand out the body part flashcards to half the class. Hand out the corresponding word cards to the other half. Make sure there is a loop of sticky tape on the back of all the cards. Tell students to stand up and hold up their card to find their partner: *Stand up, repeat your word and find your partner!* You can let them find their partner on their own or you can call out each word: *Leg. Hold up your cards!* Ask the pair to stand at the front and stick their cards together. Then repeat the process until all the pairs are standing next to each other and the cards are stuck together.

- On the two cardboard cards write the words *Joints* and *Body parts*. Tie or stick a piece of string to each card — they should be long enough to accommodate all the flashcards. Invite pairs of volunteers to come forward and put their flashcards under the corresponding word. You can either make a hole on the flashcards to pass the string through or stick it with tape to the string. The purpose of this exercise is to make two garlands with the flashcards in order to hang them in the classroom so that the students can use them to revise vocabulary.

### Listen and sing.

TRACK 6

*Look, doctor, look!  
I can't bend my elbow  
I can move my wrist,  
I can stretch my fingers,  
But oh, oh, oh,  
I can't bend my elbow!  
Oh, oh, oh,  
I can't bend my elbow!*

*Look, doctor, look!  
I can't bend my knee  
I can move my ankle,  
I can stretch my toes,  
But oh, oh, oh,  
I can't bend my knee!  
Oh, oh, oh,  
I can't bend my knee!*

## Presentation

Ask the children to open their Learner's Book at page 18.

### **A** Read and describe your dance.

- Let the students work in pairs. Tell them to choose four different commands. When they have done this put the pairs into groups of four. Tell each pair to take turns at giving one of their commands while the other pair carries it out.
- Now explain that they will work in groups to invent a dance routine like the instructor. Tell them to decide which order and which three commands they are going to use for their dance routine. You may need to do a demonstration with the class. Use Class CD Track 5 for this. For example, you can invite some volunteers to work with you and instruct them to act out your commands as you rap. Say: *Shake, shake, shake your foot, touch, touch, touch your ankle*, etc.
- Finally, each group can sing and act out their rap routine for the rest of the class.

### **B** Listen and sing.

- Show the children a picture of a doctor or draw a doctor on the board. Ask why you go to the doctor's. Pretend to try to bend your elbow. Elicit the full sentence: *You can't bend your elbow!* Do the same for knee.
- Play Class CD Track 6. Play the track again:
  - *Listen and show me*: give out word cards with *can* or *can't* for each student. Ask students to hold up the card as they hear it in the song.
  - *Listen and point*: ask students to touch the corresponding body part each time they hear it in the song.
  - *Listen and do the actions*: ask them to act out the movement each time they hear it in the song.

## Extra practice

### Game: Group the body parts.

*You need: Blank pieces of paper. Word cards with parts of the body and joints.*

Draw an arm on one side of the board and a leg on the other. Divide the class into groups or pairs depending on number. Hand out paper. Tell the students to copy the drawings on the sheet of paper. One on the left and the other on the right. Make sure they do large drawings. Give out envelopes with the word cards, you should include all the body parts and joints learned in the unit. Tell groups to divide the words up into ones that correspond to the leg and ones that correspond to the arm. Give out sticky tape and tell them to stick the words next to the corresponding body part.

When they have finished, ask a volunteer to come up to the board and write a word next to the correct body part.

Finally, talk to them about how important it is to keep our joints flexible by doing lots of exercise, sports or dancing.



## Wrap-up

### Role play.

- Divide the class into doctors and patients. If they are sitting in pairs, you can assign all the students on the left to be doctors, and those on the right to be their patients. The doctors will tell the patients how to move and the patients will act it out or say they can't do it. Monitor to help with pronunciation or words they may need. Encourage fast finishers to change roles and repeat the role play.

## Page 19



### Owning their learning.

#### C Draw.

- It is important for students to own their learning. In this section, the children think about what they liked most about the unit, or the class. By doing so, they take ownership of the learning process and the book itself. Invite the students to draw something from their favourite page in the unit. Encourage them to be creative and use lots of colours.



### Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.

## Extra practice

### Project I can

This is an opportunity for children to work cooperatively and independently, in order to own their knowledge in their own personal way. Explain that this is a chance to show what they learned and have fun in doing so. Let them know they can do anything, from a poster to a game to a video using their favourite toys. Say: *Work in pairs, and have fun!* Encourage them to be creative and think outside the box.



## Page 20

## ACTIVITIES

### 1 Look and match.

- Make a quick revision of the different parts of the body. You can use the garland made of flashcards to show the children the picture and together check the answer written on the back of the card.
- Then, on their Learner's Book, ask the children to match each word to the respective part of the body in the picture.

### 2 Choose and write.

- Encourage the students to complete the sentences using the words on the left. Revise *can bend / can't bend* if necessary before they try it on their own. You can do exercise "a" together. Invite volunteers to read out their sentences to the class.

**Answers:** a. I can bend my knee. I can't bend my nose. b. I can bend my wrist. I can't bend my eyes. c. I can bend my foot. I can't bend my nose. d. I can bend my elbow. I can't bend my ears.

- As an oral exercise, remind the children of the other verbs of movement —move, touch, stretch, shake — and ask them to make up new sentences using all the vocabulary learned.

## Page 21

### 3 Circle and match.

- Elicit the names of the joints in the illustrations and ask the children to find them.

**Answers:** down: shake, foot, hand; across: stretch, bend, finger, toe, feet

### 4 Write.

- Students have to use the words in the word search to complete the sentences. Assist if necessary.

**Answers:** a. I can bend my toes. b. I can shake my hand. c. I can stretch my finger. d. I can move my feet.

### Extension

- Write the following scrambled sentences on the board:  
**1.** can / metal / bend                      **3.** can / stretch / fabric  
**2.** bend / glass / can't                    **4.** wood / stretch / can't  
Tell students to work with a partner and put the words in order to make sentences.
- Check answers with the class. Write them on the board.

## Extra practice



### Integrating vocabulary from previous units.

Ask students to choose a family member or a pet to talk about. Then elicit sentences like: My dog can bend his leg. My dad can't bend his nose. My mom can bend her elbow. Encourage children to say sentences aloud in an orderly manner with you as facilitator.

Then ask the children to write the sentences in their notebooks. Tell them they should try to make positive and negative sentences (*can* and *can't*).

### Home project

Tell the students to find a picture of their pet or family member and stick it on their notebooks or make a poster. Ask them to draw arrows pointing at the different body parts and joints. Show them the pictures on pages 17 and 18 of their Learner's Book as examples.



### Note:

On pages 21 and 22 you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

### Following are the answers to the exercises.

Page 21 Exercise A.

**Answers, clockwise:** foot, toe, ankle, knee, shoulder, elbow, wrist, finger, hand, head, hip

Page 22 Exercise A.

**Answers:** ball - plastic, bottle - glass, boot - rubber, sock - fabric, plane - wood, bike - metal, robot - metal, train - wood, doll - plastic



Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Label the picture.



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Name \_\_\_\_\_ Date \_\_\_\_\_



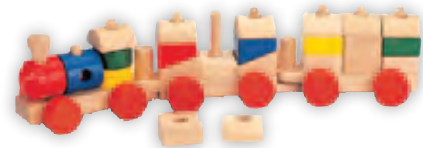
A Write and match.



train doll bike plane ball robot ~~bottle~~ boot sock



bottle



plastic

glass

metal

rubber

wood

fabric



## 2 Look at the weather!

### Objectives:

- Recognising and naming weather conditions
- Extracting information from a story

### Key language:

- Weather conditions
- Weather clothes and objects
- Giving instructions

### Materials:

- Weather flashcards (sunny, raining, windy, cloudy)

### Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4-8.

### Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages 83-86.

## Page 22

### Warm-up

#### Game: Back to the board.

- Play a game to revise the prepositions: in, on, under. Ask a student to come to the front of the classroom and sit on a chair with his or her back to the board. Write a preposition on the board. Choose another student and explain that they should pick an object and mime actions associated with that preposition. Demonstrate: write the preposition "in" on the board and take a pencil and put it in a pencil case. Explain that the student at the front has to guess the preposition. Help them say the complete sentence: *the pencil is in the pencil case.*

### Presentation

#### Setting the context.

- Ask the children to open their Learner's Book at pages 22 and 23. *What can you see? Is this unit about robots? Is this unit about a girl? Is this unit about the weather?*

#### Learning the story vocabulary.

- Take out the weather flashcards you prepared. Hold them up one by one and present the words. Ask students to repeat chorally. Then, put all the weather flashcards on the table. Name one and ask students to repeat. Ask a student to find it, stick it on the board and repeat the word.

### A Listen and look.

- Ask the children to look at their books again. Play Class CD Track 7.



### Listen and look.

*Rain: One. It's raining. Put on your boots.*

*Sun: Two. It's sunny. Put on your hat.*

*Wind: Three. It's windy. Put on your coat.*

*Cloud: Four. It's cloudy. Get your umbrella.*

*Boy and girl: Five. Let's go out and play!*

- Play the track and do one of the following activities:

- *Look and point.*
- *Listen and mime.*

## Page 23

### B Look and match.

- Point to the first weather symbol in activity B. *What's this? Windy.* Tell the children to find the picture of windy weather in the story and to point to the object in the picture. Present the word: *Kite.* Ask them to match the illustrations: *It's windy. Get your kite.* Repeat the process with the rest of the pictures and present the words *hat, boots* and *umbrella* as you do this. *What's the weather like? It's cloudy. What can you do? Get your umbrella.*

**Answers:** 1. Boots - It's raining! 2. Hat - It's sunny! 3. Kite - It's windy!

4. Umbrella - It's cloudy!

### Wrap-up

#### Dramatising the story.

- As a home project, each student should make a mask in order to act out the story. Elicit the names of the six characters. Divide them in groups of six. Next class, ask them to take out a pencil and stick the mask to the pencil. In turns, each group acts out the story. Play Class CD Track 7. Help students repeat with the corresponding mask.

## Extra practice



### Game: Memory.

Hold up the weather flashcards. Ask students to identify them one by one and then stick them on the board. Give students a minute to memorise all the cards then ask them to close their eyes. Remove one of the cards. *What's missing?*

## Project Work

### Making a weather display.

- Hand out small cards to the students. Ask them to illustrate different weather conditions on each card. Help them create a weather display in the classroom. When you take down the display, ask students to store their cards in their English notebooks.

## Page 24



### Objectives:

- Developing listening skills
- Developing spoken interaction

### Key language:

- Weather conditions, weather clothes and objects
- Making invitations, giving instructions

### Materials:

- Weather masks
- Weather flashcards, weather word cards



## Warm-up

### Revising the story.

- Revise the story from pages 22 and 23. Play Class CD Track 7 and ask the children to listen and hold up the corresponding masks.

## Presentation

### Learning the song vocabulary.

- Draw a hat, a kite, an umbrella, a pair of boots and a coat on the board. Ask students to repeat the words chorally. Leave the drawings on the board.

## A Listen and sing.

- Ask students to open their Learner's Book at page 24. *What can you see? What's the weather like?* Point to rain. Play Class CD Track 8.



### Listen and sing.

*It's a sunny day,  
Come and play with me  
Get your hat. Come out and play.  
On this sunny day!*

*It's a rainy day,  
Come and play with me  
Get your boots. Come out and play.  
On this rainy day!*

*It's a windy day,  
Come and play with me  
Get your coat. Come out and play.  
On this windy day!*

*It's a cloudy day,  
Come and play with me  
Get your umbrella. Come out and play!  
On this cloudy day!*

- Play the track again:
  - Listen and point.
  - Listen and show me your weather masks as each weather condition is named.
  - Listen and sing the first line and last line of each verse.

## Extension

### Miming vocabulary.

- Display the weather flashcards on the board. Mime the weather conditions and get the class to guess. Help them produce the full sentence: *It's raining.* Swap roles by naming a weather condition and having the class mime the action: *It's sunny.* You do the actions now. Leave the flashcards on the board for the next activity.

### Matching words and pictures.

- Hold up the weather word cards. Read them out one by one and get the class to repeat. Hand out the word cards to four students and ask them to stick the cards under or next to the flashcards on the board.

## Page 25

## B Listen and number.

- To introduce the exercise, hold up one of the weather flashcards. *What's the weather like? Is it sunny or windy? It's sunny.* Repeat with the other weather conditions. Ask two students to come to the front of the classroom. Give a card to one student and help him or her ask the question: *What's the weather like?* Help the second student to answer the question: *It's sunny.*





Put students into pairs and tell them to take turns asking and answering the question about the weather.

- Ask students to open their Learner's Book at page 25. *What's the weather like? It's raining.* Tell students to listen carefully to children describing the weather and to identify the pictures. Then, ask them to write the number in the small boxes. Play Class CD Track 9.



### Listen and number.

TRACK 9

Narrator: *What's the weather like?*

Girl: *It's cloudy.*

Narrator: *Write number one.*

Narrator: *What's the weather like?*

Boy: *It's windy.*

Narrator: *Write number two.*

Narrator: *What's the weather like?*

Boy: *It's raining.*

Narrator: *Write number three.*

Narrator: *What's the weather like?*

Girl: *It's sunny.*

Narrator: *Write number four.*

### C Make picture cards.

- Hand out four small, white cards to each student and tell them to draw a weather condition on each card. Tell them to place their cards face down on the table. Ask students to take turns to ask the question *What's the weather like?* as the other turns over a card and gives the answer: *It's raining.*

### Wrap-up

#### Associating words and pictures.

- Hand out five white cards more to each student. Ask them to draw the items of clothing (hat, coat and boots), a kite and an umbrella. Invite a child to the front of the class. *What's the weather like? It's raining.* Then hold up an umbrella card and say: *Get your umbrella.* Repeat the activity with the remaining items of clothing.
- Students work in pairs. Help students to produce the complete phrase: *Get your kite. Put on your coat.*

### Developing writing skills.

- Display the weather word cards on the board. Point to one and ask a student to read it aloud. Tell them to copy each word and write it on the corresponding card. Write the words hat, coat, umbrella, kite and boots on the board.

### Objectives:

- Learning about temperature
- Identifying weather conditions
- Developing intonation in exclamations

### Key language:

- Describing temperature, talking about the weather
- Revision: weather conditions

### Materials:

- Poster paper, magazines
- Alphabet sets, weather masks

### Warm-up

#### Playing a miming game.

- Students work in pairs. Assign them roles A and B. Tell Student A to ask the question: *What's the weather like?* Tell Student B to mime an action until Student A guesses correctly. Then get them to swap roles.

### Presentation

#### Introducing hot and cold.

- Hold up your copy of the Learner's Book at page 26. Focus students' attention on the thermometer and explain that it is used to measure the temperature inside or outside the house. Point to the first thermometer and mime being hot. *It's hot.* Do the same for the second thermometer: *It's cold.* Invite a student to the front of the classroom. Mime being hot or being cold and get them to point to the corresponding thermometer. *It's hot / It's cold.*

### A Look and match.

- Tell students to open their Learner's Book at page 26. Point to the first thermometer: *It's hot.* Tell the students to find the corresponding words on the right and match them.

**Answers:** Picture 1 - It's hot.; Picture 2 - It's cold.; Picture 3 - It's cloudy.; Picture 4 - It's windy.

## B Look and circle.

- Focus students' attention on the exercise. Point to the first picture and ask: *What's the weather like?* Ask them to circle the correct word, *cloudy*, under the picture. Repeat this with the other pictures.

Answers from left to right: cloudy; sunny; raining; cold

## Developing intonation.

- Mime different weather conditions and ask students to guess the words: *It's cold.* Respond to their words: *Put on your coat.* Get the class to repeat the phrase. Help them stress the words in bold: **Put on your coat! Put on your hat! Put on your boots!**

## Extension

### Solving weather problems.

- Stand in front of the class and tell students: *It's raining. Put on your coat!* Hand out A4 paper and tell students to draw and colour a picture of themselves in a coat in the rain. Draw an example on the board if necessary. Invite a student to the front to show his or her picture. Ask questions about it: *What's the weather like? What colour is your coat? What is your coat made of?* Concentrate on this last question and ask students to decide if the coat should be made of wood, metal, glass, paper or plastic. Explain that plastic is used to keep things dry.

## Extra practice

### Making rain music.

*You need: empty plastic bottles, rice or pasta.*

Tell students to fill the bottles with rice or pasta and then screw the cap on tightly. Demonstrate this if necessary.

Take one of the bottles and tip it up and down to create the sound of rain. *Listen, it's raining!*



## Page 27

## C Read, match and write.

- Ask students to look at the weather conditions and the objects below and decide which go together.

Answers: **1.** It's raining. Get your umbrella. **2.** It's sunny. Get your hat. **3.** It's windy. Get your coat.

## D Make a Weather poster.

- Help students identify the materials they need to make the poster: *You need magazines, scissors, paper, glue and crayons.* Divide the class into groups of four. Tell students to take out their scissors, glue and crayons and hand out the poster paper and magazines to each group.
- Tell students to cut out pictures of different weather conditions in the magazines, and stick them on their poster papers. Go round the class and ask questions about the posters: *What's the weather like here? It's cloudy and windy.* Tell students to label the pictures in the photos. Display the posters around the class or in a school corridor.

## Wrap-up

### Revising the alphabet and weather words.

- Students work in small groups. Give an alphabet set to each group. Ask students to display them on their desks. Read out letters and ask students to find and put the letters aside: Find the letter *h*. Find the letter *o*. Find the letter *t*. Tell students to put the letters together and raise their hands when they know the word: *hot*. Repeat the activity with *cold*, *rain*, *windy* and *cloudy*. If there aren't enough alphabet sets for each group, make this an activity for the whole class to do together.

## Revising the story to consolidate vocabulary.

- Play Class CD Track 7 and ask students to revise the story from the beginning of the unit. Pause after each line and ask students to repeat the words. Divide the class into groups and play the track again, pausing after each line so the groups can repeat. Ask students to use their weather masks as they do this. Each student repeats the lines corresponding to their masks.

## Extension

### Drawing and describing rainbows.

- Tell students they are going to draw a rainbow umbrella. Provide a model by drawing one on the board using different colours. Describe your rainbow umbrella: *This is my rainbow umbrella. It's green and yellow and blue.* Hand out sheets of A4 paper. Ask students to draw and label their rainbow umbrellas. Go round the class and encourage students to describe their pictures to you.

## Game: Hot and cold.

- Take the drawings and hold up one and ask the student who drew that picture to close their eyes. Tell another student to hide the picture somewhere in the room. Tell the student to open their eyes and to look for the picture and get the rest of the class to say hot when the student is near and cold when far away from the picture.

## Page 28

# ROUNDDUP

### Objectives:

- Describing weather conditions
- Writing a postcard

### Key language:

- Greetings
- Describing oneself
- Expressing possession

### Materials:

- Weather flashcards and word cards
- Weather masks

## Warm-up

### Revising *he* and *she*.

- Draw two stick figures on the board, one female and one male. Introduce the characters: *This is my sister Emma. She's got long hair. This is my brother Joe. He's got short hair.* Point to the long and short hair and ask students to repeat chorally: *She's got long hair. He's got short hair.* Write *She* above Emma and *He* above Joe.
- Invite a couple of volunteers to draw someone on the board and describe them.

## Presentation

### Presenting wearing.

- Describe the picture on pages 22 and 23 in Learner's Book to the class: *He's wearing green boots. She's wearing a yellow hat. He's wearing a yellow coat.* Ask students to repeat chorally. Point to your clothes and give examples: *I'm wearing a black coat.* Help students tell you what they are wearing: *Are you wearing black shoes or brown shoes?*

## A Look and write.

- Ask students to open their Learner's Book at page 28. Ask the class what a postcard is and why we use them. Tell students they need to complete the postcards using the words in the box.
- Go round the class and offer help where necessary. Check the activity by asking students to read out both postcards.

Answers: 1. hot; hat; kite 2. cold; boots; umbrella

## B Listen and sing.

- Tell students they are going to hear a song about the weather. Play Class CD Track 10 once through so students can hear the complete song.



### Listen and sing.

When it's sunny out,  
I put on my hat, (x3)  
And I go out and play, play, play,  
I go out and play  
All day!

When it's windy out,  
I put on my coat, (x3)  
And I go out and play, play, play,  
I go out and play  
All day!

When it's cloudy out,  
I put on my boots, (x3)  
And I go out and play, play, play,  
I got out and play  
All day!

- Play the track again:
  - *Listen and show me:* ask students to hold up their weather puppets when they hear the corresponding weather named.
  - *Listen and do the actions:* tell students to do the appropriate actions for each verse.
  - *Listen and sing:* divide the class into three groups and ask them to sing a verse each.

## Wrap-up

### Making a storybook.

- Tell students to turn to pages 91 and 92 of their Learner's Book. Ask them to cut out the storybook. Help them put the book together by reading out the page numbers: *Show me page 1. Show me page 2.* Make sure students put their names on their storybooks. Tell them to take them home and tell the story to their families. Then ask students to store their storybooks in their English notebooks.

## Page 29



I like

### Owning their learning.

#### Draw.

- Draw a hot and sunny day on the board. Include a toy, a hat and a friend in your picture. Describe the picture to the class: *It's sunny. This is my bike. I've got my yellow hat. This is my friend Sam. This is my favourite day.* Tell students to draw their favourite day outdoors: sunny, cloudy, raining or windy. Go round the class and ask questions: *What's the weather like? Who's this. What's this? What colour is your hat?*



### Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class.
- Congratulate your students for everything they learned so far, and tell them there are lots of new exciting things to learn.

## Extra practice



### Playing bingo to consolidate vocabulary

*You need: cards divided in 4 squares (at least one for each student).*

Hand out one bingo card to each student and suggest that they count the squares: *How many squares are there? Four.* Explain that they need to fill in all four squares of their bingo cards with four weather drawings or words (including clothes and objects). Check vocabulary from the unit so that they choose from all the possibilities. If available, display all the flashcards on the board for them to copy from.

Explain that every time they hear a word that is on their card, they have to cross it out. The first to have all four squares crossed out wins and shouts *Bingo!*

Read out complete phrases at random: *Put on your hat. Get your umbrella. It's raining. It's a red kite.* When the first student(s) shout(s) bingo, say: *Good Job!*

## Page 30

# ACTIVITIES

### 1 Read and label.

- To warm up for the exercise, make a quick revision of clothes and weather. Stand in front of the class and say the following rhyme. Do the actions at the same time:

*Rain, rain, rain.*

*Rain, rain, rain.*

*Dribble, dribble, splosh!*

*Dribble, dribble, splosh!*

*Get your boots, your coat and hat.*

*Jump in a puddle and go KERSPLAT\*!*

---

\*Interjection: the sound of something splattering messily.

Repeat the rhyme and actions several times and slowly encourage students to join it: *Sing and do the actions.*

- Now, on page 30, ask students to identify the weather conditions and objects. Tell students to read the words in the box and label the pictures accordingly. Go round the room while they are working and ask different students to read a word aloud to you while pointing to the corresponding weather or clothes.

**Answers from left to right:** 1. raining, raining boots 2. sunny, hat  
3. windy, coat 4. cloudy, umbrella



**Note:**

On pages 30 and 31 of your Teacher's Book you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

**Following are the answers to the exercises:**

Page 30, Exercise A.

**Answers:** cold: fridge, snow, ice cream, soda; hot: coffee, beach, soup, oven.

Page 31.

Exercise A.

**Answers:** 1. hot, sunny, kite 2. raining, boots, coat, umbrella

Exercise B.

**Answers:** 1. Tom has got short hair. 2. Emma has got long hair. 3. Emma's coat is yellow.

**Page 31**

**2 Look and write.**

- Point to the first picture and ask a student to read out the question: *What's the weather like?* Tell students to complete the sentence using the words in the box. Follow the same procedure with the rest of the pictures. Check answers by asking different students to read the completed sentences aloud.

**Answers:** a. It's sunny. b. It's raining. c. It's cloudy. d. It's windy.

**Extra practice**

**Doing a weather dictation.**

Hand out A4 paper. Show students how to fold it in order to create six squares. Give students a picture dictation. Explain that they can draw the items in any square they like: *Draw the sun, draw a cloudy day, draw a windy day. Draw a big hat, draw an umbrella, draw a kite.* When they finish, get them to decide which items go with each weather condition: *Match the clothes and the weather.* Then, ask them to colour the pictures and stick them on their notebooks.



Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Look and match.



IT'S COLD



IT'S HOT



Name \_\_\_\_\_ Date \_\_\_\_\_

**A Complete the postcards.**



boots

hot

raining

sunny

coat

umbrella

kite

Hi, Emma,  
It's \_\_\_\_\_ and  
\_\_\_\_\_ here. I've got my  
\_\_\_\_\_. It's fun.

Tom



Hi, Tom,  
It's \_\_\_\_\_ here. I'm  
wearing my \_\_\_\_\_ and  
\_\_\_\_\_. I have got my  
yellow \_\_\_\_\_.

Emma



**B Unscramble the sentences.**

1. hair / has got / Tom / short \_\_\_\_\_.

2. has got / long / Emma / hair. \_\_\_\_\_.

3. coat / is / Emma's / yellow \_\_\_\_\_.



# GAME & INTEGRATION

## UNITS 1 - 2

### Pages 32-33

#### Let's Play!

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

### Page 34

#### Integration units 1-2

##### A Glue and write.

As a home assignment, ask the students to look for a picture of themselves as babies and glue it on the blank space provided. Instruct students to complete the information about themselves. Make sure they understand that they can use the words in the toy sacks. Monitor closely.

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**Answers:** students' own answers

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### Page 35

##### B Read and draw.

Help students identify the reporters in the pictures: *Who are the people? Do you see them on TV? What do they talk about?* Point to the first picture and ask a student to read the sentence: It's hot and sunny here. Ask: *What's missing? The Sun.* Ask students to draw a sun in the picture. Go round the class and check they understand the activity. Repeat the process with the other pictures.

---

**Answers:** a. sun b. clouds c. rain d. sun

---

##### C Who is it? Look and match.

Ask a student to read the first description: *She's got a coat and hat.* Ask: *Who's this?* Ask students to point to the corresponding picture and write the letter in the space after the description. Continue the activity with the other descriptions. Check answers by pointing to a picture and asking a student to read out the corresponding description.

##### Answers:

She's got a coat and a hat. (d)  
He's got a blue hat. (a)  
He's got a yellow coat and an umbrella. (c)  
She's got an umbrella. (b)

---







# 3 Houses and homes

## Objectives:

- Recognising and naming rooms in a home
- Describing houses and location

## Key language:

- Rooms and parts of a holiday home
- Revision: colours, daily activities

## Materials:

- Soft rubber ball, flashcards of rooms in the house, sticky tape

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4-8.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages 83-86.

## Page 36

### Warm-up

#### Revising colours.

- Ask students to form a circle with you. Take the ball and throw it to a student. Say a colour as you do this: *Red*. The child should catch the ball and then repeat the colour you have said. The student then throws the ball to another student, saying another colour *Blue*.

### Presentation

#### Setting the context.

- Ask the children to open their Learner's Book at pages 36 and 37. *What can you see?*
- Then, ask what they think this unit is about. *Is this unit about cars? Is this unit about clothes? Is this unit about houses? What can you see? How many pictures are there? Is there a bathroom? Is this the bedroom?* Encourage students to predict what the story is.

### Presenting the lesson vocabulary.

- On the board, draw a house with four rooms, two upstairs and two downstairs. Take the bedroom, bathroom, kitchen and living room flashcards and stick each one in a room in the house. Leave garden for later. Point to each room in turn: *This is the bedroom*. Students should repeat the word chorally.
- Draw a garden outside the house: *This is the garden*. Encourage students to repeat chorally. Leave the drawing there for the wrap-up.

### A Listen and look.

- Tell the class that they are going to listen to a boy describing his holiday home. Play Class CD Track 11.



### Listen and look.

TRACK 11

#### A holiday Home

Boy: *This is my holiday home.*

*This is the kitchen.*

*This is the living room.*

*The bathroom is small.*

*This is the bedroom.*

*My family is in the garden.*

- Play the track again:
  - *Listen and point.*
  - *Listen and repeat.*

## Page 37

### B Listen and match.

- Ask the students to describe what they see: *What colours can you see in activity B? Can you see a bathroom?* Point to the bedroom. Play Class CD Track 12. Then, students match the puzzle pieces.



### Listen

TRACK 12

Red—red. The kitchen is red.

White—white. The bathroom is white.

Blue—blue. The bedroom is blue.

Green—green. The yard is green.

## Wrap-up

### Practising vocabulary.

- Use the drawing of the house on the board to present “upstairs” and “downstairs”. Encourage students to repeat the words. Ask questions to confirm understanding: *Is the bedroom upstairs or downstairs? Is the kitchen upstairs or downstairs?* Hold up the bathroom flashcard and elicit the word: *What's this room? Bathroom.* Ask a student to stick the flashcard in one of the upstairs or downstairs rooms of the house on the board. Explain that houses are built in different ways and some people have bathrooms upstairs and downstairs. Continue the activity with the other flashcards.

## Page 38



### Objectives:

- Singing and acting out a song
- Asking for and giving information about location

### Key language:

- Rooms in a house and places
- Responding to instructions

### Materials:

- Flashcards of the rooms in the house, A5 paper
- Small white cards (five per child)

## Warm-up

### Revising rooms in the house.

- Play Class CD Track 11 and pause after each part of the house is named. Students should repeat the sentence twice and mime actions associated with the rooms or the garden.

## Presentation

### Presenting the song vocabulary.

- Display page 38 of your Learner's Book. Ask students to identify the rooms in the house: *What room is this? The kitchen.* Point to the spider: *What's this? A spider.* Ask questions about the spider: *How many legs has it got? Is it big or small? What colour is it?*

## A Listen, sing and draw.

- Tell students they are going to hear a song about a spider in a house. Play Class CD Track 13 once so students can listen to the complete song.



### Listen, sing and draw.

#### Where's the spider?

*If the spider's in the kitchen, clap your hands!*

*If the spider's in the kitchen, clap your hands!*

*If the spider's in the kitchen, (x 3)*

*Clap your hands!*

*If the spider's in the bedroom, clap your hands!*

*If the spider's in the bedroom, clap your hands!*

*If the spider's in the bedroom, (x 3)*

*Clap your hands!*

*If the spider's in the bathroom, clap your hands!*

*If the spider's in the bathroom, clap your hands!*

*If the spider's in the bathroom, (x 3)*

*Clap your hands!*

*If the spider's in the living-room, clap your hands!*

*If the spider's in the living-room, clap your hands!*

*If the spider's in the living-room, (x 3)*

*Clap your hands!*

- Play the track again and do one or both of the following activities each time:
  - *Listen and mime different actions associated with the rooms in the house.*
  - *Listen, sing and clap.*

## What's missing?

- Ask students what is missing in the picture. Point to the missing room and mime the action of sleeping to help them. Help students with what items to draw: *What's in a bedroom? Bed, toys, table.* Tell them to draw and then colour their bedrooms. Go round the class and ask students about their pictures: *What room is this? Bedroom. What is this? Bed. What colour is your bedroom? Blue and red.*

**B Listen, draw and write.**

- Tell students to open their Learner's Book at page 39. Ask students to identify the rooms: *What room is this? Bedroom.* Direct students' attention to the illustrations of the man and woman above the photographs: *Point to mummy. Point to daddy.* Tell students to listen to the instructions and draw a mummy or daddy in each picture. Play Class CD Track 14 and pause after the first exchange: *Who's in the kitchen? Daddy.* Point to daddy. *Draw daddy in the kitchen.* Continue the process for each room.
- Tell students to write the name of the room under each picture. Go round the class and ask individual students to read the names to you. Finally, students complete the sentences at the top of the page with the name of a room or the garden.



**Listen, draw and write.**

Girl: *Where's Daddy?*

Boy: *Listen!*

Girl: *Ah. He's in the kitchen.*

Narrator: *Draw Daddy in the kitchen.*

Girl: *Where's Daddy?*

Boy: *Listen!*

Girl: *Ah. He's in the living room.*

Narrator: *Draw Daddy in the living room.*

Girl: *Where's Mummy?*

Boy: *Listen!*

Girl: *Ah. She's in the garden.*

Narrator: *Draw Mummy in the garden.*

Girl: *Where's Mummy?*

Boy: *Listen!*

Girl: *Ah. She's in the bathroom.*

Narrator: *Draw Mummy in the bathroom.*

Girl: *Where's Daddy?*

Boy: *Listen!*

Girl: *Ah. He's in the bedroom.*

Narrator: *Draw Daddy in the bedroom.*

**C Make picture cards.**

- Hand out five small white cards to each student. Tell students to draw the four rooms of the house and a garden. Write the names of rooms and garden on the board for students to copy onto their picture cards.

**Wrap-up**

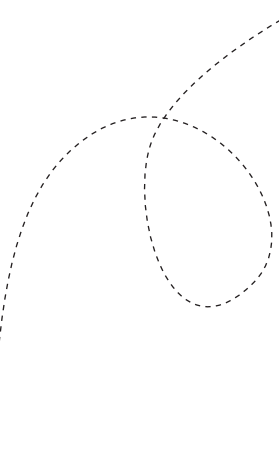
**Asking and answering questions.**

- Take a set of picture cards from a student and ask the question: *Where's mummy?* Invite a student to choose one of your picture cards. He or she answers the question: *She's in the bedroom.* Help the child produce the answer before the class repeats the sentence chorally. Write on the board: *Where's mummy? Where's daddy?* Students practise the questions in pairs. Tell students to put their cards face down on their tables. One student asks the question: *Where's mummy?* And the other one turns over a card and gives the appropriate answer: *She's in the bedroom.*

**Extra practice**

**Game: Memo Test.**

Students play in pairs with their picture cards. Both sets of cards should be facing down on the table. Students take turns to try to find the partners, by turning one over, and then guessing where its partner is. Each has one chance to turn over two cards and then it's the other's turn. The student that turns over more pairs of cards wins.





### Objectives:

- Revising and learning new materials
- Developing awareness of different types of houses and homes
- Developing awareness of recycling

### Key language:

- Describing a house and household objects
- Identifying materials

### Materials:

- Flashcards
- Cut-out doll (made of card), card, A4 paper, sticky tape
- Tin can, plastic bottle, glass bottle, pencil and book.

## Warm-up

### Revising materials and presenting paper.

- Point to different things in the classroom and revise metal, wood, rubber, glass and plastic. Introduce paper by holding up a piece of paper and introducing it: *This is paper.* Students repeat chorally: *Paper.*
- Read the following poem:

*Plastic and metal,  
Glass and paper  
Recycle, Recycle,  
It's good for the planet  
And it's good for you!  
It's good for everyone!*

They can hold up or point to the different materials as they are named.

- Explain what recycling means.

## Presentation

### A What's missing? Listen and number.

- Tell students to open their Learner's Book at page 40. Ask what rooms are missing: *What's missing? Living room, bedroom, kitchen.* Tell students to complete the drawing. They can choose where to place the rooms.

Check that each child has completed their house before moving on to the next stage.

- Tell students that they are going to listen and number the rooms in the house. Remind the children that as their pictures are different, the position they write their numbers in will differ too. Play Class CD Track 15 and pause after the first exchange: *What is number one? Living room. Point to the living room in your picture. Write number one.* Continue the activity until the students number all rooms.



### Listen and number.

*Number One—living room. It's the living room. Write number one.  
Number Two—kitchen. It's the kitchen. Write number two.  
Number Three—bedroom. It's the bedroom. Write number three.  
Number Four—bathroom. It's the bathroom. Write number four.*

### B Read and complete.

- Ask a student to read the first sentence of the text: *This house is made of...* Ask the class to suggest a word from the box to finish the sentence: *wood.* Tell students to complete the other sentences with the names of the rooms. Go round the class and offer help where necessary.

**Answers:** wood; bedroom / bathroom / living room / kitchen

## Extra practice

### Making a doll and a doll's house.



Show your cut-out doll to the class and ask: *What colour are her eyes? What's she made of?* Hand out pieces of card to students and tell them to draw, colour and cut out their own doll. Students tell each other about their dolls: *This is Susie. She's got red hair and blue eyes.*

Hold up your cut-out doll. Draw a house and number on the board and elicit from the class which rooms are needed. Explain to the class that they are going to make a house for their dolls. Hand out A4 paper and tell students to draw their own doll's houses. Go round the class and ask questions about the houses: *What room is this? What colour is the garden?* Invite some students to come to the front of the classroom to describe their houses: *This is my doll's house. It's got a bathroom and kitchen. The kitchen is red. My doll is in the kitchen.*

**C Listen and number the pictures. Then match.**

- To introduce this exercise, put the can and bottles on your table. Hold them up one by one: *It's a can. It's a bottle.* Students repeat: *Can. Bottle.* Hold up the plastic bottle and elicit the material: *Is the bottle made of wood? No. Is the bottle made of plastic? Yes.* Repeat this with the glass bottle and metal can. Put a pencil and a book on your desk. Ask students to identify the materials. Help them produce a whole sentence: *The pencil is made of wood.* Repeat the activity with all the objects.
- Tell students to open their Learner's Book at page 41. Students identify the objects on the page: *What's this? It's a book.* Tell students to listen to Class CD Track 16 and to number the pictures. Play the track and pause after the first instruction. Repeat the instruction so that students know what they have to do: *Book is number one.* Continue playing the track so that students can complete the activity. Check the answers: *What is number five? Can.*

**Listen and number the pictures.**

TRACK 16

*Book. The book is number one. Write number one.*  
*Bottle. The bottle is number two. Write number two.*  
*Window. The window is number three. Write number three.*  
*Pencil. The pencil is number four. Write number four.*  
*Can. The can is number five. Write number five.*  
*Chair. The chair is number six. Write number six.*

- Focus students' attention on the first object: *What is this? It's a book. Is a book made of metal? No, paper.* Ask students to complete the activity. Go round the class and offer help. Check answers and help students say the full sentences: *The chair is made of plastic.*

**Answers:** book - paper; pencil - wood; window - glass; chair - plastic; can - metal; bottle - plastic

**D Make a Recycling poster.**

- Discuss the concept of recycling. Make sure students understand that many materials can be used over and over again, and why it is important to recycle. Elicit the materials to make the poster: *What's this? Plastic. What item is made of plastic? Bottle.* Students make their own recycling posters. Divide the class into groups.

Hand out the magazines and tell students to cut out pictures of plastic, paper and glass objects. Ask them to group their pictures together on their tables. Hand out the poster paper and tell students to make their posters following the example on page 41. Students stick their pictures on their poster and label the different materials. Display the posters in the classroom and use them to revise materials.

**Wrap-up****Asking and answering questions.**

- Ask more questions about the items on page 41 of the Learner's Book: *What's number 4? What's it made of? How many objects can you see?*

**Extension****Game: Guess the material.**

- Ask a student to come to the front of the classroom and close his or her eyes. Hand them an object. Ask: *What's it made of?* Tell the student to feel the object and say what the object is made of. Repeat the activity several times with different students

**Extra practice****Building further awareness of recycling.**

As a project work, invite the class to make recycling bins (you could use boxes or any kind of container). Leave them in the classroom and start a recycling project as a group. To practise, hold up a plastic bottle and say: *Which bin?* And throw it in the *Plastic* bin. Repeat with different items. Ask if any students have recycling bins for paper, glass or plastic near their homes; they can take turns to empty the classroom bins in the corresponding community bins. Explain why it is important to recycle and not to drop litter in the street.



## ROUNDUP

### Objectives:

- Completing a descriptive text
- Developing listening skills
- Singing and acting out a song

### Key language:

- Identifying rooms
- Expressing location
- Expressing possession
- Revision: family members, toys, rooms in the house

### Materials:

- Flashcards of toys, family members and rooms in the house, sticky tape, A4 paper.

## Warm-up

### Categorising words.

- Take out the flashcards of toys, family members and rooms in the house. Hand out one flashcard with a piece of sticky tape to each student. Write the categories *toys*, *family* and *rooms* on the board. Explain to students they should stick their flashcards under the correct heading. Demonstrate the activity by placing one flashcard under each category. Ask students to repeat each word chorally.

## Presentation

### Presenting the illustrations.

- Tell students to open their Learner's Book at page 42. Ask questions about the page: *Which rooms can you see? Where's daddy? Who is in the living room? What colour is the chair?* Tell students to listen to your sentences and to say Yes if it is correct, and No if it is incorrect. Say sentences about the illustration: *There is a table in the kitchen. Yes. There are two windows in the living room. No.*

### A Look and write.

- On the board, write: *My grandma is in the.... She's got a....* Ask them to find grandma: *Where's grandma?* Complete the first gap in the sentences. Ask students to tell you what grandma has in her hands: *What's grandma got?*

A book. Ask students about the people and objects in the other rooms and tell them to complete the sentences. Check each sentence together as a class.

**Answers:** 1. bathroom; chair 2. bedroom; teddy 3. living room; book 4. kitchen; pizza

### B Listen and sing.

- Open the window —or door. Shiver and pretend to be cold. Motion to a student to close the window or door and say: *Close the window, please.* Play Class CD Track 17 once so they can hear the complete song.



### Listen and sing.

*Close the window, close the door,  
Baby's in the bedroom,  
Baby's fast asleep.  
Close, close, close the window, please,  
Close, close, close the door,  
And baby's fast asleep.*

*Close the window, close the door,  
Daddy's in the bedroom,  
Daddy's fast asleep.  
Close, close, close the window, please,  
Close, close, close the door,  
Daddy's in the bedroom,  
And daddy's fast asleep.*

- Play the track again and do one or both of the following activities each time:
  - *Listen and point.*
  - *Listen and sing:* divide the class into two groups. One group sings the first verse and the second group sings the second verse. Then swap over.

## Wrap-up

### Drawing your house.

- Hand out A4 paper. Students draw a picture of their house and label items in it. Help them to think of the items: *What rooms have you got in your house? Is there a table in your living room? What colour is the bathroom? Where are your toys?* Tell students to draw a family member or pet in each room.
- Put students into pairs and encourage them to tell their partners about their drawings. Go round the class and assess speaking skills.



### Owning their learning.

#### C Draw.

- It is important for students to own their learning. In this section, the children think about what they liked most about the unit, or the class. By doing so, they take ownership of the learning process and the book itself. Invite the students to draw something from their favourite page in the unit. Encourage them to be creative and use lots of colours.
- Hold a class vote for the best page: *Put your hands up if your favourite page is page 38.*



### Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned, take pride in it and be more confident.
- Invite them to say all the new things they can do after working on this unit, including things that may not appear in the box on page 43. In turns, everyone shares with the class.
- Congratulate your students for everything they learned so far, and tell them there are lots of new exciting things to learn.

### Extension

#### Miming rooms of the house.

- Mime an action that is typical of one of the rooms in the house or the garden, for example, doing the washing-up, sleeping, brushing your teeth. Ask students to guess which room you are in. When they guess correctly, point to the corresponding flashcard on the board and say: *I'm in the kitchen.* Students repeat the sentence chorally. Invite a student to come to the front of the classroom. Tell him or her the name of a part of the house. The student should mime an action for the rest of the class. When the class guess the answer, confirm it: *Yes, he's in the kitchen.* Encourage students to repeat chorally.

## ACTIVITIES

### 1 Read and label.

- Focus student's attention on the house and elicit descriptions: *What rooms can you see in this picture?* Students complete the exercise by writing the words in the labels. Go round the room and offer help where necessary.

**Answers,** clockwise: bedroom; window; bathroom; kitchen; door; garden; living room

### 2 Look and write.

- Ask students to read the words in the box and point to the materials on the page. Students complete the sentences using the words in the box. Complete the first sentence as a class. Go round the class and offer help where necessary. Check the exercise by asking students to read out their sentences.

**Answers,** from left to right: paper; plastic; glass; wood; metal

### 3 Circle your favourite house.

- Point to a house and tell students why it is your favourite: *This house is my favourite because it is made of wood.* Invite other students to tell you their favourite houses and help them explain why. Tell students to circle their favourite houses in their books.



#### Note:

On pages 40 and 41 of your Teacher's Book you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

#### Following are the answers to the exercises:

Page 40, Exercise A.

**Answers:** 1. living room 2. kitchen 3. bathroom 4. bedroom

Page 41, Exercise A.

**Answers:** teddy, doll, car, ball, plane

Page 41, Exercise B.

**Answers:** on, on, on, under, under, in

Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Complete the sentences.



1. The daddy is in the  
living room



2. The mummy is in the  
\_\_\_\_\_



3. The girl is in the  
\_\_\_\_\_



4. The boy is in the  
\_\_\_\_\_





Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Read and look.



car plane ball teddy doll



My \_\_\_\_\_ is on the train.

My \_\_\_\_\_ is on the bike.

My \_\_\_\_\_ is on  
the chair.

My \_\_\_\_\_ is under  
the table.

My \_\_\_\_\_ is in  
the box.

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**B** Look and write.



on under in

I'm \_\_\_\_\_ my scooter.

My robot is \_\_\_\_\_ the train.

My teddy is \_\_\_\_\_ the bike.

My plane is \_\_\_\_\_ the chair.

My car is \_\_\_\_\_ the table.

My ball is \_\_\_\_\_ the box.





# 4 Adventure Island

## Objectives:

- Recognising and naming items of furniture
- Extracting information from a text
- Talking about the things one has or hasn't got

## Key language:

- Furniture, listing possessions, describing location
- Revision: parts of a house, family members

## Materials:

- Flashcards: sofa, fireplace, armchair, bookcase, bath; sticky tape, sheets of paper

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)  
Pages 4-8.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)  
Pages 83-86.

## Page 46

### Warm-up

#### Introducing items of furniture.

- Draw the outline of a house on the board. Draw the different rooms with the basic pieces of furniture. *This is my house. This is my living room.* Ask students what they have got in their living room. Tell them you have a fireplace, an armchair, a sofa and a bookcase. Show them the bath: *The bath is in the bathroom.*

### Presentation

#### Setting the context.

- Ask the children to open their Learner's Book at pages 46 and 47. *What can you see?*
- Then, ask what they think this unit is about. *Is this unit about houses? Is this unit about cats? Is this unit about sofas and furniture?* Help students describe the pictures: *Where is the family? On an island. Have they got a house? A living room?* Encourage students to predict what the story is about: a family on an island.
- Ask students to identify the characters: *Point to mum. Point to dad. Point to the brother and sister.* Explain that they have built their house on an island after being marooned there.

## A Listen and look.

- Play Class CD Track 18.



## Listen and look.

One.  
Mother: Ted, look!  
Mandy: We've got more wood. [Pause]  
Two.  
Mandy: What's that next to you?  
Ted: An armchair, and this is a sofa. [Pause]  
Three.  
Mother: And there?  
Ted: A fireplace, and a bookcase!  
Four.  
Mother: What dirty feet!  
Ted: We don't have a bathtub!  
Father: What about the sea? [Pause]  
Five.  
Mother: Look! A boat! We can go home!  
Mandy: Hey! We're here!  
Ted: Shhh! I like it here!

- Play the track again:
  - Listen and point.
  - Listen and repeat after each exchange.

## Page 47

## B Listen and match.

- Review prepositions of place: in, on, under. Put different school objects in different places around the classroom. Say: *The rubber is under the book. The pencil is on my desk.* Use all the prepositions. Draw pictures on the board with a sentence below. Instruct students to copy the pictures and the sentences on their notebooks. Demonstrate the meaning of *next to*. Ask questions about the scene: *Who's next to dad? What's next to the fireplace?* Draw one more picture illustrating *next to* for the children to copy.
- Tell students to listen and match the words to the objects. Play Class CD Track 19.



## Listen and match.

*Sofa: They've got a big sofa!*

*Fireplace: They have got a fireplace. Look! They are cooking!*

*Bookcase: The boy has also got a bookcase.*

*Armchair: The boy has got an armchair. It's next to the sofa. It's made of wood.*

*Bath: Look carefully... Can you find the bath?*

### Wrap-up

#### Acting out the story with the family masks.

- As a home project, each student should make a mask in order to act out the story. Elicit the names of the four family members. Divide them in groups and make sure each group member makes a different mask. In class, each group acts out the story in turns. Play Class CD Track 18 and pause after each exchange. Help students repeat with the corresponding mask. Correct rhythm and intonation activity with the other flashcards. Leave the drawing and the flashcards on the board for the extra practice.

## Page 48



### Objectives:

- Singing and acting out the unit song
- Developing listening comprehension skills through a song
- Recognizing and naming common household objects
- Associating furniture with different rooms in the house

### Key language:

- Furniture, means of transport
- Possessions, describing location
- Using short answers to respond
- Revision: family members

### Materials:

- Furniture flashcards; sticky tape
- Blank white cards (five per student), sheets of paper

## Warm-up

### Game: What have we got?

- Stick the flashcards of the sofa, fireplace, armchair, bookcase and bath on the board. *We've got a sofa.* Remove the flashcard: *We haven't got a sofa!* Tell students to close their eyes. Remove one flashcard. Point to the rest of the flashcards and elicit affirmative sentences: *We've got a fireplace.* Students produce the negative sentence for the missing flashcard: *We haven't got a bookcase.*

## Presentation

### Introducing means of transport.

- Draw a boat on the board and say the word and encourage students to repeat. Ask them where they can see boats. Revise other means of transport: *train, car, bike, plane.* Clean the board and invite 5 students to draw the item you name: *Draw a plane.* Write the five words to the right of the pictures. Invite other students to come and match the items to the words while the rest of the class says the words: plane – plane.

### A Listen, sing and point.

- Ask students to open their Learner's Book at page 48. Ask: *What furniture can you see? What are the animals in the picture? How many are there? Can you see a plane? A train? A boat?* Introduce the song: *You are going to listen to a song.* Play Class CD Track 20 once through without stopping and ask students to listen carefully.



### Listen, sing and point.

*Hey ho! He-ey ho!*

*A big boat comes and we want to go home.*

*We don't have a bathtub\*,*

*So we want to go home.*

*An armchair, a sofa, a bookcase and a fireplace!*

*Hey ho! He-ey ho!*

*A big boat comes and we want to go home.*

*We don't have a bathtub,*

*So we want to go home.*

*The sofa is for mummy, the armchair for my daddy-*

*Hey ho! He-ey ho!*

*A big boat comes and we want to go home.*

*We don't have a bathtub,*

*So we want to go home.*

*A bookcase for my coconuts, a fireplace at night.*

Hey ho! He-ey ho!  
A big boat comes and we want to go home.  
We don't have a bathtub,  
So we want to go home.  
We don't have a bathtub,  
So we want to go home.

\* Explain that bathtub is another way to say bath.

- Play the track again and ask the children to point as they hear the pieces of furniture. Encourage singing as well.

## Page 49

### Introducing more items of furniture.

Draw a large square on the board. Say: *This is my kitchen. What have I got?* Elicit and draw a table, chairs, a window, a door. Ask: *Have I got a sofa? A bookcase?* Students: *No!* Present the new items: *I've got a cooker, a fridge, a mirror and a cupboard.* Stick the flashcards around the kitchen and encourage students to repeat the words.

### B Listen and write ✓ or X.

- Ask students to open their Learner's Book on page 49. Help students identify the objects on the page. Say: *Point to the fridge. Point to the umbrella.* Tell students to look around the classroom. Ask and elicit short answers from them: *Have we got a window? Yes, we have. Have we got a fridge? No, we haven't.* Go through the ten pictures in the same way.
- Play Class CD Track 21 and ask students to listen to the dialogues, and write the missing words.
- Then, listen to the track again and ask the children to tick or cross the box next to each object.



### Listen and write ✓ or X.

Mother: *Have we got a table?*  
Father: *No, we haven't.*  
Mother: *Have we got a window?*  
Father: *Yes, we have. Look. It's next to the door.*  
Narrator: *Draw the window next to the door.*  
[Pause]  
Mother: *Have we got an umbrella?*  
Father: *Yes, we have. Look. It's under the bed.*  
Narrator: *Draw the umbrella under the bed.*  
[Pause]  
Mother: *Have we got an armchair?*  
Father: *No, we haven't.*

Mother: *Have we got a bottle?*  
Father: *Yes, we have. Look. It's in the cupboard.*  
Narrator: *Draw the bottle in the cupboard.*  
[Pause]  
Mother: *Have we got a box?*  
Father: *No, we haven't.*  
Mother: *Have we got a mirror?*  
Father: *Yes, we have. Look. It's next to the cupboard.*  
Narrator: *Draw the mirror next to the cupboard.*  
[Pause]  
Mother: *Have we got a fridge?*  
Father: *No, we haven't.*  
Mother: *Have we got a cooker?*  
Father: *No, we haven't.*

### C Make picture cards.

- Hand out five white cards to each student. Explain that you are all going to make picture cards about furniture and objects in the house. Brainstorm for words, such as cooker, bookcase, window, fridge, mirror, sofa, etc., and write them on the board for guidance. Students choose and draw five items on their cards and write the words underneath. Write more words on the board if necessary. Practise with students first. Ask: *Have you got a mirror?* Elicit: *Yes, I have* or *No, I haven't.* Students work in groups of three and take turns to ask and answer questions.

### Wrap-up

#### Guessing game.

- Place the furniture flashcards on your table. Ask a student to stick one of the flashcards on the board. Turn your head in order not to see it. Ask: *Have we got a cupboard?* Students reply *Yes, we have* or *No, we haven't* until you guess the correct word. Play again with a different student.

### Extra practice

#### Game: What's missing?

Draw a room on the board. Stick all the flashcards from the kitchen (cooker, fridge, window...) and say: *This is my kitchen, I have got a cooker, a fridge...* Elicit the words chorally. Then, ask the children to close their eyes while you remove a flashcard from the board. *What's missing?* Students remember and say what is missing. Do the same with the other rooms of the house.





### Objectives:

- Revising the names of different materials
- Discovering which materials float and which sink
- Making observations and presenting conclusions using the Simple Present
- Building awareness of the difference between the present and the past

### Key language:

- Verbs, making observations, asking about materials
- The concept of museums
- Revision: school supplies, toys, household objects and materials, rooms in the house

### Materials:

- Flashcards of school supplies, toys, household objects and materials
- Sticky tape; paper; small bowl of water; small plastic, glass, metal and wooden objects to experiment with (coins, marbles, etc.); 2 word cards: It floats / It sinks

## Warm-up

### Categorising words.

- Take out flashcards of school supplies, toys, household objects and materials. Hand out one flashcard with a piece of sticky tape to each student. Write the categories *for school, toys, at home, materials* on the board. Explain to students they should stick their flashcards under the correct heading. Demonstrate the activity by placing one flashcard under each category. Check the flashcards are correctly placed and ask students to repeat each word chorally. Tell students to choose their favourite flashcards and say the name. Help if necessary.

## Presentation

### Presenting the lesson topic and language.

- Put the bowl full of water on your table and invite students to form a circle around it. Put a pencil in the bowl. Ask students to observe it and tell you what happens: the pencil floats. *It floats.* Put a coin in the bowl and do the same. *It sinks.*

Show the class a third object, for example a marble, and ask students to predict what will happen when you put it in the bowl. Ask: *Does glass float or sink? It sinks.* Elicit conclusions from students and write them on the board: *Wood floats. Metal sinks.* Explain to students that some materials float when there is air trapped inside them, for example a glass bottle, or sink although they are very light because they become waterlogged.

### A Listen and tick ✓.

- Tell students to open their Learner's Book at page 50. Ask students to look at the chart and identify the material each object is made of: wood, plastic, metal. Point to the plastic duck and say: *It floats.* Point to the padlock and say: *It sinks.* Students then complete the chart, ticking each item in the column that is correct.
- Then, play Class CD Track 22 and ask students to check their answers.



### Listen and tick.

*The pencil floats.*  
*The plastic lorry floats.*  
*The ball floats.*  
*The plastic bottle floats.*  
*The empty can floats.*  
*The full can doesn't float. It sinks!*

### B Ask and answer.

- Read the example aloud. Students work in pairs and ask and answer questions about the items in the chart. Encourage children to think of new objects and ask questions about them to decide if they float or sink. *Does a doll float? What is it made of?*

## Extension

### Creating awareness of objects that float and objects that sink.

- Ask students to name more objects and write the words on the board, for example: bike, rubber, coconut, robot, apple, book. Read each word out and say: *Does it float or sink?*

**Introducing home and museum.**

- Ask students what a museum is. Elicit or explain that it is a place where objects are displayed and studied. Ask: *What objects can we see in a museum? Statues, paintings, furniture, fossils, machines, etc. Why are they in museums? They are ancient, rare, unusual, simply special in any way. Have you ever been to a museum? What did you see there? Do you live in a museum? No? Where do you live?* Explain the concept of home as the place where they live with their family. Home can be a house, an apartment, a hut, a trailer, a tent, an igloo.

**C Look and circle.**

- To introduce this exercise, show the class the covers of two Learner's Books. Say: *The same. They're the same.* Put down one book and show them your Teacher's Book. Say: *Different. They're different.* Students repeat. Pick up small objects in the room and ask: *The same or different?*
- Ask students to open their Book at page 51. Explain that some of the furniture is very old, and is in a museum. The more modern ones are in the boy's home. Ask students to hold up their two index fingers. Tell them they are going to point to pairs of items. Say: *Point to the beds. Point to the baths.* Continue in the same way with all the items. Tell students they need a red and a green pencil. Ask: *What colour for the museum? Red. What colour for your home? Green.* Students then circle the items in red or green according to where they are usually found. Check answers by pointing to an item and asking: *Is it in a museum or at home?*

**Answers:** **bath:** museum - home; **bed:** home - museum;  
**armchair:** museum - home; **cooker:** home - museum;  
**fridge:** museum - home; **fireplace:** museum - home

**D Make an At home poster.**

- Help students identify the materials they need to make the poster: *You need scissors, glue, paper, crayons and old magazines.* Students work in groups of four. Cut a length of poster paper for each group. Write the words *At home* on the board. Say: *Copy this at the top of your poster.* Each student contributes to creating an *At Home* poster from magazine pictures. Ask them to label each picture. Say: *Write the names next to the pictures.* When they finish, help them talk about the posters:

*In my home we have a fridge in the kitchen. We have a bath in the bathroom and a fireplace in the living room. My bed is small.* Display the posters around the class or in the school hallway.

**Wrap-up****Game: True or False.**

- Hold up one of the posters and describe something in the poster. Say: *I can see a fireplace. True or false?* Students listen and decide if your sentence is true or false. Repeat with other items on different posters.

**Extension****Home project: Museums.**

- Ask the children if they have ever been to a museum and invite volunteers to talk about what they saw there, and help them decide if it was an Art Museum, a Natural Science Museum, a History Museum or a Science and Technology Museum.
- As a home project, students will research about a museum they visited or want to visit and make a small poster for next class.

**Extra practice****Game: Pass it on.**

Hand out the furniture flashcards to different students and elicit the words. Ask students to stand and make a circle. Play one of the two unit songs. While the music is playing, students dance and pass their flashcard to the next student. Pause and call out the last content word from the song. The student holding the corresponding flashcard holds it up for everyone to see and dances up to the front of the room to put it on your table. Play the music again and repeat the procedure until all the flashcards have been collected.



## ROUNDUP

### Objectives:

- Revising the unit vocabulary
- Developing speaking skills

### Key language:

- Describing different rooms in the house
- Revision: items of furniture, family members, *same, different*

### Materials:

- Furniture flashcards and word cards, sticky tape, paper

### Warm-up

#### Associating written words and illustrations.

- Hand out the furniture flashcards to half the class and the corresponding word cards to the other half. Tell students to stand up and hold up their flashcards to find their partners. When they have completed this, call out a word: *Bath! Hold up your cards!* Ask the pair to stand at the front. Repeat the activity until all the pairs are standing next to each other.

### Presentation

#### Presenting the illustrations.

- Tell students to open their Learner's Book at page 52. Ask questions about the page: *Which furniture can you see? What colour is the chair? Have we got a fireplace?* Tell students to answer to your questions with short answers: *Yes, we have* or *No, we haven't*. Ask questions about the illustration: *Have we got a cooker? Yes, we have. Have we got two windows? No, we haven't.*

#### A Look and write.

- Focus their attention on the furniture items and ask questions: *Have you got a cooker in your kitchen? Have you got a bath in your kitchen? Where's the bath?* Elicit answers from different students. Do this with all the items. Then read the sentences and ask students to complete them with true information about their kitchen at home. When they finish, ask volunteers to read out their sentences to the rest of the class.

#### B Listen and sing.

- Draw a large square on the board. Say: *This is my bedroom*. Review or present the bedroom furniture by drawing these items on the board: bed, chair, table, mirror, bookcase and cupboard. Write their names under each picture. Tell the children to copy the words and the pictures on a sheet of paper. Ask students what items they have got in their own bedroom. Encourage them to say *I've got a bed, a chair, a bookcase...*
- Tell them they are going to listen to a song about a bedroom. Play Class CD Track 23 once so students can hear the complete song.



#### Listen and sing.

TRACK 23

*In my bedroom I've got a bed,  
And next to my bed,  
I've got a table,  
Next to my table,  
I've got a chair,  
But, Mummy, look!  
I haven't got  
A bookcase or a mirror!  
I haven't got  
A bookcase or a mirror!*

*In my bedroom I've got a bed,  
And next to my bed,  
I've got a cupboard,  
Next to my cupboard,  
I've got a chair,  
But, Mummy, look!  
I haven't got  
A bookcase or a mirror!  
I haven't got  
A bookcase or a mirror!*

- Draw another square next to the first one. Play the track again and ask different students to come to the board and draw the items in the two bedrooms when they hear them named in the song.

#### Wrap-up

- Tell students to look at the two pictures on the board. *Are they the same or different?*
- Encourage the class to help the students correct the position of the items if necessary.



**Owning their learning.**

**C Draw.**

- In this section, the children can draw their favourite room in their home, school or anyplace they like. In doing so, they take ownership of the learning process and the book itself. Encourage them to include as much detail as possible and use lots of colours.
- Invite students to the front to show and describe their favourite room.



**Assessing their own learning.**

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned, take pride in it and be more confident.
- Invite them to say all the new things they can do after working on this unit, including things that may not appear in the box. In turns, everyone shares with the class.
- Congratulate your students for everything they learned so far, and tell them there are lots of new exciting things to learn.

**Extra practice**



**Making the Storybook.**

Ask students to turn to page 93 of their Learner's Book. Show them where to cut the lines and how to fold the page in order to make their Storybook. Assign the roles to four students and read the book as a class. Encourage the children to read the storybook at home for their families.

**ACTIVITIES**

**1 Match.**

- Students match the words with the objects. Monitor to check accuracy. Fast finishers can draw and label the missing bath in the foreground.'

**2 Look and write.**

- Ask students to read the words aloud and then write the words on the corresponding line. Check the exercise with the class.

**Answers, from left to right:** bookcase; window; fireplace; bath; armchair; sofa

**3 Complete the sentences.**

- Revise the prepositions in, on, under and next to with the class. Students then read and complete each sentence using the picture.

**Answers: a. next to b. under c. in d. next to e. on**

**Extra practice**



**Game: Follow the instructions.**

Ask the students to clear their desks and leave only their pencil case and one book. They play in pairs.

Give instructions: *Put the rubber next to the pencil case.* Repeat. Wait for most of the children to do it and explain that the first ones to follow the instructions win. Continue giving instructions: *Put the pencil case on the book. Put the rubber on the book and put the pencil under the book. Put the pen next to the pencil and put the rubber in the pencil case.*



**Note:**

On pages 49 and 50 of your Teacher's Book you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning.

**Following are the answers to the exercises.**

Page 49. Exercise A.

**Answers: 1.** study, piano, bookcase **2.** bedroom, beds, armchair **3.** kitchen, cooker, cupboard, fridge **4.** bathroom, bath, mirror **5.** living room, sofa, fireplace

Page 50. Exercise A.

**Answers: 1.** glass, glass, the same **2.** plastic, wood, different **3.** plastic, plastic, the same **4.** wood, wood, the same **5.** glass, metal, different



Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Look and write.



## My doll's house

beds armchair kitchen sofa ~~piano~~ bedroom ~~study~~ mirror living room

cooker bathroom bath fireplace cupboard fridge ~~bookcase~~



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1. This is the study .  
I've got a piano . But I haven't got a bookcase .
2. This is the \_\_\_\_\_ .  
I've got two \_\_\_\_\_ and an \_\_\_\_\_ .
3. This is the \_\_\_\_\_ .  
I've got a \_\_\_\_\_ and a \_\_\_\_\_ .  
But I haven't got a \_\_\_\_\_ .
4. This is the \_\_\_\_\_ .  
I've got a \_\_\_\_\_ and a \_\_\_\_\_ .
5. This is the \_\_\_\_\_ .  
I've got a \_\_\_\_\_ .  
But I haven't got a \_\_\_\_\_ .



**A** Look and write.



- What material are they made of? Is it the same material?



1. glass                      glass

They are the same

2. plastic                      wood

They are different



3. \_\_\_\_\_

They are \_\_\_\_\_

4. \_\_\_\_\_

They are \_\_\_\_\_



5. \_\_\_\_\_

They are \_\_\_\_\_

6. \_\_\_\_\_

They are \_\_\_\_\_

# GAME & INTEGRATION

## UNITS 3 - 4

### Pages 56-57

#### Let's play!

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- As they fall on the different spaces, they have to complete the sentences or do what the space says.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

### Page 58

#### Integration units 3-4

##### A Choose and write.

- Ask students to draw their bedroom on the blank space provided. Encourage them to include as many details as possible and use lots of colours, because they will later choose the appropriate options to write about their bedrooms.

##### B Choose and write.

- Ask students to complete the sentences using the words provided for each one in the column to the right. Invite students to read possible combinations. Tell them the option they choose should be true for their bedroom. If no answer is true, they can make up their own. For example: *My bedroom is orange.*

### Page 59

##### C Read and draw.

- Tell students that the two children and their dad live in a lighthouse. There is only one room on each floor. Read the words in the word bank with them. Then, the students complete the sentences, crossing out the words as they go. When they finish, ask different students to read their sentences aloud.

**Answers:** 1. armchair, cupboard 2. window, bath 3. bookcase, sofa, fireplace





# 5 My day

## Objectives:

- Recognising and naming daily activities

## Key language:

- Parts of the day

## Materials:

- Flashcards of food and daily activities

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4-8.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages 83-86.

## Page 60

### Warm-up

#### Revising food vocabulary.

- To refresh food vocabulary, you can use the photocopiable exercise on page 59 of your this book.
- Then, hold up food flashcards one at a time: *What's this? A banana.* Draw a large plate on the board: *Chicken and pizza. I like chicken and pizza.* Ask students to repeat the phrase. Hand out sheets of A4 paper and ask students to draw a large plate with food that they like on it: *Draw your favourite food. What's on your plate? Pizza and apples. I like pizza and apples.* Ask students to walk around the class and tell their classmates about their plates: *This is an apple. I like apple.* Ask the children to save the drawings.

### Presentation

#### Setting the context.

- Ask the children to open their Learner's Book at pages 60 and 61. Ask: *What can you see?*
- Ask what they think this unit is about. *Is this unit about a fridge and objects in the house? Is this unit about robots? Is this unit about daily activities?*

#### Presenting new vocabulary.

- Hold up the flashcards of daily activities one by one and present the words: *I get up, I have breakfast, I go to school.* Help students understand the different meals:

*What food do you have for breakfast? Milk and bread. Lunch? Ham sandwich. Dinner? Spaghetti.*

- Place the flashcards on the board and mime one of the daily activities. *Guess the daily activity.* Encourage them to say the complete phrase: *I get up.* Students who guess correctly come to the front to perform their own mime.
- Ask students to predict what the CD Track is going to be about: Jack talking about his day.

### A Listen and look.

- Tell the class that they are going to listen to a boy describing his day. Play Class CD Track 24.



TRACK 24

### Listen and look.

*Jack: I get up early.  
I have breakfast.  
I go to school.  
I have lunch.  
I have dinner.*

- Play the track again:
  - *Listen and point.*
  - *Listen and repeat.*

## Page 61

### B Look and match.

- Help students identify the first four pictures in exercise B: *Which activity is this? Go to school. Which activity comes first? Get up.* Play Track 24 again and ask students to check their answers. Show the class page 61 and present the words: morning, noon, night. Ask students to tell you things they do at these times of day: *I get up in the morning.* Point to the first activity and ask students to tell you if this activity is for the morning, noon or night. As you ask this, you can point to the corresponding pictures to help students understand: *Do you go to school in the morning, at noon or at night? In the morning.*
- Note: If your class goes to school in the afternoon, you can use picture **b** as noon/afternoon.

**Answers:** 1 - a, 2 - a, 3 - b, 4 - c

## Wrap-up

### Miming daily activities.

- Divide the class into groups of four and hand out a flashcard of a daily activity to each group. Ask them to practise miming the activity as you go round the class to ensure that everyone understands their flashcard. Ask a member of each team to act out a daily activity and tell the other teams to guess the activity. Give points to the team that guesses correctly. Collect and redistribute the flashcards. Make sure that different students from each group participate in miming the actions.

## Page 62



### Objectives:

- Developing listening skills
- Presenting new daily activities

### Key language:

- Parts of the day
- Giving information and describing actions
- Agreeing

### Materials:

- Flashcards of daily activities
- Small white cards (four per child), paper clips, rubber ball

## Warm-up

### Revising meals and parts of the day.

- Ask the children to take out their drawings of food. Students work in pairs: Student A: *I like pizza for dinner.* Student B: *When?* Student A: *At night.* Borrow a drawing and demonstrate with a student.

## Presentation

### Introducing *go to bed*.

- Mime the action of getting into bed: *Oh, I'm tired. Let's go to bed!* Ask the students to copy your action and encourage them to repeat the phrase: *Go to bed.* Draw a picture of the sun and a picture of the moon and stars. Help students identify the words: *What's this? Sun.*

*What are these? Stars, moon.* Write the words *I go to bed* on the board and invite a student to draw a line on the board from these words to either the picture of the sun or the moon and stars. Help him or her say the phrase: *I go to bed at night.* Ask students to repeat chorally.

## A Listen and sing.

- Ask students to open their Learner's Book at page 62. Focus students' attention on the scene and elicit the activities for each picture: *What is this activity? Get up.* Tell the class that the mouse is going to sing a song about his day and explain the phrase: *This is the way that...* Play Class CD Track 25 and ask students to listen to the complete song: *Look at the pictures and listen to the song!*



## Listen and sing.

*This is the way that I get up  
I get up, I get up  
This is the way that I get up  
Every day in the morning.*

*This is the way that I have breakfast  
I have breakfast, I have breakfast  
This is the way that I have breakfast  
Every day in the morning.*

*This is the way that I go to school,  
I go to school, I go to school  
This is the way that I go to school  
Every day in the morning.*

*This is the way that I have lunch  
I have lunch, I have lunch  
This is the way that I have lunch  
Every day in the afternoon!*

*This is the way that I have dinner  
I have dinner, I have dinner  
This is the way that I have dinner  
Every day in the evening!*

*This is the way that I go to bed  
I go to bed, I go to bed  
This is the way that I go to bed  
Every, every night. Good night!*

- Play the track again and do one or more of the following activities and encourage students to sing the song. Ask them to do the movement as they sing along.

**Introducing play games.**

- Say: *Let's play a ball game.* Ask students to stand up. Throw the ball to a child and ask him or her a question about daily activities: *When do you go to school? In the morning.* Tell him or her to throw the ball back to you and repeat with another student. Then, ask: *When do you play games?*

**B Listen and number.**

- Tell students to open their Learner's Book at page 63. Help students identify the pictures: *Who can you see in this picture? What activity is it? Is it in the morning?* Tell students they are going to hear different children describe when they do things. Ask them to number the pictures in the order that they hear them being described. Play Class CD Track 26 and pause after each sentence to give students enough time to identify and number the pictures. Play the track again and clarify the correct answer: *Which is number 1? Have breakfast. Point to the picture.*

**Listen and number.**

Girl: *I have breakfast in the morning, and you?*

Boy: *Yes. Me too.*

Narrator: *Write number 1.*

Girl: *I play games in the afternoon, and you?*

Boy: *Yes. Me too.*

Narrator: *Write number 2.*

Girl: *I have dinner in the evening, and you?*

Boy: *Yes. Me too.*

Narrator: *Write number 3.*

Girl: *I go to bed at night, and you?*

Boy: *Yes. Me too.*

Narrator: *Write number 4.*

**C Make picture cards.**

- Explain that they are going to make picture cards of daily activities. Hand out four cards to each student. Tell the children to draw a daily activity on each card. They may draw different things. After they have done this, ask different students to show you a card and tell you what the activity is. As you do this, write the different activities on the board. Ask all students to copy on the corresponding card if they drew the same activity.

Continue until you cover all different activities. Ask if anyone drew an activity you haven't written on the board yet.

- Students work in pairs. Tell them to put both sets of their cards facing down. They take turns to turn a card over and name it: *I play games.* For fast finishers or more advanced learners, you can suggest the following sequence: Student A: *I play games.* Student B: *When?* Student A: *In the afternoon.* Demonstrate the activity with a volunteer. Go round the class and use this activity to assess speaking skills.
- Ask the children to stick the picture cards in their English notebooks. Keep the words on the board for the next activity.

**Wrap-up****Matching words and pictures.**

- Refer students to the words on the board. Read them aloud and ask students to repeat: *I get up, I have breakfast.* Give a flashcard of an activity to a student and ask him or her to stick it on the board next to the appropriate phrase. Ask the rest of the class to say *Yes* or *No*.

**Extension****Memorising a sequence.**

- Display three flashcards of daily activities on the board. Point to each one and ask students to identify the activity: *I get up, I have breakfast, I go to school.* Repeat the words in the same order several times. Remove the flashcards and ask students to repeat the sequence. Show them the flashcards to confirm the sequence. Shuffle the flashcards and play again.

**Extra practice****Matching activities to the times of day.**

Draw three suns on the board and number and name them 1, 2, 3; rising, full, setting. Help students to identify the different times of day: *Which sun is in the morning? Number 1. Write in the morning, at noon and in the evening under each of the corresponding suns.* Show students a flashcard and relate the activity to students' lives: *When do you have breakfast? In the morning.* Continue the activity with all the flashcards.





### Objectives:

- Developing awareness of how other people live
- Presenting parts of a galaxy
- Understanding the differences between day and night

### Key language:

- Describing daily activities with time references
- Answering questions

### Materials:

- Flashcards and word cards
- Cards with time phrases written on them: *in the morning, at noon, in the afternoon, in the evening, at night*
- Poster paper, magazines, glue, scissors, crayons, A4 paper

## Warm-up

### Revising vocabulary through mime.

- On the board, display the flashcards of daily activities in the correct order: morning to night. Ask students to stand up and play Track 25. Students mime the actions as the song plays. Point to the flashcards on the board to help them. Play the track again and encourage students to do the actions and sing along.

## Presentation

### Matching word phrases with pictures.

- With the flashcards still on the board, point to one flashcard and ask students to identify it: *What's this activity? Have breakfast. Do you have breakfast at night? No, in the morning.* Do the same for the other flashcards. Place the corresponding word cards on your table. Ask a student to come to your table and match a word card to the flashcard: *Read the words and match them to the picture.* Point to the matched pair and get the class to tell you *Yes* or *No*. Repeat the activity with the rest of the daily activities.
- Show the students the cards with time phrases and hand them out to different students. Ask them to match the cards to the pairs on the board. Then ask them to say the full sentence *I have breakfast in the morning.*

## A Listen, read and number.

- Ask students to open their Learner's Book at page 64. Focus students' attention on the pictures and help them describe them: *Who can you see? Mummy and baby. What is the activity? Get up. Is this in the morning or at night? Night.*
- Tell students they are going to listen and read along. Play Class CD Track 27 once through without stopping. Point to the words to help students follow the story. Tell them to listen carefully to the track and to number the pictures according to the instructions. Play the track again and pause after each sentence to give students enough time.



### Listen, read and number.

Child: *I play games in the afternoon!*

Narrator: *Write number one.*

Child: *I play games in the evening!*

Narrator: *Write number two.*

Child: *I play games at night!*

Narrator: *Write number three.*

Child: *I go to bed at night.*

Narrator: *Write number four.*

Mother: *I get up at night!*

Narrator: *Write number five.*

- Play the track one more time if they need to hear it again to complete the activity. Check the exercise by asking students to read out the sentences: *What is number one? I play games in the afternoon.*

## Extra practice

### Game: Seek and find.

Students sit in a circle on the floor and close their eyes. Choose five flashcards of daily activities and hide them around the room. Tell students to open their eyes and to look for the hidden flashcards: *Where are the flashcards? There are five cards. Find the cards and show me.* Ask the students who find the cards to tell you the activity and time of the day we do that.



**Presenting vocabulary.**

- On one side of the board, draw the sun. On the other side, draw a comet, a star and a moon. Point to each one in turn and identify them: *This is a comet.* Students repeat chorally. Check their understanding of the drawings: *Can you see the sun in the day or at night? In the day. Can you see Halley's Comet in the day or at night? At night. What else can you see at night? Moon and stars.* Write *Day* and *Night* under the appropriate drawings in big letters. Invite students to the board to draw more suns, moons, stars and comets: *Can you draw two stars?* Make sure they put the object in the correct picture: *Day or Night.*

**B Listen and circle.**

- Tell students to open their Learner's Book at page 65. Ask them to identify the pictures: *What's this? Sun. Can you see it in the day or at night? Day.* Tell students they need to listen carefully and follow the instructions by circling an object in one of the pictures. Play Class CD Track 28 and pause after the first exchange. Give students time to find and circle the sun before continuing. If necessary, help the students by pointing to the pictures as the track is played. Check the answers: *What can you see in picture 1? The sun. Is it day or night? Day.*

**Listen and circle.**

Narrator: Look at picture 1. It's day.  
Can you see the sun? Circle the sun.

Narrator: Look at picture 2. It's night.  
Can you see the moon? Circle the moon.  
Can you see the comet? Circle the comet.  
Can you see the stars? Circle the stars.

**C Make a Day and night poster.**

- Help students identify what materials they need to make the poster: *What materials do you need? Scissors, glue, paper and coloured pencils.* Students work in groups of four. Students take out their scissors, glue sticks and coloured pencils. Hand out poster paper to each group, with the magazines. Tell students to make one picture of the day and one picture of the night using photos from the magazines. Students label the objects—moon, sun, comet—and the activities during the day or night—have breakfast, go to bed. Go round the class and ask questions: *Is this day or night? Day. What can you see in the day? The sun. What activities can you do in the day? Play games.* Display the posters around the class.

**Wrap-up****Practising unit vocabulary.**

- Ask students to stand by the poster display. Point to a picture on one of the posters and ask questions: *Is this the day or night? Is it morning or afternoon? How many stars can you see? What colour is the sun? How many moons are there?*

**Extension****Talking about day and night activities.**

- Tell students about your day as you make simple drawings on the board: *This is my day. I get up in the morning and have breakfast. I have dinner at night and I play games.* Tell students to draw their days. With the drawings, students work in pairs. Ask them to show their pictures to their friends and talk about their day and night activities. Help the students use full sentences. Collect the pictures for next class.






**Objectives:**

- Talking about oneself

**Key language:**

- Revision: parts of the day, food, meals

**Materials:**

- Day and night posters from CLIL section, sheets of paper.

**Warm-up****Matching spoken words and pictures.**

- Describe one of the day and night posters that are displayed around the classroom from previous class. Ask students to point to the poster as they realize which one it is. Repeat the procedure with other posters.

**Presentation****Presenting the illustrations.**

- Ask students to open their Learner's Book at page 66. Help students describe what they see: *How many parts of the day can you see? Four. What are they? Morning, afternoon, evening, night. Which activities can you see? Go to bed.* Ask different students to read the phrases under the pictures.

**A Write, match and say.**

- Students match the times of day with the activities according to their own routines. Explain that students will match different things. Ask: *When do you go to bed? At night. Who goes to bed in the evening? Hands up.* Explain that both are correct.

**Answers:** morning; afternoon; evening; night

In the morning - I have breakfast; In the morning/In the afternoon - I go to school; In the afternoon/In the evening - I play games; In the evening / At night - I have dinner, I go to bed

**B Listen and sing.**

- Tell students that they are going to hear a song about daily activities. Play Class CD Track 29 once through so students can hear the whole song.

**Listen and sing.**

*In the morning I go to school.  
I like that, I like that!  
In the afternoon I play games,  
I like that, I like that too!*

*Hello, hello, hello friends,  
Hello, hello my friends!  
Hello, hello, hello, friends,  
Hello, hello, hello, my friends,*

*In the evening, I have dinner.  
I like that, I like that!  
And then it's time to go to bed,  
I like that, I like that too!*

*Good-bye, good-bye, good-bye, friends,  
Good-bye, good-bye, my friends!  
Good-bye, good-bye, good-bye, friends,  
Good-bye, good-bye, good-bye, my friends.*

- Play the track again and do one or both of the following activities each time:
  - *Listen and mime the actions.*
  - *Listen and sing in turns:* divide the class into two groups. Tell one group to sing the verses and the other group to sing the chorus. Then, swap roles.

**Wrap-up****Drawing breakfast, lunch and dinner.**

- Remind students about the mouse in the song: *Can you remember which activities he did?* Play Class CD Track 25 and ask the class to sing along. Explain to students that they are going to decide what the mouse has for breakfast, lunch and dinner. Write the three words on the board and elicit ideas from the class: *What does he eat for breakfast? Juice, bread.* Draw the food on the board under the correct heading. Hand out paper. Tell students to copy the words from the board and make drawings of breakfast, lunch and dinner. Students label the meals in their pictures.
- Ask students to tell you about their mouse's breakfast: *You are the mouse. What do you eat for breakfast? Cheese and milk. When do you have breakfast? In the morning.*

## Extra practice



### Inventing a new verse to a song.

Tell the class that they are going to invent a new verse for the song. Play Class CD Track 29 to remind the class of the activities and tune. Write the activities in the song on the board; go to school, play games, etc. Play the track again and stop after *In the morning*. Ask students to put up their hands with ideas for other activities. Make sure they don't use any of the activities already on the board. Then students sing the line with the new activity. Repeat the process again with the rest of the song. If possible, encourage students to sing the whole song with the new words.

## Page 67



### I like

#### Owning their learning.

##### **D** Draw.

- In this section, the children think about what they liked most about the unit, or the classes. By doing so, they take ownership of the learning process and the book itself.
- Invite the students to draw their favourite activity of the day or night. Encourage them to be creative and use lots of colours. Ask them to put a title to their drawing: *I like playing games in the afternoon*. Assist with spelling.
- Hold a class vote for the best activity: *Put your hands up if your favourite activity is to play games*.



#### Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned, take pride in it and be more confident.
- Invite them to say all the new things they can do after working on this unit, including things that may not appear in the box on page 67. In turns, everyone shares with the class. Encourage students to express agreement: *Yes. Me too*.
- Congratulate your students. Say: *Now you can name the parts of the day! You can talk about your activities and describe actions!* Ask them: *What else would you like to learn?* Wait for the students' answers and reply: *In time, you will learn everything you want to. You are on the right track!!*

## Page 68

### ACTIVITIES

#### 1 Look and write.

- Ask a student to read out the first sentence under the picture: *I have lunch*. Students help you identify the correct time of the day: *I have lunch in the morning, right? No, at noon*. Instruct the students to match the remaining activities and times of day. *I have lunch at noon*.

**Answers:** I have lunch at noon. I have breakfast in the morning. I go to bed at night. I have dinner in the evening.

## Page 69

#### 2 Read and label.

- Focus the children's attention on the pictures and elicit descriptions: *What can you see in this picture? A boy in bed. What activity is this? Getting up*. Ask students to point to the corresponding words in the box. Make sure everyone understands that each verb is followed by more than one option and they need to choose one in each case: *Go to bed, Go to school*.

**Answers:** get up, have breakfast, go to school, go to bed, have dinner, have lunch, play games



#### Note:

On pages 59 and 60 of your Teacher's Book you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning.

#### Following are the answers to the exercises.

Page 59. Exercise A.

**Answers:** Students' own answers.

Page 60. Exercise A.

**Answers:** **1.** In the morning I like (students' own answers), but I don't like (students' own answers). **2.** At noon I like (students' own answers), but I don't like (students' own answers). **3.** At night I like (students' own answers), but I don't like (students' own answers).

Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Draw  or  and write.



Pizza

I like pizza.

---



Eggs

I don't like eggs.

---



cheese

---



milk

---



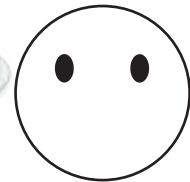
apples

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chicken

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banana

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ham

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bread

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spaghetti

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Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Complete the sentences.



- What part of the day is it? What food do you like?

### MY FAVOURITE BREAKFAST.

In the \_\_\_\_\_

I like \_\_\_\_\_ but I don't

like \_\_\_\_\_.

### MY FAVOURITE LUNCH.

At \_\_\_\_\_ I like.

\_\_\_\_\_, but I don't like

\_\_\_\_\_.

### MY FAVOURITE DINNER.

At \_\_\_\_\_ I like

\_\_\_\_\_, but I don't like

\_\_\_\_\_.



# 6 I can play music

## Objectives:

- Recognising and naming musical instruments
- Talking about the instruments one can play
- Making suggestions

## Key language:

- Musical instruments

## Materials:

- Flashcards of musical instruments

## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)

Pages 4-8.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)

Pages 83-86.

## Page 70

### Warm-up

#### Introducing musical instruments.

- Mime playing the guitar, the flute, the piano and the drum. Stop after each action and say: *Guitar. I can play the guitar!* Stick the corresponding flashcard on the board. Finally, mime the actions: *I can sing. I can dance. Can you play the guitar? Yes, I can or No, I can't.*

### Presentation

#### Setting the context.

- Ask the children to open their Learner's Book at pages 70 and 71. *What can you see?*
- Then, ask what they think this unit is about. You can ask: *Is this unit about houses, clothes or musical instruments? It's a music festival. The children are playing the piano, the guitar, the flute and the drums. Are they singing and dancing?*

#### A Listen and look.

- Ask students to count the musical instruments in the pictures: *How many guitars/pianos/flutes/drums can you see?* Explain that the children are practising for the festival. But the little boy, Jimmy, isn't happy about it and you're going to find out why. Play Class CD Track 30.



#### Listen and look.

One.

Jenny: *Let's play the piano!*

Jimmy: *I can play it, too!*

Ben: *Oh, no! Not now! [Pause]*

Two.

Ben: *Let's play the drums!*

Jimmy: *I can play them, too!*

Jenny: *Oh no! Not now!*

Three.

Ben: *Let's play the flute!*

Jimmy: *I can play it, too!*

Jenny: *Oh, no! Not now! [Pause]*

Four.

Ben: *Let's play the guitar!*

Jimmy: *I can play it, too!*

Five.

Jenny and Ben: *Let's sing and dance!*

Jimmy: *I can sing and dance, too!*

Jenny and Ben: *Oh, yes! Wow!*

- Play the track again and do one or both of the following activities each time:

- *Listen and mime.*
- *Listen and repeat.*

## Page 71

#### B Look and number.

- Help students identify the five pictures in exercise B. Explain that they have to number the pictures in the order they hear them and read the following:

*Play the guitar!*

*I like the guitar!*

*Write number one.*

*Play the piano!*

*I like the piano!*

*Write number four.*

*Play the flute!*

*I like the flute!*

*Write number two.*

*Dance!*

*I like dancing!*

*Write number five.*

*Sing!*

*I like singing!*

*Write number three.*

### Wrap-up

#### Acting out the story.

- Divide the class into groups of three and explain that they are going to act out the story. Assign a different character from the story (Jenny, Jimmy and Ben) to each student in a group. Play Track 30 and pause after each exchange. Students repeat the words corresponding to their character. Correct rhythm and intonation as needed. Encourage them to mime playing the different instruments as they do this.

**Objectives:**

- Developing listening comprehension skills
- Making and responding to suggestions
- Making a musical instrument

**Key language:**

- Musical instruments, actions,
- Revision: clothes, parts of the body and movements

**Materials:**

- Flashcards of musical instruments and clothes, sticky tape
- Blank cards

**Warm-up****Game: odd one out.**

- Show students the flashcards of the clothes and the musical instruments and elicit the words. Then play *Odd one out* with both sets of flashcards. Choose three flashcards from the same set and one from the other. Say the words while showing the corresponding flashcard. Students listen and identify the odd one out.

**Presentation****Introducing the word *music*.**

- Draw a music stave (5 horizontal lines) and add a few notes. *This is music.* Tell them that musicians can read notes in the same way as we read a text. *Can you read music?*
- Ask the children if they listen to music, and what kind of music they like. Make a list on the board.

**A Listen, sing and point.**

- Ask students to open their Learner's Book at page 72. Ask: *What musical instruments can you see? Is the girl with the green shirt playing the flute? What's the boy with the green hat playing? Look at the boy who is singing. What's he wearing?* Introduce the song: *You are going to listen to a song.* Play Class CD Track 31.

**Listen, sing and point.**

*Let's all sing and dance,  
Listen to the music!  
Let's all play the drums,  
Listen to the music!*

*Let's all play the pi-a-no!  
Let's all play the flute!  
Let's all play the gui-i-tar!  
Let's all sing and dance!*

- Play the track again and do one or more of the following activities each time:
  - *Listen and point.*
  - *Listen and mime the actions.*
  - Divide the class into two groups. Ask them to stand facing each other: *You sing the verses. And you sing the chorus.* Point to indicate when each group should sing.

**Extra practice****Game: Statues.**

Tell students that they are going to dance. Ask them to form a circle. Play Class CD Track 31 again and say: *Let's dance!* Stop the music and say: *Play the drums!* Ask them to remain frozen like statues while playing the drums. Play the music again then stop and say: *Play the flute!* *Play the guitar!* *Play the piano!*

**Page 73****Introducing responses to suggestions:****Yes! Let's dance. / No. I don't want to.**

- Ask the children to turn to page 73 of their Learner's Book. Help them identify the objects and actions in the pictures. Say: *Point to the piano. Point to 'dance'.* *Let's sing!* Encourage students to respond and nod their heads: *Yes! Let's sing!* Say: *Let's dance!* Stand with your arms crossed, shake your head and say: *No. I don't want to.* Students repeat with a sad intonation.

**B Listen and number.**

- Play Class CD Track 32 once so students can listen to all the exchanges. Play the track again and ask them to number the pictures. When they finish, check by saying: *Let's dance! Number 1.* Correct their intonation if necessary.



## Listen and number.

TRACK 32

Girl 1: *Let's dance!*

Boy 1: *Yes! Let's dance!*

Narrator: *Write number 1.*

Boy 2: *Let's play the piano!*

Girl 1: *Yes! Let's play the piano!*

Narrator: *Write number 2.*

Girl 2: *Let's play the flute!*

Boy 1: *No. I don't want to.*

Narrator: *Write number 3.*

Boy 3: *Let's sing!*

Girl 2: *No. I don't want to.*

Narrator: *Write number 4.*

Girl 3: *Let's play the drums.*

Boy 2: *Yes! Let's play the drums!*

Narrator: *Write number 5.*

Boy 4: *Let's play the guitar!*

Girl 3: *No. I don't want to.*

Narrator: *Write number 6.*

## Make picture cards.

- Explain that they are going to make picture cards about music. Hand out four cards to each student. Tell the children to draw a musical instrument or action (dance or sing) on each card. They may draw different things. Write the different activities on the board. Ask all students to copy on the corresponding card if they drew the same. Continue until you cover all different drawings. Ask if anyone drew something you haven't written on the board yet.
- Put students into groups of three and tell them to hold their own cards. They take turns to show a card and make a suggestion: *Let's play the piano!* If the other students have the same card in their hands, they reply: *Yes! Let's play the piano!* If they don't, they reply: *No, I don't want to.* Go round the class and use this activity to assess speaking skills.

## Wrap-up

### Guessing game.

- Place the music flashcards on your table face down. Ask a student to pick one up and show it to the class. Without looking, say: *Let's play the guitar!* If the student is holding the guitar flashcard he or she responds: *Yes! Let's play the guitar!* If not, he or she says: *No, I don't want to.* The class repeats the response each time. Continue with the rest of the flashcards and other students.

## Extension

### Let's dance!

- To revise parts of the body and movements, play a dancing game. Ask students to stand up and copy you. If available, play a song you know the children like as background music (a song from a movie or show). Say: *Let's dance!* Ask them to say and do the movements: *Let's stretch our arms! Let's bend our knees. Let's move our hands. Let's shake our fingers, etc.*

## Extra practice

### Home project: making maracas.

*Students need: empty small plastic bottles, small pebbles and sand, a funnel.*

Tell students they are going to make their own musical instrument. *Take an empty plastic bottle and fill it with small pebbles and sand. To make it easier, you can use a funnel. If you don't have one, you can make one by wrapping a sheet of paper into a cone. Once the bottle is filled, put on the cap. Your maracas will be ready!*





### Objectives:

- Introducing musical concepts
- Understanding the function of charts
- Interpreting a bar chart

### Key language:

- Adjectives
- Expressing opinions, presenting conclusions
- Revision: numbers 1-20

### Materials:

- Flashcards and word cards
- Sticky tape; percussion instrument (drum, tambourine, triangle, etc.)
- Students' maracas
- Old magazines, scissors, glue; five sets of word cards in envelopes: *guitar, drum, flute, piano, sing, dance, play, music*

## Warm-up

### Revising the musical instruments.

- Mime and say the following words: *play the drums, play the flute, play the guitar, play the piano*. Write each sentence on the left-hand side of the board in any order. Tell students they are going to listen to the song from previous section again and put the phrases on the board in order as they hear them. Write numbers 1-4 on the right-hand side of the board: *Listen and tell me the order*. Play Class CD Track 31 once so students can listen to the complete song. Then ask questions: *Which is number one? Play the drums*. Do this with the remaining words. Play the song again so students can join in.

## Presentation

### Presenting the lesson topic and language.

- Take out the percussion instrument and play it loudly. Ask students to tell you how this sounds. Present: *Loud! It's loud!* Play the instrument gently and repeat the procedure: *Soft. It's soft.* Play it quickly: *Fast! It's fast!* Play a few slow beats and say: *Slow. It's slow.* Repeat the words and tell students to repeat after you.

### A Listen and number.

- Ask students to open their Learner's Book at page 74. Help them describe what is happening in each double picture: *One. A girl is playing the flute and a girl is dancing*. Tell students they are going to listen to different types of music and identify the main characteristic of each one. Play Class CD Track 33 once so students can listen to all the music.



### Listen and number.

TRACK 33

*Loud. This music is loud.*  
*Write number one.*

*Soft. This music is soft.*  
*Write number two.*

*Slow. This music is slow.*  
*Write number three.*

*Fast. This music is fast.*  
*Write number four.*

- Play the track again and ask students to complete the exercise by numbering the pairs of pictures. Play the track one more time if they need to hear it again to complete the activity. Check the exercise by asking students to read out: *What is number one? Loud.*

### B Listen and match.

- Students listen to Class CD Track 34 and complete the exercise individually. Check it by holding up your book and tracing lines with your finger to join the sentences to the appropriate photos.



### Listen and match.

TRACK 34

*Number 1 Very slow trumpet music*  
*Number 2 Very soft harp music*  
*Number 3 Very fast violin music*  
*Number 4 Very loud drum music*

## Extra practice

### Making music.

Ask students to take out their maracas. Tell them that they are going to play them according to your instructions. Clap your hands slowly: *Slow! This music is slow!* Students shake their maracas slowly. Do the same for the remaining three words: soft, loud and fast.





**Revising numbers.**

- Count to twenty with the class. Tell students to close their eyes. Pick a number between one and twenty and clap your hands that number of times. Students count silently and raise their hands when they have the answer. Write it on the board for everyone to check.

**C Look and write.**

- To introduce this exercise, show a flashcard of a musical instrument to the class. Say: *It's a guitar. I like the guitar.* Ask a student: *Do you like the guitar?* Elicit Yes or No. Do the same with all the flashcards. Tell students that you can show this type of information in a graph.
- Ask students to open their Learner's Book at page 75. Tell them that a group of girls and boys were asked about their favourite musical instruments. The first graph shows the girls' replies and the second graph the boys'. Explain that each horizontal line represents one child. Point to the yellow bar on the girls' graph and say: *How many girls like the flute? Let's count.* Count the number of lines with them and say: *Twelve! Twelve girls like the flute.* Students complete the corresponding sentence with the appropriate information. Ask them to do the same with the remaining seven bars. If you wish, students can do the activity in pairs. Check the answers with the class.

**Answers:** Ten girls like the drum. Twelve girls like the flute. Fifteen girls like the guitar. Eighteen girls like the piano. Eleven boys like the flute. Thirteen boys like the piano. Seventeen boys like the guitar. Nineteen boys like the drum.

**D Make a Music poster.**

- Help students identify what materials they need to make the poster: *What materials do you need? Scissors, glue, paper and coloured pencils.* Students work in groups of four. Students take out their scissors, glue and coloured pencils. Hand out a piece of poster paper to each group. Write the word *Music* on the board. Say: *Copy this at the top of your poster.* Each student contributes to creating a music poster from magazine pictures. They can also draw on their posters. Ask them to label each picture. Say: *Write the names next to the pictures.* Help students talk about their posters. Students: *They are singing. I like singing. I like loud music and soft music.* Display these posters around the class or in the school hallway.

**Wrap-up****Game: True or False.**

- Hold up one of the posters and describe something in the poster. Say: *I can see three guitars.* Students listen and decide if your sentence is true or false. Say: *Look, listen and say true or false.* Repeat with other items on different posters.

**ROUNDUP****Objectives:**

- Creating and reciting a poem
- Appreciating the importance of rhythm and composition

**Key language:**

- Revision: loud, soft, fast, slow, daily activities

**Materials:**

- Flashcards and word cards; sticky tape, paper

**Warm-up****Associating written words and illustrations.**

- Hand out the unit flashcards to half the class and the corresponding word cards to the other half. Tell students to stand up and hold up their flashcards to find their partners: *Stand up, say your word and find your partner!* When they have all found their partners, call out a word: *Guitar! Hold up your cards!* Ask the pair to stand at the front: *Stand here, please.* Repeat the activity until all the pairs are standing next to each other.

**Presentation****Reading a poem.**

- Choose a simple poem, limerick or nursery rhyme — such as Humpty Dumpty. Make copies for the class. Explain that it doesn't matter if they don't understand all the words. Read it to the class, marking rhythm and intonation. You can snap your fingers to set the beat. Explain that poems have music in them, too. Read it again and encourage children to read along, marking rhythm.

### A Tick (✓) and write.

- Ask students to open their Learner's Book at page 76. Explain that in order to complete each line, they must select one of the two options given and tick the appropriate box. Then, they find the corresponding word in the word box and write it in the sentence. Do the first line together and instruct students to complete the poem. When they finish, give them a few minutes to practise reciting it aloud. Invite volunteers to recite their poem for the whole class.

Answers: students' own answers

### B Listen and sing.

- Draw a timeline on the board with a rising sun on the left and the moon and stars on the right. Point to the sun and say: *In the morning*. Point to the moon and stars and say: *At night*. Then, point to the sun. Pretend to yawn and motion getting out of bed. Say: *In the morning, I get up*. Mime having a shower. Say: *I have a shower*. Continue in the same way with eating breakfast and picking up a schoolbag to go to school. Point to the moon. Motion and Say: *I do my homework. I have my dinner. I go to bed*. Ask students: *What do you do in the morning?* Ask: *What do you do at night?* Tell them they are going to hear a song about how we feel in the morning and how we feel at night. Play Class CD Track 35 once so they can listen to the complete song.



### Listen and sing

TRACK 35

*In the morning,  
I hear the music,  
It's loud, it's fast.*

*The drum and the guitar,  
They say: "Get up!  
And go to school!"  
And I get up,  
And I go to school.*

*And then at night,  
I hear the music,  
It's soft, it's slow.*

*The piano and the flute,  
They say: "Relax!"  
And go to bed!"  
And I relax,  
And I go to bed.*

- Hand out the flashcards of the four musical instruments, the corresponding word cards and cards for *loud*, *soft*, *fast* and *slow* at random. Play Class CD Track 35 again. Ask students to hold up their flashcard or word card if they hear the word in the song. Say: *Listen and show me*.

### Wrap-up

#### Making the Storybook.

- Ask students to open Learner's Book at page 95. Show them where to cut the lines and how to fold the page in order to make their Storybook. When they have assembled the book, read it together. Encourage students to tell the story to their families when they get home.

### Page 77



### I like

#### Owning their learning.

### C Draw.

- As this is the last unit, ask the children to think about what they liked most about the book and the year. This will make them think about everything they learned. Encourage them to look at previous units and talk about them. This way, they take ownership of the learning process and the book itself.
- Invite the students to draw something related to their favourite unit and put a title to it, for example, *My house*. Assist with spelling.
- Hold a class vote for the most popular unit: *Put your hands up if your favourite unit was Stretch and bend*.

### I can

#### Assessing their own learning.

- Tell the class that you are going to play a game to help them revise some of the things they have seen in the book. The game consists of finding the correct picture from the book: *Find an umbrella. Find a sofa. Find a dance teacher*.
- Ask the children to reflect on everything they learned in this unit and over the year and share with the class: "I can ...". Encourage students to express agreement: *Yes. Me too*. Make them feel proud and confident.
- Congratulate your students on a year's hard work: *Good job!*

## Extra practice



### Revising vocabulary from units 1 to 6.

You need: flashcards and word cards from the whole year.

Tell students that they are going to classify the vocabulary they have learnt in the year. Divide the board into six columns and write the following categories as headings: *The body, The weather, Houses, Furniture, Actions and activities, Music*. Shuffle the flashcards and hand them out, keeping the last one for yourself. Show students your flashcard and ask: *What is it?* Elicit the word, then say: *Music? Furniture? The body?* Stick the flashcard in the appropriate category when students identify it. This game can also be played in teams.

## Page 78

# ACTIVITIES

### 1 Look and write.

- Ask a student to read each word and match it to the corresponding instrument or action. Walk round the room while they are working to check accuracy.

Answers, clockwise: piano, flute, guitar, sing, dance, drums

### Extension

#### Unscrambling sentences.

- On the board, write the following sentences. Make sure you scramble them:
  - I like playing the piano.
  - Let's sing.
  - I don't like loud music.
  - I can play the guitar.
- Ask the children to write them on their notebooks in the correct order. Check the exercise by asking different students to read the sentences.

## Page 79

### 2 Match and draw.

- As a class, read the suggestions in the first column. Tell students to match the suggestions with the pictures. When they finish, tell students to draw and colour the unfinished items. Correct the exercise by reading and pointing to each suggestion in turn and eliciting the response: *Let's play the piano! Yes! Let's play the piano!*

Answers: 1-B, 2-E, 3-D, 4-A, 5-C

## Extra practice



### Talking about your favourite singer or band.

As a home project, ask students to make a poster of their favourite singer or band. Ask them to include pictures and titles of their favourite songs. When they bring the posters to class, invite students to talk about their favourite artist. *This is my favourite artist. He can sing and play the guitar.*



### Note:

On pages 68 and 69 of your Teacher's Book you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning.

#### Following are the answers to the exercises.

Page 68. Exercise A

Answers: 1. fast, slow 2. loud, soft 3. slow, fast 4. soft, loud

Page 69. Exercise A

Answers: 1. play the guitar 2. dance 3. play the piano 4. play the flute 5. sing, play the guitar

Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Look and write.



slow fast loud soft



fast



slow



Name \_\_\_\_\_ Date \_\_\_\_\_



**A Match and complete.**

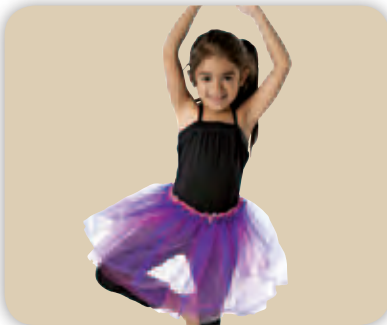
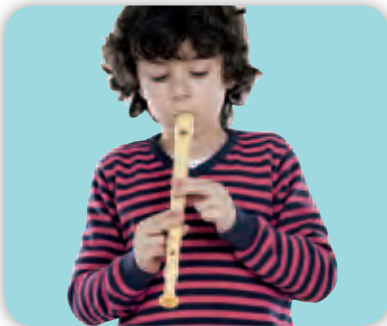


dance

play the piano

~~play the guitar~~

play the flute



1. Hi, I'm Tom. I'm wearing a red shirt, jeans and trainers. I can play the guitar.

2. Hi, I'm Lisa. I'm wearing a purple skirt. I can \_\_\_\_\_.

3. Hi, I'm Ashley. I'm wearing a blue sweater and jeans. I can \_\_\_\_\_.

4. Hi, I'm Jack. I'm wearing a red and black sweater. I can \_\_\_\_\_.



# GAME & INTEGRATION

## UNITS 5 - 6

### Pages 80-81

#### Let's play!

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- As they fall on the different spaces, they have to complete the sentences or do what the space says.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

### Page 82

#### Integration units 5-6

##### **A** Draw and write.

- Ask different students to read the words at the top of the page and ask the rest of the class to identify them by miming the actions. Help students complete the first sentence: *What can you do in the morning? Get up, go to school.* Write *get up* or *go to school* here. You decide. Ask them to complete the rest of the sentences themselves. Then, tell them to draw pictures of the activities they chose.

Answers: students' own answers.

### Page 83

##### **B** Look and circle.

- Read the words with the class. Ask students to identify the colours of the paint drops. Next, point to the flute player and ask: *Is the flute soft or loud?* Show them the brown circle around the picture and the brown paint drop next to the word soft: Soft – brown. Point to the drums and do the same: *Red – loud.* Confirm that the train is fast and the bike is slow.

Answers: a. green b. red c. blue d. brown

##### **C** Complete.

- Ask students to complete each sentence with the appropriate word. Check the exercise by asking different students to read them aloud.

Answers: a. The train is fast. b. The drum music is loud. c. The bike is slow. d. The flute music is soft.



# EXTRA ACTIVITIES

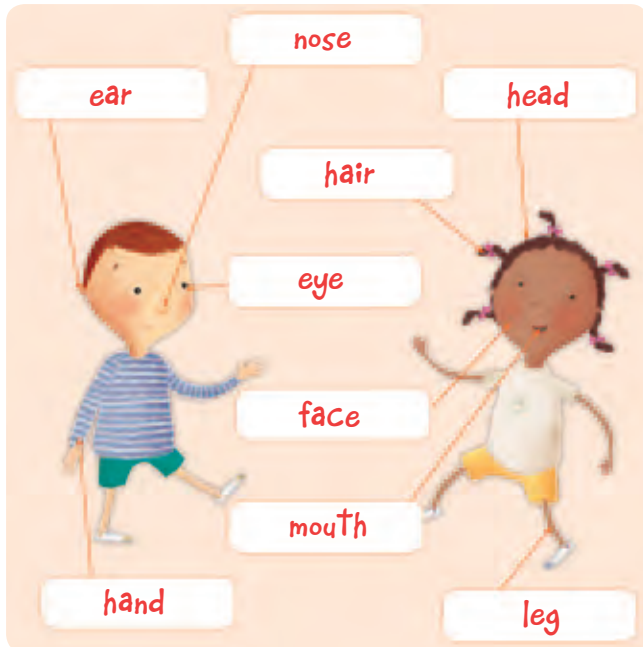
## UNIT 0

### Page 84

#### 1 Read and label.

- Focus student's attention on the two children. Explain that they have to label the body parts using the words in the box. Go round the room and offer help where necessary. Check the exercise with the whole class.

Answers:



## UNIT 1

### Page 85

#### 1 Circle.

- To do this exercise, revise can/can't and verbs of movement (bend, stretch, shake) if necessary. You can do the first picture together. Focus the students' attention on the picture of the boy in the beach and especially on his right foot. Ask: *Can he move his foot?* Elicit a negative answer and tell the children to circle *can't*.

Answers:

I can't move my foot.  
I can stretch my arms.  
I can touch my toes.  
I can shake my hands.  
I can't bend my fingers.

## UNIT 2

### Page 86

#### 1 Choose and write.

- Ask the class what a postcard is and why we use them. Tell students they need to complete the postcards using the words in the box. Ask the class about the first postcard: *Is it cold or hot?* Tell students to complete both postcards. Make sure they know that they don't have to use all the words and that they have to make up the names of the sender and recipient. Go round the class and offer help where necessary. Check the activity by asking students to read out the postcards.

Answers:

Dear (students' own answers),  
It's hot and sunny today. I'm wearing my hat.  
Love,  
(Students' own answers)

Dear (students' own answers),  
It's cold and raining today. I'm wearing my coat and my boots.  
Love,  
(Students' own answers)

## UNIT 3

### Page 87

#### 1 Complete.

- Ask students to identify the rooms: *What room is this? Bedroom. Point to mummy. Point to daddy. Where is Grandma?* Tell students to complete the answers to the questions. Go round the class and ask individual students to read the answers to you.

Answers: a. garden b. bathroom c. bedroom d. kitchen e. living room

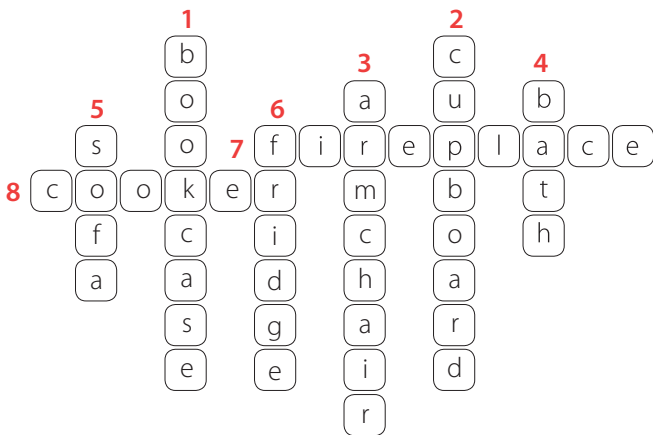
## UNIT 4

Page 88

### 1 Look and write.

- Focus students' attention on the pictures. Ask: *What is number 1? Cupboard.* Do the same for all the pictures. Tell the children that they have to complete the crossword in pairs. Let them know that if they don't remember how to spell a word, they can go back to Unit 4 to find it.

Answers:



### 2 Complete the sentences.

- Ask students to use the words from the crossword to complete these sentences. Explain that the order of the words may vary from one student to another.

Answers: armchair/sofa/fireplace/bookcase, cupboard/fridge/cooker, bath

## UNIT 5

Page 89

### 1 Complete.

- Ask students to look at the pictures and elicit descriptions. *What can you see in the first picture? A boy, a train, a teddy bear, a robot, a bed.* *What is the boy doing? Getting up.* Do the same for the other pictures. Ask students to complete the sentences using the words in the box.

Answers:

I get up in the morning.  
I go to school in the morning.  
I play games in the afternoon.  
I go to bed at night.

## UNIT 6

Page 90

### 1 Look and write.

- Ask the children to look at the picture and say what they can see. Tell them that this is a sign for a festival. *What kind of festival? A music festival.* Ask them to complete the sentences below. Walk around to offer help. Check the exercise by asking students to read the sentences aloud.

Answers: music, dance, sing, play, guitar/flute/piano/drums.