

# SMARTY

ENGLISH FOR PRIMARY SCHOOL

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5





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	GRAMMAR	VOCABULARY	CLIL
	Present Continuous. Simple Present. How many. Can. There is / There are.	School objects. School subjects. The time. Colours and shapes. Occupations.	
	Have / Has got. Object pronoun: <i>them</i> .	Insects. Sense verbs.	Natural science.
	Simple Present.	Parts of the body. Illnesses and injuries.	Natural and social science.
			
	Present Simple. Prepositions of place.	Cardinal points.	Social science.
	Simple Present. Have to.	Countries. Narrative sequence words. Feelings.	Social science.
			
	Good at + -ing. Superlative adjectives.	Tools. Animals. Geographical areas.	Natural science.
	Simple Past: was / were.	Adjectives. Sports.	Social and natural science.
			



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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** and it respects each individual 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, accepting that all families are different.
- *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 experience **a variety of fiction types**, for example traditional stories and poems.
- *Smarty* **integrates the learning of English with the learning of content** related to curricular subjects like Science, Art 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' needs 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. **At the next stage, 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

The Communicative approach in the language classroom sees the goal of language as communicative competence. This approach is at the heart of *Smarty*. *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:

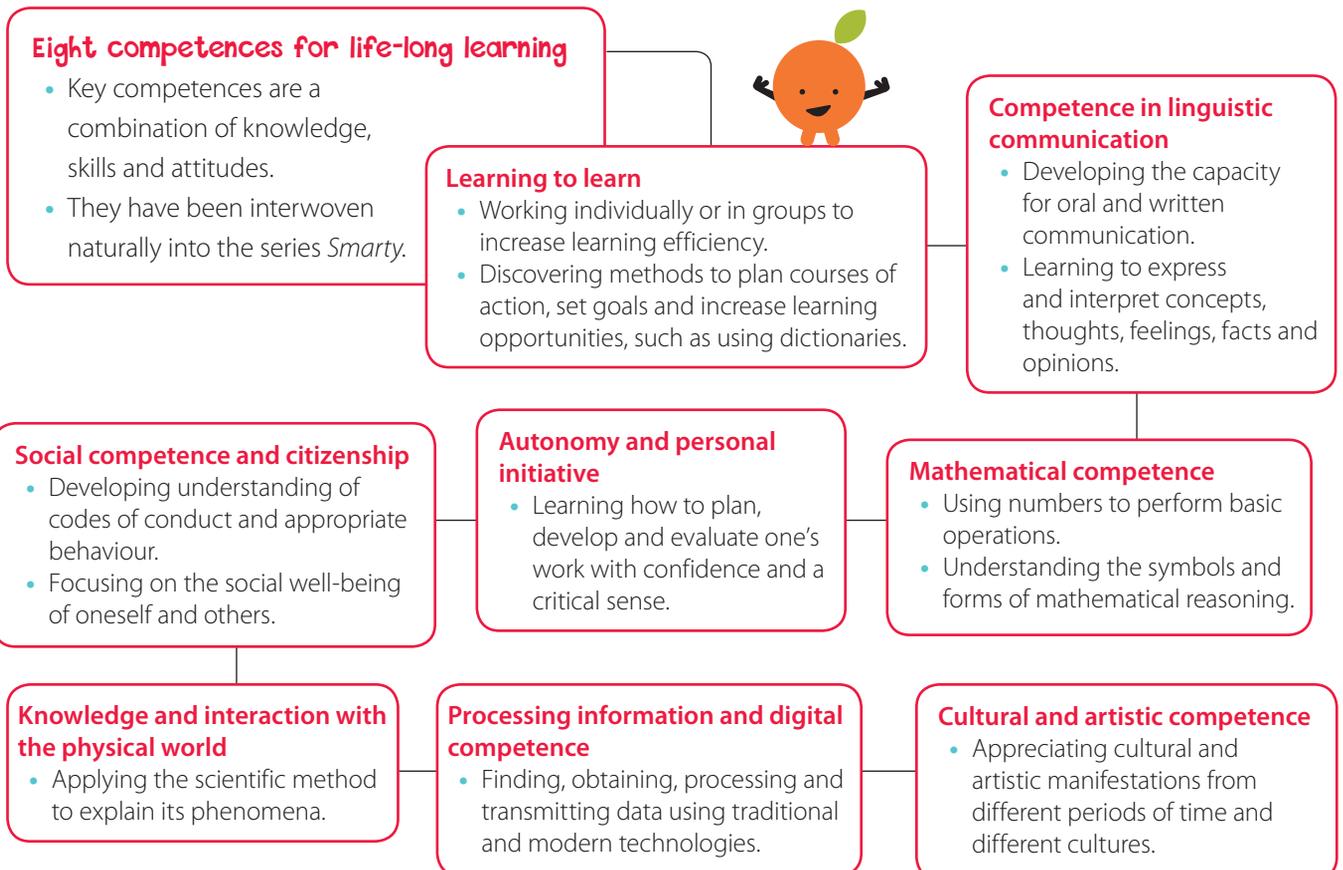
- have clear social, linguistic and academic objectives;
- encourage the exchange of ideas and information between learners;
- include activities such as information-gap exercises;
- develop opportunities for creativity through acting out, drawing and content-based tasks.

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

The 4 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.

## 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.

### 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.

### Warm-up

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

### Wrap-up

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

### Extra practice

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

### Extension

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

## 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, and cultural and artistic competence, processing information and digital 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.



## 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.

## WRITING

- The Writing section in levels 4, 5, 6 and 7 focuses on different text formats. It provides a model example and it encourages learners' creative production.

## ACTIVITIES

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

## GAME & INTEGRATION

- Every two units, there are four pages of Game and Integration.
- The games integrate unit vocabulary, structures and skills.

## EXTRA ACTIVITIES

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

## 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.

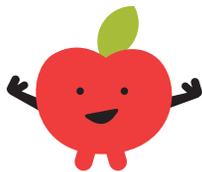
## All in all

*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 yourself
- Talking about school subjects
- Describing routines

## Key language:

- School objects
- School subjects
- The time
- Colours and shapes
- Occupations



## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)  
Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)  
Pages: 88, 94, 96.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)  
Page: 332.

## Page 6

### Warm-up

#### Talking about schools

- Greet the class and introduce yourself.
- Tell students what they are going to work on in the unit:  
*We're going to talk about school.*
- Ask students to get into pairs. Write the following questions on the board: *What's your name? Do you like school? What's your favourite subject?*
- Students ask one another these questions in their pairs. When they have finished, they tell the class what their partners said: *This is Pablo. He likes Maths.*

### Presentation

#### Setting the context

- Display pages 2 and 3 of Learner's Book. Point to and identify the school and the children in the picture: *What can you see in the picture? Can you see any teachers? What are the children doing? Where are they going?*

## A Listen and find.

- Explain to the class that they are going to listen to conversations that mention different objects in the picture. Ask students to point to these objects in the book as they are named.



## Listen and find.

TRACK 2

1

Boy: Hello Gina! It's great to see you!

Girl: Yes, and we're in class 4 this year. That's upstairs!

2.

Girl: Hey Jake, what are you doing with that rope?

Boy: It's Sports this morning. I'm in the school team!

3.

Boy: Quick Annie. We're late!

Girl: No, we're not. Look at the clock...

Boy: Oh! You're right!

4.

Male teacher: OK children! Time for class!

5.

Girl: Bye Mum! See you later!

Boy: Look, Nicky. That's our new English teacher.

Girl: We've got English this afternoon.

## Page 7

## B Look and say upstairs or downstairs.

- Ask students to look at the list of words. Read the words out loud and ask the class to try to remember what they mean. They do not need to remember all of them right now.
- Point to some of the items in the classroom and ask: *What's this? It's a bag. It's a red bag.*
- Display the picture. Show how upstairs and downstairs are different. Ask students to work in pairs to locate all the items on the list. When they have finished point to each of the objects with the help of the class.

**Answers: Upstairs:** a blue bag, a green door, a cabinet

**Downstairs:** a tall plant, a guitar, fish

### C Say True or False.

- Go over the vocabulary that appears in the exercise. Point to or draw some of the objects: *What's this? It's a coat. And this? It's a ball.*
- Read the sentences out loud. Ask whether they are true or false.
- When you have finished with all the sentences, students can compare their answers with a partner. Correct the exercise with the whole class.

#### Answers:

- |          |          |
|----------|----------|
| 1. False | 4. True  |
| 2. False | 5. False |
| 3. True  | 6. True  |

### Wrap-up

#### Saying where someone is

- Display pages 6 and 7 of the Learner's Book. Ask the class to look at the people and objects in the picture and to try to remember them.
- Tell students to close their books and ask them where different people and objects are. You can make up names for the people, if you like: *Where's John, the teacher? He's upstairs. Where's the fish tank? It's downstairs.*

### Extra practice

#### Guessing game

- Ask students to get into pairs. One child chooses a character from the picture. The other child asks questions to find out who it is. Only Yes or No questions can be asked: *Is he a boy? Yes, he is.*



### Extension

#### Describing the classroom

- Draw a box on the board shaped like the classroom. Now draw the door and ask students: *What's this? It's a door. Ask where the door is: Is it on the left or on the right? It's on the right.*
- Draw some classroom objects outside the box, for example, a desk, cabinet, board, window. Ask students to decide where in the classroom each object should go. Follow their directions and draw the objects inside the box. If you prefer, ask for a volunteer to draw the items.

## Page 8

### Warm-up

#### Guess the subject

- Display different subject flashcards: Maths, English, Art, Music, Science, History, Geography, Sports.
- Write the subjects on the board and stick the flashcards under each one. Ask students how to pronounce the subject words, stressing the importance of pronouncing words correctly: *What's this? Music. M-u-s-i-c.*
- Remove the flashcards and leave the subject names. Shuffle the cards and then place them back on the board without the pictures showing.
- Point to each card and let students guess the subject by asking Yes or No questions: *Is it Maths? No, it isn't. Is it Music? Yes, it is.*
- To continue the game, you can ask a volunteer to go to the board to answer the questions.

### Presentation

#### Expressing opinions

- Hold up one of the subject flashcards. Ask students to tell you when they have that class and whether they like it: *When do you have Art? We have Art on Mondays and Wednesdays. Do you like Art? Yes, I do.*
- Write on the board: What's your favourite subject? Tell students that they are going to carry out a survey to find out what the most popular subjects in the class are. To start the survey, ask the class the question. Keep a tally on the board of the number of votes for each subject. Count the votes and announce the subject winners: *The most popular subject in the class is English. The second favourite is Science.*

### A Listen and sing.

- Ask students to open the Learner's Book at page 8 and display the page using the book.
- Point to a couple of pictures. Ask the class to tell you if they can identify the objects.
- Play the song for the first time. Let students get comfortable with the beat and listen to what the song is about: *Did you like the song? What's it about?*



## Listen and sing.

TRACK 3

### Favourite subjects!

History, Geography,  
Maths and Science,  
English and Art.  
We're so smart!  
Do you like Music?  
Yes I do!  
But Sports is my favourite.  
What about you?

- Students listen to the song a second time and sing along. Display the subject flashcards as each subject is mentioned in the song: Maths, English, Art, Music, Science, History, Geography.

### B Listen and match. Then ask questions.

- Point to the different pictures while the recording is playing. Ask the class to number each subject: *What subject is number one? It's Geography.*
- Then, in pairs, students try to remember the subjects that go with the pictures: *Is number 1 Geography? No, it isn't.*

#### Answers:

1. Geography	5. English
2. Maths	6. Music
3. Art	7. Science
4. Sports	8. History

- Tell students to listen to the recording and say which number corresponds to which subject from the previous activity.



## Listen and match. Then ask questions.

TRACK 4

Maths, Art, History, English, Geography, Sports, Science, Music.

### Wrap-up

#### Do you like music?

- The class sings the song again. When they get to the part with the questions, pause the recording. Ask a student to sing the question to a classmate, who then sings back the answer: *Do you like Music? Yes, I do.*
- Students can adapt the following question if they want to: *But Science is my favourite. What about you?* Again, the other classmate sings back the answer.

## Page 9

### Warm-up

#### My school day

- Ask students to open the Learner's Book at page 9.
- Ask the class if they know what the table is: *What's this? It's a school timetable.*
- Ask students if their school timetable is similar: *What time do you start school? What time is lunch time? Do you come to school after lunch?*

### Presentation

#### School subjects

- Display subject flashcards and ask students to tell you their names: *Maths, English, Art, Music, Science, History, Geography.*
- Ask the class what subjects they have today and what time they are: *What subjects do you have today? What time is English? I have English at ten today.*

### C Listen and say before lunch or after lunch.

- Display *before* and *after* flashcards. Ask the class: *Today is (Monday). When do you have English? Before or after lunch? Before lunch.*
- Draw a horizontal line on the board and write the word *lunch*. Place the card with the word *before* on it above the line, and the card with the word *after* on it below the line.
- Ask students to look at the school timetable on page 9 of the Learner's Book: *Look at this school timetable. What time do classes start? At half past nine. Do they have class after lunch? Yes, they do.*
- The class does the listening activity. Pause the recording at each number and ask the class to tell you if the answer is *before lunch* or *after lunch*. Then place the card where it belongs.



## Listen and say before lunch or after lunch.

TRACK 5

- Girl: *It's Monday, so I have Maths today.*
- Boy: *It's Tuesday, so I have Geography today.*
- Girl: *It's Wednesday, so I have Sport today.*
- Boy: *It's Thursday, so I have Science today.*
- Girl: *It's Friday, so I have Art today.*

Answers: **Before lunch:** 2, 3 **After lunch:** 1, 4, 5

## D Listen. Then ask and answer.

- Explain to students that they are going to listen to two children talking about the subjects they have on different days of the week: *We are going to listen to two children talking about their school timetable. Look at the table in your textbooks and point to the day.*



### Listen. Then ask and answer.

1

Girl: *Oh, no! I can't find my History book and I've got class now!*

Narrator: *What day and time is it?*

2.

Boy: *Great, two lessons of Art now. My favourite subject!*

Narrator: *What day and time is it?*

3.

Boy: *It's Music now and I'm hungry!*

Narrator: *What day and time is it?*

4.

Girl: *I'm very tired, and we've got Maths after Science.*

Narrator: *What day and time is it?*

5.

Boy: *Time for Sports, great!*

*What day and time is it?*

#### Answers:

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. It's Tuesday at half past nine. | 4. It's Monday at half past one. |
| 2. It's Friday at half past one.   | 5. It's Wednesday at eleven.     |
| 3. It's Thursday at eleven.        |                                  |

## Wrap-up

### What day and time is it?

- Tell the class that they are going to talk about their school timetable.
- Ask students to get into pairs. Give them enough time to draw a table and write in their timetable.
- Mention the conversation from the previous exercise. Tell students to have a similar conversation, taking turns asking one another about their timetable, guessing the day and time: *I've got Science after lunch. What day and time is it? It's Monday, at 1:30.*

## Extra practice

### My textbooks

- Ask students if they brought any textbooks with them today. If so, tell them to show each textbook as the subject is called out: *Do you have any textbooks here? Show me your English textbooks.*



## Page 10

### Warm-up

#### Pointing at colours

- Display these colour flashcards: pink, grey, purple, orange. Ask students to name the colours: *What colour is this? It's purple.*
- Choose a colour and show it to the class. Ask students to look around and to find objects with that colour: *Look around. Can you see anything that is pink? Yes, my coat is pink.*
- The first student to answer gets a turn to choose a colour and ask the question.

### Presentation

#### Shapes and colours

- Now combine colours with shapes. Take out these shape flashcards: square, rectangle, triangle, circle.
- Ask students to tell you the colours: *What colour is this circle? What colour is this square?*
- Ask students to find objects in the classroom that have certain shapes: *Can you find any circles in the class? The clock. What colour is it? Blue. Yes, it's a blue circle.*

## A Listen and name the shape.

- Ask students to open the Learner's Book at page 10.
- Students listen to the first part of the recording and practise pronouncing the names of the shapes.
- Play the complete recording and ask students to find the objects that are mentioned.



### Listen and name the shape.

*A square.*

*A rectangle.*

*A triangle.*

*Number 1 is white and grey. What shape is it?*

*Number 2 is purple. What shape is it?*

*Number 3 is orange and brown. What shape is it?*

*Number 4 is pink. What shape is it?*

**Answers:** 1. triangle 2. rectangle 3. square 4. circle

**B Ask, count and answer.**

- Point to the multicoloured picture in the book and ask students to look at the colours: *Look at this picture. What colours can you see? Blue, green, orange, purple, yellow.*
- Now ask students to look at the shapes and to count them: *How many triangles can you see?* To make the exercise more enjoyable, let students work in pairs or small groups.

**Answers:** 1. thirty-two triangles 2. ten squares 3. four circles 4. four rectangles

**Wrap-up****Indicating position**

- Point to the words in the picture: *top, left, right, bottom.* Explain that these words indicate position. Write on the board: *on the left, on the right, at the bottom, at the top.*
- Ask students to look at the picture again and to describe it by saying where the figures are.

**Extra practice****Drawing and describing a picture**

- Draw a box on the board and divide it into four parts. Ask: *How many squares can you see?*
- Ask the class to tell you what shapes to include in the picture and where they should go. Point to the expressions you wrote on the board earlier to help students describe the possible position of these shapes. Students can also give you ideas for the colours of any figures.
- When the picture is finished, students describe it out loud by naming the figures, their colours and where they are.

**Extension****Picture dictation**

- Ask everyone to draw their own picture. Tell them to include different coloured circles, squares, rectangles and triangles.
- When the pictures are finished, students work in pairs. They take turns describing their pictures and dictating them to their partners.

**Warm-up****Clothes for work**

- Show a flashcard for the word *uniform.* Ask the class whether they can remember any professions with uniforms: policeman, police woman, fire fighter, soldier...
- Ask the class if they remember any professions that require people to wear special clothes: doctor, nurse, gardener, worker, vet...
- As an extension activity, ask students to work in pairs or small groups and write sentences about what people in different professions do and wear at work.
- If you prefer, you can assign a different profession to each group. After writing their sentences, each group can read them out loud.

**Presentation****Look and guess**

- For this activity, use the picture on page 11 of your Learner's Book. Cover the picture with a piece of paper or cardboard.
- Move the piece of paper or cardboard down slightly so the top of the picture is showing. Ask students if they can identify the part that is showing: *What's this? What can you see? It's a house. It's a building.*
- Gradually show more of the picture and ask students to describe what they can see. You can use questions to elicit their answers: *Are there any people or animals? Yes, there is a policeman. There are some fish in a shop.*
- To help students respond, write the following expressions on the board: *Are there? Is there? There are. There is.*





# 1 Tiny world

## G Look and say what is wrong.

- Ask students to open the Learner's Book at page,11.
- Ask children to identify the people and animals in the picture. They can use the expressions *there is* and *there are*, as they did in the previous exercise.
- Introduce a new element by asking them to look at what the people and animals are doing.
- In pairs, students write down five things that the people and animals in the picture are doing: *There is a policeman. He's saving a snake. There is a shark and a dolphin. They are swimming in a fish tank.*
- When everyone has finished, ask students what is wrong with the scene: *Look and say, what's wrong in this picture?*
- Ask volunteers to give their answers. Point to the different situations in the picture as they are mentioned. If extra help is needed, point to specific objects and get students to say what is wrong.

### Answers:

There's a policeman saving a snake, there's a doctor in the baker's shop, there's a dog with antennae crossing the street, there's a shark in a fish tank, there's a clown playing with bees, There's a woman with a lot of flies. There's a fire in the house.

## Wrap-up

### Where do they work?

- Explain to students that they are going to talk about where these people usually work. Ask the class: *Where do doctors work? Where do clowns work?*
- Ask students to mention some other professions and list them on the board: *vet, dentist, pilot, nurse, teacher, secretary, bank director...*
- In pairs, children choose five professions and write what these people do and where they work: *A teacher teaches children. She works in a school.*

### Objectives:

- Describing insects
- Talking about healthy habits and hygiene

### Key language:

- Insects
- Sense verbs

### Priority learning cores

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

Pages: 4, 9-13.

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

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

Pages: 87, 89, 93, 96, 97.

### Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)

Pages: 327, 328, 334.

## Page 12

### Warm-up

#### Insects

- Draw pictures of a fly, an ant and a butterfly. Ask the class if they know the names of these. Write the three words under the pictures. Practise the pronunciation of the words. Rub out the words and ask the class to continue saying the words as you point to the pictures.
- Write on the board: *mouse, whale, ant, rabbit, butterfly, squid, cat, fly, shark.*
- Draw three columns on the board. Write *cat* in one, *shark* in the second and *ant* in the third. Ask the class to put the other words in the correct column and then to explain what the difference is between each column.

**Answers: Animals with four legs:** cat, rabbit, mouse. **Animals that live in the sea:** whale, shark, squid. **Insects:** fly, ant, butterfly.

- Introduce the word *insect* if the class doesn't come up with it. Ask: *How many legs has an insect got?* Six.



## Presentation

### Setting the context

- Quickly revise parts of the body. Say: *Touch your head. Touch your eyes.* etc. Include: head, eye, nose, mouth, ear, leg, arm, hand, finger.
- Write the following song on the board. Demonstrate by miming the meaning of touch, hear, see, smell and taste.

*We touch with our fingers.*

*We hear with our ears.*

*We see with our eyes.*

*We smell with our nose.*

*We taste with our mouth.*

*But what about our toes?*

- Ask the class: *What about your toes? Not much! We can touch with our toes.*
- Practise the song. When the class can do it well, rub out the last word in each line and ask them to continue chanting: *eyes, legs, nose, wings, antennae.* Ask if anybody knows how insects use their senses.

### A Listen and read.

- Ask students to open their Learner's Book at page 12.
- Ask the class to name the different insects that they can see on the pages. Teach the additional insects that they may not know: beetle and ladybird. Ask: *Which of these insects are pretty? Which insects can fly? (All of them except ants.) Which insects have wings? (All of them except common ants. Although a species of flying ants does exist.) Which insects have antennae? All of them.*
- Write on the board:
  1. *What can ants do with their antennae?*
  2. *Have insects got a nose?*
  3. *How many eyes have bees got?*
  4. *How many wings have butterflies got?*
  5. *Do ladybirds like cold weather?*
- Tell the class to work in pairs, to read the information on pages 12 and 13 and find the answers to the questions.
- Check answers with the class.

**Answers:** 1. hear, taste, smell and touch 2. no 3. five 4. four 5. no

- Ask the class for five words in the information that they don't understand. List the words on the board. Elicit the meaning from the class, if possible.



### Listen and read.

TRACK 8

#### Insects everywhere!

*Narrator: Insects are everywhere! Some are very small.*

*Some can fly. Insects have got six legs but no nose!*

*Narrator: Look at these ants. Count their legs. They've got six! They've got two antennae, too. The antennae help the ant to hear, taste, smell and touch.*

*Narrator: These are bees. They are making honey. They have got four wings and five eyes!*

*Narrator: Flies are everywhere! They have got two wings and two antennae. They like fruit.*

*Narrator: These are butterflies. Have they got four wings? Yes!*

*Narrator: These are ladybirds. Their heads are small.*

*They are red with black spots. They don't like cold weather!*

## Page 13

### B Choose the correct option.

- Tell the students to work in pairs to choose the correct word in each sentence.

### Wrap-up

#### Hangman

- Ask the class if they see any of these insects where they live: *What do you see? Where do you see them?* Ask them if they know the names of any other insects in English.

**Possible answers:** mosquito, cockroach, moth, grasshopper

- Review the alphabet and write it on the board. Then think of an insect word and mark out blanks (short lines) for each letter. Students will take turns to guess a letter. If that letter is in the word then write the letter anywhere it goes, and cross out that letter in the alphabet. If the letter isn't in the word then add a body part to the gallows (head, body, left arm, right arm, left leg, right leg). The children will continue guessing letters until they can either solve the word or all six body parts are on the gallows. Some words you can play with: *mosquito, cockroach, moth, grasshopper, ant, centipede, snail, spider.*

## Extension

### Mime game and poster

- Students sit in a circle. Volunteers go to the middle, one by one, and act out an insect so that the others guess. The class can ask questions such as: *Can it fly, run, hop? Is it green, brown, red? Is it a/an...?*
- Invite students to draw and paint on a sheet of paper the insect they acted or guessed. Then prepare a class poster with all the drawings. Include the names of the insects and a short description of each one.

## Page 14



### Warm-up

#### Insect word game

- Draw lines on the board to represent the letters of each word. Students put up their hands to guess letters in the word. For example: *Has it got an E?* Use the words: *bee, ant, wing, fly, butterfly, ladybird, antennae.*

### Presentation

- Ask the class: *Where can you see bees?* List their answers, for example: *in a garden, a park, the country, on flowers, outside.* Ask: *What can bees do?* List the answers on the board. *Bees can fly, can make honey, can sting.*

### A Listen and sing.

- Ask students to open their Learner's Book at page 14. Ask them to name all the insects that they can see on the page.
- Play the recording and tell the class to listen. Play the recording again. Students sing along with the song.



### Listen and sing.

#### See the insects

*Ladybirds, butterflies,  
Ants, flies and bees,  
Insects in the garden.  
Insects in the trees.  
The bees are making honey,  
They can run and fly,  
See look at their antennae,  
Count their eyes!*

### B Point and name the odd picture.

- Tell the class to name what they see in the pictures. Ask them to work in pairs to decide which picture is the odd one out in each line and to write a sentence explaining why.
- Ask different students to read out their answers. The other children listen and say if they agree and have a similar sentence. *Possible answers: The frog is the odd one out because it isn't an insect. The butterfly is the odd one out because it isn't food, you can't eat it.*

### Wrap-up

#### Quiz

- Write the questions on the board:
  1. How many bees can you see on page 70? Seven.
  2. How many ladybirds can you see? Eight.
  3. Are there more than 20 ants on the page? Yes.
  4. What is the plural of fly? Flies.
  5. How many times can you see the word insect on the page? Four.
- Students answer the questions in pairs.
- Check answers with the class.

## Page 15

### Warm-up

#### Let's sing

- Write the song on the board.

*Have bees got four wings?  
Yes, oh yes, oh yes, oh yes  
Have bees got five eyes?  
Yes, oh yes, oh yes, oh yes  
Has a bee got five toes?  
No, oh no, oh no, oh no*
- Practise the song with the class, clapping to keep the rhythm. Once the class can do the song well, rub out *wings, eyes* and *toes* and continue singing

### Presentation

- Underline the words in the song *Have bees got ...* and *Has a bee got ...* Point to the first example and say: *One bee or many bees? Many.* Point to the second example and ask the same question.

### C Listen and match.

- Ask students to open their Learner's Book at page 15. Ask them to say the words in the box and point to the correct frame of insects.
- Tell the class to listen to the conversation and decide which insect they are talking about.
- Ask the class to write the name of the insect in their notebooks. Play the recording again.

Answers: A. Bees B. Butterflies C. Flies D. Labybirds E. Ants



### Listen and match.

TRACK 10

A.

Child 1: These insects can fly. Can you see their wings?

Child 2: Yes, and I can see their eyes.

Child 1: They've got five eyes and four wings!

Child 2: Bees work hard. They make honey.

B.

Child 1: These insects like hot weather and we can see them near the flowers on sunny days.

Child 2: Have they got wings?

Child 1: Yes, look, count them!

Child 2: One, two, three, four!

Child 1: I love butterflies!

Child 2: Me too.

C.

Child 1: People don't like these insects. They are everywhere!

Child 2: Have they got four wings?

Child 1: No. They've got two wings. Look.

Child 2: Oh, yes.

Child 1: They're flying to the food. They like fruit. Go away flies!

D.

Child 1: These insects like plants and flowers.

Child 2: Can they fly?

Child 1: Yes. Ladybirds can fly. They've got wings.

Child 2: They've got very small heads!

Child 1: And red bodies with black spots.

Child 2: I like the spots!

E.

Child 2: Have these insects got wings?

Child 1: No. These insects can't fly. They can walk and run. They've got six legs.

Child 2: Have they got antennae?

Child 1: Yes. Look.

Child 2: But they haven't got noses.

Child 1: Ants haven't got noses!

Child 2: No. Insects haven't got noses, but I've got a nose and I can smell lunch!

### D Talk about insects!

- Demonstrate the guessing game. Tell the class that you are thinking of an insect. Tell them to ask you questions to find out which insect it is. Write on the board: *Has it got ...?* and encourage the children to ask you complete questions.

#### Wrap-up

#### Guessing game

- Do one more example of the guessing game, but this time not thinking of an insect. Don't tell the class!

### Page 16



#### Warm-up

#### Picture game

- Draw a small oval shape on the board and say: *What is it?* Tell the students to ask questions like: *Is it a ...?* Add more details to the picture until the class guess what it is. Always start with an oval shape. Use the following: a ladybird, a bee, an ant, a beetle, a rabbit, an egg.

#### Presentation

- Draw a picture on the board of a bird and an egg. Write: *Birds lay eggs.* Tell the class to work in pairs and to think of other animals that lay eggs.
- Then list the animals on the board.

Possible answers: *frogs, snakes, insects, fish, spiders, turtles, etc.*

#### A Read and look.

- Ask students to open their Learner's Book at page 16. Point to the life cycle illustrations. Point out the stress in the longer words.
- Read out the first sentence and ask the class to point to the corresponding part of the cycle. Explain that *becomes* means the same as *changes into*.
- Tell the class to work in pairs, each student explaining one step of the cycle.
- Ask the class if they have seen the different stages in this cycle.

## B Put the pictures in order and talk.

- Students work together to put the different stages in order, starting with the butterfly.
- Check answers with the class.

**Answer:** 3, 1, 5, 4, 2

- Tell the class to cover the top of the page and look at the five illustrations in B. In pairs they describe the cycle, checking the top of the page if necessary.
- Ask a volunteer to stand in front of the class to explain the cycle.

### Wrap-up

#### Memory

- Tell the class to close their books. Write on the board:  
*A butterfly \_\_\_\_\_ eggs.*  
*The egg \_\_\_\_\_ a caterpillar.*  
*The caterpillar becomes a \_\_\_\_\_.*  
*The chrysalis changes into a \_\_\_\_\_.*
- Ask the class to work in groups of three to complete the sentences. Then, they can check their answers with the book.

### Extra practice

#### Collage

- Tell students to bring old magazines from home and any materials they want to prepare a collage.
- Invite students to make groups of three to five children.
- Provide them with cardboards.
- Tell them to illustrate the life cycle of a butterfly with the materials they brought.
- Share the posters and display them in the classroom.



## Page 17

### Warm-up

#### Jumbled letters game

- Draw five circles. Write the letters of a word randomly in each circle: *egg, butterfly, caterpillar, chrysalis, wings.*
- Tell the class to work in pairs to put the letters in order and make words from the previous lesson.

### Presentation

- Write on the board: *In the kitchen.* Ask the class to brainstorm objects that are in the kitchen. List them on the board. Make sure the word *fridge* is on the list.
- Tell the class to copy the list in their folders.

### C Look and listen.

- Ask students to open their Learner's Book at page 17.
- Ask the class to name other objects that they can see on the page. For example: *fruit, orange juice, tree, table, chair, foot ball, bowl, fridge.*
- Explain that you are going to play the recording and that you want them to listen and point to the correct picture. Play the recording, sentence by sentence
- Ask the class if they know what *ill* means. Explain for example that when we have a temperature or a headache, we feel ill. Motion taking your temperature and put your hand on your forehead. Put on a sad face because you are in pain.



#### Look and listen.

TRACK 11

*There is orange juice on the table. There is fruit on the table.  
The boy isn't eating now. He's playing.  
The flies can smell the food and drink. They are flying to it.  
Oh no! They are eating the food.  
Remember! Flies can make people ill. Put your food in the fridge.*

### D Choose the correct option.

- Students work in pairs to select the correct options.
- Check answers with the class.

**Answers:** 1. a. 2. b. 3. a

- Ask the students if they put food or drink back in the fridge.

## Wrap-up

### Describing pictures

- Ask the class to describe what is happening in each picture. Guide and help them if they are having difficulty.
- Tell students to practise describing in pairs, then go around the class asking different students to describe a frame of the story.

## Page 18

## WRITING

### Writing a fact file.

#### Warm-up

##### Five

- Write on the board: *Five*. Tell the class to work in pairs to think of five examples for each category in five minutes. List the categories on the board.  
*Five days of the week:*  
*Five red things:*  
*Five things that can swim:*  
*Five sports:*  
*Five fruits:*  
*Five insects:*  
*Five parts of insects:*
- Then tell the students to report back and to decide if examples are valid or not.

#### Presentation

- Copy the following chart on the board:

Ladybirds	They are...	They've got...	I like /don't like them.
Bees			
Butterflies			

- Ask the class to help you to complete the first line by eliciting possible words for the two sentences describing ladybirds. Ask the class to vote on whether they like ladybirds or not.
- Tell the class to work in pairs to complete the chart.  
*Example answer:*  
**Ladybirds:** *pretty/red/small spots/six legs/like*  
**Bees:** *busy/yellow and black stripes/wings/like*  
**Butterflies:** *pretty/different colours/ four wings/antennae/like*

## A Read and write in your folder.

- Ask students to open their Learner's Book at page 18. Ask the class to name what they can see on the page, for example: bees, caterpillars, wing, leg, honey, chrysalis, flower, butterflies.
- Work through the exercise with the class. Point to the first photo and elicit the sentence: *These are bees*.
- Tell the students to write the four sentences about the two insects in their folders.

## B Draw your favourite insect and tell your friend about it.

- Students describe their drawings in pairs. Walk around to aid the pairs. Keep a record of useful language on the board. Then invite the pairs to share their descriptions with the rest of the class.

## Wrap-up

### Break the code

- Tell students that they will work in pairs to write a code for a word they choose from Unit 1. They will write their code on a piece of paper and give it to another pair to break.
- Ask the class to explain to you how the code works. Test them on a few letters. For example: *What's number 1? A What's number 26? Z What's number 3? C, etc.*
- Put students in pairs to break the code. Invite a volunteer to come to the board to write the words.

## Page 19

## ROUNDUP

#### Warm-up

##### Alphabet game

- Write the following on the board and ask the class to think of example words.  
*A is for apple, B is for bicycle, C is for...*
- Tell the class to work in pairs and continue the alphabet as they think of a word for each letter.
- Continue the alphabet on the board. Ask the class for their example words. You can write more than one word for each letter.

## Presentation

- Ask students to open their Learner's Book at page 19. Point out the song. Ask the class to read and to decide which insect it is about. *The bee, because it has five eyes.*
- Ask how many times the word *insect* appears. *Two: once in the chant and once down the left hand side.*

### A Listen and read.

- Tell the class to listen to the song.
- Focus on any pronunciation problems that arise.



### Listen and read.

TRACK 12

#### What's in the garden?

*Insects with six legs,  
No noses,  
Some can fly  
Everywhere!  
Count their wings,  
There are four.  
Some have got five eyes!*

### Name these insects.

Answers: bee, fly, ladybird

## I can



- Tell the class to circle the options to describe their progress and then compare with a partner.
- Ask students to give examples for 1 to 4: *What eight new words can you spell? Spell them. Say words to describe six insects. What insects can you describe? Can you write a poem? Who can come to the board to draw (and label) a butterfly? Who can draw a ladybird?*

### Wrap-up

#### Memory game

- Demonstrate the memory game. With a piece of paper, cover the second column of photos on page 19. Ask the class to remember the photos and say the sentences: *There are ... (caterpillars). They've got... (legs) etc.*
- Tell the class to continue the activity in pairs. Tell them to cover both columns of photos and work together to remember the sentences.

## Page 20

## ACTIVITIES

### 1 Draw what's missing. Then match the words to the pictures.

- Ask students to open their Learner's Book at page 20, Activity 1. Focus on the insects. Say: *Look at the butterfly. What's missing? Two wings and four legs.* Talk about the other insects and elicit what is missing. Tell the class to draw the missing parts.
- Invite the class to match the words to the pictures
- Check answers with the class.

### 2 Match the questions to the correct answers. Then colour.

- Check that the class understands the silhouettes. Ask them to work in pairs to match the questions to the pictures.
- Elicit the words for the answers.

Answers: a. on leaves b. in flowers c. in the ground d. fruit

### Extra practice

#### Picture dictation



- Together, you are all going to draw a picture on the board. This picture will include insects and animals.
- Ask volunteers to take turns drawing parts of the picture.
- The first volunteer goes to the board. He or she is given instructions from the class on what to draw. Prompt students to help them give the instructions, or repeat what they have said in correct English to make sure everything is clear: *A cat is sleeping.*
- Put the class into groups of three or four. Distribute paper and supplies. Ask each group to make their own pictures for a poster.
- Ask students to create a comic book picture with animals and insects.



## 2 Stay healthy

### Extension

#### Researching

- Browse the website <http://www.sciencekids.co.nz/sciencefacts/animals/insect.html> with the class and find quizzes, experiments, games, facts, projects, images and videos about insects.

### Page 21

#### 3 Put the words in order. Then draw.

- Ask students to open their Learner's Book at page 20, Activity 3. Elicit the order of words to complete the first sentence. Students complete the remaining sentences and then compare with a partner.

##### Answers:

- A butterfly lays eggs.
- The egg becomes a caterpillar.
- The caterpillar becomes a chrysalis.
- The chrysalis changes into a butterfly.

#### 4 Complete the dialogues.

- Ask students to open their Learner's Book at page 20, Activity 4. Tell them to work alone to complete the words, then compare with a partner.
- Invite students to perform their conversations for the rest of the class.

### Extension

#### Bingo

- Tell students that they will play bingo in pairs.
- Ask the pairs to prepare their bingo cards and to draw six insects.


- You will play the role of the caller, and will describe an insect before calling out its name: *This insect is very small, it has got six legs, it can fly and it loves flowers. It's the bee.*
- The children will then place pennies, rocks, or something similar on the called image if it is on their card.
- When a pair has covered all the insects on their card they should call out the word *bingo!*

#### Objectives:

- Describing illnesses and injuries
- Giving advice
- Talking about healthy habits

#### Key language:

- Parts of the body
- Illnesses and injuries

#### Priority learning cores

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

Pages: 4, 9-13.

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

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

Pages: 93-96.

#### Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)

Pages: 327, 328, 332, 335.

### Page 22

#### Warm-up

#### Inventing a story

- Draw a smiling face on the board. Ask the class to invent a name for this character and encourage them to ask questions about him/her: *Who's this? She's a girl. What's her name? Her name is Jane. Is Jane happy or sad? She's very happy. Why? Because she's going to the swimming pool.*
- Draw a sad face. Ask the class what they think has happened to the character: *Is Jane happy now? No, she's sad. Why is she sad? She's ill. She can't go swimming.*
- Focus the conversation around the fact that the character is sick. Ask the class what is wrong and how they can help: *What's wrong with her? She's got a cold. What can she do? She can go to the doctor.*

#### Presentation

#### Setting the context

- Ask students to open their Learner's Book at page 22.
- Encourage students to tell you what the text is about: *Look at the pictures. What do you think this text is about? I think this text is about a doctor.*

## A Listen and read.

- Tell the class that they are going to read and listen to a radio interview with children who have some kind of problem.
- Ask students to listen, paying attention to the health problems the children are talking about: *Listen and read. What do these children talk about? They talk about a headache, fever, cuts, bruises and things that hurt.*



## Listen and read.

TRACK 13

### Today's interview: Dr. Parks

Susan: Our guest today is Doctor Parks!

Doctor: Good morning, Susan. Good morning, children.

Children: Good morning!

Susan: Doctor, what can we do for a fever?

Doctor: For a fever? Stay in bed. Always drink lots and lots of water.

Susan: And for a headache?

Doctor: Stay at home, but don't watch television or listen to loud music.

Susan: Children, have you got any questions for the doctor?

Girl: Look at my knee! I've got a cut, and it hurts.

Doctor: Never touch the cut! Clean it and put a plaster on it.

Boy: My team plays in the match tomorrow. My team's the best!

Doctor: Yes? What's your question?

Boy: I always get bruises. Look, my leg is purple! What can I do?

Doctor: Hmm, yes... A bruise hurts a lot. Place an ice pack on the bruise for 20 minutes.

## Page 23

## B Choose the correct option.

- Students listen, read the text again and choose the correct option.
- In pairs, they compare answers. Give them some time to correct their answers together. To wrap up, correct the exercise with the whole class.

**Answer:** 1. doctor 2. headache 3. knee 4. an ice pack

- Ask students what the cause of these problems might be: *Why does Susan have a fever? Maybe she's got a cold. Why does she have a headache? Maybe she has watched too much television.*

## Wrap-up

### Guessing game

- Show students pictures for *headache, fever, bruise, cut* one by one and ask them to repeat the words after you.
- Invite a child to come up to the board and show them one of the pictures. They need to mime the problem to the rest of the class. The first person to guess the word and to pronounce it correctly comes up next.
- You can extend the game by whispering additional information about the problem to the student: *A cut on your right knee. A bruise on your left arm.*

## Extra practice



### Be careful

- Play recording 13 again. Ask students to focus on the suggestions made by the doctor.
- Write the following expressions on the board: *get cut, get burnt, get bruised, get injured, break an arm/a leg.*
- Ask students if they have ever had any of these problems: *Have you ever got burnt? When? Where? I burnt my hand when I was little.*
- Show photos of children with problems like these.
- Ask students to work in pairs to write recommendations to avoid these problems. They should begin with the expression *be careful*. You can write some words on the board to help them (playing, knife, scissors, fire...) *Be careful when you play. Be careful with knives or scissors. Be careful with fire.*

## Extension

### Role-play: Making recommendations

- Divide the class into groups of three. They are going to imagine that they are at the doctor's. They will play the roles of doctor, patient and the patient's friend.
- Before they start, tell students to decide which roles they are going to play and which illness or injury they have.
- The patient and the patient's friend explain what's wrong. The doctor gives them advice and prescribes a cure or solution.



## Warm-up

### Do you remember?

- Go over the new words introduced before: *headache, fever, bruise, cut.*
- Add a few new verbs and actions: *hurt, clean, stay in bed.*
- Encourage students to pronounce the words correctly.

## Presentation

### What's wrong?

- Ask students to open their Learner's Book at page 24 and have a look at the pictures of the children who appear in the book: *What's wrong with this boy? Why is he crying? He's crying because he hurt himself. He's bruised in his knee.*

### A Listen and sing.

- Students listen to the song for the first time and point to the corresponding photos. They listen to the song again and sing along.
- Ask the class about the song: *Did you like the song? What is it about? What's wrong with the children? What do they have to do?*



### Listen and sing.

TRACK 14

#### Thank you nurse!

Stay in bed,  
Stay at home,  
Put a bandage,  
On your knees, and on your toes!  
Does it hurt?  
Is it clean?  
What a bruise!  
Is it red, or is it green?  
Clean the cut,  
You can't touch!  
Now we're fine!  
Thank you nurse, thank you very much!

### B Point and name the odd picture.

- Ask students to look at the photos. Describe each one. Ask which is the odd one out: *An eye, a nose, a hand. Which one is the odd one out?*
- Move onto the second set and repeat the procedure. Ask them which is the odd one out: *Pink, blue, a thermometer. Which one is not a colour?*

**Answers:** the hand, the thermometer

## Wrap-up

### Dramatising with mime

- The class sings the song again, but this time with gestures to represent the actions in the song.
- First go over the various injuries and possible cures and relate them to an action. Then read the song out loud so they can practise doing the actions.
- Students sing along to the song, doing the actions. While they are doing this, you can show them the pictures to encourage them.

## Extra practice

### Bingo

- Students work in pairs. They pick five photos from the page and cover them with little pieces of paper. In random order, call out the names of things in the photos: *boy smiling, girl, bruise, bandage, eye, nose, hand, pink, blue, thermometer...*
- When children hear one of their words mentioned, they uncover the corresponding photo. The pair that manages to remove all the pieces of paper first wins.



## Extension

### Spelling competition

- Draw a vertical line down the middle of the board. Divide the class into two groups and tell them that they are going to play a spelling game with the words from the song.
- It's the first group's turn. One of the students goes to the board and a representative from the group says a word out loud. If they manage to spell the word correctly and copy it out, they get a point.

Warm-up

Miming vocabulary

- Mime different states of health and health problems to the class. Ask students if they know what is wrong with you. Put your hand to your brow and make a tired face.
- Without saying anything, write on the board: *What's wrong with me? Do you have a headache?* Shake your head. *Do you have a fever?* Nod your head.

Presentation

What's wrong with them?

- Tell students to look at the two photos on page 25 of their Learner's Book. Ask: *What's wrong with them?*
- Help students remember how to use the expressions and make sure they pronounce them correctly: *She's got a bruise. And she's got a headache.*

**C** Listen and answer. Then look and say.

- Ask students to look at the pictures. Play the recording and tell students to listen to the sentences and say whether they are true or false.



Listen and answer. Then look and say.

- The vet makes food for the animals. True or false?*
- The vet helps the mother dog. True or false?*
- The vet cleans cuts. True or false?*
- The vet puts bandages on animals. True or false?*

Answers: 1. False 2. True 3. True 4. True

**D** Talk about your doctor.

- Point to the children on the page and ask two volunteers to read out the dialogue.
- Students work in pairs. Tell them to invent three more questions each to ask their partner about their doctor: *Is your doctor a man or a woman? A woman. Is she nice? Yes, she is.*

Wrap-up

The best doctor

- Ask children to say what they think a good doctor is like. For example: patient, kind, responsible. Write their answers on the board.

Extra practice



Picture story

- Draw a large square on the board. This will be a veterinary clinic. Draw an animal. Ask the class: *This animal is waiting to see the vet. What animal is this? What's its name?*
- Draw more animals. Ask the class to identify the animal and to give it a possible name.
- Ask students what might be wrong with these animals: *What's wrong with these animals? Why are they seeing the vet? Patty has got a fever. Pongo has got a cut on its paw.*

Extension

Looking after your pets

- Show photos of dogs, cats, birds and other pets.
- Ask what might be wrong with one of them.
- Ask the class what they should do: *This is your dog Toska. What's wrong with her? My dog has got a cut. What can he do? Clean the cut.*



Warm-up

Thermometers and temperature

- Write these words on the board: *thermometer, degrees, temperature.*
- On the board, draw or stick a picture of a child and a thermometer. *What's this? This is a thermometer. What is it for? You use it to measure your temperature.*
- Mark 36.5° and 40° on the thermometer and ask students: *Is 36.5° a normal temperature? Yes, it is. He's ok. Is 40° a normal temperature? No it isn't. He's got a fever.*

Presentation

Memory game

- Draw several thermometers and children's faces with their names on the board and mark different temperatures. Ask the class what is wrong with these children. Write down their answers.
- Rub off everything except the children's faces and names and ask the class to work together to try to remember what is wrong with the children.

## A Read and point at the corresponding pictures.

- Ask students if they have ever had a fever: *Have you ever had a fever? How did you feel?*
- Ask students to open their Learner's Book at page 26.
- Point to the thermometer and the two temperatures that are marked: *Look, here his body is 37 degrees. Here the boy has got a fever. His body is 40 degrees.*
- Read the text out loud and ask students to point to the corresponding photos.
- With the help of the class, point out: *Here the boy has got a headache. His body temperature goes up. Here he is staying at home. Look, he's in bed. He is better now. Is the temperature higher or lower? It's lower.*

### Wrap-up

#### Opposites

- Divide the class into two groups.
- Write the following words on the board in random order: *lower, higher, better, worse, healthy, ill, hot, cold, bad, good*. Use flashcards and word cards if you want.
- Ask students to look at the words. Take turns saying a word to a group. They have to say the opposite. If they don't get it right, it is the other group's turn.
- The group that matches the most words wins.

### Extra practice

#### What's wrong?

- Ask a student to come to the board. Put a scarf around his or her head and tell him or her to act as if he or she was sick.
- Ask the class what is wrong with their classmate. Students say sentences to describe the problem. Correct them if necessary: *What's wrong with him/her? She/He ill. She/He got a fever.*
- When the class cannot say anything else about the sick person, the last student to say something wins.



## Extension

### Role-play

- Students work in pairs. One of them is the sick person and the other is the doctor.
- Tell the doctors to ask the patients questions in order to find out what is wrong with them.
- To help the doctors find cures for the patients, draw pictures of possible cures on the board: medicine, ice pack, bed.
- Write useful language on the board: *How do you feel? Does it hurt? What's wrong? I have a headache/stomachache. I cut my knee. My arm hurts very much. I feel awful!*
- Walk around to help and monitor.
- Ask volunteers to act out the dialogue for the rest of the class.

## Page 27

### Warm-up

#### Battleships

- Draw a timetable on the board with columns for the days of the week (Monday to Sunday) along the top, and several clock times down the vertical column.
- Tell the class to copy the timetable.
- Students divide themselves within their groups or into Student A and Student B. Without the other group or student seeing, each group or individual student picks five days and times from the table.
- When they are ready, they take turns and try to discover the five days and times chosen by their classmates.

## Presentation

### Describing tables and graphs

- Ask students to open their Learner's Book at page 27.
- Use hand gestures to remind students what *high, low* mean. Then move your hand up and down to represent: *higher, lower*.
- Point to the graph and explain to the class that we can use graphs to show changes.

## B Read and look at the chart.

- Ask the class to look at the information in the graph: *We use graphs to represent the evolution of things. What can you see here? Temperature and times.*
- Ask a volunteer to read the text.

### Listen and answer *True or False*.

- Students listen to the recording and answer the questions. When they have finished, check the exercise with the whole class.
- Remind students of the times and ask them about the temperatures at each moment: *At 6 am. What temperature does the boy have? 36 degrees.*



### Listen and answer *True or False*.

TRACK 16

- At 8 o'clock the boy's temperature is 36 degrees. True or false?*  
*At 10 o'clock it is higher. True or false?*  
*At noon the boy's temperature is 37.7 degrees. True or false?*  
*At 2 o'clock it is lower. True or false?*  
*At 4 o'clock the boy's temperature is 39.4 degrees. True or false?*  
*At 6 o'clock it is higher. True or false?*  
*At 8 o'clock the boy's temperature is 38.8 degrees. True or false?*  
*At 10 o'clock it is lower. True or false?*

**Answers:** 1. False. 2. True. 3. True. 4. False. 5. False. 6. True. 7. True. 8. True

### Talk with a friend.

- Put students into pairs. Tell them to pick three times and to ask their classmate questions about these times: *At 2 o'clock the boy's temperature is higher. True or false?*

### Wrap-up

#### Solutions

- Write the following question on the board: *How do you measure body temperature? With a thermometer.*
- Add more questions on the topic of health in order to stimulate a discussion on what you can do to bring down a fever: *What happens when your body temperature goes up? You've got a fever. How can you bring the temperature down? You can take a medicine and put an ice pack on your head.*
- In order to revise the vocabulary, you can draw a large thermometer on the board and mark different temperatures. Ask the class questions: *Is this a normal temperature? No, it's a high temperature. Is the temperature higher or lower now? It's lower.*



## Writing and answering an interview

### Warm-up

#### A class interview

- Tell children that you are going to interview them to find out how healthy they are: *Is this a healthy class? I'd like to interview the class to find out. Look, this is my microphone.*
- Pick a student and ask how he/she feels: *Hello, how are you feeling today? I'm fine. Do you have any problems? No.*
- Ask more students, passing the microphone to them if they seem keen to take part.

### Presentation

#### Interviewing people

- Ask students to open their Learner's Book at page 29.
- Point to the girl: *This girl is doing a survey. She asks you questions to find out about your health.*

#### A Interview a family member.

- Read the questions out loud to help the class with their comprehension.
- Point to the photos and ask the class to describe them: *It's seven o'clock. It's a bruise. They're running.*
- Ask students to practise the interview with a partner: *Have you got any cuts or bruises? No, I haven't.*

#### Write about your family member in your folder.

- Ask students to interview someone in their family: *Write about your family member in your folder.*
- Alternatively, they can write up a summary of the information from the interview with a family member.

#### B Break the code! Use the alphabet.

- Point to the row of numbers and ask students to work in pairs to crack the code.

**Answer:** Assign a number to each letter of the alphabet, starting from the bottom: "The doctor cleans my cuts".

## Wrap-up

### Do you remember?

- Play the song, pausing it from time to time. Let students continue singing. Then take your finger off the pause button so they can hear the song and check that they have sung it correctly.
- Repeat several times until they can sing the song on their own.

## Page 29

## ROUNDUP

### Warm-up

#### Are you healthy?

- Show the class different images or drawings of food and healthy activities.
- Ask students if they have a healthy lifestyle. On the board, write: *Do you have a healthy lifestyle? Yes, I do. No, I don't.*
- Put students into pairs and write more questions on the board. Let students answer in pairs. They can add more questions if they want to. *Do you eat a lot of fruit? Yes, I do. Do you do sport every day? No, I don't.*

### Presentation

#### Healthy or unhealthy?

- Ask students to open the Learner's Book at page 28.
- Point to the photos and ask the class questions: *What is she eating? She's eating watermelon. Is it healthy? What's wrong with him? He's ill. He's in bed.*
- Draw a table with two columns on the board and the titles: *healthy, unhealthy*. Ask the class about things that can be included in the two columns: *Do you eat a lot of sweets? Is that healthy or un healthy? Do you eat a lot of fruit? Is that healthy or unhealthy?*

#### **A** Listen and point at the pictures.

- Play the song for the first time and let the class follow the text and point at the pictures. Play it a second time and encourage children to sing along.
- Read the text out loud and let the class call out the answers given in the song.
- Play the song again and sing along to it. One half of the class can ask the questions, and the other half can answer them.



TRACK 17

### Listen and point at the pictures.

#### Are you healthy?

*Do you drink a lot of water?*

*Yes, I do. Yes, I do.*

*Do you always eat your fruit?*

*Yes, I do!*

*Have you got a fever?*

*Yes, I have! Yes, I have!*

*Have you got a cut*

*Or a bruise?*

*No, I haven't got a cut,*

*Or a headache or a bruise,*

*I'm healthy, I'm fine,*

*Hooray!*

## I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell children to complete them with the option which applies to them.

## Wrap-up

### Look and find

- Tell the class that you are going to play a game to help them revise what they have learnt in the unit.
- The game consists of finding the correct picture from the unit: *Find two people running. Page 28, exercise A.*

## Extra practice

### Health poster

- Put the class into groups of four or five students and give them a piece of cardboard and some pictures from magazines with various types of people.
- Ask students to make a poster with tips for a healthy lifestyle. They can include texts and pictures related to the subject.



## ACTIVITIES

## 1 Match the two parts of each sentence.

- Students match the two halves of the sentences to form complete sentences.
- When they have finished, check with the whole class.

**Answers:** a. Put a bandage on a cut. b. For a fever, stay in bed. c. For a headache, stay at home. d. Always clean a ut.

## 2 Read and cross out the odd pictures.

- Ask students to open their Book at page 30. Remind them of the verb *hurt* by writing it on the board. Add an *s* to form the 3<sup>rd</sup> person singular. Read the examples from the book: *A bruise hurts. A headache hurts too.*
- Ask students to read the text individually and to underline the verbs that end in *s*.
- Read the text out loud. When you have finished, ask students to tell you to point to the pictures that are the odd one out.

**Answers:** The odd pictures are the one with the boy watching TV and the one with the doctor in light blue.

## 3 Write the correct word.

- Students read the sentences and complete them with words from the box.

**Answers:** a. works. b. drinks. c. walks. d. cleans. e. puts

## 4 Colour the picture and complete the interview.

- Ask students to open their books at page 31 and to look at the drawing of the person: *Who's this? He's a doctor? What type of doctor? An animal doctor. He's a vet.*
- Put students into pairs and ask them to write the answers to the questions.
- When they have finished, check the exercise with the class.

**Answer:** students' own answers. Check them for grammar or spelling mistakes.

## 5 Look at the pictures and write about healthy habits.

- Ask students to think about the work they have done on healthy habits and to describe their habits and the habits of their pets. If they don't have a pet, they can invent the information, or talk about another animal they know about.

**Answer:** students' own answers. Check them for grammar or spelling mistakes.

## Extra practice

## Your turn!

- Draw a graph with various temperatures marked over the course of a day. Then draw a girl's face: *This is Lucy. She was ill today. But she's feeling better now.*
- Make a paper ball and throw it gently to a student for them to catch. Ask: *At nine o'clock Lucy's temperature was high. True or false?*
- The student then throws the paper ball to a classmate and asks him/her another question. The game continues until all students have asked and answered a question. The last student throws the ball back to the teacher.



## Extension

## Registering body temperature

- In pairs, students draw a table like the one in the book. Tell them to make a note of the different body temperatures throughout the day: *Make your own table and record your body temperature throughout the day.*
- Tell the pairs to form groups of four. Each pair dictates information from their table to the other pair. Then, each pair makes a graph with this new information



# GAME & INTEGRATION UNITS 1 - 2

## Page 32-33

### Game

- 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 Match the words to the pictures. Then colour.

- Students look at the picture again, read and match. Point to the picture and ask the children to find and colour the listed items: *Find a dolphin and colour it grey. Find the bees and colour them orange and black.*

#### Answers:

Picture 1: dolphin

Picture 4: shark

Picture 2: bees

Picture 5: insects

Picture 3: antennae

Picture 6: fire

#### Look at the picture again and match.

- Students look at the picture again and match the text from the two sections in order to form sentences.

#### Answers:

1. There are some... animals on the left.  
people at the top on the left.  
people at the bottom on the left.

2. There aren't any... insects on the right.  
antennae on the right.

## Page 35

#### B Complete the song with the words in the box.

- Students try to remember the song and complete the text with the words from the box. Then, they listen to the song again and check their answers.

Answers: bandage, toes, bruise, green, cut, much

- Read the song and put the pictures in order.
- Students put the pictures in the correct order.

Answers: Picture 1: 3 "Now we're fine." Picture 2: 2 "What a bruise!"

Picture 3: 1 "Put a bandage."

#### C What about you? Answer the questions.

- Ask the class to reply individually to the questions.
- Then, they can then ask one another the questions in pairs or small groups.

Answers: Students own answers. 1 to 3: Yes, I have. / No, I haven't.

4: Today I feel...





# 3 Find your way

## Objectives:

- Asking for and giving directions

## Key language:

- Cardinal points



## Priority learning cores

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

Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

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

Pages: 93, 94, 96.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)

Pages: 332, 333.

## Page 36

### Warm-up

#### A compass

- Draw a compass on the board or show a picture of one. You can also bring a real one to class.
- Ask the class if they know what it is and what it is used for: *What's this? It's a compass. What do you use it for? To find your way if you're lost.*
- Ask students if they know where the North is. Ask someone to explain how to find the North by looking at the Sun: *Have you ever noticed how the Sun moves across the sky during the course of a day? The Sun rises from there. That's the East. Which way is North?*

### Presentation

#### Setting the context

- Ask students to open their Learner's Book at page 36.
- Point to the characters on the page. Ask students to guess who they are and what relationship there is between them: *Look at these people. Who are they? Are they friends? What are they doing?*
- Ask students to imagine what the story is about: *What's this story about? What do you think? A cave, a toy shop or a treasure? A treasure. That's right.*

## A Listen and read.

- Tell students that they are going to listen to a conversation between two children. Before starting, ask the class if anyone can imagine what is going to happen in the story: *What do you think they talk about?*
- Ask students to listen carefully to what the children say. Then play the recording for the first time.
- If necessary, you can stop and pause at each picture to give students time to understand the story.



## Listen and read.

Boy: *What's that?*

Girl: *It's a box for my brother. Geocaching is his new sport. He puts treasure in a box, and then hides the box.*

Boy: *Wow! That's exciting!*

Girl: *Yes, then people find it. My brother finds a treasure too.*

Boy: *Has he got a treasure map?*

Girl: *Yes, and he's got a compass.*

Boy: *Does he find gold in the box?*

Girl: *No, he doesn't. There's a prize in the box, but it isn't expensive.*

Boy: *Does he take it?*

Girl: *Yes, he does. He puts a new prize in the box. Then he writes his name on the paper in the box.*

Boy: *Does your mum help your brother too?*

Girl: *Yes, we all help. We hide the box near our house. It's fun.*

## Page 37

## B Choose the correct option.

- Ask students to read the sentences in silence and to do the exercise individually.
- In pairs students and ask them to compare their answers.
- To wrap up, check the exercise with the whole class.

**Answers:** 1. box 2. brother 3. plastic car 4. mum

## Wrap-up

### Role-play

- Ask two volunteers to play the roles of the characters in the story.

## Extension

### Look and find

- Greet the class and tell them they are going to play a game about finding objects in the classroom. They can only ask Yes or No questions: *Look around and find something that is very small. Is it a piece of chalk? No, it isn't. Is it on the wall? Yes, it is.*
- The first student to guess the object gets a turn.

## Page 38



### Warm-up

#### Guess the object

- Collect an assortment of interesting objects that could be treasures found in a lost chest. Put them in a box or bag and bring it to class: *Look, I've found a treasure. What do you think is in the box?*
- Students can only ask Yes or No questions: *Is there any money? No, there isn't. Is there a book? Yes, there is.*
- Invite a student to take an object out of the box or bag without anyone seeing it and let the class guess what it is.

### Presentation

#### Guess my treasure

- Ask students to open their Learner's Book at page 38.
- Tell the class that they are going to listen to the unit song. Ask: *Look at this treasure chest. What can you find in it? What would you like to find in a treasure chest?*

#### A Listen and sing.

- Children listen to the song for the first time and mime the objects that are mentioned.
- Ask the class about the song: *Did you like the song? What is it about? It's about a treasure and the things you can find.*
- Different groups can sing the different verses.



#### Listen and sing.

TRACK 19

##### Hide it! Find it!

*There's a compass and a map  
in a box near the tree.*

*There's a compass and a map  
in a box!*

*What's that?*

*It's a prize, it's exciting!*

*It's not expensive.*

*It's exciting! It's a prize!*

*Hide it! Find it!*

*It's fun!*

*Hide the prize near the map,*

*Hide the prize with me,*

*Hide the prize near the map,*

*near the tree.*

*Find the prize, where's the prize?*

*Find the prize with me.*

*Take the compass and the map.*

*It's here!*

#### B Point and name the odd picture.

- Ask students to look at the pictures. Describe each one. Ask which one the odd one out is: *A doll, a box, a plastic airplane. Which one is not a toy? The box.*
- Move on to the second series and repeat the procedure. Ask which one is the odd one out: *And here, which one is not a landscape? The fence.*

**Answers:** 1. the box 2. the fence

### Wrap-up

#### Complete the song

- Give students a copy of the song or copy it on the board or computer screen with some of the words missing. They try to remember which words are missing and write them.
- Students listen to the song again. Then the whole class checks the activity together.

## Page 39

### Warm-up

#### Mime game

- Greet the class without speaking. Use gestures to ask students to be quiet and then write on the board: *What am I doing? Guess.*
- Next, without speaking, use mime to pretend you are putting something in a box: *You're putting something in a box.* Then act as if you are digging a hole: *You're digging a hole.* Finally, put the imaginary box on the floor and pretend you are covering it with earth: *You're hiding the box.*

## Presentation

### Yes or no?

- Ask students to open their Learner's Book at page 39.
- Point to the children in the book and ask students which child is right.

### C Listen, look and answer Yes or No.

- Point to the pictures and tell the class to listen to the recording to complete the exercise.
- Play the recording for the first time and ask students to point to the pictures. They listen a second time, and the whole class checks the activity together.



### Listen, look and answer Yes or No.A

Girl: Has Nancy got a box?

Boy: Is there a doll in the box?

Girl: Does Nancy hide the box?

Boy: Is the box near the river?

Girl: Does the dog find the box?

Boy: Does the cat hide in the tree?

**Answer:** 1. Yes 2. No 3. Yes 4. No 5. No 6. Yes

### D Talk about the pictures.

- Point to the children in the pictures and ask two volunteers to read the dialogue.
- Group the class into pairs and ask students to write three questions about what they have heard.
- When everyone is finished, ask volunteers to read out their questions and answers.
- Then the rest of the class work in pair and asks each other questions.

### Wrap-up

#### Answer the questions

- Write questions on the board about the material in this unit. Ask students to work in pairs and to answer the questions:
  - What is Geocaching?
  - Does Nancy find a treasure?
  - Whose treasure is it?
  - Is there a treasure map?

## Extra practice



### Find the treasure

- Ask the class to get into groups of four or five. Each person in the group draws a picture of one object to put in a treasure box.
- Then, each group collects all their pictures together and puts them in a paper box or cardboard folder.
- Next, one child of each group gets up and hides the treasure somewhere in the classroom.
- On your signal, another member of each group gets up and finds one of the treasures hidden in the classroom. The child returns to the group, and together the group looks at the items in the treasure box.
- Write these two questions on the board: *How many objects are there in your treasure box? What is there in the box?*
- Tell students in each group to ask one another these two questions. The group leader writes down the answers and reports to the class: *In our treasure box there are two toys, one book and one pencil.*

## Page 40



### Warm-up

#### Guessing

- Show students images one at a time: *cave, torch, rock, horse, deer, bull, treasure.*
- Invite a student to go to the board and show him or her one of the pictures. The children use mime to describe the picture. The first person to guess the object and pronounce its name correctly gets a turn.
- You can build on the game by adding phrases to mime: *A horse running on a field. A big tree with big flowers.*

### Presentation

#### Draw the object

- Ask students to open their Learner's Book at page 40.
- Point to the compass and ask: *What's this? It's a compass. What do you use it for? To find the North. To find your way.*
- Describe another object for finding the way and ask students to draw it.

## A Read. Then listen and answer *True or False*.

- Tell the class that you are going to read out a text about using the stars to find your way.
- Read the text out loud so the class can hear how you pronounce the words.
- For another use of the text, group students into pairs and tell them to do the exercise together. They have to locate the names of the objects used to help them find their way.



## Read. Then listen and answer *True or False*.

TRACK 21

FAQ: How can I find my way?

Have you got a compass? A compass always shows the North.

Do you own a map? The North is always at the top. You go up North and you go down South. The East is on the right and the West is on the left.

Do you see the Sun? During the day, you can use the Sun to find your way. It rises in the East, and sets in the West. In the morning, it is in the East. At twelve o'clock, it is in the South. Then it moves West and sets.

Do you see the stars? At night, you can look for the Big Dipper. It is a group of seven stars. Near the Big Dipper, look for the Little Dipper. The North Star is in the Little Dipper. This is the North!

## Wrap-up

### Unscramble the text

- Give students a copy of the text or display it on the screen with the lines scrambled.
- Students work in pairs to rearrange the text. Play the recording and tell students to check their answers.
- To wrap up, read the text out loud and check that everyone has the correct text.

## Extra practice

### Find a map



- Students work in groups and make a poster or a web page that explains what is on a map.
- Give each group the material and supplies needed to do the activity.
- Groups find a map on the Internet that they think is interesting and look for important information about the map.
- Each member of the group writes a part of the poster or web page using information that would be interesting for the rest of the class.
- Bring the class back together to share their maps.

## Extension

### Role-play: Giving and understanding directions

- Show a video clip about someone asking for help to find a location in a city. Tell students to listen for the language that is used to get someone's attention and to ask about the place: *Excuse me! I'm trying to find the train station. Where's the train station?*
- Display a large map of the centre of London or any other city. Ask students to find out where they are on the map and then find a place they would like to go to.
- Ask a volunteer to go to the board to indicate where he or she is on the map and where he or she would like to go. The class gives the volunteer directions to get to the place. Then, repeat the activity with another volunteer.

## Page 41

### Warm-up

#### Miming: You're lost

- Greet the class without speaking. Use gestures to ask for silence and write on the board: *What am I doing? Guess.*
- Then, ask the class to watch you and to describe what they see. First, pretend you are walking in the country. Then, act as if you are lost. Look at your watch and then at the sun. Now, act as if you have found your way: *You're walking. You're in the country. You're happy. The weather is nice. You're worried. You're lost. You look at your watch. You look at the sun. You've found your way. You're happy again.*

### Presentation

#### What time is it?

- Ask students to open their Learner's Book at page 41.
- Ask students to look at the time on the watch in the illustrations: *What time is it? It's two o'clock.*
- Tell students to tell you the time.



## B Read the text and point to the right diagrams.

- Ask students if they think a watch can be used to get somewhere. Explain that the text they are going to read is going to tell them how it can be done.
- Read out the text to help students understand the topic and get used to the language. Tell them to point to the pictures that go with each instruction.
- Ask the class to read the text in silence. They can ask a classmate if there is anything they do not understand or if they need to check something.
- Ask a volunteer to explain and demonstrate how to use this trick to find the North.

## C Go outside and find the North. Draw your experience.

- Go outside with the class and ask students to find the North with their watches.
- Go back to the classroom and invite students to draw the experience.

### Wrap-up

#### Interview: True north

- Ask the class if they know the expression “to find true north”: *You may hear the phrase “finding true north” in conversations unrelated to hiking or travelling. What does it mean?*
- Explain what it means: *It’s a common saying that means to find personal direction in life. True north has a positive connotation and is associated with reaching goals and fulfilling desires.*
- Put the class into groups of three. Encourage students to ask each other: *What’s true north for you?*
- Working together, students share their opinions on the question and write down the things they feel are important in life: *For us, it’s working in something we like and having a lot of friends.*

## Extra practice

### Time battleships

- Draw several different times on the board or show pictures of different times. Ask students to tell you what time it is: *What time is it? It’s ten past three.*
- Draw a table on the board with several times on one axis and different times on the other. Point to five household, school or free-time activities on the table (at the intersection of the two axes) and ask the class: *What day and time do I go to the gym? On Monday at six o’clock.*
- Ask students to work in pairs. Each pair draws their own table with five activities.
- To start playing, they cover the table so their partner cannot see it and take turns trying to guess the day and time of the five activities: *What do you do on Wednesday at half past ten? Nothing. What do you do on Friday at nine? I go to school.*
- The first student to guess the five activities wins.
- To simplify the game, you can hand out cards with tables already drawn. You can also provide students with specific activities and times to practise.

## Page 42

### WRITING

#### Writing instructions

##### Warm-up

#### Interview: Going home

- Tell students to imagine that they are having a birthday party at their house this afternoon.
- Bring a microphone to class or use a pen or rolled-up paper instead. Ask one of the students questions, as if they were in an interview, to model the activity: *Where’s your house? Is it to the North or to the South? To the North.*
- Ask other children in the class the same questions: *Where’s your house? How do we get there?*
- Ask students to write directions on how to get to their house. You can write up some expressions to help them: *turn left, go straight on, to the right.*
- To wrap up, students can work in small groups and tell one another how to get to their house.

## Presentation

### Guess my treasure

- Ask students to open their Learner's Book at page 42.
- Invite students to tell you what they can see in the pictures: *What can you find here? Can you see a compass?*
- Ask students to work in pairs. Each one thinks of one object that can be kept in a treasure box. The other one asks questions to find out what that treasure is.

### A Answer the questions with a friend. Then write the instructions in your folder.

- Put the class into groups of two or three. Ask students to choose one of the two options to make up a game. They can add different objects to make the game more interesting.
- Walk around the class and help the different groups. Write on the board any vocabulary the students ask you about. This will help the rest of the class to describe their games.
- Select an appropriate game for students to play in class.

### B Break the code! Use the alphabet.

- Put the class into pairs. In this activity, students find the solution to a series of numbers.
- To wrap up, students compare their answers with any classmates around them. Check the activity with the whole class.

**Answer:** "You need a compass".

## Wrap-up

### Make your board game

- In pairs, students choose a board game to prepare. They should think about the number of players, the instructions and the materials they will need.
- Tell students they can draw and use magazines or newspapers.
- Students make the game and then write the instructions. Walk around to help and monitor.
- Pairs exchange their games and instructions and play the games.
- Prepare an exhibition of all the board games for other classes to see and play.
- Keep the games in the classroom or the school library.

## Extra practice



### Draw your treasure map

- Ask students to get together in groups of three or four.
- Each group chooses a treasure and a place to hide it in the school or school yard: *Choose a treasure and find a place to hide it in the school.*
- Each group draws a map so they can find their treasure. They also provide directions on how to find the treasure.
- When they have finished, a representative from each group gets up and hides the treasure in the chosen location.
- When students return to their seats, collect all the maps and hand them out to the groups.
- Each group then follows the directions on the map they were given and looks for the treasure.
- The first group to return to class with their treasure wins.

## Page 43



### Warm-up

#### Our area

- Use flashcards and word cards to revise new vocabulary.
- Show the class different pictures and ask students to match them with the word cards.
- Ask students where North, South, East and West are.
- Put students into pairs and ask them to draw a map of the area with the elements they feel are most important. They should draw a compass rose to show the cardinal points.
- Ask students to share their information with the class: *Where's the underground station? To the North. Where's the sweet shop? Right there. Where's the school? Here, in the middle.*

## Presentation

### Maps

- Ask students to open their Learner's Book at page 42.
- Ask students if they have ever used a map or a compass: *Have you ever used a map? Have you ever used a compass? When? What for?*

## A Listen and point at the pictures.

- Students listen to the song for the first time and point to the pictures.



### Listen and point at the pictures.

#### The map

Help me, help me  
Find the tree.  
Here's a compass,  
now let's see.  
Does the map say North?  
Does the map say South?  
Does the map say East or West?  
We can find it.  
Yes! It's near.  
No, not North!  
Look, it's here!

### Listen again and read.

- Play the song again and read along together. One part of the class can say one line and the other part can say the next line, as if they were having a conversation.



- Students revise and reflect on what they have learnt in the unit, and select the answer they feel is appropriate.
- Read out the sentences and invite students to finish them with an appropriate option.

### Wrap-up

#### Sing the song again

- Play the song again, but this time with the volume very low. Tell the children to sing it without using the Book or listening to the words of the song.
- Do this several times until they can sing the song without any help.
- To make this activity more enjoyable, children can sing the song as if it was a dialogue between different sections of the class. They can also sing it more and more quickly to see who can do it without making any mistakes.

## Extra practice



### Well done!

- Congratulate the class on their progress and write on the board: *Well done! You can understand instructions on how to find a treasure and you can draw a map to help other people.*
- Ask students to remember what they have done in the unit and to write it all down in a list.
- To wrap up, ask volunteers to tell you what the class has learnt in this unit.

## Extension

### Memory game

- Choose a poster with a map that shows people and objects. Explain to students that they are going to look at the scene for two minutes and that they have to try to remember what the people on the poster are doing: *Look at the map. Can you see any people? Try to remember as many details as you can.*
- Take away the poster and tell students to write down as many sentences as they can remember: *There are two men and one dog. There is a big department store.*
- To wrap up, invite students to say what they remember. The student giving the last correct answer wins.

## Page 44

## ACTIVITIES

### 1 Look and write True or False.

- Ask students to open their Book at page 44.
- Read the sentences out loud and ask students to say whether they are true or false.

Answers: a. True b. True c. False d. False

### 2 Match the two parts of each sentence.

- In pairs, students match the beginning of each sentence with the end.
- To wrap up, check the exercise with the whole class.

Answers:

a. His favourite sport is Geocaching. c. His friends find the box.  
b. He hides a prize in the box. d. They use a map and a compass.

**3 Draw the rest of the picture. Then answer the questions.**

**Answers:**

- a. Yes, he does. / No, he doesn't.      c. Yes, it is. / No, it isn't.  
b. Yes, it is. / No, it isn't.              d. Yes, it is. / No, it isn't.

**Extension**

**Other ways to find the North**

- Explain to students that you can use several methods to find your way. For example:
- *You can use your shadow: You can use the shadow method to find your way. Place a stick in the ground and mark the shadow tip. This marks the West. Wait 15 minutes. Mark the shadow tip again. This marks the East. Draw a straight line between the West and the East, with the West on the left. This marks the North!*
- *You can also look at trees: If you look at trees, branches are more extended to the sky on the North side because they don't receive so much sun.*
- *Look at the snow: Another way of finding the North is observing melting snow. Snow may melt faster on the warmer, southern side of a rock or surface. The opposite side is the North.*

**Page 45**

**4 Unscramble the questions.**

- Ask students to open their Book at page 45 and answer the question.
- In pairs, students rearrange the words to form sentences. Tell students to compare their answers with other pairs before checking the activity with the whole class.

**Answers:**

- Does Tom hide a box?  
Does Annie find it under a tree?  
Does she open it?  
Is there a prize inside?

**5 Draw the way from your house to your school.**

**Answer:** students' own drawings.

**Answer the questions.**

**Answers:**

- a. Yes, there are. / No, there aren't.      c. Yes, it is. / No, it isn't.  
b. Yes, there is. / No, there isn't.          d. Yes, it does. / No, it doesn't.

**Extension**

**Role-play**

- Ask students to exchange the maps they drew and role-play asking for and giving directions from their houses to their school.
- Write useful language on the board.
- Walk around and keep a record of their performance so as to work on error analysis later.
- Invite students to perform their conversations for the rest of the class.





# 4 Kids around the world

## Objectives:

- Talking about obligations
- Describing feelings
- Telling a story

## Key language:

- Countries
- Narrative sequence words
- Feelings



## Priority learning cores

[e-sm.com.ar/guidelines\\_NAP](http://e-sm.com.ar/guidelines_NAP)  
Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

[e-sm.com.ar/guidelines\\_CABA](http://e-sm.com.ar/guidelines_CABA)  
Pages: 87-89, 91, 94-97.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)  
Pages: 327, 328, 332, 335.

## Page 46

### Warm-up

#### Guess the word

- Tell students that today in class they are going to read a traditional story from Holland. Randomly, place word cards: *field, hole, dike*.
- Ask the class if they can match the words to the pictures on Learner's Book page 46. Make sure that everyone pronounces the words correctly.
- Ask students to close their Books. Choose a picture. Without showing it to the class, ask students to guess what it is. They can only ask Yes or No questions: *Is it a dike? No, it isn't.*

### Presentation

#### Setting the context

- Ask students to open their Learner's book at page 46.
- Point to the box with questions. Encourage students to say what the text is about: *Look at the pictures. What do you think this text is about? I think this text is about two children. They have a problem.*

## A Listen and read.

- Tell students that they are going to listen to the story. Before starting, ask the class if anyone can imagine what is going to happen in the story: *Do you know the story? What happens to these two children?*
- Ask students to listen carefully to what happens to the children in the story. Then, play the recording for the first time.
- If necessary, you can pause the recording at each picture to give students time to understand the story.



## Listen and read.

TRACK 23

### A story from Holland

*Narrator: Hans and his sister Annika live in Holland. They like playing in the field near the sea. Suddenly, Annika sees water coming from a small hole in the dike. She tells Hans.*

*Hans is scared. Sea water can come in through the hole. They have to stop the water quickly!*

*Hans: Annika, run to town. You have to tell everybody about the hole! Hurry!*

*Narrator: Then Hans has an idea. He puts his finger in the hole and stops the water.*

*The sun is going down. Hans is very cold. His body hurts, but he has to stay!*

*It is dark. Suddenly Hans hears people and he sees lights. People are coming to fix the dike. Hans is happy. The town is safe again!*

## Page 47

## B Choose the correct option.

- Put the class into pairs or groups of three.
- Students read the text again and choose the correct option. Walk around the class to see if any groups need extra help.
- Check the exercise with the whole class.

**Answers:** 1. brother and sister 2. water 3. finger 4. safe

## Wrap-up

### Do you remember?

- Tell the class that they are going to go over the unit material by playing a game.
- To play, students look through the pictures in the unit and find the right one: *Find a windmill. Page 46, exercise B.*

## Extra practice



### Do you remember the story?

- Play the unit recording again. Ask students to listen for the sequence of events in the story.
- Emphasise the **-s** ending of the verbs. Remind students that they have to use this ending whenever a verb is in the third person singular of the present tense.

## Extension

### Memory: Remember the story

- Bring in a version of the story written on strips of paper. Each strip should contain one sentence.
- Ask volunteers to come to the board. Give each one a strip.
- Tell the volunteers to work together to figure out the correct order of events in the story. As they do this, they line up in the correct order.
- Then, each volunteer reads the sentence on his or her strip. Students in their seats compare the lined-up version with the one in the book and change the order of the volunteers if necessary.
- Next, ask the volunteers to take a minute to memorise their sentences.
- Then each volunteer, without looking at the strip, says his or her sentence again. Together, they retell the whole story from memory.
- When the story is finished, the rest of the class gives the volunteers a round of applause.

## Page 48



### Warm-up

#### Guess

- Ask a student to choose a picture from the unit.
- The rest of the class asks the student questions until they guess what is on the card: *Is it a girl? No, it isn't. Is it an object? Yes, it is.*
- Whoever guesses the person or object chooses another picture. Then the game starts over again.

## Presentation

### Continue the story

- Draw a boy with a hat. Draw a smile on his face. Then erase the smile and make the boy look sad. Ask the class why he is sad: *Who's this? He's a boy. His name is Hans. He's from Holland. Is he happy or sad? He's very happy. Now he's sad. Why? Because he's got a problem.*

### A Listen and sing.

- Students listen to the song for the first time and point to the objects that are mentioned. Then they listen a second time and sing along.
- Ask the class about the song: *Did you like the song? What is it about?*
- The class sings the song again. You can encourage them to use any gestures they have learned as they sing along.



### Listen and sing.

#### Water is coming

*Suddenly, suddenly,  
Water's coming, water's coming.  
Suddenly, suddenly,  
Water's coming through the hole.  
We have to run! We have to go!  
Quickly, quickly! Tell the people!  
We have to run! We have to go!  
Tell the people to fix the dike!  
Hurry now, hurry now,  
Water covers all the field.  
Hurry now, hurry now,  
We have to tell the people... again!*

### B Point and name the odd picture.

- Ask students to look at the pictures. Describe each one. Ask which one is the odd one out: *a windmill, a river, a beach. Which one is not water? The windmill.*
- Move on to the second series and repeat the procedure. Ask which picture is the odd one out: *And here, which one is not a part of the body? The torch.*

**Answers:** 1. the windmill 2. the torch

## Wrap-up

### Sing again

- The class sings along to the song without music. They use gestures to represent the actions.
- If children forget any part of the song, help them to remember it.

## Extra practice

### Complete the story

- Write out the story the students read in the previous class, omitting some words or sentences. Ask students to work in pairs to reconstruct the text: *Here's the story again. Look. Some words have been deleted. Write the missing information.*
- Put students in groups of four by combining pairs. They compare their answers and correct one another's work.
- To wrap up, play the recording again and let the class check their answers. When they have finished, ask whether anyone has been able to rewrite almost the whole text: *We're going to listen to the story again. Listen, read and check your text.*



## Extension

### Memory game

- Students form a circle. Tell them that they are going to play a game that involves remembering the story and the unit song.
- Students take turns saying a word or expression from the story: *Hurry, quickly, suddenly...*
- Anyone who cannot give a correct answer or does not respond is eliminated.
- The game is over when students run out of words to say. The last student to say something is the winner.

## Page 49

### Warm-up

#### What do you have to do?

- Greet the class without speaking. Use gestures to ask for silence and then write on the board: *What do I have to do? Guess.*
- Mime the boy in the story covering the hole in the dike. Students ask questions to guess what you are doing. When they guess correctly, write the answer on the board: *I have to fix the dike.*
- Invite a student to the board to mime something that he or she has to do: *What do you have to do? I have to do the washing up.*

### Presentation

- Ask students to open their Learner's Book at page 49.
- Point to the children in the picture and read out what they are saying.
- Write the sentences on the board. Highlight the use of *have to*. Remind the class how it is used and what it is used for: *We use "have to" when we have the obligation or need to do something.*

#### C Listen and point at the pictures.

- Point to the pictures and listen to complete the exercise.
- Play the recording for the first time and ask students to point to the pictures. Then, students listen a second time and the activity is checked with the whole class.



TRACK 25

#### Listen and point at the pictures.

Boy: *Does she have to wear a hat in the sun?*  
Girl: *Yes, she does. She has to wear a hat in the sun.*  
Boy: *Does he have to help his mum with the dinner?*  
Girl: *No, he doesn't. He doesn't have to help his mum with the dinner.*  
Boy: *Does she have to wear light colours at night?*  
Girl: *Yes, she does. She has to wear bright colours at night.*  
Boy: *Does he have to take care of the babies?*  
Girl: *No, he doesn't. He doesn't have to take care of the babies.*

#### D Talk about your teacher.

- Point to the children on the page and ask two volunteers to read the dialogue.
- Ask them to bring in photos and make up sentences where *have to* is used: *Do you have to dance here?*

## Wrap-up

### Professions

- Display pictures of people with different professions. Ask students to work in pairs to write down what these people have to do at work.
- Combine pairs into groups of four. Display the pictures again one at a time and ask: *What do doctors have to do at work?*
- Let the members of each group answer the questions among themselves. When they have finished, ask individual students for answers.
- Follow the same process for all the professions. Give students time to look at the pictures, write their sentences, decide among themselves and then share their answers with the rest of the class.

## Extra practice



### Memory game

- Choose a poster or scene showing people doing different everyday activities. Explain to students that they are going to look at the scene for two minutes. They have to remember what the people are doing: *Look at the poster. Can you see what people are doing? Do you have a good memory? Try to remember as many details as you can.*
- Remove or hide the poster. Using *have to*, students write as many sentences as they can about the people on the poster.
- To wrap up, ask students to tell you what they can remember. The last person to say something wins. Anyone who gives an incorrect answer is eliminated.



## Warm-up

### Colours and flags

- Show some pictures of flags and ask students what colours they are: *What colours can you see here? What colours are repeated a lot?*
- Talk about some interesting parts of the flags and their colours: *Many countries have their own explanations for the colours of their flags. Colours mean different things in different countries. In some flags the order of colours is important.*
- Draw or display the Spanish flag. Ask if anyone knows exactly what is on the flag and who chose it: *The Spanish flag consists of three horizontal stripes: red, yellow and red. The yellow stripe is twice the size of each red stripe. It was chosen by Charles III. There is a coat of arms in the middle.*

## Presentation

### Colour in flags

- Ask students to open their Learner's Book at page 50.
- Ask students about the colours of the flags: *How many flags have blue in them? How about red?*
- Ask about the colours of other flags. For example, the flags can be from the countries of the students in the class.

### A Look and match. Then listen and check.

- Students listen to the recording and match the flags to the countries.



### Look and match. Then listen and check.

1. The United Kingdom
2. Holland
3. The United States
4. France
5. Spain

### B Look and answer: Where do they come from?

- In pairs, students complete the sentences describing the nationality of the people in the photos.

#### Answers:

1. Alice comes from the United Kingdom. 2. Tom comes from the United States. 3. The doctor comes from Spain. 4. Hans comes from Holland. 5. The dog comes from France.

## Wrap-up

### Do you remember the song?

- Play the unit song again, pausing occasionally. Each time you pause, students keep singing. Then take your finger off the pause button and play the song so they can check if they sang the paused part correctly.
- Repeat this process several times until students can sing the song without any help.

## Extra practice



### Poster

- Put the class into pairs or groups of three so they can work at a computer with Internet.
- Ask students to choose a country. Their task is to search for information on the country's flag. Then they draw the flag on a piece of card and include any information they think will be interesting for the rest of the class.
- Hang the posters around the classroom. Then, ask a representative from each pair or group to describe the flag, its colours and the flag's history.

## Extension

### Celebrities

- Ask students: *Where are you from? I'm from Argentina. Where is your family from? My family is from Peru.*
- Write on the board: *Where are they from? Where do they live now?*
- Ask students to bring in the names of three famous people and to find out where they are from and where they live now.
- They share the information: *This is Britney Spears. She's from the United States and she lives in Los Angeles.*

## Page 51

### Warm-up

#### Guess the country

- Display a map of the world and point to different countries. Ask students to read the names of the countries. Correct their pronunciation when necessary.
- Draw students' attention to the location of some countries on the map. Remind students how to indicate where something is located: It's in the North, South, West, East. You can add other directions: Northwest, Southwest, Northeast, Southeast.
- Ask a volunteer to choose a country. The rest of the class asks questions about its location until they guess what country it is.

### Presentation

#### Countries

- Ask students to open their Learner's Book at page 51.
- Point to the map and the countries shown. Ask the class if they have ever visited the countries: *Do you know France? Have you been to the United Kingdom?*
- Ask students if they have any friends or relatives who live in other countries.

#### **C** Look at the map. Then listen and answer.

- Play the recording for the first time. As students listen, they look at the map but do not answer any questions.
- Students listen to the recording again and do the exercise together.



TRACK 27

#### Look at the map. Then listen and answer.

*Girl: I'm in France. I go North to go to this country. Which country is it?*  
*Girl: I'm in the United States. I go South to go to this country. Which country is it?*  
*Girl: I'm in the United Kingdom. I go East to go to this country. Which country is it?*

#### Answers:

The United Kingdom  
Mexico  
Holland

#### **D** Solve the problems. Then listen.

- Put students into pairs. They write the appropriate answers.
- Check the activity with the whole class.



## Solve the problems. Then listen.

TRACK 28

1.

Boy: Pamela lives in the United Kingdom. She wants to go to France. Does she have to go South or West?

Girl: South. She has to go South.

2.

Girl: Diego lives in United States. He wants to go to Mexico. Does he have to go North or South?

Boy: South. He has to go South.

3.

Boy: Michel lives in France. He wants to go to United States. Which way does he have to go?

Girl: West. He has to go West.

4.

Girl: Nina lives in Mexico. She wants to go to Holland. Which way does she have to go?

Boy: Northeast. She has to go Northeast.

**Answers:** 1. South 2. South 3. West 4. Northeast

## E Draw a map of your country in your folder. Mark your city or town on it.

- Students work individually and mark on the map where they live. They can also mark where they are from.
- In small groups, children take turns pointing to the map and saying where they live or where they are from.

### Wrap-up

#### Sing the song again

- Play the song again, but this time with the volume very low. Tell the children to sing along to it without using the book or listening to the words.
- Do this several times until they can sing the song without any help.



## WRITING

### Writing a story

#### Warm-up

- Use flashcards or pictures of animals to remind students of the names of these animals in English: *What's this? It's a snake. And these? They are sheep.*
- Draw a table on the board with different animals. Ask students to tell you their singular and plural names: *fish – fish, horse – horses.*
- Choose a card. Show the back of it to the class without displaying the picture. Get students to guess the animal(s) by asking Yes or No questions: *Is it a dog? No, it isn't. Is it a big animal? Yes, it is. Does it live in the sea? No, it doesn't.*
- On the board, make a note of anything they say about the animals to guide them through the exercise, and to help them remember the language.

### Presentation

#### My favourite story

- Ask students to open their Learner's Book at page 52.
- Ask the class if they like stories: *Do you like stories? Do you normally read stories? Do you watch stories on TV? Are you good at telling stories?*
- Ask students to work in pairs and to tell one another what their favourite stories are: *My favourite story is about a magician and a boy.*

#### A Choose and say. Then write the story in your folder.

- Put the class into pairs or groups of three. Ask students to choose one of the two options and to write a story. They can tell the story in narrative or dialogue form.
- Students could also invent an ending for the story and draw a picture of it.

### Wrap-up

#### Do you remember?

- Tell the class that you are going to play a game to help them revise some of the things they have seen in the unit.
- The game consists of finding the correct picture from the unit: *Find a lamb. Page 53, exercise C.*

## Extra practice



### Continue the story

- Students work in groups. Each member takes a piece of paper and folds it over five or six times, depending on the number of students.
- On the first part of the folded paper, students write the beginning of a story about animals.
- When they have done that, each student passes the piece of paper to the classmate on his or her right.
- Then each child reads the beginning of the story and writes the next part.
- The activity continues until the last student in each group writes an ending for the story.
- A representative from each group reads one of the stories to the rest of the class.

### B Break the code! Use the alphabet.

- Students break the code in pairs.

**Answer:** Assign a number to each letter of the alphabet beginning by letter A. "Do you have to cook?"

## Page 53

### ROUNDUP

#### Warm-up

##### Chores

- Show the class different pictures of typical chores.
- Ask students if they help at home and what they do to help. Write on the board: *Do you help at home? What do you do to help?*
- Put students into pairs and write additional questions on the board. Let students answer the questions in their pairs. They can add other questions if they want: *Do you make your bed? Do you clean your room? Do you walk the dog? Yes, I do. No, I don't.*
- To wrap up, ask different students questions so they can share the information with the whole class.

#### Presentation

##### What is he doing?

- Ask students to open their Learner's Book at page 53.
- Point to the pictures and ask: *What is Johnny doing here? He's cooking. He's watering the plants.*

### A Listen and sing.

- Play the song for the first time and let the class read along with the text. Then play the recording a second time and encourage students to sing along.
- Read the text out loud, letting the class read out the alternate sentences.
- Play the song again and sing along together. Different groups of students can sing the different sections.
- Ask the class what Johnny has to do: *Why can't Johnny come out to play? He's got to feed the dog.*



### Listen and sing.

TRACK 29

#### Come out to play

*Can Johnny come out to play?*

*Can Johnny come out to play?*

*He has to fix his bike.*

*He has to fix his bike.*

*He can't come out to play!*

*Does he have to fix his bike today?*

### Wrap-up

#### Sing again

- Give students a copy of the song or copy it on the board or computer screen, leaving some words out. Students try to remember the missing words and write them in the blank spaces.
- Play the song again and check the exercise.

## I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

## ACTIVITIES

### 1 Look and unscramble the sentences.

- Ask students to open their Book at page 54.
- Individually, students rearrange the words to form sentences. When they have finished, encourage them to compare their answers with other classmates and to help one another.
- To wrap up, read the sentences out loud and check the activity with the whole class.

**Answers:**

He puts his finger in the hole.  
Water is coming from the hole.  
Men are coming to fix the dike.  
They have to stop the water.

- Number the pictures in the correct order.
- Students number the pictures according to the events in the story.

**Answers:** 2, 1, 3, 4

### 2 Tick (✓) or cross out (X) these sentences about your friend.

- Students ask and answer questions in pairs to get the information and fill in the information: *Do you have to...?*
- Ask students to report the information about their classmates for the rest of the class.

### 3 Add the question and exclamation marks.

- Ask students to open their book at page 55. Ask the class to look at the text and to tell you what the problem is.
- Students complete the texts individually. Then, they work in pairs and compare their work.
- Check the activity with the whole class.

**Answers:**

Hurry, there's a hole in the dike!  
Does the man have to fix it?  
Yes, he does. The water's coming in, run!  
Is the man coming now?

### 4 Circle the words.

- Ask students to find the words and circle them.

**Answers:** hole, covers, fix, have, to, suddenly, quickly

### Complete the text with the words.

- Students complete the text with the words.
- Ask volunteers to read the text.
- Check the activity with the whole class.

**Answers:** Suddenly, hole, covers, Quickly, have, to, fix

### 5 Complete the dialogue.

- In pairs, students complete the question and the answer.
- Ask for volunteers to give sample answers.

**Answers:** Student's own answers

## Extension

### Role-play

- Invite students to create new dialogues and perform them for the rest of the class.

## Extension

### Class survey

- Give each student a strip of paper with a word related to what they have to do at home or school.
- On the board, write the beginnings of two sentences:  
*At home, I have to...; At school, I have to...*
- Ask students to continue the sentences individually:  
*At home, I have to tidy up. At school, I have to do the exercises.*
- The whole class stands up and participates in this activity. After taking a turn, each student sits down.
- Point to the first sentence: *At home, you have to...* Each child says one thing and sits down. When you have finished with this sentence, do the same with the second one: *At school, you have to... I have to learn different subjects.*



# GAME & INTEGRATION UNITS 3 - 4

## Pages 56-57

### Game

- 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 58

### Integration units 3-4

#### A Read, circle and complete.

- Point to the pictures and tell students to look carefully at the times.
- In pairs, students select the correct option. The whole class checks the activity together.

#### Answers:

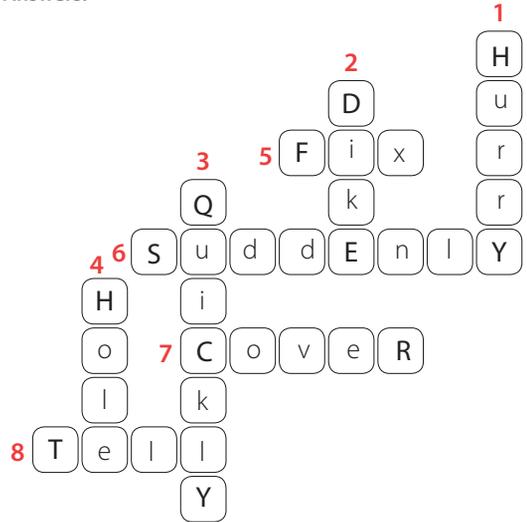
He goes to the black rocks.  
 She goes to the short trees.  
 He goes to the wide river.  
 She goes to the back cave.

## Page 59

### B Solve the crossword.

- In pairs, students complete the crossword puzzle with the missing words from the text.

#### Answers:



### Answer the questions in the crossword.

- Students answer the questions individually.
- To wrap up, they share their answers with one or two classmates.

#### Answers:

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1. Yes, I do. / No, I don't.  | 5. Yes, he does. / No, he doesn't.   |
| 2. It's made of stone.        | 6. Yes, they do.                     |
| 3. Yes, I can. / No, I can't. | 7. Yes, I do. / No, I don't.         |
| 4. Yes, it is.                | 8. Yes, she does. / No, she doesn't. |





# 5 The world community

## Objectives:

- Describing people's abilities
- Describing geographical areas

## Key language:

- Tools
- Animals
- Geographical areas

## Priority learning cores

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

Pages: 4, 9-13.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

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

Pages: 87, 90, 91, 95.

## Foreign Language Guidelines of Province of Buenos Aires

[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)

Pages: 332-335.

## Page 60

### Warm-up

#### Family members

- Tell students that this class you are going to talk about a person who helps animals. Show some pictures of different types of monkeys and apes and ask students to identify them: *monkey, chimpanzee, gorilla, ape*.
- Check that students are pronouncing the words correctly: *Is this a monkey? No, it's a gorilla.*

### Presentation

#### Setting the context

- Ask students to open their Learner's Book at page 60.
- Ask students to identify the animals: *What type of animal is this? It's a chimpanzee.*
- Ask: *Do you know who this woman is? What's her job? She looks after animals.*

## A Listen and read.

- Ask students: *What do you think the story is about? I think it's about Jane Goodall.*
- Ask students to listen and focus on where she lives and what she does.



## Listen and read.

TRACK 30

### Roots and shoots

*Jane Goodall loves animals. Here is a photo of her with her favourite toy, a chimpanzee.*

*She is very good at talking to animals!*

*Here is Jane, in Tanzania, East Africa.*

*Jane is a scientist. She works in Gombe National Park. There are tropical rainforest with animals and a lot of colourful birds and fish in the park.*

*She is good at studying animals. She studies the chimpanzees in the park. They eat plants and meat, and they are very good parents!*

*Chimpanzees are very intelligent animals. They take the leaves off the branches. The branches are their tools!*

*Jane has a programme called Roots and Shoots for school children.*

*Today, children everywhere study our marvellous planet with this programme.*

## Page 61

## B Choose the correct option.

- Divide the class into pairs or groups of three.
- Check the exercise with the whole class.

**Answers:** 1. chimpanzee 2. Tanzania 3. animals young people

### Wrap-up

#### Interview: Jane's job

- Ask students to work in pairs and write information related to Jane Goodall's work: *Jane is a scientist. She looks after animals. She works in Gombe National Park. She studies animals. She has a programme for children.*
- Ask students to write about their parents' work. Put the class into small groups and encourage students to ask each other questions about what their parents do. You can write some questions on the board: *What's his job? Where does he work? What does he do? Does he like his job?*

## Extra practice



### The real thing

- You could show students a number of pictures of Joan Goodall and give them time to work in pairs to write down what they see: *What is she doing? She's kissing a chimpanzee.*
- You can encourage students to ask you questions about her: *Where is this? This is in Gombe National Park.*

## Extension

### Do you remember?

- Copy the text about Jane Goodall, but delete some words or phrases. Ask students to work in pairs to reconstruct the text.
- Students compare their answers and correct one another.
- Finally, play the recording again and let them check their answers.

## Page 62



### Warm-up

#### Listen and guess

- Show pictures of different tools and animals and ask students to identify them. Display word cards to remind them how to spell the words.
- Ask a volunteer to choose a card. The student describes what he or she can see and the others try to guess what it is. The winner is the first one to guess what it is.

### Presentation

- Ask students to open their Learner's Book at page 62.
- Review the following words: *rainforest, leaves, branches, chimpanzees.*

### A Listen and sing.

- Listen to the song for the first time and make gestures to represent what is mentioned. Listen a second time and students sing the song.
- Ask the class about the song: *Did you like the song? What is it about? It's about the rainforest.*



### Listen and sing.

TRACK 31

#### The rainforest song

*In the rainforest,  
In the rainforest,  
See the red and yellow birds!  
Listen, a song,  
Let's all sing along.  
Ready? One, two, three.  
We are studying animals,  
Looking at birds and trees,  
Looking at leaves and branches  
The branches are tools  
For the families  
Of intelligent chimpanzees!*

### B Point and name the odd picture.

- Ask students to name what they see and say which one is the odd one out: *a monkey, an airplane, a rainforest. Which one is not a toy?*
- Now, repeat the procedure with the second series. Ask: *And here, which one is not an animal? The tree.*

**Answers:** 1. rainforest 2. tree

### Wrap-up

#### Complete the song

- Copy the song on the board with some words missing. Students write in the correct words.
- Listen to the song again and check with the whole class.

## Extra practice

### Guess the animal



- Write on the board: *What's your favourite wild animal?*
- Ask the class to pay attention to your actions. You are going to mime a wild animal: *Is it a tiger? No, it isn't. Is it a cheetah? Yes, it is.*
- The student who guesses correctly then mimes an animal for the rest of the class to guess.

## Extension

### Habitats

- Divide the class into four groups. Each group is responsible for describing one type of habitat: *Find information about your habitat. Where can you find it? What type of animals and plants can you find there?*
- The groups look for information on the Internet that describes their habitat. They collect photos and material to make a poster dedicated to the habitat.
- Put the posters on the classroom walls and let representatives of each group give information about their habitat.

## Page 63

### Warm-up

#### What are you good at?

- Write the following question on the board with your own answer: *What are you good at? I'm good at painting.*
- Students then ask one another the question in pairs. Ask for feedback.
- Write on the board: *In this class we have people who are good at playing football, dancing and singing songs.*

### Presentation

#### What is she good at?

- Ask students to open their Learner's Book at page 63.
- Point at the photo and read: *Jane is good at talking to animals.*

### **C** Read and point at the pictures.

- Point to the pictures and read the texts out loud.
- Do not check the exercise yet.

### Listen and check.

- Play the recording the first time and ask students to point to the drawings.



### Listen and check.

TRACK 32

- Girl: What is she good at?*  
*Boy: She's good at taking care of her babies.*  
*Girl: What are they good at?*  
*Boy: They're good at making tools.*  
*Girl: What are you good at?*  
*Boy: I'm good at studying elephants.*  
*Girl: What is it good at?*  
*Boy: It's good at swimming.*

**Answers:** 1. Picture 2. 2. Picture 2. 3. Picture 1. 4. Picture 2

### **D** Your turn! What is it good at?

- Divide the class into pairs and ask them to write three questions.
- Ask volunteers to talk about what they have learnt: *What's he good at? He's good at sailing.*

### Wrap-up

#### Do you remember?

- Write some questions on the board and ask students to answer them:
  - *Who is Jane Goodall?*
  - *Where does she work?*
  - *What does she do?*
  - *What is she good at?*
- Check the exercise with the whole class.

### Extra practice

#### Class survey

- Put students into pairs to write five questions to ask five other students. All the questions should begin with: *Are you good at...?*
- Once they have finished their surveys, students sit down in pairs and write down the results of their survey.
- Ask volunteers to read out their texts to share their information.





### Warm-up

#### What's this?

- Display some pictures of prehistoric tools and ask the class to describe them. Write the words on the board: *comb, hammer, knife, arrow.*

### Presentation

- Ask students to open their Learner's Book at page 64.
- Point to the pictures of prehistoric tools: *I think that's an arrow. People used them to hunt.*
- Ask students to work in pairs and ask them: *What type of tools do you think prehistoric people used? They used stones to prepare the food. They used knives to cut the meat and the vegetables.*

### A Listen, read and answer.

- Play the recording while students read the text for the first time.
- Ask the class about the tools they can see in the pictures. Read an example of the two questions.



### Listen, read and answer.

#### We use tools

*The oldest tools in the world are made of stone. The tools in the picture on the left come from Africa. They come from the countryside near a river in Ethiopia. You can see prehistoric tools in museums. They are made of stone, bone and metal.*

*Tools change the world around us. We use tools to cut food, to make things, to fix our hair, and to paint.*

### B Look around the classroom and answer the questions in your folder.

- Students look around the classroom to find tools.
- Read out the four questions. You can make a note of their answers on the board and tell students to discuss the responses in pairs before answering them all together.

### Wrap-up

#### Touch and guess

- Bring to class a number of small items used at home or school. Take one and put it in a box or bag.
- Ask a volunteer to come to the board to put their hand in the bag. They touch the item briefly. Tell them to ask you three questions before they say what it is.
- Make a note of some typical questions on the board as models: *What is it made of? What is it used for?*

### Extra practice

#### Make a crossword

- Divide the class into pairs or groups of three. First, they think of ten tools or objects used at home or school. They draw them on a piece of paper and number the pictures.
- They write the names of the objects on a separate piece of paper. They may need to look up the words in a dictionary.
- Then, they create a crossword or wordsearch using these words.
- Then they give their crossword to another group and complete the one received in exchange.



### Warm-up

#### Quiz: Where is this?

- Use flashcards and word cards to show different types of places. Ask students to link the words to the pictures: *desert, river, mountain.*
- Ask students to look for famous landscapes on the Internet. You can help them by making suggestions and writing these on the board: *Find a lake, mountain, forest, desert, waterfall.*

### Presentation

- Ask students to open their Learner's Book at page 65 and describe the pictures.

### C Look and say.

- Students complete the sentences in pairs.
- When all the groups have finished, check with the whole class and ask volunteers to read out their answers.

#### Answers:

Many animals are fast, but the cheetah is the fastest.  
Mountains are usually very high, but Mount Everest is the highest.  
Trees are tall, but the sequoia tree is the tallest.  
Oceans are big, but the Pacific Ocean is the biggest.  
Tools are old, but a stone hammer is one of the oldest.  
Forests are big, but the rainforest in Brazil is the biggest.  
Rivers are long, but the Amazon River is the longest.

### D Ask and answer.

- Divide the class into groups of four. At first they work in pairs and write three questions to ask the other pair. You can help them by giving them a file sheet so they only have to write the sentences.
- When they have finished, they ask the other pair the questions. Give them a point for each correct answer.

#### Wrap-up

##### Review

- Use the flashcards and word cards to review the new vocabulary: *river, mountain, ocean*.
- Put the cards on the board in random order and ask students to put them in alphabetical order.

#### Extra practice

##### Memory game

- First, go over the words they are going to use. Draw a mountain range on the board and ask the class what it is called: *What's this? It's a mountain range.*
- Ask the children to sit in a circle. Each student says a sentence about the natural world, identifying the superlative form of that type of thing. Students who do not remember miss a turn; those who say something can play in the second round.
- The last one to say something is the winner.



### Extension

#### Nature Quiz

- Ask students to bring information about exceptional rivers, mountains, animals, etc. (the longest, largest, etc.).
- They write five questions: *What is the longest mountain range in the world? The Andes in South America.*
- Taking turns, each one reads out their questions for the rest of the class: *What is the world's highest mountain? Mount Everest. What is the world's longest river? The Nile River. Which bird lays the largest egg? The ostrich.*

### Page 66

#### WRITING

##### Writing a film plot

##### Warm-up

##### Mime the picture

- One by one, show students flashcards related to animals and nature.
- Invite students to come to the board and show them one of the pictures. They should use mime to explain what it is to the class.

##### Presentation

- Ask students to open their Learner's Book at page 66.
- Students make comments on what they can see while you help them with their answers.

### C Choose and tell a friend. Then write the story in your folder.

- Put the class into pairs. They describe what they can see in the pictures in order to create the story.
- Bring the class together and tell the story together. You can give them a dictation with the text you have created. This will make them feel more confident about their learning.

#### Wrap-up

##### Do you remember?

- Tell the class that you are going to play a game to help them revise some of the things they have seen in the unit.
- The game consists of finding the correct picture from the unit: *Find a saw. Page 64, exercise A.*

## Extra practice



### Unscramble the text

- Give out a copy of a reading on animals. The paragraphs in the text should be in the wrong order.
- Students work in pairs to reorganise the text.

## Extension

### Congrats!

- Congratulate the class on their progress. Write on the board: *Well done! You can talk about important rivers, mountains and oceans in the world.*
- Invite students to think together of different ways to congratulate people on their job.

### B Break the code! Use the alphabet.

- Put the class into pairs. Students discover the solution to a series of numbers.

**Answer:** assign a number to each letter of the alphabet beginning by the end. "Name a tool made of metal".

## Page 67

## ROUNDUP

### Warm-up

#### Revision: Numbers

- Write some numbers on the board, including tens, hundreds and thousands. Point to the numbers and say: *Do you remember? These are units, tens, hundreds, thousands.*
- Give some more examples and write them on the board. Ask the class how many tens, hundreds and thousands there are in the numbers: *How many hundreds are there in 560? Five. And tens? Six.*
- Put the class into pairs and ask each student to write down three numbers each with more than three digits. In turn, they say the tens, hundreds and thousands of their numbers.
- When they have finished, tell students who got them all right to put their hands up.

## Presentation

- Ask students to open their Learner's Book at page 66.
- *Do you recognise these animals? They're in the forest. What are they doing? They're resting. They're eating. They're walking.*
- Draw a jungle on the board and an animal you can only just see behind a tree: *What's this? It's an animal. He's sleeping under the tree. Can you guess the animal? No, it isn't. Does it have feathers? Yes, it does.*
- The first student to guess correctly comes to the board and draws an animal behind the tree. The class asks questions to guess what the animal is.

### A Listen and read.

- Play the recording for the first time and let the class listen while they are reading the text. Play the recording a second time and encourage students to repeat the song.
- Read out the text and tell the class to say the answers.
- Play the recording again and sing along together.



TRACK 34

### Listen and read.

#### Rain, rain!

*Rain, rain,  
Listen to the rain.  
Forest, forest,  
Look at the trees.  
Watch the animals,  
watch the birds,  
make some tools  
with the chimpanzees.*

### Wrap-up

#### Unscramble the song

- Hand out a copy of the song or put it on the board with the lines all mixed up. Students try to remember the correct order and write it out correctly.
- Listen to the song again and check the exercise together.

## I can



- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

## ACTIVITIES

### 1 Look and write *True* or *False*.

- Ask students to open the book at page 68.
- Point to the photos of Jane Goodall. Ask the class what she is doing in each photo.
- Put the class into pairs to say whether the phrases are true or false.

**Answers:** a. True b. False c. False d. True e. True

### 2 Match the two parts of each sentence.

- Students connect the two parts to form sentences.
- When they have finished, you can ask for volunteers to read out their answers.

**Answers:** a. Jane Goodall is very good at talking to animals. b. Chimpanzees are very intelligent. c. They live in the African rainforest. d. They make tools with branches. e. Children everywhere study our planet.

### 3 Read and complete the text.

- Read the text out loud.
- In groups, students think about the different kinds of tools and complete the exercise.
- Students share their answers.

**Answers:** students' own, answers.

## Extension

### Guessing Game



- Show students flashcards of various actions and activities. Write the verbs in the *-ing* form on the board: *studying, reading, playing football, swimming*. Ask the class to repeat the words after you as you say them out loud.
- Invite a student to come to the board and display one of their pictures. They should use mime to explain the action. The first student to guess and pronounce the word correctly goes next.
- You can make the game a little more complicated by telling students to ask their partner a question with the *-ing* form: *Are you good at swimming? Yes, I am good at swimming.*

### 4 Draw or glue pictures of four objects or places.

#### Then complete the sentences.

- Ask students to open the book at page 69.
- Remind them how superlatives of adjectives are formed and put some examples on the board.
- Ask volunteers to read out the words from the box. Ensure that their pronunciation is correct.
- Students complete the exercise in pairs.
- Students share their answers.

#### Answer:

The fastest street.  
The tallest building.  
The biggest statue.

## Extra practice



### Animals in the jungle

- Divide the class into groups. Each group has to write about an animal of their choice: *Find information about an animal in the jungle. Where do they live? How do they hunt or eat? What do they eat?*
- The groups look for information on the Internet related to their topic. They can find photos and material to make a poster, a presentation on the computer or a webpage.
- Put the posters on the classroom walls and show the presentations on the computer or electronic whiteboard; let the representatives of each group explain to the other students what they think the most interesting aspects of the wild animal are.

## Extension

### Superlative heroes

- Ask students to think of their favourite superheroes.
- Write useful language on the board: *I like Superman because he's the fastest.*
- In pairs, students share why they have chosen that superhero.
- Students report what their classmate told them: *Maria likes Superman because he's the fastest.*
- Invite students to draw their superhero. Encourage students to write a short description under their picture.
- Prepare a classroom poster with the drawings.



# 6 Fun and fit

### Objectives:

- Talking about the past

### Key language:

- Adjectives
- Sports



### Priority learning cores

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

Pages: 4, 9-13.

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Pages: 89-91.

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[e-sm.com.ar/guidelines\\_PBA](http://e-sm.com.ar/guidelines_PBA)

Pages: 332-335.

## Page 70

### Warm-up

#### My ideal school trip

- Write the heading *My ideal school trip* on the board. Ask the students to think of different school trips they have been on. List them on the board.
- Encourage them to think about a place they would like to visit. Write a sentence starter on the board for them to copy and complete: *My ideal school trip is to go to...*
- Give help where needed as the students are completing their sentences.
- Tell the students to work with their partner and read each other their sentences.
- Invite volunteers to read their sentences to the class. List their ideal school trips on the board and highlight any useful vocabulary.

### Presentation

#### Setting the context

- Ask students to open their Learner's Book at page 70. Tell them to cover page 71.
- Ask: *Where are the children? What are they thinking about? Who is the man with glasses? What is the weather like?*
- Elicit different predictions of what the story is about.
- Tell the students to read the texts on page 71 to check if their predictions were correct.

### A Listen to the story and point at the pictures.

- Ask the students to read the story again and match each text to a picture on page 70.
- Play recording 35 and ask the students to listen and read carefully and say which picture corresponds to each text.



### Listen to the story and point at the pictures.

#### A whole day of adventure

a. Last week was our class trip to an adventure park. We were at school at 8:30 in the morning. We were very excited and ready for a whole day of adventure.

b. We can go rock climbing and horse riding, we can go swimming and cycling! We can do gymnastics and aerobics! And we can play football and tennis too! A whole day of adventure!

c. We weren't in Ms McCarthy's Maths class. No! We were on our way out of town and into the country. We were on our way to a whole day of adventure!

d. The road wasn't straight. There were lots of bends. And the weather wasn't good. It rained and rained and rained!

e. Soon everybody on the bus was quiet. We were all very tired. It was already 11 o'clock!

'Are we nearly there, Mr Armstrong?'

'Not yet, maybe in an hour.'

- Ask students to compare answers with a partner.
- Play the track again pausing after each section for volunteers to give their answers and explain why a picture matches to a text.

## Page 71

### B Read the story.

- Tell the students that they are now going to read the story so that they can answer the four questions.

#### Answer the questions in your folder.

- Ask them to read the questions first and then play class recording 35. Tell students to work in pairs to answer the questions.
- Check answers in open class. Encourage the students to say where the information is in the text.

**Answers:** 1. No. It rained and rained. 2. Yes, it was. 3. No. They were very tired. 4. Accept different possible answers, but ask students to explain their answers.

**C Listen to the end of the story. Point at the correct picture.**

- Tell the students to look at the two pictures and to describe what is happening in each one. List key words for each picture on the board. For example:
  1. *gate, closed, sad, disappointed*
  2. *open, happy, playing, climbing, horse-riding, cycling*
- Tell the students to listen and choose the correct picture.
- Ask them to compare answers with a partner.
- Tell the class to listen again and note down the key words they hear. Play recording 36 again and check answers in open class.

**Answer:** picture 1



**Listen to the end of the story. Point at the correct picture.**

- *Oh no!*
- *The adventure park is closed!*
- *It's too late! Now we have to get back on the bus and go back to school... after a whole day of NO adventure!*

**D Complete the sentence.**

- Tell the students to work in small groups to complete the sentence.
- Ask different groups to read and explain their answers.

**Answer:** At the end of the story, the children were sad because the park was closed.

**Wrap-up**

**Speaking**

- Tell the class to close their books. Invite volunteers to tell the story to the class. Emphasise that they don't have to remember the story word for word, they just need to explain what happened in their own words.



**Extra practice**

**Writing**

- Tell the class that they are now going to write a different ending for the story, a happy ending. Ask them to open their books again and to look at picture 2 on page 71 for ideas.
- Write a paragraph starter on the board: *When the bus finally arrived at the adventure park...*
- Divide students into groups of three or four.
- Invite different groups to read out their endings to the story.

**Page 72**



**Warm-up**

**Looking back**

- Write: *A whole day of adventure* on the board. Ask the class to remember the story from the previous lesson and say which activities were mentioned. List them on the board.
- Tell the students to open their books at page 72 to compare the list on the board with the activities in the story.
- Check that the students pronounce the activities correctly.

**Presentation**

**A Listen and mimic the sports you hear.**

- Ask different volunteers to mime one of the activities from exercise A, while the rest of the class put up their hands to guess which sport it is.
- Tell the students to cover the song with a piece of paper. Explain that as they listen, they have to mime the activities they hear.



## Listen and mimic the sports you hear.

TRACK 37

### My activities

*On Mondays, I do gym and on Tuesdays, I go swimming,  
On Wednesdays, I play tennis and on Thursdays, I go cycling.  
Days of adventure, adventure days for me.  
I feel very tired at night and fall asleep on my feet!  
On Fridays, I do aerobics and on Saturdays, I play football  
On Sundays, dad says: 'Horse - riding?' and I say: 'Yes, why not?'  
Days of adventure, adventure days for me,  
I feel very tired at night and fall asleep on my feet!*

- Play the song again as the students sing along. Alternatively, divide the class into two groups and ask them to take turns singing a line of the song each.

### B Match the pictures to the words in the box.

- Ask students to open their Learner's Book at page 72. Tell them to quickly match the words to the pictures.

**Answers:** 1. football 2. rock climbing 3. tennis 4. horse-riding  
5. swimming 6. cycling

- To build on the student's vocabulary, encourage them to name other leisure activities which are not mentioned on pages 72 and 73, for example, table tennis, basketball, cricket, volleyball, baseball, bowling, jogging, golf, etc.
- Invite volunteers to tell the class what kind of activities they do and when and where they do them.

### Wrap-up

#### Do, play and go

- Draw three columns on the board with the headings: *Do*, *Play* and *Go*. Tell the students to copy the table in their folders, and then to find different activities in the song and list them under the correct verb.
- Check answers on the board.

**Answers:** **Do:** aerobics, gym **Play:** tennis, football, **Go:** cycling, swimming

- Ask the class if they can see a pattern or rule for using *do*, *play* or *go*.
  - *When you use a ball in a game, which verb do we use? (play).*
  - *When an activity ends in -ing, which verb do we use? (go).*
  - *For an activity without a ball or which doesn't end in -ing, which verb do we usually use? (do).*
- Ask the class to think of more examples and add them to the board and their lists.

## Page 73

### Warm-up

#### Revision: telling the time

- Tell the class you are going to say different times to them.
- Tell them to listen and write the times in their folders.
- Dictate ten different times, using *a.m.* or *p.m.*
- Check answers on the board.

### Presentation

#### C Listen and read.

- Tell the class that you are going to play a short conversation and say what the three people are talking about.
- Play recording 38.
- Ask students to compare their answers in pairs and then play the recording again.



#### Listen and read.

TRACK 38

*Teacher: Were you and Paula in your English lesson yesterday morning?  
Jim: No, we weren't. We were in our Maths lesson.  
Teacher: And... Was it fun?  
Paula: No, it wasn't. There was an exam!*

- Use questions to elicit information: *Who is talking? What are they talking about? What lessons do they mention? What exam was there?*
- Ask students to open their Learner's Book at page 73.
- Play recording 38.

#### D Read and match the questions to the answers.

- Explain that the questions and answers are about the conversation in exercise C.
- Ask the students which verb is used in the questions and answers. Ask if the questions refer to the present or the past.
- Ask the students to change the questions and answers into the present tense and ask for volunteers to ask the questions and to reply to them.
- Refer to the table at the top of the page. Elicit that *was* is the past of *am* and *is*, and that *were* is the past of *are*.

**Answers:** 1. Yes, they were. 2. No, they weren't. 3. Yes, there was.

## E Ask and answer.

- Ask two volunteers to read out the example dialogue in activity E.
- Ask more questions to different members of the class using other times. *Were you at school yesterday at 5 p.m.? Were you in a Maths class yesterday at 10 a.m.?*
- Ask students to work in pairs and ask each other more questions. As students are speaking, monitor and note.
- Ask different students what they discovered about their partners.

## Wrap-up

### Correction

- Write the common mistakes that you noted in the previous exercise on the board. Write complete sentences and change them slightly to make them anonymous.
- Check answers in an open class.

## Extra practice

### Guessing game

- Write a previous day in the past and a time on the board: *Yesterday 6 p.m.* or *Last Saturday 11:00 a.m.*
- Encourage students to ask you questions using: *Were you at / in school / home / the park, etc. and reply using: No, I wasn't* until they guess the correct answer and you say: *Yes, I was.*
- Ask students to work in pairs.



## Warm-up

### Vocabulary revision

- Write: *Parts of the body* on the board. Draw the human body on the board. At the side of the drawing, list the following words: *arm, hand, leg, foot, head, ear, eye, nose, chest.* Tell students to copy the drawing in their folders and label each part.
- Invite volunteers to come to the board and match the words to parts of the body.
- Draw the heart and lungs on the figure. Write the words on the board and practise the pronunciation. Add the word *wrist*. Explain that the *w* is silent (as it is in the word *write* or *wrong*). Hold your wrist as if you are feeling your pulse. Ask the students what you are doing. Write on the board: *I am feeling my pulse.*

## Presentation

### A Look at the words and point at the correct place in the picture.

- Ask students to open their Learner's Book at page 74.
- Tell them to match the words in the box with the numbers and then to compare their answers with a classmate.

**Answers:** 1. lungs 2. heart 3. oxygen 4. pulse

- Ask the students: *What is the doctor doing? Feeling the boy's pulse.* Ask: *Why is she doing this? To calculate the boy's heart rate.* Write the heading *Heart rate* on the board.

### B Read the headings and match them to the paragraphs.

- Point out the four headings on the page. Tell the students that each heading corresponds to one of the four texts below.
- When they have completed the exercise, ask them to compare answers with their partner.

**Answers:** 1. What is heart rate? 2. Typical heart rates 3. For medical science and sport 4. How to measure your heart rate.

- Write the following questions on the board:
  1. *What is bpm?*
  2. *When is your heart rate slower?*
  3. *Do sports people have fast or slow heart rates?*
  4. *What do you use to measure your heart rate?*
- Tell the students to write complete sentences.

---

**Answers:** **1.** Bpm is the number of times a heart beats in a minute. **2.** Your heart rate is slower when you are asleep. **3.** Sports people have slow heart rates. **4.** You use two fingers and a watch to measure your heart rate.

---

- Ask a volunteer to show the class how to measure their heart rate.

### Wrap-up

#### Different heart rates

- Tell the students that you want them to do an experiment, to compare their heart rate at rest and then immediately after exercising.
- Ask them what type of exercise they think they can do in the classroom without making noise, for example squatting down and standing up ten times.
- Tell the students to exercise and then measure their heart rates again.

### Page 75

#### Warm-up

##### Vocabulary game

- Write the heading *Adventure activities* on the board and then the following activities:
  1. *\_ w i \_ \_ i \_ \_*
  2. *h \_ \_ \_ e - \_ i \_ i \_ g*
  3. *r \_ \_ k c \_ i \_ \_ \_ n \_*
  4. *\_ y \_ \_ a \_ t \_ c s*
  5. *\_ y \_ l \_ \_ g*
- Tell the students to work with a partner to fill in the missing letters. Then check answers in open class.
- Encourage students to name other adventure activities and list them on the board: answers: kayaking, skating, sailing, skiing, playing golf, jogging, etc.
- Ask the students if they have ever done any of the adventure activities. If so, ask them to explain where they went and what they did.

---

**Answers:** **1.** swimming **2.** horse-riding **3.** rock climbing **4.** gymnastics **5.** cycling

---

#### Presentation

##### C Read the text.

- Ask students to open their Learner's Book at page 75. Point out the text in the brochure. *It's a brochure for an adventure park. It describes what you can do there.*
- Tell the students to read the brochure carefully and explain any words that may cause difficulties.

##### Answer the questions in your folder.

- Ask the class to read the four questions below the text.
- Ask students to compare their answers with a partner and then check as a class.

---

**Answers:** **1.** More than fifteen **2.** 40 km **3.** Yes **4.** Yes

---

- Ask the students if they would like to go to this adventure park and if so, what they would do there.

##### D Design an adventure park.

- List the following points on the board for the students to follow.
  - *List five activities you can do in the park.*
  - *Think of a name for the park.*
  - *Think of where the park is.*
  - *What other things are there in the park?*
- Ask different students how they have answered these points.

##### List five activities and think of a name for the park.

---

**Possible answers:** walk, climb, watch animals, take photographs, learn about plants

---

##### Design a brochure or poster.

- Ask: *When you arrive at the park you go in at the \_\_\_\_\_ (entrance). When you want to go home you go out through the \_\_\_\_\_ (exit), etc.*
- Write some useful phrases for making suggestions on the board: *We can have a ... in our park.*

##### E Tell the class about your adventure park.

- Invite volunteers to come to the front of the class to show their posters and present their adventure park to their classmates.
- As an alternative, each pair can present their poster, saying what is similar or different about their parks.

## Wrap-up

### Discussion

- After a number of parks have been presented, ask the class to vote on which one they would like to visit most. Encourage them to explain why.

## Page 76

## WRITING

### Writing a cartoon

#### Warm-up

#### Revision game

- Divide the class into two teams, A and B. Ask a volunteer from each team to come to the board. Volunteer A will ask a question, for example: *Were you at school at eight o'clock yesterday?* Volunteer B will answer, for example: *No. I was on the school bus.*
- Ask for another volunteer from each group, this time, volunteer B will ask the question and volunteer A will answer.

### Presentation

#### A Look, read and complete the cartoon.

- Ask students to open their Learner's Book at page 76.
- Before reading the text, ask the class to describe what is happening in each picture.
- Tell the students to look at the text for the first picture. Elicit the first missing words *was / kitchen*.
- Check answers by asking different students to read out a line each.

**Answers:** 1. *was / at / was / kitchen* 2. *at / were / park / on* 3. *at / was / on* 4. *at / was*

#### B In your folder, draw and write your cartoon for the same times last Saturday.

- Write *Last Saturday* on the board and continue with the following times: *9 a.m., 11 a.m., 7 p.m., 10 p.m.*
- Give each student a sheet of A4 paper and tell them to divide it into four parts, for the four different pictures and texts.
- Tell them to write the texts first and then draw the pictures.

## Wrap-up

### Feedback on writing

- Use the list of common errors that you made while you were monitoring the students. Write them on the board and ask the students to work in pairs to correct the sentences.
- If the students completed their cartoons during the lesson, pin up or distribute their work around the classroom so that they can mingle and read their classmate's cartoons.

## Extra practice

### Imaginary Saturday



- Tell students to work in groups of three. Tell them to think of a famous person or cartoon character and to make notes about how they imagine they spent last Saturday.
- These cartoons can be pinned up on the walls to decorate the classroom.

## Page 77

## ROUNDUP

### Warm-up

#### Vocabulary revision game

- Write different parts of the body on the board. Leave enough space between the words to draw pictures. Invite volunteers to come to the board and draw the part of the body by each word. Make sure that the words *fingers* and *toes* are included.
- Write the following verbs on the board: *touch, stretch, turn around, clap, snap, move, bend*.
- To practise these words, ask the class to stand up and give commands using the verbs and ask them to mime: *Touch your nose. Bend your arm. Stretch your leg*. Repeat the game several times.

### Presentation

- Ask the class to tell you what they know about aerobics. Ask: *What is it? Where do people do it? Why do they do it? Is it good for you?*

## A Read and listen to the first part of an aerobic song.

- Invite a volunteer to come to the front of the class. Slowly read through the first part of the aerobics song, and tell the volunteer to demonstrate the actions as you read them out.



## Read and listen to the first part of an aerobic song.

### Aerobics song

*Up and down and up and down  
Turn around and touch the ground.  
Stand up straight and stretch right up  
Touch the ground and then stand up.*

## Choose the words to complete the second part of the song.

- Tell students to work with a partner.

**Answers:** behind, left, toes, touch

## Listen and check.

- Play track 40 for students to check their answers.



## Listen and check.

*Clap in front and clap behind,  
Look to the left, then to the right.  
Snap your fingers, move your toes,  
Bend your arms and touch your nose.*

- Play the recording again and tell the students to sing together. Focus on pronunciation, especially words with the same vowel sounds: *down – ground – around, behind – right, nose – toes.*
- Point out how some words are stressed and others are not: *Up and down and up and down, turn around and touch the ground.*

## B Read and write True or False.

- Tell the class that they are going to read about aerobics.
- Check understanding of key words: *What's the opposite of healthy? (ill / unhealthy) What's the opposite of strong? (weak).*
- Tell the students to read the text and say if the statements are true or false.

**Answers:** 1. False 2. True 3. True

## Wrap-up

### Aerobic dictation

- Ask a volunteer to come to the front of the class. Write a list of four or five instructions from an aerobics class on a piece of paper and ask the volunteer to follow the instructions. Students have to watch closely and write the instructions.

## I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

## Page 78

## ACTIVITIES

### 1 Match the pictures to the sentences below.

- Tell the students to look at the pictures and ask for volunteers to explain what is happening in each one.
- Tell the students to read the sentences below carefully. Then ask them to match each picture to the correct sentence.
- Ask students to check their answers in pairs and then review in open class.

**Answer:** a. 4 b. 6 c. 1 d. 2 e. 5 f. 3

### 2 Talk to a friend about sports or games that you do.

- Tell the students to work with a partner and tell each other about the sports and games they play.
- Write useful language on the board. Walk around, monitor and help.

## Extra practice



### My activities

- As a demonstration, interview a volunteer about what activities he/she does. As the student answers, draw a table on the board showing the activities, when he/she does them and where. Ask more questions for extra details.
- When you have finished, ask the class to remember which questions you asked. Elicit them and list them on the board. For example: *What activities do you do? When do you go swimming? Where do you go?*
- In pairs, students interview each other and fill in the tables in their folders.
- Ask different students to refer to their table and to tell the class about the activities their partners do.

## Extra practice



### Speaking

- Ask the students to imagine that they went to the adventure park that they designed. Tell them to work in pairs and describe the adventure park. Write some sentences on the board to help them: *Last weekend I went to..., It was great! There was a... and..., There were some...*
- While they are talking monitor and note down common errors.
- List some of the common errors on the board and ask the students to work in pairs to correct the sentences.
- After some minutes ask volunteers to come to the board to correct the sentences.

## Extension

### Guess the sport

- Invite volunteers to come to the front and give information about the sport they play: *I play this game in a team of eleven people.* The rest of the class has to guess which game it is.

## Page 79

### 3 Read the dialogue.

- Ask the students to work with a partner and read the dialogue between Jackie and Andy together.

### Answer the questions.

- Tell the students to read the dialogue again carefully and then answer the four questions on their own.

**Answers:** a. He was at home all day. b. Because he was sick with a high temperature. c. They were at the park. d. He is a lot better today.

### 4 Write about where you were yesterday.

- Ask the whole class to think about where they were yesterday for one or two minutes.
- Then point out the four sentences and ask students to write where they were at the different times of the day.
- Check student's grammar and spelling.





# GAME & INTEGRATION UNITS 5 - 6

## Pages 80-81

### Game

- 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 82

### Integration units 5-6

#### A Circle the words.

- Ask students to circle the words.
- Check answers with the whole class.

Answer: tools, chimpanzees, roots, branch

#### B Find the words from the snake in the picture.

- Students work in pairs or groups of three to find the animals from the previous exercise in the picture.

#### Colour the picture and find other animals in it.

- Students then colour the picture. Go around the class and ask students the names of the animals they are colouring.

Answer: other animals: racoon, pig, tiger, spider, bear, deer, birds, parrot, toucan, lizard

## Page 83

### C Answer the questions.

- Students answer the questions on their own.
- Check the answers with the whole class.

Answers: a. Yes, they are. b. Student's own answer. For example: The dolphins. c. Student's own answer. For example: Because they can communicate.

### D Put the letters in the correct order and write in the missing word.

- Explain that the letters of the word in brackets are in the wrong order.
- Ask students to work in pairs to complete the sentences with the correct words. If they have any doubts they can refer to the text on the Learner's Book.

Answers: 1. heart 2. lungs 3. oxygen 4. pulse 5. rates

### E Write the words in the spaces to complete the text.

- Ask the class to read the words in the box and the text below.
- Ask them to complete the paragraph with the words from the box and then check the answers in open class.

Answers: heart, measure, fingers, wrist, pulse, beats, rate

### Answer the questions.

- Answer the first question in open class and write the answer on the board.
- Ask students to work in pairs.
- Ask for volunteers to read out questions and answer them to check answers.

#### Answers:

- Doctors measure your heart rate to check the condition of your heart.
- Athletes check their heart rate to help them in their training.
- Some athletes have very slow heart rates, often around 50 bpm.
- You need more oxygen when you do exercise.
- He or she presses two fingers on the side of your wrist and finds your pulse.

### Page 84

#### 1 Read and draw.

- Ask students to open their books at page 84, activity 1.
- Ask if the first and second pictures are the same or different. Introduce useful vocabulary.
- Read the paragraph out loud.

Answers: 1. cheese 2. chicken 3. bread 4. milk

### Page 85

#### 2 Complete the wordsearch.

- Ask students to open their books at page 85, activity 2.

Answers:

L	A	D	Y	B	I	R	D				
				A	N	T					
					S						
				B	E	E					
					C						
		B	U	T	T	E	R	F	L	Y	

#### 3 Write the questions in your folder and tick.

- Students work alone to tick Yes or No and then compare with a partner.

Answers:

- Have butterflies got antennae?
- Do flies like fruits?
- Can an ant fly?
- Has a bee got dots?
- Can a ladybird make honey?

#### 4 Break the code! Use the alphabet.

- Tell the class to work in pairs to break the code.

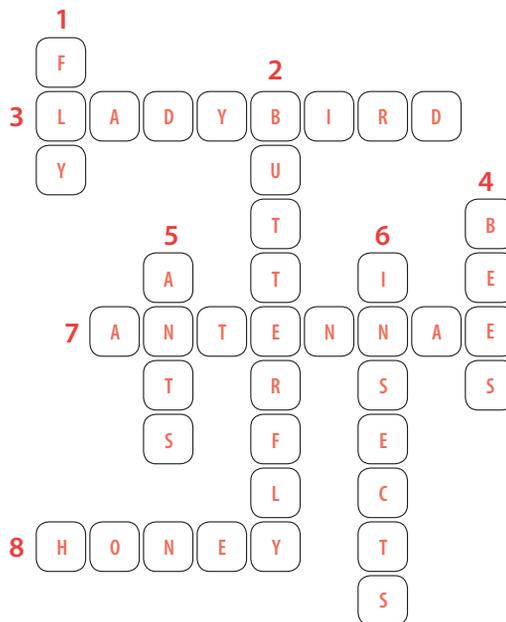
Answer: "An insect is flying."

### Page 86

#### 5 Solve the crossword.

- Ask students to open their books at page 86, activity 5.
- Put students in pairs to complete the crossword. Help pairs that are having difficulty.
- Check answers with the class.

Answers:



#### Answer the questions in the crossword.

- Students write the answers and then ask each other the questions in pairs.

Answers: 1. No, it isn't. 2. In flower. 3. Yes, it can. 4. Yes, they can. 5. No, they don't. 6. No, They haven't. 7. On the head. 8. Bees.

### Page 87

#### 6 Complete the words and draw or stick pictures.

- Tell children to stick or draw the missing pictures on the page. Students write in the missing words.

Answers: 1. ant 2. antennae 3. butterfly 4. honey 5. insects



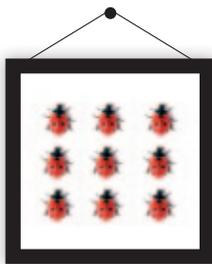
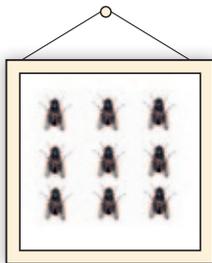
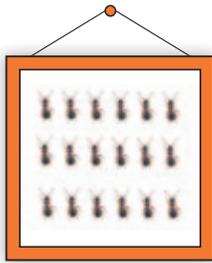
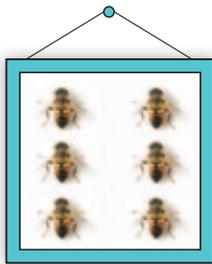
#### Label the pictures

- Make copies of the following activity and hand it out to students.
- Tell students to solve it in pairs.
- Check the activity with the whole class.

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



**A** Label the pictures.



# UNIT 2

## Page 88

### 1 Match the questions with the answers.

- Ask students to open their books at page 88.
- Students find the answers.

#### Answers:

**a.** What's this? It's a thermometer. **b.** What does it do? It measures temperature. **c.** What's it made of? It's made of glass. **d.** What has it got? It's got a red line and numbers. **e.** Where can you see thermometers? At home and at the doctor's.

### 2 Circle the correct answer.

- Students read the sentences and circle the correct response.

#### Answers:

**a.** Your temperature is 37.0. That's good! **b.** Your temperature is going up. The red line on the thermometer is longer. **c.** Your temperature is quite high now. It is 39.6. **d.** Your temperature is going down. The red line on the thermometer is shorter. **e.** Now you feel better. Your temperature is about 36.9.

### Match the sentences to the pictures.

- Read the sentences and ask the class to match.

### Extension

#### Write a dialogue



- Ask students to make groups to prepare a conversation between a doctor and a patient.
- Students read their conversation out loud.

## Page 89

### 3 Read and colour the temperatures.

- Ask students to open their books at page 89.
- Ask them to work in pairs to compare their answers.

### Complete the graph.

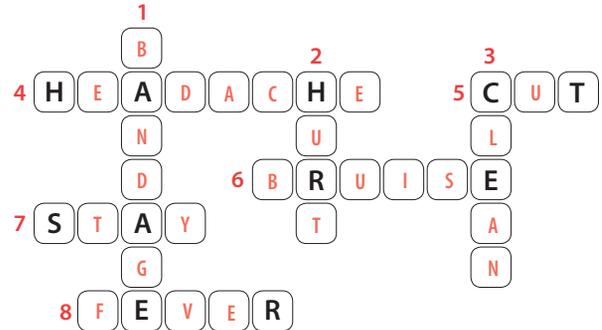
- Students fill in the temperature changes on the graph.

## Page 90

### 4 Solve the crossword.

- Point to the child in the photo and ask: *This is Robin. He's at the doctor's. What's wrong with him?*
- In pairs, students solve the crossword.

#### Answers:



### Answer the questions in the crossword.

- Answer the questions together.

**Answers:** students' own answers.

## Page 91

### 5 Complete the words and draw or stick pictures.

- Ask students to complete the blank spaces and to write the corresponding text.

**Answers:** 1. bruise 2. cut 3. headache 4. fever 5. stay



### Label the pictures

- Make copies of the following activity and hand it out to students.
- Tell students to solve it in pairs.
- Check the activity with the whole class.

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



**A** Label the pictures.



# UNIT 3

## Page 92

### 1 Look and label the items.

- Ask students to open their books at page 92.
- Students write the names of the objects on the picture.

Answers: a. door b. plant c. shelves d. chair e. desk

Draw four treasures and play with a friend. Use these words: *near, in, on, under.*

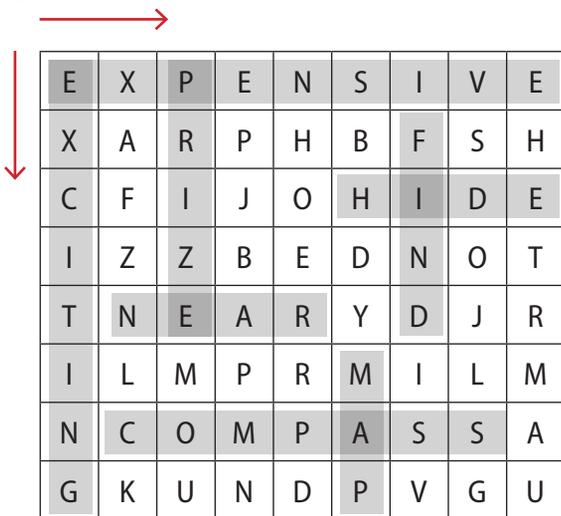
- Students draw on a sheet of paper and interact in pairs.
- Walk around to provide help when necessary.

## Page 93

### 2 Find and circle eight words.

- Ask students to open their books at page 93.
- Point to the wordsearch and tell students to find eight words related to the unit.

Answers:



Complete the phrases with the words from the wordsearch.

- Tell students to compare their answers in pairs. Then, correct the activity with the whole class.

Answers: a. Hide b. Find c. prize d. exciting e. expensive f. compass, map g. near

### 3 Look, decide and answer the questions.

- Point to the picture and ask the class what the child in the photo is doing.
- Read the questions out loud and tell students to write the answers.
- To wrap up, ask for volunteers to give their answers and check the activity with the whole class.

Answers: students'own answers.

Draw the item on the picture.

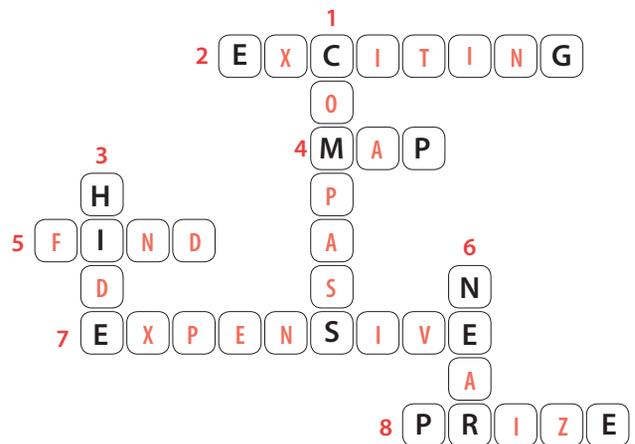
- Students draw the treasure and show it to their partners.

## Page 94

### 4 Solve the crossword.

- Ask students to open their books at page 94.
- In pairs, students complete the crossword puzzle with the missing words from the text.

Answers:



Answer the questions in the crossword.

- Students answer the questions individually.
- To wrap up, they share their answers with one or two classmates.

Answers: students'own answers. Question 1: No, it doesn't.

## Page 95

### 5 Complete the words and draw or stick pictures.

- Students write and complete the text in the blank spaces and add pictures or drawings.
- Read the words out loud and tell the class to repeat the words after you.

Answers: 1. compass 2. exciting 3. expensive 4. hide 5. near

# UNIT 4

## Page 96

### 1 Read and complete the sentences.

- Ask students to open their books at page 96 and ask why they think the children are worried.
- In pairs, students complete the dialogue.

**Answers:** Suddenly, water's coming through the hole.  
Quickly, tell the people! Water covers all the field! Fix the dike!  
We have to run, we have to go! Hurry, now!

### 2 Look at the picture and tick the right sentence.

- Ask one or more volunteers to read out the text and identify the correct answer.

**Answer:** a. Quickly! We have to tell Mummy, water's coming in!

## Page 97

### 3 Colour what's missing in each flag.

- Ask students to open their books at page 97.
- Ask for volunteers to say the names of the countries.

**Answers:** a. blue b. red c. red d. yellow e. blue

### Look again and complete the sentences.

- Students complete the sentences in pairs.

**Answers:** a. The red stripe is in flag A, Holland. b. The red horizontal stripe is in flag B, USA. c. The vertical red stripe is in flag C, France. d. The yellow stripe is in flag D, Spain. e. The blue triangle is in flag E, UK.

### Choose a country in South America. Draw its flag.

- Students choose a country and draw and colour its flag. Then students show one another their flags and guess what countries they are from.

**Answer:** students'own answers.

## Page 98

### 4 Look and label the map.

- Ask students to open their books at page 98.
- In pairs, students complete the texts.

**Answers:**



### Look at the map again and complete the directions.

- Students read the sentences and find information on the map to complete the sentences.

**Answers:** b. You are in Liverpool. To see the English Channel, you have to go South. c. You are on the Isle of Man. To see the North Sea, you have to go East. d. You are on the Thames River, to go to Bristol, you have to go Southwest.

## Page 99

### 5 Complete the words and draw or stick pictures.

- Ask students to open their books at page 99 and to complete the texts.

**Answers:** 1. dike 2. filled 3. quickly 4. tell 5. hole



### Label the pictures

- Make copies of the following activity and hand it out to students.
- Tell students to solve it in pairs.
- Check the activity with the whole class.

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



**A** Label the pictures.



# UNIT 5

## Page 100

### 1 Complete the words, draw yourself and write.

- Ask students to open their books at page 100 and to name the actions in the infinitive.
- Students complete the texts and correct one another.

**Answers:** painting, reading, playing the piano, drawing, singing, dancing, writing, swimming.

## Page 101

### 2 Use the information in the table to describe the pictures.

- Ask students to open their books at page 101 and read the example to talk about skills.
- In pairs, students write sentences referring to the photos.

**Answers:** 1. This elephant is good at painting. 2. This dog is good at helping people. 3. This bird is good at riding a bike.

### Draw number 4 and write the corresponding sentence.

- Encourage students to draw and to write a the sentence.

**Answer:** students'own answers.

### 3 Write about what a friend is good at.

- Students write individually and share answers.

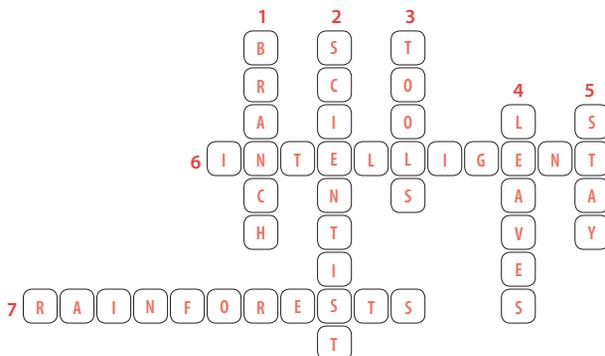
**Answer:** students'own answers.

## Page 102

### 4 Solve the crossword.

- In pairs, students complete the crossword.

**Answers:**



### Answer the questions in the crossword.

- Students answer the questions on their own.

**Answers:**

1. It's made of wood.
2. She's a scientist.
3. Students' own answer.
4. Yes, they do.
5. We don't know.
6. Yes, they are.
7. Students' own answer.

## Page 103

### 5 Complete the words and draw or stick pictures.

- Students write and complete the texts in the blank boxes and stick or draw pictures.

**Answers:** 1. branch 2. chimpanzee 3. scientist 4. leaf 5.study



### Label the pictures

- Make copies of the following activity and hand it out to students.
- Tell students to solve it in pairs.
- Check the activity with the whole class.

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



**A** Label the pictures.



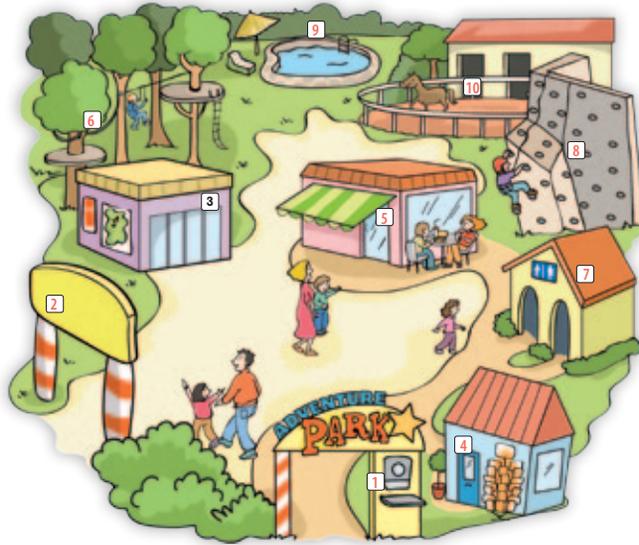
# UNIT 6

## Page 104

### 1 Number the areas of the adventure park below.

- Ask students to open their books at page 104, activity 1 and to say what they can see.

Answers:



### 2 Think about a trip to an adventure park and cross out the word that doesn't belong.

- Ask volunteers to read out the sentences to review the answers.

Answers:

- a. The entrance is the place we use to go into a park or a building.
- b. The education centre is where we learn different things.
- c. A souvenir is something we buy to remember a special event.
- d. A café is the place where we can have a sandwich and a drink.

## Page 105

### 3 What do you know about aerobics? Choose the correct option.

- Tell the class to read the sentences and choose the correct option for each one.

Answers:

- a. Aerobics can make you fit. b. Strong people are not always healthy.
- c. Cycling and running are good aerobic exercises. d. Lifting heavy objects is not an aerobic exercise. e. Aerobic exercises can make you fitter and healthier.

### 4 Use the words in the box to complete this aerobics class.

- Explain that the text is what the aerobics teacher is saying.

Answer: Hello, everybody. Welcome to my aerobics class. Come on now, everybody ready? Walk up and down the gym. Now sit down and stand up again. Stretch right up and turn around. Touch your toes and run around the gym. Clap your hands, jump to the left and jump to the right. Aerobics is good for you, it keeps you fit and healthy. Come on everybody, let's start again!

### 5 Read about Dr. Kenneth Cooper and answer the questions in your folder.

- In pairs, students read the text to learn more about him and then answer the questions.

Answers: a. Because it improves your cardiovascular system. b. He asks them to run for twelve minutes. c. No, it isn't. He invented it.

## Page 106

### 6 Put the words from the box in the correct column.

- Ask the students to read the words in the box carefully and put them in the correct column.

Answers: Do: gymnastics, aerobics. Play: tennis, football. Go: cycling, horse-riding, rock climbing.

### 7 Change the sentences from Simple Present to Simple Past.

- Tell the students to read the sentences carefully and rewrite them in the past tense.

Answers:

- a. Were you in English class? b. Was there a Science exam on Tuesday? c. The lesson was fun! d. The students were in the park. e. I wasn't at school.

### 8 Match the answers to the questions.

- Remind students to decide if the verb is in the past or the present.

Answers: a. Are you happy? Yes, I am. b. Is Jamie in class? Yes, he is. c. Were Janet and Lisa at the beach? No, they weren't. d. Was the water cold? Yes, it was. e. Are the boys in their room? No, they aren't. f. Were you at school yesterday? No, I wasn't.

## Page 107

### 9 Complete the words and draw or stick pictures.

- Students complete the texts and stick or draw pictures.

# GRAMMAR REFERENCE

## UNIT 1

### Have / Has got

#### Affirmative

I / You / We / You / They	have got five fingers.
He / She / It	has got two eyes.

#### Negative

I / You / We / You / They	haven't got three noses.
He / She / It	hasn't got two wings.

#### Interrogative

Have I / you / we / you / they	got a red body?
Has he / she / it	got antennae?

Object pronoun: **them**

## UNIT 2

### Simple Present

#### Affirmative

I / You / We / You / They	stay at home.
He / She / It	stays at home.

#### Negative

I / You / We / You / They	don't stay at home.
He / She / It	doesn't stay at home.

## UNIT 3

### Present Simple

#### Interrogative

Do	I / you / we / you / they	find the box?
Does	he / she / it	find the box?

Prepositions of place

## UNIT 4

### Simple Present

#### Have to

#### Affirmative / Negative

I / You / We / You / They	have to / don't have to look for help.
He / She / It	has to / doesn't have to look for help.

#### Interrogative

Do I / you / we / you / they	have to look for help?
Does he / she / it	have to look for help?

## UNIT 5

### Good at + -ing

#### Affirmative

I	am good at singing.
You / We / You / They	are good at climbing.
He / She / It	is good at swimming.

#### Superlative adjectives

Most animals are fast, but the cheetah is the fastest.

## UNIT 6

### Simple Past: was / were

#### Affirmative

I / He / She / It	was happy.
You / We / You / They	were happy.

#### Negative

I / He / She / It	wasn't happy.
You / We / You / They	weren't happy.

#### Interrogative

Was	I / he / she / it	happy?
Were	you / we / you / they	happy?



# NOTES



A large rectangular area with a white background and a thin orange border. It contains 20 horizontal blue lines for writing.





# NOTES



A large rectangular area with horizontal blue lines for writing notes.

