

# SMARTY

ENGLISH FOR PRIMARY SCHOOL

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	GRAMMAR	VOCABULAR	CLIL
			
	Present Continuous. <i>How many. Can. Have/has got. Possessive adjectives (my, his, her).</i>	School objects. Colours. Parts of the house.	
	Present Continuous.	Clothes.	Natural science.
	Simple Present.	Fruit and vegetables. Parts of a plant.	Natural and social science.
			
	<i>There is/There are.</i>	Town. Means of transport.	Social science.
	Simple Present.	Landscapes, habitats.	Natural and social science.
			
	Simple Present. Adjectives.	Food. Daily routines. The time.	Social science.
	Simple Present. <i>There is/There are. Have/has got. Prepositions.</i>	Animals. Landscapes. Parts of the body. Adjectives.	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:

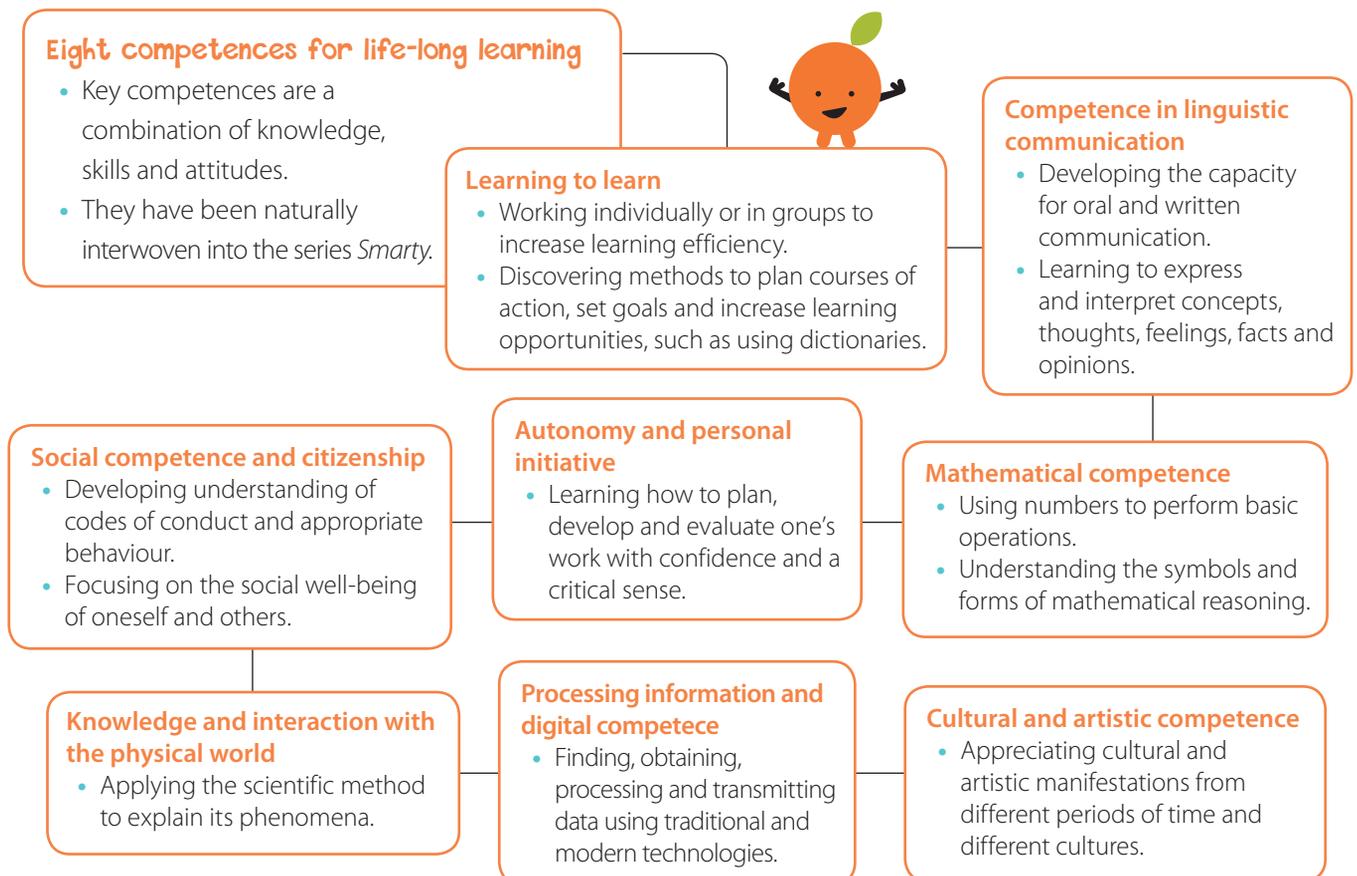
- have clear social, linguistic and academic objectives;
- encourage the exchange of ideas and information between learners;
- include activities such as information-gap exercises;
- develop opportunities for creativity through acting out, drawing and content-based tasks.

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

The 4 C's of **CLIL - Content, Communication, Cognition and Culture** - are an integral part of *Smarty*.

The **fiction-based units** introduce learners to literature, develop cultural awareness and encourage imagination.

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



# TEACHER'S BOOK

## Key Features and organisation

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

## Step-by-step approach

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

### Initial chart

#### Objectives

- Primary communicative goals and functional language.

#### Key language

- Predominant vocabulary that will be used throughout each section.

#### Materials

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

### Presentation

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

### Wrap-up

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

### Warm-up

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

### Extension

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

### Extra practice

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

## Key Features and organisation

### Smarty

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



### Icons

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



Listen



Read



Draw or colour



Talk or say



Interact with a classmate



Write

## UNIT 0

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

## UNITS 1-6

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

### OPENING

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

### SONG

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

The songs in *Smarty*:

- make language memorable.
- improve rhythm and intonation.
- bring the classroom to life.
- motivate the learners on a short- and long-term basis.
- support language learning through music and dramatisation.



## CLIL

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



## ROUNDUP

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



## I like

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



## 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.



## 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-fininishers or students who need reinforcement.

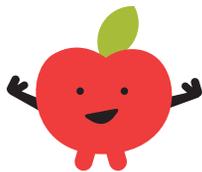
## All in all

*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 Hello! A day at school

## Objectives:

- Introducing oneself and greeting Smarty
- Identifying the owners of different objects
- Counting to twenty

## Key language:

- Classroom objects, weather conditions, greetings and introductions. Identifying objects, colours and people
- Locating objects
- Asking and saying a person's age
- Asking and answering questions about ownership

## 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: 83-86.

## Page 6

### Warm-up

#### Greeting classmates

- Write your name on the board. Say: *Hello, I'm...*
- Shake hands and introduce yourself to different students.
- Help them respond and repeat this with as many students as possible.

### Introducing Smarty

- Display the cover of *Smarty Learner's Book* and point to Smarty: *Who's this?* Invite the students to say: *Smarty. Hello, Smarty!*

### Presentation

#### Revising vocabulary

- Present *school bag* and *ruler* with realia. Put a book, a rubber, a pencil, a ruler, a school bag and a pencil case on your table. Ask two students to close their eyes. Place an object in the first student's hand and ask: *What's this? It's a...* Hand the object to the second student, to confirm the answer: *Yes, it's a...* or *No, it's a...*

## A Listen and look.

- Display page 6. Tell students that Tessa and Toby are getting ready for school. Play Track 2.



## Listen and read.

*Tess: My ruler, my pencils... Where's my pencil case?*

*Toby: It's under the bed, with my school bag.*

*Tess: I've got an apple. I like apples! Thank you, Mummy!*

*Grandad: It's raining! Where's the umbrella?*

*Tess: Can you see the boy?*

*Grandad: Yes, what's his name?*

*Toby: Smarty! Hello, Smarty!*

- Ask students to place a ruler, a pencil case and two pencils on their tables. Ask them to point to each item. Say: *Listen and point.*

## Wrap-up

### Revising food

- Ask the students the names of meals in English. Draw a big sun on the left-hand side of the board and a moon on the right-hand side. Draw a big plate between the sun and the moon.
- Draw a glass of milk, some orange juice and a piece of toast under the sun. Draw a bowl of soup, a piece of chicken and some vegetables on the plate. Draw a piece of cheese, a salad and yoghurt under the moon.
- Say: *In the morning, we have breakfast. At midday, we have lunch. In the evening, we have dinner.*
- Elicit other foods for breakfast, lunch and dinner.

## Page 7

### Warm-up

#### Game: Hello, I'm...

- Introduce yourself and throw a soft ball to a student: *Hello, I'm...* Students reply: *Hello, I'm...* The student then throws the ball to a classmate who introduces him/herself.

### Presentation

#### Revising the family vocabulary

- Stick a photograph of a family on the board. Point to each member and say: *This is grandma. This is daddy,* etc. Write their names under the picture.

- Draw a family tree on the board and write *brother* and *grandma* in the correct spaces. Ask students to complete the tree with the missing words: *mummy, daddy, sister, baby, grandma, grandpa*.

Ask: *Have you got a sister? What's her name? Have you got a brother? What's his name?*

### A Listen and number.

- Draw a plan of a house with furniture in each room on the board. Say: *This is my house. This is the living room and the bedroom. I've got a kitchen and a bathroom. I've got a small garden too.* Write the names in the rooms as you name them.
- Ask students to open their books at page 7, activity B. Encourage them to identify the rooms in the house. Tell them to follow the dog around the house and listen to different sounds. Play the first exchange and ask students to point to the correct picture. Check the exercise: *Look at number one. Where's the dog? What number is the kitchen?*



### Listen and number.

*Where is the dog? Listen. [shower running and dog barking]: Write number 1.*

*Where is the dog? Listen. [music from TV and dog barking]: Write number 2.*

*Where is the dog? Listen. [kettle whistling and dog barking]: Write number 3.*

*Where is the dog? Listen [person snoring and dog barking]: Write number 4.*

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

### Wrap-up

#### Game: True or False

- Review the use of *has got*. Pick up different items from the students' desks. Say: *Look! Tanya's got a red crayon. Sammy's got a green school bag, etc.*
- Describe something in activity A. Say: *Grandpa's got an umbrella.* Students listen and decide if your sentence is true or false.



### Warm-up

#### Game: What's missing?

- Place a red pencil, a blue pencil, a rubber, a ruler, a book, a pencil case and a school bag on your table. Ask students to close their eyes and remove one item. *Open your eyes. What's missing?*
- Then replace the item and play again.

### Presentation

#### A Listen and number.

- Students open their books at page 4. Read the words in the box with the students.
- Explain that they are going to listen to Toby and Tessa talking about their things. The task is to number Toby's things in blue and Tessa's in red.
- Play the first exchange and ask students to point to the correct item. They then write number 1 in the box in the correct colour.
- Continue in the same way with the rest of the items.



### Listen and number.

**Boy:** *Oh no! My school bag!*

**Narrator:** *Write number one.*

**Boy:** *My book!*

**Narrator:** *Write number two.*

**Boy:** *My ruler!*

**Narrator:** *Write number three.*

**Boy:** *My pencil case!*

**Narrator:** *Write number four.*

**Boy:** *My pencils!*

**Narrator:** *Write number five.*

**Boy:** *My ball!*

**Narrator:** *Write number six.*

**Girl:** *My lunch. Chicken!*

**Narrator:** *Write number seven.*

**Girl:** *An apple!*

**Narrator:** *Write number eight.*

**Girl:** *Milk!*

**Narrator:** *Write number nine.*

**Girl:** *My hat! Where's my hat?*

**Narrator:** *Write number ten.*

- Put a picture of a boy and a girl on the board. Hold up a pencil and point to the girl: *This is her pencil.* Continue until you have practised *his* and *her*. *What's number one? Is it her school bag or his school bag?*

## B Listen and draw.

- Point to the two school bags and tell students that they are going to draw the items they hear. Play Track 5 and pause after each item to give students enough time to draw. Check: *Is it her ruler? No, it's his ruler. Is it his hat? No, it's her hat.*



### Listen and number.

Book. It's his book.  
Apple. It's her apple.  
Pencil case. It's his pencil case.  
Hat. It's her hat.  
Ruler. It's his ruler.  
Chicken. It's her chicken.  
Ball. It's his ball.

## Wrap-up

### Memory game

#### Playing anagrams to revise vocabulary

- Choose six words from the unit and write an anagram for each one on the board. Point to the first word and ask: What is it? If they guess correctly, they come to the board and rewrite the word.
- Note: *An anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase.*

## Page 9

### Warm-up

#### Game: Missing numbers

- Ask students to count with you as you write numbers 1-20 on the board. Make sure they stress the second syllable when counting from 13 to 19. Students close their eyes. Erase one number from the board. *Open your eyes. Which number is missing? Help them count up to the blank space and say the missing number.*

### Presentation

#### Revising and counting toys

- Ask students to open their books at page 9. Read the numbers at the top of the page with them. Ask: *What colour is number 8? It's pink.*
- Point to the toys on the page, elicit and write the words: *train, robot, teddy, ball, scooter.*

Point to the first sum and say: *Five and six. It's... Eleven! Write the number on the line.*

Do the remaining sums in the same way.

Answers: 11, 12, 13, 14, 15.

## A Listen. Count and sing.

- Point to the coconut on the table next to Smarty. *Look, a coconut! Point to his eyes. Point to his mouth. Point to his nose. What colour is his nose?* Play Track 6.



### Listen. Count and sing.

#### I get up in the morning

*I get up in the morning*

*And this is what I see,*

*Eleven yellow trains,*

*And a coconut with a red nose!*

*I get up in the morning*

*And this is what I see,*

*Eleven yellow trains*

*Twelve big black robots*

*And a coconut with a red nose!*

*I get up in the morning*

*And this is what I see,*

*Eleven yellow trains*

*Twelve big black robots*

*Thirteen brown teddies*

*And a coconut with a red nose!*

*I get up in the morning*

*And this is what I see,*

*Eleven yellow trains*

*Twelve big black robots*

*Thirteen brown teddies*

*Fourteen green balls*

*And a coconut with a red nose!*

*I get up in the morning*

*And this is what I see,*

*Eleven yellow trains*

*Twelve big black robots*

*Thirteen brown teddies*

*Fourteen green balls*

*Fifteen red scooters*

*And a coconut with a red nose!*

Play Track 6:

- Ask students to point to the numbers and the toys when they hear them in the song. Say: *Listen and point.*
- Play Track 6 again. Students take out the following coloured pencils: yellow, red, black, brown, green, red. Tell them to raise the correct pencil when they hear the colour named. Say: *Listen and show me.*
- Play Track 6 one more time. Students sing the song. Say: *Sing with me!*

## Wrap-up

### Word order

- Bring eleven students to the front of the class and hand out number flashcards at random. Tell them to reorder themselves.
- When they finish, count to 20 with everyone. *What colour is number 13? Is sixteen purple or orange?*

## ACTIVITIES

### 1 Look and read. Write Yes or No.

- Ask students to open their books at page 10, activity 1. Read each sentence and find the items on the page.
- Read the sentences aloud and check them together as a class.

Answers: a. Yes b. No c. Yes d. No

### 2 Write and colour.

- Ask students to go to activity 2 on page 10. Help them to read each sentence and find the necessary information on the page. Then read the sentences aloud. Ask: *How old is Tessa? How old is Toby? How old is the cat? And the dog?*

Answers: a. seven b. eight c. eleven d. twelve

### 3 Where is it? Read and write *in, on or under*.

- Revise the prepositions by placing small items on your table, under a book or in a school bag. Elicit: *It's in/on/under...* each time.
- Ask students to open their books at page 11, activity 3. Students read each sentence and find the information

on the page. Say: *Look, read and point*. Students then read and complete the sentences. Read them aloud and ask them to provide the missing prepositions.

Answers: a. on b. under c. in d. on

### 4 Read and circle.

- Students read and complete the sentences. When they finish, read the sentences aloud and ask them to provide the correct possessive adjective each time.

Answers: a. his b. his c. her d. his

## Extra practice

### Speaking

- Ask the students to talk about their siblings and say how old they are. Say: *Those who have brothers / sisters / no brothers or sisters, please raise your hands.*

Ask: *What's your brother's / sister's name?*

*How old is he / she?*

Help the students to provide the correct answers.

#### Example answers:

Carla is my sister. She is seven years old.

Mariano is my brother. He is two years old.

I haven't got brothers or sisters.

### Writing

- After talking about their families, ask students to write sentences in their notebooks.





# 1 Scarecrows

## Objectives:

- Recognizing and naming clothes
- Extracting information from a text
- Talking about likes and dislikes
- Identifying articles of clothing and describing what someone is wearing

## Key language:

- Nouns, giving descriptions, answering queries about likes and dislikes
- Materials used to make clothing
- Revision: colours, alphabet
- Describing appearance



## 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: 83-86.

## Pages 12 and 13

### Warm-up

#### Game: Hangman

- Write the alphabet across the top or down the side of the board. Ask students to read the letters with you. When you have finished, randomly point to a letter. Ask a volunteer to say it.
- Draw a river and a large crocodile with ten big teeth. *Look, this is a crocodile. It's got big teeth!*
- Explain that you want to cross the river. To do it, you have to spell a word correctly. Every time you make a mistake, colour one of the teeth. When all the teeth are coloured, the crocodile can eat you!
- Choose a word from the previous unit and write a line for each letter. Ask volunteers to say letters, and as they name them, either colour one of the teeth or write the corresponding letter in the correct place.

## Presentation

### Making predictions and introducing lesson topic

- Display pages 12 and 13. *What do you think the unit is about? Present the characters: This is a scarecrow. This is a farmer. Explain why farmers need scarecrows.*
- Present the clothes vocabulary: *blouse, shirt, trousers, blouse, skirt, shoes, socks, jacket.*

### A Listen and look.

- Play Track 7.



### Listen and look.

*Birds like seeds and fruit.*

*Birds don't like scarecrows.*

*These farmers are making a scarecrow.*

*The scarecrows are wearing old clothes.*

*Look! No birds.*

### B Read and match.

- Draw two round faces on the board. Introduce the characters: *These are scarecrows. One is a boy and the other is a girl. Ask the class: This is a boy. What's his name? This is a girl. What's her name? Write the names above each face. Ask volunteers to draw part of their faces: Now draw her nose, his mouth, her eyes, his eyes.*
- Finally, write *his* in big letters next to the boy scarecrow. Do the same for *her*. Ask why one is *her* and the other is *his*.

*Say: Now do the same for trousers. Is it her or his? His!*

*Now trace the line.*

Do the same with the rest of the words.

**Answers: His:** trousers, shirt, socks. **Her:** blouse, shoes, skirt.

## Wrap-up

### Categorising

- Divide the floor into two areas. On one side put a sheet of paper or card with the word *HIS*, on the other side, a sheet of paper with the word *HER*.
- Tell students to stand in line. They have to remember the pictures of the girl and the boy on page 13, exercise B. Hold up a flashcard of clothes and tell the students to jump to the correct side.
- Then check the answers.

## Extra practice



### Revising vocabulary with the alphabet

- Ask your students to say the alphabet once more.
- Then, tell a volunteer to say a number from 1 to 27. Pointing to the letters in the alphabet, count to the number chosen to find the letter you are going to play with.
- Ask the students to say as many words they can, starting with that letter.

## Page 14



### Warm-up

#### Revising vocabulary with a game

- Put some clothes vocabulary flashcards on the table. Tell students to look and remember them:
- Cover the flashcards and tell the students to turn round. Take one of the flashcards away. Ask: *Which one is missing?*

### Presentation

#### Do you like...?

- Take the flashcards from the previous activity. Hold up two. Look at one of them and say: *I like the blouse! I like the colour! Do you like the blouse or the skirt? Point to the colours on the flashcards: Do you like red or yellow?*

#### A Listen and sing.

- Ask students to open their books at page 14. *What different clothes can you see? Which ones do you like?* Play Track 8.



#### Listen and sing.

TRACK 8

*Hey, Scarecrow!*

*Child: Hey, scarecrow,  
Do you like your old jacket?  
Tell me, please.*

*Scarecrow: I like my old jacket,  
I like it very much!*

*Child: Hey, scarecrow,  
Do you like your old shirt?  
Tell me, please.*

*Scarecrow: I like my old shirt,  
I like it very much!*

*Child: Hey, scarecrow,  
Do you like your old trousers?  
Tell me, please.*

*Scarecrow: I like my old  
trousers, I like them very much!*

*Child: Hey, scarecrow,  
Do you like your old shoes?  
Tell me, please.*

*Scarecrow: I like my old shoes,  
I like them very much!*

- Play the track again.
  - Write the words *blouse, skirt* and *socks* on the board. They continue the song using these words with you. Sing the verse for *blouse*.
- Then divide the class into two groups: one sings the questions and the other sings the answers.

#### B What's the scarecrow wearing? Say.

- Suggest that they start their descriptions by saying *He/She is wearing...*

## Wrap-up

### Picture dictation

- Tell students they are going to draw and colour some clothes on one half of the sheet. Dictate *A blue blouse, a yellow jacket, green shoes, a pink hat, a red skirt*.
- Then get volunteers to show you one of the items and describe it. Collect the drawings.

## Page 15

### Warm-up

#### Word order

- Take the drawings from the Wrap-up in the previous class. Elicit a description: *A blue blouse*. Write it on the board but substitute the colour word for the corresponding card. Do this with all the items until you have the same five phrases that you used in the picture dictation. Then, ask volunteers to write the words.
- Clean the board. Divide the class into groups. Give out one of the colour cards to each group. Ask them to write the corresponding phrase. Invite volunteers to write their phrase next to the right picture.
- Finally, repeat the phrases with the class. Show them that the colour word carries the main stress in these phrases.

### Presentation

#### Introducing: *What's he wearing? He's wearing...*

- Draw a stick figure of a scarecrow. Take out one of the clothes flashcards and ask: *What are these? Trousers*. Draw some trousers on the scarecrow and colour them: *Repeat: The scarecrow is wearing blue trousers*. Do this with different items. Then, ask: *What's he wearing?*



## Warm-up

## Singing and counting

- Tell the class they are going to listen to the unit song again and you want them to count how many different clothes there are in the song. Play Track 8: *Listen and count*.
- Play it again and ask the students to write down three of the clothes items mentioned in the song. Invite volunteers to write the words on the board.

## Presentation

Presenting the concept of *light* and *dark*

- Say: *Show me some blue coloured pencils, please.* Ask volunteers to place the different blue pencils on a table. Take a light blue coloured pencil and a dark blue one. Ask: *What colour are they? Blue. Are they the same or different blues? Repeat: Light blue.* Hold the pencil up as you say this and then do the same with the dark blue pencil.
- Write *day* and *night* on the board. Elicit things you can see during the day or at night. Ask if they can see these same things at night and why. Ask which colours you can see better at night. Elicit the concept of *dark* and *light*.

## A Listen and number.

- Display page 15. Elicit the different clothes. Say: *What's this? Is it a red shirt?*

Play Track 9 once, so they can listen to all the exchanges.

- Ask the class to listen again and say the numbers. Play the track up to the pause. Point to the first picture: *What number is it?* Elicit *It's number...* Play again so they can listen for confirmation. Do the same with the rest.



## Listen and number.

**Woman:** *This boy is wearing a shirt. It's a blue shirt.*

**Narrator:** *Write number one.*

**Man:** *This girl is wearing a blouse. It's a yellow blouse.*

**Narrator:** *Write number two.*

**Woman:** *This boy is wearing socks. They're red socks.*

**Narrator:** *Write number three.*

**Man:** *This girl is wearing shoes. They're black shoes.*

**Narrator:** *Write number four.*

**Woman:** *This boy is wearing pants. They're white pants.*

**Narrator:** *Write number five.*

**Man:** *This girl is wearing a jacket. It's a red jacket.*

**Narrator:** *Write number six.*

**Woman:** *This girl is wearing a skirt. It's a green skirt.*

**Narrator:** *Write number seven.*

**Answers:** 1 - 5 - 2 - 4 - 6 - 3 - 7

## B Make picture cards.

- Students open their books at page 15 and identify the clothes: *What's this? A yellow blouse. What are these? Red socks.*
- Explain that they are going to make clothes picture cards using photos in magazines. Hand out seven white cards to each student. They stick one photo for each clothes item onto the cards. Ask them to write names of the clothes below the picture. Write the words on the board to help them, if necessary. Ask them to write the colours too. Students work in groups and describe their scarecrow by using the cards.

## Wrap-up

## Describing classmates

- Students work in pairs. Describe what they are wearing: *Maria is wearing a red skirt and a pink blouse. Antonio is wearing a green shirt and black trousers.* Then each pair describes a different pair.
- If the children at your school wear a uniform, ask them to draw and colour a picture of themselves in the clothes they usually wear at the weekend.

## A Look and write.

- Ask students to open their books at page 16 and tell them to describe the different things they can see in the picture. Elicit the clothes the children are wearing. Point to number one and ask: *What is he wearing? What colour is it?* Direct the students' attention to the sentences at the bottom of the page. Ask students to complete the sentences. Check answers with volunteers.

**Answers:** **1.** This boy is wearing green trousers. **2.** This girl is wearing a brown skirt. **3.** This girl is wearing blue trousers. **4.** This boy is wearing a blue T-shirt.

## Wrap-up

## Playing a game to revise vocabulary

- Show page 16 to the students and say: *Look at the picture and remember the colours of the clothes.* Give them a few seconds and then ask them to close their books. Divide the class into two teams. They will take turns at answering your questions: *What colour is number one's T-shirt? What colour is number two's skirt?* Show them the picture again and compare their answers.

## Warm-up

## Materials and objects

- Ask the students to listen and guess the object: *It's made of rubber. It's small. It's in your pencil case.* Provide further information: *You can bend it. Rubber.* Repeat the procedure with other objects.
- Show the children a picture of a sheep. Point to its hair and to a woollen jacket: *We make wool with the sheep's hair.* Continue with pictures of a cow, a rubber tree and a cotton plant. *Leather comes from animal skin. We get rubber from the rubber tree. Cotton material comes from the cotton plant.*

## Presentation

## Presenting vocabulary

- On one side of the board draw a wool hat, a pair of rubber rain boots, a pair of cotton socks and a leather belt. On the other side write the names of the materials: *wool, cotton, leather, rubber.* Point to one of the drawings and then to the corresponding word: *My belt is made of leather.* Do the same with the remaining items.
- Ask students to point to items in the classroom made of wool, cotton, leather and rubber.

**A** Read and match.

- Ask students to open their books at page 17 and invite volunteers to read the words at the top of the page. Discuss what kind of clothes they wear when it's cold or hot or in winter or summer.
- Read the example sentence to the class. Then read the sentences and ask volunteers to say which picture they correspond to.  
When they finish, ask volunteers to read them out and point to the corresponding picture.

**B** Make a Clothing poster.

- Help students to identify the material they need to make the poster: *You need scissors, glue, paper, crayons and old magazines.* They work in groups of four.
- Write the word *Clothing* on the board and copy the table and the four materials as shown in the book. Give out poster paper to each group for the students to create a clothing and materials poster. Ask them to draw and categorize some clothing.

- When they finish, they talk about the clothes and the materials: *Can you tell me about your poster? Socks are made of wool. The belt is made of leather.*

## Wrap-up

## Using the posters to practise the unit vocabulary

- Point to one of the clothes on the posters: *Is it made of wool or leather? Are boots made of rubber? What keeps you warm?*

## ROUNDUP

## Warm-up

## Playing a game to revise vocabulary

- Write the following categories on the board: *Colours, Clothes, Materials.* Hand out paper and ask the students to copy them. You say a word and they have to decide which category it belongs to.

## Presentation

Introducing *What are you wearing? I'm wearing...*

- Describe your clothes, pointing at each item as you do this. Ask several students: *What are you wearing?* Invite two volunteers to ask the question and answer. Check and drill pronunciation placing special emphasis on the contraction *I'm* and the intonation in the question.
- Students work in pairs.

**A** Draw and colour.

- Ask students to open their books at page 18. Tell them to draw the clothes and colour them. Walk around the classroom and ask questions while you monitor the children's work: *What's this? What colour is it? What's it made of? What's the scarecrow wearing? What are you wearing?*

**B** Look at the clothes. Write.

- Ask volunteers to describe the clothes the scarecrow is wearing. Tell the class to write their description of the scarecrow.
- When they complete the activity, invite volunteers to read their descriptions.

## D Listen and sing.

- Ask students to open their books at page 18. Play Track 10.



### Listen and sing.

TRACK 10

#### When it's so dark

When it's so dark  
At night,  
Wear light.  
You'll be all right;  
Light green, light blue,  
Light grey and white.  
Wear light!  
You'll be all right.  
When it's so dark  
At night,  
Wear light.  
You'll be all right;  
Light brown, light red,  
Light pink and white.  
Wear light!  
You'll be all right.

Play the track again.

- Tell the students: *What are the colours? This side of the class, listen to the first verse. This side of the class, listen to the second verse. What colours are there?*

### Wrap-up

#### Identifying who

- Describe what a student is wearing without mentioning his/her name: *Listen, please. Who is it?* If they wear a uniform, use their pictures.
- Invite a volunteer to play the role of the teacher.
- Save the students' pictures for further practice.

## Page 19



- 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.
- Ask the students to remember the activities carried out in this unit. Accept all kinds of answers and then ask about their favourites. Listen to their comments and allow them to express related feelings and thoughts.
- Point to each item on the page and explain how to complete it. The first two should be completed with words or drawings and the third one is for them to choose and circle their favourite activities. Emphasize that all answers are acceptable. Allow the children to go through the different pages in the unit and choose according to their preferences.



- Ask students what they think they have learnt in this unit. The outcome should be the result of critical thinking and self-assessment, so encourage reflection on the work done in a positive atmosphere. A sense of achievement is crucial for motivation and pleasure in learning.

### Wrap-up

#### Reflecting on the unit

- Ask different students to read the word they have chosen and to name their favourite activity and page.



# ACTIVITIES

## 1 Read and match.

- Ask students to open their books at page 20 and look at the picture. Tell them to name the clothes they can see on the line. Direct their attention to the words and ask the children to read them aloud.
- Then ask the students to match the different words with the corresponding clothes. Walk round the room while they are working to check accuracy.

**Answers:** This is the order of the clothes on the line from left to right: socks - trousers - skirt - blouse - trainers

## 2 Circle and match.

- Ask students to open their books at page 21. Elicit the names of the clothes in the illustrations. Students then find the words in the word search and match them with the pictures.

**Answers:** SHIRT - SOCKS - SHOES - BLOUSE - JACKET - TROUSERS - SKIRT

## 3 Write.

- Ask the students to look at the illustrations and name the different clothes. Then invite them to read the text silently and write the missing words on the corresponding lines. Tell them they can check spelling by looking at the previous activity.
- When they finish, invite volunteers to read out the sentences.

**Answers:** jacket, trousers, shirt, socks, blouse, skirt, shoes.

## Extra practice



### Speaking

- Divide the class into two groups. Ask each group to take turns to name one clothing item without repeating the words. They have ten seconds to answer. Write the words on the board. When time is out, the other group can answer. The aim is to be the first group to mention ten items.
- You can add colours to practise word order and make it more challenging, e.g. *a red hat, a light blue shirt*, etc.

### Writing

- Invite the students to read activity 3 on page 21 again and write a similar paragraph about themselves. They can also include the corresponding drawings.



### Note:

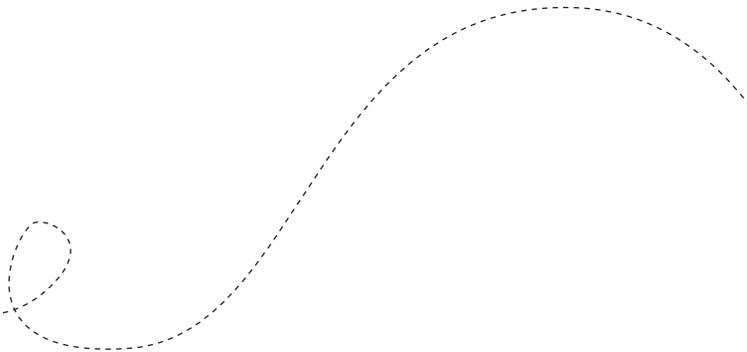
(page 20 in this book)

## 1 Look at the scarecrows and complete the sentence.

First students look at the scarecrows and describe them orally. Then they complete the sentences.

## 2 Choose and draw.

Ask students to say which scarecrow they like best and why. They draw the medal on their favourite one.



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



1 Look at the scarecrows and complete the sentences.



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- a. The girl scarecrow is wearing \_\_\_\_\_  
\_\_\_\_\_
- b. The woman scarecrow is wearing \_\_\_\_\_  
\_\_\_\_\_
- c. The man scarecrow is wearing \_\_\_\_\_  
\_\_\_\_\_

2 Choose and draw.

My favourite scarecrow is wearing this medal.





# 2 Vegetable world

### Objectives:

- Recognizing and naming vegetables
- Extracting information from a text
- Categorizing food
- Talking about good eating habits

### Key language:

- Plants, suggestions, talking about preferences, questions, parts of a plant
- Vegetables and food



### Priority learning cores

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

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

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

## Pages 22 and 23

### Warm-up

#### Let's eat and drink

- Give each student a paper. Show food pictures: *chicken, ham, egg, cheese, milk, coconut, apple, banana, pizza, milk*. Write the name of each food under its picture and ask the children to copy the pictures and the words.
- Explain that they have to pretend to pick up the foods they have drawn because they are going to eat and drink with you. Point to the foods one by one. *Ham. Eat the ham. Milk. Drink the milk.*

### Presentation

#### Setting the context

- Display pages 22 and 23 in the Learner's Book. Ask: *Where is the man? What do you think he is doing?* Invite students to choose one of the alternatives at the top of the page.

#### A Listen and look.

- Explain that the man is going to tell them how to plant vegetables. Give each student five small pieces of paper.
- Draw pictures of *lettuce, carrots, asparagus, tomatoes* and *a sunflower* on the board. Instruct the children to draw one vegetable on each piece of paper.

- Explain that they have to hold up the corresponding picture when you name a vegetable. Point to the carrots, and say: *Show me your carrots, please. Show me your tomatoes, please.*
- Play Track 11. Explain that each time they hear a vegetable or the sunflower named in the song, they have to hold up the correct picture.



### Listen and look.

*This garden has got many kinds of plants.  
Tomatoes, carrots, asparagus, lettuce and sunflowers.  
You need a sunny place, water,  
and seeds or baby plants.  
You plant the seeds or baby plants and add water.  
You pick your vegetables and have a pizza party!*

Play the chosen track again and do one of the following activities each time:

- Ask students to point to the corresponding picture.
- Pause the track after each exchange and encourage students to repeat the sentence: *Listen and repeat!*

#### B Look and match.

- Focus students' attention on exercise B, page 23: *What colour is it? Red and green. What vegetable is it? A tomato.*
- Focus on the second plant. Ask them to identify it and match it to the correct word. Ask them to draw a line between the two. *Which ones are vegetables? Which ones are fruit? (Tomato).*

**Answers:** tomato, lettuce, carrot, asparagus

### Wrap-up

#### Doing a running dictation

- Explain that you are going to put pictures on the wall on the other side of the classroom for the activity. Students work in pairs. Ask one to be the drawer and the other to be the runner. Explain that the runner goes to a picture, memorizes the name, goes back and tells his/her partner the name of the plant. The drawer draws it and when he/she has finished, the runner goes back to the next flashcard and repeats the process.
- This is repeated until the drawer has completed all the drawings of the flashcards.

## Extra practice



### Salad bar

- Ask your students to create a good salad using the words they have learnt.
- In pairs, they write and draw its ingredients.

## Page 24



### Warm-up

#### Revising vocabulary and structures

- Draw a fridge on the board. Ask students: *Where is this in your house? In the kitchen.* Hand out paper. Tell students to copy the fridge on one half of the paper. When they have done this, say: *Draw some food in your fridge.*
- Ask: *What have you got in your fridge? Have you got any carrots / chicken?* Extend this by inviting volunteers to come to the front of the class and draw some food from their fridge on the board. Collect the pictures for the Wrap-up stage.

### Presentation

#### Introducing language of suggestion

- Ask students if they have parties for their birthdays or if they like going to parties. Ask about the kind of food they eat there. Tell them to imagine they are going to have a party in class and that you are going to make suggestions about which food to have. *Let's have some chicken! Yes, I like chicken. No, I don't like chicken.*
- When you have done this several times, say: *Listen and repeat. Let's have some chicken!* Repeat the phrase several times, then ask: *Can you make a suggestion?* Help with pronunciation and ideas for food. If time permits, ask them to repeat the activity in pairs. One makes a suggestion and the other responds and vice versa.

#### A Listen and sing.

- Ask students to open their *Learner's Book* at page 24. Ask: *What food can you see? What food can you see on the pizza?* Introduce the song: *You are going to hear a song. Listen, please!* Play track 12.



#### Listen and sing.

##### Come to My Pizza Party

*Come to my pizza party,  
Come, come,  
Let's have fun!*

*Let's pick the carrots,  
Daddy can help,  
Let's pick the asparagus,  
And the sunflowers, too!*

*Come to my pizza party,  
Come, come,  
Let's have fun!*

*Let's pick the lettuce,  
Daddy can help,  
Let's pick the tomatoes,  
And the sunflowers too!*

*Come to my pizza party,  
Come, come,  
Let's have fun!*

#### B What's missing? Draw and say.

- Focus students' attention on the basket. Ask them to name the food in the basket: *Look at the pizza. What food can you see? What's missing in the basket?* Ask students to draw them: *Take out your coloured pencils and complete the picture.*

### Wrap-up

#### Making a party basket

- Hand out the pictures of the fridges. Draw a party basket on the board. Write *party basket* at the top. Tell students to copy the basket on the other side of the sheet.
- Students work in pairs. *Tell your friend what food you have in your basket. Let's have pizza and chicken!* Display the pictures on the wall and number each basket.

**Materials:** white cards or paper, glue, scissors and old magazines with pictures of fruit and vegetables. Magazine pictures can be replaced by drawings.

### Warm-up

#### Playing a game to revise *can*

- Tell students they are going to play a game called *Imagine what I can see*. Ask them to close their eyes and imagine they are in a garden: *Close your eyes. Listen and answer. What plants can you touch? How many seeds can you count? What colour are the carrots? Where's the lettuce? How many sunflowers can you count? What food can you smell?*
- After a few questions, say: *Open your eyes. Watch and listen.* Stand up, walk round and pretend you are in the garden: *Look, I can see sunflowers and six lettuces. What can you see?*
- Write the plurals on the board and work on pronunciation, especially with difficult plurals like *lettuces*, and clarify that *asparagus* can be singular or plural.

### Presentation

#### Introducing: to plant something

- Display page 23 again and focus on pictures 4 and 5. Explain that the man is a gardener and in picture 4 he is planting seeds and in picture 5 he is picking vegetables. Tell the students you are in the imaginary garden again. *Look, listen and repeat.* Mime and say the following: *I'm planting a flower. I'm picking some tomatoes.*

#### A Listen and draw.

- Display page 25 and elicit the different food in the illustration: *What's this? Is it a carrot?* Play Track 13.
- Ask the class to listen again and draw their pictures in the correct section: *Listen and draw.* Play Track 13 up to the pause to allow the students sufficient time to draw. Follow the same procedure for each one. Play the track again. Ask the students to repeat and point to the corresponding vegetable.



#### Listen and draw.

TRACK 13

*You plant the sunflower in section 1.  
You plant the tomato plant in section 2.  
You plant the carrots in section 3.  
You plant the corn in section 4.  
You plant the lettuce in section 5.*

- For the following activity you will need white cards or paper, glue, scissors and old magazines with pictures of fruit and vegetables. If you prefer, students can just use coloured pencils or markers to draw the items instead of cutting them out.

#### B Make picture cards.

- Ask students to name the vegetables and plants they know. Explain that they are going to make fruit and vegetable picture cards using old magazines or drawings. Hand out seven white cards to each student. They stick one picture for each vegetable, fruit or plant onto the cards. Ask them to write the name of each one below the picture. Write the words on the board if necessary to help them.
- Students work in pairs. Tell them to take turns showing how to pick and plant the vegetables and plants. Make sure they understand that Student A gives an instruction and Student B has to decide if it is correct and say *true* or *false*.

### Wrap-up

#### Playing a game to revise vocabulary and spelling

- Put three vegetable anagrams on the board. Put the first letter under each one to help students spell the word. Take turns at asking a word. Students come to the board to write the words: *How do you spell ...? Can you write it?* Repeat the activity with three other food or vegetable words.



### Warm-up

#### What do you do in the garden?

- Ask students to remember the gardener on page 23 and invite them to have a look at the page to see what he is doing: *What do you do in a garden? You plant some seeds, you water the plants, you pick the veggies, and you eat them!*

### Presentation

#### Introducing the concept of money

- Show some coins. *Do you know the name of this money?*
- Encourage them to draw the sign for dollars. Explain where that currency is used (the U.S.A.).

## A Listen and write.

- Ask students to open their books at page 26. Point to the food with a price and ask: *What is this food? How much is it?* Direct the students' attention to the food without a price. Explain that they are going to hear the prices of the different foods. Play Track 14.
- Play Track 14. *How much are the carrots?*



## Listen and write.

TRACK 14

*The pizza place.*

*Salesgirl: Pizza.*

*Salesman: Ten dollars.*

*Salesgirl: Cheese.*

*Salesman: Three dollars.*

*Salesgirl: Carrots.*

*Salesman: One dollar.*

*Salesgirl: Tomatoes.*

*Salesman: Two dollars.*

*Salesgirl: Asparagus.*

*Salesman: Four dollars.*

*Salesgirl: Ham.*

*Salesman: Three dollars.*

*Salesgirl: Sunflower seeds.*

*Salesman: One dollar.*

## B Make picture cards.

- Ask students to look at exercise B. Elicit the food and the amount: *Can you read the food and the price? How much is the cheese? Write it on the line.* When the students have completed the activity, confirm the prices: *How much are the tomatoes? How much is this pizza? Fifteen dollars.*
- Play Track 15.



## Listen and write.

TRACK 15

*Narrator: List A.*

*Salesgirl: Pizza, ten dollars. Cheese, three dollars. Tomatoes, two dollars. Total: Fifteen dollars.*

*Narrator: List B.*

*Salesman: One pizza, ten dollars. Ham, three dollars. Asparagus, four dollars. Total: Seventeen dollars.*

*Narrator: List C.*

*Salesgirl: One pizza, ten dollars. Carrots, one dollar. Sunflower seeds, one dollar. Total: Twelve dollars.*

## Wrap-up

### Creating a food shop

- Draw some fruit and vegetables: *How much are the tomatoes/is the cheese?* Draw a small square below the corresponding fruit and write the name of the fruit and the price. Tell the students to draw and write the names of the food and the price.
- Then ask the students to display the pictures on their desks and pretend they are at a food shop. In pairs, students role-play the situation of buying food and paying for it. Then, collect the pictures for further practice.

## Page 27

**Materials:** poster paper, glue, scissors and old magazines with pictures of fruit and vegetables. If not available, magazine pictures can be replaced by drawings.

## Warm-up

### Categorizing food

- Write *Fruit* and *Vegetables* on the board. Mime a shape and ask the class to guess what it is. For example, *apple, banana, tomato, carrot, lettuce, asparagus*. Ask the class to tell you in which category you have to write it in: *Is it a fruit or a vegetable?* Do this with each one. When you have finished, ask: *Which is your favourite fruit? Which is your favourite vegetable?* Record the results on the board by writing a number or a tick beside each food they name to find out which are the most popular: *Look, seven students like bananas. No-one likes carrot!*

## Presentation

### Presenting vocabulary

- Ask the students if they like tomatoes, and if they know where they come from. Take out a tomato and cut it in half, show the students the seeds. Invite them to come up and look: *How many seeds can you see?* On one side of the board draw a tomato plant with three or four tomatoes growing: *Look, this is a tomato plant. You can pick tomatoes for your lunch.* Stick word cards next to the corresponding part of the plant. Say: *Look, this is a stem. Listen again and repeat.* Repeat a second time. Do this with all the words (*seeds, stem, fruit, leaves, root*).

- Take the word cards down: *Listen, this is a stem. Can you put it in the correct place?* Invite a volunteer to come to the board and put each word card by the corresponding part of the plant again. Repeat the procedure with all the word cards.

### A What do you eat? Look, read and write.

- Ask students to open their books at page 27. Invite volunteers to read the words at the top of the page. Help with pronunciation if necessary.
- Elicit the vegetables. Read the first sentence and ask volunteers to tell you which part of the lettuce you can eat: *What can we eat? The leaves.* Point to the words and say: *Write the missing words in the sentences.* When they finish, invite volunteers to read a sentence each and point to the corresponding picture.

#### Answers:

(lettuce) You eat the leaves.  
 (carrots) You eat the root.  
 (asparagus) You eat the stem.  
 (tomatoes) You eat the fruit and the seeds!

### B Make a Fruits and vegetables poster.

#### Working in groups to illustrate the unit vocabulary

- Help students to identify the material they need to make the poster: *You need scissors, glue, paper, crayons and old magazines.* They work in groups of four. Write the words *Fruits and vegetables* on the board. Each student contributes to creating a fruit and vegetable poster from old magazine pictures. Ask them to draw and categorize fruit and vegetables: *Can you draw some vegetables and some fruit?* When they finish, help them to talk about the food: *Can you tell me about your poster? This is a carrot. It's a vegetable. This is a banana. It's a fruit. I like bananas for breakfast!*
- Display the posters around the classroom or in the school hallway.

#### Wrap-up

##### Using the posters to practise the unit vocabulary

- Point to one of the vegetables or fruit on one of the posters: *How many carrots can you see? What colour are they? Are carrots fruit or vegetables? Which vegetable has got leaves? Look at the lettuce. What can you eat?*



#### Warm-up

##### Playing a game to revise vocabulary

- Play *Guess what I'm eating*. Students work in groups of three. Give out small picture or word cards face down. Tell them to take a card each and mime they are eating the food on the card. They then spell out the name of the food they have been pretending to eat. The rest of the group guess which food it is. Do a demonstration for the class: *Look, what am I eating? It's a C, A, R, R, O, T.*

#### Presentation

##### Introducing pizza base

- Draw a pizza base on the board. Begin by adding and eliciting ingredients: *This is a pizza base, what can we put on it?* Write them on the pizza base.
- Explain how a pizza is made step by step: beginning with a base and then adding the ingredients.

### A Read and write.

- Ask students to open their books at page 28. Explain that they are going to write the instruction for how to make a pizza. Invite students to read the list with you and point to the correct food below: *Read the word and point to the food.* Elicit the food. Invite students to read with you: *What's this word? Asparagus.*
- When they have done this, tell them to write the word. When they finish, check by saying: *What's number one?*

**Answers:** 1. tomatoes 2. asparagus 3. carrots 4. lettuce, pizza base

#### Wrap-up

##### Inventing a pizza

- Tell students to draw a pizza base and write the ingredients they want to have in the pizza: *Draw your pizza base and then write the ingredients below.*
- When they have done this, tell them to swap their drawing with another student: *Give your drawing to a friend.* Tell them to read the ingredients and draw them on the pizza base. When they have finished, invite them to give the drawing back to the owner.



- 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.
- Ask the students to remember the activities carried out in this unit. Accept all kinds of answers and then ask about their favourites. Listen to their comments and allow them to express related feelings and thoughts.
- Point to each item on the page and explain how to complete it. The first two should be completed with words or drawings and the third one is for them to choose and circle their favourite activities. Emphasize that all answers are acceptable. Allow the children to go through the different pages in the unit and choose according to their preferences.
- Students are not expected to give one correct answer, just to reflect on their own learning and acknowledge their own achievements and likes. This provides useful information that helps the teachers to plan their lessons according to the group's needs.



- Ask students what they think they have learnt in this unit. The outcome should be the result of critical thinking and self-assessment, so encourage reflection on the work done in a positive atmosphere. If necessary, explain the meaning of each statement in this section and clarify any doubts.

A sense of achievement is crucial for motivation and pleasure in learning.

### Wrap-up

#### Reflecting on the unit

- Ask different students to read the word they have chosen and to name their favourite activity and favourite page and, if they want, justify their choices.

## ACTIVITIES

### 1 Look and write.

- Ask the children to open their books at page 30. Draw their attention to the words at the top of the page. Instruct them to read the seven words before reading the instructions to make a sunflower garden. Read the four sentences slowly and ask them to say which words are missing in each one. When you have completed the sentences orally, instruct them to write the answers and complete the text.

**Answers:** 1. plant, seeds 2. You 3. pick, flower 4. you

### Explaining how to make a sunflower garden.

- Instruct the whole class to read the activity they have just completed twice and close their activity books.
- Invite volunteers to stand up and explain how to make a sunflower garden.

### 2 Circle and match.

- Ask students to open their books at page 31. Ask them if they remember how to do a word search. Invite them to tell you what words they have to look for: *Look at the pictures, can you say the word and then find it?* Do this with each word. Monitor closely to offer guidance and check spelling is correct.

**Answers:** SUNFLOWER - CARROT - ASPARAGUS - PLANT - LETTUCE - PICK - TOMATO

### 3 Write.

- Ask the students to look at the illustrations in exercise 2 and say the words. Then invite them to read the text in exercise 3 silently and write the missing words on the corresponding lines. Tell them they can check spelling by looking at the previous activity.
- When they have completed each sentence, invite volunteers to read them aloud.

**Answers:** plant, asparagus, lettuce, pick, sunflower, carrot, tomato.

## Extra practice



### Speaking

- Divide the class into two groups. Ask each group to take turns to name one vegetable or fruit without repeating the words. They have ten seconds to answer. Write the words on the board. When time is out, the other group can answer. The aim is to be the first group to mention ten items.

### Writing

- Invite the students to read the activity on page 30 again and write a similar paragraph giving instructions to make a pizza. They can also include drawings.



### Note:

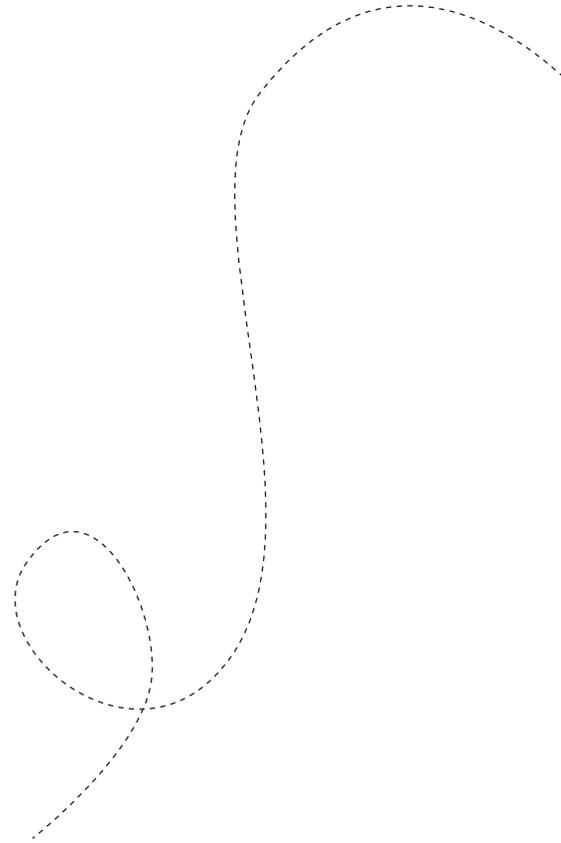
(page 31 in this book)

### Read and match.

- Students read the words at the top and match them to the pictures. Do the first in class: *Can you read the word? Now draw a line to the picture. Show me the vegetable.* Walk around the room while they are working to check accuracy. When they have finished, invite volunteers to read the words.

### Colour.

- Ask the class to colour the vegetables. *What colour is a carrot? Orange. Colour it orange.* Do the same with the rest.



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



1 Read and match.



carrot tomato lettuce asparagus sunflower



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# GAME & INTEGRATION

UNITS 1 - 2

## Pages 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 Draw and colour.

- Ask students to open their books at page 34 and tell them to draw themselves in their favourite clothes. Monitor closely as they finish their drawings.

#### B Circle and write

- Ask students to read the text first and then complete the information about themselves.

## Page 35

#### C Complete.

- Ask students to open their books at page 35, exercise C, and read the words in the box. Then draw their attention to the picture and ask them to name the different vegetables.
- Tell them to complete the labels with the words in the box.

#### D Write *Yes, I do or No, I don't*.

- Using the previous activity, ask the students: *Do you like tomatoes, lettuce, asparagus, etc.? Yes, I do. / No, I don't.*
- Then ask them to answer the questions according to their preferences.





# 3 My town

## Objectives:

- Recognizing and naming different places
- Describing town features
- Expressing likes and dislikes
- Identifying different vehicles and naming the places where these vehicles stop for passengers
- Becoming aware of one's surroundings and the essential facilities in one's town
- Creating a descriptive text

## Key language:

- Places, Town features

## Priority learning cores

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

Pages: 6-9.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

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

Pages: 83-86.

## Pages 36 and 37

### Warm-up

#### Introducing town and country

- Divide the board into two parts: *Town* and *Country*. Draw trees, birds, flowers, rabbits, in the *Country* part. *This is the country. There are trees, animals, lots of birds and flowers.* Point to the *Town* part: *This is the town. There are buildings. There are streets, parks, and shops.* Stick building, street, park, and shop pictures. *Are there any big buildings in the town? Are there any big buildings in the country?*

#### Making predictions

- Draw a mouse: *Look! This is a mouse.* Write the word *mouse* under your picture. Draw a second mouse and mark the difference: *One mouse, two mice.*
- Display pages 36 and 37 of their books. *Who's in the story? The Town Mouse and the Country Mouse.*

## Presentation

### Setting the context

- Ask students to look at the scenes on pages 36 and 37 and anticipate what this unit is about. Draw their attention to the sentence at the top of the page, ask them to choose one of the alternatives to complete it and invite them to justify it.
- Draw a picture of a small town. Explain what a town is: *A town is bigger than a village and smaller than a city.* Hold up the flashcards or pictures of a *street, park* and *shops*. Show the class the pictures one by one and fasten them around your picture of a town. Say: *This is a shop. There are a lot of shops in the town.* Point out the clothes, shoe and toy shop on the unit pages. Continue in the same way with park and street.
- Help students describe the scenes: *The town mouse and the country mouse are friends. The country mouse goes to the town. There are shops and parks there. He is happy.* Say: *Let's listen!* Encourage them to listen and look at the corresponding frame.

### A Listen and look.



#### Listen and look.

TRACK 16

*Country Mouse: Look at those big buildings!*

*Town Mouse: That's my town. [Pause]*

*Town Mouse: Look! There are schools here.*

*Country Mouse: Ooooh! I like your town. [Pause]*

*Town Mouse: In my street, there are stores.*

*Country Mouse: A toy store, a clothes store... a shoe store! [Pause]*

*Town Mouse: There are parks, too.*

*Country Mouse: What fun! [Pause]*

*Country Mouse: Ohhhh! There are cats! I don't like your town. Good-bye!*

*Town Mouse: Good-bye!*

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

- Ask students to point to the corresponding picture: *Look and point.*
- Pause after each exchange and encourage students to repeat: *Listen and repeat!*

**B Listen and circle.**

- Tell students they are going to listen to different sounds. The task is to identify the place where these sounds can commonly be heard and circle the picture accordingly. Play the first sound and ask students to point to the correct picture and circle it. Do this with the rest of the sounds. Monitor to check as they do this. When they finish, there will be one picture left over: *What is it? The building.*



**Listen and circle.**

TRACK 17

*It's a school.  
It's a shop.  
It's a park.  
It's a street.  
It's a cat.*

**Wrap-up**

**Materials:** paper bags and coloured pencils or crayons.

**Acting out the story with puppets**

- Ask students to draw a town mouse and a country mouse on a paper bag, put their hand inside it and role-play the dialogues in pairs. If not available, paper bags can be replaced by white paper and sticks or pencils fastened with sticky tape to the back of the characters.
- Elicit the names of the two characters: *Town Mouse* and *Country Mouse*. Help students make the puppets in order to act out the story. When they finish, play Track 16 and pause after each exchange. Help students repeat the words as they hold up the corresponding puppet. Correct rhythm and intonation as needed. Both groups join in acting out the cat's hissing and meowing.

**Extra practice**

**Speaking**

- In pairs, ask students to create new dialogues for their two puppets and act them out.



**Warm-up**

**Introducing fire station, police station and hospital**

- Draw a street and a school. Stick the flashcards of the *park, shop* and *building* along the street. Say: *This is a street. There's a park, a shop, a building and a school. And look! There's a hospital, a fire station and a police station too.* Repeat the words as you point to the flashcards and ask students to repeat them.

**Presentation**

**A Listen and sing.**

**Singing and performing a song**

- Ask students to open their books at page 38 and ask: *Can you see the country mouse? Can you see the town mouse? Is there a school? Is there a fire station? Can you see sunflowers and tomatoes in the park?* Play Track 18 once through without stopping and ask students to listen carefully.



**Listen and sing.**

TRACK 18

*In my town, in my town,  
In my town, in my town,  
There are streets, there are streets.*

*In my street, in my street,  
There are stores, there are stores.*

**Chorus**

*Police station, fire station,  
Hospital, and  
Big buildings too,  
Big buildings too,  
Big buildings too.*

*In my town, in my town,  
There are parks, there are parks,  
In my street, in my street,  
There are schools. There are schools.*

*(Chorus)*

*And ooooooh! What's that?  
No! It's a cat!*

- Divide the class into two groups. Ask them to stand facing each other: *Face the other group. You sing the verses. And you sing the chorus.* Point to indicate when each group should sing.

## B Write in the picture and say.

- Say: *Look at the street.* Point to the cat behind the country mouse: *What's that? A cat!* Instruct students to read the words in the box aloud and find them in the illustration. Check their answers and ask them to complete the signs with the correct words. Walk around to see if they have completed the drawing correctly.

### Wrap-up

#### Game: Let's dance!

- Tell students that they are going to dance. Hand out the lesson flashcards and explain that they have to pass them on to other students when the music starts playing. Play Track 18 again and say: *Let's dance!* Students dance and pass the flashcards around. Stop the music and say: *Show me the street.* The student with the correct flashcard holds it up for everyone to see. Start the music again and play with a different flashcard.

## Page 39

**Materials:** white cards or paper, glue, scissors and old magazines.

If not available, magazine pictures can be replaced by drawings.

### Warm-up

#### Revising places with a guessing game

- Put the flashcards on your table. Pick one up without showing it to the students. Say: *In this place, I can see streets, big buildings, shops, a hospital...* Continue with your description until students guess the word: *town.* Show them the flashcard to confirm their answer and stick it on the board. Do this with as many flashcards as possible.



## Presentation

### Introducing descriptions with *there are*

- Help students identify the places in the photos. Say: *Point to the fire station. Point to the park.* Then say: *Schools. In this town, there are schools. There are parks and shops. There are many streets.* Ask students to repeat.

### C Listen and number.

- Display page 39 in their books. Point to the photos and tell the students that their task is to number them according to the dialogues they hear. Play Track 19 once so pupils can listen to all the exchanges: *Listen, please!*
- Play the Track again so they can number the photos.



### Listen and number.

*In this street, there are two stores and a fire station. Write number one.*

*In this street, there are two parks and a hospital. Write number two.*

*In this street, there are two schools and a shop. Write number three.*

**Answers:** 2, 1, 3.

### D Make picture cards.

- Show students the flashcards they have used in this unit and ask: *What's this? A park.* Explain that they are going to make picture cards. Hand out eight white cards to each student. If not available, they can use white paper. They stick or draw one place for each card and write the words underneath. If necessary, write the words on the board to help them.
- Hold up a flashcard and say: *Hospitals. In my town, there are hospitals.* Students work in groups of three. Tell them to take turns showing a card and eliciting confirmation: *Yes, in my town/street, there are...*

### Wrap-up

#### Guessing game

Place the unit flashcards on your table face down. Ask a student to pick one up and show it to the class. Without looking, say: *In my town, there are hospitals.* If the student is holding the *hospital* flashcard, he or she responds: *Yes! There are hospitals.* If not, he or she says: *No, there are no hospitals.*



### Warm-up

- Ask students where they get the bus in town. Confirm that they wait for it at the bus stop. Ask how they come to school and talk about the different means of transport.
- Invite the students to look at page 40 and ask what they can see. Elicit words related to the pictures.

### Presentation

#### Presenting the lesson topic and language

- Ask students how we can cross the ocean. Confirm that we can go by boat or plane. Ask: *How can we get to other towns? By car, coach or train. How can we go to school? By bus, on our bike, on foot, etc.*
- Tell them that they are going to learn more about different means of transport.

#### A Write and match.

- Students open their books at page 40. Ask them if they know the names of the different vehicles. Explain the difference between a bus and a coach: *Buses have their routes in town while coaches transport people between towns.* Tell the students to look at the photographs.
- Present the words *airport, coach station, train station and bus stop.* Read the words in the box with them. Students then copy the words in the correct spaces, crossing them out in the box as they go.

#### B Listen and check.

- Check the exercise by playing Track 20. Tell students to trace the line between each vehicle and the corresponding place with their finger when they hear the words.



#### Listen and check.

**Boy:** *Where can you see a bus?*  
**Girl:** *At the bus stop.*

**Boy:** *Where can you see a train?*  
**Girl:** *At the train station.*

**Boy:** *Where can you see a plane?*  
**Girl:** *At the airport.*

**Boy:** *Where can you see a bike?*  
**Girl:** *In the park.*

**Boy:** *Where can you see a coach?*  
**Girl:** *At the coach station.*

**Materials:** Different kinds of maps, scissors, glue, poster paper, crayons and old magazines.

### Warm-up

#### Game: Up and down

- The aim of this game is to recognize and say numbers. Tell students they are going to guess numbers between 1 and 20. Write a number on a piece of paper. Pupils take turns to guess the number. To help them, say and gesture: *Up!* if the number is too low or *Down!* if it is too high, until they guess.

### Presentation

#### Presenting maps

- Show students different maps. Ask them what we use maps for: *To find our way around unknown places; to find out how to get from point A to point B; to learn where other towns, countries, mountains, oceans are located.* Tell students that they are going to learn how to use a map.

#### C Listen and write.

- Ask students to open their books at page 41 and explain how this type of map is used. For example, to find D-12 we find the letter D in the left-hand column and then we look for the number 12 in the row under the map. With a finger we trace a line from the letter towards the right and from the number upwards until we find the correct square. Look for B-14 with the class in this way.
- Tell students that they are going to find different places on the map by listening to questions and answers. Play Track 21 once so students can listen to all the exchanges: *Listen, please!* Play the track again so they can write the answers in the correct spaces. When they finish, check by asking questions: *Is the hospital in C-12? Where's the airport?*





## Listen and write.

TRACK 21

Boy: Where is the school?

Girl: D-12.

Boy: Thank you. Where is the hospital?

Girl: B-14.

Boy: Thank you. Where is the train station?

Girl: C-14.

Boy: Thank you. Where is the park?

Girl: C-11.

Boy: Thank you. Where is the fire station?

Girl: A-13.

Boy: Thank you. Where is the airport?

Girl: A-11

Boy: Thank you. Where is the bus station?

Girl: C-12

Boy: Thank you.

## B Make a Town poster.

### Working in groups to illustrate the unit vocabulary

- Help students identify the materials they need to make the poster: *You need scissors, glue, paper, crayons and old magazines.* Students work in groups of four. Cut out a length of poster paper for each group.
- Write the word *Town* on the board. Say: *Please copy this at the top of your poster.* Each student contributes to creating a *Town* poster from magazine cut-outs. Ask them to label each one. Say: *Write the names next to the pictures.*
- When they finish, help them to talk about the posters: *There is a hospital. There are big buildings. I like the park but I don't like the hospital.*
- Display these posters around the classroom or in the school hallway.

## Wrap-up

### Game: True or False

- Hold up one of the posters and describe something in it. Say: *In this town, there is an airport.* Students listen and decide if your sentence is true or false. Say: *Look, listen and then say true or false!* Repeat with other items on different posters.

## Page 42



## Warm-up

### Associating written words and illustrations

- Hand out flashcards to half the class and the corresponding word cards to the other half. *Stand up, say your word and find your partner!*
- Then, call out a word: *Shop! Hold up your cards!* Ask the pair to stand at the front: *Stand here, please.*

## A Look and write.

- Ask students to open their books at page 42 and explain that in order to complete each line of the text, they must find the street by name, and identify the buildings on it. They then choose the correct option. Next, they find the corresponding word in the box and write it in the sentence. Do the first sentence with them.

## B Listen and sing.

- Tell students that they are going to listen to a song about town life. Ask them to listen in order to find out what the fire engines and the police cars say. Play Track 22.
- Play the track again and confirm that the fire engines say *ding-dong, ding-dong* and the police cars *ting, ting, ting, ting.*



## Listen and sing.

TRACK 22

*I like my town, yes!*

*I like my town, yes!*

*I like my town, yes!*

*I like my town!*

*I like the streets,*

*And the shops,*

*I like the parks,*

*And the people.*

*I like fire engines,*

*They say: Ding, ding, ding!*

*I like the police cars,*

*They say: Ting, ting, ting!*

*Hurry, hurry,*

*This is my town!*



- 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.
- Ask the students to remember the activities carried out in this unit. Accept all kinds of answers and then ask about their favourites. Listen to their comments and allow them to express related feelings and thoughts.
- Point to each item on the page and explain how to complete it. The first two should be completed with words or drawings and the third one is for them to choose and circle their favourite activities. Emphasize that all answers are acceptable. Allow the children to go through the different pages in the unit and choose according to their preferences.
- Students are not expected to give one correct answer, just to reflect on their own learning and acknowledge their own achievements and likes. This provides useful information that helps the teachers to plan their lessons according to the group's needs.



- Ask students what they think they have learnt in this unit. The outcome should be the result of critical thinking and self-assessment, so encourage reflection on the work done in a positive atmosphere. If necessary, explain the meaning of each statement in this section and clarify any doubts. A sense of achievement is crucial for motivation and pleasure in learning.



## ACTIVITIES

### 1 Tick (✓) and write.

- Ask students to open their books at page 44. Point to the words and read them with the class. Ask students to think about their own street. First they tick two items that are to be found there, and cross two items that are not. Then they complete the text at the bottom of the page. Check the activity by asking different students to read it aloud.

### 2 Look and write.

- Ask students to open their books at page 45. Read the words in the box with them. Students then write the words in the correct spaces, crossing them out in the box as they go. Correct the exercise by asking different students to read their sentences aloud.

**Answers:** streets, streets, buildings, buildings, parks, shops, school, hospital, police, station.

### Extra practice

#### Speaking

- Divide the class into two groups. Ask each group to take turns to name one town feature without repeating the words. They have ten seconds to answer. Write the words on the board. When time is out, the other group can answer. The aim is to be the first group to mention ten items.



#### Note:

(page 36 in this book)

#### Read and draw.

- Students read the sentences at the bottom and draw the corresponding items on the map. Do the first in class: *Can you read number 1? Now draw it on the map. Show me the...* Walk around the room while they are working to check accuracy.





# 4 My town

## Objectives:

- Recognizing and naming landscape features
- Extracting information from a text
- Describing a landscape
- Fostering awareness of the water cycle

## Key language:

- Places, Prepositions
- Revision: Buildings, Places, Food, Clothes



## Priority learning cores

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

Pages: 6-9.

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

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

Pages: 83-86.

## Pages 46 and 47

### Warm-up

#### Playing a guessing game to revise vocabulary

- Place two chairs at the front of the classroom. Divide the students into two teams. Nominate one student from each team to sit with their back to the board so they cannot see it. Show a flashcard of a word to the groups. Tell the other students they must help their team-mate sitting at the front to guess the word. Tell them they can mime or describe the word, but they cannot say it. The first student sitting at the front who guesses the word correctly wins a point for their team. Once a point has been won, nominate two new students to sit in front of the class. Show a new word and repeat the procedure. The team with the most points at the end of the game is the winner.

### Presentation

#### Setting the context

- Display pages 46 and 47 in *Learner's Book*. Ask: *What can you see? Which picture has got trees? Which picture has got water? What do you think the unit is about?*

### A Listen and look

- Play Track 23.



TRACK 23

#### Listen and look.

*Boy: Some people live in the desert.*

*Girl: Some people live in the forest.*

*Boy: Some people live in the valley, near a river.*

*Girl: Some people live at the seaside near the sea.*

*Boy: Some people live in the mountains.*

### B Listen and number

- Ask students to open their books at page 47 and ask: *What can you see?* Tell them that a boy and a girl are going to talk about where people live. Play the track once through and ask the children to listen carefully.
- Play the track again and pause after the first exchange. Ask students to point to the right picture. Confirm the answer: *Which is number 1? The seaside.* Tell them to write the number. Do this for each picture.



TRACK 24

#### Listen and number.

*Woman: Where is this?*

*Man: The seaside. Write number 1.*

*Woman: Where is this?*

*Man: The mountains. Write number 2.*

*Woman: Where is this?*

*Man: The desert. Write number 3.*

*Woman: Where is this?*

*Man: The valley. Write number 4.*

*Woman: Where is this?*

*Man: The forest. Write number 5.*

### Wrap-up

#### Playing a game to revise the vocabulary

- Play *Guess where I am*. Put flashcards on the board with sticky tape. Tell the students you are going to play a game. They have to listen and guess where you are. As you give the description, mime or use prompts when necessary to help with meaning: *Listen, where is this? It's green. You can see lots and lots of trees and you can hear the wind. The forest!* Continue with *seaside* and *desert*.
- Add more flashcards from the previous units.



## Warm-up

## Revising vocabulary

- Hold up flashcards one by one. Elicit the names of the places. Leave them on the table or put them on the floor in front of the students. Tell them you are going to say something you can feel, see, hear or smell in one of the places: *Listen and tell me the place.* Use the following phrase: *I can feel the sun.* (Desert) *I am near a river and I can see the mountains and the stars in the sky.* (Valley) *I can hear the leaves and trees.* (Forest) *I can smell the sea.* (Seaside) *I can hear the echoes.* (Mountains)

## Presentation

Introducing *balloon* and *over the mountain*

- Stick a picture of the balloon on the board and draw the sky: *Look, this is a balloon. Listen again and repeat.* Put one of the flashcards under the balloon, for example, the mountains: *Where is the balloon? In the sky.* Begin moving the balloon as if it is flying over the mountain: *Look, it's over the mountain. Listen and repeat. Over the mountain.*
- Take the *mountain* flashcard down and put another flashcard under the balloon. Follow the same procedure. Invite volunteers to come up to the board and stick different flashcards and say the corresponding sentence: *The balloon is over the...*

**A** Listen and sing.

## Singing and performing a song

- Ask students to open their books at page 48. Ask: *How many children can you see? Where are they? What colour is the balloon? What can they see?*
- Introduce the song: *You are going to listen to a song. Listen, please!*
- Play Track 25 once through without stopping and ask students to listen carefully.



## Listen and sing.

TRACK 25

*The balloon is over the Mountain*

*The balloon is over the mountain, the mountain, the mountain,  
The balloon is over the mountain,  
Look! What can you see?*

*I can see the mountain, the mountain, the mountain,  
I can see the mountain  
That's what I can see.*

*The balloon is over the river, the river, the river.  
The balloon is over the river,  
Look! What can you see?*

*I can see the river, the river, the river.  
I can see the river  
That's what I can see.*

*The balloon is over the forest, the forest, the forest.  
The balloon is over the forest  
Look! What can you see?*

*I can see the forest, the forest, the forest.  
I can see the forest  
That's what I can see.*

*The balloon is over the blue sea, the blue sea, the blue sea.  
The balloon is over the blue sea  
Look! What can you see?*

*I can see the blue sea, the blue sea, the blue sea.  
I can see the blue sea  
That's what I can see.*

*The balloon is over the desert, the desert, the desert.  
The balloon is over the desert  
Look! What can you see?*

*I can see the desert, the desert, the desert.  
I can see the desert  
That's what I can see.*

*The balloon is over the valley, the valley, the valley.  
The balloon is over the valley  
Look! What can you see?*

*I can see the valley, the valley, the valley.  
I can see the valley  
That's what I can see.*

*Now it's time to fly home,  
Fly home, fly home.  
Now it's time to fly home,  
Fly back home!*

## B What's missing? Draw and say.

- Focus students' attention on the scene again. Point to the empty space in number 5: *What's missing? What can you draw? The desert.* Give the following instructions: *Take out your coloured pencils. Can you draw what's missing?* Check by walking around to see if they have completed the drawing correctly. Encourage them to tell their partners what they have drawn.
- When they finish, students work in pairs to take turns describing the different places: *Imagine you are in the balloon. What can you see? Tell your friend. Point and say the places.*

### Wrap-up

- Hand out paper. Tell the class to draw their own balloon: *Draw your balloon.* When they have finished, tell them to colour it. Invite a volunteer to come to the front: *Show your balloon to the class. What colours is it? Imagine you are in the balloon. What can you see?*
- Once you have asked two or three volunteers, students work in pairs. Give the following instruction: *Tell your friend about your balloon.* Monitor closely to help with accuracy or pronunciation.
- Collect the pictures for the extra practice stage.

## Page 49

### Warm-up

#### Playing a game to revise vocabulary

- Quickly revise colours, food, animals, landscapes and places. You could do this by holding up relevant flashcards or writing the topic on the board and eliciting words related to each one: *Tell me different colours.*
- When you feel they have recycled the categories sufficiently, play *Word Circle* with the class. Ask students to stand in a circle. Explain that you are going to say a topic and throw the ball at the same time to students at random. The student who catches the ball has to say a word belonging to that category in a few seconds. Decide on the time before you play the game. Then throw it back to the teacher so the game can begin again.

## Presentation

### Introducing the theme of the sea and river

- Display page 49. Ask: *Can you show me a house in the desert?* Ask a question to correspond to each illustration: *Which house is in the mountains?* Do this with the other illustrations.
- Finally, ask students to point to where some people live in each picture: *Listen and point. Where do some people live in the mountains?*
- Draw a river and the sea on the board. Point to the sea: *What's this? The sea.* Point to the river: *Look, this is a river. Is it smaller or bigger than the sea? Smaller. Listen and repeat. River.*

## A Listen and number.

- Tell students that they are going to listen to some people talking about where other people live. Play Track 26 once so they can listen to all the exchanges.



### Listen and number.

**Narrator:** Number 1.

**Man:** Where do some people live?

**Woman:** In the mountains.

**Narrator:** Write number 1.

**Narrator:** Number 2.

**Woman:** Where do some people live?

**Man:** Near the river.

**Narrator:** Write number 2.

**Narrator:** Number 3.

**Man:** Where do some people live?

**Woman:** In the town.

**Narrator:** Write number 3.

**Narrator:** Number 4.

**Woman:** Where do some people live?

**Man:** In the forest.

**Narrator:** Write number 4.

**Narrator:** Number 5.

**Man:** Where do some people live?

**Woman:** At the seaside.

**Narrator:** Write number 5.

**Narrator:** Number 6.

**Woman:** Where do some people live?

**Man:** In the desert.

**Narrator:** Write number 6.

## B Make picture cards.

- Ask students to open their books at page 48 and identify the landscapes: *Where is this? In the mountains. Where do some people live? In the forest.* Explain that they are going to make landscape picture cards. Hand out seven white cards to each student. They stick or draw pictures for each landscape onto the cards.
- Ask them to write the name of the landscape below the picture. Write the words on the board if necessary to help them. Tell them to take turns at asking and answering questions in groups of three: *Where do some people live? At the seaside.*

### Wrap-up

#### Further vocabulary and spelling practice

- Divide the students into two groups. Give half the students in each group a landscape flashcard and the other half a landscape word card. Tell them to stand up and find their corresponding word card or flashcard. Ask pairs to hold up their word card and flashcard: *Show me your cards.*
- Tell them to give you the flashcards and give them out again at random. Ask the ones who have word cards to take turns to spell the word in their cards. The one who is holding the corresponding flashcard holds it up and says the word.

## Page 50



### Warm-up

- Show the class flashcards of a mountain, a forest and a river and ask them to say the words. Read the poem twice and ask the students to listen carefully and name the different landscapes in the order they are mentioned.  
*We go up the mountain,  
We come down the mountain,  
We run in the forest,  
We go down to the river,  
And jump into the water,  
This is what we do!*

## Presentation

### Presenting the lesson topic and language

- Ask the students where these animals live: *Where does the fish live? Where does the bird live?* Ask why water is important for the fish and the bird. Explain that all living things can survive for many days without food but they can only live a few days without water.
- Draw a cloud over the river with rain drops: *What's this? A cloud. What can you see? Raindrops.* Tell students they are going to learn about the water cycle.

### A Read.

- Draw a picture of the water cycle on the board and write the vocabulary the children need on the picture as you explain how the water circulates. Explain that when it is very hot, water from the seas and rivers evaporates into the air. Draw a cloud made up of tiny drops of water on the board. Explain that when this vapour goes up into the air where it is much colder, the vapour condenses into tiny drops and forms clouds. When it is very cold, these drops fall as rain or snow into the seas and rivers again. When the rain falls, we call it precipitation.
- Ask students to open their books at page 50 and read the sentences with you. As you do this, mime the actions: *Read the sentences with me and do the actions!*

### B Sing and act.

- Play Track 27.



### Sing and act.

TRACK 27

*Water travels in a cycle, in a cycle.*

*Water travels in a cycle, one, two, three!*

*Water goes up, that's evaporation.*

*Water forms clouds, that's condensation.*

*Water comes down, that's precipitation!*

- Play the track again:
  - Students sing the song with you as they listen to the class CD. Encourage them to mime each of the movements again: making a circle, pointing upwards, forming a cloud and pointing downwards.
  - Divide the class into two groups. Get them to stand facing each other: *Take turns at singing the lines of the song.*

## Wrap-up

### To develop memory and observation skills

- Take five animal word cards and five pictures of the corresponding animals: *Which animals live in water?* When you have done this, put the ten cards face down. Divide the class into teams. Explain that they are going to play the memory game. One team turns over a word card and a picture card. If they are the same, they keep the set, if not, they turn the cards over and another team has a go. This continues until all the cards have been put into sets. To conclude, ask the class to categorise the sets again into animals that live in water and animals that do not. Encourage them to tell you other animals for each category.

## Page 51

### Warm-up

#### Describing where you live

- Draw a large square on the board and divide it into six smaller ones. Write *This is where I live* above your square. Draw some places on the board; for example, a police station, a bus stop, two shops, a park. Describe: *In my street there is a big park and there are two shops.* Invite the students to continue: *Can you describe my street? There is a bus stop.* When they finish, ask the class questions about their street: *How many shops are there in your street? What can you see in your street?*

#### A What's missing? Draw and label.

- Ask students to open their books at page 51. *Where is it? Valley. What's missing? The mountain.* Write the words in the box. Do the same with the other pictures.

#### B Make a Places in nature poster.

##### Working in groups to illustrate the unit vocabulary

- Help students to identify the materials they need to make the poster: *You need scissors, glue, paper, crayons and old magazines.* Divide the class into groups of four. Pupils take out their scissors, glue and coloured pencils. Cut out a length of poster paper for each group. Write the words *Places in nature* on the board: *Copy this at the top of each poster.* Each student contributes to creating a *Places in nature* poster from magazine pictures or drawings. Ask them to label each one. Say: *Can you write the names next to the picture?*

- When they finish, help them to talk about the places: *Can you tell me about your poster? This is a desert. I can see a valley and a river. This is a picture of the seaside, there's a city near it.* Display these posters around the classroom or in the school hallway.

## Wrap-up

### Using the posters to practise the unit vocabulary

- Ask students to stand by their *Places in nature* poster. Display and ask them questions about it: *Where is this? What can you see in this picture? Is this a desert or a valley? How many mountains can you see?*

## Page 52

## ROUNDUP

### Warm-up

#### Practising pronunciation

- Ask the class to stand up. Say one of the phrases from Track 23 and ask students to repeat: *Some people live in the desert.* Repeat the activity with the other sentences and vary the speed and tone each time: fast, slowly, loudly, in a whisper.

#### A Read and write.

- Ask students to open their books at page 52 and introduce Jamie: *Look at the picture. This is Jaime.*
- Tell the students to complete the paragraph.
- Monitor closely and invite volunteers to read the sentences as they complete them. Point at the corresponding sentence and ask: *Can you read this sentence for me?*
- Focus their attention on the second paragraph and say: *Listen to my description.* Read one about yourself to provide further models: *Now write about where you live.*
- Invite the class to complete the rest: *Can you write more information about yourself?*

#### B Listen and sing.

- Ask students if they ever go to the mountains with their families and what they like about them. Write the places on the board: *mountains, seaside, rivers, valleys, deserts.* Ask: *Which ones do you like? Do you like going to rivers or valleys?*
- Tell the students they are going to listen to a song. Play Track 28 once so students can listen to the complete song: *Let's listen to the song!*



## Listen and sing.

TRACK 28

### *I love the mountains!*

*I love the mountains,  
I love the ocean,  
I love the small rivers,  
And I love the big blue ocean!*

(Chorus)

*It's a beautiful world,  
And I love it.  
It's a beautiful world,  
And I love it.*

*I love the forests,  
I love the valleys,  
I love the deserts,  
And I love the big blue sea!*

- Play the track again.
  - Give out word cards of the places. Ask students to hold up the card as they hear it in the song: *Listen and show me.*
  - Ask students to sing the chorus with you: *Listen and sing when I do.*
  - Put the flashcards of the places on the board. Tell the students to sing the song and point each time they hear the place: *Sing and point.*

### Wrap-up

#### Asking about preferences

- Put the landscape flashcards on the table or the board in front of the students. Invite a volunteer to come up to the front. Point to one of the landscape flashcards and ask: *Do you like the mountains? Yes, I do.* Tell the student to ask you a question. Point to one of the pictures and say: *Ask me a question. Do you like the desert? No, I don't. I like the seaside.*
- Students work in pairs. Tell them to take turns at asking and answering the questions: *Ask your friend a question and then change roles.*

## Page 53



### I like

- 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.
- Ask the students to remember the activities carried out in this unit. Accept all kinds of answers and then ask about their favourites. Listen to their comments and allow them to express related feelings and thoughts.
- Point to each item on the page and explain how to complete it. The first two should be completed with words or drawings and the third one is for them to choose and circle their favourite activities. Emphasize that all answers are acceptable.

### I can

- Ask students what they think they have learnt in this unit. The outcome should be the result of critical thinking and self-assessment, so encourage reflection on the work done in a positive atmosphere. If necessary, explain the meaning of each statement in this section and clarify any doubts.  
A sense of achievement is crucial for motivation and pleasure in learning.

### Wrap-up

#### Reflecting on the unit

- Ask different students to read the word they have chosen and to name their best activity and favourite page.



## ACTIVITIES

### 1 Trace and find.

- Ask students to open their books at page 54, activity 1 and read the words at the top of the page. Point to the pictures at the bottom one by one: *Which one is this?* Ask students to identify each one. Then focus their attention on the first one: *Where do these birds live?* Elicit the answer, then tell students to trace the line. Do this with each one.

### Write.

- Read and complete orally with the class. When you have done this, tell them to write the missing words. Monitor closely to check spelling. Follow the same procedure for each sentence.

Answers: **b.** live, river **c.** live, forest **d.** live, sea **e.** live, desert

## Page 55

### 2 Circle and match.

- Ask students to open their books at page 55, activity 2. Elicit the names of the places in the illustrations. As you do this, help the students to find the corresponding word in the word search.

Answers: VALLEY - FOREST - RIVER - MOUNTAIN - DESERT - SEASIDE

### Write.

- Focus on the text. Read the first part of the sentence and ask the students to tell you the missing word. Look at the picture: *What is the word? Mountain.* Direct them to the exercise above and ask them to find the word. Ask them to spell *mountain* and copy it in the correct place. Follow the same procedure for the rest of the text. When they finish, invite volunteers to read out the sentences.

Answers: mountains, valley, seaside, desert, forest, river.



### Note:

(page 44 in this book)

### Look and write.

- Tell the class they are going to write about the water cycle. Invite volunteers to read the sentences. Then focus on the words at the top of the page. Point to the picture of the sea and ask: *Which word can we write here? Sea.* Write the word on the line. Follow the same procedure for the remaining words.
- Monitor closely to check accuracy.



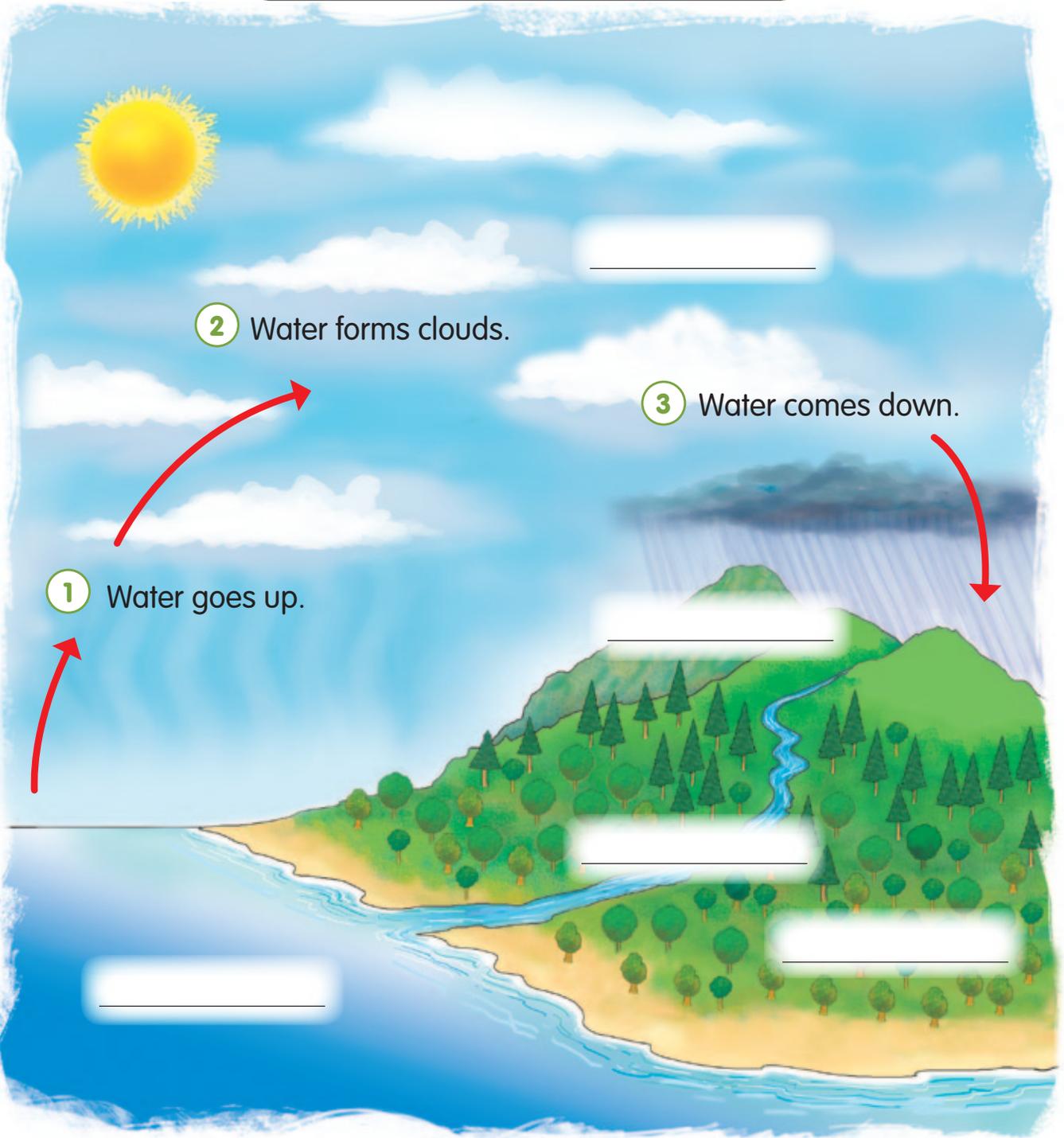
Name \_\_\_\_\_ Date \_\_\_\_\_



1 Look and write.



sea forest mountain river clouds



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# 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 Look and write.

- Students open their books at page 58, activity 1. Elicit the name of the first item: *BUILDING*. Holding up your book, point as you spell the word. Invite them to write each letter in the correct square. Do this with the remaining six words. Check the exercise by asking: *What's number one? What's number six?*

#### Answers:

**Across:** 3. FIRE STATION 6. TOWN 7. HOSPITAL

**Down:** 1. BUILDING 2. COUNTRY 4. SHOP 5. PARK

#### B Write.

- Students complete the sentences with suitable words.

## Page 59

#### C Draw and colour. Write.

- Ask students to open their books at page 59, activity C. Tell them to draw their favourite place and to colour the balloon. When they have finished, focus their attention on the next part of the exercise. Invite them to read the sentences and then choose the word they like best to complete it. The idea is for them to choose a word and to write sentences that correspond to the picture but you may find they draw something different.





# 5 Telling the time

## Objectives:

- Reading a story.
- Saying and asking the time.
- Talking about and comparing routines.

## Key language:

- Telling the time: *It's late. ... at half past eight. What time is it? Time for... It's... o'clock. It's half past...* Days of the week
- Nouns: *bus, watch, rabbit, tea, cake, animal, place, beach, mountain, lion, monkey.*
- Verbs: *look, start, play, watch, drink, eat, catch the bus, get up, have breakfast, go to school, have lunch, have dinner, go to bed.*
- Grammar: *It's a..., It isn't a... What time do... in...? can and can't.*
- Expressions: *a.m., p.m., the same as, different from.*
- Linking or adding information with: *Then, Finally, with, and.*

## Priority learning cores

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

Pages: 4, 6-9.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

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

Pages: 83-86.

## Pages 60 and 61

### Warm-up

#### Playing a guessing game to revise vocabulary

- Write: *What is it? and: Is it a...?* Draw: a rabbit, a clock, a girl, a bus, a watch, a cup of tea. List the words.

### Presentation

#### Setting the context

- You will probably have to tell them the story title in English: *"Alice in Wonderland"*. Write simple sentences: *The rabbit has got a watch. The girl follows the rabbit.* etc.

- Ask students to open their books at page 60 and ask them to name things they can see on the page: *rabbit, clock, watch, bus, girl, bicycle, country, cake, teapot, ball.* Ask the class to complete the sentence at the top of page 60 and encourage them to expand their answer.
- Focus on where the information is on the page. Play Track 29 and tell the class to listen and follow. Play the recording again and ask the class to listen and repeat the dialogue.

## A Listen and read.



TRACK 29

### Listen and read.

**Rabbit:** *Where's the bus? It's late!*

**Narrator:** *Says the rabbit.*

**Rabbit:** *I catch the bus at half past eight!*

**Rabbit:** *Look at my watch!*

**Narrator:** *Says the rabbit.*

**Rabbit:** *It's nine o'clock! I start school at nine o'clock!*

**Girl (Alice):** *No school today!*

**Narrator:** *Says Alice.*

**Alice:** *It's Saturday, and we can play all day!*

**Rabbit:** *It's five o'clock.*

**Narrator:** *Says the rabbit.*

**Rabbit:** *Time for tea. Come on, Alice. Follow me.*

**Narrator:** *Alice and the Rabbit eat cake and drink tea.*

**Alice:** *Thank you, Rabbit. First the tea!*

**Narrator:** *Says Alice.*

## B Talk about the pictures.

- Tell the students to work alone to select the correct word in each sentence, then compare with a partner. Check answers and then practise pronunciation.

**Answers:** 1. girl 2. a pocket watch 3. the country 4. tea

## Wrap-up

- Ask the class if they ever wake up on Saturday and think that it's a school day. Tell the students to work in pairs to make the following lists in their notebooks: Count the verbs (or actions) in the story. (17) Count the different times. (3) Count the days. (1)

## Extension

- After presenting the unit and talking about the story (*Alice in Wonderland*), you can read the scene of the tea party in a simplified version or show the children different editions of the book.
- Many filmed versions of this scene are also available on the Internet (e.g. Disney's version, some recorded theatre versions, a TV version from 1985 or Tim Burton's). They can be shown to the children to compare the different interpretations of a same text. It's not necessary for them to understand every word that is said in each scene. Students just watch to compare them and recognise and use the vocabulary they know.

## Role-play

- After some oral practice, students can work in pairs to write their own dialogues between Alice and the rabbit. Then choose a day for role-playing and allow the children to dress up if they want, bring little props and act out their scenes in front of the class. You can also invite some special guests, if the children agree. At the end of the day, you can all get together to pretend you are having a tea party, where students can discuss the different versions of the story they have just dramatised in the same way they did with the films or books.

## Presentation

### Introducing vocabulary

Draw a big circle and a small circle on the board. Write: *big*. Ask the class for the missing word (*small*). Draw a long snake and a short one. Elicit the words: *long*, *short*. Draw a tall person and a short person. Write the words *tall* and *short*. Point out that *short* is the opposite of *long* and *tall*. Practise the pronunciation of these words.

### A Listen and sing.

Ask students to open their books at page 62, point to the pictures and ask: *What's the girl's name? Why is she tall and then short? Can you see a watch? Can you see some cake?*

Play the song (Track 30) and tell the class to point to each line as they hear it. Repeat this if necessary. Play the song again as the class sings along. Ask children, around the class, to read a line of the song each. If necessary, focus on any words or phrases that they are not pronouncing correctly.



### Listen and sing.

#### Time for tea

*We catch the bus,  
And go to school.  
We start the day,  
Hurray!  
I drink my tea,  
Oh! Look at me,  
I'm very tall,  
You see!*

*Tall, short, tall, short,  
Drink the tea, and see.  
Short, tall, short, tall,  
Time to follow me!*

*I'm tall and short,  
And now I'm me.  
No more green tea!  
Please!  
I eat a cake.  
Now it is late,  
Where's my watch?  
It's eight!*

*Short, tall, short, tall  
Drink the tea, and see.  
Tall, short, tall, short  
Time to follow me!*

## Page 62



### Warm-up

#### Charade game

- Tell the class that you are going to mime actions from the story in the previous lesson. Students must raise their hands to guess each action phrase. You could also draw lines on the board to represent the missing letters of each phrase, for example: \_ \_ \_ \_ \_ (eat cake). Use the following phrases: *eat cake*, *drink tea*, *look at my watch*, *catch the bus*.
- Ask the class what other things they can eat or drink. List their examples on the board.
- Revise means of transport. Say: *catch the bus/train/coach/plane*. *Go on a bike*. Ask students to mime these actions.

## B Point and name the odd picture.

- Ask the class to name the things in the photos. List the words on the board. Tell the class to look at the first group of photos. Ask: *Which one is different?* Write the incomplete sentence on the board: *The... is the odd one out because it isn't...* Elicit the missing words. (*cup of tea/an animal*). Explain that *odd one out* means different, not part of the group.
- Ask the class to work in pairs to write a similar sentence about the second group of photos.

### Wrap-up

- Write the categories: *Animals* and *Places* on the board. Ask the class to name other categories of words or things that they can see on this page. For example: *Food, Drink, Other things, Adjectives* and *Verbs*. Elicit one example for each category.
- Tell students to work in pairs to find an example for the other categories. For example: *Food: cake, Drink: green tea, Adjective: tall, short, late, Verbs/Actions: catch, go, start, Other things/nouns: bus, watch.*

## Page 63

### Warm-up

#### Bingo game

- Draw a square. Divide into eight smaller squares. Choose four random numbers between 1 and 20 and write one in each square. Tell the class to copy the square and do the same, choosing eight random numbers.
- One by one, say numbers between 1 and 20. To avoid repetition, note down the numbers you call. When students hear a number that they have, they circle it. When they have all eight numbers circled, they call *Bingo!* Invite the winner of each game to call the numbers.

### Presentation

- Write *What time is it?* on the board. Use a clock and write: *It's...* Set the clock at the different times and ask the question. Only use ... *o'clock* and *half past...* times.
- Draw different clocks on the board (10:00, 2:00, 10:30, 2:30). Write the following gapped sentences:  
*It's ten o'clock.*  
*It's... o'clock.*  
*It's half... ten.*  
*It's... past two.*

## A Listen and point.

- Write *My routine*. Draw a simple picture to represent *get up: 7:00. I get up at 7 o'clock*. Draw a bowl of cereal. Write and say: *I have breakfast at half past seven*. Draw a bus. Write and say: *I catch the bus at 8 o'clock*. Draw your lunch. Write and say: *I have lunch at half past one*. Draw your dinner. Say and write: *I have dinner at 9 o'clock*. Draw your bed. Write and say: *I go to bed at eleven o'clock*.
- Ask different students if they do these things at the same time. Ask them to listen and repeat.
- Ask students to open their books at page 63. Point to the first photo. Elicit the phrase for each of the photos.
- Ask the class to give you the phrase. Do the same with the other photos (*get up, have breakfast, go to school, have lunch, have dinner, go to bed*). Practise the phrases by pointing to different photos and having the class remember the phrase.
- Play the recording (Track 31) and tell students to point to the right photo as it is mentioned. Write a) b) c) d) e) f) on the board. Tell the class that they will listen again, this time writing the times that correspond to each photo. Show that you just want them to write the times as numbers. For example: *9:00, 10:30*, etc. Play the recording and pause after the first time, to elicit the number and check that the students understand the exercise. Play the recording again. Check answers: a) 7:00, b) (after) 7:30, c) 8:00, d) 12:30, e) 6:30, f) 9:00.



### Listen and point.

- Boy 1: It's seven o'clock. [Pause] I get up at seven o'clock.*  
*Boy 2: It's half past twelve. [Pause] We have lunch at half past twelve.*  
*Dad: It's half past six. [Pause] We have dinner at half past six.*  
*Mom: It's half past seven. [Pause] We have breakfast after half past seven.*  
*Girl 1: It's nine o'clock. [Pause] I go to bed at nine o'clock.*  
*Girl 2: It's eight o'clock. [Pause] We go to school at eight o'clock.*

## B Talk about you!

- Ask the class to read the two sentences. Ask: *Who has breakfast at seven o'clock? (The girl)*. Write more examples on the board about yourself: *I get up at half past six*. Then: *I have breakfast at seven o'clock*. etc. Read out the sentences and then continue, giving a time for each of the actions in the photos a) to f). Ask the class if they remember the times you do each thing. Write the times on the board.

- Students work in pairs or groups of three. Tell them to describe their routines, as you did. Help students with the extra language they may need when doing this and add this to the board.

### Wrap-up

#### Describing classmates

- Ask volunteers to mime their routines. The rest of the class watches and says the different actions, for example: *You get up. You have breakfast. You walk to school.* etc. As the class says the sentences, write them on the board.

## Page 64



### Warm-up

#### Watches and clocks

- Write *Watches and clocks* on the board. Ask the class to tell you what the difference is: *You wear a watch.* Ask if any students wear a watch. Ask them to count how many watches and clocks there are in the classroom. Then ask: *How many clocks are there in the school? Where are they?*
- With books still closed, ask the class to think of different types of clocks. Draw examples of what they come up with on the board. For example: *watch, digital clock, alarm clock, clock on a building, sundial, etc.*

### Presentation

#### Different types of clocks

- Ask students to turn to page 64 of their *Learner's Book* and compare the clocks listed on the board to the ones on this page. Say the names of the clocks and tell the class to repeat: *sun clock, water clock, watch, electric clock.*
- Ask the class which of the clocks are mentioned (*sun clock, water clock, watch, electric clock*).
- Check that the class understand the meaning of the additional words in the orange bubbles: *sun, shadow, rock, battery.* Practise pronunciation of the words.

### A Read and listen.

- Play Track 32. Tell the students to listen and point to each clock as it is described. Ask questions after each text to check that the students understand. For example: *Have you seen a sun clock? Where? What makes a shadow? Are water clocks common? Where is there an electric clock?*
- Play the recording again.



### Read and listen.

#### Telling the time has got a long history...

*Sun clocks use the sun to tell the time. The sun makes a shadow, and the shadow shows the time.*

*Water clocks use water to tell the time. The water falls all day, and all night.*

*Today, many clocks and watches use electricity or batteries. There are clocks in homes, on buildings, and at schools.*

*Many people wear watches, too.*

### B Look again. Copy and complete the sentences.

- Read out the first example and ask the class to complete it. Write the full sentence on the board: **1.** *I can tell the time at night with a watch or an electric clock.* Tell the class to complete the other examples and then compare with a partner.
- Check the answers with the whole class.

**Answers:** **2.** ... a sun clock. **3.** ... a water clock, an electric clock and a watch. **4.** ... an electric clock or a watch.

### Wrap-up

- Play a game. Line by line, draw one of the four clocks on the board. With each line ask: *What type of clock is this?* Tell the class to guess: *Is it a...?* Repeat with all of the clocks. If there is time, ask volunteers to come to the board to draw, while the class guesses.

### Fact Box

Water clocks and sun clocks (sundials) are the first clocks to exist. Water clocks existed in the 16th century BC, and possibly a long time before this in India and China.

## Warm-up

- Write *My Routines* on the board. Say, for example: *I get up at 6 o'clock. I have breakfast at half past six.*
- Ask students about their own routines.
- Write four different times on the board and ask students to work in pairs, telling each other about their own routines at those times of the day and comparing their answers.

## Presentation

- Write on the board: *What time do children start school?* Elicit the answer and write it on the board: *Children start school at 8 o'clock.*
- Then write: *What time do children start school in Britain?* Explain that Britain is a country. Point to it on the map (the island of Great Britain and Northern Ireland). Say England is part of Britain.
- Ask: *What language do they speak in England?* Write options on the board for the class to answer the question in the book: *7 o'clock / 8 o'clock / 9 o'clock.* Ask the class to guess what time children start school in Britain.

**C** Look at the clocks and answer.

- Ask students to turn to page 65 of *Learner's Book* and tell them to look at the clocks. Point out *am* and *pm*. Explain that *am* means in the morning and *pm* means afternoon and night. Ask: *Now, is it am or pm? When you go to bed is it am or pm?*

**D** Read and check your answers.

- Ask the class to look at the title: *Around the world at different times.* Explain the word *around*. For example: *all over, in different places/countries.* Ask them to quickly say which two countries the sentences are about (Britain and the USA). Tell the class to read to check their answers in the previous exercise.

**Answers:** 1. 9 o'clock 2. 12 o'clock 3. 6 o'clock 4. 8 o'clock

- Point out the words *some* and *many* in the sentences. Demonstrate the meaning by indicating a small group of students in the class and saying: *some students*, then a large group and saying: *many students*.

## Wrap-up

- Tell the class to read the question at the bottom of the page. Ask for examples of differences and list them in note form on the board.
- For example: *Here, children start school at half past eight.*
- Ask the class to find more differences between routines in Britain, the USA and their country. Add any useful language on the board as it comes up.



## Warm-up

## Mystery question game

- Review the alphabet by asking students to say a letter each, going round the class. Repeat this until the class can do it quickly. Write any problematic letters on the board.
- Play the *Mystery question game*. Draw lines on the board to represent missing letters in the question: W \_ \_ \_ \_ t \_ \_ \_ \_ \_ t? Tell the students to raise their hands to guess a letter. List incorrect letters on the board and write the correct letters in place until the question is complete.

**Answer:** What time is it?

## Presentation

- Books closed. Write the following gapped chant on the board. One by one, add the simple drawings as prompts for the missing words.  
*What \_\_\_\_\_ is it?* (Picture of a clock face with a question mark on it)  
*Look at the \_\_\_\_\_* (Picture of the sun)  
*It's \_\_\_\_\_ past one!* (Picture of a clock showing 1:30)  
*It's late! \_\_\_\_\_!* (Picture of stick figure running)  
*We \_\_\_\_\_ the bus* (Picture of stick figure getting on a bus)  
*At half \_\_\_\_\_ one!* (Picture of a clock face showing 1:30)
- Tell the class to work in pairs to guess the missing words. Then ask students to open their books at page 66 and compare their guesses with the chant in the book.

## A Listen and sing.

Play Track 33 and ask the class to listen and follow. Play the recording again and ask them to sing in time. Focus on any pronunciation issues that arise, then repeat the song.



### Listen and sing.

*What time is it?  
What time is it?  
Look at the sun!*

*It's half past one!!  
It's late. Run!*

*We catch the bus,  
At half past one!!*

## B Read and match.

- Work with the class to match the first example. Tell students to match the other examples and then compare with a partner.
- Check answers by asking different students to read out the second part of each sentence. Then ask the class for two or three more examples for each category. List their examples on the board.

### Wrap-up

- Ask the class to work in pairs to name as many things as they can. List the words: *tree, sun, sky, cloud, rabbit, man, girl, cup of tea, teapot, flowers, table, hat, scarf, jacket, shirt, T-shirt, trousers.*
- Rub the words off the board. Divide the class into two teams. Number the children in each team in the same way. Call out the students saying, *Number ten, spell "rabbit".* Number ten from each group runs to the board and writes the word. The first student to write the word out correctly scores a point for his/her team.



## Page 67



### I like

- 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.
- Ask the students to remember the activities carried out in this unit. Accept all kinds of answers and then ask about their favourites. Listen to their comments and allow them to express related feelings and thoughts.
- Point to each item on the page and explain how to complete it. The first two should be completed with words or drawings and the third one is for them to choose and circle their favourite activities. Emphasize that all answers are acceptable. Allow the children to go through the different pages in the unit and choose according to their preferences. Students are not expected to give one correct answer, just to reflect on their own learning and acknowledge their own achievements and likes. This provides useful information that helps the teachers to plan their lessons according to the group's needs.

## I can

Ask students what they think they have learnt in this unit. The outcome should be the result of critical thinking and self-assessment, so encourage reflection on the work done in a positive atmosphere. If necessary, explain the meaning of each statement in this section and clarify any doubts.

A sense of achievement is crucial for motivation and pleasure in learning.

### Wrap-up

#### Reflecting on the unit

Ask different students to read the word they have chosen and to name their best activity and favourite page.

## ACTIVITIES

### 1 Listen and write.

- Ask students to open their books at page 68, activity 1. Tell them to look at the pictures and say words associated with each picture. For example: a) bus stop, Alice, rabbit, city. b) Alice, tall, tea, c) Alice, cake, clock.
- Elicit the missing word for sentence a). Play Track 34 to check. Repeat these steps with the other two examples.



### Listen and write.

Alice: We catch the bus to go to school.  
 Alice: I drink tea. I'm very tall.  
 Alice: I eat cake at tea time.

### 2 What about you? Read and answer.

- Copy the questions on the board. Write your own answers next to the questions. Make sure that you include some examples in the negative form. For example: a) I start school at half past seven. b) I don't catch the bus. I walk to school. c) I don't drink tea or milk. I drink juice. etc.
- Tell the students to write their own answers and then compare with a partner to see if their answers are the same or different.

### 3 Write and draw.

- Students open their books at page 69, activity 3. Do the first example with the class, drawing the clock on the board. Intentionally do it incorrectly and have the students correct you. Students continue the exercise and then compare answers in pairs.

### 4 Listen and complete the sentences. Then draw.

- Tell the class to put their pens down and listen and remember the missing words. Play Track 35 through. Students work in pairs to complete the exercise. Play the recording through again for students to listen and check their answers. Ask different students round the class to read out the answers. Focus on pronunciation.



### Listen and complete the sentences.

- a. I get up at half past seven.  
 b. I have breakfast at eight o'clock.  
 c. I have lunch at one o'clock.  
 d. I go to bed at half past nine.



#### Note:

(page 53 in this book)

### 1 Complete the sentences.

Students look at the pictures, then read the sentences and choose the correct words from the box.

Answers: a. battery b. shadow c. electric d. water

### 2 When can you use these clocks? Match.

Answers: a. Day b. Day and Night c. Day and Night

### 3 Count the clocks and watches in the different places.

Students count the clocks and watches in their houses, classroom and school and complete the chart.



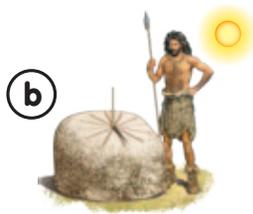
Name \_\_\_\_\_ Date \_\_\_\_\_



**1 Complete the sentences.**

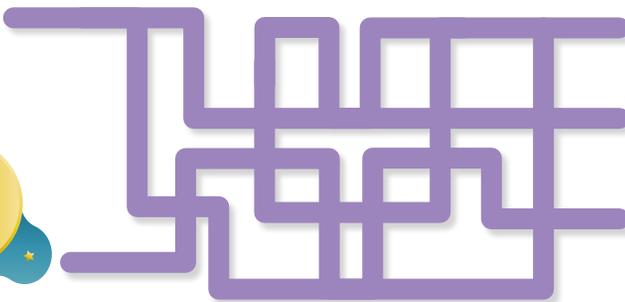


water shadow battery electric



- a. This watch has got a \_\_\_\_\_.
- b. This is a sun clock. The \_\_\_\_\_ tells the time.
- c. This is an \_\_\_\_\_ clock.
- d. Water clocks use \_\_\_\_\_ to tell the time.

**2 When can you use these clocks? Match.**



- a) a sun clock
- b) a water clock
- c) an electric clock

**3 Count the clocks and watches in the different places.**

	Home	School	Classroom



# 6 Animals in the wild

## Objectives:

- Recognizing and naming wild animals
- Describing the characteristics of different animals and naming their body covering
- Creating a descriptive text

## Key language:

- Animals: *monkey, elephant, crocodile, giraffe, snake, trunk, neck, teeth, savannah*
- Describing animals: *It hasn't got big ears or a trunk. It's got a long tail.*
- Describing animals' habitats: *Lions and giraffes live in the savannah.*
- Asking and answering questions about habitat: *Where do you live?*
- Describing: *There is a river. There are birds.*
- Revision: Landscapes

## Priority learning cores

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

Pages: 4-8.

## Foreign Language Guidelines of Autonomous City of Buenos Aires

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

Pages: 83-86.

## Pages 70 and 71

### Warm-up

#### Presenting the savannah

- Tell students that they are going to learn about the savannah. Explain that the savannah is in a continent called Africa and that many wild animals and birds live there. Show the children a map of the world and show them where they live and where Africa is. Add features to your picture: *It's got a lot of grass, trees and rivers. It's called the savannah. Many animals live there! Can you name them? Monkey, elephant, crocodile, lion, giraffe, snake.*

#### Setting the context

- Display pages 70 and 71 in *Learner's Book*. *Who's in the story? Animals. Can you see a lion? Can you see a mouse? A dog? A bird?*

### Presentation

- Help students describe the scenes: *The monkeys are in the trees. The crocodile is in the river. The little dog is under the tree. But do the animals know him?*

#### A Listen and look.



#### Listen and look.

**Narrator:** *These monkeys live in the trees.*

**Monkey 1:** *Hello! Do you live here?*

**Monkey 2:** *Hmmm. It isn't a monkey! [Pause]*

**Narrator:** *Elephants live in the savannah.*

**Elephant:** *It isn't an elephant. It hasn't got big ears or a trunk. [Pause]*

**Narrator:** *Crocodiles live in the river.*

**Crocodile:** *It isn't a crocodile. It hasn't got big teeth or a long tail. [Pause]*

**Narrator:** *Lions and giraffes live in the savannah.*

**Giraffe:** *It isn't a giraffe. It hasn't got a long neck or long legs!*

**Lion:** *It isn't a lion! I'm a lion! [Pause]*

**Snake:** *It's a dog! It's a dog!*

**Dog:** *You're right, snake! [Pause]*

**Snake:** *Watch out!*

**The other animals:** *Heeeelp!*

Play the track again.

- Stick pictures of the *trunk, neck* and *teeth* on the board.
- Pause after each exchange and encourage students to repeat.

#### B Listen and number.

- Mime and present the characteristics mentioned in the story: *big ears, a long trunk, big teeth, a long tail, a long neck, long legs. Has the giraffe got long legs? Has it got a trunk?*
- Play Track 37





## Listen and number.

TRACK 37

**Giraffe:** *I live in the savannah. I've got a long neck.*

**Narrator:** *Write number 1.*

**Crocodile:** *I live in the river. I've got big teeth.*

**Narrator:** *Write number 2.*

**Monkey:** *I live in the trees. I've got a long tail.*

**Narrator:** *Write number 3.*

**Elephant:** *I live in the savannah. I've got big ears and a trunk.*

**Narrator:** *Write number 4.*

**Snake:** *I live in the savannah. I've got a long body.*

**Narrator:** *Write number 5.*

**Lion:** *I'm the king!*

**Narrator:** *Write number 6.*

**Dog:** *Rffff, rffff! I can run fast!*

**Narrator:** *Write number 7.*

### Wrap-up

#### Acting out the story with puppets

Ask students to cut out or draw the animals in the story to make puppets in order to act out the story. Tell them to put the puppets on their tables. Play Track 36 and pause after each exchange. Help students repeat the words as they hold up the corresponding puppet. Correct rhythm and intonation as needed. All the students join in acting out the animals' stampede. If you have time, assign roles and repeat the activity.

## Page 72



### Warm-up

#### Matching animals and their habitats

- Stick flashcards of the *river, desert, savannah, town* and *country* on the right-hand side of the board. Elicit the words. Write the following words on the left: *dog, cat, bird, mouse, frog, lion, monkey, snake, crocodile*. Ask: *Do monkeys live in the town? No. Where do monkeys live? In the savannah.* Draw a line from the word to the appropriate flashcard. Ask different students about the habitats of the other animals. Confirm that some animals can live in different places: *Birds can live in the mountain, the desert, the country, etc.*

## Presentation

### A Listen and sing.

#### Singing and performing a song

- Ask students to open their books at page 72 and display the picture. Focus their attention on the scene: *How many animals can you see? Can you see a river? A forest? A valley? Where are the monkeys? And the crocodiles?*
- Play Track 38 once through without stopping and ask students to listen carefully.



### Listen and sing.

TRACK 38

#### Crocodiles

*Crocodiles,*

*In the river.*

*Monkeys and lions*

*In the savannah.*

*What's that?*

*Is it a snake?*

*No it isn't!*

*I think it's a dog!*

*What's that?*

*Is it a snake?*

*No it isn't!*

*I think it's a dog!*

*Crocodiles,*

*In the river!*

*Elephants and lions*

*In the savannah.*

*Crocodiles,*

*In the river!*

*Giraffes and lions*

*In the savannah.*

*What's that?*

*Is it a snake?*

*No it isn't!*

*I think it's a dog!*

Play the track again.

- Students point to the different animals when they hear them named.
- Students mime being the animals named in the song.

### B Look and say.

- Say: Look at the savannah. Where's the snake? In the tree! Then ask them to identify the animals in the picture: Point to the crocodiles!*
- Tell students to read the title and complete the sentences according to the picture. Check orally.

**Answers:** 1. the monkey / the snake 2. the dog 3. the crocodile

### Wrap-up

#### Game: Statues

- Tell students that they are going to dance. Ask them to form a circle. Play Track 38 again and say: *Let's dance!* Stop the music and say: *Be monkeys!* Ask them to remain frozen like statues while pretending to be monkeys. Play the music again and say: *Be crocodiles! Be birds! Be elephants!*

## Warm-up

## Singing and performing the unit song

- Hand out the flashcards of the animals to different students. Play Track 38 and ask students to hold up the flashcards when their animal is named. The rest of the class mimes the animals and sings along.

## Presentation

## Correct me!

- Show students the flashcards of the animals and landscapes and elicit the words. Put the flashcards down on your table, pick one up and describe it, for example, the forest: *This place has got a lot of trees. Lions and giraffes live there.* Students raise their hands to correct you: *Lions and giraffes live in the savannah!* Play again with a different flashcard, describing both landscapes and animals in this way.

## C Listen and point.

- Display page 73 in their books, point to the picture and tell students that the task is to point to the different animals according to the dialogues they hear. Play Track 39 once so students can listen to all the exchanges. Play the track again and instruct them to point to the corresponding animals.



## Listen and point.

*Narrator: One.*

*Mowgli: Where do you live, monkey?*

*Monkey: I live in the trees.*

*Narrator: Two.*

*Mowgli: Where do you live, elephant?*

*Elephant: I live in the savannah.*

*Narrator: Three.*

*Mowgli: Where do you live, giraffe?*

*Giraffe: I live in the savannah.*

*Narrator: Four.*

*Mowgli: Where do you live, lion?*

*Snake: I live in the savannah, too.*

*Narrator: Five.*

*Mowgli: Where do you live, snake?*

*Snake: I live in the trees.*

*Narrator: Six.*

*Mowgli: Where do you live, crocodile?*

*Crocodile: I live in the river!*

## D Make picture cards.

- Ask students to go to page 73 in their books. Students identify the pictures: *What's this? A lion.* Explain that they are going to make picture cards using animal pictures. Hand out eight white cards to each student. They stick one picture or drawing for each animal and one for the savannah onto the cards and write the words underneath. Write the words on the board to help them, if necessary.
- Practise with students first. Point to the children in the photo and read the dialogue. Students repeat with the appropriate intonation. Then they work in pairs. Tell them to take turns showing a card and asking and answering questions.

## Wrap-up

## Guessing game

- One student thinks of an animal and comes to the front of the classroom. Students take turns to ask yes or no questions until they guess which animal it is. E.g.: *Do you live in the forest? Have you got big teeth? Can you fly?* The winner chooses a new animal to continue with the game.

## Page 74



## Warm-up

- Name different animals and ask students to say where they live. Ask them to look at page 74.

## Presentation

## Presenting the topic

- Ask students if they like talking about animals. Tell them that they are going to learn more details about them.

## A Look and write.

- Explain that they represent four basic types of body coverings. Hold up a lock of your own hair. *Look, this is my hair.* Rub your arm and say: *This is my arm and this is my skin.*
- Present the words *feathers* and *scales*. Draw a feather and a big fish covered in scales on the board. *Have we got feathers? Which animals have got feathers? Which animals have got scales?*

---

**Answers:** Crocodiles have got scales. Birds have got feathers. Lions have got hair. Snakes have got scales. Frogs have got skin.

---

## Wrap-up

### Revising the vocabulary with a matching activity

- Hand out the word cards you have prepared to four students and bring them to the front of the classroom. Other students take turns to say the name of an animal and say: *Snakes have got scales.*

## Page 75

### Warm-up

#### Revising the characteristics of animals

- Stick the animal pictures on the board. *I've got long legs and a long neck. My hair is short. I live in the savannah. Who am I? The giraffe.*

### Presentation

#### Presenting the savannah as an ecosystem

- Show students the picture of the savannah. Explain once more that this is an important ecosystem in Africa. Millions of animals and birds live there. Some are herbivores and others are carnivores. Explain that herbivores are animals that eat grass, leaves of the trees and plants. Carnivores are animals that eat other animals, like herbivores. *Are you a herbivore, a carnivore or an omnivore? An omnivore, because they eat meat and plants. Are there rivers in the savannah? Yes. Are there trees? Yes.*

#### B Count and write.

- Ask students to open their books at page 75: *Point to the trees. Point to the grass. Point to the herbivores.*
- Students then read the text and complete it with the correct numbers. *Are there animals with feathers in the picture? How many animals with hair can you see?*

**Answers:** three, two, three, one, two.

#### C Make a Wild animals poster.

##### Working in groups to illustrate the unit vocabulary

- Help them identify the materials they need to make the poster: *scissors, glue, paper, crayons and old magazines.* Divide the class in groups. Cut out a length of poster paper for each group. Write the words *Wild animals* on the board. Say: *Please copy this at the top of your poster.* Each student contributes to creating a *Wild animals* poster from magazine pictures or drawings and labeling them: *Write the names next to the pictures.*

- Each group presents their poster: *This is a crocodile. Crocodiles live in the river. They've got big teeth and long tails. They haven't got hair, they've got scales.*

## Wrap-up

### Game: True or False

- Hold up one of the posters and describe something in the poster. *This crocodile lives in the sea. Look, listen and then say true or false!*

## Page 76

## ROUNDUP

### Warm-up

#### Associating written words and illustrations

- Hand out the unit pictures to half the class and the corresponding word cards to the other half. Tell students to stand up and hold up their cards to find their partners. *Snake! Hold up your cards!* Ask the pair to stand at the front.

#### A Read, draw and write.

- Ask students to open their books at page 76. Read text number 1 with them and allow them some time to draw the animals.

#### B Listen and sing.

- Tell students that they are going to hear a song. Play Track 40.



TRACK 40

#### Listen and sing.

##### We look at the birds

*Row, row, row your boat,  
Slowly down the river,  
If you see a crocodile,  
Don't forget to (pause) smile.*

*Row, row, row your boat,  
Slowly down the river,  
If you hear an elephant,  
Don't forget to (pause) wave!*

*Row, row, row your boat,  
Slowly down the river,  
If you see a scaly snake,  
Don't forget to (pause) hide!*

*Row, row, row your boat,  
Slowly down the river,  
If you hear a sleeping lion,  
Don't forget to (pause) say  
(said very softly) Good night!*

*We row, row, row our boat,  
Slowly down the river,  
We look at the birds and the  
animals,  
That is what we do!*

## Wrap-up

### Making a Storybook

- Ask students to turn to page 91. *What's missing?* Confirm that the title is missing. Write it on the board: *Animals in the wild.*

## Page 77



- 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.
- Ask the students to remember the activities carried out in this unit. Accept all kinds of answers.

## I can

- Ask students what they think they have learnt in this unit. The outcome should be the result of critical thinking and self-assessment, so encourage reflection on the work done in a positive atmosphere. A sense of achievement is crucial for motivation and pleasure in learning.

## Wrap-up

### Reflecting on the unit

- Ask different students to read the word they have chosen and to name their best activity and favourite page.

## Page 78

# ACTIVITIES

### 1 Look and write.

- Ask students to open their books at page 78.

**Answers: Across: 1. GIRAFFE 4. LION 5. CROCODILE 8. SAVANNAH 9. TRUNK 10. TEETH Down: 2. ELEPHANT 3. MONKEY 6. SNAKE 7. NECK**

### 2 Complete the sentences.

- Students complete the sentences.

**Answers:** elephant, lion, monkey, snake, crocodile, neck, trunk.

## Page 79

### 3 Complete.

- Students complete with the words in the box.

**Answers:** live, live, river, Where, trees.



### Note:

(page 59 in this book)

### 1 Match.

Students look at the pictures, then read the sentences and match the words in the boxes with the pictures.



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



1 Match.



crocodile

elephant

giraffe

It hasn't got a trunk.

It hasn't got a long neck.

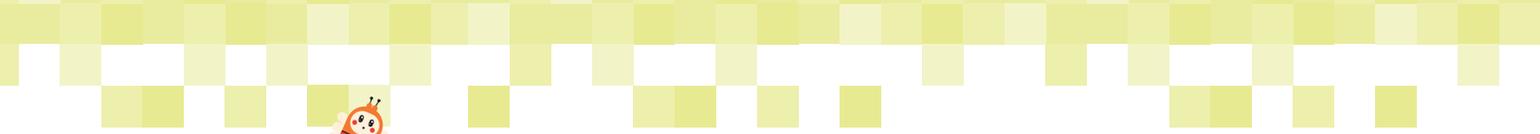
It hasn't got big teeth.

It's a dog!

lion

monkey

snake



# GAME & INTEGRATION

## UNITS 5 - 6

### Pages 80 and 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** Read and draw the times.

- Ask students to open their books at page 82 and read the text carefully. Then ask them to complete the clocks according to the times mentioned in the text.

##### **B** What about you? Write your schedule.

- Ask students to write a similar text with information about themselves.

### Page 83

##### **C** Look and write.

- Point to the box and read the words with them as they point to the corresponding animals.

##### **D** Choose and write.

- Ask students to open their books at activity D. Ask them to think of their favourite animals. Read sentence **a** with them and ask them to complete it with the animal of their choice. Check closely for spelling.



## UNIT 0

### Page 84

#### Revising vocabulary

Divide the board into four parts and write the headings: *In class, My family, Food, Toys*. Prepare four small cards with one category written on each. Shuffle the cards, show one to the class and read it out: *Food*. Point to a student and ask him or her to name a food. Write the word in the food column. Hand the cards to the student and invite him or her to say the next category.

#### Preparing the game board

Ask students to open their books at page 84. Tell students to count the spaces in the board game: *How many empty spaces are there? Seven*. Tell them to write a number from 11 to 20 on the lines and colour the three circles purple, pink and yellow.

#### 1 Let's play!

##### Playing *Bingo* to revise vocabulary

Ask the students to make small tokens with paper or any available material. Remind them that in order to play the game, they have to cover the squares when they hear the words. When all the squares in one horizontal, vertical or diagonal row are covered they say *Bingo!* Say the words at random slowly twice. Write them on a piece of paper to make sure you do not repeat them. Call out words until a student shouts *Bingo!*

## UNIT 1

### Page 85

#### 1 Complete.

Ask students to look at the different pictures and name the clothes. Then tell them to complete the words with the missing letters. Focus attention on the ones with similar spelling (*skirt - shirt*).

Invite volunteers to come to the board and write the words for the class to check their answers.

**Answers:** trousers, socks, blouse, shirt, skirt, shoes.

#### 2 Read and draw.

Ask students to read what the scarecrow is saying and draw its clothes accordingly.

## UNIT 2

### Page 86

#### 1 Look and tick (✓).

Ask students to open their books at page 86 and identify the food at the top of the page. Explain that they have to tick which part of the plant we eat: the fruit, seeds, leaves, roots or stem. Begin the sentence and then elicit the rest by pointing to the apple: *You eat the fruit of the apple tree*. *Tick the box*.

##### Answers:

You eat the fruit of the apple tree.  
 You eat the leaves of the lettuce.  
 You eat the stem of the asparagus.  
 You eat the roots of the carrot.  
 You eat the seeds of the sunflower.

## UNIT 3

### Page 87

#### 1 Choose and write.

Ask students to open their books at page 87 and read the words in the box at the top of the page.

**Answers:** shop, school, hospital, park, fire station, police station

## UNIT 4

### Page 88

#### 1 Choose and write.

Ask students to open their books at page 88, activity 1. Instruct them to choose a word from the box at the top of the page for each picture. Check the exercise with the class.

**Answers:** valley, mountain, forest, river, sea, desert.

#### 2 Read and draw.

Students read the sentence and draw the balloon in the correct place. Then they colour the drawing.

## UNIT 5

### Page 89

#### 1 Correct these sentences.

Ask students to open their books at page 89. Point out the tip from Smarty about using capital letters.

**Answers:** a. I can play on Saturday and Sunday. b. The rabbit and Alice drink tea.

#### 2 Circle six words.

Start the activity by asking what the first word is.

**Answers:** school, breakfast, lunch, bed, friends, dinner.

#### 3 Write and draw.

Students complete the sentences with their own information and draw the hands of the different clocks.

## UNIT 6

### Page 90

#### 1 Choose, draw and write.

Ask students to open their books at page 90. Read the words in the box at the top of the page with them.

### Pages 95 and 96

#### Pictionary

To revise and integrate vocabulary, students can read the words on the list, search for the corresponding illustration and complete with the numbers.

Both pages can also be used for descriptions.

This might be useful not only to revise vocabulary, but also to drill structures like *have got, can, is/are ...ing*. For example, you can tell the children to find who is running in the picture and answer with a complete sentence: *The boy is running to catch the bus*. Or *Who is wearing a shirt?*

You can also divide the class into two teams and ask them to name as many things they can see in the picture, find all the objects that are a certain colour.





# NOTES



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# NOTES



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

