

TEACHER'S BOOK

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In the HEY FRIENDS! Teacher's Book, you will find ...

Hey Friends! is a five-level series for primary school kids between the ages of 6 and 10. The primary objective of the series is to include the learning of English as a Foreign Language as part of the global education of the child. This means that the series focuses not only on developing an additional language as a social practice, but also on constructing world citizenship.

RATIONALE

Our world of experience is immersed in language. Under this perspective, language is a social practice rooted in culture. This series shares this belief and adheres to the plurilingual and intercultural perspective underlying the NAP LE (*Núcleos de Aprendizajes Prioritarios - Lenguas Extranjeras*, CFE, 2012). According to this approach, the main aim in the FL class is to reveal the intrinsic complexity and diversity of the languages and cultures present in the classroom and the curriculum. This perspective promotes multidisciplinary approaches and interweaves language learning with reflection and critical thinking, which are necessary to participate actively as citizens of the 21st century world.

CONTEXTS

Language is a resource to create meaning and it is always embedded in a social context. Thus, the social practices of speaking, listening, reading and writing should be the organising axis of the learning experience.

In *Hey Friends!*, children are exposed to language through meaningful contexts they can relate to because it is only by constructing those meaningful connections with the language around them that they can actually learn the target language.

The contexts chosen for **Hey Friends! 1, 2** and **3** are related to children's culture and everyday life experience: friends, celebrations, shopping, the house, healthy food, school life, technology, hobbies, jobs and holidays. Thus, the children will be able to use the language meaningfully to talk about themselves and their lives as well as to learn about the world that surrounds them.

LEARNING

VAK

• The series caters to different types of learners, since it offers **visual**, **auditory** and **kinesthetic** activities to explore and use language. The books invite children to search through the stories and sections looking for hidden objects, to sing along catchy songs and to engage creatively in crosscurricular projects.

Reflection

In keeping with the NAPs, *Hey Friends!* provides instances of metalinguistic and metacognitive reflection, which follow the children's cognitive development.

In levels 1, 2 and 3 the metalinguistic reflection is included in the Pupil's Book to support the children's awareness of how language works. Suggestions to carry out metacognitive and intercultural reflection are included in the *Teacher's Book* to support teachers' decisions on how and when to carry out these reflections according to the needs or contexts of their pupils.

Spiral learning

• The series encourages progressive autonomy in the social use of language following a spiral learning model that continuously interweaves new contents with previous knowledge. The contents are integrated through each unit taking into account comprehension and productive skills. Integration is extended into sections such as *Let's Read and Write, CLIL, Cool Kids* and *Round-up*.

THE WORLD OF FANTASY AND IMAGINATION

The characters in the series are the protagonists of magical stories which provide meaningful contexts in which the target language is used. Children's imagination is awakened in funny situations. Among the reading competences and practices developed, the inclusion of stories to be read and listened to for pleasure is a key feature of this course. Stories also promote the development of literacy, since children are expected to read images as well as text to follow the narration.

CROSS-CURRICULAR PROJECTS

Hey Friends! fosters integration with other areas of learning included in the primary school curriculum (NAPs). The **CLIL** section tackles Maths, Science, Social Studies and Technology contents, whereas Cool Kids provides instances of project work on values, citizenship and intercultural awareness. The variety of topics and tasks offers plenty of learning opportunities for pupils of different types of intelligences and learning styles.

	Well! The tents are ready! Can I sleep in the blue tent?
Julia:	Can I sleep in the blue term
	Yes, you can sleep in this
	tent with Jessie.
Julia:	And you can sleep in that
1	tent with Greg.
Greg:	Where are the suitcases?
Ben:	They're over there.
Der	Let's go and get them.
Greg:	Let's go and got mo



Greg: Jessie, can you help me? This suitcase is big and heavy! Lessie: Whose suitcase is it?

17 Choose an ending! Tick (/).



CULTURE

Language embodies culture, values, beliefs, attitudes and different views of the world. Culture can be expressed in the contexts in which communication takes place, in its participants, in the different genres and modes used. The series provides plenty of opportunities to discover aspects of everyday life in various cultures. Children will read about school life, celebrations, festivities, clothes, food, animal life, etc. in other parts of the world and will also be invited to share their own culture and customs.

This work fosters intercultural reflection, which aims at understanding, appreciating and respecting cultural differences. Reflection upon the aspects that make us similar and different helps to deconstruct stereotypes and to value diversity as a source of mutual enrichment.



Listening

recognise basic time words (e.g. days, months, seasons) and phrases about the weather in simple phrases and sentences. understand some basic words and phrases to show politeness (please, thank you, excuse me, sorry ...), greetings (hello, hi), leavetaking (goodbye, bye).

follow short basic classroom instructions (read, write ...) and simple negative instructions (don't go, don't use ...) if supported by pictures or gestures.

understand simple feedback from the teacher (Great! Excellent!).

recognise words and simple phrases related to familiar topics and adjectives in short basic descriptions or illustrated stories, e.g. personal information (name, age, nationality), numbers (1-100), colours, school objects, food, likes and dislikes, family, clothes, the house, routines, school subjects, technological gadgets, etc.

can understand the time of day when expressed by the half and the quarter hour.

can understand basic sentences or phrases about things people have and simple descriptions of their physical appearance and clothes. understand simple contractions (I'm, He's, I've got ...).

understand basic questions asking for basic personal information, information about objects or other people (What's your name? What colour ...? Is it ...? What is it? Do you like ...? How old are you? Are you ...? How many ...? Have you got ...? Has he got ...? Is there ...? What time ...? When ...? Whose ...?).

get the gist of a simple song or short simple stories if told clearly and supported by pictures or gestures.

can understand what people can or can't do from simple sentences.

can identify people from a short simple description of what they are doing.

Speaking

use basic informal expressions for greeting and leave-taking (hello, hi, goodbye, bye), for talking about how they are and feel (How are you? Fine, thanks. How are you feeling? Happy / tired) and for introducing themselves (I'm ...). ask and say the day of the week, the month, the weather and the season using basic phrases.

produce very short fixed expressions, using gestures to ask for help when necessary (Pencil, please.), to show politeness (please, thank you ...) and to take part in basic games that use fixed expressions. (My turn. Your turn ...).

recite a short simple rhyme, chant or song from memory or supported by choreographies.

give a simple evaluation using a fixed expression (yes / no, good / bad).

talk about school objects, colours, numbers (1-100), food, preferences (I like / I don't like), feelings, family, clothes (I'm wearing / He's wearing), the house (there is / there isn't), abilities, what someone's occupation is using simple phrases

answer simple questions about things they have and their daily routines using short expressions.

tell the time of day to the half and a quarter hour.

ask and answer simple questions related to personal information, information about objects or other people (name, age, colours,

quantity, preferences, possessions, parts of the body, physical description, clothes, places, possessions). describe objects using a few simple words (colours, quantity, descriptive adjectives) in a basic way.

can identify things that belong to them or other people using simple language.

read aloud familiar single words and simple phrases.

can ask about the location of an object using a basic phrase. can draw simple conclusions about people in pictures.

can say what people are doing at the time of speaking in a simple way.

Reading

recognise simple time words (days of the week, months of the year, seasons, weather conditions).

recognise a range of basic everyday nouns and adjectives (characters' names, school objects, colours, numbers 1-100, food, feelings,

family members, clothes, parts of the body, parts of the house, furniture, etc.). identify individual sounds within everyday words and link letters and sounds when reading words.

recognise key words and basic phrases in short simple cartoon stories. understand the relationship between words of the same vocabulary set (e.g. clothes, parts of the body).

understand basic sentences naming and / or describing familiar everyday items or people. understand basic phrases in short simple texts (cartoon stories, songs, chants). follow simple dialogues in short illustrated stories if they can listen while reading. understand simple contractions (I'm, She's, I've got, I haven't got, He's, etc.).

distinguish between a negative statement and a positive statement. can find proper names in short simple texts by looking for capital letters.

can understand a few simple phrases related to familiar everyday activities .

can understand basic sentences about what people have if supported by pictures.

can follow simple dialogues in short illustrated stories if they can listen while reading and can get the gist of a very simple illustrated story. can understand short simple descriptions of objects, people and animals if supported by pictures. can understand the information in a simple school timetable giving days and times of classes.

can understand simple informational materials containing familiar words, if supported by pictures.

can understand basic sentences about where things are.

can read the time when written as words.

can understand short narratives about everyday activities.

Writing

copy dates, familiar words or phrases.

label pictures related to familiar topics.

link letters to sounds when copying or writing basic familiar words.

write dates using numbers and words.

write some basic sentences referring to and describing everyday items, daily routines, abilities, possessions and activities.

can write numbers 1-100 as words.

write basic sentences introducing themselves giving basic personal information about daily routines and activities, use capital letters for names, days of the week, months and nationalities.

use an apostrophe when writing contractions.

write simple facts about themselves if given prompts or a model (e.g. name, age, physical description, likes and dislikes).

write basic sentences referring to or describing everyday items, people or places given prompts or a model.

link two simple sentences using and given prompts or a model.

can post simple messages online using basic expressions. can write short answers to questions about what or where things are.

can understand basic information about prices, times and dates in familiar contexts.

Integration & CLIL & COOL KIDS		Personal information. Routines. Preferences. COOL KIDS Endangered Animals (Science)	Personal information. Routines. Preferences. Physical description. CLIL Incredible animal facts (Science and Maths) COOL KIDS Our multicultural world (Intercultural awareness)	Personal information. Routines. Preferences. Physical description. Habitual actions. Ability. COOL KIDS Women's jobs? Men's jobs? (Social Studies)	Personal information. Routines. Preferences. Physical description. Habitual actions. Ability. CULL Numbers and currency (Maths) COOL KIDS Urban tribes (Intercultural awareness)	Personal information. Routines. Preferences. Physical description. Habitual actions. Ability. Clothes. Possession. COOL KIDS A better world (Citizenship)	Personal information. Routines. Preferences. Physical description.Habitual actions. Ability. Clothes. Possession. Actions in progress. CULI Natural Disasters (Science)
Production	l'm (Ben) and l'm (eleven). I live in l've got / haven't got Her / His name is l get up (at 8 o'clock). I like / don't like What do you have? When is ? What time do you?	It's (grey). It isn't (small). It has Pe got (a big mouth). It hasn't got (big ears). They are They have got / haven't got There is / isn't / there are / aren't	I play (the piano). I ride (the bike). I can but I ph can't It's easy / difficult. He can very well. She can't CL Participar de intercambios acerca Mi de las habilidades: Can you / he / she? Yes, she (In can . / No, he can't.	k in (a is a He / / She doesn't	I'm (not) wearing He / She is Pe (not) wearing The / Jeans) are in / on / under / The (jeans) are in / on / under / next to / between It's (Bill's) hoodie They're (Kin's) flip flops. aw	I'm (doing karate). He / She is / Pe isn't In this photo, she's (swimming). Cl She (swims) on Fridays. CC	It was / wasn't (sunny). We were / Pe weren't (at a hotel). Last (Monday) Yesterday Cl Yes, it was. / No, it wasn't.
Recognition	What's your name? How old are you? When is your birthday? What time do you? When ?	Are there? How many?	Can you?	What does (she) do? Where does (he) work?	What are you wearing? What is she wearing ? Is he wearing a? Whose is this / are they?	, e	Was it? Was he / she in?
Metalinguistic reflection	Introduce oneself personal information. Describe habitual actions. Express preferences.	Describe animals. Describe places.	Describe habitual actions. Express ability.	Describe jobs and habitual actions, Ask questions (Yes / No question, Wh-questions)	Describe clothes. Express possession. Describe position.	Describe actions in progress. Contrast habitual actions and actions in progress.	Describe weather conditions. Talk about the past.
Vocabulary	Characters. Routines: get up, brush my teeth, put on my clothes, have breakfast, go to school, have lunch, do my homework, play with friends, watch TV, have dinner, go to bed School subjects. English, Science, Maths, History, Music, Geography, P.E., IT, Art Days of the week and the time	Wild animals: tiger, snake, monkey, hippo, camel, giraffe, lion, penguin, crocodile, zebra, bear Descriptive adjectives: tall, long, short, big, small Parts of the body: ears, eyes, nose, mouth, legs, tail, neck	Free time activities: play basketball / tennis/ football, skate, ski, play the piano / the guitar / the drums, dance, sing, ride a bike / a horse, use a computer, cook, do judo, swim	Jobs and occupations: doctor, vet, police officer, l housewife, shop assistant / keeper, greengrocer, l waiter / waitress, baker, butcher, caretaker, teacher. Places: clinic, shop, hospital, school, restaurant Habitual actions	leggings, jeans, pyjamas, t, ski suit, flip flops	Free time activities: eating, writing, reading, taking a photo, listening to music, doing karate, playing volleyball, watching TV, studying	The weather: warm, cold, hot, cool, sunny, windy, cloudy, raining, snowing The seasons: winter, summer, spring, autumn Holiday places: seaside, mountains, farm
Unit	Welcome back! A new school year	Unit 1 At the Eco Zoo	Unit 2 Talents	Unit 3 At work	Unit 4 Fashion	Unit 5 Having fun!	Unit 6 Holiday snapshots

THE Hey Friends! 3 PUPIL'S BOOK

In Hey Friends! 3 there is a Welcome Unit, which revises the linguistic contents covered in the previous level, and six main units.

UNIT COMPONENTS

INTRODUCTION



ND WRITE

Presentation of the context (new items)

ACTIVITIES

Recognition and guided practice

REFLECTION CORNER

Metalinguistic reflection activities

GUESS TIME

Guessing games for the children to play in pairs

WENDY AND FRIENDS

A story featuring the characters

LET'S READ AND WRITE

Integrating activities

CLIL

Content and Language Integrated learning activities

COOL KIDS

Activities and project work on values, citizenship and intercultural awareness

ROUND-UP

WORKBOOK AND PROGRESS CHECK

INTERACTIVE DIGITAL BOOK:

Pupil's Book with audios included plus interactive Workbook activities



In each of the units, the topics are introduced by the characters in a contextualised situation followed by recognition activities. The following pages offer activities in which new contents are introduced and integrated with the previous ones, following a spiral model. These activities include listening to different texts, singing, matching, choosing, labelling, counting, ordering, reading and text production.

The **Reflection Corner** section aims at guiding children to discover how language works. The first focus is on meaning so that children reflect upon what is being expressed, and then on form, so as to work out the grammatical rules. This is followed by brief activities to apply and check what has just been learnt.

Emails from

old friends Greg Max

Cho WO s it sunny in R

eighty-sin



Vinit the sourcest team. Nendy was in Rome vith her Aunt Brunhild



and check

e's g w

Sh

It's Jim's C He's Mr Mille

Yes, it is.

He works in a

latch 11

is he?

loes she day

does he work?



The units include a **Guess Time** section where children play guessing games in pairs, which engage them in the active use of the new language. This is followed by Wendy and Friends, a story that integrates the contents of the unit in a meaningful context. Additionally, there is a Let's Read and Write section for each unit aimed at developing further literacy skills and increasing learner's autonomy in reading and text production.

18566 568

A very important section in Hey Friends! 3 is Content and Language Integrated Learning (CLIL), which offers contents and activities aligned with the primary school curriculum in areas such as Maths, Science and Social Studies. CLIL is followed by Cool Kids, a section which fosters citizenship and intercultural awareness while providing a plus in the linguistic development of the children. This section includes Project Work, an instance of personalisation in which children show and talk about themselves and the world that surrounds them. All these sections reveal the importance Hey Friends! places on productive skills.

(sin

GUESS TIME

Urban tribes id tick T for TRUE and F for FALSE

OTAKUS

Listen and p

There are two Round-up sections, one after unit 3 and the other after unit 6, which aim at providing a further instance of integration of contents (skills and linguistic items).



The series includes a built-in Workbook with two full pages with plenty of recognition and guided practice activities for each unit in the Pupil's Book. When the unit finishes, children are invited to evaluate and reflect upon their learning through the My Progress Check section. Here, children become aware of what they have learnt and what they can do. The workbook also includes a revision page that integrates contents every two units.

I can talk about .

I can ask and ans



My progress check

606

	what I am doing.
	what my friends are doing.
wer	what I am doing.
11 01	what my friends are doing.

THE Hey Friends! 3 TEACHER'S BOOK

The **Teacher's Book** is designed to guide teachers in the use of the course. It provides suggestions to tackle different teaching situations and offers tips to guide the pupil's learning process.

It contains:

- suggestions on different aspects of teaching and learning
- the annual plan (Planificación anual)
- easy-to-follow unit plans
- useful teaching notes on the *Pupil's Book* pages, *Reflection Corner, CLIL, Cool Kids, Let's Read and Write, Word Bank* and *Workbook* pages.
- ideas to work with and exploit the *Round-up* sections
- notes on evaluation and tests (with keys)
- photocopiable material: templates and flashcards for the routines, plenty of extra activities (with keys)

The teaching notes include:

- possible lead-ins for each topic
- step-by-step guidance for tackling each activity
- strategies to work on oral and writing skills
- guidelines to carry out metalinguistic, metacognitive and intercultural reflection
- comments on learners' expected production and possible difficulties
- suggestions for games and more integration activities
- ideas for curricular articulation
- audioscripts

TEACHING WITH Hey Friends! 3 CREATING AN ENGLISH-LEARNING ENVIRONMENT

Whether the school has a special classroom for the English class, or if the English teacher shares the classroom with the form teacher, it is important to have an area devoted to English or an English corner to create a literacy-rich environment. This space could include:

• classroom language posters, such as speech bubbles saying Please, Thank you, Can I go to the toilet?, How do you spell ...?, What's the English for ...?, etc. It is important to build up the corner as the children begin to need the phrases. This corner could also include a section with "Words difficult to spell" or "Words difficult to say", "Word of the week", etc.

• material for the routine: calendar, flashcards, posters, etc. (see below)

- the Classroom Word Bank, where you keep record of the new words learnt by the children. This will be built up progressively and should be used as a reference for both the teacher and the children.
- an area to publish pupils' productions
- classroom rules for the English class
- a list of stories that have been read and a flip-chart with songs that have been learnt.

ROUTINES

The use of daily routines is essential with very young learners because they provide a framework for the class which fosters self-confidence and progressive autonomy in the children. Starting a lesson with a routine gets children involved right from the beginning through songs, chants, fingerplays and simple choreographies that help break the ice and warm-up for the lesson. It is important to highlight that routines should be adapted and re-adapted as pupils begin to master them and should keep on challenging the children so as to maintain high levels of motivation.

The routine suggested for this level includes:

• a welcome song or chant

Hello Chant

Hello children, are you ready to start? Yes, we are. Yes, we are. Hello kids are you ready to play? Yes, we are. What's the game today? Hello guys, are you ready to work? Yes! Let's do some teamwork. Well, everybody, take out your books! Hey Friends! I love it, too!

- a calendar where children work on the days of the week, months and dates
- a weather chart (songs / chants for different weather conditions)
- seasons (songs / chants for the seasons)
- feelings (songs / chants for the seasons)

According to the characteristics (frequency, number of periods) of the English lessons, the routine could also include:

- present and absent pupils
- feelings
- strategies for choosing class helpers
- message or poem of the day

SONGS AND CHANTS

Songs and chants are natural to young learners. In the English class, they offer a starting point for developing oral skills in a fun and friendly atmosphere. They provide instances of meaningful repetition that fosters the rapid learning of new words and patterns.

Songs and chants can be accompanied by the use of flashcards to start "reading and writing" the song and simple choreographies, which will cater for visual, auditory and kinaesthetic kids. Once pupils know the songs by heart, the lyrics can be presented to reflect upon the graphophonic relationship between sounds and written words and to develop literacy through finger reading and word hunting. They can also create new lines for the songs they already know.

STORIES

Stories play a major role in the world of young children. They foster imagination, creativity and provide a wonderful context in which language is used naturally and meaningfully. Hey Friends! 3 includes a story featuring the main characters. It is important to create a special atmosphere before working with stories. Children could be invited to sit in a circle near the teacher by means of a chant or song that anticipates that a story is coming. Before listening to the story, it is essential to work on predictions and activate pupils' previous knowledge about the characters, topics and situations included in the pictures. Children could follow the story by pointing to the pictures with their finger. After the story, the children could check their predictions with the teacher, share their understanding and comment on it. The focus of these interactions should be on the story as a whole and its implications and not on purely linguistic aspects. For example, questions such as What colour is ...? What's this? etc. should be avoided at this stage. More suitable questions will be suggested in the teaching notes for each unit.

ACTIVITIES

Activities in *Hey Friends! 3* are designed to contribute to the teaching of English as a social practice by creating opportunities of genuine social interaction. These activities aim at the development and integration of the four communicative skills: listening, speaking, reading and writing. Most of the activities can be expanded to provide more challenging learning opportunities, while the demand in the oral and written production appropriate for the different learners' experiences is catered to in the *Teacher's Book*.

This level provides the environment for children to construct meaning and purpose in their use of language. Meaningfulness is achieved by having both a linguistic and a non-linguistic purpose in each activity, i.e. a reason to use language that goes beyond mere practice, such as participating in a game, reflecting upon cultural differences (for example celebrations, traditional clothes, etc.), reacting to a story, etc. In this *Teacher's Book*, the teacher will find step-by-step guidance to get started right from the beginning.

The activities are organised into exposure, recognition and guided practice activities. Exposure activities aim at introducing the children into the learning experience. At this age and level, this means the first encounter with the areas of experience (new vocabulary) mostly by means of various resources and strategies (games, songs, chants, stories, etc.). For learners to become progressively autonomous users of the language, recognition and guided practice activities follow the exposure. Recognition activities provide a challenging but safe instance at which learners confirm or reject the hypotheses they have been constructing about how language works. Guided practice activities are a step forward at which learners are empowered to take greater control of language and begin to produce their own meanings.



This progression is not linear but spiral-like, and provides scaffolding throughout the way. In *Hey Friends! Teacher's Book* special attention is paid to support the learning process (especially if it is the children's first year of English), and plenty of materials, suggestions and ideas are provided to attend to the needs of both the teachers and their pupils.

CLIL

Each unit is followed by a Content and Language Integrated Learning (**CLIL**) section in which children use language to learn about other areas of the curriculum: Maths, Social Studies and Natural Science. The choice of contents responds to the Núcleos de Aprendizaje *Prioritarios* for Key Stage 2 (2° Ciclo Educación Primaria) issued by the Ministry of Education of Argentina (2011):

- Social Studies: days of the week, months, seasons
- Natural Science: incredible animal facts, natural disasters
- Maths: large numbers, numbers and currency

COOL KIDS

Each unit finishes with the **Cool Kids** section. In this section, the children work on citizenship, learn about other cultures and are invited to explore their own traditions and customs. To round up the section, there is a **Project Work**, which is an instance of personalisation in which children show and talk about themselves and the world that surrounds them. The choice of contents responds to the *Núcleos de Aprendizaje Prioritarios* for Key Stage 2 (*2° Ciclo Educación Primaria*) issued by the Ministry of Education of Argentina (2011):

- Social Studies: gender stereotypes, making a better world
- Natural Science: endangered animals, extreme weather conditions
- Intercultural awareness: Our multicultural world, urban tribes

THREE TYPES OF REFLECTION

According to the Núcleos de Aprendizajes Prioritarios (NAP) Lenguas Extranjeras, the instances of reflection are contents that should be dealt with as part of the teaching and learning process. As such, they are part of the daily class planning since the work on reflection is as important as the work on the four skills mentioned before. The work on reflection means that children should approach learning actively after having been exposed to meaningful input by means of building up hypotheses through interaction with the teacher so that they can make connections between their previous knowledge and the new learning experience (linguistic, cognitive or cultural). The teacher's role in this process is that of guidance and not one of explicit instruction or explanation.

The NAPs LE refer to two types of reflection:

- reflection on the language being learnt or metalinguistic reflection
- intercultural reflection

Metalinguistic reflection refers to the learners' discovery of how language works by means of guiding questions provided by the teacher. This implies interacting with the children about aspects such as the graphophonic relationship between sounds and words, pronunciation and intonation, the meaning conveyed by the language used to perform different language functions (introducing oneself, describing objects, indicating possession, expressing preferences), the use of punctuation, the similarities and differences between the schooling language (Spanish), English and the learners' mother tongues in relation to spelling, word order, etc.

The objective of intercultural reflection is to recognise the linguistic and cultural diversity present both in the learners' community and in the English-speaking world, to highlight the importance of the written and the oral language as a vehicle to learn more about other areas of the curriculum and to expand the learners' cultural universe, to reflect upon the similarities and differences of other cultures by exploring their everyday life, in aspects such as school life, celebrations, types of houses, families, food, etc. By reflecting upon other cultures, learners are able to identify the characteristics of their own cultural identity.

In addition to these two instances of reflection, the series fosters a third type: metacognitive reflection. This aims at reflecting about the learning process, the objective of that learning and the strategies that learners can put into practice to become more competent users of the language. To this aim, the workbook includes a My Progress Check section which can be easily completed by very young children and a Word bank at the end of the book which keeps record of the vocabulary learnt. The Teacher's Book includes further guidelines to work on metacognitive reflection all along the course with strategies for checking the activities, approaching reading and writing, and resorting to different sources of information that will expand the children's repertoire of metacognitive strategies. Working along these lines will help children become more competent users of the language.

INTEGRATION

The integration is a distinctive characteristic of the series. Special attention has been paid to the development of progressive autonomy in the social use of language according to the spiral learning model. This is achieved by building the new language on the learners' previous linguistic and non-linguistic knowledge. This concept is present all throughout the series in the progression of the contents and of the activities, which interweaves previous and new learning through songs, stories, games, projects and crosscurricular activities. A further instance of integration consists of the two Round-up sections included in this level. The *Teacher's Book* also suggests plenty of extra activities which aim at providing further instances of practice and integration of contents.



ASSESSMENT

In Hey Friends! 3 learning is the central concern. In this view, assessment should therefore be learner centered and it should contribute to the learning process, both of each individual learner and of the group as a whole. The objective of assessment is to gather relevant information in order to provide feedback that can generate more learning and to help teachers plan more effective classes. Assessment should not be equated with formal testing. There are alternative strategies to assess children's learning in a more communicative and natural environment, such as self-assessment and the use of portfolios. The series offers a concrete opportunity for children to assess their own learning in the My Progress Check at the end of each workbook unit, which fosters learner autonomy and increases their involvement in the learning process.

3 Read and circle.

Acle

Was Tina at the seaside

Was Mark with Tina?

Was Mark happy

Was it cold in the mour

t can talk about

I can ask and answer about

MID-YEAR TES

Was it cloudy?

Read and match. There is an extra option

No, he wasn't

Ves. she was

Yes, it was

Ves, he was

the weather.

the past. the weather

the past.

Heliol Tm Sam and Tm a vet. I work at a clinic in my city. I get up or seven o'clock on Monday and Tuesday and I get up or half past seven as Wednesday. Thursday, Friday and Saturday. I have to an out for breakdast of home. I go to the clinic by him, Mr Swagness.

bus. My favourite animal is the parrot. I don't work on Sunday, I listen to music and cook v

lily. I can't swim or play a musical instrument, but I can basisetball very well.

1 He gets up at 7.00 on Monday

2 He has h

COMPLETION

THIS CERTIFIES THAT

HAS COMPLETED **HEY FRIENDS! 3**

TEACHER

3 He goes to work by car

4 His foryourite ominand a

DATE

at the Eco Zoo. I get up at half past a and I have breakfast at home. I get up at hair past seve and I have breakfast at home. I go to the Eco Zoo by My favourite animal at the Eco Zoo is the camel.

On Saturday and Sunday I don't work. I play music with m rds. We've got a rock band. I can't play the drums, but I

play the guitar very well.

5 He doesn't work on So

6 Ho likes must

8 He can cook

7 He can play a mus

Yes! She was we

Nol It was sunny

Another way of assessing learning is to build up a portfolio with a collection of the children's productions. Portfolios relate assessment with metacognitive reflection since, in their selection of productions, children become gradually aware of how much they have learnt, how they have learnt and what they have learnt for. In other words, the portfolio is another instance of self-assessment.

Another source of assessment is summative tests. The series provides a test for each unit and Mid-Year and End-of-Year tests that integrate contents following a spiral and contextualized model. The activities are graded, going from recognition to guided production. Finally, to assess the completion of the level, **Hey** Friends! 3 includes a colourful certificate to be given at the end of the school year as an incentive to celebrate the children's achievements.

14

GAMES

Playing is part of children's lives and games provide a motivating, engaging and challenging context for learning. By playing, children learn to work cooperatively, to respect others, to follow rules and they build positive interdependence and individual accountability. Linguistically, games contribute to the internalisation of the new lexis.

Although some of the games suggested here imply some degree of competitiveness, the teachers should foster healthy competition stressing cooperativeness, respect for turn-taking and the value of boosting one another's self-esteem.

The following is an open list of possible games that can be played using flashcards, the board or materials present in any classroom. These games can be integrated in any of the units and can be used as instances of recognition or production.

MEMORY GAMES

Playing with one set of cards

- **Option 1:** The teacher puts a set of flashcards face down on the floor, board or desk and calls out one of the objects in the cards: *Pick up (blue). / Where's the (ruler)?* Children guess where the object is by turning over the card.
- **Option 2:** The teacher calls a certain number of children to come to the front of the classroom. She / he distributes the flashcards among the pupils but they keep the cards a secret. The teacher asks the class to guess: *Who has the (ruler)?* Another option is to distribute the cards among pupils, but they remain seated at their desks.
- **Option 3:** The teacher puts a set of flashcards face down on the board and writes a number above each card. Then, the teacher asks about one of the objects in the cards: *Where's the (ruler)*? Children guess where the object is by saying the number.
- **Option 4:** The teacher puts a set of flashcards face down on the board and writes a number above each card. Then, the teacher asks: *What's in number* (*three*)? Children guess and say the object in the card.
- **Option 5:** The teacher draws a double-entry chart on the board with one category on top (e.g. numbers) and another one on the left (e.g. colours). The cards are placed face down in the resulting cells. The teacher asks about one of the objects in the cards: *Where's the (ruler)*? Children guess where the object is by naming the intersection: (*two*) (*blue*)!

	1	2	3
GREEN			
BLUE		Participante o	
RED			

Playing with two sets of cards

These games can be played to provide input (the teacher names the cards as the children choose them: *Red and blue. Match or no match?),* recognition (the teacher asks about the cards: *Is that red or green? Where's the other red card?)* or production (the children name the cards they have chosen).

- **Option 1:** The teacher puts two identical sets of flashcards face down on the floor, board or desk. Children take turns to find the pairs by turning over two cards at a time.
- **Option 2:** The teacher draws a chart (see below) with 2 numbered rows on the board. The teacher puts two sets of identical flashcards face down below the numbers in each of the two rows, in any order. Children guess where the pairs are by saying the numbers.



- **Option 3:** The same as the previous option, but instead of using numbers in the two rows, one row has different colours for each slot. Children guess where the pairs are by saying the number and the colour: three and red.
- **Option 4 (literacy):** Any of the previous options of the game can be played by matching pictures to words instead of two pictures.

TPR GAMES

• Fast pointers: The teacher places a set of cards spaced out on the classroom walls. Progressively, he / she starts building up a sequence, starting with

only one item and then adding one or two more as the children become confident, e.g. *ice cream, meat, cheese*. First, the children hear the sequence, and then they point at the cards on the wall following the same order. The more items the teacher includes in the sequence, the more challenging the game gets. Children can use other parts of their bodies as pointers (*nose, head, eyes, fingers*, etc.).

- Jump the line: This game can be played in the classroom, in the playground or in the hall. The teacher draws a line dividing the space in two areas. The teacher can write the words Yes and No in each area (this is optional). The children stand on one side. The teacher shows a card and calls out *This is a ruler* or *Ruler!* If the card matches what the teacher says, the children jump to the Yes side. If it doesn't, they jump to the *No* side.
- Clap / Stand up / Stamp your feet if correct: The teacher shows a card and calls out *This is a ruler* or *Ruler*! If the card matches what the teacher says, the children perform the action (they clap, stand up or stamp their feet). If it doesn't, they stay quiet. The teacher then confirms or corrects the children's response.

MORE FUN GAMES

- Follow the sequence: First, the children place the cut-outs face down on their desks. Progressively, the teacher starts building up a sequence, starting with only one item and then adding one or two more as the children become confident, e.g. *ice crean, meat, cheese*. First, the children hear the sequence, and then they pick up the right cut-outs and order them on their desks following the same sequence. The more words the teacher says, the more challenging the game gets.
- What's missing? The teacher puts a set of flashcards face up on the board. One of the children is blindfolded, closes their eyes or leaves the classroom while another child or the teacher removes one of the cards from the board and asks: *What's missing*? The first child looks at the board and guesses the missing card.
- Little by little: The teacher reveals only part of a flashcard and asks *Is it a (ruler)*? The children answer *yes* or *no*. Another option is to ask *What is this*? to elicit the name of the object on the card.
- Funny windows: The teacher gets an envelope and cuts out two or three "windows" on it. Then, a flashcard is placed in the envelope and children open the windows and guess the object of the card. Another option is for children to tell the teacher which

windows they want him / her to open. In this case, the windows can have different shapes and sizes (big triangle, small circle, etc.) or colours. The envelope could also be made with *Eva foam* for more durability.



- **Snap!** Children play in pairs with two piles of flashcards face down on their desk. They turn over the card on top of the pile at the same time. If they match, they say *Snap!* and the name of the item in the card. The first child who says *Snap!* and the item wins the card. The one who collects the most cards is the winner.
- **Spooky!** The teacher places several flashcards in a bag or box and includes some flashcards with Spooky (with either his face or his name). Children take turns to take out a card from the bag / box. if they say it correctly, they get a point. If they pull out a Spooky card, they miss a turn.
- **Chinese whispers:** Children sit in a circle. The teacher picks a card, looks at it, puts it aside face down and whispers the word to the first child on his / her right. Then, that child whispers the word to the child on his / her right and so on. The last child says the word aloud. If the word matches the card, they all win.
- Lip reading: The teacher picks a card and mouths the word without revealing the picture to the children. They read his / her lips to guess the word.
- **Pictionary:** The children get into two teams. One member of each team goes to the board, picks a card and draws it. His / her team has a time limit to guess what the objects is.
- **Mimes:** The children get into two teams. One member of each team goes to the front of the classroom, picks a card and mimes the object in the card. His / her team has a time limit to guess what the objects is.
- I tell you, you tell me! The teacher picks a card and describes it without revealing the picture to the children, e.g. It's purple. It has pink, orange, blue, yellow and green spots. It's small. It's food. Yummy! Children guess the object in the card and say it: It's a sweet!

Articulación da	Autuation de contenidos con otras áreas		Ciencias naturales: Los animales en peligro de extinción	Educación Física: Los deportes olímpicos Matemática: los números del 1-1000 Ciencias Naturales: Los animales vertebrados y su clasificación (CLIL)
	Intercultural co	Respeto por los otros y sus diferen- cias (edad, genero, na- cionalidad) cionalidad)	La fauna ca- Ci racterística na de distintos an lugares del pe ex mundo ex	Las actividades habituales y olí habituales y olí libre en distintos lugares del Na mundo C C C C C
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca del uso de los pronombres (<i>I, you,</i> <i>he, s</i> he) y sus referentes. Reflexionar acerca de las diferencias en los sonidos en inglés y español.	Reflexionar acerca del uso de los pronombres (<i>it, they</i>) y su referente. Reflexionar acerca del uso de distintas estructuras en los textos descriptivos (<i>be</i> vs. <i>have</i> got). Reflexionar acerca de la concordancia entre los pronombres y el verbo, y entre el verbo y el objeto en la construcción <i>there + be</i> . Reflexionar acerca de las diferencias en los sonidos en inglés y español.	Reflexionar acerca del uso del lenguaje para expresar habilidades. Reflexionar acerca del uso de elementos de cohesión de elementos de un texto escrito (and / but). Reflexionar acerca de las diferencias en los sonidos en inglés y español.
	Sobre el aprendizaje	Reconocer las consignas para actividades. Identificar las estrategias adecuadas para resolver cada actividad. Administrar el tiempo adecuadamente.	Utilizar la información disponible en el libro para completar las actividades. Reflexionar acerca del proceso del proceso de escritura, la importancia de importancia de publicación para la publicación de la versión final.	Utilizar la información disponible en el libro para completar las actividades. Reflexionar cerca de maneras de organizar la información en un texto.
	Integración de contenidos	Producir textos en los que se incluya información personal, descripción de la rutina escolar y las actividades habituales.	Producir textos cortos en los que se incluya la descripción de una animal integrando la noción de cantidad y existencia.	Producir textos que incluyan información personal, la descripción de las habilidades e información acerca de las actividades del tiempo libre preferidas.
LENGUAJE	Producción / Interacción	Presentarse a uno mismo y a otros: l'm + name / My name is l'm + age. l live in l'm in the (fitth) class. The name of my school is My best friend is Describire interactuar acerca de la rutina escolar y las actividades habituales: Do you? When? Tget up at I have (milk) for (breakfast).	Describir los animales: ft's (grey). It isn't (small). It has got (a big mouth). It hasn't got (big ears). They are They have got / haven't got Describir los animales existentes en un lugar: There is / isn't / there are / aren't Intercade los animales there? Yes, there are. / No, there aren't. How many?	Describir las habilidades propias y de otros: <i>I can</i> but <i>I can't It's easy /</i> <i>difficult.</i> <i>He can</i> very well. She can t Participar de intercambios acerca de las habilidades: Can you / he / she? Yes, she can. / No, he can't.
PRÁCTICAS DEL LENGUAJE	Reconocimiento / Comprensión	Leer y / o escuchar para identificar los personajes: What's your name? How old are you? When is your birthday? Leer y / o secuchar para identificar las acciones habituales y la rutina escolar. Participar en interacciones acerca de las rutinas: What time do you? When? What do you have? Escuchar y leer una historia, poema o canción.	Leer y / o escuchar para identificar los animales y sus características. Leer y / o escuchar para identificar lo que hay o no hay en un lugar. Participar en interacciones acerca de lo que hay en un lugar: Are there? How many? Escuchar y leer una historia, poema o canción.	Leer y / o escuchar para identificar las actividades del tiempo libre. Leer y / o escuchar para identificar las habilidades de otra persona. Participar en interacciones acerca de las habilidades: Can you? Escuchar y leer una historia, poema o canción.
	Contextos / Vocabulario	Los personajes del libro Las rutinas: get up, brush my teeth, put on my clothes, have breakfast, go to school, have lunch, do my homework, play with friends, watch TV, have dinner, go to bed Las materias escolares: English, Science, Maths, History, Music, Geography, P.E.,IT, Art Los dias de la semana y la hora	Los animales silvestres: tiger, snake, monkey, hippo, camel, giraffe, lion, penguin, crocodile, zebra, bear Adjetivos descriptivos: big, small, tall, long, short Las partes del cuerpo: ears, eyes, nose, mouth, legs, tail, neck COOL KIDS: Endangered animals	Actividades del tiempo libre: <i>play</i> <i>basketball</i> / tennis / <i>football</i> / tennis / <i>guitar</i> / the drums, <i>guitar</i> / the drums, <i>guit</i>
Р	ebinU	Welcome back! Α new school year.	At the Eco Zoo	stnəlaT S

Planificación Anual Hey Friends! 3

PHOTOCOPIABLE

(continúa)

المعنفينا محتفهم ملم	contenidos con otras áreas	Ciencias Sociales y ESI: estereotipos de género en las profesiones y oficios	Matemática: Las monedas Resolución de situaciones problemáticas (CLIL)
	Intercultural	La rutina diaria en distintas culturas y lugares del mundo	Las tribus urbanas, sus costumbres y códigos de vestimenta
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca del uso del lenguaje para describir acciones habituales (Presente simple: 1 ^a y 3 ^a persona singular, afirmativo, negativo e interrogativo). Reflexionar acerca de la concordancia sujeto- verbo. Reflexionar acerca de los distintos tipos de preguntas (Wh-questions, yes / no questions) y el orden de las palabras en las preguntas. Reflexionar acerca de las diferencias de los sonidos en inglés y español, y la entonación en los distintos tipos de preguntas.	Reflexionar acerca del uso del lenguaje para describir la vestimenta (verbo wear). Reflexionar acerca de la concordancia sujeto- verbo. verbo. Reflexionar acerca del uso de las preposiciones de lugar para indicar ubicación. Reflexionar acerca del uso de distintas formas para expresar posesión genitivo, adjetivos posesivos). Reflexionar acerca de las diferencias de los sonidos en inglés y español.
	Sobre el aprendizaje	Reconocer palabras transparentes. Reflexionar acerca de la importancia de saber la hora para poder describir una rutina. Reflexionar acerca del importancia de hacer borradores y su e dición para la publicación de la versión final.	Identificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos tanto orales como escritos. Reflexionar acerca de las estrategias usadas para la solución de las tareas / actividades. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final.
	Integración de contenidos	Producir textos acerca de una persona y su ocupación, que incluyan información que incluyan información descripción de su rutina diaria y sus habilidades.	Producir textos acerca de una persona, que incluyan información personal hobulidadés y una descripción de su vestimenta.
L LENGUAJE	Producción / Interacción	Describir a otras personas, sus ocupaciones y su rutina: I'm a I work in He / She is a He / She doesn't He / She doesn't She doesn't Marticipar de intercambios acerca de las perisonas y sus ocupaciones. I What does he / she? Do they?	Describir la vestimenta de uno mismo y de otros: l'm (not) wearing He / She is (not) wearing Participar de intercambios acerca de las personas y su vestimenta: What are you wearing? What is she wearing? What is she wearing a? Describir la ubicación de las cosas: The jeans are in / on / under / next to / between Participar de intercambios acerca de posesión: Whose is this? It's (Bill's) hoodie. Whose are they? They're (Kim's) flip flops.
PRÁCTICAS DEL LENGUAJE	Reconocimiento / Comprensión	Leer y / o escuchar para identificar las ocupaciones. Leer y/o escuchar acerca de una rutina diaria para identificar información específica. Participar en interacciones acerca de las rutinas diarias: What does (she) do? Where does (he) work? Escuchar y leer una historia, poema o canción.	Leer y / o escuchar para identificar las prendas de vestir. Leer y / o escuchar para identificar posesión. Leer y / o escuchar para identificar la ubicación de las cosas. Participar en interacciones acerca de ubicación y posesión: Where is? Whose ? Escuchar y leer una historia, poema o canción.
	Contextos / Vocabulario	Las ocupaciones laborales: doctor, vet, police officer, housewife, shop assistant / keeper, greengrocer, waiter / waitress, baker, butcher, caretaker, teacher Los lugares de trabajo: clinic, shop, hospital, school, restaurant COOL KIDS: Women's jobs? Men's jobs?	Las prendas de vestir: hoodie, leggings, jeans, pyjamas, bathing suit, coat, ski suit, flip flops CLIL: Numbers and currency COOL KIDS: Urban tribes
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	Arriculacion de contenidos con otras áreas	Formación Ética y Ciudadana y Ciencias Naturales: el cuidado del medio ambiente y la mejor convivencia	Ciencias Naturales: desastres naturales y lugares con condiciones climáticas extremas (CLIL)
	Intercultural	El respeto por las preferencias y actividades del tiempo libre	La vida en lugares extremos
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca del uso del lenguaje para describir acciones en progreso (Presente continuo, 1ª y 3ª persona singular, afirmativo, negativo e interrogativo). Reflexionar acerca de las acciones habituales y en progreso en cuanto a significado y forma. Reflexionar acerca de los distintos tipos de preguntas. Reflexionar acerca de las questions) y el orden de las questions) y el orden de las palabras en las preguntas. Reflexionar acerca de los diferencias de los sonidos en inglés y español, y la entonación en los distintos tipos de preguntas.	Reflexionar acerca del uso del lenguaje para describir estados en el pasado (Pasado simple del verbo to be, afirmativo, negativo e interrogativo). Reflexionar acerca del uso del lenguaje para describir estados presentes y pasados. Reflexionar acerca de la concordancia sujeto-verbo. Reflexionar acerca de las diferencias de los sonidos en inglés y español.
	Sobre el aprendizaje	Utilizar la información disponible en el libro para completar las actividades. Identificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos tanto orales como escritos. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final.	Utilizar la información disponible en el libro para completar las actividades. Identificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos fanto orales como escritos. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final).
	Integración de contenidos	Producir textos que describan una fotografía de una persona, que incluyan información personal, su rutina, su ocupación y la descripción de las acciones en progreso y su vestimenta.	Producir textos integrando información personal, rutinas y habilidades, y que incluyan la descripción de un momento pasado.
LENGUAJE	Producción / Interacción	Describir las acciones en progreso: propias y de otras personas: l'm/ she's / he's + ing Participar de intercambios acerca de acciones en progreso: ls she / he (using)? Yes, he is. / No, she isn't. What is (Tom) doing? He's (eating).	Describir el clima: <i>It's</i> <i>rainy today.</i> Participar de intercambios acerca de la estación de año, el mes, el clima, la ropa y las acciones en progreso. progreso. progreso. <i>Pescribir momentos</i> pasados: <i>I was / wasn't</i> (with my family). We were / weren t (at a hote). Participar de intercambios acerca del pasado: Was <i>it</i> (cold)? Yes, it was. / No, it wasn't. Was he ?
PRÁCTICAS DEL LENGUAJE	Reconocimiento / Comprensión	Leer y / o escuchar para identificar acciones en progreso. Diferenciar las acciones en progreso de las acciones habituales. Participar en interacciones acerca de acciones en progreso: What is he? Escuchar y leer una historia, poema o canción.	Leer y/o escuchar para identificar las condiciones climáticas presentes y pasadas Leer y/o escuchar para Identificar información acerca de eventos pasados. Escuchar y leer una historia, poema o canción.
	Contextos / Vocabulario	Rutinas y actividades del tiempo libre: eating, writing, reading, taking a photo, listening to music, doing karate, playing volleyball, watching TV, studying COOL KIDS: A better world	Las condiciones climáticas: <i>warm</i> , cold, hot, <i>cool</i> , <i>sunny</i> , <i>windy</i> , <i>cloudy</i> , <i>raining</i> , <i>snowing</i> Las estaciones del año: <i>winter, summer, spring</i> , <i>auturn</i> Lugares de vacaciones: seaside, mountains, farm CCUL: Natural Disasters coolL KIDS: Extreme weather
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Planificación Anual Hey Friends! 3

Welcome Unit

Welcome Back! A new school year

LINGUISTIC CONTENTS:

Characters. Daily routine. School subjects. Introducing oneself and others, providing personal information, expressing possession, describing habitual actions, expressing preferences: I'm (Ben) and I'm (eleven). I live in ... I've got / haven't got ... Her / His name is ... I get up (at 8 o'clock). I like / don't like ... What do you have ...? When is ...? What time do you ...? (Metalinguistic reflection)

STARTING THE CLASS

• Greet the children and introduce yourself: Hello! I'm (Mercedes Andrade). My name is (Mercedes) and my surname is (Andrade).

- Ask the children about their names, surnames and something they like: What's your name? What's your surname? What do you like?
- Say a Hello chant (see p. 11).
- Do the routine suggested below.

• Play Find 2 people who... Elicit the questions they should ask in order to find out the information they want / need, e.g. Do you like carrots? Do you get up at 7? Do you go to school by bus? Have you got a laptop? Write them on the board and leave them there as Useful Language. Assign a time limit for the children to move around and complete the chart.

INTRODUCING THE DAILY ROUTINE

• If the children are familiar with the daily routine activities, they can start asking the questions themselves: What's the day? What's the date? What's the month? What's the weather like today? What season are we in? When does (autumn) start? (to calculate the number of days for the next season to start). What number lesson

TEACHING TIP!

You can make a poster with the questions and have it in the English corner as a reference for the daily routine. The children can ask and answer the questions following a chain: Child 1 chooses Child 2 and asks the first question. Child 2 answers and chooses Child 3 for the next question, and so on.

welcome back! A new school year

1 (02) (03) Sing.

2 6 4 Read and write the names of the children. Listen and check.

Ben Wendy Max Julia

Hi, I'm <u>Ben</u>. I'm eleven and a half years old. I live in New York with my family. I've got a best friend in London. His name is <u>Max</u>.





Hil Remember me? I'm **Julia**. I'm ten and a half years old. Ben is my brother. I'm in the fifth class. The name of my school is Lincoln Primary School. I've got a best friend, too. Her name is **Wendy**. She lives in London.

is it today? (to keep record of the number of lessons they have had so far).

INTRODUCING HEY FRIENDS! 3

4 four

• Present Hey Friends! 3 to the children. Show them the CHARACTERS flashcards and tell them to find them in the book: Find Julia! Find Ben!

• Challenge the children to find the following things in the book: **A PANDA BEAR** (p. 21), **A SCHOOL LABORATORY** (p. 45), **A MECHANIC** (p.52), **A CAMPSITE** (p.60), **A CAMERA** (p.68) and **AUNT BRUNHILDA** (p.86). Write the list on the board, to help the children recognise the new words.

1 Sing.

- ▶ Tell the children to open the book at page 4. Point to activity 1 and elicit what they have to do.
- Play the We're back to school song. Invite children to sing along. You can create a simple choreography for the children to follow.
- You can challenge the children to sing the karaoke version.





- Wendy. She lives in London. 3 Meet Ben and Julia's best friends.
- Tell the children to open the book at page 5. Point to activity 3 and elicit what they have to
- Read the options together and elicit what they refer to (name, age, birthday month).
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the correct options.
 - 1 Hi, what's your name? Hi, my name's Greg. How old are you Greg? I'm twelve. My birthday is in March.
 - 2 What's your name? My name's Jessie.
 - How old are you Jessie? I'm eleven.
 - When is your birthday? My birthday is in June.

4 Write about you and your best friend. Draw.

- Point to activity 4 and elicit what they have to
- Go over the photos and elicit the relationship between the children.
- Read the gapped text all together and elicit what information is missing.
- Choose one student and provide an example with his or her information orally.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School

FINISHING THE CLASS

- Finish the class: Time's up! Put everything
- Once they are ready, say the Goodbye chant (see p. 11 in Hey Friends! 2 Teacher's Book) and say goodbye.
- listen and check.

604) Track

1 Hi, I'm Ben. I'm eleven and a half years old. I live in New York with my family. I've got a best friend in London. His name is Max.

WU

STARTING THE CLASS

• Do the routine suggested in the Introduction.

5 Look, read and number. Listen and check.

- Tell the children to open the book at page 6.
 Point to activity 5 and elicit what they have to do.
- Draw the children's attention to the title "BUSY DAYS", write it on the board and brainstorm the children's daily activities, e.g. go to school, play basketball, do homework ...
- Focus on the pictures and elicit the activities.
- Allow some time for them to work on their own while you monitor.
- Play the audio to check.



- 1 l get up.
- 2 I put on my clothes.
- 3 I have breakfast.
- 4 I brush my teeth.
- 5 I go to school.
- 6 I have lunch.
- 7 I do my homework.
- 8 I play with my friends.
- 9 I have dinner.
- 10 I watch TV.
- 11 I go to bed.

6 Listen and write.

- Point to activity 6 and elicit what they have to do.
- Focus on the chart and elicit what information it provides and what is missing. Elicit the school subjects, the possible days and times.
- > Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the missing information. If necessary, play the audio again.
- As a follow-up, ask the children about the times and days of those subjects at their school.

Busy days 5 (06) Look, read and number. Listen and check. 0 8 I play with my friends 10 I watch TV. 1 J get up. 6 I have lunch. 2 I put on my clothes 11 I go to bed. 3 I have breakfast. 9 I have dinner. 4 I brush my teeth. 5 I go to school. 7 I do my homewor 6 (07) Listen and write When? Monday Wednesday Tuesday Thursday Friday What 10:15 8:00 11:45 9:30 11:00 time?

07) Track

Mark, when is the Maths lesson? It's on Tuesday at a quarter past ten. Tuesday at a quarter past ten?

Yes, that's right.

six

James, is the Science lesson on Monday? Yes, it is. It's on Monday at half past nine. What time? Half past nine.

When is the History lesson? It's on Friday. Is it at eight o'clock? Yes, it is. It's on Friday at eight o'clock. The Music lesson is on Wednesday at eleven o'clock. Yes, that's right.

Is the Geography lesson on Thursday? Yes, it's on Thursday at a quarter to twelve.





9 Answer.

.

Pupil's own answers

- 1 What time do you get up?.....
- 2 What do you have for breakfast?
- 3 When is the English lesson?

7 Read and match. There is an extra option.

- Tell the children to open the book at page 7. Point to activity 7 and elicit what they have to do.
- Ask the children to read the beginnings of the sentences quickly to find out what information is provided (the girl's routine).
 Go over each sentence beginning at a time and brainstorm possible endings.
- Allow some time for the children to work on their own.
- ▶ To check, ask the children to read the sentences they have formed. Ask them to justify their answers.

8a Read and write. There is an extra option.

8b Listen and check.

- ▶ Point to activity 8a and elicit what they have to do.
- ▶ Focus the children's attention on the photo. Tell them to read the text quickly in order to find the name of the boy and what the text is about.
- Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check. Ask the children to justify the correct choices by referring to the hints in the text.

08) Track

Hi, I'm Nelson. I'm ten years old. I go to school from 9:00 to 4:15. The name of my school is Kingston Primary School. My favourite subject is Geography. It's on Mondays at 2:30. I don't like Maths very much. At 4:15 I go home by bus. At home I do my homework and then I watch TV. I have dinner at 7:00 with my family.

9 Answer.

seven

- Point to activity 9 and elicit what they have to do.
- Read the questions together and make sure the children understand them.
- Allow some time for them to work on their own while you monitor.
- To check, invite some of the children in the class to share their answers. Interact about their routines to find similarities and differences.

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

STARTING THE CLASS

Do the routine suggested in the Introduction.

THE GANG OF 4 "Looking back"

BEFORE THE STORY

10 Who can you see in the pictures?

- ▶ Tell the children to open the book at page 8. Point to activity 10 and elicit what they have to do. Elicit who they can see in the pictures and where they are. Introduce the words *plane* and *airport*.
- Allow some time for the children to go over the pictures of the story quickly looking for characters. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the characters.

11 Look and listen to the story.

- Tell the children to close their books and write the following sentences on the board: 1. BEN HAS GOT A PICTURE OF UNCLE FRANKIE.
 2. JULIA HAS GOT A PHOTO OF AUNT BRUNHILDA. 3. IN THE PHOTO THERE IS FISH AND SALAD. 4. GREG AND JESSIE ARE AT THE AIRPORT. Ask the children to decide if the sentences are correct or incorrect.
- Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.



Ben: Look at Aunt Brunhilda! Julia: That's her strange restaurant! Ben: Yummy! Look at the fish and chips!

Julia: I love fish and chips! Ben: Ha! Ha! Ha! Look at Max! Julia: Max is fantastic! I miss him!

Ben: And I miss Wendy!

24



AT THE AIRPORT

- Ben: My suitcase is heavy!
- Julia: My suitcase is heavy, too!
- Ben: Look! Greg and Jessie!
- Julia: Hello, Greg! Hello, Jessie!
- Greg: Welcome home!
- Jessie: Hi, Julia! How are you? Julia: I'm fine, thanks! Can you
- help me? This suitcase is very heavy!

2 Choose an ending! Tick (/).



AFTER THE STORY

2(

13 Read the story again and write BEN, JULIA, UNCLE FRANKIE, AUNT BRUNHILDA.

1 Uncle Frankie	is very nice.
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Aunt Brunhilda has got a restaurant.

- likes fish and chips. Julia
- Ben and . Julia have got heavy suitcases

14 (10) Do you remember? Listen and circle T for True and F for Fals

F

T) F	3 (T) F	5 (T)
T F	4 T F	

At the airport

Ben: My suitcase is heavy! Julia: My suitcase is heavy, too! Ben: Look! Greg and Jessie! Julia: Hello, Greg! Hello, Jessie! Greg: Welcome home! Jessie: Hi, Julia! How are you?

Julia: I'm fine, thanks! Can you help me? This suitcase is very heavy!

12 Choose an ending. Tick (1).

- Point to activity 12 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board **OPTION 1: A PROBLEM AT THE AIRPORT.** 2: FUN AT THE AIRPORT. Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

- 13 Read the story again and write BEN, JULIA, UNCLE FRANKIE, AUNT **BRUNHILDA.**
- Point to activity 13 and elicit what they have to do.
- Encourage the children to answer the questions while going back to the story. Ask them to underline the part or parts of the text that iustifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.
- As a follow-up, invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc. Make sure they understand the new expressions: Great ideal, Strange restaurant!, I miss him! / Wendy, Welcome home!

14 Do you remember? Listen and circle T for True and F for False.

Point to activity 14 and elicit what they have to do.

- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, go back to the story.

10 Track

nine

- 1 Uncle Frankie has got an apple farm.
- 2 Aunt Brunhilda has got a strange restaurant.
- 3 Julia likes fish and chips.
- 4 Ben's suitcase is heavy.
- 5 Greg and Jessie are at the airport.

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

Unit 1

At the Eco Zoo

LINGUISTIC CONTENTS:

Wild animals. Descriptive adjectives. Parts of the body. Describing animals, describing places: *It is / isn't* ... They are / aren't ... She / He / It has got / hasn't got ... They have got / haven't got ... There *is / isn't* ... There are / aren't ... *Is / Are there* ...? How many ...? Who has ...? (Metalinguistic reflection)

Project Work COOL KIDS: Endangered animals (Science)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING WILD ANIMALS

• Write **ANIMALS** on the board and brainstorm what wild animals they know. Provide the English words for the animals they don't know. Make sure you include the animals included in the unit.

• Since they will provide animals in general, as a second step, write **WILD ANIMALS** and **DOMESTIC ANIMALS** on the board and elicit the difference among those types of animals.

1 Listen and number.

- ▶ Tell the children to open the book at page 10. Draw the children's attention to the picture and elicit the situation and the characters. Where are they? Introduce ECO ZOO and elicit the animals in the poster. Focus the children's attention on the **WILD ANIMALS** list on the board and as you show the flashcards, they identify the animal for you to stick the flashcard next to the word.
- Point to activity 1 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- \blacktriangleright To check, elicit the animal for each number.



11) Track

- 1 Look at the lion! It's angry.
- 2 Look at the bear! It's hungry!
- 3 Look at the tiger! It's big.
- 4 That animal has got a big mouth. It's a crocodile.
- 5 Look at that little animal. Is it a monkey? Yes, it is.

2 Read and match. Listen and check.

- Point to activity 2 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor. Remind them they can resort to activity 1 or the flashcards on the board if they need help.
- To check, play the audio making a pause after each item for the children to do the checking.



3 Listen and number.

- Tell the children to open the book at page 11. Point to activity 3 and elicit what they have to do.
- Go over the picture and ask the children what it is (a map).
- Show the new ANIMAL flashcards and stick them on the board. As you present them, ask the children to find them in the eco zoo map as fast as possible.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the number for each animal.
- As a follow-up, you can play a memory game integrating all the animals introduced so far.

13 Track 1 Snake 2 Zebra 3 Camel 4 Giraffe 5 Penguin 6 Hippo

TECHNO KIDS Real life task

• Draw the children's attention to the **TECHNO KIDS** section. Read the task together and surf the net to find the information.

• Make a poster with the findings. The poster can be displayed in the English corner or School board.

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

4 Read and write the animal.

- Tell the children to open the book at page 12. Point to activity 4 and elicit what they have to do.
- ▶ Go over the animals and elicit their names. Stick the flashcards on the board and interact about their characteristics: Are they big? What colour are they? etc. Use gestures to make yourself clear.
- Allow some time for the children to work on their own while you monitor.
- Once you have checked the names of the animals, ask the children to underline in the descriptions the adjectives used, focusing especially on *tall*, *long*, *short*, *big*, *small*. Make a list on the board and tell the children to find the opposites. Make a point of the two meanings of short (opposite of *tall* and of *long*).
- As a follow-up, tell the children to close their books and play a memory challenge: you provide information for them to say the animals.

5 Read and circle.

- Point to activity 5 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each sentence, eliciting the correct adjective.

REFLECTION TIME!

Draw the children's attention to Wendy and direct them to the **REFLECTION CORNER** on p. 96. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity. 4 Read and write the animal.





They are tall. They are brown, orange and white. They are from Africa. snakes They are long, they aren't short. They are red, black and white.



bears

They are brown

and very big.

They like fish.



penguins

They like fish. They are short and small. They are black and white.



6 Read and complete the fact file.

- Tell the children to open the book at page 13. Point to activity 6 and elicit what they have to do.
- ▶ Draw the children's attention to the text and elicit what type of text it is. Go over the photos and elicit the animals and the habitat. Then, focus on the fact file and read it together with the children.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each item in the chart and elicit the colour and quantity.



7 Look, read and write.

- Point to activity 7 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- To check, you can make a simple drawing of a hippo on the board and invite some of the children to label the parts of the body.
- As a follow-up, you can make a simple drawing of another animal on the board for the children to label it.

NB Page 105, activity 2 ▶ TB p. 38

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

8 Read and circle.

- Tell the children to open the book at page 14.
 Point to activity 8 and elicit what they have to do.
- Draw the children's attention to the photo, and elicit as much information as possible: animal, characteristics, habitat, famous giraffes from films, etc.
- Allow some time for the children to work on their own. Remind them they can go back to the *Reflection Corner* if necessary.
- To check, elicit the correct options. Ask the children to justify their choices by referring to the hints in the text.

9 Read about the Akagera National Park in Rwanda. Tick T for true and F for false.

- ▶ Point to activity 9 and elicit what they have to do.
- ▶ Draw the children's attention to the text and elicit what type of text it is. Focus the children's attention on the picture of the map and ask them if they can identify the continent. Invite the children to spot Rwanda on the map (you can work with a political map or a globe).
- ▶ Read the *T* / *F* sentences together to make sure the children understand them.
- Allow some time for the children to work on their own while you monitor. Remind them to underline in the text the parts that help them decide on the sentences.
- To check, elicit the correct options. Ask the children to justify their choices by referring to the hints in the text.
- As a follow-up, you can search the Akagera National Park on the internet to find pictures and further information.



9 Read about the Akagera National Park in Rwanda. Tick T for true and F for false.



REFLECTION TIME!

Draw the children's attention to Wendy and direct them to the **REFLECTION CORNER** on p. 97. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.



GUESS TIME

10 Listen and play memory game.

- > Tell the children to open the book at page 15. Draw their attention to activity 10 and elicit what they have to do.
- Draw the children's attention to the pictures and the boy's thought bubble. Explain to the children that the man and the boy are playing a memory game.
- Listen to the audio and ask the children if the boy has got good memory.
- Pair work game. Invite two volunteers to read the conversation between Nancy and Eric. The children play in pairs following the model dialogue. Allow short answers, since the aim of this activity is to foster interaction.



Are there two monkeys? Yes, there are. Are there three lions? No, there aren't.



FINISHING THE CLASS

• Finish the class: Time's up! Put everything

• Once they are ready, say the Goodbye chant and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

11 Make your own eco zoo. Draw the animals in the map.

- ▶ Tell the children to open the book at page 16. Draw their attention to activity 11 and elicit what they have to do.
- Elicit what the map shows and what is missing.
- Allow some time for the children to complete their maps. Tell them to write the number of animals in each sector, e.g. *3 lions*. They can also draw them if they want.
- Once the children have finished with their maps, tell them to complete the "My Eco Zoo" chart.
- Then, they get in pairs to complete "My friend's Eco Zoo" chart. Before the children start, elicit the questions they will have to ask, e.g. ARE THERE (LIONS)? HOW MANY (LIONS) ARE THERE? and write them on the board as a model.
- Allow some time for the children to work in pairs completing the charts.
- As a follow-up, you can interact about the similarities and differences in their Eco Zoos: *In my Eco Zoo there are ..., but in Martín's Eco Zoo there are ...*

11 Make your own Eco Zoo. Draw the animals in the map.



LET'S READ AND WRITE 12 Read and complete the text.

- Tell the children to open the book at page 17. Draw their attention to activity 12 and elicit what they have to do.
- ▶ Focus the children's attention on the photos. Ask them if they know the animals. Ask them if they know their origin.
- Tell them to read the text quickly in order to check where they are from.
- Read the gapped text all together to reflect upon the types of words which are missing.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, invite the children to read the text providing the correct option.





13 Write about an amazing wild animal.

Draw their attention to activity 13 and elicit what they have to do.

REFLECTION TIME!

Go back to the text in activity 12, elicit the information included and write the list on the board: animal group, origin, characteristics, description of one specimen. Reflect upon the language used to refer to those bits of information.

- ▶ Focus on what part of the text they can keep to write about another amazing wild animal.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School board.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

THE GANG OF 4 "Fun at the Eco Zoo"

BEFORE THE STORY

14 What can you see in the pictures?

- Tell the children to open the book at page 18. Elicit who they can see in the pictures and where they are.
- Draw their attention to activity 14 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for the gadgets. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the gadgets.

15 Look and listen to the story.

- Tell the children to close their books and write the following sentences on the board: 1.THERE ARE TWO LIONS. 2. THERE AREN'T MONKEYS.
 3. BEN HAS GOT A SCHOOLBAG. 4. THERE ARE FOUR BEARS. Ask the children to decide if the sentences are correct or incorrect.
- Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.

15) Track

Greg: Julia! Look at the lion! Julia: There are two lions! Greg: You're right! There are two lions! Julia: Let's go and see the monkeys! Jessie: I love the monkeys! They're funny!

Greg: Where are the monkeys? Jessie: Look! There are two over there! Julia: Have you got your camera, Ben? Ben: Yes, it's in my schoolbag!



Julia: Take a picture! Ben: Just a moment! I can't find my camera! Julia: It's OK! Let's go and see the bears! Greg: Come on, Ben!

Jessie: How many bears are there? Greg: There are three bears! Julia: Look! There's one bear in the water! Jessie: Where is Ben? Julia: I don't know! I can't see him! Jessie: How many bears are there? Greg: There are three bears! Julia: Look! There's one bear in the water! Jessie: Where is Ben? Julia: I don't know! I can't see him!



16 Choose an ending! Tick (/).





AFTER THE STORY

17 Read the story again and answer.

- 1 How many lions are there at the Eco Zoo? There are two lions.
- 2 Who has got a camera? Ben
- 3 Is there a zebra at the Eco Zoo? No, there isn't.
- 4 Are there four bears at the Eco Zoo? No, there aren't. There are three bears,

3 T (F)

18 616) Do you remember? Listen and circle T for True and F for Fal

1 T F 2 T F

16 Choose an ending. Tick (/).

- > Point to activity 16 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board OPTION 1: THE MONKEY HAS GOT THE CAMERA. OPTION 2: BEN HAS GOT THE CAMERA. Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

17 Read the story again and answer.

- Point to activity 17 and elicit what they have to do.
- Encourage the children to go back to the story to answer the questions. Ask them to underline the part or parts of the text that justifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer.
 You can ask the rest if they agree both with the answer and the justification.
- As a follow-up, invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc. Make sure they understand the new expressions: You're right! Let's go and see the monkeys! Take a picture! Just a moment!

18 Do you remember? Listen and circle T for True and F for False.

Point to activity 18 and elicit what they have to do.

- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, go back to the story.

16 Track

neteen 19

- 1 There are three monkeys.
- 2 Ben has got his schoolbag.
- 3 There are two bears in the water.

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING ENDANGERED ANIMALS

• Write ENDANGERED ANIMALS on the

board and elicit how much the children know about this. Work on a web chart including the information provided by the children.

1 Which animals are in danger of extinction? Put a tick and check your answers.

- Tell the children to open the book at page 20. Point to activity 1 and elicit what they have to do.
- Go over the list of animals and discuss if they think they are are in danger of extinction or not. You can search for information on the Internet.
 - **()** TEACHING TIP!

All the animals in the list, or at least some subspecies, are in danger of extinction. Reflect with the children about the different reasons why they are in danger (*lack of food, poaching, wildlife trafficking, deforestation*, etc.).

2 Read and complete the chart.

- Point to activity 2 and elicit what they have to do.
- Go over the two charts and elicit what information is missing.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the information for each chart.



3 Read the fact file and complete the text.

- Tell the children to open the book at page 21. Point to activity 3 and elicit what they have to do.
- Focus on the photo and elicit the animal. Read the information in the fact file together to make sure they understand everything.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the bits of information missing in each gap.


3 Read the fact file and complete the text.

ENDANGERED ANIMALS Animal: Giant panda Origin: China Description: black and begay, small		• Once the tex can ask ther be displayed board.		
Description: Black due white, big and heavy, small ears, small eyes, short tail, big paws with sharp claws Number left: 2,000 Giant pandas are from China	Paws with sharp claws.	 FINISHING T Finish the cl away! Once they a 		
They are big and heavy.	They have got small ears	and say good		
4 Choose an animal. Complete the ENDANGERED ANIMALS Animal: Origin: Pupil's own answers Description: Number left:	fact file. Write and draw. Pupil's own answers	S		
Pupil's own answers twenty-one 21				
4 Choose an animal. Complete the fact file. Write				

and draw.

Draw the children's attention to activity 4 and elicit what they have to do.

REFLECTION TIP!

Go back to the text in activity 3, elicit the information included and write the list on the board: ANIMAL, ORIGIN, DESCRIPTION, NUMBER LEFT. Reflect upon the language used to refer to those bits of information.

- Focus on what part of the text they can keep to write about another endangered wild animal.
- Allow some time for the children to work on their own while you monitor.
- exts are ready and checked you em to make a clean copy which will ed in the English corner or School

THE CLASS

- class: Time's up! Put everything
- are ready, say the Goodbye chant dbye.







REFLECTION TIP!

If any of the children makes a cross in any of the items of MY PROGRESS CHECK, you can invite the ones who have made ticks to share the strategies they put into practice. You can also suggest others, such as reading or saying the items aloud, covering the written form, trying out writing or saying the items, and then checking with the Pupil's Book pages again, etc.

MY PROGRESS CHECK

• Draw the children's attention to the *My Progress Check* box. Read it together and reflect with them if they feel confident with each of the items. Invite the children to go over the activities done in the unit and think whether they could work autonomously or if they need help.

• Give them a scale to evaluate each item:

- 🗸 🗸 = I can do it!
- \checkmark = I can do it with some help.
- 🗶 = I can't do it yet.

Unit 2

Talents

LINGUISTIC CONTENTS:

Free time activities. Describing habitual actions, expressing ability: *I play (the piano). I ride (the bike). I / We / He / She can / can't ... Can you ...?* (Metalinguistic reflection) **CLIL:** Incredible animal facts (Science and Maths)

Project Work COOL KIDS: Our multicultural world (Intercultural awareness)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING TALENTS

• Write **TALENTS** on the board and brainstorm what talents the children have. Provide the English words for the abilities the children have. Do you dance? Do you ski? Do you cook? Do you skate? As you introduce the actions, show the flashcards and stick them on the board.

1 Listen and number.

- ▶ Tell the children to open the book at page 22. Draw the children's attention to the pictures and elicit the actions.
- Point to activity 1 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the action for each number.

17) Track

- 1 I skate in winter.
- 2 I ride my bike after school.
- 3 I love winter. I ski in the mountains.
- 4 I dance in my bedroom.
- 5 I play basketball in the afternoon.
- 6 I sing with my friends.
- 7 I've got a new computer. I use it every day.
- 8 I play the piano in the evening.
- 9 I cook for my family.



22 twenty-two

TECHNO KIDS Real life task

- Draw the children's attention to the **TECHNO KIDS** section.
- Read the task together and surf the net to find the information.
- Make a poster with the findings. The poster can be displayed in the English corner or School board.



- > Point to activity 2 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor. Remind them they can resort to activity 1 or the flashcards on the board if they need help.
- To check, play the audio making a pause after each item for the children to do the checking.



- 5 play basketball
- 6 play the piano
- 7 ride a bike
- 8 skate
- 9 cook

3 Read and match.

- > Point to activity 3 and elicit what they have to do.
- Go over the photos and elicit the actions.
- Allow some time for the children to work on their own while you monitor.
- To check, read the texts and elicit the photos. Work on the keywords that helped them choose the right photo.
- As a follow-up, you can play a memory game integrating all the talents introduced so far.

Page 107, activities 1a and 1b ▶ TB p. 54

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

4 Read and complete.

- Tell the children to open the book at page 24.
 Point to activity 4 and elicit what they have to do.
- Go over the photos and elicit the activities. Read the text together and reflect on the missing words (verbs).
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the correct verb for each blank.

5 Look and complete.

- Point to activity 5 and elicit what they have to do.
- Go over the charts and the pictures together.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, go over each chart, eliciting the words.
- As a follow-up, brainstorm other words to include in each chart.

INTRODUCING ABILITIES

- Go back to the actions in activity 5 and tell the children about your abilities. Write them on the board: **I CAN (PLAY THE GUITAR) AND I CAN (RIDE A BIKE)**. Ask the children about their abilities: Can you ...?
- Carry out a quick survey to find out an ability all the children in the class have and write it on the board: e.g. **IN 5 "A" WE CAN (PLAY FOOTBALL). WE CAN (PLAY) (THE RECORDER).**
- Leave the sentences on the board as a model for the next activity.



6 Listen, tick the correct photos and complete. Sing.

- ▶ Tell the children to open the book at page 25. Point to activity 6 and elicit what they have to do.
- > Draw the children's attention to the photos and the gapped song.
- Play the song once for the children to tick the photos.
- Play it a second time for them to complete the lyrics. Remind them of the sentences on the board if necessary.
- Play the song again, inviting the children to sing along following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.



7 Read and match.

- Point to activity 7 and elicit what they have to do.
- > Draw the children's attention to the pictures and elicit the actions and the abilities. E.g. Can she dance? Can he play the guitar? Can they ski? Can they use the computer?
- Allow some time for the children to work on their own while you monitor.
- To check, read the mini texts and elicit the correct pictures.
- As a follow-up, you can ask the children if they can ski, dance, play the guitar and use the computer.

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 97. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.

8 What about you? Write.

- Point to activity 8 and elicit what they have to do.
- Allow some time for the children to work on their own. Remind them they can go back to the Reflection Corner if necessary.
- To check, invite some of the children to read their texts. Interact with the children about the similarities and differences in their abilities.



- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

9 Listen and circle CAN or CAN'T.

- Tell the children to open the book at page 26. Point to activity 9 and elicit what they have to do.
- Draw the children's attention to the photo and the speech bubbles. Elicit what parrots can and can't do. Then, read the sentences about Charlie together, making sure the children remember the meaning of all the actions.
- Play the audio for the children to circle the correct options. Play it more than once if necessary.
- ▶ To check, invite the children to read the sentences and elicit the correct options.

21) Track

This is my parrot, Charlie. Charlie can talk. He can walk but he can't swim. He can't dance.

10 Do you know your friends? Think and write.

- ▶ Point to activity 10 and elicit what they have to do.
- > Draw the children's attention to the photo and the chart and ask them if they know their school friends very well.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, invite the children to read their sentences. Tell the children that they can repeat the name of the friend but trying to avoid saying the same ability.





11 Listen and circle T for true and F for false.

- Point to activity 11 and elicit what they have to do.
- Draw the children's attention to the photos and elicit the actions.
- Explain to the children that they will hear a statement about the photos and they will have to decide if it is true or false.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the correct option for each photo.

22 Track

- 1 Mr. Peters can cook.
- 2 Peter can swim.
- 3 Jane and Kelly can't skate.
- 4 Nancy can sing.



GUESS TIME

12 Listen and guess. Play.

- Tell the children to open the book at page 27. Draw their attention to activity 12 and elicit what they have to do.
- Draw the children's attention to the pictures and the girl's thought bubble. Explain to the children that the man and the girl are playing a memory game.
- Listen to the audio and ask the children if the girl has got good memory.
- Pair work game. Draw the children's attention to the chart. Invite two volunteers to read the conversation between Nancy and Eric. The children play in pairs following the model dialogue. Allow short answers, since the aim of this activity is to foster interaction.

(23) Track

Man: Can she ski? Girl: Yes, she can.

• Do the routine suggested in the Introduction.

13 Read and complete. There is an extra option. Listen and check.

- ▶ Tell the children to open the book at page 28. Draw their attention to activity 13 and elicit what they have to do.
- ▶ Focus on the photos and ask the children if they know the sport. Introduce *cricket* if necessary.
- Tell them to read the text quickly in order to check the name and origin of the boy.
- ▶ Read the gapped text all together to reflect upon the types of words which are missing.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check. Ask the children to justify the correct option referring to the hints in the text.

24) Track

Hi, I'm Rajiv. I live in India. This is a picture of my brother Deeraj. He can play cricket very well. He's in a team. Cricket is the most popular sport in India but I don't like it. I prefer tennis. I can play tennis very well. I like football, too. But I just play with my friends after school.



14 Read and tick the correct answer.

- Draw their attention to activity 14 and elicit what they have to do. Explain to the children that this activity is related to activity 13.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, go over each question and elicit the correct answer. Ask the children to justify their choice.

15 Read and circle.

My name is Daniela and I'm 11. I'm from Uruguay. *(ike) can* sports. I can *ride (play*) football and I'm in the school team. Footbal *(is) are* very popular in Uruguay.

This is my friend Rocio. She *isn't* (*can't*) play football (*but*) *and* she can swim. She is an excellent swimmer!

We like don't like music, too. I can sing play the guitar and Rocio can play the drums. We can have good a band!

16 Write about you and your friend.

Pupil's own answers	

LET'S READ AND WRITE 15 Read and circle.

- ▶ Tell the children to open the book at page 29. Draw their attention to activity 15 and elicit what they have to do.
- ▶ Focus the children's attention on the photo. Ask them if the girls are friends.
- > Tell them to read the text quickly in order to find out their names and where they are from.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the text providing the correct options.

16 Write about you and your friend.

Draw their attention to activity 16 and elicit what they have to do.

REFLECTION TIME!

Go back to the text in activity 15, elicit the information included and write the list on the board: NAME, AGE, ORIGIN, ABILITIES, FRIEND'S NAME, FRIEND'S ABILITIES, SIMILARITIES. Reflect upon the language used to refer to those bits of information.

- Focus on what part of the text they can keep to write about themselves and their friend.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School board.

B Page 108, activity 4 ▶ TB p. 54

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.



twenty-nine 29

• Do the routine suggested in the Introduction.

THE GANG OF 4 "The talent show"

BEFORE THE STORY

- 17 What numbers can you see in the pictures?
- Tell the children to open the book at page 30. Elicit who they can see in the pictures and where they are.
- Draw their attention to activity 17 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for the numbers. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the numbers.

18 Look and listen to the story.

- Tell the children to close their books and write the following sentences on the board: 1. KIM CAN SING. 2. KEVIN CAN'T PLAY THE DRUMS.
 3. KEVIN CAN PLAY THE GUITAR. 4. JESSIE CAN SING. Ask the children to decide if the sentences are correct or incorrect.
- Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.

25) Track

Greg: Are you ready, Jessie? Jessie: No, I'm very nervous. Shhh! Listen! Greg: Who's she? Jessie: Her name is Kim O'Donald. She always wins the talent shows. Greg: You're right but don't worry! You can sing very well, too.

Jessie: Look! That's Kevin Smith. He can play a lot of instruments. Greg: Can he play the drums? Jessie: Yes, he can. He can play the guitar, too! Greg: I can play the guitar, too! Jessie: No, you can't. Greg: Yes, I can! Jessie: But you can't play very well.

THE GANG OF 4 The talent show BEFORE THE STORY 17 What numbers can you see in the pictures? nineteen fourteen forty ninety 18 (25) Look and listen to the story. Greg: Are you ready, Jessie? Jessie: No, I'm very nervous. Shhh! Listen Greg: Who's she? Jessie: Her name is Kim O'Donald. She always wins the talent shows. Greg: You're right but don't worry! You can sing very Jessie: Look! That's Kevin Smith. He can play a lot of instruments. Greg: Can he play the drums? Jessie: Yes, he can. He can play the guitar, too! Greg: I can play the guitar, too! Jessie: No, you can't. Grea: Yes, I can! Jessie: But you can't play very well. thirty Ben: Look! It's Jessie's turn. Julia: Jessie is a good singer. She can sing very well. Ben: Who's that? Julia: That's Michael. He always plays the piano when Jessie sings. Ben: Wow! He can play very well. Julia: They are the best! Ben: Shhh! Listen!

Announcer: The winner is ...!

Ben: Look! It's Jessie's turn. Julia: Jessie is a good singer. She can sing very well. Ben: Who's that? Julia: That's Michael. He always plays the piano when Jessie sings. Ben: Wow! He can play very well. Julia: They are the best! Ben: Shhhl Listen! Announcer: The winner is...

Choose an endina! Tick (√).





AFTER THE STORY

- 20 Read the story again and answer.
 - 1 Can Jessie and Kim sing very well?
 - 2 Who can play a lot of instruments?
 - 3 Can Greg play the guitar very well?
 - 4 Is there a piano at the talent show?

^[26] Do you remember? Listen and circle T for True and F for

 $1 \square F$



ty-one 31

Yes, they can.

3 T (F)

2 T F

■ 19 Choose an ending! Tick (√).

- > Point to activity 16 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board OPTION 1: JESSIE IS THE WINNER. OPTION 2: KIM IS THE WINNER. Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

20 Read the story again and answer.

- Point to activity 20 and elicit what they have to do.
- Encourage the children to go back to the story to answer the questions. Ask them to underline the part or parts of the text that justifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.

As a follow-up, invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc. Make sure they understand the new expressions: I'm very nervous. You're right but don't worry! They are the best!

21 Do you remember? Listen and circle T for True and F for False.

- Point to activity 21 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, go back to the story.

(26) Track

1 Kevin can play the drums. 2 Kevin can't play the guitar. 3 Jessie can sing very well.

NB Page 109, activities 1, 2 and 3 ▶ TB p. 55

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

INTRODUCING INCREDIBLE ANIMAL FACTS

• Write **INCREDIBLE ANIMALS FACTS** on the board and invite the children to share any incredible animal fact they know, e.g. special abilities an animal has, strange diet, extreme habitats, etc.

1 How much do you know about animals? Read and tick T for True and F for False. Check your answers.

- Tell the children to open the book at page 32.
 Point to activity 1 and elicit what they have to do.
- Go over the photos and the statements. Discuss if they think they are true or false.
- Once they have read all the statements, direct them to the answers for them to check their scores. Share the scores with the class as a whole: Who's an animal expert? Who isn't?
- As a follow-up, you can interact about the facts and discuss which ones they found the most surprising or interesting.

Incredible Animal Facts! How much do you know about animals? Read and tick T for True and F for False. Check your answers. 2 The white shark 1 The condor can can swim 200 fly over 70,000 metres under metres high. water. T (F) (T) F 4 The pumas 3 The cheetah can jump up can run at 200 to 15 metres kilometres per high. hour T (F)

> eat up to 135 Elles of food fir a day

ant can

elep

I False! The condor can fly over 7,000 metres high. 2 Thue! 3 False! The cheetah can run at 120 kilometres per hour. 4 False! The puma can jump up to 6 metres high. 5 Thue! 6 Thue! 6 The Galapagos tortoise can live over 100 years. T) F

SCORE:

2 correct answers: Booh! Booh! correct answers:

correct answer

2 thirty-two

INTRODUCING ANIMAL CLASSIFICATION

• Write the following animals on the board: **ZEBRA, ELEPHANT, SHARK, GOLDFISH, PARROT, CONDOR, FROG, TOAD, TORTOISE, CROCODILE**. Show the children pictures of the animals as you write them on the board. You can use the flashcards and a mobile phone or touchpad to show them the pictures.

• Invite the children to help you classify them in the five groups: amphibian, bird, fish, mammal, reptile. If they are in doubt, they can check in different sources, such as encyclopedias, Internet, Science books, etc. They can also ask their Natural Science teacher.

ECECCIC A CECCCCCC

2(27) Look and write. Listen and check.



amphibian bird fish mammal reptile

3a Write the animals on page 32 in the correct group.

amphibian	bird	fish	mammal	reptile
(frog, toad)	condor	white shark	cheetah	tortoise
	(parrot, pigeon)	(tuna, salmon)	puma	(crocodile, lizard)
			elephant	
			(lion, monkey)	

b Complete the chart with more animals.

2 Look and write. Listen and check.

Tell the children to open the book at page 33. Point to activity 2 and elicit what they have to do.

-three 33

- ▶ Focus on the photos and elicit the animals. Read the classifications together.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check.



mammal – fish – bird – amphibian – reptile

3a Write the animals on page 32 in the correct group.

- Draw the children's attention to activity 3a and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the animals in each group. If the children are in doubt, invite them to look it up in an encyclopedia, book, or on the Internet.

3b Complete the chart with more animals.

- > Draw the children's attention to activity 3b and elicit what they have to do. Suggest them including the animals in unit 1.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read out the new animals.

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

INTRODUCING OUR MULTICULTURAL WORLD

• Write **MULTICULTURAL WORLD** on the board and discuss what "multicultural" means. Ask the children about their contexts: *Is our country multicultural?* Our city? Our neighbourhood? Our school? Interact about the different communities they can find in their context.

1 Read and complete the fact file.

- Tell the children to open the book at page 34. Point to activity 1 and elicit what they have to do.
- Read the introduction together. Ask them if they agree with it and encourage them to provide examples to support their answers.
- Go over the photos and elicit what the girl likes. Focus their attention to the musical instrument and ask them if they can identify it.
- Tell them to read the text quickly in order to find out who the text is about.
- ▶ Focus the children's attention on the fact files and the information they need to complete.
- Allow some time for the children to work on their own while you monitor. Remind them to underline the information in the text.
- To check, invite the children to read the fact files.

COOL KIDS

Our multicultural world

Read and complete the fact file.

We are all different and unique in many ways but we share many similarities!





My name is Alice. I'm from the U.S.A. I've got an e-pal from India. Her name is Naciam. We love music and dancing. I can dance hip hop and Neera can sing and play the sitar. We like sports too. I play basketball at school and she is in her school cricket team.

Mome: Alice U.S.A. Abilities: U.S.A. dance hip hop, play basketball music (hip hop), dancing (hip hop), sports (basketball)

Name:	Neelam
Origin:	India
Abilities:	sing, play sitar, play cricket
Likes:	(sing, the sitar),
	g, sports (cricket)

84 thirty-four

2a Look, read and circle the correct option.

- Tell the children to open the book at page 35. Point to activity 2a and elicit what they have to do.
- Focus on the photo and elicit what the boy is eating and his nationality.
- Ask the children to read the text quickly and check their predictions. Remind them to underline in the text the parts that help them decide on the correct options.
- Allow some time for the children to work on their own while you monitor.
- To check, read the text and elicit the correct options. Ask the children to justify their choices by referring to the hints in the text.

2a Look, read and circle the correct option.

Hi, my name is Hiroshi. I'm from Kioto, Japan. In Japan we speak Japanese, but I (can) is speak English, too. Children in Japan play (go) o school in the morning and we have lunch at school. In the afternoon we go to clubs. We do traditional Japanese activities at the club. W do) ride judo, karate, and origami. I can do judo, and /but) can't do origami. It's difficult! My favourite foot is) are sushi, a traditional Japanese dish. I can like soba and udon, too. They are Japanase pasta. I cancook/ ski soba very well.



b Complete the fact file about Japan.

cou

3 Find out about children in another

Jountry: Japan	
anguage:	Japanese
raditional food:	
aught is t	

```
sushi, soba, udon
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Traditional activities:

judo, karate,

origami

Intry. Complete the fact file.			
Pupil's own answers			
Country:			
Language:			
Traditional food:			
Traditional activities:			

2b Complete the fact file about Japan.

- Point to activity 2b and elicit what they have to do.
- Focus on the fact file and the information they need to complete.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the fact file.

3 Find out about children in another country. Complete the fact file.

- Draw the children's attention to activity 3 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- Once the fact files are ready and checked you can ask them to write a text based on that information.

REFLECTION TIME!

Go back to the text about Hiroshi and elicit how each bit of information is expressed in the text. Make a list of useful language for each category on the board. Discuss which parts of the text can be left the same and which ones should be changed to write about a different country. Tell the children to underline them in the text.

Once the texts are checked, they can make a clean copy of both the fact file and the text which will be displayed in the English corner or School board.

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.



Work on the instructions along the lines of the Pupil's Book instructions. If the children need help to do the activities, you can suggest that they should resort to the Pupil's Book pages. • Draw the children's attention to the *My* Progress Check box. Read it together and reflect with them if they feel confident with each of the items. Invite the children to go over the activities done in the unit and think whether they could work autonomously or if they needed help.

- Give them a scale to evaluate each item:
 - $\checkmark \checkmark = I \operatorname{can} \operatorname{do} \operatorname{it!}$
 - \checkmark = I can do it with some help.
 - 🗶 = I can't do it yet.

U2



Unit 3

At work

LINGUISTIC CONTENTS:

Jobs and occupations. Habitual actions. Describing jobs and habitual actions, asking questions (Yes / No questions, Wh- questions): I'm a ... He / She is a ... I work at ... He / She works at ... He / She gets up at ... He / She doesn't ... What does ...? Where does ...? Do you ...? Does he / she ...? (Metalinguistic reflection)

Project Work COOL KIDS: Women's jobs? Men's jobs? (Social Studies)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING JOBS AND PROFESSIONS

• Write **JOBS / PROFESSIONS** on the board and brainstorm what jobs the children know. You can start by providing some transparent words and words children already know so that they understand, e.g. *doctor*, *police officer*, *teacher*. Provide the English words for the jobs the children say. Make sure you include the first six ones provided by the book. Reflect on which words are transparent.

• Focus the children's attention on the *JOBS* / *PROFESSIONS* list on the board and as you show the flashcards, they identify the profession for you to stick the flashcard next to the word.

1 Listen and number.

- Tell the children to open the book at page 36. Draw the children's attention to the picture and elicit the jobs and professions of the people in the street.
- Point to activity 1 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the job for each number.



36 thirty-six

28) Track

- 1 He's a doctor.
- 2 He's a police officer.
- 3 She's a housewife.
- 4 She's a waitress.
- 5 He's a waiter. 6 He's a vet.
- TECHNO KIDS

Real life task

 \bullet Draw the children's attention to the TECHNO KIDS section.

Read the task together and surf the net to find the information.

• Make a poster with the findings. The poster can be displayed in the English corner or School board.



2 Read and match. Listen and check.

- > Point to activity 2 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor. Remind them they can resort to activity 1 or the flashcards on the board if they need help.
- To check, play the audio making a pause after each item for the children to do the checking.



- 1 doctor
- 2 vet
- 3 police officer
- 4 housewife
- 5 waiter
- 6 waitress

3 Read and match.

- > Point to activity 3 and elicit what they have to do.
- Go over the photos and elicit the jobs. Provide the English for the new jobs and stick the flashcards on the board.
- Allow some time for the children to work on their own while you monitor.
- To check, read the texts and elicit the photos. Work on the keywords that helped them choose the right photo.

TEACHING TIP!

Introduce the word shop assistant as a synonym for shop keeper.

• As a follow-up you can play a memory game with the 10 JOBS flashcards. You can concentrate on those that are particularly relevant for your class.

NB Page 110, activity 1 ▶ TB p. 72

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

4 Read and circle the correct option.

- Tell the children to open the book at page 38. Point to activity 4 and elicit what they have to do.
- ▶ Go over the picture and elicit where the people are and what their jobs are. Introduce the word caretaker and interact with the children about the caretaker(s) at their school: How many are there? What are their names?
- Allow some time for the children to work on their own while you monitor.
- ➤ To check, go over the text and elicit the correct answers. Ask the children to justify their choice. Discuss different alternatives, e.g. in the use of this / that.

5 Listen and number.

- ▶ Point to activity 5 and elicit what they have to do.
- Focus the children's attention on the picture. Elicit the place and people and their jobs.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the number for each job.

30) Track

- 1 Mr Brown is a doctor.
- 2 Miss Cook is a teacher.
- 3 Mr Taylor is a police officer
- 4 Mr Vance is a caretaker.
- 5 Mrs Yates is a housewife.

- 4 Read and circle the correct option.



SCHOOL

3

This/That is Mr Jones. She (He) is a school caretaker. He (is) are 50 years old (and) but he is from England. This/That is Mrs Rossi. She is (my) her Italian teacher. He (She)s from Italy and she can (is) is years old.

5 (30) Listen and number.

6 Listen and complete.

88 thirty-eight

- Tell the children to open the book at page 39. Point to activity 6 and elicit what they have to do.
- > Draw the children's attention to the photo and read the speech bubble together.
- ▶ Focus on the chart and elicit what information it provides. Elicit what information is missing.
- Play the audio for the children to complete the information. You may play it more than once, if necessary.
- To check, copy the chart on the board. Play the audio making a pause after each relevant answer and elicit the missing information.



- I usually have lunch at twelve o'clock.
- Do you go home early?
- Yes, I always go home at four o'clock. I have dinner with my family at half past six and I go to bed early.
- What time do you go to bed?
- I usually go to bed at nine o'clock.
- Thank you very much, Mr Harris.
- You're welcome.

7a Look at Jessie's school project. Read and find three mistakes. Correct them!

- ▶ Point to activity 7a and elicit what they have to do.
- > Draw the children's attention to the text and explain to them that to spot the mistakes they will have to take into account the information in the chart in activity 6.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the mistakes and ask the children to justify their choices.

REFLECTION TIP!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 98. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.

7b Read and circle.

- Point to activity 7b and elicit what they have to do.
- Allow some time for the children to work on their own. Remind them they can go back to the Reflection Corner if necessary.
- To check, read the text and elicit the correct options. Ask the children to justify their choices.



- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

8a Look, read and complete. There are two extra options. Listen and check.

- Tell the children to open the book at page 40. Point to activity 8a and elicit what they have to do.
- > Draw the children's attention to the pictures and the people there. Elicit their jobs and where they are.
- > Focus on the words in the box and read them together. Reflect on which words are transparent (*clinic*, *restaurant*).
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check.

32) Track

She is Mrs. O'Hara. She is a vet. She works in a clinic.

They are Tim and Tom. They are waiters. They work in a restaurant.

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 98. Go over the examples and work through the metalinguistic reflection together with the children.



8b Read and match.

- Point to activity 8b and elicit what they have to do.
- Explain to the children that the questions refer to the people in activity 8a.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the questions and the corresponding answers. Ask them to justify their answers.

GUESS TIME (33) Track 9 😡 Listen and play memory game. What does he do? He's a waiter. Page 110, activities 2 and 3 ▶ TB p. 72 **FINISHING THE CLASS** • Finish the class: Time's up! Put everything What does He's a waiter. away! he do? • Once they are ready, say the Goodbye chant and say goodbye. Nancy: What does Alice Max Kim Brenda do? Eric: She's α vet. Nancy: Yes! Susar Brenda Willy ty-one 41

GUESS TIME

9 Listen and play memory game.

- ▶ Tell the children to open the book at page 41. Draw their attention to activity 9 and elicit what they have to do.
- > Draw the children's attention to the pictures and the boy's thought bubble. Explain to the children that the man and the boy are playing a memory game.
- Listen to the audio and ask the children if the boy has got good memory.
- Pair work game. Draw the children's attention to the photos. Invite two volunteers to read the conversation between Nancy and Eric. The children play in pairs following the model dialogue.

• Do the routine suggested in the Introduction.

10 Read and complete. There is an extra option. Listen and check.

- ▶ Tell the children to open the book at page 42. Draw their attention to activity 10 and elicit what they have to do.
- Focus on the photos and ask the children if they can identify the place. Elicit who works there: Who works there? (A greengrocer.) Do you think the girl is the greengrocer?
- Ask the children to read the text quickly and find the girl's name.
- Tell them to read the text in order to check the name and origin of the girl.
- ▶ Read the gapped text all together to reflect upon the types of words which are missing.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check. Ask the children to justify the correct option referring to the hints in the text.

(34) Track

Hi, I'm Sharon. I live in London. This is a picture of Portobello Market. My father has got a big stall there. He is a greengrocer. He sells fruit and vegetables. Every morning he gets up early and he goes to work at six o'clock. My mother is a housewife. Sometimes she helps my father at the market.

10 (34) Read and complete. There is an extra option. Listen and check. Hi, I'm Sharon. I live in London. This is a picture of Portobello Market. My father has got a big stall there. He is a greengrocer. He sells fruit and vegetables . Every gets up early and he morning he six o'clock. My goes to work at mother is a housewife. Sometimes she helps my father at the market. hospital gets greengroce mother six vegetables Read and tick the correct answer. 🖌 Yes, I do. on, Sharon? Yes, I can. He is tall. He is my father. 3 What does he do? 🖌 He's a greengrocer. He can play football.) No, it isn't. 4 Does he work at home? 🖌 No, he doesn't. 2 forty-two

11 Read and tick the correct answer.

- Draw their attention to activity 11 and elicit what they have to do. Remind the children that this activity is related to activity 10.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each question and elicit the correct answer. Ask the children to justify their choice.

12 Read and tick T for TRUE and F for FALSE.

A PERSON I ADMIRE

My name is Gabriel and I admire my big brother. His name is Christian and he is baker. He gets up very early, at 4 o'clock. He doesn't have breakfast at home, he has breakfast at work. He goes to work at 4.30. He works in a shop in the city. He makes cakes and bread. In the afternoon he swims at the club and he has electric guitar lessons. He can play rock music!





13 Write about a person you admire.



LET'S READ AND WRITE 12 Read and tick T for TRUE and F for FALSE.

- ▶ Tell the children to open the book at page 43. Draw their attention to activity 12 and elicit what they have to do.
- ▶ Focus the children's attention on the photo and elicit the boy's job.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the information that helps them decide if the sentences are true or false.
- ▶ To check, invite the children to read the sentences and the answers. Ask them to justify their choices.

13 Write about a person you admire.

Draw their attention to activity 13 and elicit what they have to do.

REFLECTION TIME!

Go back to the text in activity 12, elicit the information included and write the list on the board: **NAME, JOB, ROUTINE, ABILITIES**. Reflect upon the language used to refer to those bits of information.

- Focus on what part of the text they can keep to write about the person they admire.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School board.

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

THE GANG OF 4 "The new caretaker"

BEFORE THE STORY

- 14 Which animals can you see in the pictures?
- Tell the children to open the book at page 44. Elicit who they can see in the pictures and where they are.
- Draw their attention to activity 14 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for the animals. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the animals.

15 Look and listen to the story.

- ▶ Tell the children to close their books and write the following sentences on the board: 1. MISS CLARK IS A NEW TEACHER. 2. THE CHILDREN HAVE A SCIENCE LESSON. 3. MR. POTTER IS A TEACHER. 4. MR. NEWTON AND THE CHILDREN GO TO THE LAB. Ask the children to decide if the sentences are correct or incorrect.
- Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.

35) Track

Jessie: I love this school! It's great! Julia: Me, too! Look! Who's she? She's new. Jessie: She's Miss Clark. Julia: What does she do? Is she a new teacher? Jessie: No, she isn't. She's the new secretary. Julia: Is that the new caretaker? Jessie: I don't know! Julia: Let's go! The Science lesson starts at half

past eight.

Julia: Have you got your homework? Jessie: Yes, I have. Here it is! Julia: Where is the teacher?



Julia: I don't know.

forty-four

Jessie: I don't know. He's late. Julia: Pardon? Jessie: He's late! Julia: No, that's impossible! Mr. Potter is never late! Jessie: Where is he? Julia: I don't know.

Julia: Look! That's the caretaker! Jessie: Are you sure? Julia: No, I'm not! Who is he, then? Jessie: I don't know. Shhh. Listen! Teacher: Good morning, boys and girls. I'm Mr. Newton. I'm your new Science teacher. Children: Good morning, Mr. Newton! Teacher: Let's all go to the Science lab! I love doing experiments with my students!

Julia:	Look! That's the caretaker!
Jessie:	Are you sure?
Julia:	No, I'm not! Who is he, then?
Jessie:	I don't know. Shhh. Listen!
Teacher:	Good morning, boys and girls.
	I'm Mr Newton. I'm your
	new science teacher.
All:	Good morning, Mr Newton!
Teacher:	Let's all go to the science lab. I love
	doing experiments with my student
16 Cho	ose an ending! Tick (/).)







AFTER THE STORY 17 Read the story again and answer.

- 1 Who is Miss Clark?
- 2 What time does the science lesson start?
- 3 Is Mr Potter at school?
- 4 Is Mr Newton the caretaker?
- 5 Who is Mr Newton?

 $1(\mathbf{T}) \mathbf{F}$

She's the new secretary. At half past eight. No, he isn't. No, he isn't. He's the new Science teacher. 18 😡 Do you remember? Listen and circle T for True and F for Fals

forty-five 45

■ 16 Choose an ending! Tick (√).

2T(F)

- > Point to activity 16 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board OPTION 1: MR. NEWTON CAN DO EXPERIMENTS. OPTION 2: MR. NEWTON CAN'T DO **EXPERIMENTS.** Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

3(T) F

AFTER THE STORY

17 Read the story again and answer.

- Point to activity 17 and elicit what they have to do.
- Encourage the children to go back to the story to answer the questions. Ask them to underline the part or parts of the text that justifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.
- As a follow-up, invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc. Make sure they understand the new expressions: He's late. Pardon? No, that's impossible! Mr. Potter is never late! Are you sure?

18 Do you remember? Listen and circle T for True and F for False.

- Point to activity 18 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, go back to the story.

646 Track

- 1 Jessie likes the school.
- 2 It's eight o'clock.
- 3 Jessie has got the homework.
- 4 Mr. Newton likes doing experiments.

FINISHING THE CLASS

• Finish the class: Time's up! Put everything awav!

• Once they are ready, say the Goodbye chant and say goodbye.

Round-Up

Ut

1 Find six animals and six jobs. Write them in the correct list.

- Point to activity 1 and elicit what they have to do. Explain to the children that the words can be found horizontally, vertically or diagonally, backwards or forwards.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the animals and the jobs .

2 Look, read and complete.

- ▶ Point to activity 2 and elicit what they have to do.
- Go over the photos and elicit the abilities.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the complete sentences.



3 Read and write. There is an extra option.

- > Point to activity 3 and elicit what they have to do.
- Focus on the picture and the words in the box.
- ▶ Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the words for each blank. Ask the children to justify their choices by referring to the hints in the text.

Reading and Writing

ROUND-UP 3 Read and write. There is an extra option.

I'm Jenny and this is my family My father is a teacher . He works at Lincoln Primary School. On Saturday we qo to the park and we play tennis. can't play tennis very well. My brother doesn't play tennis . He has got α green bike. He rides his



can't cook family ao green his teacher tennis

4 Read and match. There is an extra option.

1 Is Jenny a teacher?

bike in the park.

- 2 Does her father work at a school?
- 3 When do they go to the park?
- 4 What can her brother do?
- 5 Can her father play tennis?

5 Answer

- 1 Can you ride a bike?
- 2 Do you go to the park on Saturday?
- 3 What do you do on Sunday?
- 4 Can your friends play tennis?
- 5 What sports can you do?

- 5 Yes, he can.
- 3 On Saturday. 2 Yes, he does,
- At 12 o'clock.
- 1 No, she isn't.
- 4 He can ride a bike

Pupil's own answers

forty-seven

4 Read and match. There is an extra option.

- Point to activity 4 and elicit what they have to do.
- Focus on the two columns, the questions and the answers.
- Draw the children's attention to the fact that there is an extra answer.
- Allow some time for the children to work on their own while you monitor.
- To check, read the texts and justify their options referring to the pictures.

5 Answer.

- Point to activity 5 and elicit what they have to do.
- Go over the questions and make sure the children understand them.
- Allow some time for the children to work on their own while you monitor.
- To check, ask the children to read each question and the corresponding answers. Interact with the children about their answers, to find similarities and differences.

6 Look at Ryan's photos and complete the text. Listen and check.

- Point to activity 6 and elicit what they have to do.
- Introduce Ryan (photo 1) and explain that the people in the photos are members of his family. Elicit the possible family relationships and alternatives for the jobs.
- ▶ Read the text quickly to check the family members. Then, allow some time for the children to complete the texts.
- To check, play the audio making a pause after each item. If the children wrote other possibilities, discuss if they are acceptable or not.

37) Track

U3

- 1 My name is Ryan. This is a photo of me. When I grow up, I want to be a vet.
- 2 This is a photo of my mother. She's a vet.3 This is a photo of my sister. She's a shop
- assistant. 4 This is a photo of my grandfather. He's a doctor. 5 This is a photo of my aunt. She's a waitress.



7 Listen and circle the correct answer.

- Point to activity 7 and elicit what they have to do.
- Go over the pictures and elicit what the pictures show.
- Play the audio making a pause after each item to give the children time to decide on the answer. Play it more than once if necessary.
- ▶ To check, play the audio again making a pause after each item for the children to answer.

U3

Speaking

8 Look at the cards for 30 seconds. Play memory game.



ROUND-UP

8 Look at the cards for 30 seconds. Play memory game.

- Point to activity 9 and elicit what they have to do.
- Elicit what information is provided about Kim and Anthony in the cards: name, age, profession, place of work, how they go to work and abilities.
- > Draw the children's attention to the children in the photo and the speech bubble. Go over the questions together and check they understand all of them.
- Allow some time for the children to play memory game in pairs: one asks the questions for the other one to answer. Then they swap.
 Allow short answers, since the aim of this activity is to foster interaction.

38 Track

- 1 How many pens are there?
- 2 Is there a giraffe?
- 3 What does he do?
- 4 Can she skate?
- 5 How does he go to work?

• Do the routine suggested in the Introduction.

INTRODUCING WOMEN'S JOBS? MEN'S JOBS?

• Write **WOMEN'S JOBS? MEN'S JOBS?** on the board and discuss which jobs are typically done by men and women. Make a list of jobs traditionally done by men and women. In Spanish, reflect about the reasons for this and if this is changing.

1 Read and write the names.

- Tell the children to open the book at page 50. Point to activity 1 and elicit what they have to do.
- Go over the photos and elicit the jobs.
- Tell them to read the text quickly in order to check their predictions.
- ▶ Focus the children's attention on the information they need to complete the sentences.
- Allow some time for the children to work on their own while you monitor.
- To check, to read the complete sentences. Ask the children to justify their choices by referring back to the text.
- As a follow-up, interact with the children about those jobs in their areas, if they are typically women's or men's jobs.

COOL KIDS

Women's jobs? Men's jobs?

Read and write the names.



This is **Mr Taylor**. He is a Kindergarten teacher. He works at Green Valley School. He gets up 7 o'clock and he has breakfast at home. He goes to school by bike. Classes start at 9 o'clock. He can sing and play the guitar. He can't play the piano. He reads stories to the children and they play games. He is fun!

Jennifer Wilson is a bus driver. She works in the city. She gets up very early, at 5 o'clock and she goes to work on foot. She hasn't got a car. She drives her bus around town and finishes work at 2 o'clock. After work she has lunch. In the afternoon she goes to the club. She can swim and skate. She is an excellent swimmer!





Nancy Evans works in a garage. She is a car prechanic. She doesn't get up early, she gets up at 9.30. She starts work at 10 o'clock. She can repair cars, buses and motorbikes. After work she doesn't go home. She goes to university. She starts classes at 6 o'clock. After university she goes home and has dinner. It's a long day!

Jennifer gets up very early.	5
2 Nancy goes to university.	6Mr Taylor can ride α bike.
Jennifer goes to work on foot.	7Jennifer can swim very well.
4 Mr. Taylor works with children.	8 Mr Taylor plays the guitar.

50 fifty

2 Read and match. There is an extra option.

- Tell the children to open the book at page 51. Point to activity 2 and elicit what they have to do.
- ▶ Focus on the photo and elicit the woman's job: *Is it a job typically done by women?*
- Allow some time for the children to work on their own while you monitor.
- To check, ask the children to read the questions and corresponding answers, justifying their choice.

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2 Read and match. There is an extra option.

- **4** I work at the fire station.
- 1 What's your name? 2 What do you do?
- 3 What time do you get up?
- 4 Where do you work?
- 5 What time do you start work?
- 6 How do you go to work?
- 7 Do you have lunch at work?
- 8 What do you do after work?
- 5 I start at 6 o'clock.
- 6 By bus.
- 7 No, I have lunch at home.8 I study Portuguese and I play
- basketball.
- I can play the guitar.
- r can piay the gui
- Sammy Walker.
 I'm a firefighter.
- 3 Very early! At 5 o'clock.

³ Interview a woman about her job. Write about her.



3 Interview a woman about her job. Write about her.

- > Draw the children's attention to activity 3 and elicit what they have to do.
- Think together who they can interview. Brainstorm the different jobs the women who work at school have (teacher, caretaker, cook, psychologist, psychopedagogist, etc.). The children might also want to interview women they know outside school (members of their family, neighbours, etc.).
- Allow some time for the children to work on their own while you monitor or assign the activity to be done at home.
- Once the questions have been answered, the children write a text based on that information.

REFLECTION TIME!

Go back to the texts on p. 50 and elicit how each bit of information is expressed. Discuss which parts of the texts can be left the same and which ones should be changed to write about a different woman. Tell the children to underline them in the text.

• Once the texts are checked, they can make a clean copy which will be displayed in the English corner or School board.

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

U3




MY PROGRESS CHECK

• Draw the children's attention to the My Progress Check box. Read it together and reflect with them if they feel confident with each of the items. Invite the children to go over the activities done in the unit and think whether they could work autonomously or if they needed help.

• Give them a scale to evaluate each item:

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\sqrt{1} = I \operatorname{can} \operatorname{do} \operatorname{it!}
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 \checkmark = I can do it with some help.

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X = I \operatorname{can't} \operatorname{do} \operatorname{it} \operatorname{yet}.
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Unit 4

Fashion

LINGUISTIC CONTENTS:

Clothes. Holiday places. Describing clothes, expressing possession, describing position: I'm wearing ... He / She is / isn't wearing ... What are you wearing? It's (Olga)'s ... They are (Fred)'s ... Whose ... ? It's on / in / under / between / next to ... (Metalinguistic reflection)

CLIL: Numbers and currency (Maths) **Project Work COOL KIDS:** Urban tribes (Intercultural awareness)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING CLOTHES

• Write **CLOTHES** on the board and elicit the clothing items they already know. To introduce the new items play Little by little (p. 16). As the children guess the item, provide the English word and stick the flashcard on the board.

1 Listen and number.

- ▶ Tell the children to open the book at page 52. Draw the children's attention to the pictures and elicit where the children are (provide the English words for the places) and what they are wearing.
- Point to activity 1 and elicit what they have to do.
- > Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the item of clothing for each number.

39 Track

- 1 hoodie
- 2 leggings
- 3 jeans
- 4 pyjamas
- 5 bathing suit
- 6 coat
- 7 ski suit
- 8 flip flops



2 Read and match. Listen and check.

- Point to activity 2 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor. Remind them they can resort to activity 1 or the flashcards on the board if they need help.
- To check, play the audio making a pause after each item for the children to do the checking.

40 Track

- 1 Pyjamas
- 2 Coat
- 3 Jeans
- 4 Bathing suit
- 5 Ski suit
- 6 Hoodie
- 7 Flip flops
- 8 Leggings



- ▶ Point to activity 3 and elicit what they have to do.
- Go over the photos and elicit where the children are and what they are wearing.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check.
- ▶ As a follow-up, you can play a memory game with the items of clothing.

41) Track

- 1 John is at the seaside. He's wearing his flip flops.
- 2 Jane is at the seaside with John. She's wearing her new bathing suit.
- 3 Karen is watching TV. She's wearing her pyjamas.
- 4 Mrs Cooper is in the mountains. She's wearing a brown coat.

TECHNO KIDS: Real life task

• Draw the children's attention to the **TECHNO KIDS** section. Read the task together and surf the net to find the information.

• Make a poster with the findings. The poster can be displayed in the English corner or School board.



FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

4 Look, read and circle the correct option.

- Tell the children to open the book at page 54. Point to activity 4 and elicit what they have to do.
- Go over the texts and pictures and elicit what type of texts they are (instant messages). Elicit where the children are and what they are wearing.
- Allow some time for the children to work on their own while you monitor.
- To check, go over the messages and elicit the correct answers. Ask the children to justify their

REFLECTION TIP!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 99. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.

choice.

5 Look, read and complete.

- Point to activity 5 and elicit what they have to do.
- Focus the children's attention on the photos. Elicit the relationship between the girl speaking and the adolescents in the photos. Elicit what they are wearing.



TEACHING TIP!

Draw the children's attention to the text and point out that this time they do not have a box with words to complete. Read the text together and elicit the possible words for each blank, modelling how to go about this type of activity. Focus on the key words and phrases that can be used as hints. You can make reference to the necessary word categories, too (noun, verb, adjective, linker, preposition).

- Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the words for each blank. Ask the children to justify their choices.



6 Samantha's bedroom is a mess! Look, read and write the numbers.

1 Samantha's flip flops are

ty-five

REFLECTION TIP!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 99. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding CHECK IT OUT! activity.

7 Read and tick T for TRUE and F for FALSE.

- Point to activity 7 and elicit what they have to do.
- Draw the children's attention to the picture and elicit the items of clothing they can see.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the answers. Ask the children to justify their choices.

As a follow-up, the children can correct the fαlse sentences.

Page 113, activity 2 ▶ TB p. 88

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

6 Samantha's bedroom is a mess! Look, read and write the numbers.

- Tell the children to open the book at page 55. Point to activity 6 and elicit what they have to do.
- Draw the children's attention to the picture and elicit the pieces of furniture they can see and write them on the board (BED, **WARDROBE, CHAIR, TABLE**). Elicit the items of clothing they can see.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the items of clothing and the corresponding numbers.

• Do the routine suggested in the Introduction.

8a Listen and match.

- Tell the children to open the book at page 56. Point to activity 8 and elicit what they have to do.
- > Draw the children's attention to the photos of the children, their names and the clothes there.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the items of clothing each child has got.

42 Track

1 It's Olga's hoodie.

- 2 It's Anne's ski suit.
- 3 They're Paul's flip flops.
- 4 They're Fred's pyjamas.

8b Read and correct the mistakes.

- Point to activity 8b and elicit what they have to do.
- Explain to the children that the sentences refer to the people in activity 8a.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the sentences and the corresponding answers. Ask them to justify their answers.

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 100. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.



9 Do you remember? Read and match.

- > Point to activity 9 and elicit what they have to do.
- Explain to the children that the questions refer to the children and items of clothing in activity 8a.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the questions and the corresponding answers. Ask them to justify their answers.



GUESS TIME

10 Listen and play memory game.

- ▶ Tell the children to open the book at page 57. Draw their attention to activity 10 and elicit what they have to do.
- ▶ Draw the children's attention to the pictures and the boy's thought bubble. Explain to the children that the man and the girl are playing a memory game.
- Listen to the audio and ask the children if the girl has got good memory.
- ▶ Pair work game. Draw the children's attention to the photos. Invite two volunteers to read the conversation between Nancy and Eric. The children play in pairs following the model dialogue.

43 Track

Man: Whose ski suit is it? Girl: It's Dan's.

B Page 112, activities 1b ▶ TB p. 88

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

79

• Do the routine suggested in the Introduction.

11 Read and complete. There is an extra option. Listen and check.

- ▶ Tell the children to open the book at page 58. Draw their attention to activity 11 and elicit what they have to do.
- Focus on the photos and ask the children what they think the relationship between the man and the children is and where they are from.
- Ask the children to read the text quickly and check their predictions.
- ▶ Read the gapped text all together to reflect upon the types of words which are missing.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check. Ask the children to justify the correct option referring to the hints in the text.

(44) Track

Hi, I'm Alison and this is May. We live in Scotland. This is a picture of our Uncle Gordon. He is Scottish and he lives in Edinburgh. In this picture he is wearing his kilt. It's red, green and blue. He has got his bagpipes. He can play the bagpipes very well.

12 Read and tick the correct answer.

- > Draw their attention to activity 12 and elicit what they have to do. Remind the children that this activity is related to activity N.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each question and elicit the correct answer. Ask the children to justify their choice.

11 (44) Read and complete. There is an extra option. Listen and check.



LET'S READ AND WRITE 13 Read and answer.

- Tell the children to open the book at page 59. Draw their attention to activity 13 and elicit what they have to do.
- Focus the children's attention on the photo and elicit the woman's job. Predict why she may be an amazing person.
- Read the text quickly to check the children's predictions.
- ▶ Focus the children's attention on the questions and read them together to make sure they understand them.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the information that helps them answer the questions.
- ▶ To check, invite the children to read the answers. Ask them to justify referring to the text.

LET'S READ 13 Read and answer. **NB)** Page 113, activity 3 ▶ TB p. 88 **FINISHING THE CLASS** This is Amanda De Souza. She is MAZING from Brazil, but she lives in Mali, • Finish the class: Time's up! Put everything PEOPI F Africa. She is a doctor and she works away! in a rural hospital. • Once they are ready, say the Goodbye chant She gets up very early, at 6 o'clock. and say goodbye. She goes to the hospital on foot. She checks on her patients in the morning. After lunch she reads and listens to music. In this picture she is wearing a white coat. She has got a stethoscope. She lives in Mali, Africa. 1 Where does Amanda live? She's a doctor. 2 What does she do? She goes on foot. 3 How does she go to work? 4 Does she work in the afternoon? No, she doesn't. 5 What is she wearing in the photo? She's wearing a white coat. 4 Write about an amazing person. Draw or paste a photo. Include the following: • Name Pupil's own answers Job / occupation Routine · Clothes in the picture 14 Write about an amazing person. Draw or paste a photo. Draw their attention to activity 14 and elicit what they have to do. **REFLECTION TIP!** Go back to the text in activity 13, elicit the information included and write the list on the board: NAME, JOB, **ROUTINES, CLOTHES**. Reflect upon the language used to refer to those bits of information.

- Focus on what part of the text they can keep to write about the person they admire and focus on the list provided in the activity.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School board.

Do the routine suggested in the Introduction.

THE GANG OF 4 "Camping in the woods"

BEFORE THE STORY

- 15 Which food can you see in the pictures?
- Tell the children to open the book at page 60. Elicit who they can see in the pictures and where they are.
- Draw their attention to activity 15 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for items of food. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the food.

16 Look and listen to the story.

- ▶ Tell the children to close their books and write the following sentences on the board: 1.THERE ARE TWO TENTS IN THE CAMPSITE. 2. THE SUITCASES ARE SMALL. 3. BEN'S SUITCASE IS GREEN. 4. THEY ARE JESSIE'S PYJAMAS. Ask the children to decide if the sentences are correct or incorrect.
- Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.

(45) Track

Ben: Well! The tents are ready! Julia: Can I sleep in the blue tent? Ben: Yes, you can sleep in this tent with Jessie. Julia: And you can sleep in that tent with Greg. Greg: Where are the suitcases? Ben: They're over there. Greg: Let's go and get them.

Greg: Jessie, can you help me? This suitcase is big and heavy! Jessie: Whose suitcase is it?



Jessie: Look at this funny hat! Greg: It's Ben's hat! Jessie: What is this? Greg: It's a hoodie! Jessie: Is it Ben's hoodie? Greg: No, it isn't. It's my old hoodie! Jessie: Ha! Ha! Ha! Whose pyjamas are they? Greg: I don't know. Jessie: Ben! Julia! Come and help us!

Jessie:	Look at this funny hat!
Greg:	It's Ben's hat!
Jessie:	What is this?
Greg:	It's α hoodie!
Jessie:	Is it Ben's hoodie?
Greg:	No, it isn't. It's my old hoodie!
Jessie:	Ha! Ha! Ha! Whose pyjamas
	are they?
Greg:	I don't know.
Jessie:	Ben! Julia! Come and help us!

7 Choose an ending! Tick (/).





There are two tents.

It's Julia's.

No, she hasn't.

It's Grea's.

Greg.

4 T (F

AFTER THE STORY 18 Read the story again and answer.

				· ·		
1	How	many	tents	are	there?	

- 2 Whose suitcase is pink?
- 3 Has Jessie got a hat?
- 4 Whose hoodie is it?
- 5 Who has got a green and yellow hoodie?

19 📢 Do you remember? Listen and circle T for True and F for F 3 (T) F

F

ty-one 61

▶ 17 Choose an ending. Tick (√).

- > Point to activity 16 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board **OPTION 1: BEN IS WEARING PYJAMAS. OPTION 2: THE BEAR HAS GOT THE PYIAMAS.** Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

18 Read the story again and answer.

- Point to activity 18 and elicit what they have to do.
- Encourage the children to go back to the story to answer the questions. Ask them to underline the part or parts of the text that justifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.

19 Do you remember? Listen and circle T for True and F for False.

- Point to activity 19 and elicit what they have to do.
- > Play the audio making a pause after each item. Play it more than once if necessary.

To check, go back to the story.

46) Track

- 1 Julia can sleep in the blue tent.
- 2 Ben can sleep in the tent with Greg.
- 3 Ben's hat is funny.
- 4 Greg's hoodie is new.
- 5 They're Greg's pyjamas.



FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

INTRODUCING NUMBERS AND CURRENCY

• Write **CURRENCY** on the board and elicit what currency we have in Argentina. Ask the children if they know the currency in our neighbouring countries. Then ask them if they know the currency in Europe, in the U.S.A., in Great Britain, etc. Focus on pesos, euros and dollars and elicit or introduce the corresponding decimal currency units.

1 Read and complete.

- Tell the children to open the book at page 62. Point to activity 1 and elicit what they have to do.
- Go over the photos and ask the children if they can identify the countries.
- Tell them to read the texts guickly in order to check their predictions. Read the words in the box together and revise the pairs (pounds pence, dollars - cents, euros - cents).
- Allow some time for the children to work on their own while you monitor.
- To check, to read the complete texts together.

2a What is the currency in your country? Read and complete.

- Point to activity 2a and elicit what they have to do.
- Go over the text together and elicit how to complete each blank.
- Allow some time for the children to work on their own while you monitor.
- To check, write the incomplete text on the board and invite the children to complete it.

2b Complete.

- Point to activity 2b and elicit what they have to do.
- Draw the children's attention to the words coins and banknotes and use real coins and banknotes to show what they are.
- Work on the list together on the board, e.g. COINS: \$2, \$1, 50 CENTS; BANKNOTES: \$1000, \$500.
- Allow some time for the children to complete the lists on their books.

ë 8 û 7 8 E F û 7 F E 7 Ê F E A 8 Ê Numbers and Currency

Read and complete.



3 At the stationer's. Listen and match the prices.

- Tell the children to open the book at page 63. Point to activity 3 and elicit what they have to do.
- Focus on the photo and elicit where the woman and the girl are. Read the speech bubbles all together. Elicit stationer's and ask the children what they can buy there. Make a short list of articles on the board and ask the children if they know how much those articles are.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, play the audio again and elicit the correct option.



4 Read and solve the problems.

Fred has got one hundred and twenty model cars. They are in six boxes.

1 How many model cars are there in each box? 20.

2 Each car costs € 3. How much do all the cars cost? € 360.



Mrs Brown's class is going to the museum. There are 20 students and two teachers. The bus ticket costs \in 2 and the museum ticket costs \in 5.

-three 63

1 How much do they spend on the b € 44.

2 How much do they spend in € 154.

47 Track

How much does the exercise book cost? It's one euro and fifty cents. How much does the pencil case cost? It's ten euro and eighty cents. How much does the red pen cost? It's 99 cents. How much does the ruler cost? It's one euro and seventy-five cents. How much does the schoolbag cost? It's thirty-five euro. How much does the book cost? It's five euros and fifty cents.

4 Read and solve the problems.

- Draw the children's attention to activity 4 and elicit what they have to do.
- ▶ Tell the children they will be working on Maths problems. Work on the first problem all together. Read the situation and questions together and elicit what they have to find out. In Spanish, work on possible ways to find the answers and elicit them: Is the question about the number of cars or the number of boxes? Write the number of cars and the number of boxes on the board. Do we have to multiply, divide, add or subtract?
- Do the division all together. Then go over the second question along the same lines.
- Allow some time for the children to work on the second problem on their own while you monitor.

• To check, elicit the thinking process used to find the solution and the correct answers.

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.



• Do the routine suggested in the Introduction.

INTRODUCING URBAN TRIBES

• Write **URBAN TRIBES** on the board and ask them if they know what they are. Elicit popular urban tribes in their area or at school.

1 Look, read and tick T for TRUE and F for FALSE.

- Tell the children to open the book at page 64.
 Point to activity 1 and elicit what they have to do.
- Go over the photos and ask the children if they can identify the urban tribes the children belong to.
- > Tell them to read the texts quickly in order to check their predictions.
- Allow some time for the children to work on their own while you monitor. Ask them to underline the part or parts of the text that justifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if the agree both with the answer and the justification.

COOL KIDS Urban tribes

OTAKUS

This is Aimi Tanaka. She is from

Kyoto, Japan. She is an otaku. The otakus like comics, manga

In this photo, Aimi is wearing a grey shirt and a blue tie. She

has got black hair but in the photo she is wearing a blue wig.

films and video games. They dress up as their favourite anime

characters.

She is Miku!

 $\ensuremath{\,^{\circ}}$ Look, read and tick T for TRUE and F for FALSE.

SKATERS

This is Steve and his friends. They are at the skate park, they are top skaters. They have got professional skateboards and they can skateboard very well.

They wear comtortable clottes. In this picture they are wearing jeans, hoodies, T-shirts, shirts, caps and trainers. They are cool



Steve and his friends can do a sport.

- 2 They skateboard at the skateboard park.
- 3 They haven't got jeans.
- 4 Aimi is an otaku.
- ${\bf 5}~$ She is wearing a school uniform.
- 6 Her real hair is blue.

sixty-four

2 Read and complete.

- Tell the children to open the book at page 65. Point to activity 2 and elicit what they have to do.
- Focus on the photo and elicit what the girl can do.
- Ask the children to read the text quickly and check their predictions.

TEACHING TIP!

Draw the children's attention to the text and point out that this time they do not have a box with words to complete. Read the text together and elicit the possible words for each blank, modelling how to go about this type of activity. Focus on the key words and phrases that can be used as hints. You can make reference to the necessary word categories if the children know or use them (noun, verb, adjective, linker, preposition).



- Allow some time for the children to work on their own while you monitor.
- To check, read the text and elicit the correct options.
- 3 Find out about youtubers. Choose a famous youtuber and write about him or her. Include a photo!
- Draw the children's attention to activity 3 and elicit what they have to do.
- ▶ Brainstorm famous youtubers the children know. Interact about their talents and preferences.

REFLECTION TIME!

Go back to the text about Amy and elicit what information it includes (*name*, *urban tribe*, *preferences*, *abilities*, *routine*, *clothes in the photo*). Reflect about how each bit of information is expressed in the text. Make a list of useful language for each category on the board. Discuss which parts of the text can be left the same and which ones should be changed to write about a youtuber. Tell the children to underline them in the text.

- Allow some time for the children to work on their own while you monitor.
- Once the texts are checked, they can make a clean copy which will be displayed in the English corner or School board.

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.



TEACHING TIP!

Work on the instructions along the lines of the Pupil's Book instructions. If the children need help to do the activities, you can suggest that they should resort to the Pupil's Book pages.

MY PROGRESS CHECK

• Draw the children's attention to the *My* Progress Check box. Read it together and reflect with them if they feel confident with each of the items. Invite the children to go over the activities done in the unit and think whether they could work autonomously or if they need help.

- Give them a scale to evaluate each item:
 - $\checkmark \checkmark = I \operatorname{can} \operatorname{do} \operatorname{it!}$
 - \checkmark = I can do it with some help.
 - X = I can't do it yet.

Workbook

U4



Unit 5

Having fun!

LINGUISTIC CONTENTS:

Free time activities. Describing actions in progress, contrasting habitual actions and actions in progress: I'm doing karate. He / She is / isn't playing ... In this photo, she's swimming. She swims on Fridays. What are you doing? What is he / she doing? (Metalinguistic reflection)

Project Work COOL KIDS: A better world (Citizenship)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING FREE TIME ACTIVITIES

• Write **FREE TIME ACTIVITIES** on the board. Invite one child to the front, show him / her one of the flashcards to mime the action. Ask the class to guess the action, provide the English word (if necessary) and stick the flashcard on the board. You can include actions from Unit 2, too.

1 Listen and number.

- ▶ Tell the children to open the book at page 66. Draw the children's attention to the pictures and elicit where the children are. Elicit the techy gadgets they can see and who are using them. Interact with them: Who is writing a message on the mobile phone? Who is writing an email on the laptop? Who is taking a photo with his camera? Who is listening to music?
- Point to activity 1 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the actions for each number.

(48) Track

1 It's lunchtime. I'm hungry. I'm eating a sandwich.

- 2 Ha! Ha! Ha! I'm reading comics! I love reading!
- 3 I'm writing an email to my mother.

4 I'm listening to music. This is my favourite song! 5 Say cheese! I'm taking a photo.



2 Read and match. Listen and check.

Point to activity 2 and elicit what they have to do.

- Allow some time for the children to work on their own while you monitor. Remind them they can resort to the flashcards on the board if they need help.
- To check, play the audio making a pause after each item for the children to do the checking.



- 1 I'm writing.
- 2 I'm reading.
- 3 I'm eating.
- 4 I'm taking a photo.
- 5 I'm listening to music.



4 Do you remember? Read and match. You can repeat the names.

- Point to activity 4 and elicit what they have to do.
- Allow some time for the children to go through the book looking for the answers while you monitor.
- \blacktriangleright To check, elicit the names for each action.

TECHNO KIDS Real life task

- Draw the children's attention to the **TECHNO KIDS** section. Read the task together and surf the net to find the information.
- Make a poster with the findings. The poster can be displayed in the English corner or School board.

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

3 Listen and number.

- Point to activity 3 and elicit what they have to do.
- Go over the photos and elicit what the children are doing.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the number for each action.

50 Track

- 1 I'm studying.
- 2 I'm watching TV.
- 3 I'm playing volleyball.
- 4 I'm doing karate.

U5

STARTING THE CLASS

• Do the routine suggested in the Introduction.

5 Read and tick the correct sentence.

- Tell the children to open the book at page 68.
 Point to activity 5 and elicit what they have to do.
- Go over the photos and elicit what the children are doing.
- Allow some time for the children to work on their own while you monitor.
- > To check, read the two options together and elicit the correct option.

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 100. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.

6 Weekend snapshots! Read and match. There is an extra text.

- ▶ Point to activity 6 and elicit what they have to do.
- Focus the children's attention on the photos. Elicit what the children are doing and where they are.
- Allow some time for the children to work on their own while you monitor.
- To check, read the texts and elicit the correct photos. Ask the children to justify their choices.

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 101. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.

5 Read and tick the correct sentence. 🗸) I'm taking a photo.) I'm not taking a photo I'm reading a book. I'm watching TV.) I'm not reading a book. I'm not watching TV. 6 Weekend snapshots! Read and match. There is an extra text. my friends. They are at the ark. They aren't playing volleyball. They are playing football. his is my sister aura. She 🗧 This is my big brother. He is at ding her horse. She loves the club. He isn't doing karate, he is swimming. This is me. I'm at the Look at my friend Jo. She park. It's hot and I'm is writing an email. She is at eating an ice cream. home. Page 10 sixty-eight

7 Read and number. Sing.

- Tell the children to open the book at page 69. Point to activity 7 and elicit what they have to do.
- Draw the children's attention to the picture and elicit the members of the family and what they are doing.
- ▶ Focus the children's attention to the lyrics, read them together and number them according to the pictures. Point to the relationship between *mobile phone* and *phoning*, and introduce *studying* and *sleeping*. Use gestures to make yourself clear.
- > Play the song, inviting the children to sing along following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.



⁸ Look, read and circle.



Mrs Kumar and her girls**are** aren't reading a book. They **are** aren't using the computer.

Denis**(is)isn't**

studying.

listening to music. She **is** (isn't)



nine

8 Look, read and circle.

- > Point to activity 8 and elicit what they have to do.
- > Draw the children's attention to the photos and elicit what the children are doing and where they are.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the answers. Ask the children to justify their choices.



FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

51) Track

Everybody is busy. Nobody wants to play. Mum is reading a book. Dad is phoning Grandma, today. My sister is doing her homework. My brother is studying, too. My cat is sleeping on the bed. Oh dear! What can I do?

52 Track

Karaoke version

U5

STARTING THE CLASS

• Do the routine suggested in the Introduction.

9a Listen and write the names.

- ▶ Tell the children to open the book at page 70. Point to activity 9a and elicit what they have to do.
- > Draw the children's attention to the picture, elicit where the children are and what they are doing.
- Play the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, elicit who is doing each activity.

53) Track

Nancy, come in the water! Not now, I'm reading this great book.

Come on, Jack! The water is warm! Just a minute! I'm taking a photo!

Carol, what are you doing? I'm listening to my favourite singer.

Thomas, come with me! Sorry, I'm eating an ice cream!

9b Look and answer.

- ▶ Point to activity 9b and elicit what they have to do.
- Explain to the children that the questions refer to the people in activity 9α.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the questions and the corresponding answers. Ask them to justify their answers.

9a 53 Listen and write the names.



REFLECTION TIME!

70 seventy

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 101. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.



- > Tell the children to open the book at page 71. Draw their attention to activity 10 and elicit what they have to do.
- Draw the children's attention to the pictures, the speech bubbles and the boy's thought bubble. Explain to the children that the man and the boy are playing a memory game.
- Listen to the audio and ask the children if the boy has got good memory.
- Pair work game. Draw the children's attention to the photos. Invite two volunteers to read the conversation between Nancy and Eric. The children play in pairs following the model dialogue.



What is Tom doing? He's eating.

• Do the routine suggested in the Introduction.

11 Read, listen and find the mistakes.

- Tell the children to open the book at page 72. Draw their attention to activity 11 and elicit what they have to do.
- > Draw the children's attention to the boy with the speech bubble, read it together and elicit who the children in the photos are. Focus on the photos and elicit what they are doing.
- Allow some time for the children to read the two texts. Explain to them that the mistakes are in the information, not in the form.
- Play the audio for the children to underline the mistakes. Play it more than once if necessary.
- Check where in the texts the mistakes are. Listen again to correct the mistakes.
- To check, ask the children to read the correct version of the texts.

55) Track

- 1 Look at Tony! He's doing karate. He always does karate on Saturdays.
- 2 May is swimming. She always swims on Wednesdays.

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 102. Go over the examples and work through the metalinguistic reflection together with the children.

12 Read and complete. There is an extra option. Listen and check.

- Draw their attention to activity 12 and elicit what they have to do.
- > Draw the children's attention to the pictures, elicit the job of the man or woman in the photo and make them guess the relationship between the boy and him / her.
- Ask the children to read the text quickly and check their predictions.
- Read the gapped text all together and elicit what type of words are missing (noun, verb, adjective, etc).



2 seventy-two

- Allow some time for the children to complete the blanks.
- To check, play the audio making a pause after each item.

56 Track

Hi, I'm James. I live in Houston. This is a picture of my father. He is an astronaut. He works at the Johnson Space Centre in the USA. In this picture he is spacewalking outside the space station in orbit. He is wearing his white spacesuit. When I grow up, I want to be an astronaut, too.

13 Holiday selfies! Look, read and complete. Iter's READ AND WRITE Iter's Paul Subject: My Holidays Hi Paul! I'm on holiday in Venice, Italy. I love the houses and the gondola, the traditional Italian boats. Every day I get up ___at___9 o'clock and I ____have__ breakfast at the hotel. I go to museums and visit my Italian family.

In this selfie I'm eating an ice cream . Yummy! I'm .wearing... a dress, it's summer in Venice! Love, Fiorella

4 Take a selfie and write an email to a friend. In the email write about:

Pupil's own answers	
	seventy-three 73

LET'S READ AND WRITE 13 Holiday selfies! Look, read and complete.

- Tell the children to open the book at page 73. Draw their attention to activity 13 and elicit what they have to do.
- ▶ Focus the children's attention on the photo and tell them that it is a holiday photo. Ask them if they can identify the place. Elicit what the girl is doing and wearing.
- Ask the children what type of text it is (an email) and elicit some of its characteristics (To:, Subject:, greeting, closing).
- ▶ Tell the children to read the text quickly to find out the girl's name and where she is.
- Read the text together and elicit the possible words for each blank. Focus on the key words and phrases that can be used as hints.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the information that helps them complete.
- ▶ To check, invite the children to read the words in the blanks. Ask them to justify their answers.

14 Take a selfie and write an email to a friend. In the email write about:

- Draw their attention to activity 14 and elicit what they have to do.
- Discuss what bits of information may be included by reading the two items in the list.
- Remind the children that this activity is related to activity 13. Focus on what part of the text in Activity 13 they can keep to write about themselves.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School board.

Page 116, activity 3 ▶ TB p. 103

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

THE GANG OF 4 "Sunday afternoon"

BEFORE THE STORY

- 15 Which furniture can you see in the pictures?
- Tell the children to open the book at page 74. Elicit who they can see in the pictures and where they are.
- Draw their attention to activity 15 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for pieces of furniture. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the pieces of furniture.

16 Look and listen to the story.

- > Tell the children to close their books and write the following sentences on the board: 1. JESSIE LIKES SUNDAYS. 2. JULIA IS IN THE DINING ROOM. 3. BEN IS DOING HIS HOMEWORK. 4. BLACKIE IS IN THE GARDEN. Ask the children to decide if the sentences are correct or incorrect.
- > Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.

(57) Track

Jessie: Hi, Aunt Betty! Aunt Betty: Hi, Jessie. What's the matter? Jessie: Sundays are so boring! Is Julia home? Aunt Betty: Yes, she's in the dining room. Jessie: Is she doing her homework? Aunt Betty: Yes, she is. Jessie: Where is Ben? Aunt Betty: He's in the garden.

Julia: Hi Jessie! Jessie: Hi Julia! Are you doing your homework? Julia: Yes, I'm doing the Maths homework. I don't like Maths. It's difficult.



He always plays football on

Sundays. What's Ben doing?

Come, let's go outside!

Julia: He's in the garden.

seventy-four

Jessie: I love Maths! Julia: Where is Greq? Jessie: He's playing football. He always plays football on Sundays. What's Ben doing? Julia: He's in the garden. Come, let's go outside!

Jessie: Hi Ben! What are you doing? Ben: I'm washing Blackie. Julia: No, Blackie is washing you! Ben: Can you help me? Jessie: Yes, I can. Ben: Can you give me the soap? Jessie: Sure! Here it is. Julia: Blackie doesn't like water! Ben: Oh no! Blackie! Come here!

J essie: Ben:	Hi Ben! What are you doing? I'm washing Blackie.
Julia:	No, Blackie is washing you!
	Can you help me?
Jessie:	Yes, I can.
	Can you give me the soap?
Jessie:	Sure! Here it is.
Julia:	Blackie doesn't like water!
Ben:	Oh no! Blackie! Come here!

17 Choose an ending! Tick (/).





AFTER THE STORY 18 Read the story again and answer.

1 Is Julia wa	tching TV?	No, sł	No, she isn't.		
2 What is Greg doing?		He's p	He's playing football.		
3 Is Ben in the garden?		Yes, h	Yes, he is.		
4 Does Blackie like water?		No, it	No, it doesn't.		
19 (58) Do	you remember	? Listen an	d circle ⊤ fo	r True and F for Fals	
1 T F	2 T (F)	3 (T) F	4 T F	5 T F 6 T	

17 Choose an ending. Tick (/).

- > Point to activity 17 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board OPTION 1: BEN IS IN THE WATER. OPTION 2: BLACKIE IS IN THE WATER. Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

18 Read the story again and answer.

- Point to activity 18 and elicit what they have to do.
- Encourage the children to go back to the story to answer the questions. Ask them to underline the part or parts of the text that justifies their answer.
- To check, invite the children to read one sentence at a time and justify their answer.
 You can ask the rest if they agree both with the answer and the justification.

19 Do you remember? Listen and circle T for True and F for False.

- Point to activity 19 and elicit what they have to do.
- Play the audio making a pause after each item.
 Play it more than once if necessary.
 - To check, go back to the story.

58) Track

- 1 Julia is in her bedroom.
- 2 Ben is doing his homework.
- 3 Jessie loves Maths.
- 4 Greg always plays football on Sundays.
- 5 Ben is in the garden.
- 6 Blackie likes water.



FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

U5

STARTING THE CLASSS

• Do the routine suggested in the Introduction.

INTRODUCING MAKING A BETTER WORLD.

• Write **PROBLEMS ON PLANET EARTH** on the board. Elicit what problems the children think we have today, no matter where we live: **DISRESPECT FOR OTHER PEOPLE**, **CONTAMINATION, ANIMAL ABUSE**, etc. Write those ideas on the board.

1 Listen and number.

- ▶ Tell the children to open the book at page 76. Go over the photos and read the speech bubbles together. Ask them which of those suggestions could solve the problems on the board. Focus on the transparency of the new words and explain any other word necessary to understand the general idea. Remind the children that it is not necessary to understand every single word.
- Point to the instructions in activity 1 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the number for each speech bubble.

COOL KIDS

A Better World

1 (59) Listen and number.

How can we make the world a better place?





We can reduce,

reuse and recycle.

We can help

We can respect each other.

We can protect nature.



6 seventy-six

59 Track

- 1 We can reduce, reuse and recycle.
- 2 We can respect each other.
- 3 We can help each other.
- 4 We can care for animals.
- 5 We can protect nature.



-seven

3 What do you do at school to make a better world? Write an entry in the

- Draw the children's attention to activity 3 and elicit what they have to do.
- Remind the children that this activity is related to activity 13. Focus on what part of the text in Activity 2 they can keep to write their texts.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School

FINISHING THE CLASS

- Finish the class: Time's up! Put everything
- Once they are ready, say the Goodbye chant and say goodbye.

2 Look, read and tick **T** for TRUE and **F** for FALSE.

- Tell the children to open the book at page 77. Point to activity 2 and elicit what they have to do.
- Focus on the photos and elicit where the children are and what they are doing.
- Tell the children to read the text quickly to find out the children's origin and the name of their school.
- Allow some time for the children to work on their own while you monitor. Ask them to underline the part or parts of the text that helps them decide on the answers.
- To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.

U5





• Draw the children's attention to the My Progress Check box. Read it together and reflect with them if they feel confident with each of the items. Invite the children to go over the activities done in the unit and think whether they could work autonomously or if they needed help.

- Give them a scale to evaluate each item:
 - $\sqrt{1} = I \operatorname{can} \operatorname{do} \operatorname{it!}$
 - \checkmark = I can do it with some help.
 - $X = I \operatorname{can't} \operatorname{do} \operatorname{it} \operatorname{yet}.$

Unit 6

Holiday snapshots

LINGUISTIC CONTENTS:

The weather. The seasons. Holiday activities. Integration: Describing clothes, describing actions in progress and habitual actions, describing places. Describing weather conditions, talking about the past, expressing time: *It was / wasn't sunny*. *We were / weren't at a hotel. Last (Monday) ... Yesterday ... Was it ...? Was he / she in ...?* (Metalinguistic reflection)

CLIL: Natural Disasters (Science)

Project Work COOL KIDS: Extreme weather (Science)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING WEATHER AND CLOTHES

• Write **WEATHER AND CLOTHES** on the board. Brainstorm the weather conditions they know (refer to the daily routine if necessary). Focus especially on *sunny*, *cloudy*, *windy*, *raining* and *snowing*. For each weather condition, brainstorm suitable clothes. Interact about the weather conditions of the day and the clothes they are wearing.

1 Look at Ben's holiday snapshots! Listen and number.

- ▶ Tell the children to open the book at page 78. Draw the children's attention to the pictures. Explain that those are holiday photos. Elicit where the children are, the weather conditions and the clothes they are wearing. Introduce any necessary words, e.g. *swimming* pool, boots, *umbrella*.
- Point to activity 1 and elicit what they have to do.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, elicit the number for each picture.



60) Track

- 1 It's raining. Ben is wearing his boots.
- 2 It's snowing. Max has got his hat.
- 3 It's sunny. The girls are wearing bathing suits.
- 4 It's windy. Oh no! Look at Ben's umbrella!



2 Read and match. Listen and check.

- Point to activity 2 and elicit what they have to do.
- Go over the photos and elicit the weather conditions.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, play the audio making a pause after each item for the children to do the checking. Be ready to accept alternative answers if they are well justified.



- 1 lt's sunny.
- 2 It's windy.
- 3 It's cloudy.
- 4 It's raining.
- 5 It's snowing.

3 Read and match.

- Tell the children to open the book at page 79. Point to activity 3 and elicit what they have to do.
- Go over the photos and elicit where the children are and what they are doing.
- Remind the children to underline in the text the information that helps them complete.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, read the texts and elicit the correct photos. Ask the children to justify their choices.

TECHNO KIDS Real life task

• Draw the children's attention to the **TECHNO KIDS** section. Read the task together and surf the net to find the information.

Make a poster with the findings. The poster can be displayed in the English corner or School board.

NB Page 117, activity 1 ▶ TB p. 122

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

4a Listen and circle Photo A or photo B.

- Tell the children to open the book at page 80. Point to activity 4a and elicit what they have to do.
- Go over the photos and elicit where the children are, what they are doing and what they are wearing.
- > Draw the children's attention to the options. Explain to them that they will hear eight sentences about the photos and they will have to circle the corresponding letter.
- Play the audio making a pause after each item. Play it more than once if necessary.
- To check, listen to the sentences one at a time and elicit the letter.

62 Track

- 1 It's summer.
- 2 It's winter.
- 3 It's snowing.
- 4 It's sunny and hot.
- 5 He's wearing shorts and a T-shirt.
- 6 She's wearing a ski suit.
- 7 She's skating.
- 8 He's riding a bike.

- 1 (A) B 2 A (B) 3 A (B) 4 (A) B 5 (A) B 6 A (B) 7 A (B) 8 (A) B

Photo Photo

4a (62) Listen and circle Photo A or Photo B.





4b Answer.

0 eighty

- Point to activity 4b and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- To check, read the texts and elicit the correct answers. Ask the children to justify their choices.



5 Look, read and find three mistakes in the School Project.

- Tell the children to open the book at page 81. Point to activity 5 and elicit what they have to do.
- > Draw the children's attention to the photos and elicit where the people are and what they can do there.
- > Point to the text and read the title of the project and its author together.
- Allow some time for the children to read the text looking for the mistakes. Remind them that the mistakes are in the information, not in the form.
- To check, read the text together and identify the mistakes. Ask the children to justify why those pieces of information are wrong.
- \blacktriangleright As a follow-up, correct the text together.

REFLECTION TIP!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 102. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.

6 Look, read and circle.

- Point to activity 6 and elicit what they have to do.
- ▶ Draw the children's attention to the photos and elicit what the children are doing and where they are. Point to the fact that the text is part of the same school project as the previous activity.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the answers. Ask the children to justify their choices.

NB Page 118, activity 3 ▶ TB p. 122

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

7 Read and complete. There is an extra option.

- Tell the children to open the book at page 82.
 Point to activity 7 and elicit what they have to do.
- > Draw the children's attention to the photos, elicit where the children are, what they are doing and the weather conditions.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline the hints in the text that help them complete.
- To check, invite the children to read the words in the blanks. Ask them to justify their answers.

8 Memorable holidays. Do you remember? Read and tick the correct option.

- Point to activity 8 and elicit what they have to do.
- Explain to the children that the questions refer to the projects in activities 5 and 6 on page 81.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the questions and the corresponding answers. Ask them to justify their answers.
- 7 Read and complete. There is an extra option. his This is Alice. She This is Gregory and and friends. They were at a campsite were her brother in London last weekend. It was windy last summer. It wasn't cold, it and cold. sunny and warm. was his She snowing sunny was were ⁸ Memorable holidays. Do you remember? Read and tick the correct option. Yes, she was. 1 Was Alejandra in Brazil in 2017? 🖌 No, she wαsn't. Yes, they were. 2 Were Alejandra and her family at a hotel? No, they weren't. Yes, it was. Was the weather sunny and hot? 🗸 No, it wαsn't. 🗸 Yes, he was. 4 Was Martin at the seaside? No, he wasn't. Yes, they were. Were Martin and his family at a hotel? 🖌 No, they weren't. Yes, it was. 6 Was the weather cold? 🗸 No, it wasn't. 2 eighty-two

REFLECTION TIME!

Draw the children's attention to Julia and direct them to the **REFLECTION CORNER** on p. 102. Go over the examples and work through the metalinguistic reflection together with the children. To round up, work on the corresponding **CHECK IT OUT!** activity.


Name	Destination	Month	Weather	Temperature
Ben	Miami	July	sunny	hot
Greg	Madrid	January	cloudy	cold
Max	Paris	July	sunny	hot
Mr Newton	Miami	January	windy	cold
Mr Jones	Rome	January	cloudy	cold



FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.



Nancy: Was he in Miami? Eric: Yes, he was. Nancy: Was it sunny? Eric: No, it wasn't. Nancy: Was it cold? Eric: Yes, it was. Nancy: It's Mr Newton

eighty-three 83

GUESS TIME

9 Listen and guess. Play.

- > Tell the children to open the book at page 83. Draw their attention to activity 9 and elicit what they have to do.
- Draw the children's attention to the chart, the speech bubble and the girl's thought bubble. Explain to the children that the man and the girl are playing a memory game.
- Listen to the audio and ask the children if the girl has got good memory.
- Pair work game. Draw the children's attention to the photos. Invite two volunteers to read the conversation between Nancy and Eric. The children play in pairs following the model dialogue.



Was it cold? No, it wasn't.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

10 Read and complete. Listen and check.

- Tell the children to open the book at page 84. Draw their attention to activity 10 and elicit what they have to do.
- Focus on the photos and ask the children if they can identify the place. Remind them of the **Real** life task at the beginning of the unit. Elicit the weather conditions.
- Tell the children to read quickly to find out where the boy lives and what the weather is like there.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check. Ask the children to justify the correct option referring to the hints in the text.

64) Track

Hi, my name is Amar. I'm eleven years old and I live in Churchill, Canada. It's the polar bear capital of the world. Winter is very long in Canada.

Today it is very cold and it is snowing outside. Yesterday it was minus thirty-five degrees. It was very COLD and WINDY!!! I was inside all day!

11 Read and tick the correct answer.

- Draw the children's attention to activity 11 and elicit what they have to do. Remind the children that this activity is related to the text about the boy in activity 10.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each question and elicit the correct answer. Ask the children to justify their choice.



LET'S READ AND WRITE **12** Look, read and circle the correct option.

- ▶ Tell the children to open the book at page 85. Draw their attention to activity 12 and elicit what they have to do.
- ▶ Focus the children's attention on the photo and tell them that it is a holiday photo. Ask them if they can identify the place. Elicit what the boy is doing and wearing.
- Ask the children what type of text it is (an email) and revise some of its characteristics.
- Tell the children to read the text quickly to find out the boy's name and where he is.
- ▶ Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the information that helps them complete it.
- To check, invite the children to read the text and ask them to justify their options.



13 Write an email to a friend. Include your holiday snapshot.

- Draw their attention to activity 13 and elicit what they have to do.
- Discuss what bits of information may be included by reading the items in the list.
- Remind the children that this activity is related to activity 12. Focus on what part of the text in activity 12 they can keep to write about themselves.
- Allow some time for the children to work on their own while you monitor.
- Once the texts are ready and checked you can ask them to make a clean copy, which will be displayed in the English corner or School board.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

THE GANG OF 4 "Emails from old friends"

BEFORE THE STORY

- 14 What characters can you see in the pictures?
- Tell the children to open the book at page 86. Elicit who they can see in the pictures and where they are.
- Draw their attention to activity 14 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for the characters. They can circle them in the pictures before ticking the words.
- To check, the children can refer to the frames where they found the characters.

15 Look and listen to the story.

- > Tell the children to close their books and write the following sentences on the board:
- WENDY WAS IN PARIS. 2. MAX WAS WITH HIS BASKETBALL TEAM. 3. MAX IS WITH WENDY.
 JULIA AND BEN ARE HAPPY TO SEE THEIR FRIENDS. Ask the children to decide if the sentences are correct or incorrect.
- Play the audio for the children to find out. You may play it more than once, if necessary.
- To check, tell them to open their books again and read the story.

65 Track

Ben: Julia! Look! There is an email from Max! Julia: And there's an email from Wendy, too! Ben: Wow! Max was in Paris last week. Was Wendy in Paris, too? Julia: No, she wasn't. She was in Rome. Ben: Was it sunny in Rome? Julia: No, it was cloudy.

Ben: Max was in Paris with his football team. Julia: Wendy was in Rome with her Aunt Brunhilda. Look there's a photo! They were at the Colosseum!



36 eighty-six

Ben: There's a photo here, too! Look! Max was in front of the Eiffel Tower. Julia: Was he with the team?

Ben: Yes, he was!

Ben: Let's skype with Max and Wendy! Julia: Great idea! Ben: Hello Max! How are you? Max: I'm fine. Wendy is here, too. Ben: Julia is here with me. Wendy: Hi Julia! Hi Ben! Julia: Hi Wendy! Thank you for the emails. Max: We have got a big surprise for you! Julia: A surprise? What is it? Max: It's a surprise! We can't tell you!

Ben: Julia: Ben: Max: Ben: Wendy: Julia: Max: Julia: Max:	Hi Wendy! Thank you for the emails. We have got a big surprise for you! A surprise? What is it? It's a surprise! We can't tell you!	UHIT C
16 0	hoose an ending! Tick (/).	
	R THE STORY	
17 Lo	ook, read the story again and answer.	
1	Was Max in Rome?	No, he wasn't.
2	Was it sunny in Rome?	No, it wasn't.
3	Was Wendy with her aunt Brunhilda?	Yes, she was.
4	Is there a surprise for Ben and Julia?	Yes, there is.
186	Do you remember? Listen and circle	T for True and F for False
1		

▶ 16 Choose an ending! Tick (√).

- Point to activity 16 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board OPTION 1: WENDY AND MAX IN A HELICOPTER. OPTION 2: WENDY AND MAX IN A LIMOUSINE.
 Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

17 Look, read the story again and answer.

- ▶ Point to activity 17 and elicit what they have to do.
- Encourage the children to go back to the story to answer the questions. Ask them to underline the part or parts of the text that justifies their answer.
- ▶ To check, invite the children to read one sentence at a time and justify their answer. You can ask the rest if the agree both with the answer and the justification.

▶ As a follow-up, invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc. Make sure they understand the new expressions: There is an email from Max! Max was in front of the Eiffel Tower. Let's Skype with Max and Wendy! Great idea! We can't tell you!

18 Do you remember? Listen and circle T for True and F for False.

- Point to activity 18 and elicit what they have to do.
- Play the audio making a pause after each item.
 Play it more than once if necessary.
- To check, go back to the story.

66) Track

- 1 Max was in Paris last week.
- 2 Wendy was in Paris, too.
- 3 Max was with his football team.
- 4 Wendy was with her Aunt Brunhilda.
- 5 Ben and Julia skype with Max and Wendy.
- 6 Max and Wendy haven't got a surprise for Ben and Julia.

NB Page 119, activities 1, 2 and 3 ▶ TB p. 123

FINISHING THE CLASS

• Finish the class: Time's up! Put everything away!

• Once they are ready, say the Goodbye chant and say goodbye.

I Look and complete the acrostic.

- Point to activity 1 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the answers corresponding to each picture.

2 Look, read and answer. Listen and check.

- Point to activity 2 and elicit what they have to do.
- Go over the photos and elicit what the children are doing.
- Allow some time for the children to work on their own while you monitor.
- Play the audio to check.

67) Track

What is she doing? She's skating.
 What is she doing? She's reading.
 What's the weather like? It's raining.
 Was it hot yesterday? Yes, it was.



3 Look, read and complete.

- > Point to activity 3 and elicit what they have to do.
- ▶ Focus the children's attention on the picture and tell them that it is a holiday photo. Ask them if they can identify the place. Elicit what the mother and children are wearing and what they are doing.
- ▶ Tell the children to read the text quickly to find out the girl's and the boy's names and check where they are.

U6

Reading and Writing

3 Look, read and complete.

Yesterday Mrs Wilson was in London with her children. It was **sunny** and hot. In the picture Mrs Wilson is **wearing** a purple dress and black shoes. Mandy is wearing a **pink** dress and trainers. She's taking a **photo**. Rick **isn't** taking photos. He's eating a sandwich. He's hungry!



ROUND-U

4 Read and match. There is an extra answer.

 Where were Mrs Wilson and the children yesterday? Was it sunny? What is Rick wearing in the picture? Is Mrs Wilson taking a photo? What is Mandy doing? 	A hoodie and jeans. She's taking a photo. They were in London. No, they weren't. Yes, it was. No, she isn't.
5 Answer. 1 Was it sunny yesterday? 2 What are you wearing today? 3 Where are you? 4 Are you taking a photo? 5 What are you doing?	Pupil's own answers
	eighty-nine 89

- Read the text together and elicit the possible words for each blank. Focus on the key words and phrases that can be used as hints.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the information that helps them complete.
- To check, invite the children to read the words in the blanks. Ask them to justify their answers.

4 Read and match. There is an extra answer.

- Point to activity 4 and elicit what they have to do.
- Focus on the two columns, the questions and the answers.
- Draw the children's attention to the fact that there is an extra answer.
- Allow some time for the children to work on their own while you monitor.
- To check, invite the children to read the questions and corresponding answers. Ask them to justify their choice.

5 Answer.

Point to activity 5 and elicit what they have to do.

- Go over the questions and make sure the children understand them.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to read each question and the corresponding answers. Interact with the children about their answers, to find similarities and differences.

Round-Up

6 Look and listen. Circle TRUE or FALSE.

- ▶ Point to activity 6 and elicit what they have to do.
- Go over the pictures and elicit what the children can see (clothes, activities, places, weather conditions).
- Play the audio making a pause after each item to give the children time to decide on the answer. Play it more than once if necessary.
- To check, play the audio again making a pause after each item to elicit the answer.

68 Track

U6

- 1 She's wearing jeans.
- 2 Mark's hoodie is new.
- 3 She's taking a photo.
- 4 He's listening to music.
- 5 Yesterday she was at the seaside.
- 6 Yesterday it was sunny and hot.



7 Look and listen. Tick the correct option.

- Point to activity 7 and elicit what they have to do.
- Go over the pictures and elicit what the pictures show.
- Play the audio making a pause after each item to give the children time to decide on the answer. Play it more than once if necessary.
- ▶ To check, play the audio again making a pause after each item and elicit the correct option.

U6



8 Look at the cards for 30 seconds. Play memory game.

- Point to activity 8 and elicit what they have to do.
- Elicit what information is provided about Anne and Robert in the cards and pictures: name, age, weather today, clothes, activities now, holiday destination and weather.
- > Draw the children's attention to the children in the photo and the speech bubbles. Go over the questions together and check they understand all of them.
- Allow some time for the children to play memory game in pairs: one asks the questions for the other one to answer. Then they swap.
 Allow short answers, since the aim of this activity is to foster interaction.

69 Track

- 1 What is she wearing? She's wearing a ski suit.
- 2 What is he doing? He's playing football.
- 3 What is Mrs. Brown doing? She's writing a letter.
- 4 What's the weather like today? It's cloudy.
- 5 Was she in the mountains, yesterday? No, she wasn't. She was at the seaside.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING NATURAL DISASTERS

• Write NATURAL DISASTERS on the board. Elicit WHAT A NATURAL DISASTER IS, WHICH ONES THEY KNOW, WHAT CAN CAUSE IT. Write a list of those ideas on the board.

I Look, read and tick T for TRUE and F for FALSE.

- Tell the children to open the book at page 92. Elicit where the texts can be found (in a website). Go over the photos and the pictures and read the subtitles together. Tell the children to identify the natural disasters shown in the pictures. Ask the children if they know where there are earthquakes and tsunamis.
- Point to the instructions in activity 1 and elicit what they have to do. Read the T or F sentences together to check the children understand them.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the information that helps them decide.
- To check, read the sentences and elicit the answers. Ask the children to justify their choices.

ë 8 û 7 6 E F û 7 6 E 7 6 H E A 3 Ê

Natural disasters

Look, read and tick T for TRUE and F for FALSE.



2015 there was a terrible tsunami in Illapel, Chile. Scientists ise a







Earthquake and tsunami in Iwate Prefecture, Japan, 2011.

There are about 1,000,000 earthquakes every year. 2 There aren't earthquakes in the Pacific Ocean. Seismographs take photos of the earthquakes. Tsunamis are terrible rain storms. 5 Earthquakes and volcanoes cause tsunamis.

an e

know how

earthquai

6 There was a tsunami in Chile in 2015.

ninety-two

'Ring of Fire'.

2 Read and answer.

- Fell the children to open the book at page 93. Point to activity 2 and elicit what they have to do.
- Focus on the photos and elicit the natural disaster. Elicit how much they know about hurricanes, e.g. their characteristics, where they take place, famous hurricanes.
- Tell the children to read the text quickly to check.
- Allow some time for the children to work on their own while you monitor. Ask them to underline the part or parts of the text that helps them decide on the answers.
- To check, read the questions and invite the children to read one answer at a time and justify them referring back to the text. You can ask the rest if they agree both with the answer and the justification.

ECCOCCECCECCCCCC

2 Read and answer.



3 Find out about a natural disaster in your area. Complete the fact file.

- > Draw the children's attention to activity 3 and elicit what they have to do.
- Think together what they can write about. Brainstorm natural disasters in your area or in the country (floods, forest fires, droughts, etc.).
- ▶ The children will probably need to look up the information on the internet or in Social Studies reference books. They may ask the Social Studies teacher for help, too.
- Allow some time for the children to work on their own while you monitor or assign the activity to be done at home.
- Once the information has been completed and checked, they can make a clean copy of the fact file which will be displayed in the English corner or School board.

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

U6

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING EXTREME WEATHER.

• Write **EXTREME WEATHER** on the board. Elicit what extreme weather conditions they know about. Write a list of those ideas on the board.

1 Read and complete the fact files.

- Tell the children to open the book at page 94.
 Point to activity 1 and elicit what they have to do.
- Elicit where the texts can be found (in a website). Go over the photos together and ask the children if they can identify the places.
- ▶ Tell the children to read the texts quickly to find out the names of the children writing and where they are from.
- Draw the children's attention to the fact files and elicit what information they need to complete them.
- Allow some time for the children to work on their own while you monitor. Remind the children to underline in the text the necessary information.
- To check, elicit the information in the fact files.



Read and complete the fact files.



2 Read the fact file and complete the blog entry.

- Tell the children to open the book at page 95. Point to activity 2 and elicit what they have to do.
- Focus on the photo and ask if they know the place. Draw the children's attention to the fact file and ask them to find out what the place is.
- Go over the gapped text and elicit what bits of information are missing.
- Allow some time for the children to work on their own while you monitor. Ask them to underline the part or parts of the text that helps them decide on the answers.
- To check, read the text all together. You can ask the rest if they agree both with the answer and the justification.

N FINEREN XI N FINEREN XI N FINEREN

2 Read the fact file and complete the blog entry.



3 Complete the fact file about the weather conditions in your city. Use the information to write a blog entry.

Pupil's own answers

REFLECTION TIME!

Go back to the text in activity 2 and elicit how each bit of information is expressed. Discuss which parts of the texts can be left the same and which ones should be changed to write about a different place. Tell the children to underline them in the text.

• Once the texts are checked, they can make a clean copy of both the fact file and the text which will be displayed in the English corner or School board.

FINISHING THE CLASS

- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

3 Complete the fact file about the weather conditions in your city. Use the information to write a blog entry.

- ▶ Draw the children's attention to activity 3 and elicit what they have to do.
- ▶ Work on the fact file together. Encourage the children to write about other cities they know. They will probably need to look up the information on the internet or in Social Studies reference books. They may ask the Social Studies teacher for help, too.
- Allow some time for the children to work on their own while you monitor.
- Once the fact file has been completed, the children write a text based on that information.



suggest that they should resort to the Pupil's Book pages.

2 It was hot. It wasn't cold.

U6



• Draw the children's attention to the *My Progress Check* box. Read it together and reflect with them if they feel confident with each of the items. Invite the children to go over the activities done in the unit and think whether they could work autonomously or if they needed help.

• Give them a scale to evaluate each item:

```
🗸 🖌 = I can do it!
```

 \checkmark = I can do it with some help.

```
X = I \operatorname{can't} \operatorname{do} \operatorname{it} \operatorname{yet}.
```













AT THE ECO ZOO	TEST UNIT	NAME: GRADE:
Read and match. There is an e	extra picture.	
I They are big. They have got big ears and a long nose. They like plants. I I I I	and a hey are black.	nge and They have got a long neck and small eves. They are
2 Read and complete the fact fi	le.	



•••

On Spot: Lions

Lions are from Africa. They are carnivorous mammals, they like meat. They are very big and heavy. They are brown. They have got small ears, small eyes and a big mouth. They have got a long tail. They haven't got a long neck.



Featured today! Grape, the Star Lion. Grape is a very famous lion. He lives at the Eco Zoo. He isn't very big. He has got small ears and a big mouth. He has got small brown eyes. He is cute! He likes meat and fruit.

	Origin	Food	Description
Lions			
Grape, the Star Lion			

....../6



5 Read and circle.



6 Read and write about your favourite wild animal.

Include:	
• animal	
• origin	
 description 	
 origin description favourite food 	





TALENTS

3 Look, read and number. Complete using CAN / CAN'T.





don't like she sister school tennis

TALENTS

5 Read and match. There is an extra answer.

- 1 Who's that?
- 2 Can she swim?
- **3** Do you like swimming?
- **4** What can you do?
- **5** Where do you play?
- **6** When do you play?

- **a)** No, he can't.
- **b)** At the club.
- **c)** My sister Lourdes.
- **d)** In the afternoon.
- **e)** Yes, she can.
- **f)** No, I don't.
- **g)** I can play tennis and basketball.



...../3

6 Write about you and a friend.

Include:	
 information about 	
you (name, age)	
• your abilities	
information about	
your friend	
(name, age)	
• his / her abilities	





This is my brother Pablo. He's a teacher. He gets up very early, at 6 o'clock. He has coffee for breakfast and he goes to work. He works at a school. He doesn't go to work by car, he goes by bus. He likes reading stories to the children.

In the afternoon, he watches TV and listens to music. He can't play the guitar, but he can play the drums.

PHOTOCOPIABLE

GRADE:

Look, read and match. There is an extra picture.

I My name is Santiago. I'm wearing my uniform. I'm a police officer.

AT WORK

- 2 My name is Marisa. In my shop there are fruits and vegetables. I'm a greengrocer.
- **3** I'm Augusto. I work at a clinic. I'm a vet.
- **4** I'm Alejandra. I work at a restaurant. I'm a waitress.





NAME:







2 Read and write T for True or F for False.

A PERSON I ADMIRE

ading **1.** Pablo is a teacher. **2.** He has breakfast at home.

3. He goes to work by car.

- **4.** He doesn't work in the afternoon.
- 5. He can't play musical instruments.



/5

3 Read and match. There is an extra answer.

- 1 What's his name?
- 2 What does he do?
- **3** Does he work at a clinic?
- 4 What time does get up?
- **5** Can he play the guitar?
- 6 What does he do in the afternoon?

- **a)** He's a teacher.
- **b)** Yes, he does.
- **c**) Pablo.
- **d)** No, he can't.
- e) No, he doesn't.
- f) At 6 o'clock.
- g) He listens to music.

...../3

4 (04) Listen and circle YES or NO.







YES NO



5 Read and circle.



Hi, I'm Aldana. I live in Santa Fe, Argentina. I admire my father. He's 42 and he's a shopkeeper. He works in a **shop / clinic** in the city. He **get up / gets up** at 7 o'clock and he goes to work **by / on** car. He doesn't have breakfast at home, he **have / has** breakfast in the shop. He has *mat*e and biscuits.

He **don't work / doesn't work** in the afternoon. On Monday and Wednesday, he goes to the club and plays football. He can play very well! On **morning / Friday** he doesn't go to the club. He has cooking lessons.



6 Write about a person you admire.

Include:	
• name	
• age	
• job	
routineαbilities	









NAME:	 	 	
GRADE:			

Read and write: Dr PETER and / or Dr SAM.



Hi! I'm Peter. I'm a vet at the Eco Zoo. I get up at half past seven every day and I have breakfast at home. I go to the Eco Zoo by car. My favourite animal at the Eco Zoo is the camel.On Saturday and Sunday I don't work. I play music with my friends. We've got a rock band. I can't play the drums, but I can play the guitar very well.

Hello! I'm Sam and I'm a vet. I work at a clinic in my city. I get up at seven o'clock on Monday and Tuesday and I get up at half past seven on Wednesday, Thursday, Friday and Saturday. I have tea and toast for breakfast at home. I go to the clinic by bus. My favourite animal is the parrot. I don't work on Sunday. I listen to music and cook with my family. I can't swim or play a musical instrument, but I can play basketball very well.



1 He gets up at 7.00 on Monday.

.....

2 He has breakfast at home.

.....

3 He goes to work by car.

.....

4 His favourite animal can talk.

- **5** He doesn't work on Saturday.
- 6 He likes music.

.....

7 He can play a musical instrument.

.....

8 He can cook.

.....

MID-YEAR TEST

2 Read and complete the fact files.



3 (05) Listen and circle.



 \mathbf{l} He's a police officer / waiter.

2 He can / can't ski.

3 She's Maggie / Mary.

4 She works in a **hospital / restaurant**.









MID-YEAR TEST









...../6

5 Read and tick.

- 1 Where do you work, Peter?
- **2** Are there monkeys at the Eco Zoo?
- **3** How many monkeys are there?
- 4 What time do you get up on Sunday, Sam?
- **5** Can you play the guitar?

a) At the Eco Zoo.
b) In the morning.
a) Yes, it's brown.
b) Yes, there are.
c) Eight.
b) Tall and big.
b) Tall and big.
c) In the afternoon.
b) At nine o'clock.
c) No, I can't.
b) No, she can't.

...../5

MID-YEAR TEST



6 Read and circle.



I'm Carolina and I'm a vet. I **work / works** at the Eco Zoo with Peter. I get up early **and / but** have breakfast at home. I **go / don't go** to work by bike. I haven't got a car. Peter and I are good friends. We like animals. **They / We** work in the morning and have **lunch / dinner** at twelve o'clock. We **don't / doesn't** work in the afternoon. Peter **go / goes** to the club in the evening. He **can / can't** swim very well. He's excellent!

7 Write about you and your friend.

Include:	
• name	
• age	
routineαbilities	



NAME:	 	 	 	 	
GRADE:					





This is Max and his friend, Dante. They are skaters. They can skateboard! They have got new skateboards. After school, they go to the park. They don't play football, they skateboard all the afternoon!

They wear comfortable clothes. In this picture, they are wearing jeans and big T-shirts. They aren't wearing hoodies.



This is Antonia and she's is from Quito, Perú. She is a rapper. Rappers like rap music. They wear caps, big T-shirts, hoodies and jeans. In this picture, Antonia is wearing a T-shirt but she isn't wearing a cap. She can sing and play the guitar.

- **1** What can Max and Dante do?
- **2** Do they go to school in the afternoon?
- **3** What are they wearing in the picture?
- **4** Where is Antonia from?
- **5** Does she like music?
- **5** Is she wearing a hoodie?





This is Juan. **He / She** is a tennis player. He can **do / play** tennis very well. He **go / goes** to the club after school. In this picture, he is wearing a **T-shirt / hoodie** and shorts. He has got white **flip flops / trainers**. He **is / isn't** wearing a cap.

...../3


5 Look, read and write.



This is my bedroom. I've got a bed, a table and a chair. My flip flops are to the bed, my is on the bed and my cap is the chair. Look at my table. My computer is on the table. I can the computer and play games.

brother's under next use T-shirt



6 Write about you and your bedroom.

Include:	
 your clothes today 	
• description of your	
bedroom	
	/6

NAME:
GRADE:

1a Read and tick TRUE or FALSE.

HAVING FUN!

Hello, I'm Ailin. I live in Posadas, Argentina.
This is a picture of my big sister, Magalí.
She's a photographer. She doesn't work in an office, she works at home.



In this picture she has got her new camera

and she is taking a photo. Her photos are excellent! When I grow up, I want to be a photographer, too.



Hi, my name is Fran. I'm from Montevideo, Uruguay. This is a picture of my father,
Alberto. He's a firefighter. He doesn't work in the morning, he works in the afternoon.
In this picture he is wearing his uniform. He has got a special hat. He is super!

	TRUE	FALSE
l. Ailin's sister is a photographer.	\bigcirc	\bigcirc
2. Magali's camera is old.	\bigcirc	\bigcirc
3. She's using her camera in the photo.	\bigcirc	\bigcirc
4. Alberto works in the morning.	\bigcirc	\bigcirc
5. He is wearing his uniform in the photo.	\bigcirc	\bigcirc

1b Read and answer.

- 1 Where does Magalí work?
- **2** Are her photos good?

- **3** Is Alberto Magali's father?
- **4** When does he work?

..../2

...../5

HAVING FUN!

2 Read and match. There is an extra answer.





- l Who's he?
- **2** Where is he?
- **3** Is he wearing a coat?
- **4** What is he wearing?
- **5** Is he skating?
- **6** Can he ski well?

- **a)** His hat and his ski suit.
- **b)** In the morning.
- c) My friend, Tommy.
- **d)** In the mountains.
- e) No, he isn't.
- **f)** No, he can't..
- g) No, he's skiing.

...../6

3 (08) Listen and circle YES or NO.



4 Look, read and circle.





I'm Neil. I'm at the park with **his / my** friend Ben. We **are / aren't** wearing T-shirts, shorts and trainers. We are **play / playing** football. We play football every Saturday afternoon.

5 Draw a selfie and write.

Include:	
• what you are	
wearing	
• what you are	
doing	
	\frown



....../6



HOLIDAY SNAPSHOTS



NAME:	 	

Ia Read and match. There is an extra picture.



1b Read and answer.

- 1 What is Franco wearing?
- **2** What season is it in Franco's picture?
- 3 Where is Julia?

- **4** What is she doing?
- 5 What's the weather like in Rome?





2 0⁹ **•** Listen and number.





3 Look, read and circle.

Hi Nico! I'm on holiday at the seaside / in the mountains. Yesterday it was / wasn't very cold. Look at my photo! It's snowing / raining.
I'm with my friend. We're wearing ski suits / bathing suits. I'm wearing a hat / cap. We are / aren't playing with the snow. It's fun!





HOLIDAY SNAPSHOTS

4 Look, read and complete.



....../6

To: Sofía	
Subject: Summer holidays	man
Hi Sofía !	The second second
I'm on holiday at the It's	
sunny and hot. I get up early and	
breakfast. I swim and play in the water.	
In the photo, I'm my shorts. I'm	swimming, I'm relaxing!
Yesterday it sunny, it was cold	rainy. It was boring!
Bye!	
Paul	
and have not seaside	wasn't wearing

5 Write an email to a friend. Include your holiday snapshot.



\leq				0
TAIL	D-OF	VE A	DT	ЕСТ
ENI	J-U F	- 7 C A		EDI



NAME:	 	••••	••••	 	••••	 	
GRADE:							

la Look, read and tick TRUE or FALSE.



Hi! I'm Facundo and I was in Miramar during the summer holidays. Miramar is in the Province of Buenos Aires and it is a beautiful city. I was at the seaside and the weather was fantastic. It was sunny and hot, it wasn't cloudy. In the photo I'm swimming in the sea and I'm wearing my shorts. I can swim and skate, but I can't play football.



Hello! I'm Avril and I was at my grandmother's house during the winter holidays.The weather was cold. It wasn't raining. It was sunny. In the photo I'm riding a bike. I can ride a bike and I can skate. I skate every day with my brother Facundo. He skates very well!

	TRUE	FALSE
1. Facundo was at the seaside in the summer.		\bigcirc
2. It was cloudy at the seaside.	\bigcirc	\bigcirc
3. Facundo can swim.	\bigcirc	\bigcirc
4. Avril was at a hotel.	\bigcirc	\bigcirc
5. She can't ride a bike.	\bigcirc	\bigcirc
6. Avril and Facundo can skate.	\bigcirc	\bigcirc

1b Read and answer.

- 1 Was the weather good at the seaside?2 What is Facundo wearing in the picture?
- **3** What is Avril doing in the picture?
- **4** What can she do?

/6

END-OF-YEAR TEST

















3 Look, read and write.

- Oriana is at home. She isn't wearing
- a, she's wearing
- pyjamas. She's
- a book. She reads in the
- every day. She
-horror stories!





Guille is at the seaside with

..... cousin Luciana.

Guille's dog is and

her dog is small. He's wearing a T-shirt

..... shorts. She isn't wearing

shorts, she's wearing a bathing suit. It's

..... and hot!

and evening sunny big dress likes reading his

...../4

END-OF-YEAR TEST



4 Look, read and match. There is an extra answer.



- 1 Where were Daniela and Gabriel yesterday?
- **2** Was it cloudy?
- 3 What is Gabriel wearing in the picture?
- **4** Is Daniela using the computer?
- **5** What is Gabriel doing?

- **α)** No, it was sunny.
- **b)** He's eating a sandwich.
- **c)** In the park.
- **d)** Yes, she can.
- e) Jeans and a hoodie.
- **f)** Yes, she is.



5 Answer.

l Was it raining yesterday?	
2 What are you wearing today?	
3 Are you listening to music?	
4 What are you doing?	



END-OF-YEAR TEST

test units **1-6**

Α

...../4

6 Look, read and circle.

To: Grandma

Subject: Yesterday



Hi grandma! Yesterday Danna and I **was / were** in the park in New York. It wasn't snowing, but it was cloudy and **hot / cold**. We like winter! We **go / goes** to the park every day after school.

In the picture we are wearing **leggings / ski suits**. My leggings are white and **Danna / Danna's** leggings are black. We are **swimming / skating**. I'm having fun, I can skate very well. I'm happy **or / but** Danna isn't happy. She's sad, she **can / can't** skate very well. Love,

Millie

7 Write an email to a friend about yesterday. Include a selfie.

Include:	
• where you were	
• what the weather	
was like yesterday	
• what you are	
wearing in the	
photo	
• what you are doing	
in the photo	
	(/7) (/40)

TEST UNIT 1: AT THE ECO ZOO

1 Read and match. There is an extra picture.

l elephants, 2 zebras, 3 tigers, 4 giraffes

2 Read and complete the fact file.

	Origin	Food	Description
Lions	Africa	meat	big and heavy, brown small ears, small eyes, big mouth, long tail
Grape, the Star Lion	Εςο Ζοο	meat and fruit	not very big, small ears, big mouth, small brown eyes

3 Look and write.

l mouth, 2 ears, 3 eyes, 4 neck, 5 legs, 6 tail

4 Listen and circle.

l three, 2 two, 3 one, 4 two, 5 five

5 Read and circle.

they, are, small, haven't got, but, tail

6 Read and write about your favourite wild animal.

Suggested answer:

Giraffes are from Africa. They are tall and big. They have got small ears and big eyes. They have got a long neck. They like fruit.

TEST UNIT 2: TALENTS

1 Look, read and match.

Martina: ride a bike Tobias: use a computer Lucía and Pedro: play the piano

2 Listen and tick.

l a, 2 b, 3 b, 4 a, 5 a

3 Look, read and number. Complete using CAN / CAN'T.

[4] I CAN'T ski.
[3] I CAN ride α bike.
[1] I CAN'T swim.
[5] I CAN'T dance.
[2] I CAN play the guitar.
[6] I CAN play tennis.

4 Look, read and write.

sister, She, don't, tennis, like, school

5 Read and match. There is an extra answer.

l c, 2 e, 3 f, 4 g, 5 b, 6 d

6 Write about you and a friend.

Suggested answer:

Hil I'm Lautaro. I'm nine. I can play football and swim but I can't play the guitar.

This my friend Facundo. He's ten. He can play basketball and he can ride a bike but he can't play tennis.

TEST UNIT 3: AT WORK

I Look, read and match.
I police officer, 2 greengrocer, 3 vet, 4 waitress

- 2 Read and tick T for TRUE and F for FALSE. 1 T, 2 T, 3 F, 4 T, 5 F
- **3** Read and match. There is an extra answer. 1 c, 2 α, 3 e, 4 f, 5 d, 6 g
- **4** Listen and circle YES or NO.
 - 1 YES, 2 NO, 3 YES, 4 NO, 5 NO

5 Read and circle. shop, gets up, by, has, doesn't work, Friday

6 Write about a person you admire.

Suggested answer:

I admire my brother. He's 19 and he's a greengrocer. He works in a shop. He gets up at 5 o'clock and he has breakfast. He goes to work by bus. In the evening he watches TV and listens to music. He can play football. On Saturday he goes to the club.

MID-YEAR TEST UNITS 1-2-3

1 Read and write: Dr PETER and / or Dr SAM.

1 Sam, 2 Peter and Sam, 3 Peter, 4 Sam 5 Peter, 6 Peter and Sam, 7 Peter, 8 Sam

2 Read and complete the fact file

Animal: camels Description: **big and brown, four legs, long tail, big mouth (small eyes)** Habitat: desert Diet: **plants and fruit** Abilities: **run**

Animal: parrots Description: short legs, small eyes, colourful (red, green, blue, yellow, etc.) Habitat: warm areas Diet: plants and fruit Abilities: talk and sing

3 Listen and circle.

l waiter, 2 can, 3 Mary, 4 hospital

MID-YEAR TEST UNITS 1-2-3

4 Listen and tick.

l housewife, 2 hospital, 3 four pencils, 4 She can't sing, 5 By car, 6 Lisa

5 Read and tick.

l a, 2 b, 3 a, 4 b, 5 a

6 Read and circle.

work, and, go, we, lunch, don't, goes, can

7 Write about you and your friend.

Suggested answer:

I'm Martina and I'm 9. I get up at 8 o'clock and I have breakfast. I go to school by car. In the afternoon I do my homework. Brisa is my friend. She is 9. We like music. I can sing and she can dance.

TEST UNIT 4: FASHION

I Read and answer.

l They can skateboard. 2 No, they don't. 3 They are wearing jeans and T-shirts. 4 She's from Quito, Perú. 5 Yes, she does. 6 No, she isn't.

2 Look, read and circle.

He, play, goes, T-shirt, trainers, isn't

3 Read and number.

l Mrs Smith, 2 Paul, 3 Kelly, 4 Sue, 5 Greta

4 Listen and match.

4 Wendy, flip flops; 1 Jeff, hoodie; 2 Pamela, coat and pyjamas; 5 Carl, ski suit

5 Look, read and write.

next, T-shirt, under, brother's, use

6 Write about you and your bedroom.

Suggested answer:

Today I'm wearing blue jeans, a red T-shirt and black trainers. In my bedroom I've got a bed and a table. My trainers are under the bed. My hoodie is on the bed and my hat is on the table.

TEST UNIT 5: HAVING FUN!

Ia Read and tick TRUE or FALSE. 1 T, 2 F, 3 T, 4 F, 5 T

1b Read and answer.

1 She works at home. 2 Yes, they are. 3 No, he isn't.4 He works in the afternoon.

2 Read and match. There is an extra answer.

l c, 2 d, 3 e, 4 a, 5 e, 6 f

- **3** Listen and circle YES or NO.
 - 1 YES, 2 NO, 3 YES, 4 YES, 5 YES

4 Look, read and circle. wearing, am, swim, my, are, playing

5 Draw a selfie and write.

Suggested answer:

I'm Iván and I'm at school. I'm wearing a yellow T-shirt, black shorts and blue trainers. In the selfie, I'm singing and dancing.

TEST UNIT 6: HOLIDAY SNAPSHOTS

- **1a** Read and match. There is and extra picture. 1 B, 2 A, 3 D
- **1b** Read and answer.

l He's wearing a hat and a jacket. 2 It's winter. 3 She's at the seaside. / She's in Mar del Plata, Argentina. 4 She's playing in the water. 5 It's sunny and warm.

2 Listen and number.

l e, 2 d, 3 f, 4 b, 5 c, 6 a

3 Look, read and circle.

in the mountains, was, snowing, ski suits, hat, are

4 Look, read and complete.

seaside, have, wearing, not, wasn't, and

5 Write an email to a friend. Include your holiday snapshot.

Suggested answer:

Hi Vittu! I'm on holiday at the seaside. It's sunny and hot. In the photo, I'm wearing my bathing suit and flip flops. I'm playing.

TESTS KEY

END-OF-YEAR TEST: UNITS 1-2-3-4-5-6

1a Look, read and tick TRUE or FALSE.

1 T, 2 F, 3 T, 4 F, 5 T, 6 T

1b Read and answer.

l Yes, it was. 2 He's wearing shorts. 3 She's riding a bike. 4 She can ride a bike and skate.

2 Listen and tick.

1 B, 2 B, 3 A, 4 B, 5 A, 6 B

3 Look, read and write. dress, reading, evening, likes, his, big, and, sunny

4 Look, read and match. There is an extra answer.

l c, 2 a, 3 e, 4 f, 5 b

5 Answer.

Pupil's own answers.

6 Look, read and circle.

was, cold, go, leggings, Danna's, skating, but, can't

7 Write and email to a friend about yesterday. Include a selfie.

Suggested answer:

Hi Agustin! Yesterday I was at Ezequiel's house. It was sunny and cold.

In the selfie, I'm wearing jeans and a hoodie. I'm listening to rap music.

TESTS AUDIOSCRIPTS

TEST UNIT 1: AT THE ECO ZOO

Track 02

How many monkeys are there? How many tigers are there? How many lions are there? How many elephants are there? How many bears are there?

TEST UNIT 2: TALENTS.

Track 03

Mrs Bell, can you cook? Yes, I can. I love cooking.

John, can you ride a horse. No, I can't. It's difficult.

Carla, can you play the piano? No, I can't but I can play the guitar.

Mary, can you use a computer? Yes, I can. It's easy.

Paul, can you do karate? Yes, I can. I love karate.

TESTS AUDIOSCRIPTS

TEST UNIT 3: AT WORK

Track 04

1 What does Mr Potter do? He's a doctor. 2 Where does Mary work? She works in a school.

3 What does Mrs Cooper do? She's a police officer.

4 What does Jill do? She's a teacher.

5 Where does Mark work? He works in a hospital.

MID-YEAR TEST: UNITS 1-2-3

Track 05

- 1 What does he do? He's a waiter.
- 2 Can he ski? Yes, he can.
- 3 Who's she? She's Mary.
- 4 Where does she work? She works in a hospital.

Track

- 1 What does she do? She's a housewife.
- 2 Where does he work? He works in a hospital.
- 3 How many pencils are there? There are four.
- 4 Can she sing? No, she can't.
- 5 How does she go to work? She goes by car.
- 6 Who's she? She's Lisa.

TESTS AUDIOSCRIPTS

TEST UNIT 4: FASHION

Track 07

- 1 Whose flip flops are they? They're Wendy's.
- 2 Is it Bart's hoodie? No, it isn't. Whose hoodie
- is it? It's Jeff's.
- 3 Is that Pamela's coat? Yes, it is.
- 4 Whose pyjamas are they? They're Pamela's.
- 5 Is it Carl's ski suit? Yes, it is.

END-OF-YEAR TEST: UNITS 1-2-3-4-5-6

Track 10

- 1 Can she ski? No, she can't.
- 2 What is Carla doing? She's swimming.
- 3 What's the weather like? It's raining.
- 4 Was it cold yesterday? No, it wasn't. It was hot.
- 5 What is Mrs Brown doing? She's writing a letter.
- 6 Was she at the mountains, yesterday? No, she wasn't. She was at the seaside.

TEST UNIT 5: HAVING FUN!

Track 08

- 1 Is Carl eating?
- 2 Is Jill writing?
- 3 Is Ben reading?
- 4 Is Carl eating a banana?
- 5 Is Jill listening to music?

TEST UNIT 6. HOLIDAY SNAPSHOTS.

Track (09)

- 1 He's wearing a ski suit.
- 2 He's playing football.
- 3 She's taking a photo.
- 4 He's listening to music.
- 5 Yesterday she was at the seaside.
- 6 Yesterday it was sunny and hot.





	YEAR PLANNER	NER	MONTH	MONTH:		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY







A NEW SCHOOL YEAR

Read and match.

- 1 What's your name?
- 2 What's your surname?
- 3 How old are you?
- 4 Are you Italian?
- 5 Where do you live?
- 6 Where are you from?
- **2** Read and write.
 - Dear BEN,
 - My name is
 - My surname is
 - I'm years old.

Write soon,

- α I live in London.
- **b** Yes, I am.
- **c** I'm from Italy.
- **d** My name is Alice.
- e I'm eleven.
- f It's Clark.





WILD ANIMALS

Look, read and circle.



- l elephant / hippo
- 3 bear/monkey
- 2 lion/penguin
- 4 camel/giraffe
- 5 tiger/snake
- 6 crocodile / zebra

2 Look, read and complete.



Welcome to the Eco Zoo! There are a	
lot of animals.	

There are three and
three lions. There are
tall giraffes, too. There
two snakes. There is a
hippo and a bear. And
is a monkey!

are big there three tigers

ABILITIES (1)

1 Look, read and circle.

















ABILITIES (2)

Look and write I CAN / I CAN'T.



2 Read and circle.

l. Can you cook?	YES, I CAN.	NO, I CAN'T.
2. Can you swim?	YES, I CAN.	NO, I CAN'T.
3. Can you ski?	YES, I CAN.	NO, I CAN'T.
4. Can you draw?	YES, I CAN.	NO, I CAN'T.

OCCUPATIONS



I. A	works in a butchers shop.
2. A	works in a hospital.
3. A	works in a greengrocer's shop.
4. A	works in a shop.
5. A	works in a bakery.

doctor shopkeeper greengrocer butcher baker

DAILY ROUTINES

Look, read and write. Number.

- **1.** I up.
- 2. I on my clothes.
- 3. I breakfast.
- **4.** I my teeth.
- **5.** I to school.
- 6. I my homework.
- 7. I with my friends.
- **8.** I TV.



brush go do play watch put have get

2 Look, read and match.



- 1. What time does he go to school?
- 2. Does he go to school by car?
- 3. What time does he have lunch?
- 4. What does he have for lunch?
- 5. Does he do his homework in the bedroom?

- \mathbf{a} \bigcirc No, he doesn't.
- \mathbf{b} \bigcirc He has spaghetti.
- \mathbf{c} \bigcirc At a quarter to eight.
- **d** 🕖 Yes, he does.
- \mathbf{e} \bigcirc At half past twelve.

CLOTHES

Colour and write.



HAVING FUN!

Read and number.

- **l.** I'm reading.
- **2.** I'm speaking.
- **3.** I'm writing.
- **4.** I'm studying.

- 5. I'm eating.
- **6.** I'm watching TV.
- 7. I'm listening to music.
- 8. I'm taking a photo.



2 Read and circle.



She is / isn't writing a letter.
 She is / isn't reading a book.



3. He is / isn't listening to music.4. He is / isn't watching TV.

WEATHER AND HOLIDAYS

1 Read and write T for TRUE or F for FALSE.



2 Look, read and circle.



- Was Tina at the seaside? Yes, she was. / No, she wasn't.
- Was it cold? Yes, it was. / No, it wasn't.



- Was Mark at school?
 Yes, he was. / No, he wasn't.
- **4.** Was it hot? Yes, it was. / No, it wasn't.

EXTRA ACTIVITIES KEY

P. 170 EXTRA ACTIVITIES: A NEW SCHOOL YEAR

1 Read and match

1d, 2 f, 3e, 4b, 5a, 6c

2 Read and write.

Pupil's own answers.

P. 173 EXTRA ACTIVITIES: ABILITIES (2)

I Look and write i CAN / I CAN'T.

l I can swim. 2 I can ride a bike. 3 I can't ski. 4 I can't cook. 5 I can use a computer.

2 READ AND CIRCLE.

Pupil's own answers.

P. 171 EXTRA ACTIVITIES: WILD ANIMALS

I Look read and circle.

l elephant, 2 lion, 3 monkey, 4 camel, 5 tiger, 6 zebra

2 Look, read and complete. tigers, three, are, big, there

P. 174 EXTRA ACTIVITIES: OCCUPATIONS

1 Look, read and match.

l doctor, 2 vet, 3 police officer, 4 housewife, 5 shop assistant, 6 waiter.

2 Read and write.

1 butcher, 2 doctor, 3 greengrocer, 4 shopkeeper, 5 baker

P. 172 EXTRA ACTIVITIES: ABILITIES (1)

1 Look, read and circle.

l draw, 2 swim, 3 ski, 4 dance, 5 sing, 6 skate, 7 play football, 8 ride a bike

P. 175 EXTRA ACTIVITIES: DAILY ROUTINES

I Look, read and write. Number.

l get, 2 put, 3 have, 4 brush, 5 go, 6 do, 7 play, 8 watch

2 Look, read and match.

lc, 2 a, 3e, 4b, 5d

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EXTRA ACTIVITIES KEY

P. 176 EXTRA ACTIVITIES: CLOTHES

1 Colour and write.

l John's hat is blue.

2 Mark's scarf is green.

3 Jim's shorts are orange.

4 Sharon's blouse is pink.

2 Look, read and write.

Girl (Summer): shorts, cap, T-shirt, bathing suit, (trousers). Boy (winter): trousers, coat, jumper, (cap)

P. 178 EXTRA ACTIVITIES: WEATHER AND HOLIDAYS

1 Read and write T for TRUE and F for FALSE. 1 T, 2 F, 3 F, 4 T, 5 T, 6 T

2 Look, read and circle.

l Yes, she was. 2 No, it wasn't. 3 No, he wasn't. 4 No, it wasn't.

P. 177 Extra activities: Having Fun!

1 Read and number.

Peter 4, Frank 7, Jane 1, Olga 6, Wendy 8, Paul 2, Maria 3, Laura 5

2 Read and circle.

l isn't, 2 is, 3 is, 4 isn't

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