



**ENGLISH FOR PRIMARY SCHOOL** 

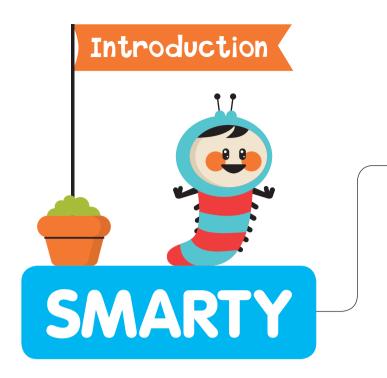
Michele Guerrini Izabella Hearn Lois May





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	GRAMMAR	VOCABULARY	CLIL
		V O CALDO LA MIL	
	Present Continuous. Have. Can. There is / There are.	The time. Vegetables. Animals. Places in a town. Days of the week.	
	Simple Present.	Family relationships. Chores.	Maths.
	Present Continuous.	Feelings.	Natural science.
11.723		Op	
ediciones sm s.A. Prohibida su forccopia. Ley 11,723	Simple Present and Present Continuous. Can. Some. Prepositions.	Good at + -ing. Circus performers. Numbers. Body parts. Left / Right.	Maths.
ediciones sm s.A.	There is / There are. Some / any.	Sports.	Social science.
			<b>%</b>
	Simple Present (affirmative, interrogative and negative).	Occupations.	Maths.
	Comparatives.	Sea animals. Adjectives.	Natural science.
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Smarty is an innovative sevenlevel 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 are exposed to a variety of fiction types, from traditional stories to poems.
- Smarty integrates the learning of English with the learning of content related to curricular subjects like Science, Maths and Music.



## Methodology

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

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

#### Smarty's approach ensures that:

- Learners can understand and use language for everyday functions such as requesting, describing, expressing likes and dislikes.
- The syllabus reflects learners' 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. In doing so, they discover for themselves how language works.

At the next stage, that is abstract conceptualization, learners continue to reflect on and draw conclusions about the new language. In the active experimentation stage, students use the new language in a variety of ways, gradually moving from controlled to freer activities.

#### The Communicative approach

The communicative approach in the language classroom sees the goal of language as a communicative competence. *Smarty* integrates the communicative approach with experiential learning. **It provides opportunities for** 

learners to develop their communicative competence through motivating activities, topics and themes, and involves them in authentic use of language.

Smarty's communicative activities:

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

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

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

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

## Eight competences for life-long learning

- Key competences are a combination of knowledge, skills and attitudes.
- They have been naturally interwoven into the series Smarty.



#### **Learning to learn**

- Working individually or in groups to increase learning efficiency.
- Discovering methods to plan courses of action, set goals and increase learning opportunities, such as using dictionaries.

## Competence in linguistic communication

- Developing the capacity for oral and written communication.
- Learning to express and interpret concepts, thoughts, feelings, facts and opinions.

## Social competence and citizenship

- Developing understanding of codes of conduct and appropriate behaviour.
- Focusing on the social well-being of oneself and others.

## Autonomy and personal initiative

 Learning how to plan, develop and evaluate one's work with confidence and a critical sense.

## **Mathematical competence**

- Using numbers to perform basic operations.
- Understanding the symbols and forms of mathematical reasoning.

## Knowledge and interaction with the physical world

 Applying the scientific method to explain its phenomena.

## Processing information and digital competence

 Finding, obtaining, processing and transmitting data using traditional and modern technologies.

#### **Cultural and artistic competence**

Appreciating cultural and artistic manifestations from different periods of time and different cultures.

## **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 the book, 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.

#### **Presentation**

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

## Warm-up

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

#### Wrap-up

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

#### 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 contentarea 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



**Vrite** 

## UNIT O

 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.



- 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.





- 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.



- 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.



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





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



 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.



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



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





#### **Objectives:**

- Introducing oneself and meeting Smarty
- Describing things in the classroom
- Learning the days of the week
- Practising question forms
- Revising numbers 20 to 30

## **Key language:**

- Greetings and introductions:
- Classroom language: How do you spell/say ...?
- Verbs: look, listen, find, describe, there is, has got
- Nouns: clothes, colours, animals, alphabet, objects in the classroom, days of the week, fruit and vegetables, places in the city
- Grammar: I like, he's got, she can, she's wearing ...
- There *is/are...* question forms: *are there?* possessive adjectives: our and your
- Identifying and describing: That's a ..., It's got ... What's it like?
- Questions: What day is it today? How many ...? What is ...? Is this your ...?

#### **Priority learning cores**

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

Pages 93-97.

**Foreign Language Guidelines of Province of Buenos Aires** 

e-sm.com.ar/quidelines\_PBA

Pages 330-333.

## Pages 6-7

#### Warm-up

## Introducing yourself

- Say: Hello, My name's... Ask all the students to introduce themselves, using: Hello, my name's ...
- Say: His name's Alberto. Her name's Clara, etc. Invite some students to introduce others in the same way.

- Prepare the 26 letters of the alphabet on a sheet of paper or small piece of poster paper. Ask 26 children to stand in a line. Give each child a letter. Instruct them to move forward in the correct order saying, Hello, I'm A. Who's B? The child with B comes forward and continues in the same way, Hello, I'm B, Who's C?
- Write: How do you spell ...? on the board and use a student's name to demonstrate the question and elicit an answer.

### **Introducing Smarty**

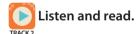
• Display the cover of Smarty Learner's Book 4 and point to Smarty. Ask: Who's this? Invite the students to say: Smarty. Hello, Smarty!

#### Presentation

#### A Listen and find.

#### Listening and identifying objects and actions.

- Ask students to open their books at page 6 and ask the class what they can see in the scene. List the words they know on the board in categories: clothes, animals, instruments, and other things.
- Point to the sentence: I like sunflower seeds. Explain what they are. Say: Do you like sunflower seeds? Point to the sentence: That boy's got a snake. Ask: What else has he got? Point to the sentence: Look! He can bend his body! Ask: Can you bend your arm?
- Play Track 2, pause after each item and elicit the number of the character speaking. Play the next part, the narrator giving the answer. Continue in this way to the end of the track.



Girl: Thanks. I like sunflower seeds!

Narrator: Number 4.

Boy: Look! He can bend his body.

Narrator: Number 1.

Girl: There are nine people wearing costumes.

Narrator: Number 5.

Young woman: Listen to the guitar! I can play the guitar, too!

Narrator: Number 2.

Small boy: A snake! That boy's got a snake!

Narrator: Number 3. Comet: School starts today!

Narrator: Number 6.

## B Find the objects. Learning vocabulary.

- Ask students to point to each of the items in the list. Ask follow-up questions each time. For example: What colour is the ball? What page is the plane on?
- Practise the pronunciation of the words in the list. Ask
  the children to listen and repeat while you model the
  words. Point to different objects and ask the students
  to say the word.

## Describe and guess who it is. Guessing game.

• Write jumbled sentences on the board:

drum She play can a.

can fly He.

jacket He a wearing is green.

has flute She a got.

 Ask students to help you put the words in order to make sentences.

#### Answers:

She can play a drum.

He can fly.

He is wearing a green jacket.

She has got a flute.

 Ask the children to point to the person each sentence is describing. In pairs, or individually, instruct them to complete the six sentences. Monitor and help if necessary. Once all students have finished, invite volunteers to read one sentence each. The rest of the class listen and point to the person being described.

#### Wrap-up

- Play the I Spy game. Write the following sentence on the board: I spy with my little eye, something beginning with P. Tell the class they have to guess the word. If they guess correctly, ask them to spell it.
  - How do you spell "plane"?
- Ask a volunteer to play the role of the teacher, then students play the game in groups of two or three.

## Page 8

### Warm-up

#### A picture game

• Slowly draw pictures on the board. Ask the class: What is it? What do you think this is? Encourage students to use: Is it a ...? to guess. Draw the following things—

mountain, giraffe, book, building, crocodile, seaside, teeth, bath, fireplace, bookcase, pictures, cooker. As students guess the words, list them on the board. If they don't know the word in English, write it on the board and practise its pronunciation with them.

#### Presentation

#### Introducing vocabulary

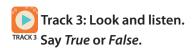
Ask students to open their books at page 8 and focus their attention on the scene. Ask the class what things they can name in the picture. Introduce words they do not know, for example: telescope, bookcase, picture, binoculars. Ask the class to repeat the words, then say: Point to a telescope. Point to the binoculars. How many red books are in the bookcase? How many green books? How many pictures are on this page? Ask the class to recall the words you have introduced. Then, list these new words on the board.

#### A Read and match.

- Read out the first speech balloon: That's a giraffe! It's got
   a very long neck! Ask the class to find what this refers to
   on the page (the picture on the right at the bottom).
   Ask the class to work in pairs to match the other speech
   balloons to the pictures. Check the answers.
- Tell students to listen and repeat the sentences. Tell them to work in pairs, covering the sentences with their hands then talking about the pictures once more, trying to remember the sentences.

#### **B** Look and listen. Say *True* or *False*.

- Demonstrate the activity by making a statement about the scene in the book and asking the students to say if it is true or false. Write *True or false?* on the board. For example: *There are students in the classroom. There are books in the classroom. There's an elephant in the classroom.*
- Tell the class that they are going to listen to more sentences like these and that they have to respond saying true or false. Play Track 3, pausing after each statement and asking the class to answer. Then, play the answer on the CD. Do the same for all the sentences.



There's a bath in the classroom!
There's a fireplace in the classroom!
There's a bookcase in the classroom!
There are pictures in the classroom!
There's a cooker in the classroom!

- Ask the class if they can remember any of the sentences. Write two of them on the board, one containing *There's a...* and one containing *There are...* Elicit when we use *there is* and when we use *there are.* For example: *There is a... on the page.* (Students say: *mountain,* etc.) *There are... on the page.* (Students say: *pictures,* etc.)
- Point to the classroom on the page again and say: This
  is their classroom. Point to the classroom you are in and
  say: What's your classroom like?
  Encourage students to suggest sentences describing
  the classroom, for example: There are chairs and desks.
  There's a map. Guide and help the class to complete
  sentences and list them on the board.

## Wrap-up

• Quickly practise the alphabet again. Tell the class that they are going to play the *I Spy* game again. This time, when they guess, they have to use the question: *Is it a...?* Play the game a few times with the class and then continue in groups of three.

## Page 9

#### Warm-up

#### Pronouncing the days of the week

- Write on the board: Today is Tuesday (or whatever the day is) Say the sentence and tell the students to listen and repeat. Stick a card with Tuesday on it on the board. Stick the other cards with the days of the week on the board in random order. Ask the class to help you put them in order and to say the days in unison.
- Write a number above each day. Say a day and ask students to say which number it is. Say a number and ask them to say which day it is. Students continue the game in pairs, practising pronunciation.

#### Presentation

## Remembering the days of the week

 Ask the class to recite the days of the week, reading them from the board. Tell the class to cover their eyes and continue saying them.

## **G** Listen and sing.

- Ask students to open their books at page 9 and play the song. Tell students to listen and point to the days of the week as they hear them. Give them plenty of practice until they can do this successfully.
- Point to the word weekend. Ask the class which two days are the weekends. Ask: What is special about the weekend? (They don't go to school.) Point to the words great and lovely. Ask: Is 'great' good or bad? Is 'lovely' nice or not nice?
- Play the song again and ask the students to follow the lyrics and sing along.



Monday, Tuesday, Wednesday, Thursday and Friday, too, We all go to school, Then it is the weekend And we all love the weekend! Saturday is great And Sunday is lovely, too.

#### Think and say.

- Ask: What day is it today? Write the question on the board.
  If students don't respond, point to the question on the
  board. Tell different students to ask and answer each
  other and then ask the class to repeat the question in
  unison. Repeat this while you slowly erase the question
  from the board and until the students can repeat the
  question on their own.
- Write the following answers on the board: Saturday, seven, Tuesday, two. Instruct the class to match the questions in the book to the answers on the board.
- Ask the questions, with your back to the board, pretending that you can't quite remember the answers and need their help. The students then answer.
- In pairs, students ask and answer the questions until they can do it by themselves.

## Wrap-up

- Tell the class what you normally do at the weekend. Give examples and mime the actions. Say, for example, On Saturday I play tennis. On Sunday, I read a book. Encourage and help them to talk about what they do at the weekend.
- Organize a class vote on which is the best day of the week

## Page 10

## Warm-up

#### Review numbers 1 to 20

• Write numbers from 1 to 20 on the board. Ask the class to find things in the classroom to match to each number, for example: There's 1 door in the classroom. There are 2 windows. There are 3 red jackets. There are 20 red pencils. Write the sentences on the board as the class come up with them.

#### Presentation

## **Spelling of numbers**

- Write the following words on the board: three, thirteen, ten, eight, one, twelve, eleven, fifteen, twenty, two. In pairs, or as a class, students put the words in numerical order.
- Write numbers 20 to 30 on the board. Read them out and ask the whole class to repeat them after you. Point out that numbers 21 to 29 are written with a hyphen. Invite a volunteer to rub out the numbers one by one and ask the children to name the missing number. Say: What number is missing? to elicit the correct answer.

## A Listen and say the numbers that are missing.

- Ask students to open their books at page 10 and point out the numbers and words in the box. First elicit the numbers between twenty and thirty orally.
- Tell students to work in pairs to write the missing numbers, or, elicit them as you list them on the board.
   Play the recording to check the numbers. Play the recording again for students to listen and repeat.
- Demonstrate a pointing game. Write numbers 20 to 30 on the board again. One by one, students call out numbers while you point to them on the board. In pairs, students play the same game.



## Track 5: Listen and say

TRACK 5 the numbers that are missing.

Twenty! Twenty-one! Twenty-two! Twenty-three! THIRTY!

## B Listen and say which box it is.

• Focus attention on the illustration. Say the following words and ask students to point to them on the page: apples, oranges, lettuce, sunflowers, carrots. Tell the class to listen again and repeat the words in unison. Ask: How many oranges are there in the trees? (10). How many apples are there in the trees? (8). How many trees are there? (6). How many birds are there? (7).



## Track 6: Listen and say which box it is.

Farmer: Is this your box? Young man: No. Our box has got carrots. Farmer: I see it! It's number...

Farmer: Is this your box?

Man and wife: No. Our box has got sunflowers.

Farmer: I see it! It's number...

Farmer: Is this your box? Two young boys: No. Our box has got lettuce. Farmer: I see it! It's number...

Farmer: Is this your box?
Older woman and man: No. Our box has got apples.
Farmer: I see it! It's number...

Farmer: Is this your box? Two young girls: Yes. Our box has got oranges. Farmer: Oh, yes! It's number...

#### Wrap-up

• Write on the board: Who likes apples? Ask the question and encourage students to put up their hand if they like apples. Count how many hands are up and write the number on the board next to the word apples. Do the same for oranges, lettuce, carrots and sunflower seeds.

**Answers:** 26, 30, 29, 27, 24

## Page 11

#### Warm-up

#### **Animal vocabulary**

- Ask the children to name all the animals they know in English. These can be either domestic or wild animals.
   Explain that domestic means they live with people, like in your home or on a farm. Wild animals live in freedom and do not need people to look after them. Write the animals they name under the two headings, *Domestic* and *Wild*.
- Play a vocabulary game. Write the word Animals on the board, and then short lines to represent the letters of an animal name: \_\_\_ (dog).
- Students put their hands up to say a letter. If it is correct, write it in place until the word is complete. Words to include could be: *snake, monkey, lion, elephant, giraffe, cow, cat, sheep, horse*.
- Ask a volunteer to mime one of these animals in silence.
   The class watch and use the question: Is it a ...? to guess the animal. Ask different students to mime different animals.

#### Presentation

 Ask the class to work in pairs to add more animals to the list on the board. After three minutes compile a class list on the board. Practise pronunciation of the words. Leave this list on the board during the class.

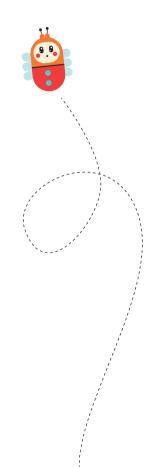
## C Look and say what's wrong.

- Show the children pictures and review all the city facilities they learnt: hospital, train station, coach station, bus stop, airport, police station, fire station, school, park, shops. When they have named all these places, ask the following questions: Where can we see a plane? to elicit At the airport. Where can we buy some shoes? (At a shop.) Continue in the same way with hospital, school, park, fire station, coach station and bus stop.
- Ask students to open their books at page 11 and ask them to name all the animals on the page. Ask the class to name other things on the page and make another list on the board. For example: hospital, police station, street, fire engine, office building, lake, factory, house.

- Point to the example sentence and read it. Write the following gapped sentence on the board: Monkeys
   \_\_\_\_\_in trees. Monkeys don't live in \_\_\_\_\_\_. Elicit the two missing words. (live / cities)
- Ask the class to work in pairs to write more sentence pairs like the example.
- Ask them to report back to the class. Give the class extra vocabulary.

## Wrap-up

• Play the Whispering game. Divide the class into four lines. Whisper a word to the first student in the lines. When you say Ready, steady, go! he/she whispers it to the next student in the line and so on, until it reaches the student at the very end of the line. He/she will run to the board and write what they have heard. The first student to write the word correctly wins a point for his/her group. He/she then goes to the end of the line and you start the game again. Use words that you want to revise.



# 1 Family chores

#### **Objectives:**

- Identifying and naming different members of a family
- Naming household chores
- Talking about one's own family
- Identifying and telling the time (o'clock and half past)
- Practising asking and answering simple questions

#### **Key language:**

- Nouns: interview, hotel, chores, quests, shopping, grandparents
- Verbs/gerunds: do, make, does, interview, greet, do the shopping, make, help
- Adjectives: busy, odd (odd one out)
- Nouns: Mum, Dad, children, parents, shopping
- Simple present tense: 3rd person singular and plural. The children help. Father makes ... Mother does...
- Telling the time: o'clock, half past, minutes
- Verb phrases: make breakfast, make the bed, make lunch, do the shopping, work in the garden
- Wh-questions in present continuous: Where are they sitting? What are they talking about? What are they doing?
- Simple sentences in present continuous: They're in the... They're eating/talking/laughing
- Questions in simple present: Where do you live? Who lives there with you? What chores do you do?
- Answers to questions: I live in a..., I make my bed and I help with my dog/make my breakfast/help with the shopping/take out the rubbish/work in the garden

#### **Priority learning cores**

e-sm.com.ar/quidelines NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires e-sm.com.ar/guidelines\_CABA

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires e-sm.com.ar/guidelines\_PBA

Pages 330-333.

## Pages 12-13

## Warm-up

## Introducing yourself

- Write Family Chores on the board. Say: Watch me. I'm doing my chores. Then mime: cooking, sweeping the floor, hanging out the washing, making the beds. Instead of giving a definition, ask the students to mime another chore. Some children will guess that chore means job or work at home.
- Follow up by asking some of the children to say what their chores are at home.

#### Presentation

- Write A family hotel on the board and tell the class they are going to listen to an interview. Display pages 12 and 13 in the Learner's Book. Tell the students that the girl asking the questions is called Ann.
- Check understanding of hotel. Ask who has stayed in a hotel – where, when. Ask what you call people who stay in a hotel – *quests*.
- Focus students' attention on the pictures and ask them to discuss what they can see in each picture with their partner.
- Feedback: –askstudents what they think is in each picture, covering the essential vocabulary (hotel, greet, quests, family, grandparents, parents, shopping, lunch, animals) Focus attention on the sentence at the top of the page and ask the students to select **a**, **b** or **c**. Ask them which they chose and why.

#### A Listen and read.

- The first time students listen to Track 7 they will only look at the pictures. Ask students to point to the picture that the children are talking about. After listening once, ask the class questions about the pictures: Who can you see in picture one? Where do they live? Who can we see in picture 2? What do they do at the hotel? Who is in picture 3? What does she do at the hotel? Who can we see in picture 4? Does he make the beds? Who is in picture 5? What do they do at the hotel? The second time students listen, they listen and read at the same time, following the dialogue.
- Students work in groups of three and read the dialogue, taking the roles of Ann, Carol and Bobby, then they swap roles. All groups do this simultaneously.



Ann: Our guests today are two children, Bobby and Carol. They live in a hotel!

Ann: Who do you live with?

Carol: Grandpa, Grandma, Mum and Dad.

Bobby: Our grandparents and our parents.

Ann: Who greets the quests?

Carol: My grandparents.

Ann: What do your parents do?

Bobby: My mother does the shopping.

Carol: And my father makes lunch!

Ann: Do you make lunch, too?

Bobby: No, we don't make lunch. We help with the animals.

Ann: That's good. Thank you.

## **B** Talk about the pictures.

- Focus attention on exercise B, page 13. Write sentence 1 on the board. Ask: Who are Bobby and Carol? and elicit the answer from the class. Cover parents with your hand. Ask one student to read the sentence aloud: Bobby and Carol are children.
- Ask students to do sentences 2 to 4 individually and write the correct sentence in their notebooks.
- Select volunteers to read aloud their answers 2 to 4 Ask the rest of the class for confirmation. Allow students to correct their sentences if necessary.

#### Wrap-up

#### Dramatising with mime

• Invite volunteers to come to the front of the class and act out the roles of the different people in the story. The other students guess who they are. Ask them to explain their answers: Why do you think he is the father? Because he is cooking.

## Page 14



#### Warm-up

#### Game: Listen and run

• Write the following sounds on the board, spread out but within students' reach: th, f, d, b, ch. As you write each sound, ask students how to pronounce it. Ask them to think of a word that begins with that sound or you say a word and they have to identify which sound it begins with. Students work in teams. Explain that you will say a word and one person from each team must

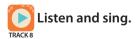
run to the board and touch the sound at the beginning of the word you say.

#### Presentation

• Review the members of the family presented in the previous lesson and add new members: son, daughter, sister, brother, cousin, aunt and uncle. Draw a family tree on the board. Start with the grandparents (both mother and father's parents) at the top until you get down to Carol and Bobby. Ask the children to help you add aunts, uncles and cousins and invent their names. Encourage them to use names they know in English. Leave the family tree on the board. Give out sheets of paper and ask the children to draw their own family tree. Play the unit songs while they work. Tell the children at some point that almost nobody calls their parents Mother and Father – it's usually Mummy and Daddy when we are little and Mum and Dad when we are older.

## A Listen and sing.

- Write the title of the song on the board: A busy family. Point to busy and say: busy. Say: Look at me. I'm busy, and then mime doing lots of work: washing, cooking, making beds, sweeping the floor, etc. Ask: Why am I busy? Because I have a lot of ... Encourage children to say chores or work. Drill the pronunciation of busy.
- Tell students to listen to the song carefully. Ask them to listen out for which family members and which chores are mentioned.
- Instruct the children to look at page 14 in their books and see if they can see any more family members or chores in the song.
- Play the song again. This time, encourage them to sing along if they can.
- Play the song a third time. Divide the class into three groups. One group sings along to each verse.



#### A busy family

Mother, father, busy parents, do the shopping, make my lunch. Grandma, grandpa, the grandparents, help the children with their chores. Mum, dad, children, grandma, grandpa. They do chores for their family.

## B Point and name the odd picture.

- Hold up three flashcards: a mother, a father and a dog.
   Ask: Which is the odd one out? Have students explain why. Encourage them to use the sentence: The dog is the odd one out because it is an animal/it isn't a person.
- Hold up three more flashcards: *parents, grandparents, a house.* Ask which is the odd one out and why.
- Ask students to look at exercise B on page 14 of their books. Instruct them to look at the two sets of pictures and decide which is the odd one out in each set.
- Next, ask them to tell a partner and to explain why. Finally, check with the whole class which is the odd one out and why. Encourage them to say: *Pictures one and three are people. Picture two is a cat. The cat is the odd one out.*

## Wrap-up

#### Guess who they are

- This activity can be done orally or as a written activity. Write the following sentences on the board.
   Ask the children to copy them on a piece of paper, write their answers and then check them as a class.
   Focus on the pronunciation of the possessive 's.
  - 1. He is my father's father. (My Grandpa.)
  - 2. She is my mother's mother. (My Grandma.)
  - 3. He is my father's brother. (My uncle.)
  - 4. She is my mother's sister. (My aunt.)
  - 5. She is my mother and father's daughter. (My sister.)
  - 6. He is my uncle and aunt's son. (My cousin.)
  - 7. He is my mother and father's son. (My brother.)

## Page 15

#### Warm-up

#### Play picture guessing game

• Write the words for some of the chores discussed in the previous lesson on cards. Invite one student to come to the front of the class. Ask him/her to look at the card and draw a picture of that chore on the board. The rest have to guess what that chore is. When they have guessed correctly, write the word on the left-hand side of the board. Words for cards: shopping, cooking, help with animals, look after little brother, lay the table, make the bed, sweep/mop the floor, iron clothes, take rubbish to the bin.

 Ask students what animals they have at home and write their answers on the board: cats, dogs, birds, tortoise, hamsters. Ask them if they know the word for the animals we have at home: pets. Ask the children who looks after their pets and what they do to look after them. Stress the importance of looking after animals by treating them kindly and keeping them clean and well fed.

#### Presentation

• Ask students to look at the pictures at the top of page 15. Ask: Who helps with the pets? The children. Do the parents help with the pets? No. Tell students they can know this because there is a cross on the picture. Read the text under the pictures together. Instruct students to close their books. Write on the board:

The parents \_\_\_\_\_\_.

The children \_\_\_\_\_.

Elicit the end of the two sentences from the class.

## C Listen and say Yes or No.

Drill the sentences a few times

• Look at picture 1 together and ask *Who makes lunch* in this family? to elicit the answer *The parents*. Ask *Do the grandparents make lunch*? Elicit the two complete sentences from the class and write them on the board: *The parents make lunch*.

The grandparents don't make lunch.

Ask students to discuss pictures 2 and 3 with a partner. Ask them to make other sentences.

 When students have discussed all the pictures, tell them that they will now listen to someone describing the pictures. Play Track 9 and ask students to say yes or no.



## Listen and say Yes or No.

Look at photo 1.

The grandparents make lunch.

No. The grandparents don't make lunch. The parents make lunch. Look at photo 2.

The children do the shopping.

No. The children don't do the shopping. The mother does the shopping.

Look at photo 3.

The children help with the car.

Yes. The children help with the car.

## **D** Talk about your family.

- Start by dividing the class into two teams. Draw a line down the middle of the board and ask each team to write down as many chores as they can think of. You may choose to have a secretary for each team to avoid this getting too chaotic. When the lists are complete, compare them and see how many different chores you have. Leave the lists on the board.
- Look at the pictures on page 15, activity C again. Ask questions about the pictures to elicit Yes or No answers. Say for example: Do the parents make lunch? (Yes) Do the grandparents make lunch? (No) Continue in the same way with pictures 2 and 3. Now divide the students into pairs. Ask them to talk about who does each chore in their family. Name partners A and B. To demonstrate, ask an A and a B to stand up and say A: My parents help with my pets. B: My parents don't help with my pets. If necessary, invite another pair to demonstrate before allowing students to work together in pairs.

#### Wrap-up

• Review the chores the children have learnt so far: make lunch/breakfast, greet guests, help the animals, do the shopping, dust the furniture, sweep the floor, mop the floor, iron clothes, lay the table, take rubbish to the rubbish bin, etc. Name the actions one at a time. Instruct the class to mime the action you name. Say for example: We sweep the floor. Continue in the same way until they have mimed all the chores. Repeat three times. If you have time, invite a volunteer to play the role of the teacher and give the commands one by one.

## Page 16



#### Warm-up

#### Review how to tell the time with o'clock and half past.

• Prepare a big cardboard clock beforehand, use a real one or a cut-out clock. Begin with 1 o'clock. Ask what time it is. If children cannot reply, say *It is one o'clock* and have them repeat it. Move the hands to 2 o'clock and ask the children to say what time it is. Continue in the same way until 12 o'clock. As the children already know that there are sixty minutes in an hour, move your finger

around the clock face and say: How many minutes are there in an hour? Put the hands of the clock on half past one. Ask: What time is it? Move the hands to half past two and ask the children to say what time it is. Continue in the same way until half past 12.

#### Presentation

• Show the class enlarged pictures from page 16 arranged randomly on the class board. Ask what is happening in each one: What is he doing? What is she doing? Write underneath each picture: make breakfast, make the beds, do the shopping, work in the garden, make lunch.

#### A Read and calculate the time. Then answer.

- Ask students to guess the order of the pictures and write the chores in the correct order in a column in their folders.
- Invite volunteers to say what they think the order is. Then ask students to read the text on page 16 quickly to check the correct order of the activities.
- Now ask students to read the text again, and write the time each chore starts next to the chore in their folders.
   Do the first two together, so that all understand that the process of calculating 8.00 + 30 mins means that making beds starts at 8.30.
- Give students time to read and calculate, then ask them to compare their answers with a friend.
- Finally, ask them the question at the bottom of the page: What time do they make lunch?

## Wrap-up

• Draw twelve clock faces with no hands on the board. Write the following times under each one: one o'clock, half past two, three o'clock, half past four, five o'clock, half past six, seven o'clock, half past eight, nine o'clock, half past nine, half past eleven, twelve o'clock. Instruct the children to read the time under each clock carefully and draw the missing hands on the board.

## Page 17

#### Warm-up

• Check understanding of *busy*. Mime sitting down and watching television, with the remote control in hand. Ask: *Am I busy*? Then mime sweeping the floor, mopping the floor, doing the ironing, as fast as possible.

Ask: Am I busy? To check further, ask the class: When are you busy? Then ask them why they are busy at that time.

#### Presentation

## Presenting a survey

• Ask the class to turn to page 17. Ask them the title of the interview: Who helps at home? Ask what the first question is – Who makes breakfast? Hold up a token and ask students: If the answer is 'the boys', where do I put the token? Have them indicate the first space. Then ask, If the answer is 'the girls', where do I put the token? Encourage them to indicate the second space. Ask: If the parents make breakfast, where do I put the token?

Distribute tokens (10 per student). Ask them to guess who will do the different chores and put their tokens on the spaces they think are correct.

#### **B** Listen and put a token on the correct answer.

 When the students have put their tokens on the page, play the recording once through without stopping, ask them to check their answers, and move their tokens if they need to. After listening once, ask students to compare their answers with a partner. Tell them to listen again to check and this time, play the track, stopping after each answer.



## Listen and put a token on the correct answer.

Who makes breakfast?
The parents.
Who makes the beds?
The boys, the girls and the parents.
Who makes lunch?
The parents.
Who helps with the pets?
The boys, the girls and the parents.
Who makes dessert?
The boys and the girls.

## Make a chart: Who helps at home?

- Draw a five column chart on the board. Write *Name* as the heading of the first column. Ask students to tell you some of the chores they do and fill them in as headings.
- Now model the beginning of an interview. Choose a student and write his or her name in the name column.
   Then elicit the questions you will need to ask from the rest of the class. Point to make the bed, and ask:

What do I ask Pablo? to elicit Who makes the bed? Ask the student whose name is in the first column Who makes the beds in your house? and write the answer.

 Give each student an A4 paper and ask them to copy the table onto the sheet.

Ask students to stand up and mingle, asking at least three other students about who helps at home. Ask: Leo, who did you interview? And does Sol make breakfast? **Note:** Because the children have not yet been presented with does/doesn't, they should only be expected to give yes/no answers to these questions.

## Wrap-up

 Draw a table of results with the headings Myself, My mother, My father, Nobody. Write the chores down the left-hand side. Read the title for each column and ask students to show hands for the right answer. Write the total number in each column.

## Page 18



## Warm-up

 Ask students about their chores at home: Do you make your bed? After some children have answered using Yes, I do or No, I don't, ask some volunteers to tell you about other children: Pablo makes his bed. / Ana helps with the shopping.

#### Presentation

 Ask students to go to page 18 and read the questions in activity A. Check understanding and then focus on question 1. Ask volunteers to give their answers. Point to the first column in the chart and tell them to write Yes, I do. / No. I don't.

## Complete the chart.

- Students work in pairs, asking the questions and completing both columns, using Yes, I do / No, I don't.
- Then students write sentences in their folders using the information in the chart: I make my bed, water the plants and make breakfast. Pedro helps with the shopping and helps to make dessert.

#### B Read about Alice. Say True or False.

 Ask students to look at both illustrations and describe as many details as they can. Then ask some volunteers to read each sentence aloud and ask the class to say if they are true or false. Tell the students to give reasons for their answers.

#### • Write the correct sentences in your folder.

 After they have finished the first part of activity B, ask the students to read the false sentences and write the true ones in their folders.

#### Wrap-up

• Divide the class into two teams. Ask each team to take turns to write a sentence about the unit or about themselves. It can be true or not. In case it is false, they also have to write the true sentence beforehand. The other team has to decide if it is true or false and say the true sentence in case they think it is false.

## Page 19



#### Warm-up

- Play a memory game with flashcards or pictures. You will need 8-10 pairs of pictures. On one card of each pair is a word from the unit (e.g. Mother) and on the other of each pair is a picture of that word (i.e. a picture of a mother). On the backs of the flashcards, write random numbers from 1-16 (or 20, depending on how many cards you have.)
- Stick the flashcards on the board with the numbers towards the class. Select a student to say two numbers and turn the cards over to see if they are a matching pair. If they are, remove them. If they are not, turn them over again and invite another student to try. Continue until all pairs are completed.

#### Presentation

• Show the class the picture of the boy with a microphone and ask: What is he doing? The class may remember the word interview from a previous lesson. If they do not, remind them what it means. Drill the pronunciation with the class, focusing on stress and weak form.

- Tell students to listen while you do the interview. Invite a volunteer to be your interviewee. Give all students a couple of minutes to read over the text and then begin the interview. Make sure you follow the script on page 19 as closely as possible. After the first interview, ask the other students a few checking questions, e.g. Where does Antonio live? Who lives there with him?
- Do the interview a second time, but this time, ask a few follow-up questions. For example, Where do you live? I live in a flat. And where is your flat? It's in the city, near the school. After the interview, see if students can remember any of the follow-up questions and write them up on the board.

#### A Interview a friend. Say and write.

Now tell students they are going to interview a friend.
They need to ask all the questions in the book. They
may also ask the questions on the board again, if they
want to. Instruct them to write the answers in their
folders. If time permits, students can interview another
friend, also recording the answers.

#### Wrap-up

 Ask students to tell the class about the person they interviewed. You ask the questions in the third person: Where does Marta live? Who does she live with?



- 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.
- Write the first sentence on the board:
   I can spell... a. five new words b. eight new words
   Ask one student to answer a or b. Ask: How do you know?
- Help students to understand that the way to answer the question is to test themselves. To know how many words they can spell, they need to think of some words they have learnt.

• Encourage students to speak during this section of the lesson. If they want to know whether they can talk about their family, they may like to tell a friend about their family. Do a little bit of feedback to encourage students to share their ideas, and also to show that this section of the lesson is important.

## Page 20

## **ACTIVITIES**

## Listen and tick.

- Ask the children to open their books at page 20, activity 1. Draw the children's attention to the photographs and read the statements below. Explain that the first time they listen, you just want them to answer this question: Who helps in this family?
- Play the recording once and check the answer that they all help. Ask children briefly if they heard any of the chores people do. Explain that they will listen again and they have to tick the chores that the children, grandparents and parents do. Instruct the children to listen carefully and play the recording once more, pausing between times for them to check their answers. Check answers in class.



In this family, the children help with the chores. In the morning, they make the beds.

Then they feed the dog. And they feed the fish too.

They don't make lunch and dinner.

Their parents make lunch and dinner.

Their mother does the shopping and their father helps!

The grandparents do chores too. They make breakfast. In the afternoon, Grandpa works in the garden and Grandma helps him. What a busy family.

## 2 Look at the chart and write what they do.

• Tell students to look at the charts and complete the sentences.

**Answers**: **a.** The children make the beds and take care of pets. **b.** The grandparents work in the garden and make breakfast. **c.** The parents do the shopping and make lunch and dinner.

## 3 Look at the chart and write what they don't do.

• The children complete each sentence with information from the chart.

## Page 21

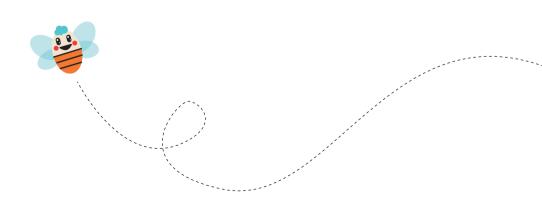
## 4 Complete the word spiders.

 Make sure the children understand the meaning of each category and then ask some students to give you one example of each category from the box on the left. Then, tell them to complete the word spiders individually and check their answers.

**Answers: Chores:** help with the pets, make breakfast, water the plants, make lunch, do the shopping, make the bed. **People:** child, grandparents, parents, children, boy, girl. **Actions:** drink, play, eat, touch, sing, live.

## 5 Answer the questionnaire.

Ask students to look at page 21, activity 5, in their books.
 Write the word questionnaire on the board and cover
 the last part of the word with your hand, so the children
 can only see the word question. Say: A questionnaire
 is when you ask someone some ... and elicit the correct
 answer. Tell them to interview a partner and write his/
 her answers in the book.



# A sea adventure

#### **Objectives:**

- Identifying and naming different members of a family
- Naming different actions associated with leisure
- Identifying and naming sea animals
- Forming simple questions and statements using the present continuous
- Using some adjectives for talking about feelings
- Evaluating what is good and bad about a situation and expressing it
- Identifying different parts of a sentence
- Saying and writing a short story
- Using linking words to add detail to a description

#### **Key language:**

- Nouns: beach, boat, weekend, seaside, dolphins, sharks, kite, cake, ball, ice box, frog, box, bottle, rock
- Adjectives: sunny, safe
- Verbs/gerunds: playing, reading, watching, swimming, jumping, playing, shouting, hear
- Time for ..., odd one out
- Grammar: Present continuous, 3rd person singular
- Adjectives: happy, hungry, tired, scared
- Present simple
- Prepositions of place: in, on

#### **Priority learning cores**

e-sm.com.ar/guidelines\_NAP

Pages 4, 9-13.

**Foreign Language Guidelines of Autonomous City of Buenos Aires** e-sm.com.ar/quidelines\_CABA

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires e-sm.com.ar/guidelines\_PBA

Pages 330-333.

## Pages 22-23

## Warm-up

- Ask the class to memorise the pictures on page 22. Give them thirty seconds to look. Write on the board: I think this story is about:
  - **a.** a rabbit **b.** a boy and a girl **c.** mountains
- Ask students to close books and answer the question. Ask what else they think the story is about. Ensure that the following words are taught or revised at this stage: dolphin, shark, sunny, swim, play, shout, hear, help, weekend, safe.

#### Presentation

#### A Listen and read.

• Ask the children to look at the pictures while they listen to the story. Ask them to point to the picture that is being described. Play the recording once. Write the following on the board and ask the children to read about picture 1 to complete the sentences. They should write the missing words in their folders:

Iom and Peggy are .	(at the beach)
Grandma is	(reading)
Grandpa is	

• Check the answers with the class and write them up on the board. Do the same with picture 2:

They are.	(swimming)
lt's a	(shark)

- Ask the children to look at the two pictures and paragraphs on page 22 to read them and then tell a friend about the end of the story.
- Write the sentence Everybody is safe now on the board. Say the sentence and mime being relieved, happy. Ask: Are the children ok? Are they with their grandparents? Now show the children pictures or draw stick pictures on the board of something dangerous, for example, somebody standing on a high chair and a small child holding scissors near his face. Ask: Is this safe? To elicit No. When the children answer correctly say: No, it's dangerous. Encourage them to name other situations where they think people are not safe. Finally, ask the children to listen to the story and read along with their books open.

## Listen and read.

At the weekend, Tom and Peggy go to the beach with their grandparents. Today it's sunny, so they are playing in the water. Grandma is reading, but Grandpa is watching the children.

What are they doing? They are swimming to a boat. Oh no! It isn't a boat. It's a shark!

Grandpa is shouting but the children can't hear him. They see the shark, but they see dolphins, too.

The dolphins help the children. They swim back to the beach. Everybody is safe now.

## **B** Talk about the pictures.

• Look at picture 1 together. Hold up your book and ask the children to tell you everything they can about the picture. If they don't mention the weather, ask them about it. Write sentence 1 on page 23 on the board: It's sunny/raining. Ask for the correct option. Do sentence 2 in the same way. Check understanding of seaside before they read the sentence. Explain that seaside is another way to say beach. You could also add The seaside is the land beside the sea. Ask the children to look at page 23 in their books and to write all four correct sentences in their folders. When they finish, ask them to compare their answers with a friend, before eliciting the correct ones and writing them on the board.

## Wrap-up

 Ask the children to close their books. Read the story, stopping at times for them to say the missing word.
 Read the whole story once or twice in this way.

## Page 24



#### Warm-up

 Ask the children to try to remember some of the words from the previous lesson. As they mention them, write them on the board. It is not necessary to check meaning at this stage. When you have a list of 8-10 words on the board, tell students you are going to mime one of the words and they have to guess what it is. After they have guessed, allow a volunteer to come to the front and mime another word, which the class will guess.

#### Presentation

• Ask students to look at the picture at the top of page 24 and say who they see.

#### A Listen and sing.

- Play the song once, while students follow the words in their books. After listening, read out the lines one by one, showing them, or eliciting an action for each line.
- Play the song two more times, doing the actions that accompany each line (e.g. reading can be pretending to hold a book in your hand; for watching you can point to your eyes) and sing along. If possible, allow the children to shout the last words – OH NO!



## Listen and sing.

#### At the seaside

Grandma reading, Grandpa watching, Children swimming, In the water.

At the seaside, At the seaside, Every weekend, In the sun.

Dolphins jumping, Children playing, Grandpa watching, A shark! OH NO!

## B Point and name the odd object.

 The children will now be familiar with this activity, so little introduction is necessary. Ask them to look at the pictures on the bottom half of page 24 and to pick the odd one out. They must then explain why to a partner, using the language in the book. Check answers with several students.

## Wrap-up

#### Guess who they are

 Provide the children with a selection of pictures from magazines or drawings – animals, objects, people, etc. Ask them to work in pairs to select three pictures, one of which is an 'odd one out'. They should then look at each others' selections and decide which the odd one out is and why.

## Page 25

### Warm-up

## **Miming Actions**

Ask one student to come out and show him or her a card with an action written on it, for example, swimming. The student mimes the action and the rest of the class guess and say what he/she is doing: He's swimming. To practise the third person, you may select two students to look at a card; then the class will have to say They're shouting, for example.

#### Presentation

• Show the class the picture at the top of page 25 and ask *What are they doing?* to elicit the answer *They're swimming*. Write the question and answer on the board. Read the question aloud, slowly, pointing to each word. Then look at the answer, and focus on *They're*. Make sure that the children understand that this means *They are*. Point out that *they* and *are* are both in the question and the answer. Then point to one boy in the picture and say: *What is he doing?* Allow the children time to think as you write this question on the board. Elicit both *He's swimming* and *He is swimming*.

## C Listen, find and say.

• Ask the class to look at the big picture on page 25. Give them time to look and then say: What can you see? What are the children doing? Point to the children reading and say: What are they doing? Elicit They're reading. Tell the students that they are going to listen to someone talking about the picture. Instruct them to point to the children that are being described. Play the first part of the recording (until the end of 1. They're playing) and then stop. Check that students are pointing at some children playing. Continue with the recording until the end.



## Listen, find and say.

What are they doing?

- 1. They're playing.
- 2. They're jumping.
- 3. They're reading.
- 4. They're shouting and swimming.

## Talk about the picture above!

- The children work in pairs. They look at the picture again and talk about what the children in the picture are doing. Walk around and help with vocabulary, such as building a sandcastle and waving.
- During feedback, make sure that this vocabulary is covered, by writing it on the board. Even though it is not in the listening activity, children are likely to be curious, since these things are clearly illustrated.

## Wrap-up

 Ask the children to close their books. Ask them to tell you what they can remember about the picture, for example: The children are reading.

## Page 26



#### Warm-up

• Draw four columns on the board. Write the following words at the top of each column: beach, park, school, home. Ask the children to come to the front and write words about what they do in these places in the appropriate column. You may wish to start them off with an example: write play football in the park column. When there are several words in each column ask the class to sit down and look at the board together. Ask if anyone can make a sentence from the information on the board. If necessary, give them an example: I play football in the park. Encourage children to make other sentences.

#### Presentation

 Ask the children to open their books at page 26 and look at the pictures. Ask them to find six differences between the two pictures.

## A Listen and say 1 or 2.

- Now explain to the class that they are going to listen to someone talking about the pictures. As they listen, they have to decide if it is picture 1 or picture 2 and say it. Do the first one as an example. Play Track 15 until you have played the words The cakes are on the beach, then stop and see if the children can say 1. Then play the next part: The cakes are in boxes to elicit 2. When it is clear that they understand, continue to play the recording through to the end while the children give their answers.
- Play it again, so that they can repeat the activity more confidently. Finish this part of the lesson by asking what the narrator says about the frog at the end. (*The children are playing with the frog, that is very bad.*) Ask why it is bad, and encourage the children to talk about caring for animals and respecting the environment. This leads into part B of the lesson.



## Listen and say 1 or 2.

The cakes are on the beach!
The cakes are in boxes.
The book is on the beach.
The book is in the sea!
The bottle is on the rock!
The bottle is in the ice box.
The kite is in the tree!
The birds are in the tree.
The boy is jumping on the ball.
The boy is playing with the ball.
The children are helping the frog.
The children are playing with the frog. That is very bad.

#### B Listen and say.

- Tell the class they are going to listen to children talking about the same pictures, and saying if each one is good or bad. Ask them to imagine if the things in the pictures are good or bad, and give them time to tell a partner/the class (e.g. *The kite is in the tree, that 's bad*). Encourage the class to try to explain why this is bad.
- Now ask students to listen and say That's good or That's bad after the narrator speaks. Then they hear the boy or girl say the correct answer. Play the recording a second time for students to practise saying the right answer.



## Listen and say.

Boy: That's good! Girl: Oh no! That's bad!

1. Look. The bottle is in the ice box. That's good.

2. Look! There are cakes on the beach! Oh no! That's bad!

3. Look! The children are helping the frog. That's good.

4. Look, the kite is in the tree! Oh no! That's bad!

- Now ask the children to look at the pictures at the bottom of page 26. Say: *The rubbish is in the bin. Is that good or bad?* Encourage the class to say *That's good.* Then look at the other picture together and say: The rubbish is in the water and allow the class to say *That's bad, or Oh no, that's bad.*
- Ask the class to think of some other things that are bad for nature. Ask them to work in pairs to make a list of two or three things. These can be simple things, like, for example, cars, smoking, dropping rubbish in the park, hurting wild animals, treading on plants, making fires for BBQ in open spaces.

## Wrap-up

 Ask the students to tell you some of the things that are on their lists of bad things and write them up on the board. Lead a simple discussion as to why they are bad – e.g. Why are cars bad? They contaminate/ pollute the air.

## Page 27

#### Warm-up

 Ask the class: How are you today? Then ask a couple of students: How are you, Laia? How are you feeling today, Monica? Write key words on the board and repeat the question to several students, adding new words to the list.

#### Presentation

- Use the list on the board to present the language for this lesson: *happy, tired, hungry* and *scared*. Ask students to read the words they have mentioned.
- Make a sad face and say: Am I happy? Say: Show me how you look when you are happy. Ask for the next word about feelings. Say: When you are hungry, what do you want? Show me how you look when you are hungry. Ask them the next feeling word. Ask them to show you how they look when they are tired. If they cannot, show them how you look. Ask for the next feeling word. Draw a spider on the board. Say: I'm not scared of spiders, and mime having a little spider on your hand, saying Hello, little spider. Then say: But my brother is scared of spiders, and mime your brother screaming and running from the spider. Ask a few students if they are scared of spiders. When they answer, pretend to put your spider on their hand and have them react appropriately to their answer.

#### C Listen and say the number.

- Do not allow students to open their books and display the four photos on page 27. Show the pictures without captions. Ask students to talk to a partner and decide how the children feel in each photo. Share the answers in class. Now tell them that you will play the CD. They will listen to someone talking about the pictures. Tell them that they have to listen and point to each photo as they hear it described.
- Play the first description on the recording once. Then ask the children to compare their answer with a partner. Play it again and check in class that they have all identified picture 4. Show the caption that says *Tired children*. Tell the children to listen to the next three descriptions and point to the picture being described. Play the CD through without stopping. Instruct students to compare their answers with a partner.
- Now play the whole track through again. Stop after each description to check that students have correctly identified the picture. Show the captions. After listening, ask the children to open their books and look at the pictures. Ask them to listen again, this time, to see what extra information they can hear.



## Listen and say the number.

The children are in the sun. The children are tired. Which photo is it?

The children are happy. They are watching a dolphin. The dolphin is swimming. Which photo is it?

The dolphins are hungry. Look! They are eating. Which photo is it?

The children are scared. They see a shark, but it is far away. The children are safe. Which photo is it?

## Describe their feelings.

 Ask students to look at exercise D on page 27. Look at the first sentence together. You read the beginning of a sentence: The children are... and ask the class to finish the sentence. Then ask them all to write the four sentences in their folders

#### Wrap-up

• Look at picture 1 in part A on page 27. Write Happy children on the board. Under this, write The children are... and elicit happy from the class. Then say Hungry dolphins, and elicit The dolphins are hungry (you may need to start them off, by saying The dolphins are...) After following this procedure for all four photos, change the model sentence: Say The children are happy, and the class has to say Happy children.

## Extra practice

 Ask students to choose one of the four pictures on page 27, show their picture to a friend and tell them about it. Ask them to write two or three sentences in their folders, describing their picture.

## Page 28



#### Warm-up

• Play *The missing picture game*. Put six to eight pictures of people doing things and ask the class what they are doing, *She's swimming*, *He's watching TV*, *They're playing*. Ask them to close their eyes and take a picture away. Then ask them which picture is missing. Teach them the phrase: *The picture where they're...* Encourage them to use it.

#### Presentation

• Tell the class they are going to write a story in their folders. Write the following, from page 28 on the board: A holiday adventure. Alex and Roger are two friends. They are at the beach. They can see a...

## A Choose and say.

- Tell the class that this is the beginning of the story. Ask them for ideas to continue. Then explain that they actually have to choose from the pictures on page 28. Ask them to open their books and look at the pictures. Tell the children to finish the sentence on the board, and make sure that they now understand that they must either choose *rock* or *boat*.
- Ask the children to copy what is on the board in their folders and then continue the story. Ask students if they remember the linking words they can use to make a story better: next, then and finally. Encourage them to use these words. Walk around while they work, making sure the process is clear and helping by pointing out spelling or punctuation errors.

## **B** Now write your story.

 Using the previous story as a model, students write their own versions on the lines in the book or, if you prefer, in their folders. They can change or add as many details as they want, creating a totally new holiday story. You may need to provide some unknown words as they write.

## Wrap-up

 When they finish, invite a few volunteers to read their stories aloud. Alternatively, allow the children to pass their folders to the left and give them the opportunity to read a few of their classmates' stories.

## Page 29



#### Warm-up

 Ask students to look at page 29 in their books and describe the three pictures in detail. Make sure they know the vocabulary needed to solve the crossword. Although they probably know it, explain what *Down* and *Across* mean in this case. (Note that there are two questions with the same number.)

#### Presentation

#### A Look, read and write.

 Do one or two examples with the class. Have students work in pairs to complete the crossword. Then check answers with the class.

**Answers: Down: 1.** playing, **2.** shouting, **4.** watching, **5.** running, **6.** swimming. **Across: 3.** dolphins, **5.** reading, **7** helping.

## B Answer the guestions in exercise A in your folder.

• Tell the class to write sentences to answer the eight questions of the crossword in their folders.

**Answers: Down: 1.** The children are playing games at the seaside. **2.** Grandpa is shouting at the children. **4.** Grandpa is watching the children. **5.** The children are running near the sea. **6.** A shark and two dolphins are swimming in the sea.

**Across: 3.** Dolphins live in the sea. **5.** Grandma is reading a book. **7.** The dolphins are helping the children.

#### Wrap-up

 Ask them to compare their answers with a partner and then check with the whole class.



- 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.
- Students should be familiar with this section of the book by now. It is important that the significance of these activities should not be taken for granted allow time and show interest, to ensure that they do it properly. Before looking at the activity in their books, ask the class how they feel they are doing Have you learnt something today? What? Ask the class to mention some words from the last unit as you write them on the board. Well, that's six/eight new words, that's good.
- Rub out what is on the board, and ask students to choose their own answers for *I can* on page 29.

## Page 30

## ACTIVITIES

#### 1 Look and write.

 Hold up your book and show the children the first picture and the jumbled sentence under it. Write the words on the board and elicit the sentence from the children.

There are two correct sentences here: *The children like* the dolphins, which is the most likely, or *The dolphins like* the children, which is also correct.

#### 2 Number the scenes.

• Then ask them to number the scenes from 1 to 4 and answer the question: What can they see? (A shark). Check answers with the whole class.

**Answers: 1.** The children are in the water. **2.** They can't hear grandpa. **3.** What can they see? **4.** The children like the dolphins. / The dolphins like the children.

## 3 Listen and circle.

- Play Track 18 where the narrator says: The sea, the sea!
   We like the sea! Write sea and we on the board and ask students what sound is in both words.
- Ask them to repeat sea and we several times.
- Then invite the children to look at the words in the box on page 30 and listen as the speaker reads them aloud. Ask students to listen and tell you if all the words have the same /iz/sound in them. Allow them to say yes or no.



#### Listen and circle.

#### Listen and repeat. Then circle and write.

Speaker: The sea, the sea! We like the sea! tree (x2), me (x2), fish (x2), swim (x2), teeth (x2), tea (x2)

Speaker: Listen and circle the 'sea' words. Narrator: Is this a 'sea' word? Listen and say 'sea' or 'no'.

Narrator: Tree Speaker: No
Speaker: Sea Narrator: Teeth
Narrator: Me Speaker: Sea
Speaker: Sea Narrator: Tea
Narrator: Fish Speaker: Sea
Speaker: No Narrator: Well done!
Narrator: Swim Speaker: Now write.

Answers: a. tree, b. me, c. teeth, d. tea.

## 4 Write the sentences.

- Ask students to open their books at page 31 and look at the snake. Tell them to try to find three sentences in the snake and put a line between each one.
- Then ask them to write the sentences next to a, b and
   c including capital letters and full stops.

**Answers**: **a.** It's sunny. **b.** The children are on the beach. **c.** They are playing with the ball.

#### 5 Look, draw and write.

Ask children to look at the cartoon at page 31 and read:
 My friends are at the seaside. What is another word for
 seaside? (beach). What are the children doing? Playing with
 a ball

**Answers:** They are playing with a ball. They are happy. Oh no! Where's the ball? Two dogs are watching. Can dogs swim? Yes! They are swimming in the water. The dogs have got the ball. Thank you!

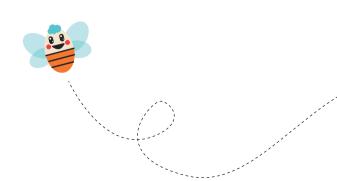
## Extra practice



 Write and read the dialogue with the class at least three times and give them three days to learn their part. Encourage the children to bring little props such as swimming hats, rubber rings or beach balls to school and make sharks fins.

Peggy: I'm happy. The seaside is fun.
Tom: I like swimming in the sea.
Grandma: I can see a boat on the sea.
Grandpa: Oh no! It's not a boat. It's a shark.
Shark: Mmm. I'm hungry. Children are my favourite food.
Tom and Peggy: Help! Help! We are scared.
Dolphins: We can help you, children.
Tom: Thank you dolphins. We are safe now.

• The day they act out their dialogues, draw a seaside scene to create the "scenery".



# 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 Look and label.

 Ask the children to look at the pictures and choose a word from the box to describe how the children are feeling. Ask them to write the words under the pictures. Check the answers.

Answers: a. scared, b. tired, c. happy, d. hungry.

## **B** Look again and write the sentences.

 Students read the sentences and complete the second ones accordingly, using the words in exercise A. Check their answers when they have completed the activity.

**Answers: b.** They are hungry. **c.** They are happy. **d.** They are tired.

#### Read and draw.

 Ask children to complete the faces to show the expressions described. Draw four big circles on the board and invite volunteers to come up and draw a feeling on each. Ask the rest of the class to guess what the feeling is.

## Page 35

## D Circle and write about you.

 Ask students to circle the verb/action and then complete the sentences. Walk around and check their work. Ask a few students to read their work aloud. For stronger students, ask a follow-up question or two – Why don't you like the beach?

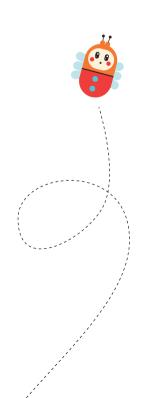
#### **E** Look and write.

 Ask students to look at the three pictures and talk about what they can see with a partner. Then ask Who is in the picture? What are they doing? Look at the first question and read it aloud. Elicit the answer from the class. Ask students to write the questions and answers for b and c. Finally, check with the whole class.

**Answers: a.**They are running. **b.** grandparents; They are reading. **c.** What are the children doing? They are playing with the ball.

## Draw your friends and write.

• Look at the space on page 35 and ask where the picture is (the beach). Ask children to draw a picture of their friends doing something there, and then to answer the question below. When they finish, have a few children hold up their pictures and read out their sentences.



# 3 Children's circus

## **Objectives:**

- Reading a factual text
- Consolidating the distinction between present simple and continuous
- Identifying and naming things at a circus
- Using *some* + plural nouns
- Practising colours and numbers: 10 to 40
- Practising prepositions of place
- Giving and following instructions
- Reading, understanding and writing a simple poem

#### **Key language:**

- Nouns: performer, clown, acrobat, juggler, rope, costumes, muscles, hand, eye, hair, elephant, tiger, thing, person, eye, hand, left, right
- Adjectives: favourite, happy, frightened, tired
- Verbs: practise, climb, fly, throw, bend, stretch, jump, throw, catch, stand, say, work
- Grammar: I can ... Some acrobats fly. There is/are. Imperative instructions: Throw the ball.
- Vocabulary: on the left, on the right
- Prepositions: on, with, next to, in, on, under
- Colours: orange, purple, blue, green
- Describing position: It's next to the box.
- Opposites: happy-sad, fast-slow, throw-catch

#### **Priority learning cores**

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

Dagge 02 07

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires e-sm.com.ar/guidelines\_PBA

Pages 330-333.

## Page 36

#### Warm-up

#### Review parts of the body and movements

- Draw a simple picture of a clown on the board. Ask the class to label it with the words: *body, head, hair, eye, leg, arm, hand.* Practise pronunciation of the words.
- Play a TPR game. Write example instructions on the board. Touch your head. Bend your arm. Stretch your arm. Give the class instructions and tell them to do the actions.
- Ask volunteers to come to the front of the class to give more instructions.

#### Presentation

#### Introducing vocabulary

- Write the word *Circus* on the board. Ask the class to tell you things you can see in a circus. List the words on the board. Draw simple pictures to help everybody in the class to understand: *clowns, acrobats, animals, balls,* etc. Practise the pronunciation of these words.
- Tell students to open their books at page 36 and ask how many things on the board they can find on pages 36 and 37. Add words that are missing on the list: *juggler, trapeze, rope, instruments* and *funny hair.*
- Play the "Hangman" spelling game. Think of one of the words on the board and draw a line for each letter in the word. Ask students to raise their hands to guess a letter until the word is complete.
- Ask volunteers to think of a word.
- Ask the class to complete the statement at the top of page 36.

#### A Listen and read.

- Tell the class to work in pairs. Ask them to read the text together (silently) and point to things in the pictures that are mentioned in the sentences: *clowns, costumes, funny hair.*
- Ask them to tell you five words in the text that they do not know. Explain these words. Check that the whole class understands. Bodies. Which part of you is your body? All of you? Yes, correct. Muscles. Show me what muscles are.
- Play Track 19 and ask the class to listen and read. Tell them to follow the text with their fingers as they listen.

 Tell the class to cover the text on pages 36 and 37 with paper or other books. Play the recording again and instruct them to listen and point to what is being described.



## Listen and read.

Narrator 1: Circus performers are good at using their bodies. They start with special classes, and they practise every day! Clowns use their muscles, costumes and funny hair to show their feelings.

They also sing and play instruments.

Narrator 2: The girl is climbing a rope.

Narrator 1: Some acrobats fly on the trapeze!

Narrator 2: This boy is a juggler. He is throwing and catching plastic balls. He is good at using his hands and eyes.

Narrator 1: Acrobats use their muscles, too. They bend, stretch, jump and climb. Children are the stars in this circus.

## Page 37

## B Talk about the pictures.

- Do the first example with the class. Ask the students to work in pairs to complete the other examples. Check answers.
- Tell the class to cover exercise B. Read out the sentence starters and ask the class to finish the sentences, using the pictures to help them. For example: *The boy in picture 5 is ... (a juggler)*. Continue the activity until the class remember all the sentences. Ask them to continue in pairs, taking turns to read the sentence starters or cover them.

Answers: 1. a juggler 2. climbing a rope 3. happy 4. the circus

## Wrap-up

 Ask the students questions about the circus. Write them on the board as you ask them. For example: Do you go to the circus? Do you like circuses with animals or circuses without animals? Do circuses come to your city? What do you like in circuses, acrobats or clowns? etc.

## Page 38



## Warm-up

Play the Pictionary game. Write At the circus on the board.
 Draw a simple picture and ask the class to guess the word. Encourage them to use the question: Is it a ...?/
Are they...? Ask volunteers to come to the board to draw.
 Use these words: acrobat, clown, juggler, costume, trapeze, rope, elephant, tiger. List the words on the board as the students guess them.

#### Presentation

## Listening for words

 Books still closed. Tell the class that you are going to play a circus song. Tell them to copy the words listed on the board.

#### A Listen and sing.

- Tell the class to listen to the song and circle the words they hear. Play the song and ask them to compare answers with a partner. Play the song again.
- Ask students to open their books at page 38 and refer to the song to check their answers.



## Listen and sing.

#### Acrobats and Jugglers

Acrobats and jugglers, In colours, in costumes, Acrobats and jugglers, And I can see clowns! Acrobats are flying, Up on the trapeze, They're climbing the ropes, And they're looking at ME!

## **B** Point and name the odd object.

- Write *The odd one out* on the board. Ask the class if they remember what this is. Refer to the first group of photos. Ask: Which is the odd one out? Build up a complete sentence on the board: The elephant is the odd one out because it isn't a person.
- Ask the class to work in pairs to complete a similar sentence about the second group of photos. *The tiger is the odd one out because it isn't a thing.*

#### Wrap-up

 Play a Word hunt game. Tell students to work in pairs. They have to race to find the following things on page 38. List them on the board first.

2 words that start with A (acrobat, and)

3 animals (monkey, tiger, elephant)

2 trapezes

5 words that start with C (colours, costumes, clowns, can, climbing)

6 different balls

red shoes

a red hat

• The first pair to find all the items come to the front of the class to explain where they are on the page.

## Page 39

## Warm-up

• Play the picture game. Draw a circle on the board. Ask: What is it? Tell the class to guess: Is it a ...? Little by little, add a line to the drawing until the class guess the words. Always start with a circle. Draw the following: a ball, a wheel, a balloon, a hat, a clown's nose, a spot on a clown's shirt.

#### Presentation

- Teach the class *left* and *right*, using your hands to demonstrate. Give the class instructions to practise: *Put up your left hand. Put up your right hand. Touch your left eye. Touch your right leg.* Ask different volunteers to give the class these instructions.
- Write about objects in the classroom on the board: *The map is on the right. The door is on the left.* Point to the corresponding side as you read. Ask the students to ask and answer questions in pairs: *Who is on the right?* Who is on the left?

## C Listen and say Yes or No.

- Write on the board In a circus there are some acrobats.
   Ask the class if this is true or false. (True.) Write: There are some rabbits. (Probably false.). Explain that some means more than one. Check that they understand. Ask them to say more sentences about a circus.
- Ask students to open their books at page 39 and ask them to describe the picture:

There are some balls. There are some clowns. There is an acrobat. Point out how we use are and some with plurals (more than one) and is and a/an with just one thing.

- Tell the class that you are going to play the recording and that they have to listen and say *Yes* if the sentence is true and *No* if the sentence is false. Give an example first: *There are some clowns with balloons on the right.* (Yes.)
- Play Track 22.



## Listen and say Yes or No.

There is a clown on a bike on the left. There is a clown on a bike on the right. There are some clowns with musical instruments on the left. There are some happy clowns on the right. There is a juggler on the right.

There is an acrobat on a trapeze on the right.

#### Talk about the circus!

- Write on the board: Who's in the picture? Ask the class to help you write sentences. There are some clowns. There is a juggler. There is an acrobat. And continue with things: There is a bicycle. There are some balls.
- Demonstrate the memory game. Close your eyes and try to remember what is in the picture on page 39. The students will help you! They work in pairs to play the game, one student with eyes closed and the other with eyes open, checking with the picture on the page.

#### Wrap-up

 Play the song on page 38 again. Ask the class to sing along. Divide the class into three or four different groups. Ask each group to quietly practise the song once or twice, then ask each group to sing the song to the class.

## Page 40



#### Warm-up

- Play the picture game. Write *Musical instruments* on the board. Draw a line and ask the class to guess the instrument. *Is it a ...? I think it's a ...*. Use: *flute, guitar, piano, drum.* List the words on the board.
- Draw a page on the board. Write *top* and *bottom* on the page. Arrange the instruments: the drum in the middle, the piano on the right, the guitar on the left, and the flute at the bottom of the page. Say sentences and write them on the board: *There is a drum*. Ask the class to say *Yes* or *No. The piano is on the left*. (No). *The piano is on the right*. (Yes.) *The guitar is on the left*. (Yes.) *The flute is at the top*. (No.) Etc.
- Tell the class to close their eyes. Repeat the sentences and ask the students to think about the picture and answer Yes or No.
- Tell the class to listen and imagine a new picture. Read the poem two or three times. Ask the class to work in pairs and draw the picture that is described.
- Ask a volunteer to come to the board to draw the picture. Read again to check if it is correct.

Make this music picture in your head.
On the left, the guitar
Going TWANG, TWANG, TWANG
On the right, the flute
Going TOOT, TOOT, TOOT
On the top, the piano
Going TINKLE, TINKLE, TONK
At the bottom, the big drum
Going BOOM, BOOM, BOOM!

#### Presentation

#### Introducing vocabulary

• Ask students to open their books at page 40 and point out the box. Ask the class to say the colours of the numbers. For example, *What colour is nineteen?* to elicit *Number nineteen is orange*. Say the colours and ask the class which numbers they are, for example: *What numbers are orange?* 

• Write sentences on the board:

20 is next to 24.

19 is on the left.

12 is on the right.

18 is in the box.

33 is under the box.

24 is on the box.

Underline and demonstrate the meaning of the prepositions and practise pronunciation.

## A Listen and say.

- Tell the class that they will hear a number and that they have to say the correct words to describe where it is.
   Give an example. Say: Fifteen to elicit On the right. Give another example if necessary.
- Play Track 23 and pause before the answer. Once the class have answered, play the answer on the recording to check. Continue in the same way for each phrase.



#### Listen and say.

#### RACK 23

Narrator: Say on the right or on the left.

Narrator 1: Twenty-one.

Narrator 1: Twelve.

Narrator 1: Thirty-six. Narrator 1: Nineteen.

Narrator: Now listen and say next to,

in, on or under.

Narrator 1: Thirty-three.

Narrator 1: Eighteen.

Narrator 1: Twenty-four.

Narrator 1: Fifteen.

#### B Play a guessing game. Say and ask.

- Read the exchange on the page. Give another example: *It's blue. It's on the right.* Encourage the class to say: *Is it number fifteen?* Practise several times with different numbers.
- Students work in pairs and continue playing the game.

#### Wrap-up

• Put different objects on your desk, for example, a book, a ball, and a pen. Move the pen to different positions and ask the class to describe where it is. It's under the book. Now it's on the book. Now it's in the book!

## Page 41

#### Warm-up

## Match the picture to the words.

- Ask students to open their books at page 41, activity C.
   Tell them to draw a line matching *Right* and *Left* to the correct hand and then compare with a partner.
- Do a quick exercise to practise right and left. Say:
   Put up your right hand. Put up your left hand.

   Put up you left foot. Put up your right foot.
   Touch your right ear. Touch your left ear.
   Touch your desk. Touch your book.

#### Presentation

## Read and tick.

• Ask students to open their books at page 41, activity D, and look at the table. Elicit what each column is: *left hand, right hand, both hands.* Ask the class to mime each of the five sentences to check that they understand them.

#### E Take a survey in your classroom.

• Check that students understand what they have to do. Demonstrate with a volunteer. It's not necessary to ask questions. Students say: *I write with my left hand.* etc. Students put a tick in the relevant column.

#### Wrap-up

- Ask different students to report their results. You could continue with a brief discussion about how many objects are made for people who use their right hand, but in fact many people use their left hand.
- Explain that there are specialized shops that sell objects such as scissors, can openers, knives, etc, for left-handed people. If possible, print off photographs of these objects, which you can find on the Internet. This will help the children appreciate the difficulties that many left-handed people come across when they have to use, everyday objects.

## Page 42



#### Warm-up

• Write *My favourite* ... on the board. Give examples and write on the board:

My favourite food is... (choose your favourite food) My favourite drink is...

Mv favourite colour is...

My favourite day is...

iviy lavoante day is...

My favourite animal is...

My favourite game in English class is...

- Tell the class to complete the sentences.
- Ask the class what the students' favourite things are.

### Wrap-up

- Play a mime game. Mime the three adjectives (happy, frightened and tired) and ask the class to guess the word. With a more confident class, add more adjectives: sad, relaxed, funny.
- Tell the class to continue the mime game in groups of three.

#### Presentation

### Introducing very well

- Write: I can sing very well. I can't dance very well.
- Ask different students: Can you sing very well? Can you speak...very well?

#### A Say and write.

- Ask students to open their books at page 42 and tell the class to choose options to complete the first two sections and then compare with a partner.
- Point out the third section. Demonstrate and practise the pronunciation of *happy, frightened* and *tired*. Ask: When are you happy? When are you frightened? When are you tired? Write examples of their answers.

## B Now complete your story.

 Ask students to write a few sentences to give an ending to their stories. If necessary, walk around to help with vocabulary or grammar.



#### Warm-up

- Play a Discover the word game.
- Use the words: acrobat, clown, juggler, climb, fly, throw, catch

#### Presentation

## A Circle seven words.

- Asks students to open their books at page 43.
- Ask the class to demonstrate what each word means.

**Answers:** bend, hands, catch, muscles, throw, stretch, eyes.

## B Complete the sentences with the words from exercise A.

 Students complete the sentences and compare their answers with a partner.

**Answers:** *a.* muscles *b.* bend *c.* stretch *d.* eyes *e.* hands *f.* throw *g.* catch

## Wrap-up

 Ask students to mime the actions you mention. Use the verbs taught in the unit.



- 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.
- Students should be familiar with this section of the book by now. It is important that the significance of these activities should not be taken for granted allow time and show interest, to ensure that they do it properly. Before looking at the activity in their books, ask the class how they feel they are doing Have you learnt something today? What?

## Page 44

## ACTIVITIES

## 1 Listen and number the pictures.

- Ask students to open their books at page 44, activity 1.
- Play Track 24.



## Listen and number the pictures.

Number 1.

Meet the fantastic Freddy.

One, two, three, four, five! Wooow!

[clapping, people cheering]

Number 3.

Number 2. And now we have Stretchy Susy! People: Ohhhh [gasping] And here are Rococo and Piroco. Hello, Rococo! Hello ,Piroco! People: Hello, Rococo! Hello, Piroco! [laughs, clapping, people cheering]

Watch her bend and stretch!

[clapping, people cheering]

Answers: (from left to right) 3, 2, 1

## 2 Cross out (X) the odd option.

Students have to choose and cross out the odd one.

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

#### Listen and write.

• Play the first part of the recording.



## Listen and write.

Woman: Is this a kite word? Listen and say kite or no.

 Eye
 Kite

 Kite
 Fly

 Eat
 Kite

 No
 Swim

 Bike
 No

 Kite
 Well done!

 Right
 Man: Now, write!

Answers: a. eye b. bike c. right d. fly.

#### Read and write.

• Students work in pairs to complete the crossword.

Answers: Down: 1. CLOWN 3. TRAPEZE 4. ROPE 5. JUGGLER Across: 1. CLIMB 2. ACROBAT 6. COSTUME 7. THROW

#### Answer the questions in exercise 4.

Students write the answers to their questions.

**Answers: Down: 1.** Yes, he has. **3.** An acrobat. **4.** Yes, he can. **5.** Yes, he can. **Across: 1.** Yes, I can. / No, I can't. **2.** Yes, he can. **6.** The clown. **7.** They throwballs.

# 4 Sports day

### **Objectives:**

- Reading and talking about sports
- Using some and any with plural nouns
- Describing a sports shop
- Writing simple descriptions of different sports
- Doing a class survey about sports
- Talking and writing about a sports day

### **Key language:**

- Nouns: sport, player, match, race, tennis, basketball, football, hockey, cycling, running, match, race, racket, net, ball, stick, basket, bicycle, bat, cap, sports shoes, sports bag, rounders, netball, team
- Adjectives: good, best
- Verbs: there are, have got, like, run, jump, watch
- · let's...
- Grammar: There are some ..., There aren't any ...
   These girls/boys are playing ..., like ... best
- Questions: Do you like ...?
- Punctuation: capital letters, commas, full stops

### **Priority learning cores**

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

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines\_PBA

Pages 330-333.

### Pages 46-47

### Warm-up

### Vocabulary revision

Revise different sports. Write Sports on the board. Ask
volunteers to come to the front of the class to mime
a sport. Elicit the name of the sport from the class and
write it on the board. Practise pronunciation of the listed
sports. Leave this list on the board during the lesson.

### Presentation

 Ask students to open their books at page 46 and ask them to read and complete the sentence at the top of the page. Tell them to look at the pictures and find sports that are listed on the board.

Possible answers: football, running, cycling, basketball, tennis, hockey.

### A Listen and read.

- Write the following questions on the board:
  - 1. What sports are there today?
  - 2. Does Danny like animals?
  - 3. Is Danny angry?
  - 4. Who wins the race?
- Check that the students understand the questions. Tell the class that they have three minutes to read the story and find the answers to the questions. Ask them not to worry if they don't understand everything in the story, they just need to find the answers to the questions.
- After three minutes ask the students to compare answers with a partner. Read through each section of the story to identify where the answers to the questions are.

**Answers: 1.** tennis, basketball, hockey, running, cycling and football. **2.** Yes, he does. **3.** No, he isn't. He is scared. **4.** Danny wins the race.

 Tell the students to work in pairs and find three words that they don't understand. Write them on the board and elicit or explain what they mean.



### Listen and read.

It's Sports Day at Woodville. There aren't any lessons today.
There's tennis, basketball and hockey. And there's a football match.
It's a good match. Woodville has got the best players. There's running and cycling, too.

Danny doesn't like sports. He likes plants and animals. Danny can hear some children playing football at Woodville.

A football hits the cow. The cow is angry now. Danny's scared. He jumps over the fence. There is a running race on the other side of the fence.

Now Danny is running in the race. He runs very fast and wins the race.

Danny gets a gold medal. He is very happy!

### B Talk about the pictures.

- Do the first example with the class. Ask the students to work in pairs to complete the other examples. Check answers.
- Tell the class to cover exercise B. Read out the sentence starters and ask the class to finish the sentences, using the pictures to help them. Continue the activity until the class remember all the sentences.

**Answers: 1.** Sports day **2.** hockey **3.** plants **4.** running in the race

### Wrap-up

• Write the following on the board in two columns

A football hits very fast.

Danny wins a gold medal.

Danny doesn't a race.

Danny jumps the cow.

Danny runs play football.

Danny gets over a fence.

 Tell the class to work in pairs to match the two parts to make sentences from the story. Ask volunteers to read out their sentences.

**Answers:** A football hits the cow. Danny wins a race. Danny doesn't play football. Danny jumps over a fence. Danny runs very fast. Danny gets a gold medal.

 Ask the class to put the sentences in the order they happen in the story.

**Answers:** Danny doesn't play football. A football hits the cow. Danny jumps over a fence. Danny runs very fast. Danny wins a race. Danny gets a gold medal.

### Page 48



### Warm-up

- Write the word *Sports* on the board. Play the drawing game where you slowly draw a picture on the board and the class has to guess the sport. For example, slowly draw a football, the wheel of a bicycle, a basketball basket, or a hockey stick. Ask volunteers to come to the board to draw more examples. Possible sports: *football, hockey, tennis, basketball, cycling*.
- Ask the class to spell out the word each time.

### Presentation

 Say the words on the board. Ask the class where the stress (accentuated syllable) is in each word. Underline the stressed syllables. Tell the class to listen and repeat the words: football, hockey, tennis, basketball, cycling, runnina.

### A Listen and sing.

- Ask students to open their books at page 48 and ask them to name all the sports they can see on the page.
- Play Track 27 and tell the class to listen and read. Repeat this step.
- Ask the class which is the best sport mentioned in the song. Tell them to vote.
- Write on the board: Let's watch a football match. Explain that we use let's when you have an idea about a thing you want to do (to make a suggestion). Give an example: It's Saturday. It's a nice day. It's hot. What do you say to your friends? Let's . . . (go to the beach, have an ice cream, play football, etc.)
- Divide the class into four groups. Tell them to listen again, each group singing one line. Repeat until the song flows smoothly.



### Listen and sing.

### We love sports

Football, hockey and tennis, Football, hockey and tennis, Basketball and cycling Which sport is best? Football, hockey and tennis, Football, hockey and tennis, Basketball and cycling Which sport is best?

Let's watch the football match, Let's watch the tennis match, Let's watch the boys race Let's all shout hurray!

### B Point and name the odd object.

• Ask the class to name the things in the photos. List the words on the board. Which one is the odd one out? Write the incomplete sentence: The ... is the odd one out because it isn't .... Elicit the missing words.

**Answers:** The cow is the odd one out because it isn't a sport. The apple is the odd one out because it isn't a ball.

### Wrap-up

- Write the following jumbled words on the board: trops, stenin, tobolfal, grinurn, stekbalalb, yekoch, care, glycinc.
- Tell the class that they have two minutes to put the letters in order to find words from page 48.

**Answers:** sport, tennis, football, running, basketball, hockey, race, cycling.

### Page 49

### Warm-up

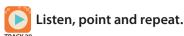
- Do a picture dictation. Tell the class to listen and draw what you describe. Say: There is a football. On top of the football there is a tennis ball. On top of the tennis ball there is a ping-pong ball. On the right of the football there is a tennis racket. On the left of the football there is a hockey stick. Under the football there is a toy elephant.
- Tell students to compare their pictures. Ask the class to describe the picture as you (or a volunteer) write the sentences on the board.

### Presentation

- Write on the board: *There are some ... on my desk but there aren't any footballs*. Ask the class to fill in the missing word. (Make sure there are some books on your desk.)
- Circle the word some. Ask: Is there more than one book? (Yes) Do we say exactly how many books there are? (No)
- Ask the class to say more sentences about the classroom using *some* and *not any*.

### C Listen, point and repeat.

- Ask students to open their books at page 49 and listen, point and repeat the words they hear on the recording.
   Play the first part of Track 28.
- Point to the different things and ask the class to think and say the words.
- Say the words and ask the class to point to the things on the page. Tell the students to continue the game in pairs.
- Tell the class that they are going to listen to sentences about the shop on page 49. Instruct them to listen and say *true* or *false* for each sentence.



Narrator: Footballs. Basket balls. Tennis balls. Sports bags. Red and yellow bikes. Blue bikes.

Bia T-shirts.

Small T-shirts.

Boy: There are some footballs in the shop. Girl: There are some blue bikes.
Boy: There are some sports bags.
Girl: There are some big T-shirts.
Boy: There aren't any tennis balls.
Girl: There aren't any green bikes.
Boy: There aren't any hockey balls.
Girl: There aren't any red T-shirts.

### D Talk about the shop!

- Write *True* or *False* on the board. Say more sentences and tell the class to answer *True* or *False*: *There aren't any blue T-shirts in the shop*. (True.) *There are some tennis balls*. (True.) *There aren't any pink T-shirts*. (False.)
- Ask students to continue the activity with a partner.

### Wrap-up

 Tell the class to close their books and try to name what they have seen in the shop. Write the sentences on the board as they say them. Encourage the class to think of as many sentences as possible. They then open their books again to check their answers

### Page 50



### Warm-up

 Write Sports in Britain on the board. Check that students remember where Britain is. Ask the class if they think children in Britain play the same sports at school or different ones from the ones they play. Explain that in Britain they play a sport called rounders. In this game, someone throws a white ball and you try to hit it with a bat. When you hit the ball you run around the field.

### Presentation

 Ask students to open their books at page 50. Point to the pictures and ask the class to identify the sports.
 Point out that in picture 2 the girls are playing netball.
 Ask the class which sport this is similar to. (basketball)

### A Listen and say the number.

- Tell the class that you are going to play a recording. Tell
  them to listen and say the number of the picture that
  is described. Play the descriptions one at a time. Play it
  a second time. Write key words from each description
  on the board. For example: 1. netball, team, girls boys;
  - 2. football, teams, favourite; 3. rounders teams, ball, bat,
  - **4.** running race, haven't got balls or bats.
- Check that all students understand these words and phrases.



### Listen and say the number.

These girls are playing netball. There are two teams. They play with a ball. There aren't any boys playing netball today. [background noises of children engaged in the game]

These boys are playing football. It's their favourite sport. There are two teams and they play with a ball. Girls like football too. There aren't any girls playing football today. [background noises of children engaged in the game]

These children are playing rounders. There are two teams. They play with a ball. One player has got a bat. She uses the bat to hit the ball. [background noises of children engaged in the game]

This is a running race. The children are running. They haven't got balls or bats. [background noises of children engaged in the race]

### B Read and say the sport.

- Talk through the first example with the class. For example: Number 4 isn't a team sport. In number 3 the boys are playing. The girls are playing in number 2 and it's a team sport.
- In pairs, students do the remaining examples. Check answers with the class.

Answers: 1. netball 2. running race 3. rounders 4. football

### Wrap-up

 Ask the class which school sports in Britain are the same as the ones in their school. Tell them to look closely at the photos to see other things that are different in their school. (Possible answers: They play football on grass. We don't play rounders. In our school girls play football, too. We don't have a running track.)

### Page 51

### Warm-up

### Maths quiz

- Write two equations on the board.
  - 3 + 8 =
  - 35 24 =
- Ask the class what the answers are. (11, 11). Say and show the words: *plus, minus* and *equals*. Tell the class to repeat the words. Say another equation and ask the class for the answer: 7 + 8 =
- Tell the class to work in pairs. Read out five different equations that you have written on the board. Without speaking, students write the answer to each one.
- Compare answers with the class. Ask if any pair got all the answers right.

### Presentation

- Write on the board: I like basketball and hockey, but I like tennis best. Explain that best means more than the others: it is my favourite.
- Ask if anyone in the class likes the same sports. Rub out the sports in the model sentence and tell the students to write the sentence about the sports that they like.
- Ask different students to read out their sentences.

### C Listen and say Class 3 or 4.

- Ask students to open their books at page 51 and point to tables for Class 3 and Class 4. Identify the four sports (football, tennis, hockey, basketball). Which class has got more students? (They both have 17 students!) Ask: What are the different columns? (The children who like each sport.)
- Explain that you will play the recording and they have to say which class is described. Play Track 30.



### Listen and say Class 3 or 4.

There are seventeen children in our class. In our class, we think football is the best sport! Seven children like football, and three like tennis. One likes ice hockey. All the girls like basketball.

There are six girls in our class. How many boys are in the class? Nine? Eleven? Thirteen?

**Answer:** Class 3

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### D Look and say True or False.

• Do the first example with the class. Tell students to work in pairs to complete the remaining examples.

Answers: 1. True 2. False 3. True 4. False 5. False

• Tell the class that you want them to change the false sentences to make them true. Do sentence 2 as an example: *In Class 4, the girls like basketball best.* The students work in pairs to change sentences 4 and 5. (Different answers are possible.)

**Answers: 4.** Seven children in Class 4 like basketball. **5.** Four children in Class 3 like tennis.

### Wrap-up

- In pairs, students write five more *True* or *False* sentences about the table, to give to another group.
- Students exchange sentences and mark them *True* or *False*. Tell the class to return the sentences to the group that wrote them and check the answers.

### Page 52



### Warm-up

### Revision

 Write the following word chain on the board. Tell the class to work in pairs to separate the words and copy the sentence in their folders adding punctuation. todayissportsdayatmyschoolandweplaybasketballtennis andhaverunningraces

**Answer:** Today is sports day at my school and we play basketball, tennis, and have running races.

### Presentation

• Write the following gapped sentences on the board.

1. Today \_\_\_\_\_\_ sports day.

2. Brenda \_\_\_\_\_\_sports.

3. Brenda \_\_\_\_\_\_tennis with her friends.

• Ask the class to complete the sentences using: *is playing, likes, is.* 

Answers: 1 is 2 likes 3 is playing

### A Choose, say and write your story.

- Ask students to open their books at page 52 and point to each picture asking the class to say the corresponding words. For example: *Woodville School, Lakeside School, basketball, tennis.*
- Point to the shopping bag and help the class to say: *The ball hits the shopping bag*. Point to the broken window and elicit: *The ball hits/breaks the window*.
- Now demonstrate the activity. Point to the different pictures and ask the class to tell the story, according to which option you point to in each line. Help with any pronunciation problems they may have.

### **B** Now complete your story.

 Ask students to work in pairs to write an ending for the story. Walk around to offer help with vocabulary or grammar.

### Wrap-up

- Tell students to exchange folders with a partner and to read the stories they have written. Tell them to check spelling and punctuation.
- Allow time for students to ask about the mistakes they find, or think they find.

### Page 53



### Warm-up

 Ask students to open their books at page 53 and say sentences to describe the four pictures. What are these people doing? Where are they?

### Presentation

### A Look and unscramble the sentences.

• Focus on the first scene. Ask the class to help you.

**Answers: a.** It's sports day today. **b.** Danny doesn't like sports. **c.** Danny can see the cow. **d.** Danny is running in the race.

### Wrap-up

### What is Danny doing?

 Ask one student to play Danny's role and secretly tell him an action that he has to mime for the rest to guess.



- · 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.
- Students should be familiar with this section of the book by now. It is important that the significance of these activities should not be taken for granted - allow time and show interest, to ensure that they do it properly.

### Page 54

# **ACTIVITIES**

### 1 Read and say True or False.

• Students read and answer.

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

### 2 Listen and draw the items in the bags. Then complete the sentences.

• Elicit the sentence for 'a' and write it. There are some tennis balls but there aren't any footballs. Play track 31.



### Listen and draw the items in the bags. Then TRACK 31 complete the sentences.

Now, what are these? Footballs? No, tennis balls. There aren't any footballs. But there are some tennis balls. Three tennis balls.

b.

There are some books in this bag. Four blue books. But there aren't any pencils.

Oh, good! Footballs. There are some footballs in this bag. Five footballs. But there aren't any basket balls. Oh, dear! No basket balls.

d.

There are some apples in this bag. Three green apples. But there aren't any bananas. Oh dear! I like bananas!

### Page 55

### Look at the pictures. Find and circle five sports.

 Ask students to open their books at page 55, activity 3. Tell them to work in pairs to find the five sports. Ask a volunteer to come to the front to indicate where the five words are.

Answers: NETBALL, BASKETBALL, ROUNDERS, FOOTBALL, TENNIS.

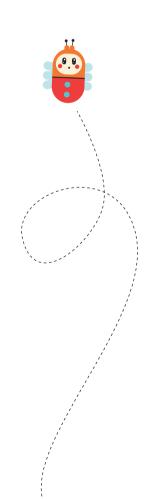
### Complete the sentences.

- Make sure students remember the meaning of all the words in the box.
- Do the first example with the class (rounders). Tell students to complete the remaining sentences and then compare answers with a partner.

**Answers:** rounders, bat, ball, teams, football, race.

### Circle and complete the sentences.

• Students choose the words and complete the sentences about what they like and a sport they play at their school. Ask different students to read out their answers.



# 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 Complete the word spiders.

- Point to the three categories shown in the spiders and ask the children to give you examples so as to make sure they understand what they have to do.
- Ask the children to read the words in the box and classify them according to the three categories.

Answers: Actions: jump, climb, write, watch, read, swim Sports: rounders, basketball, cycling, tennis, football, hockey People: acrobat, clown, juggler, runner, player, father

### B Read and match.

 Ask students to read the sentences on the left and check that they understand them. Then read the sentences on the right and do the same. Tell them to match both columns. Check their answers when they have completed the activity.

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

### Page 59

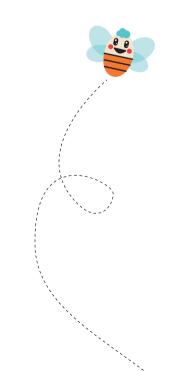
### **G** Look at the picture and write sentences.

• Ask the children to look at the picture and describe it. Ask: What can you see in the picture? Is there a ...? Are there any...? Elicit as many sentences as possible. Invite volunteers to read the incomplete sentences and propose how to complete them (several answers are possible). Ask them to write their answers either individually or in pairs and then invite volunteers to read their answers to the class.

### D Complete the text with these words.

- Ask students to look at the pictures and say the corresponding words. Then invite volunteers to read the words in the box. Tell students to work either individually or in pairs to complete the text using the words from the box and looking at the pictures next to each line.
- Ask a volunteer to read out the completed text and check the answers.

**Answers:** books, bag, football, tennis, basketball, team.



# 5 People working in a community

### **Objectives:**

- Identifying and naming different jobs and places of work
- Practising reading an interview
- Extracting specific information from a listening text
- Talking about people who help us
- Asking and answering questions about jobs and work places
- Talking about what people do at work
- Using problem-solving techniques to answer questions
- Writing simple sentences

### **Key language:**

- Nouns: baker, police officer, vet, doctor, hospital, animal hospital, baker's shop, farm, police station, post office, letters, parcels, trays, total
- · Adjectives: early, late
- Prepositions: in the street, in a school
- Verbs: work, deliver
- Adverbs: inside, outside
- Questions in present simple: Where do you work?
   What do you do?

### **Priority learning cores**

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

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires e-sm.com.ar/guidelines\_PBA

Pages 330-333.

### Pages 60-61

### Warm-up

### Vocabulary revision

 Play a mime game with all the jobs the students already know: teacher, clown, acrobat, juggler, firefighter. Write the jobs on the back of the pictures or flashcards and ask one volunteer to come to the front and mime the job. The others must guess what the job is. If they guess correctly, show them the picture and say: Yes, it's a ... Well done! This can also be played with two teams, and one student from each team miming the job. Show them pictures of other professions and ask if they can name them in English: police officer, farmer, cook, doctor, gardener.

### Presentation

- Tell the students that we will be talking about jobs.
   Write the following questions on the board and read them aloud to the class. Ask them to find the answer at pages 60-61 of their books. Tell them to look at the pages and find one word to answer each question, as quickly as they can.
  - 1. Who makes cakes?
  - 2. Who works at a hospital?
  - 3. Who works at an animal hospital?
  - 4. Who works in the street?

Ask them to close their books when they finish. Check the answers in class.

 Now write the sentence at the top of the page on the board: I think this text is about... a. the country, b. a school, c. a town. Ask the students which they think is the right answer and why.

### A Listen and read.

- Tell students they are going to listen to Ann interviewing four people who do different jobs. Ask them to look at pages 60-61 in their books and tell you what the jobs are. Write them on the board as they tell you: *a baker, a doctor, a vet and a police officer.* Ask them to listen and point to the picture of each person as they talk. This means that they will move their finger from Ann to the professional speaking at each stage of the recording.
- Play Track 32 a second time and ask the students to find one more fact about each job. To check they understand, play just the baker interview and stop. Ask what they found out; the answer could be: I make bread and cakes, or Bakers get up very early. When they have answered this question, ask them to listen to the rest of the recording and write the answers in their folders.
- Ask the children to work in pairs and do the interview.

One will take Ann's role and the other one will take the role of the different professionals. After they practise this in pairs, choose one student to play each of the five roles (Ann, baker, doctor, vet, cat owner) and have them read the whole text aloud.



### Listen and read.

### TRACK 3

Ann: Welcome to our programme. Excuse me, what do you do? Baker: I make bread and cakes. Ann: Bakers get up very early.

Ann: Doctors also get up early. Where do you work? Female doctor: Here at the hospital.
Ann: Doctors help sick people.

Female vet: What's the matter? Girl: I don't know.

Ann: We are at the Animal Hospital. People bring their pets here, and the vet takes care of them.

Ann: Police officers help people, too. This one is working at the train station.

Who will help you today?

### B Talk about the pictures.

 Ask students to choose the correct answer for each sentence. Do the first one together on the board, to ensure they understand the activity. Invite volunteers to read their answers aloud to the class, correcting any errors.

Answers: 1. Bakers 2. early 3. animals 4. train station.

### Wrap-up

• Focus students' attention on Ann's final question: Who will help you today?

Ask them to think about this question and write down the people who will help them today and what they will do. Ask the children to tell their partners and then invite volunteers to tell the class what they have written.

### Page 62



### Warm-up

- Write sentences on the board substituting the word you want to revise with a line. Explain that they have to read the sentences carefully and choose the correct word to complete each one. Write these words under your sentences: baker, doctor, late, police officer, vet.
  - 1. I am a \_\_\_\_\_\_. I make a lot of bread and cakes.
  - 2. I am a \_\_\_\_\_\_. I help sick people. I get up very early.
  - 3. I am a \_\_\_\_\_\_. I work in the street.
  - 4. I am a \_\_\_\_\_\_. I take care of pets at the animal hospital.
  - 5. When I go to school, I can't get up \_\_\_\_\_.

**Answers: 1.** baker **2.** doctor **3.** police officer **4.** vet **5.** late

• After students complete each sentence, briefly check meaning again, as follows: For baker and doctor, ask students what they do. A simple answer, such as make cakes and help people will be fine. For bread and cake, ask students when they eat it. You may ask, for example: When I make a sandwich, what do I use? When it's my birthday, what do I eat? For early and late, ask: Do you get up early? At what time? Does anyone get up late on Sunday? What time? For help, ask them how a doctor or a police officer helps us.

### Presentation

• Show the class the two pictures in activity A at page 62 of the Learner's Book. Ask them what the jobs of the people in the pictures are. Ask: What does a baker do? What does a doctor do?

### A Listen and sing.

• Tell students that they are going to listen to a song about a baker and a doctor. Ask them what they do. Play the song once through. Then ask students what the baker and the doctor say they do. Ask them to open their books at page 62 and read the song to check their answers. Now play the song again. Encourage students to sing the final word of each line.



### Listen and sing. What do you do?

What are you? I'm a baker. What do you do? I bake bread! What are you? I'm a doctor. What do you do? I help people!

Up in the morning, Always early. Up in the morning, Never late!

### B Point and name the odd object.

 Ask students to look at the pictures on page 62 and to find the odd one out. They should be familiar with the procedure for this activity by now. Check their answers.

**Answers:** The hospital is the odd one out because it isn't a person. The baker is the odd one out because it isn't a place.

 Now, cover the words a person for the first set of pictures and ask if they can find a different odd one out. See if they can suggest that the police officer is the odd one out because the doctor works in a hospital.

### Wrap-up

 Take pictures previously used and ask students to create groups of three or four pictures, with an odd one out. They can work in pairs and look at each others' groups to identify the odd one out. Then ask them to repeat the activity with different partners.

### Page 63

### Warm-up

• You will need a soft ball. Have the class stand in a circle and throw the ball to one student asking as you throw: What do you do? The student must answer: I'm a... and add the profession they choose. That student then throws the ball to someone else, asking: What do you do? Continue until all students have answered.

### Presentation

• Ask the students: If I want to know your job, what do I ask you? What do you do? Write this question on the board. Under it, write the word Where, and ask students to finish that question for you. Write Where do you work?

### C Listen and say the number.

Note: the second picture is not a doctor, but a nurse.

- Play the first interview and then stop. Ask them what words they heard help them (vet and animal hospital).
- Now let them listen to the rest of the recording. What does he/she do? How do you know? What words help you?



### Listen and say the number.

Narrator 1: Hello. What do you do?

Vet: I'm a vet.

Narrator 1: Oh, that's interesting. And where do you work?

Vet: I work in an animal hospital.

Narrator 1: Thank you.

Narrator 2: Which picture is it?

Narrator 1: Hello. What do you do?

Nurse: I'm a nurse.

Narrator 1: A nurse! And where do you work?

Nurse: I work at a school.

Narrator 1: That's very interesting. Thank you.

Narrator 2: Which picture is it?

Narrator 1: Hello. What do you do?

Policeman: I'm a police officer.

Narrator 1: Oh. And where do you work?

Policeman: I work in the street.

Narrator 1: Thank you.

Narrator 2: Which picture is it?

Narrator 1: Hello. What do you do?

Baker: I'm a baker.

Narrator 1: Wonderful. And where do you work?

Baker: I work at the baker's shop.

Narrator 1: Thank you.

Narrator 2: Which picture is it?

### Talk about workers.

• Ask students to draw and colour or cut out pictures of community workers. When they have finished, ask them to stick them on cards and put them on top of the card with the place where that person works. Now students work in pairs, A and B. A asks B the question: What do you do? B holds up a picture of one of the people and says: I'm a ....... Then A asks: Where do you work? and B says: In ........

### Wrap-up

• Ask a student: What do you do? When she or he has answered, ask the class: Where does she/he work?

### Page 64



### Warm-up

 Bring the class a collection of stamps, or use printed pictures of the different stamps you will find on the Internet. Tell them the word *stamp* if necessary and write. Ask the class what we use stamps for. If possible, have a world map displayed on the wall to help students find the countries on the stamps.

### Presentation

Tell the class: The person who delivers letters is called a...
and see if they can tell you postal worker. Ask them to
open their books at page 64 and tell you if they can see
any postal workers. Ask them how many.

### A Read and answer the questions.

- Ask the children to turn to page 64. Read the paragraph on this page aloud. Stop after you read the word *parcels* and ask if they know what it means. Show them either a parcel or a picture of a parcel. Read the next sentence *Each person will deliver the same number of letters.* Ask the class: *If this postman delivers five letters, how many will this postman deliver?* Point to the pictures of the postmen at the top of the page.
- Read the beginning of the next sentence *Add the letters in the three trays* and ask students to point to the trays. Ask them where else you can see trays (in the kitchen, the bakery, a restaurant, a hospital) and what we use them for.
- Ask the students to look at the page on their own now, and to answer the two questions at the bottom of the page. Ask them to write the answers in their folders.
- After they have had time to do the maths and write the answers, go through them as a class. Do question **1** first. Ask what they did to find the answer. Write 17+14+9= on the board and elicit the answer. Write it on the board (40). Then ask how they think they can do question **2**. Elicit or tell the class that they have to divide the total number of letters by the number of people. Ask how many postal workers there are and write this number under 40. How should they show it? 40/4. (10)

### Wrap-up

• Draw four squares on the board to represent trays of letters. Draw a simple envelope on each one. Write one number from this list in each of the trays: 8, 3, 12 and 1. Tell students that they have to move the letters so that there are the same number of letters in each tray. Ask them to write how many letters there need to be in each tray in their folders.

### Answer: 6

- Then ask them to write how many letters will need to be added to or taken away from each tray to read this number.
- Go through the answers in class. Invite volunteers to write them on the board.

**Answers:** 8-2=6 3+3=6 12-6=6 1+5=6

### Page 65

### Warm-up Maths quiz

• Show the class a picture of a postal worker (e.g. photocopied from page 64) and ask: What does this person do? Try to elicit the words postal worker. If the students do not know the words, tell them. Ask them to tell the class anything they know about this job. Ask them Where do postal workers work? Also include postman and postwoman and explain the difference.

### Presentation

• Ask students to listen, look and answer your questions. Use photocopies of the pictures on page 65 and show them pictures of the different workers. Ask the following questions: What do I do? Where do I work? Encourage students to think of two alternative answers to the second question – this will help them with the listening activity to follow.

### **B** Listen, match and say where they work.

 Ask the class to look at the pictures at the top of page 65 and use their fingers to trace a line from the person to the place where they think that person works.

- Now tell students that they will listen to someone talking about these people and saying where they work. Ask them to listen and to follow the line with their fingers.
- Play the first part of the recording (just the policewoman) and check that students understand by making sure that they follow the line correctly. If they understand, continue playing the recording until the end.
- Tell students that you will play it again for them to check their answers. Stop after each person for them to check.



### Listen, match and say where they work.

She's a police officer. She works inside, at the police station. He's a postman. He works outside, in the street. She's a vet. She works outside, in the country. She's a postwoman. She works inside, at the post office. She's a vet. She works inside, at the animal hospital.

### Play a guessing game. Say and ask.

• Students work in groups of three for this game. Model it yourself with a couple of students, to show how to play. For example: Teacher: Guess who I'm thinking about. They work outside in the street...

Students: They're postmen!

Teacher: No, they help people and they help drivers.

Students: Police officers!

Teacher: Yes!

Ask students to take turns and play the game.

### Wrap-up

 Ask one or two students to play the game with the class. Ask them to stand up and start giving clues.
 Children who wish to guess must raise their hands.

### Page 66



### Warm-up

 Tell students they are going to start the lesson with a short quiz. Ask them to open their folders at a new page and prepare to write. Read out the following five questions and ask students to write one word to answer each question:

- 1. Who brings me my letters every day?
- 2. Who bakes my bread in the early morning?
- 3. Who works outside, in the street?
- 4. If I am sick, who can help me?
- 5. If my dog is sick, who can help him?

When they finish, go through the questions again, and invite one student per question to write the answers on the board, so that they can check spelling. Drill the pronunciation.

### Presentation

 Ask students to open their books at page 66 and read activity A silently. Give them one or two minutes to read. Divide the class into two groups. Group A should stand up and move to one side of the classroom while group B can remain seated. Explain that group A are going to be the interviewers. Ask what interviewers do (ask questions). Group B needs to choose one of the jobs and be that person.

### A Interview a community worker. Say and write.

- Ask the students in group A to sit down with one student from group B. When all students are seated in pairs, tell As that they may start the interview. Ask them what the first word will be. If they say *Today's guest is a...,* invite them to think what the interviewer might say before that (*Hello*); this will encourage them to add a few of their own ideas where appropriate.
- After this, allow students to conduct their interviews on their own, while you walk around and help with pronunciation, grammar and ideas when necessary.

### B Write two more questions for your interview.

- Ask students what else they could ask a community worker if they could interview him/her. Encourage them to suggest new questions and foster curiousity by asking them what they would like to know about these people.
- Ask all As to stand up and find someone else to interview.
- Now, instruct As to sit down and ask Bs to stand on one side of the classroom. Tell Bs that now they are going to interview As. Explain that it is now As turn to choose a job and prepare to be interviewed.

Ask students to write their interviews in their folders.
 Allow them to copy the questions from the Learner's
 Book if necessary. Encourage them to write the answers without looking.

### Wrap-up

 Invite volunteer pairs to show their interview to the class. Make sure they close their books. If they get stuck, encourage the rest of the class to help them out.

### Page 67



### Warm-up

- Ask students to take turns to tell you all the things doctors do, e.g. They get up early. They help sick people. They work in a hospital. They work inside. They study. They wear white clothes, etc.
- Do the same with other jobs, e.g. police officer or vet.

### Presentation

### A Look and complete with the correct option.

- Ask students to look at the picture on page 67 and say as many things they can about it. Ask: Who do you think he is? What does he do? What does he wear every day? Where does he work? What do you think he likes?
- Tell them to read the words in the box at the top of the page and then read the sentences below silently.
- Ask students to choose words from the box to complete the sentences.
- Once they have finished, invite volunteers to read their answers to check and clarify any doubts.

Answers: 1. baker 2. bread 3. work 4. Do 5. like

### Wrap-up

- Ask students to work in pairs, choose a job or profession and write as many sentences as they can in the first person, without mentioning what the job or profession is, I take care of pets. I work inside and outside. One pair stands at the front and read their sentences for the rest to use them as clues to guess what his/her job is.
- Alternatively, a volunteer can stand at the front to answer yes/no questions from the class: Do you work in a school? Do you get up early?



- 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.
- Students should be familiar with this section of the book by now. It is important that the significance of these activities should not be taken for granted allow time and show interest, to ensure that they do it properly. Before looking at the activity in their books, ask the class how they feel they are doing Have you learnt something today? What? Ask the class to mention some words from the last unit as you write them up on the board. Say: Well, that's six/eight new words, that's good.
- Rub out what is on the board, and ask students to choose their own answers for *I can* on page 67. When they have finished, ask a few volunteers to give their answers and comment on them, if they would like to.

### Page 68

## ACTIVITIES

### Complete the sentences with the correct option.

- Ask students to look at page 68, activity 1, and read the
  words in the box at the top of the page. Check that the
  children remember their meaning and ask them to read
  them aloud to practise pronunciation. Tell them they
  need to look at the pictures and write the correct job
  next to each picture. Ask them to read the sentences
  below silently and choose words from the box to
  complete the sentences.
- Once they have finished, invite volunteers to read their answers to check and explain any doubts.

Answers: baker, police officer, doctor, vet

### 2 Look and circle the correct option.

 Ask students to read the title and do the activity on page 68. Do the first one together as a class, then allow them to complete the other three individually, before comparing with a partner and sharing the answers with the whole class.

Answers: a. cakes b. pets c. hospital d. people

### 3 Look and complete the interviews.

- Ask students to open their books at page 69 and look at the pictures. Ask who is shown in each picture – Who is in the first picture? (A baker). Explain that they have to fill in the spaces in the dialogues under the pictures.
- Do the first one together, using the board. The first two are significantly easier than the last two; however, if students are allowed time and are given help when needed, they should be able to do them. While they work, you can walk around, helping them to work out what the missing word should be.
- When students finish quickly, ask them to close their books, select one of the jobs and see if they can write the whole dialogue without looking.
- To check answers, invite one student to take the role of interviewer and ask others to take the role of the professional in each dialogue. Change pairs for each dialogue.

**Answers: Baker:** I make bread and cakes. **Vet:** I take care of pets / help animals. **Police officer:** do, I work in the street, do **Doctor:** Where do you work? What do you do?

### 4 Find five words.

- Ask students to look at the snake and try to recognise four jobs.
- Tell them to write the five words in their folders.
- Once they have finished, invite four volunteers to write them on the board and check spelling.

Answers: baker, doctor, vet, police officer





### **Objectives:**

- Talking about animals and their characteristics
- Describing the differences between two animals
- Writing simple descriptions and comparisons of different animals
- Practising punctuation
- Talking about and writing an adventure story

### **Key language:**

- Nouns: sailor, island, whale, creatures, squid, ship, frog, shark, mouse, bones, skeleton, seahorse, sponge, crab, starfish
- Adjectives: scared, strange, bigger, stronger, weaker, jolly, vertebrate, invertebrate (as both adjectives and nouns), same, different, symmetrical, right, left
- Verbs: sail, dive
- Grammar: Which is bigger, the shark or the whale?
   The whale is bigger than the shark. The seahorse is a vertebrate animal.
- Pronunciation: smaller, bigger, faster, weaker
- Punctuation: capital letters, commas, full stops, question marks

### **Priority learning cores**

e-sm.com.ar/guidelines\_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires e-sm.com.ar/quidelines CABA

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires e-sm.com.ar/guidelines\_PBA

Pages 330-333.

### Page 70

### Warm-up

• Play a mime game with all the animals the students have learnt so far. These include: dolphin, shark, elephant, monkey, giraffe, lion, rabbit, snake, cat, dog, tiger, cow. Divide the class into two teams. One member from each team comes to the front and you show them both an animal name (it can be the same one, or you may use a different one for each team). Students then mime the animal for their teams to quess. They may use noises (sound effects) but no words.

### Presentation

- Pre-teach vocabulary through a series of pictures. Draw a simple boat with a sailor on it. First, elicit *boat*. Then point to the sailor and say: *Who is this? He's a sailor. What does he do? He sails across the sea.*
- Ask: What does he see? Elicit all the sea animals he might see and write some of them on the board. Draw a circle around all the animals and write Sea creatures underneath. Explain that a creature is another word for an animal. Ask: Is a whale big? (Yes.)
- Pretend to do some weightlifting, point to your muscles and say: I'm strong, I can lift 100 kilos. Then pretend you can't even lift a little box. Say: I'm weak, I can't lift the box. Ask: What is the opposite of strong? Weak.
- Then ask: What does a whale do? (It swims). Ask: What else? Use your hand to show a whale surfacing, then diving down. Tell them it dives. Then sketch a quick squid on the board (ten legs) and ask if they know what it is. Is it an octopus? No. Why? (Because an octopus has eight.) Tell them that after the sailor sails for many days, he comes to an island. Draw a quick sketch of an island with a single palm tree to elicit island. Drill pronunciation before showing how it is spelt. Focus, then, on the 's' and ask: Do we hear this when I say it? (No.)
- Ask the class to open their books at page 70, look at the pictures and find each of the items written on the board. Then ask them to predict what the story is about
   a, b or c (b). Ask students to close their books.

### A Listen and read.

- Tell the class they are going to listen to the story. Write the title on the board: *Sinbad the sailor*. Then write:
  - 1. How does Sinbad feel? (Cold and hungry.)
  - 2. How does the whale feel? (Scared.)
  - 3. Does Sinbad go up or down? (Down.)
  - 4. Where does Sinbad want to go? (Home.)
- Explain that there is one question for each part of the story. Say that you will play part one and stop, so that they can write the answer to question 1 in their folders.
- Play the first part of the recording, the one that describes picture 1, and stop so that students can write the answer.
- Repeat this process three times, so that they can write the answers to all four questions in their folders.
- When you finish, ask students to open their books at page 70 and check their answers. Then quickly check the answers with the whole class.

- Now ask students to read the story in silence while they listen. Tell them to remember as much as they can. When they finish listening, ask them to close their books. Ask them what is strange about this island. Check that they understand the word strange. Ask: Is it the same as other islands? What is different about it?
- Show the other pictures, and ask students what they remember about the story that accompanies each one.



### Listen and read.

Narrator: Sinbad is a sailor. He sails to sea and comes to an island. He is cold and hungry. So he makes a fire. The fire is hot!

Narrator: But the island is not an island. It is a whale, and it is sleeping. The whale wakes up and dives under the water. It is scared! Sinbad is also scared because he is small and weak. The whale is bigger and stronger than Sinbad!

Narrator: In the water, Sinbad sees many strange creatures. There are big animals and there are small animals. Down, down, down he goes.

Narrator: Finally, a big squid helps him. Lucky Sinbad! Now he can go home

### Page 71

### B Talk about the pictures and the story.

• Ask the students to look at the pictures on pages 70-71. Ask them to answer the questions in activity B on the board. Then check their answers. Write: Sinbad isn't on a boat. He's on ... Ask students to finish the sentence. Then write: The shark isn't ... The ... is ... Ask the class to do 3 and 4 by themselves.

Answers: 1. an island 2. whale 3. weak 4. squid.

### Wrap-up

Write the following on the board in two columns.
 Tell the class to work in pairs to match the two parts to make sentences from the story. Ask volunteers to read out the sentences.

Sinbad is Sinbad sees many strange creatures.

The island is bigger and stronger than Sinbad.

The whale is a sailor.

In the water helps him.

Finally a big squid not an island.

### Page 72



### Warm-up

- Ask the class to think of and say all the describing words (adjectives) they know. As they call them out, write them on the board, leaving a column on the right-hand side of the board. The adjectives can stay on the board during the whole lesson. Use the column on the right for any explanations or examples you mention during the lesson. Words at this level include: hungry, frightened, scared, happy, tired, big, weak, strong, small, hot, cold, strange, fast, slow...
- Ask students to look at the board. Define a word, give examples or a definition to elicit the word from the students. Ask them to guess the word and put their hands up when they can. Whoever guesses the word is invited to the front of the class to do the same, i.e. to select a word from the board and give clues to encourage the class to say it.
- Tell the class they are going to learn a new describing word (adjective). Write *jolly* on the board and repeat it three times. Emphasize the /j/ sound. Ask students to repeat it. Ask if anyone knows this word. If they do, ask if they know another similar word. If not, explain that *jolly* is similar to *happy*. It is a word we don't use very much but sailors often used it a long time ago.

### Presentation

### A Listen and sing.

- Long ago, sailors often used to sing songs while they were working. Explain that they are going to listen to a sailors' song called: *On a jolly ship*. Ask if they know another word for *ship* (boat). Ask the class to listen to the song and count how many times they hear the word *jolly*. (4)
- Play the song at least twice. Encourage the class to join in where they can.



### Listen and sing.

### On a jolly ship

The sailors sail on their jolly ship, Upon a jolly sea. They see a jolly animal, Oh, what, oh, what can it be? It's called a whale, it is. It's called a whale, it is! It's big and strong, it is, it is. Oh yes, oh yes, it is!

### **B** Point and name the odd object.

• Ask the class to name the things in the photos. Which one is the odd one out? Write the incomplete sentence on the board: The ... is the odd one out because it isn't ...

### Wrap-up

- Now ask the class to look at the pictures in all the units done so far. Ask them to find three pictures (one has to be an odd one out) and write the words on a piece of paper with their name on it. Do an example with the class to ensure they understand. Take a piece of paper with the three words on it and ask: Which is the odd one out? They have to explain why.
- Students read their lists and decide which is the odd one out. Then they read the list aloud: *These are Alvaro's words: tomato, ball, acrobat. The odd one out is acrobat because it isn't round.*

### Page 73

### Warm-up

- Write these three sentences from the Sinbad story on the board and ask the students to correct them.
  - 1. Sinbad makes a fire on a big island.
  - 2. A whale rescues Sinbad and takes him home.
  - 3. A big squid tries to eat Sinbad.
- Encourage them to say Sinbad doesn't make a fire on a big island; he makes a fire on a whale. Emphasize the words that are different. Drill this sentence a few times, to help with fluency.
- Ask them to write one or two more sentences from the story with errors in them, and to show them to a friend who has to correct them.

### Presentation

- Write this sentence from the story on the board: *The whale is \_\_\_\_\_\_ and \_\_\_\_\_ than Sinbad. (bigger and stronger).* When the complete sentence is on the board, read it aloud and then quickly rub out the word *than.* Ask students which word is missing now, and write *than again* when they tell you.
- Now, write: Sinbad is \_\_\_\_ and \_\_\_ than the whale.
   Use mime if they cannot come up with smaller and weaker.

- Write the four words on the board: bigger, stronger, smaller, weaker. Ask students what they have in common, what is the same about them all, to elicit – er.
- Explain that we use this kind of sentence when we compare two things. *Are Sinbad and the whale the same?*And encourage them to answer in a sentence if they say no, ask why.
- Ask students to go to page 73, and to read the sentence at the top of the page. Encourage them to use the full sentence: The whale is bigger than the shark.

### C Listen and point to the pictures.

- Students work in pairs, student A and student B. Ask them to work together. Tell As to ask the question about the first pair of pictures (1). Check that they are able to do this correctly. Ask Bs to answer the question.
- Then ask Bs to ask the question for the second pair of pictures (2) and ask As to answer. As ask Bs about the third pair of pictures (3). Then Bs ask As about the fourth pair of pictures (4).
- Now tell them that they are going to listen to the CD to check their answers. Ask them to give a thumbs-up, or raise their hands after each one, if they had the correct answer
- Play the recording a second time, allowing students to answer at the same time as the speakers.



### Listen and point to the pictures.

Narrator 1: One. Which is bigger, the frog or the whale?

Narrator 2: The whale. The whale is bigger!

*Narrator 1: Two. Which is stronger, the shark or the cat?* 

Narrator 2: The shark. The shark is stronger!

Narrator 1: Three. Which is smaller, the mouse or the rabbit?

Narrator 2: The mouse. The mouse is smaller!

Narrator 1: Four. Which is weaker, the fish or the shark?

Narrator 2: The fish. The fish is weaker!

### Talk about animals.

- Ask the students to invent similar dialogues to those on the CD. Tell them that they can compare all the animals now. Elicit a sentence to demonstrate this – e.g. The frog is smaller than the rabbit.
- When they finish, ask them to write down their two favourite sentences in their folders.

### Wrap-up

• Elicit a few of the students' favourite sentences to write up on the board. When they say the comparison word, ask them to spell it out for you. Underline the double "I" in smaller and the double "g" in bigger. Explain that they need to remember how to spell these words.

### Page 74



### Warm-up

• Stick pictures of these four animals on the board: whale, dolphin, starfish and sponge. Elicit the name of each and write it underneath. Sponge is a new word, so it will need to be drilled. Ask students to put the animals in pairs – Which two go together?

The dolphin and the whale are both mammals.

The dolphin looks like the whale.

The whale and the dolphin are big. etc.

- Put the picture of the dolphin and whale together and the starfish and sponge together. Above the first two, write the word *vertebrates*. Ask the class how many syllables it has (3) and which is the strongest one (the first). Next, write *invertebrates* over the starfish and sponge. Ask how many syllables it has (4). Explain the difference between *vertebrate* and *invertebrate*.
- Ask:

Why are the whale and the dolphin called vertebrates? Why are the starfish and sponge called invertebrates? Say: The whale and the dolphin have got many bones. They are vertebrates!

The starfish and the sponge haven't got any bones. They are invertebrates!

### Presentation

 Ask students to look at the animals on page 74 in their books. Ask them to say their names quietly to themselves and to decide if each animal is vertebrate or invertebrate.

### A Listen, ask and answer.

 Tell the class that they are going to listen to a recording where two people are asking and answering questions about the animals on the page. Ask students to listen once and point to the animal that they are talking about during the recording (whale, squid and seahorse).



### Listen, ask and answer.

Narrator 1: What's number 1 called? Narrator 2: It's called a whale.

Narrator 1: Is it a vertebrate or an invertebrate animal?

Narrator 2: It's a vertebrate.

Narrator 1: Which is weaker, the squid or the seahorse? Narrator 2: The seahorse. The seahorse is weaker.

- Check which animals were mentioned. Before they listen again, check whether students know which animals on the page are vertebrate and which are invertebrate. (The animals on the left-hand side of the page are vertebrate; those on the right are invertebrate.)
- Now ask students to look at the questions at the bottom
  of the page and to try to answer them, by reading
  and guessing or remembering. Ask them to write the
  answers in their folders. Tell them that you are going
  to play the recording again, and that they should listen
  and check the answers.
- Now students work in pairs, A and B. Tell them to ask and answer, as in the recording. Model with one student. You take the role of A and the student the role of B. Encourage the student to give full sentence answers, or elicit these full sentences from the class, after the student gives the word.

Teacher: What's number 6 called?

Student: It's called a crab.

Teacher: Is it vertebrate or invertebrate?

Student: It's invertebrate.

Teacher: Which is bigger, the crab or the dolphin?

Student: The dolphin.

### Wrap-up

 Ask students whether they ever go to the beach and collect animals or shells. Ask them what they do with these after they collect them. Emphasise the importance of returning the animals to their natural environments and protecting them.

### Page 75

### Warm-up

### Play Simon Says...

• The objective of this game is to revise *left* and *right*. Ask all students to stand and explain the rules quickly: *lf l say "Simon says lift your right arm"*, then you must lift it. But if I don't say Simon says, if I just say "lift your right arm", then you must not lift it. If you make a mistake you sit down. Typical instructions may include the following: Simon says: Lift your right arm.

Stand on your left leg.

Touch your left ear.

Close your right eye.

Bend your left leg.

Stretch your right arm.

 Play the game, going faster and faster, ideally until there is just one standing student left – the winner.

### Presentation

Ask students to open their books at page 22, using their right hands. Now ask them to turn to page 44, using their left hands; finally, ask them to turn to page 75 using their right hands, and to look at the pictures. Tell them that they are going to listen to someone talking about the pictures and ask if they can guess what same or different refers to. (It refers to whether the two sides of the animal's body are the same or different; whether the animal is symmetrical or not.)

### **B** Look and listen. Say The same or Different.

 Play the recording. Instruct students to say the same or different in the pause after each sentence. Check answers by playing the recording a second time and stopping after each animal. Tell students that you will play it again for them to check their answers.



### Look and listen. Say *The same* or *Different*.

- 1. Look at the crab. Are both sides the same or different?
  2. Look at the sponge. Are both sides the same or different?
- 3. Look at the fish. Are both sides the same or different?
- 4. Look at the seahorse. Are both sides the same or different?
- Next, ask students if they know the word for an animal or a thing with both sides the same. Teach them *symmetrical*.

### C Draw two animals. Compare the sides.

- Look at B on page 75 and ask the students which animals they can see (*shark* and *octopus*). Ask what part of the animal we are looking at (the front). Ask: *Is the shark symmetrical?* (Yes.) *Is the octopus symmetrical?* (No.) Give each student a piece of blank paper and ask them to draw an animal in the same way as in the book, for example, looking at the animal from the front and drawing it carefully. They may like to use pictures in their books or other reference books to help them remember what different animals look like. Show them a model, and show them that, if it is symmetrical, they should be able to fold the paper in half and the two halves show the same thing.
- When students finish, collect their drawings (names on the back) and, if there is enough time, give them another piece of paper for another drawing.

### Wrap-up

 When all drawings are handed in, redistribute them and allow students to look at each others' drawings.
 Ask them to decide whether they are symmetrical or not. Finish by showing the whole class a few drawings and getting consensus on whether they are symmetrical or not.

### Page 76



### Warm-up

- Type up some questions that the students wrote at the end of the last lesson. You will need half as many questions as there are students in your class.
  - On another sheet of paper, type up the answers to these questions in complete sentences. Now cut out

- each question and each answer individually, so that you have one strip of paper for each student in the class.
- Distribute one strip of paper with a question or answer on it, to each student. Students must memorise what is on their paper and then place it face down.
- Students then stand and walk around the class saying the question or answer that was on their paper. When a student finds his/her partner, they sit down together. Then, the pair reads the question and the answer.

### Presentation

• Ask students to open their books at page 76. Ask them to think about what they must remember when writing a story. Smarty at the top says *Remember to use capital letters, full stops and commas!* but ask them what else they should think about: *next, then, after that,* and *finally.* Elicit any other linking words they might know. Add *suddenly.* Explain the meaning.

### A Choose and say.

 Ask students to read the text and decide what will happen in their stories.

### **B** Now write your story in your folder.

• Allow them to add any details they want to include.

### Wrap-up

 When they finish, help them find another student who has finished so that they can swap folders and check each others' work. Instruct them to focus on spelling and punctuation, and whether the story makes sense.

### Page 77



### Warm-up

 Ask students to open their books at page 77 and look at the four pictures in exercise A. Ask them to describe the pictures and give as many details as possible. Encourage them to participate by asking questions.

### Presentation

### A Look and write. Then number the pictures.

- Write the following on the board: sailor. / a / is / He. Ask students which is the first word, and how they know it (capital letter). Ask which is the last word, and how they know it (full-stop). Ask students to put the words in order to make a sentence. (He is a sailor.)
- Ask students to look at page 77 in their books and complete the four sentences from the story of Sinbad.
   Ask: What do we use at the beginning of a sentence? What do we use at the end of the sentence?

**Answers: 1.** The whale is scared. **2.** There are animals in the water. **3.** Sinbad can go home. **4.** Sinbad is hungry and cold.

**Answers:** The order of the pictures is 4, 1, 2, 3

### Wrap-up

- Give out slips of paper and ask the students to write one sentence from the story on it. Remind them to use capital letters and full stops.
- Once they have finished, ask the students to cut out their sentences word by word, keeping the full stop next to the last word.
- Tell the children to swap their words with a partner and put in order their partner's words to form a sentence.



 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.

### Page 78

# ACTIVITIES

### 1 Complete the sentences with the correct option. Draw the missing animal.

• Ask students to draw and colour the missing animals on page 78.

**Answers: a.** The whale is bigger than the squid. **b.** Which is stronger, the cat or the mouse? The cat is stronger than the mouse. **c.** Which is smaller, the lion or the rabbit? The rabbit is smaller than the lion.

### Read and write.

 Ask students to look at this exercise and tell you how many words they will need to write in the gap (1).
 Remind them to check spelling, particularly in a and c

Answers: a. bigger b. stronger c. smaller

### Page 79

### 3 Circle eight animal words.

 Students will be familiar with this kind of activity on page 79 by now. Ask them to look at the snake and circle the eight animals.

**Answers:** sponge (I), fish (V), whale (V), sea horse (I), starfish (I), crab (I -crustaceans, including crabs, have no spine, so are therefore invertebrates), dolphin (V), shark (V).

### Choose the right option and draw the sea animals.

- Write this sentence on the board: Sponges are vertebrates/ invertebrates.
- Now focus attention on the text at the bottom of page 79 and ask students to circle all the correct words.
- Ask students to draw the two sea animals in the box on the page. Allow them to add their own favourite sea animal to the drawing if they wish.

# GAME & INTEGRATION UNITS 5-6

### Pages 80-81

### Game

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

### Page 82

### Integration units 5 - 6

### A Match the pictures with the words.

- Ask one student to read out the first word in the box at the top of page 82. Then, the student next to him reads the next word, and so on. Correct any errors in pronunciation.
- Instruct students to point to the corresponding picture.
   Ask: Where is the starfish?
- When they have done this, allow them to match the pictures with the words with a line.
- Ask volunteers to come to the board to share their answers and check them with the whole class

# B Write two questions using the words from exercise A and answer them.

- Tell students they are going to ask and answer questions using the pictures in exercise A. As there are four pictures, they will choose two sets of two photos each to compare. Explain that they have to include the phrases in the two boxes on the left and remind them to use capital letters, full stops and commas.
- When they have written their questions and answers, allow them to check them with a partner. Walk around to check their work and encourage them to correct themselves where possible.

### **G** Complete.

- Read the poem My Island aloud to the class, saying 'mmmm' where there are gaps. Ask students to fill the gaps using words from the box on the left. Tell them to do this exercise in pencil, since they may need to rub out and correct some of their answers.
- Invite volunteers to check their answers with the class.

**Answers:** whales, sharks, bigger, starfish, smaller, sailor, ship

### Page 83

### Read and write.

 Students work in pairs to complete the crossword. Help any pairs that are finding this difficult. Check answers with the class.

Answers: Down: 1. SLEEP 2. WHALE 3. DIVE 4. SHARK Across: 3. SAIL 4. SAILORS 5. FIRE 6. WEAKER

### Now answer the questions in exercise D.

 Students write the answers to their questions and then ask each other the questions in pairs. Ask the whole class the questions to compare answers.

**Answers: Down: 1.** I sleep in my bed. **2.** A whale is stronger than a fish. **3.** I can dive in the sea. **4.** A whale is bigger than a shark. **Across: 3.** Yes, I can. **4.** They work on a ship. **5.** I can make a fire outside/ on the ground/ on the beach, etc. **6.** A cat is weaker than a whale.

# Extra practice



• Either for homework or at the end of the lesson, tell the class to turn to pages 110-111 and complete the Picture dictionary by writing the correct numbers in the boxes.



### Page 84

### 1 Look and read. Circle True or False.

- Ask students to open their books at page 84 and look at the pictures in exercise 1. Invite the children to describe them. Ask: Who are they? What are they doing? Where are they? etc.
- Students then read sentence a. Make sure they understand it and ask: Is that true or false? Ask them to say why and let them continue individually with the rest of the sentences. Tell them to think about what they know about the family before giving their answers.
- Check the answers with the whole class and clarify any doubts.

### Answers:

a. True b. False c. True d. False

### Read and circle the right option.

- Ask students to look at exercise 2 on page 84 and read the sentences silently.
- Students then choose one of the options given in each sentence. If you wish, they can work in pairs.
- Once they have finished, check the answers with the whole class and clarify any doubts. Whenever their answers are different, ask the students to justify their choices before telling them which the right option is.

### Answers:

a. parents b. grandparents c. children

### Match the sentences in exercise 2 to the pictures.

- Ask students to read the sentences in exercise 2 and say which pictures in exercise 1 they refer to.
- Tell students to write the corresponding letters next to each photo.
- · Check their answers by pointing to the pictures and clarify any doubts.

### 4 Listen, repeat and write.

- Draw a quick picture of an elephant on the board and ask what it is. Drill the pronunciation of elephant. Ask what sound it begins with.
- Write Letters for the ten elephant guests on the board.

Check understanding of letters (if necessary, show a picture) and quests.

- Ask students to read the sentence to themselves and count how many times they hear the sound /e/. Have them write it down.
- Play the first sentence in Track 41, where the narrator says the sentence. Ask students to compare the number of /e/ sounds they hear now. Ask them if it was the same. (4)
- Ask students to practise saying the sentence with a partner.
- Now ask them to look at the words in the box at the bottom of page 84. Tell them to read them to themselves, then to listen and repeat as you play the first part of the recording.
- Write "elephant words" on the board and explain that the narrator will ask them to circle the "elephant words". Explain that "elephant words" are words that have the sound /e/ in them.



### Listen, repeat and write.

Man: Letters for the ten elephant quests.

Help. Help.

Fly. Fly.

Hotel, Hotel.

Head. Head.

Five. Five.

Bed. Bed.

Now, listen to me and circle the elephant words.

Woman: Is this an elephant word? Listen and say Elephant or No.

Woman: Help.

Man: Elephant.

Woman: Fly.

Man: No.

Woman: Hotel.

Man: Elephant.

Woman: Head

Man: Elephant.

Woman: Five.

Man: No.

Woman: Bed.

Man: Elephant.

Woman: Well done!

Man: Now write!

### Page 85

### 5 Listen and complete the sentences.

- Ask the children to open their books at page 85, activity
   5. Focus attention on the words in the word box. Explain that they are going to listen to the unit song and they have to complete each verse with a word from the box.
- Tell them to read carefully and guess or try to remember which word goes in each space. Ask them to write in pencil.
- Then play the song and give them time to check/change their answers.
- Ask them to check their answers once more while you play the song again.
- Invite volunteers to read out the song for the rest of the class to check their answers.



### Listen and complete the sentences.

Mother, father, busy parents, do the shopping, make my lunch.

Grandma, grandpa, the grandparents, help the children with their chores.

### 6 What about you?

- Read out the first question and elicit answers from the class. At first, allow them to answer naturally, for example: My father.
- Then write *My father* on the board and encourage them to complete the sentence: *My father does the shopping*.
- Ask the children to read **b** and **c** silently and write about themselves.
- Invite some of the children to read their answers to the class.

### Page 86

### Look and write the sentences.

- Ask the children to open their books at page 86, to look at the page for one minute and then close the books.
   Ask what they remember from the page.
- Show the class only the two pictures at the top of page 86 and elicit the sentences below them. Write them up on the board.

- Ask children who else they remember from the page and write *The grandparents* on the board. Under this, write *guests/with/the/help*, as in **7.a**, page 86. Ask students if they can make a sentence. Give them time to think. Elicit the correct sentence and write it on the board: *The grandparents help with the guests*.
- Now do the same for sentence **b**: They don't make lunch.
- Ask children to open their books at page 86 and do activity 7.

### Answers:

**a.** The grandparents help with the guests. **b.** They don't make lunch. **c.** The children don't do the shopping. **d.** They help with the animals. **e.** The parents make lunch. **f.** They don't help with the animals.

### • Listen and number the photos.

 When they finish, check answers, then listen and number the photos.



### Listen and number the photos.

Narrator: Number 1.
Boy: Shhh! We are coming! Here's your food, Neddy!

Narrator: Number 2.

Woman: Hello! Good morning!

Grandpa: Good morning! Are these your bags?

Woman: Yes, thank you very much!

Narrator: Number 3. Mum: Where's the bread? Dad: It's here, look. Mum: Good, thanks!

### Page 87

### 8 Read and draw the time.

- Ask the children to open their books at page 87, activity
   8. Ask them what time it is on the first two clocks (half-past twelve and one o'clock). Ask them: What happens at
   12.30? (My parents make lunch.) Ask: What time do they
   finish? (One o'clock.).
- Ask students to look at **b** and say what happens at one o'clock. After they have answered, ask: And what time do they finish lunch?
- Ask students to look at c and ask: What do they do after lunch? After students answer, ask: And what time do they start? Instruct them to draw the hands on the clock.
- Stronger students should be able to complete the activity individually. For weaker students, continue as above for all the clock faces.

### 9 Write *True* or *False* and complete with the correct information.

- Read sentence **a** aloud and ask if it is true or false. It is already completed, so students will answer false. Ask what the correct time is.
- Have students answer true or false for **b-d**. The sentences can be written out for homework

### Answers:

**b.** False. The parents make lunch. **c.** False. The children go to school by bike. d. False. At 5 o'clock they have tea.

### Page 88

### 1 Look and circle *Good* or *Bad*. Then listen and point.

- Ask children to look at the picture on page 88 and to circle things that are good and things that are bad.
- Then ask them to read sentences **a-d** under the picture and decide whether those things are good or bad. Instruct them to circle Good or Bad in pencil.
- Now play Track 44 for children to check their answers. Play it once, then pause to allow them to correct any errors. Play it again for them to check their answers.
- You can also discuss why those things are good or bad and the consequences for the environment.



### Look and circle Good or Bad. Then listen TRACK 44 and point.

Papers are floating in the sea. The children are collecting the balloons. A man is helping the children. The parents are watching the children.

a. Bad, b. Good, c. Good, d. Good.

### Unscramble the sentences.

- Now ask the children to look at the sentences at the bottom of the page. Write the first jumbled sentence on the board and ask what the first word is. Ask the children how they know (capital letter). Write *The* on the board. Elicit the next word and then the rest of the sentence.
- Allow children to work on **b** and **c** individually, then elicit the correct sentences from the class and write them on the board.

### Answers:

a. The dolphin is jumping. b. The dog is running. c. The shark is swimming.

### Page 89

### Write and draw.

 Ask students to open their books at page 89. First, ask the class to write the missing letters to complete the words. Then, tell them to draw the missing pictures they wish to choose from Unit 2 and write the words. When they have finished, invite students to compare their work with a partner.

### Answers:

dolphin, helping, playing, reading, running, swimming.

### Page 90

### Read and say.

- Ask children if they can remember the story on pages 22-23. Prompt them by asking: What are the children doing? What do they see? What is the grandmother doing?
- Explain that they are going to read a poem about the story. Make sure you have it photocopied and cut up into the eight lines beforehand. Give one set to each group in the class. Tell them to read the cut-up poem and try to guess the order. Give them time to do this.
- After they have put the sentences in order, tell them that you will read the poem twice for them to check their order and correct it if necessary. Read the poem twice, pausing between times to allow them to reorder their strips of paper.
- After listening twice, ask children to open their books at page 90 and check their order with the order in the book. Now read the poem again, this time for the whole class to join in. You can also mime the actions, if vou wish.
- Invite three or four students to ask the questions at the beginning of the verse. The rest of the class will answer by reading the remaining three lines.

### In the water

What are they doing? They're swimming. They're jumping. They're happy, hey!

What can they see? It's a big shark! They're shouting. They're swimming back!

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### Read number 4 again. Point to the pictures in order.

 Give children time to look at the three pictures and imagine what the order is. Then read the poem again or ask half the class to read it while the others point to the pictures in order.

### Write the sentences using full stops.

- Ask the children how we know when a sentence begins and how we know when a sentence ends. Ask them to copy the three sentences on page 90 in their folders, including capital letters and full stops.
- For stronger classes, this activity may be done as dictation. Without opening their books, children should prepare to write in their folders. Tell them that you are going to read three sentences. Ask them to remind you what we put at the beginning of a sentence and what comes at the end. Ask them to get ready to write. Say *One*, and then read the sentence. It is up to them to remember spelling, capital letters and full stops. When they finish, ask them to open their books at page 90 and correct their work. Then ask them to dictate the sentences to you and write them on the board. Pretend to forget the capital letter at the beginning and the full stop and encourage them to remind you.

### Page 91

### Choose the right option to complete the sentences.

- Ask the children to read the words in the box at the top of page 91 and check that they know the meaning of all of them. To do this, you can ask them to mime the actions.
- Tell the students to read the sentences and complete them with the words from the box. They can do this either individually or in pairs.
- Once they have finished, check their answers and clarify any doubts.

### Answers:

a. watching b. swimming c. playing d. jumping e. walking.

### Read exercise 7 and draw.

- Tell students to read the sentences in exercise 7 again and imagine the whole scene at the beach. Ask them to describe what they see.
- Then tell the children to read the sentences to themselves once more and draw the scene in the space at the bottom of page 91.

## UNIT 3

### Page 92

### 1 Listen and point. Then colour the people.

- Ask students to open their books at page 92, activity 1.
   Ask them to name the things that they can see on the page. (jugglers, clown, acrobats, rope, trapeze, balls)
- Tell the class to listen and point to the things they hear. Play the recording. Repeat the activity.
- Tell the class that they are going to follow your instructions to colour the picture. Give instructions like: Colour the balls blue and red. Colour the clown's hat green. Colour the acrobats yellow. Colour the jugglers, orange, etc.



### Listen and point. Then colour the people.

Acrobats and jugglers, In colours, in costumes, Acrobats and jugglers, And I can see clowns!

Acrobats are flying, Up on the trapeze, They're climbing the ropes, And they're looking at ME!

### 2 Answer the questions about you.

- Tell the class to answer the questions, using Yes, I can or No, I can't.
- Once they have finished, students compare answers.
- Walk around and ask different students the questions.

### Page 93

### Listen and colour.

- Ask students to open their books at page 93, activity 3.
   Ask them to say the numbers on the page. Practise the colours of the rainbow.
- Play Track 46. Stop after the first item to ask the class what they have to do.
  - Play the recording again, pausing after each instruction.



### Listen and colour.

### RACK 46

14. Yellow.

25. Red.

38. Green.

33. Blue

19. Red.

29. Black.

37. Yellow and green

25. Black and white.

### Write the corresponding numbers.

- Do the first example on the board to show the class what they have to do.
- Students complete the numbers and then compare answers.

### Answers:

a. 14 b. 38 c. 19 d. 25 e. 33 f. 29 g. 37 h. 25

### **5** Listen and say. Then number the lines from 1 to 6.

- Play Track 47 and ask the children to listen carefully. Play the recording again and pause after each line. Ask the class to number the lines in order.
- Invite volunteers to read out the whole poem in the correct order. Write it on the board. Repeat it with the whole class.
- Volunteers could do the actions in time with the chant.



# Listen and say. Then number the lines 1 to 6.

Left hand, right hand, climb the big trapeze, nineteen, twenty-one, twenty-seven, twenty-eight, twenty-nine, stretch, stop, Don't look down! Wow!

### Page 94

### 6 Write and draw.

Ask students to open their books at page 94. First, ask
the class to write the missing letters to complete the
words. Then, tell them to draw the missing pictures
they wish to choose from Unit 3 and write the words.
When they have finished, invite students to compare
their work with a partner.

### Answers

acrobat, climb, costume, rope, throw

### Page 95

### Read and say. Then match.

Write two columns on the board.

happy man
throwing slow
girl sad
woman catching
fast boy

- Tell the students to work in pairs to match opposites in the two columns. Check answers with the class and match the words on the board.
- Practise pronunciation.
- Play a memory game. Say a word from the first column and ask the class to say the opposite. Rub out the second column and continue the game.
- Tell the class to play the game in pairs for a couple of minutes
- Ask students to open their books at page 95. Read the poem for the students to listen and read.
- Ask the class to match the words in the "poem" to the pictures.
- Read it again and ask students to listen carefully. Focus on pronunciation of problematic words. Tell the class to read the poem, one line each around the class.

### 8 Find five words.

 Ask students to open their books at page 95, activity 8 and look at the word snake. Ask them to find five words and write them below.

### **Answers:**

a. catch b. clown c. acrobat d. juggler e. throw

# UNIT 4

### Page 96

### 1 Listen and circle the sports in the text.

Ask students to open their books at page 96, activity 1.
 Ask them to identify the sports represented by the icons.
 Tell them to listen to the song and circle the icons of the sports in the song.



### Listen and circle the sports in the text.

### We love sports

Football, hockey, and tennis, Football, hockey, and tennis, Basketball and cycling, Which sport is best?

Let's watch the football match. Let's watch the tennis match. Let's watch the boys race. Let's all shout hurray!

Football, hockey, and tennis, Football, hockey, and tennis, Basketball and cycling, Which sport is best?

### • Draw two more sports from the text.

 Students think of different sports and draw icons to represent them. Set a time limit of three minutes. Ask different students to show the class their icons. Ask the class to guess what the sport is.

### 2 Answer the questions about you.

- Answer the questions with information about yourself.
   Give simple explanations of your choices.
- Tell the class to answer the questions and then compare with a partner. Ask different students around the class to read out their answers.

### Page 97

### 3 Listen and complete the table.

- Ask students to open their books at page 97, activity
   Explain that they are going to listen to information about four different sports. Tell them first to listen to the names of the four sports.
- Play Track 49. Tell the class to compare notes and write the four sports in the table.
- Tell them to listen again and complete the Number of players column. Play the recording once more and instruct students to compare their answers.
- Play Track 49 again and check answers.



### Listen and complete the table.

Boy: Tennis, rounders, netball and basketball are team sports. In all four, you play in teams.

Man: In tennis, the team can be very small, one player. You can also play on a team of two players.

Girl: In rounders, there are nine players on a team.

Man: In netball, there can be twelve players on a team.

Woman: And in basketball there can be fifteen players on a team.

### • Cross out the sport that is not on the list.

• Students cross out the picture (football).

### 4 Write about your favourite sport and draw its icon.

 Students complete the sentences about their favourite sport.

### Read and write about you.

- Read out the first question. Ask the students to put up their hands if they play basketball. Write the number on the board and then the sentence: ... children in our class play basketball.
- Ask the remaining question.

### Page 98

### 6 Write and draw.

Ask students to open their books at page 98. First, ask
the class to write the missing letters to complete the
words. Then, tell them to draw the missing pictures
they wish to choose from Unit 4 and write the words.

### Answers:

basketball, hockey, team, player

### Page 99

### Read and write.

Students work in pairs to complete the crossword.
 Check answers with the class.

### Answers

Across: 3. TENNIS 5. MATCH 6. PLAYERS 7. BASKETBALL 8. CYCLING Down: 1. FOOTBALL 2. TEAM 4. HOCKEY

# 8 Now answer the questions in exercise 7 in your folder.

- Students write their answers and then check them in pairs.
- Then ask the whole class the questions to compare answers.

# UNIT 5

### Page 100

### Look and match the pictures to the sentences.

 Ask students to look at activity 1 on page 100 and to write number 1 or 2 next to sentence a. Check their answers and then allow them to do the same for sentences b-d.

### Answers:

**a.** 1 **b.** 2 **c.** 1 **d.** 2

### 2 Listen and tick ( ✓ ).

- Ask students to look at the table and think about where the people in the pictures work – inside or outside. Ask them to put a tick in the correct column –in pencil, so they can change it, if necessary, when they listen.
- After they have made their predictions, play the first part of Track 50 (the interview with the vet). Ask them afterwards: What does she do? (She's a vet). And is she working inside or outside? How do you know?
- Continue in this way for all the recordings. Stop after each one for students to check their answers.



### Listen and tick.

Vet: Your dog is fine, Tina. What a nice dog!

Doctor: Nurse, can you help me, please?

Police officer: Yes, I can help you. The school is next to the bus station. Excuse me, sir. Please, move your car, you cannot park here.

Baker: Mmm, I'm hungry. Woman: It's hot. Ufff.

Teacher: Good morning, children.

### Answers

Inside: vet, doctor, baker, teacher Outside: vet, police officer

### **3** Read and write.

- Ask the children to look at this activity and fill in the missing words. Do the first one together –write it on the board and ask the class to tell you which word goes in the space.
- When you have done this, allow the class to do b-e individually.
- Check answers by selecting students to read the sentences they wrote.

### Answers:

a. inside b. work inside c. work d. work inside e. Police officers

### Page 101

# 4 Read the chart, count all the letters for each route and then answer the questions.

• Show the picture on page 101 (but not the box with text and numbers).

Ask the students to look at it carefully, without speaking, for 30 seconds. Then run your finger along Sam's path and say: *These are the places where Sam goes to. What do you think this place is?*, pointing to the red cross. *And this place?*, pointing to the music symbol; *and this place?*, pointing to the notebook.

- Then ask one student to tell you the three places where Sam has to deliver letters. After this, ask the students to look at the picture for another minute and then ask them to tell you where Lucy and Betty have to go to deliver letters –have them try to guess what the symbols mean without looking at the list.
- After the students have guessed what the symbols mean, ask them to open their books and look at the list headed *Today's letters*. Ask them to read down the list and point to the symbol that illustrates each word. Ask students to compare with a partner.
- Now ask the students to answer questions a, b and c which are under the picture. Let them do a and then check the answer. Ask how they found their answer. (By adding the numbers of letters corresponding to school, music shop and hospital.)
- When this is clear, allow them to do **b** and **c** on their own.
- Ask them to compare their answers with a friend, and if their answers are different, to do the calculations again.
- Finally, check the answers with the whole class.

### Ancware

**a.** He's got to deliver sixteen letters. **b.** She's got to deliver thirty letters **c.** She's got to deliver twenty eight letters.

### 5 Read and tick ( ✓ ) about you.

- Ask the students to read the sentence in activity 5 and tick the words that apply to them.
- Ask some students what words they ticked.

### Page 102

### Circle six professions.

 Ask students to look at the snake at the top of page 102 and find six jobs written in the snake's body. Ask them to tell you the first one, before letting them find the other five on their own.

### Answers:

vet, baker, teacher, doctor, police officer, postal worker

### Complete the questions and answers.

- Ask the students to try to fill in the gaps in the questions first. Check answers in class.
- Then ask them to fill in the answers and compare with their partner. When they finish, allow them to colour the pictures.

**Answers:** Hello! What do you do? I make bread and cakes. Hello! What do you do? I'm a police officer. I work in the street / police station.

# 8 Break the code and write the questions in your folder. Use the alphabet!

 Allow fast finishers to go onto this section and break the code. Other students may finish it later, or for homework.

**Answers:** What do you do? Where do you work? (The numbers mean the order of the letters in the alphabet.)

### Page 103

### Read and write.

 Do one or two examples with the class if you think it is necessary.

### Answers:

Down: 1. VETS 2. STREET 3. BRING 4. DOCTORS 6. BAKERS

Across: 5. BREAD 7. MAKE 8. POLICE

### • Now answer the questions in exercise 9.

- Tell the class to write the answers to the eight questions in their books.
- Ask them to compare their answers in pairs and then check them with the class.

**Answers: 1.** Vets take care of pets. **2.** Yes, they do. **3.** Yes, they do. **4.** Yes, they do. **5.** Yes, I/we can. **6.** Yes, they do. **7.** Yes, they do. **8.** Police officers work at the police station.

## UNIT 6

### Page 104

### Read and write.

- Ask students to turn to page 104 and to look at the picture of the lion at the top. Ask if it is symmetrical.
   Ask one student to read the sentence on the left-hand side of the lion aloud. Explain that this sentence is an example or model.
- Now students write two sentences on the right-hand side of the lion, similar to the model.
- Walk around and check their answers.

### Answers:

There is an eye on the left and an eye on the right. There are two legs on the left and two legs on the right.

### Draw and write.

- Ask students what animal is shown in the picture.
- Ask them to draw the bird's face and to colour it.
- Then ask them to label the picture.

### Answers:

There is an eye on the left and an eye on the right. There is a wing on the left and a wing on the right. There is one leg on the left and one leg on the right.

### What about you? Complete the sentences.

- Ask the children to look at the photo of the girl and ask the students if her face is symmetrical (yes).
- Ask them to complete the four sentences at the bottom of the page, using the words from the box.

Answers: a. symmetrical. b. the same. c. the same d. the same.

### Page 105

### Write and draw some new words.

Ask students to open their books at page 105. First, ask
the class to write the missing letters to complete the
words. Then, they draw the missing pictures they wish
to choose from Unit 6 and write the words. When they
have finished, invite students to compare their work
with a partner.

Answers: dive, fire, sail, sailors, sleep, weak

### Page 106

### 4 Complete the word spiders.

- Students read the words in the box and classify them according to the three categories in the spiders. If there are words they don't know or don't remember, explain their meaning.
- Once they have completed the spiders, ask them to compare their answers with a partner.

### Answers:

People: baker, doctor, vet, sailor, police officer, postal worker

**Actions:** bring, sail, cook, dive, work, sleep **Animals:** bee, ladybird, squid, ant, whale, dolphin

### Listen and point to the pictures.

- Tell students they will listen to different dialogues and they will have to identify which pictures are related to them.
- Play Track 51 and ask them to listen and point to the corresponding photos. Walk around to make sure they understand what to do.
- Repeat the activity, if necessary.



### Listen and point.

Narrator: One.

Teacher: Which is smaller, the whale or the seahorse? Boy: Oh, the seahorse! The seahorse is much smaller.

Narrator: Two.

Girl: Which insects can make honey?

Boy: Well... Bees can make honey. Bees can make lots of honey.

Narrator: Three.

Grandpa: Where can we get some bread and cakes for tea? Boy: Here! This is the baker's shop! And the baker makes very good

bread. Grandma says he's the best!

Grandpa: Ha, ha! OK! Let's get the bread and cakes here then!

Narrator: Four.

Woman: Brrrr! It's cold today! Let's make a fire! Man: Yes, I can help you. Let's make a nice, hot fire!

### Page 107

# Our Unscramble the questions and answer about Sinbad.

- Students read the jumbled words and put them in order to make questions.
- They then answer the questions and compare their answers with a partner.
- Once they have finished, invite some volunteers to read their answers to the class and clarify any doubts.

### Answers:

**a.** Is Sinbad a doctor? No, he isn't. **b.** Where is Sinbad making a fire? He is making a fire on the whale. **c.** Who is bigger, Sinbad or the whale? The whale is bigger than Sinbad. **d.** What can Sinbad see under the sea? He can see animals and plants. **e.** Who helps Sinbad? A squid helps him. **f.** Where can Sinbad go now? He can go home.

### Read and match the text to the picture.

- Ask students to read the text and ask you any questions they may have about it. Explain it is a riddle for them to guess.
- Once they have understood what they have to do, tell them to look at the three animals on the right and ask them what they are.
- Students then say which is the correct option and why.

Answers: starfish

### 8 Write a riddle in your folder and read it to the class.

- Explain that the text in exercise 7 is a riddle and tell them that they can use it as a model for a new riddle they will have to create.
- When everybody has finished, students share their riddles with as many partners as time permits.

### Pages 108-111

### **Pictionary**

- To revise and integrate vocabulary, students can read the words on the list, search for the corresponding illustration and complete with the corresponding 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,* etc. For example, you can tell the children to find who is running in the picture and answer with a complete sentence: *The children are running on the beach.* Or *Who is wearing a hat?*

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# Photocopiable activities - Answers

# UNIT O

### A Look and circle ten words.

ELEPHANT, FLUTE, TOE, HAND, SING, TWELVE, FIFTEEN, SIXTEEN, LION, DANCE

### B Read and tick.

Students tick their own answers and then work in pairs, asking a friend to answer the column on the right.

# UNIT 1

### A Read and write

### Across

- 3. Where do your grandparents live?
- 4. When do you help your parents with the chores?
- 7. Who helps your parents with the shopping?
- 8. How many children are there in your family?

### Down

- 1. Do your parents make breakfast?
- 2. When do you make your bed?
- 5. What is Alice, a woman or a child?
- 6. When do your parents do the shopping?

### **B** Answer the questions in exercise A.

Students use their own information to answer the questions.

# UNIT 2

### A Look and complete.

swimming, playing, reading, jumping, dolphins, shark

### **B** Draw your sea adventure and write a sentence.

Students make a drawing using the provided background and write a sentence about it.

# UNIT 3

### A Match the words to the pictures.

Students draw a line from each picture to the corresponding word. As there are five words and three pictures, there will be pictures that can be matched with two words (e.g. *clown – costume, juggler – throw*)

### B Now write a sentence with each word in exercise A.

Students write their own sentences using the words on the list in exercise A.

# UNIT 4

A Read and colour. Use orange for the basketballs, black and white for the footballs, blue for the bicycles, yellow and purple for the T-shirts and green for the trainers.

First, revise the vocabulary by asking the students to describe the picture. Elicit sentences with *There are some* ...

Then students colour the drawing according to the instructions in the title.

### **B** Look at the picture and complete.

Students complete the two sentences with information from the picture.

# UNIT 5

### A Match the pictures to the words.

Students draw a line from each picture to the corresponding word.

### **B** Now use the words to write three sentences.

Students write sentences using the occupations and work places mentioned in the previous exercise, e.g. *The doctor works at a hospital*.

# UNIT 6

### A Look and answer.

**a.** Which is bigger?

The dolphin is bigger than the cat.

**b.** Which is taller?

The giraffe is taller than the lion.

**c.** Which is weaker?

The rabbit is weaker than the shark.



A Look and circle ten words.















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12 16 15

B Read and tick.

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I can	Yes	No	Can my friend	Yes	No
a. swim.			a. swim?		
<b>b.</b> draw a lion.			<b>b.</b> draw a lion?		
<b>c.</b> play the flute.			<b>c.</b> play the flute?		
<b>d.</b> touch my toes.			<b>d.</b> touch his/her toes?		
e. count to twenty.			e. count to twenty?		
<b>f.</b> sing a song in English.			<b>f.</b> sing a song in English?	,	



A Read and write.





















 $Across \longrightarrow$ 

- 3. Where do your ... live?
- **4.** When do you ... your parents with the chores?
- **7.** Who helps your parents with the  $\dots$ ?
- **8.** How many  $\dots$  are there in your family?

**B** Answer the questions in exercise A.

Down

- 1. Do your ... make breakfast?
- 2. When do you ... your bed?
- **5.** What is Alice, a woman or a ...?
- **6.** When do your parents ... the shopping?



### A Look and complete.





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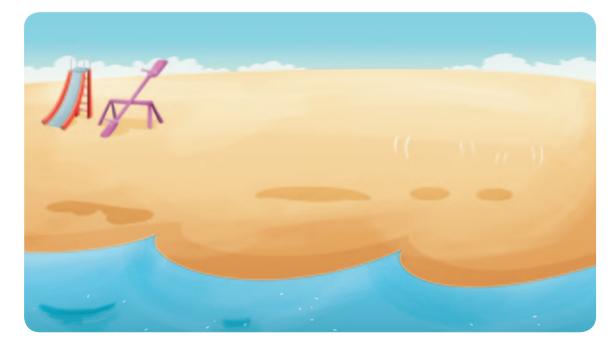


d\_\_\_\_i\_



\_\_\_a \_\_\_







A Match the words to the pictures.

juggler

costume

trapeze

clown

throw





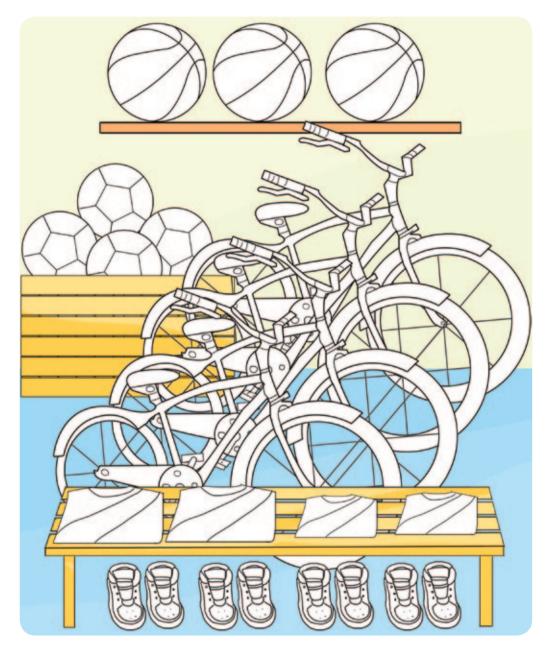


**B** Now write a sentence with each word in exercise A.

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A Read and colour. Use orange for the basketballs, black and white for the footballs, blue for the bicycles, yellow and purple for the T-shirts and green for the trainers.



**B** Look at the picture and complete.

There are \_\_\_\_\_

There are \_\_\_

A Match the pictures to the words.



**B** Now use the words to write three sentences.



### A Look and answer.





**a.** Which is bigger?

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The \_\_\_\_\_\_ is \_\_\_\_\_ than the \_\_\_\_\_\_.





**b.** Which is taller?





**c.** Which is weaker?





