

# **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 NAP, 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 students.

# 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.



# **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.



# **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 students of different types of intelligences and learning styles.



# COMMUNICATIVE CONTENTS

# Listening

understand some basic words and phrases to show politeness (please, thank you, excuse me, sorry ...), greetings (hello, hi), leave-taking (goodbye, bye). recognise basic time words (e.g. days, months, seasons) and phrases about the weather in simple phrases and sentences if spoken slowly and clearly. follow short basic classroom instructions (*colour, draw ...*) if supported by pictures or gestures.

understand simple spoken commands as part of a game (put up your hand, clap, stand up, sit down, jump ...) understand simple feedback from the teacher (Great! Wow!).

recognise words and simple phrases related to familiar topics and adjectives, e.g. personal introductions (name, age, birthday month), numbers (1-100), colours, school objects, food, likes and dislikes, feelings, family, clothes, parts of the body, physical descriptions, the house, etc. 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? When is your birthday? Are you ...? What are you wearing? How many ...? Have you got ...? Has he got ...? Is there ...?). get the gist of a simple song or short simple stories if told clearly and supported by pictures or gestures.

# 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.

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 (e.g. thank you ...) and to take part in basic games that use fixed expressions.

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 (Vike / Ldon't like), feelings, family, clothes (I'm wearing / He's wearing), physical descriptions (I've got / She has got), the house (there is / there isn't), etc. using single words or simple phrases.

ask and answer short simple questions related to personal information, information about objects or other people using a single word or phrase (name, age, colours, describe objects using a few simple words (colours, quantity, descriptive adjectives) if supported by pictures. quantity, preferences, possessions, parts of the body, physical description, clothes, places).

read aloud familiar single words and simple phrases.

# Reading

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

recognise basic instructions (read, colour, count, listen ...).

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

understand the relationship between words of the same vocabulary set (e.g. clothes, parts of the bood understand the relationship between words of the same vocabulary set (e.g. clothes, parts of the bood 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.

# 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 some familiar words or phrases and numbers 1-100.

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.

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tion & OL KIDS		urs. Numbers. unting (Maths): urite festivities	urs. Numbers. ood. Id counting yone has	urs. Numbers. ood. Feelings. materials itional clothes.	urs. Numbers. ood. Feelings. amazing Science) ithy kids	urs. Numbers. ood. Feelings. Physical and the world on the move
Integration & CLIL & COOL KIDS		Characters. Colours. Numbers. School objects.  CLIL  Numbers and counting (Maths): 1-20  COOL KIDS Favourite festivities	Characters. Colours. Numbers. School objects. Food.  CLIL Numbers and counting (Maths): 1-100  COOL KIDS Everyone has feelings	Characters. Colours. Numbers. School objects. Food. Feelings. Family.  CLIL Clothes and materials (Social Studies)  COOL KIDS Traditional clothes.	Characters. Colours. Numbers. School objects. Food. Feelings. Family. Clothes.  CLIL Monsters or amazing animals? (Natural Science)  COOL KIDS Healthy kids	Characters. Colours. Numbers. School objects. Food. Feelings. Family. Clothes. Physical description.  CLIL Houses around the world (Social Studies)  COOL KIDS Kids on the move
Production	Hi! Hello! I'm (Wendy). My name is (Max). This is (Fred). I'm (nine). I've got / haven't got (a pencil). It's / isn't (blue).	I'm / My name is (Katie). I'm (eleven). My birthday is in (November / winter). I like (fruit). I don't like (salad).	l'm / He's / She's / It's (happy). He's / She's (my cousin).	I'm / I'm not wearing (a jacket). He / she is / Isn't wearing (a cap). It's (yellow).	Ve got (black) hair. She's / He's got (curly hair).	In my house there is (a bedroom and a kitchen). My favourite room is the (bedroom). There is (a sofa and a table). There isn't (a bookcase)
Recognition	What's your name? Who's this? What is it? What colour is it?	What month is it? Is it (winter)? How old are you? When is your birthday? Is it in (summer)?	Is be (sad)? Are you (happy)?	What are you wearing? What is he wearing? What colour is the (T-shirt)? Is it (red)? Is she wearing (a jacket)? Is the (jumper) (red)?	Have you got (long) hair? Has she got (green) eyes?	Where is (the bed)? Is there (a table) in (the kitchen)?
Metalinguistic reflection	Introduce oneself and others. Express possession. Describe school objects.	Provide personal information. Express preference.	Express feelings. Introduce family members.	Describe someone's clothes.	Describe someone physically.	Describe a place.
Vocabulary	Characters: Wendy, Max, Fred, Patty, Spooky Greetings: Hi! Hello! Days of the week Colours: red, blue, orange, white, black, pink, green, purple, brown, yellow School objects: book, pen, pencil, ruler, sharpener, schoolbag, pencil case, rubber	Months and seasons Food: ice cream, juice, cake, sweets, meat, salad, fruit, cheese	Feelings: sad, tired, afraid, happy, angry, thirsty, hungry Family members: mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin	Clothes: jumper, skirt, jacket, hat, cap, dress, T-shirt, shoes, trousers Weather: sunny, cloudy, rainy, windy, snowy, hot, cold	Parts of the body: eye, nose, mouth, ear, hair, hand, finger, leg, foot / feet Descriptive adjectives: curly, straight, long, short, big, small	Parts of the house: bedroom, bathroom, kitchen, living room Objects in the house: bed, wardrobe, table, sofa, bookcase, toilet, bath, fridge
Unit	Welcome Unit Spooky's friends	Unit 1 Celebrating	Unit 2 Happy days!	Unit 3 Shopping	Unit 4 Cool friends!	Unit 5 Home sweet home

# THE Hey Friends! 1 PUPIL'S BOOK

In *Hey Friends!* 1 there is a Welcome Unit and five main units.

# **UNIT COMPONENTS**

# INTRODUCTION

Presentation of the context (new items)

# **WENDY AND FRIENDS**

A story featuring the characters

# **ACTIVITIES**

Recognition and guided practice

# **GUESS TIME**

Guessing games for the children to play in pairs

# **COOL KIDS**

Activities and project work on values, citizenship and intercultural awareness

# **CLIL**

Content and Language Integrated Learning activities

# **ROUND-UP**

**WORKBOOK AND PROGRESS CHECK** 

LET'S READ AND WRITE



Celebrating

MY HEY FRIENDS! 1 PORTFOLIO

# **WORD BANK**

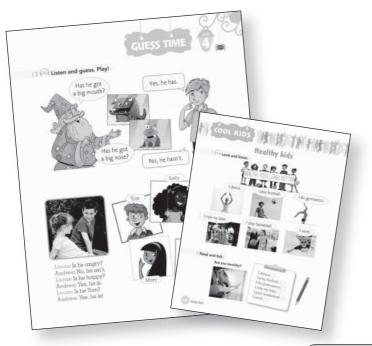
# **INTERACTIVE DIGITAL BOOK:**

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, colouring, choosing, labelling, counting, ordering, reading and writing. Every unit includes at least two instances of written production with support, one of which can be included in the **Portfolio** at the end of the Pupil's Book.





Each unit also has a **Guess Time** section where children play guessing games in pairs that 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 literacy skills and increasing learner's autonomy in reading and writing.

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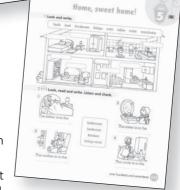
A very important section in Hey Friends! 1 is Content and Language Integrated Learning (CLIL), which offers contents and activities aligned with the primary school curriculum in areas such as Maths, Science and Social Studies. CLIL is followed by Cool Kids, a section which fosters citizenship and intercultural 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.

There are two **Round-up** sections, one after Unit 3 and the other after Unit 5, which aim at providing a further instance of integration of contents (skills and linguistic items). And last but not least, there is a **Word Bank** which works as a reference section for the lexical contents of each unit.



The series includes a builtin **Workbook** with three
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.



	My progress check
I can talk about	the months the seasons
B	the food I like and don't like.  my favourite festivity.
1	my birthday.

# THE Hey Friends! 1 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 students' 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, 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) and word puzzles

# 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! 1

# 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 students' 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 students 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 and a farewell song or chant

# Hello Song (Hey Friends! A)

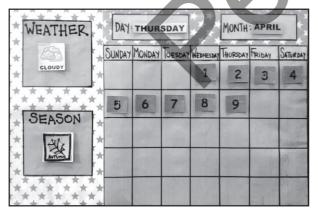
Hello! Hello! Hello, how are you? I'm fine. I'm fine. I'm fine, thank you.

# Goodbye Song (Hey Friends! A)

Goodbye! Goodbye! Goodbye my friend. Goodbye!

Goodbye! Goodbye! See you soon. Bye-bye! Bye-bye! Bye-bye, my friend. Bye-bye! Bye-bye! Bye-bye! See you soon.

- 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)



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 students 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! 1 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 students' 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 AND PROJECT WORK**

Activities in Hey Friends! 1 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. Level 1 is a double-entry point (for some children it can be their third level of English while for others it could be their first one), thus the activities have been designed to cater both to children who are just taking their first steps in the learning of English and those who have already started. 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

Read and tick.

Bread a

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 all along the way. In *Hey Friends! Teacher's Book* special attention is paid to supporting the learning process, and plenty of materials, suggestions and ideas are provided to attend to the needs of both the teachers and their pupils.

Each unit also includes a **Project Work** section. The arts and crafts projects in this section aim at integrating the learning of English as a foreign language with the development of the motor skills and the stimulation of creativity.

# **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 1 (1° Ciclo Educación Primaria) issued by the Ministry of Education of Argentina (2011):

- Maths: cardinal numbers (1-100)
- Social Studies: clothes and materials, different types of houses
- Natural Science: wild animals

## **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 **Project Work,** which is an instance of personalisation in which children show and talk about themselves and the world that surrounds them.

### 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

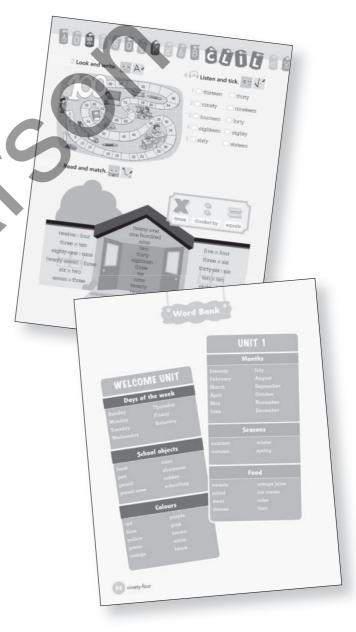
Metalinguistic reflection refers to the learners' discovery of how language works by means of guiding questions provided by the teacher. This implies interacting with the children about aspects such as the graphophonic relationship between sounds and words, pronunciation and intonation, the meaning conveyed 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.

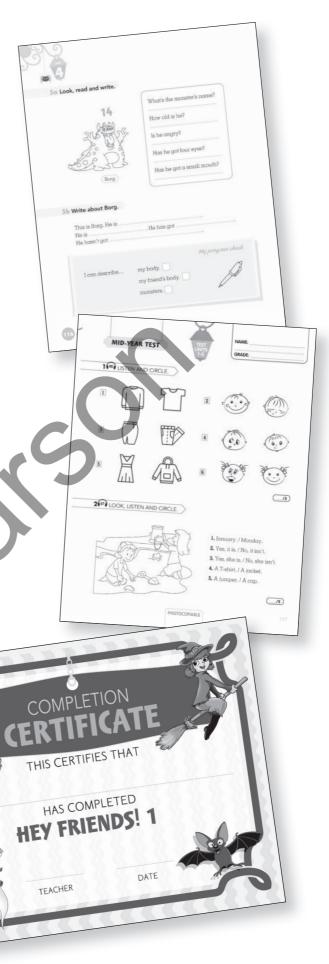


# **ASSESSMENT**

In Hey Friends! 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.

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 a Mid-year and End-of-year tests that integrate contents following a spiral and contextualised model. The activities are graded, going from recognition to guided production. Finally, to assess the completion of the level, *Hey Friends!* 1 includes a colourful certificate to be given at the end of the school year as an incentive to celebrate the children's achievements.



# **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.

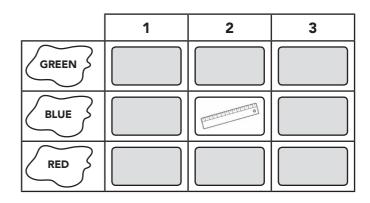
Although some of the games suggested here imply some degree of competitiveness, the teachers should foster healthy competition stressing cooperativeness, respect for turn-taking and the value of boosting one another's self-esteem.

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

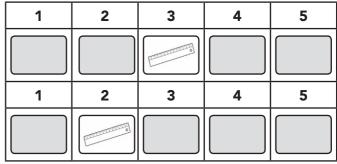
- Option 1: The teacher puts a set of flashcards face down on the floor, board or desk and calls out one of the objects in the cards: Pick up (blue) / Where's the (ruler)? Children guess where the object is by turning over the card.
- Option 2: The teacher calls a certain number of children to come to the front of the classroom. She / he distributes the flashcards among the students 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 students, 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)!



# 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

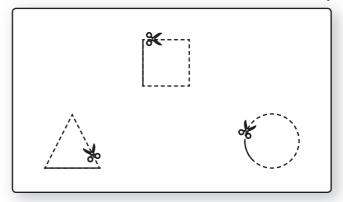
only one item and the adding one or two more as the children become confident, e.g. *ice cream, meat, cheese*. First, the children hear the sequence, and then they point at the cards on the wall following the same order. The more items the teacher includes in the sequence, the more challenging the game 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 cream, 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 to 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!

# Planificación Anual Hey Friends! 1

р		PRÁCTICAS DE	PRÁCTICAS DEL LENGUAJE			REFLEXIÓN		3 \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\
ebinU	Contextos / Vocabulario	Reconocimiento / Comprensión	Producción / Interacción	Integración de contenidos	Sobre el aprendizaje	Sobre la lengua que se aprende	Intercultural	Articulacion de contenidos con otras áreas
WelcomeUnit. Spooky's friends	Saludos: Hil Hello! Los días de la semana. Los objetos escolares: book, pen, pencil, ruler, sharpener, schoolbag, pencil case, rubber. Los colores: red, blue, orange, white, black, pink, green, purple, brown, yellow Los números 1-10	Responder a preguntas personales y personajes del libro: What's your name? Who's this? Identificar los colores y los objetos escolares; What is it? What colour is it? Escuchar o leer una historia, canción o rima.	Presentarse a uno mismo y a los amigos Hi! Hello! I'm (Wendy). My name is (Max). This is (Fred). I'm (nine). Interactuar acerca de los colores y los objetos escolares: I've got / haven't got (a pencil). It's / isn't (blue).	Crear momentos de interacción (rutina) en los cuales se intercambien datos personales. Incluir en la rutina los días de la semana, la fecha y la estación del año. Producir textos (escritos u orales) presentándose a uno mismo y describiendo objetos escolares; Hellol My name is / l'm l've got a (pencil case). It's (green and yellow).	Identificar las consignas con la ayuda de íconos disponibles en el aula. Organizar los materiales antes de comenzar una tarea. Construcción y organización de carteleras en el aula y su uso como soporte para el trabajo áulico. Reflexionar cerca de maneras de organizar la información en un texto.	Reflexionar a acerca de la diferencia entre la escritura y la oralidad en inglés. Reflexionar acerca de las diferencias y similitudes de las palabras y el uso de mayúsculas en inglés y español. Reflexionar acerca del uso del verbo HAVE GOT para expresar posesión. Reflexionar acerca del uso de las contracciones: 's, isn't, 've, haven't.	Las celebraciones de cumpleaños	
1 Celebrating	Los meses del año: January, February, March, April, May, June, July, August, September, October, November, December Las estaciones del año: autumn, winter, spring, summer. La comida: ice cream, juice, cake, sweets, meat, salad, fruit, cheese CLIL: Numbers and counting (1-20) COOL KIDS: Favourite festivities	Escuchar e identificar los meses y estaciones del año: What month is it? Is it (winter)? Participar de interacciones acerca de información personal: How old are you? When is your birthday? Is it in (summer)? Escuchar e identificar algunos alimentos. Escuchar o leer una historia, canción o rima.	Participar de interacciones acerca de información personal: I'm (8) years old. My birthday is in (November). My birthday is in (winter). Interactuar acerca de las comidas y los gustos: I like I don't like	Producir textos cortos (escritos u orales) presentándose a uno mismo: l'm / My name's (Katie). l'm (eleven). My birthday is in (June). I like I don't like	dentificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos. Reflexionar acerca del proceso de la escritura; el uso de textos modelos. La importancia del juego como parte del aprendizaje.	Reflexionar a acerca de la diferencia entre la escritura y la oralidad en inglés. Reflexionar acerca de las diferencias y similitudes de las palabras y el uso de mayúsculas en inglés y español. Reflexionar acerca del uso del verbo LIKE para expresar preferencia.	Las estaciones del año en el hemisferio norte y sur Las celebraciones tradicionales en distintos lugares del mundo	Matemática: Los números 1-20 (CLIL)

# □ Planificación Anual Hey Friends! 1

Articulación de	contenidos con otras áreas	Matemática: Los números 1-100 (CLIL) Formación ciudadana: el respeto por los sentimientos de los demás	Ciencias Sociales: Proceso productivo de materiales textiles (lana, algodón, goma, cuero) (CLIL)
	Intercultural	El respeto por los distintos modelos familiares Las celebraciones escolares	Las prendas de vestir tradicionales y el respeto por la diversidad cultural en cuanto a las formas de vestirse
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca de los sonidos diferentes en inglés y español. Reflexionar a acerca de la diferencia entre la escritura y la oralidad en inglés. Reflexionar acerca del uso y referentes de los pronombres personales de primera y tercera persona singular (1, he, she, it). Reflexionar acerca del uso de las contracciones.	Reflexionar acerca de los sonidos diferentes en inglés y español. Reflexionar acerca del uso del verbo WEAR para expresar lo que tenemos puesto. Reflexionar acerca del uso de las contracciones.
	Sobre el aprendizaje	Identificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos. Reflexionar acerca de las estrategias usadas para la solución de las tareas / actividades. Reflexionar acerca del proceso de la escritura: el uso de textos modelos.	Identificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos. Reflexionar acerca de las estrategias usadas para la solución de las tareas / actividades. Reflexionar cecca de maneras de organizar la información en un texto.
_	Integración de contenidos	Producir textos cortos (escritos u orales) presentando a un miembro de la familia: This is (Pedro). He is my brother. He is ten. He's happy.	Producir textos cortos (escritos u orales) describiendo la ropa de uno mismo o de los otros incluyendo los colores:  I'm wearing (a T-shirt).  It's (green and red).
	Producción / Interacción	Interactuar acerca de los sentimientos y estados de ánimo: l'm / he / she / it is (happy). Yes, he / she / it is No, he / she / it is Yes, I am. No, l'm not.	Interactuar acerca de las prendas de vestir: I'm wearing (a blue dress). He / She is wearing (a black hat). He / She isn't wearing (a cap). It's (yellow). It isn't (orange).
PRÁCTICAS DEL LENGUAJE	Reconocimiento / Comprensión	Escuchar e identificar sentimientos y estados de ánimo. Participar de interacciones acerca de los estados de ánimo: Is he (sad)? Are you (happy)? Escuchar e identificar miembros de la familia. Escuchar o leer una historia, canción o rima.	Escuchar e identificar prendas de vestir. Participar de interacciones acerca de las prendas de vestir. What are you wearing? What is he wearing? What is he (T-shirt)? Is it (red)? Is she wearing (a jacket)? Is the (jumper) (red)? Escuchar o leer una historia, canción o rima.
	Contextos / Vocabulario	Adjetivos que expresan estados de ánimo y sensaciones: sad, tired, afraid, happy, angry, thisrty, hungry Los miembros de la familia: mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin CLIL: Numbers and counting (1-100) COOL KIDS: Everyone has feelings	La ropa: jumper, skirt, jacket, hat, cap, dress, T-shirt, shoes, trousers El estado del tiempo: sunny, cloudy, rainy, windy, snowy, hot, cold CLIL: Clothes and materials COOL KIDS: Traditional clothes
р	sbinU	l syab y days!	3 Shopping

# Planificación Anual Hey Friends! 1

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sbinU	Contextos / Vocabulario	Reconocimiento / Comprensión	Producción / Interacción	Integración de contenidos	Sobre el aprendizaje	Sobre la lengua que se aprende	Intercultural	contenidos con otras áreas
!sbnəiri looJ 4	Las partes del cuerpo: eye, nose, mouth, ear, hair, hand, finger, leg, foot / feet Adjetivos descriptivos: curly, straight, long, short, big, small CLIL: Monsters or amazing animals? COOL KIDS: Healthy kids	Escuchar e identificar las partes del cuerpo y descripciones físicas. Participar de interacciones acerca de la descripción física: Have you got (long) hair? Has she got (green) eyes? Escuchar o leer una historia, canción o rima.	Interactuar acerca de la descripción física: I've got (black) hair. He's got (brown) hair. Has he got (short) hair? Yes, he has. / No, he hasn't.	Producir textos cortos (escritos u orales) describiéndose a uno mismo y /o a un /a amigo/a, integrando descripción física y ropa: I've got (long brown) hair and (brown) eyes. I'm wearing (a T-shirt) It's (green and red).  She's got (long black) hair. She's wearing (a red dress).	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 la escritura: el uso de textos modelos.	Reflexionar acerca de los plurales regulares e irregulares. Reflexionar acerca del uso del verbo HAVE GOT describir físicamente. Reflexionar acerca del uso de las contracciones. Reflexionar acerca del uso de las acotracciones adjetivos y los sustantivos.	El respeto por las diferencias físicas.	Ciencias naturales: animales exóticos (CLIL) El cuidado del cuerpo: Hábitos saludables
2 Home sweet home	La casa y las partes de la casa: bedroom, bathroom, kitchen, living room Objetos en la casa: bed, wardrobe, table, sofa, bookcase, toilet, bath, fridge CLIL: Houses around the world COOL KIDS: Kids on the move.	Escuchar e identificar las partes de la casa y objetos en la casa. Participar de interacciones acerca de un lugar: Where is (the bed)? Is there (a table)? Escuchar o leer una historia, canción o rima.	Interactuar acerca de la vivienda: There is (a sofa and a table). There isn't (a bookcase). Is there (a wardrobe)? Yes, there is. / No, there isn't.	Producir textos cortos (escritos u orales) describiendo la vivienda o una habitación: In my house there is (a bedroom and a kitchen). My favourite room is the (bedroom). There is (a bed).	Identificar pistas textuales y paratextuales para la construcción de sentidos y comprensión de los textos. Reflexionar acerca de las estrategias usadas para la solución de las tareas / actividades.  Reflexionar acerca de maneras de organizar la información en un texto.	Reflexionar acerca de los sonidos diferentes en inglés y español. Reflexionar acerca del uso de THERE IS para describir un lugar. Reflexionar acerca del uso de las contracciones.	La organización del espacio en la vivienda La vida en espacios urbanos y rurales	Ciencias Sociales. Distintas viviendas en el mundo (CLIL)

# Welcome Unit

# Welcome Unit Spooky's friends

### LINGUISTIC CONTENTS:

Characters. Greetings. Days of the week. Colours. School objects. Introducing oneself and others, expressing possession, describing objects: I'm (Wendy). My name is (Max). This is (Fred). I've got / haven't got (a pencil) It's / isn't (blue). (Metalinguistic reflection)

# INTRODUCING THE CHARACTERS

- Present Hey Friends! 1 to the children. Show them the CHARACTERS flashcards. Tell the students to find them in the book. Use gestures to make yourself clear: Find Spooky! Find Wendy!
- As the children find the characters, stick the flashcards on the board and write the names of the characters above. Focus the children's attention on the spelling of the names of the characters, especially those that may offer some difficulty (Spooky, Cleo).
- Once the six characters are on the board, play a memory game. Remove the flashcards, but leave the names you have written. Show one flashcard at a time, call one of the children to the board and ask them to stick it back under the correct name. Leave everything on the board to be used later on.



# **TEACHING TIP!**

You can use different strategies when choosing a child for an activity. So as to distribute the possibilities of being called upon fairly, you can write the names of the children on ice cream sticks and pick up one at random. Once a stick has been picked, make sure to keep it away until all the sticks have been used.

# ■ 1 Sing.

- ▶ Tell the children to open the book at page 4. Point to activity 1. Show them the icon and elicit what they have to do. Make a copy of the SING icon and word and stick it on the board. Then, stick it in an icons display in the English Corner for future reference.
- ▶ Introduce the Let's learn English together 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. At this stage you can sing the first part of each line and invite the children to join in for the second part.





Let's learn English together. It is fun! It is fun! (x2)

Karaoke version

Let's learn English together. Let's learn English together.

Let's learn English together. It is fun! It is fun!

Yippee Aye Aye! Yippee Yippee Aye! (x2)

Yippee Aye Aye Yippee! (x2)

Yippee Aye Aye! Yippee Yippee Aye!

# **2** Listen and find.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Make a copy of the *LISTEN* and *FIND* icons and words and stick them on the board. Then, stick them in the icons display in the English Corner for future reference.
- ▶ Tell the children to point to the characters as they listen.





04) Track

Hi! I'm Spooky. And this is my friend, Cleo. Hello, my name is Wendy. This is my friend, Patty. Hello, my name is Max. This is my friend, Fred.

# ■ 3a Look, read and write.

- ▶ Point to activity 3a. Show them the icons and elicit what they have to do. Make a copy of the LOOK, READ and WRITE icons and words and stick them on the board. Then, stick them in the icons display in the English Corner for future reference.
- ▶ Tell the children to complete the captions for the pictures of the characters on the right.

# **REFLECTION TIP!**

Tell the children to go over the speech bubbles to identify the names of the characters. You can tell them to circle the names in the speech bubbles and then use that as a reference to complete activity 3a.

▶ To check, go over each picture and elicit the name. You can refer back to the names on the board if necessary.

# **REFLECTION TIP!**

Tell the children to compare the words written on the board and the ones written on their books, and to self-correct any differences.

# ■ 3b Draw and write.

- ▶ Point to activity 3b. Show them the icons and elicit what they have to do. Refer to the WRITE icon in the display. Make a copy of the DRAW icon and word and stick it on the board. Then, stick it in the icons display in the English Corner for future reference.
- ▶ Elicit what they have to draw in the white box (their faces) and what they have to write in the line (their names). Encourage them to use the characters' presentations as a model.

# **FINISHING THE CLASS**

- Tell the children to put their things away orderly: Time's up! Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



# STARTING THE CLASS

• Do the routine suggested in the Introduction.

# INTRODUCING THE DAYS OF THE WEEK

- Use the DAYS OF THE WEEK cards from the routine. Stick them on the board mixed up and invite the children to put them in the correct order (starting with Sunday).
- Put the DAYS OF THE WEEK cards face down and play What's missing? (see p. 13) You can provide options if the children need help with the days: What's missing? Monday or Tuesday?

## **REFLECTION TIP!**

Draw the children's attention to the words of each day and elicit what they have in common (ending-day). Ask the children which of those days they find difficult or confusing to pronounce or differentiate.

# ■ 4a Listen and find.

- ▶ Tell the children to open the book at page 6. Point to activity 4a. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Play the audio, make a pause after the first item to give the children time to circle the first day of the week. Follow the same procedure with the rest of the days. If the children feel confident with the days of the week, you can tell them to circle all the days first and then listen to check.
- ▶ Once all the days have been identified, tell the children to capitalise the first letter of each day.



Sunday - Monday - Tuesday - Wednesday -Thursday - Friday - Saturday

# 4b Sing.

- ▶ Point to activity 4b. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Introduce the *Days of the week* song. Invite children to sing along. You can point to the days of the week cards from the routine.
- You can challenge the children to sing the karaoke version.
- From now on, you can include this song in the routine.





Sunday, Monday, Tuesday Wednesday, Thursday, Friday Sunny, Funny, Happy Days Ready to have great fun!

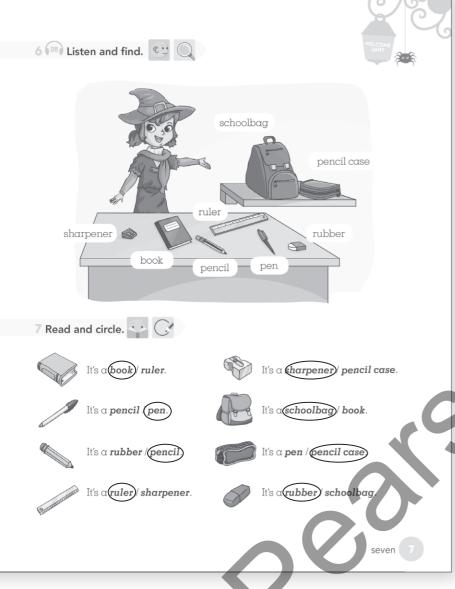


Karaoke version

# 5 Look and write.

- Write **ENGLISH** on the board and ask the children what days of the week they have English at school.
- ▶ Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Allow some time for the children to write English in the timetable. Then, read together the two sentences, draw the children's attention to the transparent words and elicit how to complete them. Do not pay attention to the time they have their English lesson, children should concentrate on the day of the week only. Remind them they can use the Word Bank on p. 94.





To check, invite some children to read the sentences. Be encouraging and do not correct the pronunciation at this stage. You can carry a survey on the most popular day of the week.

# INTRODUCING THE SCHOOL OBJECTS

- Write **SCHOOL OBJECTS** on the board and brainstorm the objects they bring to school or they usually use in the classroom.
- As they mention the words in Spanish, provide the English words. Use the photocopiable SCHOOL OBJECTS flashcards (pencil, ruler, rubber, book, sharpener, pen, pencil case, schoolbag). Stick each of the flashcards on the board and write its name above it. Ask the children to put up their school objects: e.g. Put up your (pencil). For the schoolbag, you can tell them to point to it. Use gestures to make yourself clear.
- After having gone over the eight school objects, you can remove the cards, shuffle them and invite one child at a time to come to the front, pick up a card and place it below the correct word. If they find it difficult to identify the word, you can finger read all the words together with the class.

• Once the game is over and all the flashcards have been matched to the words, leave them on the board as a reference.

# **6** Listen and find.

- ▶ Tell the children to open the book at page 7. Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Tell the children to point to the school objects as they listen.
- As a follow-up, you can play the audio again, pausing BEFORE each item, for the children to guess which item is next. You can play with the class as a whole or you can repeat this procedure with each child.



book - pen - pencil - ruler - sharpener - schoolbag - pencil case - rubber

# 7 Read and circle.

- Point to activity 7. Show them the icons and elicit what they have to do. Refer to the *READ* icon in the display. Make a copy of the *CIRCLE* icon and word and stick it on the board. Then, stick it in the icons display in the English Corner for future reference.
- ▶ Read the first sentence together with the children. Focus their attention on the options (in bold and italics). Work on the example all together.
- Monitor as children work on their books.



# **TEACHING TIP!**

Remind the children that they can use the previous activity as a reference or the Word Bank on p. 94.

▶ To check, invite the children to read the sentences with the correct option.

# FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



# STARTING THE CLASS

• Do the routine suggested in the Introduction.

## INTRODUCING THE COLOURS

- Use COLOURS flashcards. Put up each of the flashcards at a time and ask the children to put up a school object of that colour: e.g. Show me a (red) (pencil). Then, stick the flashcard on the board and write the name of the colour above.
- Play Memotest with the flashcards and the words. Avoid using the ten colours all at the same time right from the beginning. You can start with pairs of colours and increase the number as they gain confidence. Once you finish playing, leave them on the board as a reference.

# **8** Listen and number. read and match.

- ▶ Tell the children to open the book at page 8. Point to activity 8. Show them the icons and elicit what they have to do. Refer to the *LISTEN* and *READ* icons in the display. Make a copy of the *NUMBER* and *MATCH* icons and words and stick them on the board. Then, stick them in the icons display in the English Corner for future reference.
- ▶ Go over the colours and point to the boxes.
- ▶ Play the first item in the audio, make a pause to give the children time to identify the red splodge and number it.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, ask about the numbers in the splodges: What is number (1)? (Red.)
- Allow some time for the matching. Remind them that they can use the board as a reference or the Word Bank on p. 94.



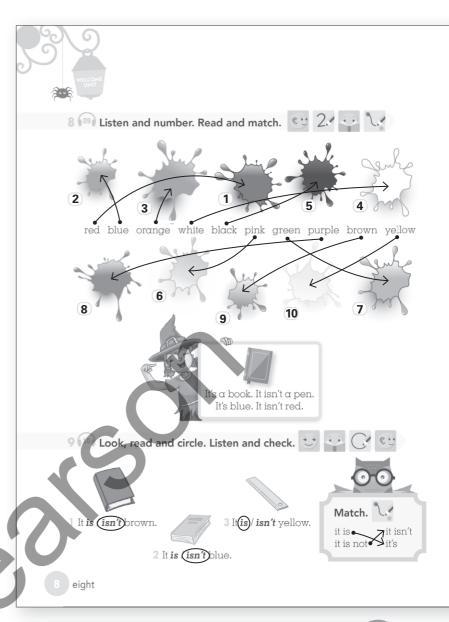
1 red - 2 blue - 3 orange - 4 white - 5 black - 6 pink - 7 green - 8 purple - 9 brown - 10 yellow

# **BUILDING UP WRITING**

• Draw and colour a school object and invite the children to help you write a text similar to Wendy's. Once the text is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner.

# 9 Look, read and circle. Listen and check.

▶ Point to activity 9. Show them the icons and elicit what they have to do.



# **WENDY'S REFLECTION TIME!**

Focus on the box Wendy is pointing at. Write the text on the board. Elicit meaning: What is the text about? Focus their attention on the relationship between the text and the image. Elicit form: ¿Qué parte del texto se refiere a qué objeto es? ¿Cuál a qué objeto no es? ¿Qué parte del texto se refiere al color del objeto? ¿Cuál se refiere al color que no es? As the children say the words (it's / it isn't), circle them on the board using different colours. Tell the children to do the same in their books.

- ▶ Read the options with the children. Work on the example.
- Play the audio making a pause after each item.

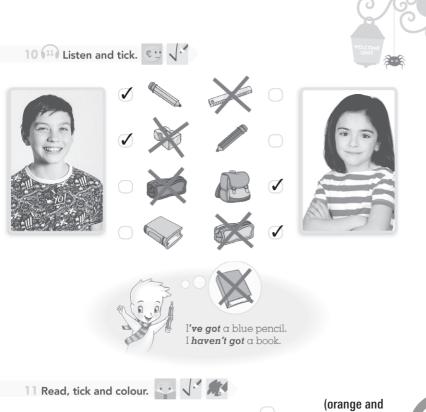


1 It isn't brown. 2 It isn't blue. 3 It is yellow.

# **INTRODUCING HAVE / HAVEN'T GOT**

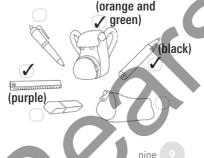
• Stick four CHARACTER flashcards on the board and draw two school objects with ticks and two with crosses next to each character.





schoolbag. It's orange and green. I haven't got a pencil case. I've got a purple ruler and a black pencil. I haven't got a pen.

I've got a



# **REFLECTION TIME!**

Point to the owl. Tell the children that one column has the words with all their letters and the other has a shorter version of the words. Elicit which is which. Then, elicit the matching. Go back to Wendy's text above and tell the children to identify the contractions and provide the complete alternative. Elicit the function of the apostrophe: ¿Qué pasa cuando usamos el apóstrofo? La frase, ¿es más corta o más larga? ¿Qué se elimina?

• Pretend you are one of the characters and talk about your objects: I've got (a pen) and (a sharpener). Use gestures to make the meaning of the affirmative and negative sentences clear. Tell the children to guess who you are.

# **■ 10** Listen and tick.

- ▶ Tell the children to open the book on page 9. Point to activity 10. Show them the icons and elicit what they have to do. Make a copy of the *TICK* icon and word and stick it on the board.
- Elicit the school objects and remind them of the meaning of

- the cross: I've got or I haven't got? Read the phrases together.
- ▶ Listen to the first item in the audio and make a pause for the children to tick the pencil.
- ▶ Play the rest of the audio making a pause after each item. Tell the children to tick as they listen.
- ▶ To check, go over each item: Pencil or ruler?



1 I've got a pencil. I haven't got a sharpener. 2 I've got a schoolbag. I haven't got a pencil case.

# **REFLECTION TIP!**

Point to Spooky and read the text together. Write the text on the board. Elicit meaning: What is the text about? What information is included there? Focus their attention on the relationship between the text and the image. Elicit form: ¿Qué parte del texto se refiere a lo que Spooky tiene? ¿Qué palabras usamos para indicarlo? ¿Qué parte del texto se refiere a lo que Spooky no tiene? ¿Qué palabras usamos para indicarlo? As the children say the words (I've got / I haven't got), circle them on the board using different colours. Tell the children to do the same in their books.

# **BUILDING UP WRITING**

• Draw one of the characters and two school objects. Invite the children to help you write a text similar to Spooky's. Once the text is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner.

# ■ 11 Read, tick and colour.

- ▶ Point to activity 11. Show them the icons and elicit what they have to do.
- ▶ Tell the children to read and tick the objects the boy has got. Then, tell them to read again to colour them. Monitor as they work.
- Ask the children to justify their options.
- As a follow-up, the children can write a similar text about their school objects. They can include it in Hey Friends! 1 Portfolio on p. 92.



Page 80, activity 1 ▶ TB p. 26



Page 81, activities 3 and 4 ▶ TB p. 27

# **FINISHING THE CLASS**

• Tell the children to put their things away orderly. Sing the Goodbye song and say goodbye.



# STARTING THE CLASS

• Do the routine suggested in the Introduction.

# **12** Sing.

- ▶ Tell the children to open the book at page 10. Point to Spooky and elicit the situation. Count the candles on his cake: How old is Spooky? Two or Three? (show the numbers with your fingers). Ask the children about their ages: How old are you? You can write the question on the board. Provide the numbers in English if necessary.
- ▶ Point to activity 12. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Play the song. Ask the recognise any of the phrases in the song.
- ▶ Play the song again, inviting the children to sing along (see p. 11) following the lyrics in the book. If they know any other languages, invite them to add new lines.
- Once the children feel confident



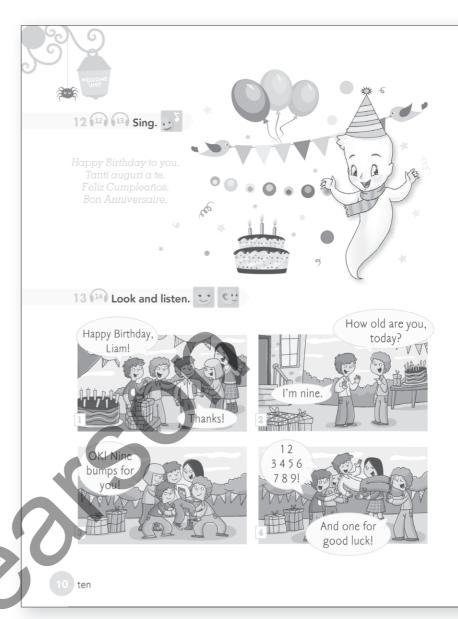
Happy Birthday to you. Tanti auguri a te. Feliz Cumpleaños. Bon Anniversaire.



Karaoke version.

## ■ 13 Look and listen.

- ▶ Point to activity 13. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner. Ask them not to open their books.
- ▶ Show them the pictures from your book and elicit the situation. Ask where the children are and what they are doing.
- ▶ Tell them they will listen to the children at Liam's birthday party: Listen. How old is Liam? You can write the question on the board.
- ▶ The children listen to the story and answer the question.
- ▶ Tell the children to open the book and check Liam's age. Ask them what they think bumps are. Play the audio again and invite the children to join in counting the bumps.



# 14) Track

Boy: Happy birthday, Liam! Liam: Thanks

Boy: How old are you today? Liam: I'm nine.

Boy: Ok! Nine bumps for you!

All: 1-2-3-4-5-6-7-8-9 Boy: And one for good luck!

# ■ 14 Read and match.

▶ Use the NUMBERS and COLOURS flashcards to play a guessing game. Stick the numbers face down on the board and the colours face up above each number. Ask about a number for the children to find: Where's number three? They say the colour: Red! As they find the numbers, stick them face up and





write the words below. Leave the flashcards on the board for a follow-up.

- ▶ Tell the children to open the book at page 11. Point to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Allow some time for the children to work on their own while you monitor.
- $\blacktriangleright$  To check, use the flashcards on the board as a reference.
- As a follow-up, play the guessing game again, this time the children use the numbers to guess where the colours are.

# ■ 15 Read and write.

- ▶ Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the characters' names and ages. Ask about the colours of their cakes.

## **REFLECTION TIP!**

Ask the children to focus on the keywords that will help them decide who is who in the texts (numbers, colours). Ask them to underline or circle those words or phrases. When you check the answers, ask them to share their ideas.

- Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to use the text to justify their options.

# ■ 16 Read and write.

- ▶ Point to activity 16. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the character's name and age. Ask about the colours of her cake.
- Draw the children's attention to the words below and read them together.

# **REFLECTION TIP!**

Read the text together and encourage the children to figure out what kind of information is missing in the blanks: A name? A number? A colour? Tell them to underline or circle key words (name, cake). Explore different possibilities for each blank and justify the final decision, for example, Wendy can be used in the first and second blanks, but the age can only be used in the second one. When you check the answers, ask them to share their ideas.

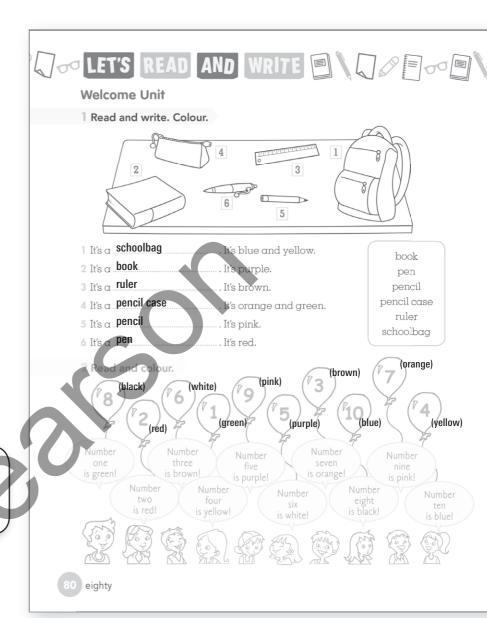
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to read the text and justify their options.

# **FINISHING THE CLASS**

- Tell the children to put their things away orderly: Time's up! Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



# Let's Read and Write





# **TEACHING TIP!**

Remind the children that they can resort to the Word Bank to work in the Let's Read and Write section.



# Unit 1

# Celebrating

## LINGUISTIC CONTENTS:

Months and seasons. Food. Providing personal information. Expressing preference. I'm / My name's (Katie). I'm (eleven). My birthday is in (November / winter). I like (fruits). I don't like (salad). (Metalinguistic reflection)

**CLIL:** Numbers and counting (Maths) **Project work COOL KIDS:** Favourite festivities. (Intercultural awareness)

## STARTING THE CLASS

• Do the routine suggested in the Introduction.

# INTRODUCING THE MONTHS OF THE YEAR

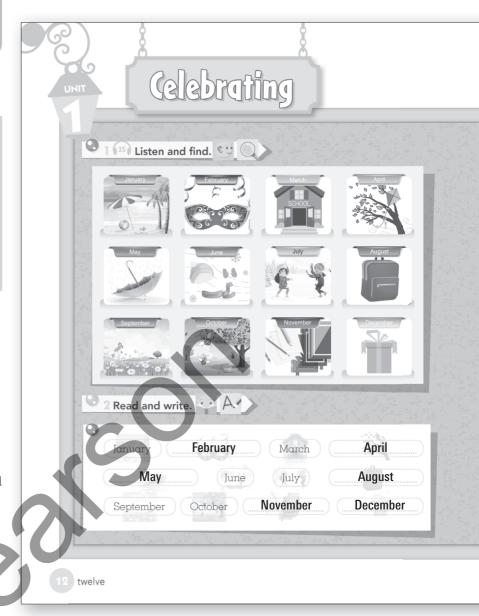
- Run a copy of the MONTHS OF THE YEAR photocopiable flashcards (p.151) or use the months of the year cards of the routine. Stick them on the board mixed up and with the help of the calendar, invite the children to put them in the correct order (starting with January).
- Put the months of the year cards face down and play What's missing? (see p.13)
- You can provide options to help the children internalise the months: What's missing? May or November?
- Once all the months of the year have been found, put them in order with the help of the children and stick them in the English corner, near the days of the week.

# **REFLECTION TIP!**

Draw the children's attention to the first letter of each moth and elicit what form is being used (capital letters). Compare it to the spelling rule in Spanish. If the children know any other language, ask them about the spelling rules. Ask the children which of the months are similar in English and Spanish or any other language they know.

# ■ 1 Listen and find.

- ▶ Tell the children to open the book at page 12. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Play the audio, make a pause after the first item to give the children time to find the first month.



Follow the same procedure with the rest of the months.

▶ Once all the months have been identified, reflect upon the pictures and how they are related to each month.

# 15 Track

1 January - February - March - April - May - June - July - August -September - October - November - December

# **2** Read and write.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Tell the children they can use the English corner or the book if they need help.
- Allow the children some time to work on their own while you monitor. Remind them they can use the Word Bank on p. 94.
- As a follow-up, ask them to circle their birthday month. Then you can ask them: How old are you? When is your birthday? Remind them they can use the Word Bank on p.94.



# **INTRODUCING SEASONS**

• Run a copy of the SEASONS photocopiable flashcards (p. 153) or use the seasons cards of the routine. Go over the cards and ask them what they refer to. Elicit the four seasons and provide the English words for them. Use the routine materials to characterise the typical weather conditions in each season.

# **REFLECTION TIP!**

Elicit the starting date of each season. Focus on their regular features: they all start on the 21st and last three months.



# **TEACHING TIP!**

As from now on you can start counting with the children the number of days left for the following season to start. This means teaching incidentally the numbers over 10 that you may need for counting.

# **3** Listen and number.

- ▶ Tell the children to open the book at page 13.
  Point to the bat and find flowers in the unit.
- ▶ Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the seasons and elicit the characters in each picture.
- ▶ Play the first item in the audio, make a pause to give the children time to identify summer and number it.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What is number (1)? (Summer).
- As a follow-up, tell the children to close their books to play a Memory game. You say the characters in each picture for them to say the season.

# 16) Track

- 1 It's summer.
- 2 It's autumn.
- 3 It's winter.
- 4 It's spring.

# MY FAVOURITE SEASON

- Read Spooky's speech bubble together and elicit what his favourite season is and what he is asking. You can write the word **FAVOURITE** on the board and elicit its meaning. Discuss the seasons the children like and don't like (use gestures to make yourself clear) and decide on their favourite.
- Allow some time for the children to draw and write the name of their favourite season.
- Once they finish, they can present their pictures to the class: My favourite season is ...
- Remind them they can use the Word Bank on p. 94.
- As a follow-up, you can make a class survey to find out the most popular season in the class.



Page 105, activities 1 and 2 ▶ TB p. 44

# **FINISHING THE CLASS**

- Tell the children to put their things away orderly: Time's up! Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

# STARTING THE CLASS

• Do the routine suggested in the Introduction.

# ■ 4 Look and tick. Listen and check.

▶ Tell the children to open the book at page 14. Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

# **REFLECTION TIP!**

Ask the children if the seasons start on the same dates all over the world. Ask them if they know what season it is in the northern hemisphere. Use a map or globe and show some relevant countries that are in the opposite season.

- ▶ Go over the photos. Tell the children that the photos were taken in one of the countries in the northern hemisphere. Bearing this in mind, elicit the possible months, seasons and festivities.
- ▶ Once the children have chosen the months, listen and check.



1 January 2 March 3 December 4 October

### **5** Listen and circle.

- ▶ Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Play the chant for the children to circle the months. Play it more than once if necessary.
- ▶ To check, you can use a calendar to count the days in each month. Encourage the children to join in counting the numbers they know, but do not expect them to produce all the numbers. They will acquire them progressively.
- From now on, you can include this chant in the routine.

# 18 Track

Thirty days has September April, June and November! Of twenty-eight there is only one, and all the rest have thirty-one.



# **REFLECTION TIP!**

Point to Spooky and read his speech bubble together. Elicit what he is talking about and what words are used to express preference. Ask them to dictate to you what Spooky says and underline or highlight **I LIKE** on the board.

Tell the children to go back to p. 13 and find where else Spooky talks about his preferences. Read the speech bubble again and elicit the difference between I like and I don't like. Ask them to dictate to you what Spooky says and underline or highlight I LIKE and I DON'T LIKE on the board. Ask the children about the months and seasons they like and don't like.

## **6a** Listen and circle.

- ▶ Tell the children to open the book at page 15. Point to activity 6a. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the questions together and elicit what is being asked.
- ▶ Read the answers and spot the options.











Name	○ Mary	<b>✓</b> Martha
Surname	<b>✓</b> Simpson	Wilson
Age	nine	ten
Birthday	March	ОМау

fifteen

Listen to the audio. Play it more than once, if necessary.

To check, listen again making a pause after each answer and elicit the correct option.

Invite two volunteers to read act out the dialogue.

As a follow-up, if the children feel confident enough, they can answer the questions using their own personal information.

# (19) Track

Boy: How old are you, Carol? Carol: I'm eight. Boy: When is your birthday? Carol: It's in March.

# **6b** Ask your friends. Write.

- Point to activity 6b. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Read the chart together and elicit how to complete it. Ask them if it is necessary to ask about the name. Elicit the questions they need to ask: How old are you? When is your birthday? Tell the

- children they can use the previous activity as a
- Divide the class in groups of 4, and allow some time for the children to interact to complete the chart with the information of the members of their group. Monitor as they work.
- ▶ To check, name a speaker in each group to answer about their group. How old is (Maria)? When is her birthday?

# 7 Listen and tick.

- ▶ Point to activity 7. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the first photo, elicit the situation, go over the categories and read the options together.
- Listen to the audio. Play it more than once, if necessary.
- Follow the same procedure with the other photo and conversation.
- To check, go over each item: What's his name? Tim or Tom?

# (20) Track

Teacher: Hello. What's your name?

Tom: My name's Tom.

Teacher: What's your surname?

Tom: Milton.

Teacher: How old are you?

Tom: I'm nine.

Teacher: When is your birthday?

Tom: It's in June.

Teacher: Good morning. What's your name?

Martha: My name's Martha. Teacher: What's your surname? Martha: My surname is Simpson. Teacher: How old are you?

Martha: I'm ten.

Teacher: When is your birthday?

Martha: It's in March.



Page 82, activities 1 and 2 ▶ TB p. 42

# **FINISHING THE CLASS**

- Tell the children to put their things away orderly: Time's up! Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

# STARTING THE CLASS

• Do the routine suggested in the Introduction.

### **INTRODUCING FOOD**

- Write PARTY FOOD on one side of the board and brainstorm the food they like eating at parties. You can refer to picnics, too. As they say the words in Spanish, provide the English words. Make sure you include cake, ice cream, juice, sweets.
- Use the photocopiable FOOD flashcards and introduce the rest of the vocabulary. Show the flashcards one by one, provide the English for it and ask: (Meat), is it party food?
- Draw a line dividing the board in two sections and write **NOT PARTY FOOD** on the other side. Stick the not party food on the right side of the board and write the words above.
- Remove the flashcards and stick them back face down to play a memory game with the cards and the words. Avoid using all the food items all at the same time right from the beginning. You can start with pairs, then three and increase the number of flashcards as they gain confidence. Once you finish playing, leave them on the board as a reference.

# **■ 8** Listen and number.

- ▶ Tell the children to open the book at page 16. Point to activity 8. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the food on the table and the food in the fridge.
- Listen to the first item in the audio and make a pause to give the children time to number the sweets.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about food items: What's number (one)? (Sweets.)



1 sweets - 2 salad - 3 meat - 4 cheese 5 orange juice - 6 ice cream - 7 cake - 8 fruit

# 9 Listen and draw.

- Point to activity 9. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the food next to each child. Focus the children's attention on the incomplete faces and



# WENDY'S REFLECTION TIME!

Focus on the box Wendy is pointing to. Write the text on the board. Elicit meaning: What is the text about? Elicit form: ¿Qué palabras usamos para indicar lo que nos gusta / no nos gusta? As the children say the words (I like / I don't like), circle them on the board using different colours. Tell the children to do the same in their books. Interact with them about their preferences.

explain that we use a happy face for I LIKE ... and a sad face for I DON'T LIKE ...

- Listen to the audio. Play it more than once if necessary.
- To check, play the audio again and make a pause after each answer.
- As a follow-up, you can ask the children if they feel more identified with the girl or the boy.



Do you like meat, Peter? Do you like fruit?

No. I don't like meat. Yes. I like fruit.



Lucas: Is it winter?
Andrea: No, it isn't.
Lucas: Is it spring?
Andrea: Yes, it is.
Lucas: Is it October?
Andrea: Yes, it is!





Yes. I lik

Do you like cheese, Tina? Do you like salad? Yes. I like cheese. No. I don't like salad.

# ■ 10 Draw and write.

- ▶ Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit how to complete the sentences.
- Allow some time for the children to work on their books while you monitor. Remind them they can use the Word Bank on p. 94 as reference.

# **GUESS**

# ■ 11 Listen and guess. Play!

▶ Tell the children to open the book at page 17. Draw their attention to activity 11. Show them the icons and elicit what they have to do. Refer to the *LISTEN* icon in the display. Make a copy of the *GUESS* and *PLAY* icons and words and stick them on the board. Then, stick them in the icons display in the English Corner for future reference.

- ▶ Listen to the audio and tell the children to help the wizard guess the possible months. Elicit the months related to the other three seasons and write them on the board following the calendar order.
- ▶ Pair work game. Invite two volunteers to read the conversation between Lucas and Andrea. The children play in pairs following the model dialogue.

# **MAX REFLECTION TIME!**

Focus on the dialogue between the wizard and the girl. Elicit what kind of information the wizard is asking for. Elicit what kind of question it is (YES / NO) and the girl's answers. Focus on the box Max is pointing at. Ask the children if the questions are similar or different. Elicit form: ¿Qué palabras usamos para preguntar en este caso? ¿Cuáles palabras cambian y cuáles no? Tell the children to circle all the instances of IS IT on that page. Now focus on the answers. ¿Cómo se contesta que sí y cómo que no? Tell the children to underline all the examples on that page.



# Track

Wizard: Is it winter? Wizard: Is it spring?

Girl: No, it isn't. Girl: Yes, it is.



# **TEACHING TIP!**

The main aim of this activity is to foster interaction. If the children do not produce complete answers, do not insist on them at this stage. Children can answers YES or NO.



Page 106, activities 3 and 4 ▶ TB p. 45

# **FINISHING THE CLASS**

- Tell the children to put their things away orderly: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

# STARTING THE CLASS

• Do the routine suggested in the Introduction.

# Wendy and Friends "A Halloween party!"

# **BEFORE THE STORY**■ 12 Look and tick.

- ▶ Tell the children to open the book at page 18. Elicit who they can see in the pictures. Ask the children if they identify what they are celebrating.
- ▶ Point to activity 12. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the question and the options together and allow some time for the children to go over the pictures of the story quickly looking for the numbers. They can circle the numbers in the pictures before ticking the words.
- ▶ To check, the children can refer to the frames where they found the numbers.

# ■ 13 Look and listen.

- ▶ Tell the children to close their books. Play the audio to check the children's predictions about the celebration.
- ▶ Tell them to open again, play the audio again and tell them to identify 1 season (autumn), 2 months (October and December) and 3 celebrations (birthday, Christmas and Halloween).



Wendy: I love autumn! It's my favourite season! Fred: I love autumn, too.

Max: When is your birthday, Patty?

Patty: It's in December.

Wendy: Christmas is in December.

Spooky: My favourite month is October.

Halloween is in October.

Children: We love Halloween!

Children: Trick or treat!



# **REFLECTION TIP**

Ask them if they know where and when Halloween is celebrated. Explain what Trick or Treat is about. Ask if they know about any other celebrations in which fancy dresses are worn. You can also ask the children if they know about other celebrations such as *Día de los muertos* in Mexico and *Día de todos los Santos* (All Souls Day) in Latin America and Spain or *Obon Festival* in Japan.















neteen 19



## ■ 14 Choose, cut and glue.

- Point to activity 14. Show them the icons and elicit what they have to do. Make a copy of the CUT and GLUE icons and word and stick them on the board. Then, stick them in an icons display in the English Corner for future reference.
- Ask the children to find the instructions in the icons display in the English Corner.
- Point to the empty frame on p.19 and then direct them to p.97. They cut and glue one of the endings on p.19.
- 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: TRICK. OPTION 2: TREAT.** Ask 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**

## ▶ 15 Read and match.

- Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Encourage the children to do the matching while going back to the story. Ask them to underline the part or parts of the text that justifies their decision.
- To check, invite the children to read one sentence at a time and justify their option. You can ask the rest if they agree both with the answer and the justification.

## **■ 16** Act out!

- ▶ Point to activity 16. Show them the icons and elicit what they have to do. Make a copy of the ACT OUT icon and stick it on the board. Then, stick it in the icons display in the English Corner for future reference.
- Invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures,
- Focus on the seasons and months. Do not expect them to produce the whole chunks if this is their first year of English.



Page 83, activities 3 and 4 ▶ TB p. 43



Page 107, activity 5 and 6 ▶ TB p. 45

- Tell the children to put their things away orderly: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

## **INTRODUCING THE NUMBERS (11-20)**

• Collect 20 bottle caps and put them in a box or bag. Remove some of them, shake the box / bag and ask the children how many there are. Focus especially on numbers 10 to 20. To check, count one by one. As you go over the numbers, write the figures on the board and write the word above. Make two rows, one with the numbers 1-10 and below the numbers 11-20.

#### **REFLECTION TIP!**

Draw the children's attention to the spelling of the numbers. Ask them if they find any similarities between FOUR and FOURTEEN, SIX and SIXTEEN, etc. Reflect upon the similarities and differences in the other numbers (three-thirteen, five-fifteen). Draw their attention to the ending of numbers 13-19. Compare and contrast the spelling and pronunciation of TWO, TWELVE and TWENTY.

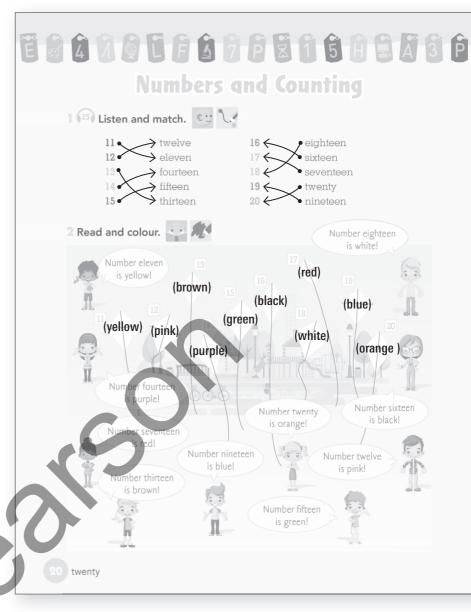
• After finishing with all the numbers, clean the numbers and focus on the words: Where does it say (eleven)? When the children identify the word, invite one of them to write the figures.

#### ■ 1 Listen and match.

- ▶ Tell the children to open the book at page 20. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the numbers in figures and letters. Elicit which are in the right order (the ones in figures).
- ▶ Play the first item in the audio, make a pause to give the children time to identify the word eleven and match it to the number. Play the rest of the audio following the same procedure.
- ▶ To check, use the numbers and figures written on the board as a reference.



Eleven - Twelve - Thirteen - Fourteen - Fifteen - Sixteen - Seventeen - Eighteen - Nineteen - Twenty



## **2** Read and colour.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Refer to the *READ* icon in the display. Make a copy of the *COLOUR* icon and word and stick it on the board. Then, stick it in the icons display in the English Corner for future reference.
- ▶ Draw the children's attention to the numbers next to each kite. Go over the speech bubbles and elicit the information given.
- Allow some time for the children to work on their own while you monitor. Remind them they can use the previous activity as reference. Monitor as they work.
- To check, go over the kites one by one, identify the corresponding speech bubble focusing on the keywords.



## **3** Read and write.

▶ Ask the children if they are good at Maths. You can work on some additions and subtractions on the board. Start by using figures. Challenge them by erasing one of the components so that they reconstruct it by calculating the missing number. After that, shift into words. Carry out two or three examples.

ty-one 21

- ▶ Tell the children to open the books at page 21. Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Draw the children's attention to the first challenge and do it together.
- Allow some time for the children to work on their own while you monitor. Remind them they can use the activity on the board as reference. Monitor as they work.
- ▶ To check, go over the additions and subtractions one by one and write the right options on the board.

## 4 Listen and colour.

- ▶ Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the numbers on the stones and point out they do not follow the order, neither on the book nor in the audio. Focus on the boy and the girl on the left and tell the children that they will help them cross the river. To colour the stones, the children can use any colour.
- ▶ Play the first item in the audio, make a pause to give the children time to find the number and colour the stone. Play the rest of the audio following the same procedure.
- ▶ To check, elicit the numbers of each path and write them on the board.



- Tell the children to put their things away orderly: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

#### **INTRODUCING FESTIVITIES**

• Write **FESTIVITIES** on the board and brainstorm festivities the children celebrate. Invite them to share traditional festivities of their cultures of origin. Elicit the difference between festivities and parties: Are all parties a festivity?

## ■ 1 Listen and circle.

- ▶ Tell the children to open their books at page 22. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the photos and ask the children if they identify any of the festivities. If so, ask them if they celebrate it and how they do it.
- ▶ Go over each text and elicit what they have to pay attention to: name, nationality, festivity, months, numbers, food.

#### **REFLECTION TIP!**

Ask the children to focus on the first text and spot the words or phrases referring to nationality. You can ask them how they know (Italian is transparent). Then you can do the same with the third text (Brazilian is transparent too). Finally, challenge them to find the nationality of the girl in the second text. Explain the concept of African American, if necessary.

- ▶ Play the first text, make a pause to give the children time to circle the correct options. Play it more than once if necessary. Play the rest of the audio following the same procedure.
- ▶ To check, play the audio again making a pause before each option and elicit the correct one.
- As a follow-up, ask the children which festivity they find more interesting and why. Ask them if they knew about those celebrations.



## 127 Track

My name is Valentina. I'm italian. My favourite festivity is in January. It's La Befana. La Befana is an old woman. She has got a lot of sweets and coal.

My name is Aisha. I'm African American. My favourite festivity is Kwanzaa. It's in December. We celebrate for seven days. On the last day we receive presents.

My name is Pedro. I'm Brazilian. My favourite festivity is Carnival. People wear beautiful costumes and they dance the samba.



## **2** Read and write.

- ▶ Tell the children to open the books at page 23. Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on the photo and elicit where the boy is from, where he is and what festivities we celebrate at school.
- ▶ Draw their attention to the chart. Read the categories together and tell them to concentrate on Bautista's column. Elicit what information is missing in the chart.
- ▶ Allow some time for the children to read and complete the chart.



## **TEACHING TIP!**

You can provide an example by completing the chart with your information and complete the gapped chart on the board with the help of the children. Once you have finished, they can use it as an extra model.

▶ Monitor as children work. 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. They can include it in My Hey Friends! 1 Portfolio on p.92.

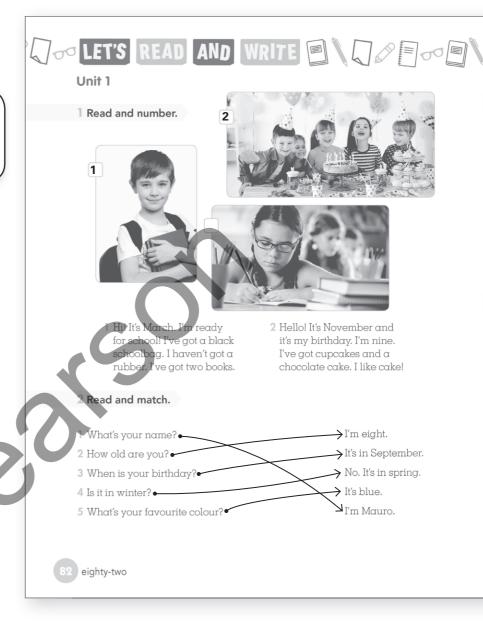
- Tell the children to put their things away orderly: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

# Let's Read and Write



## **TEACHING TIP!**

Remind the children that they can resort to the Word Bank to work in the Let's Read and Write section.



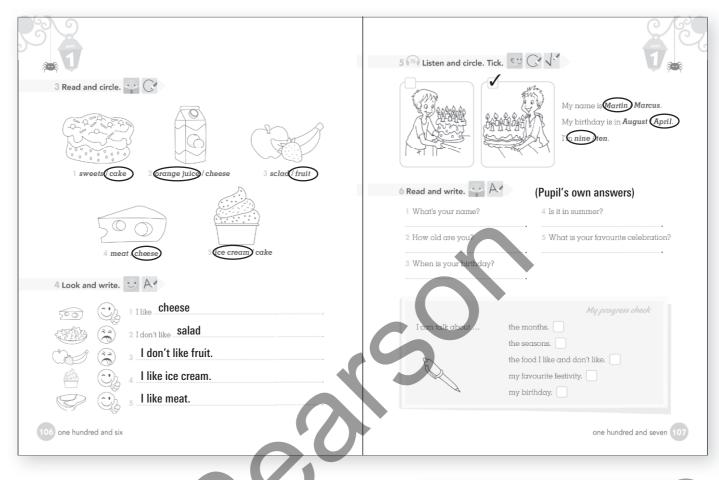




## **TEACHING TIP!**

Work on the icons and 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 Word Bank.





## **5** Listen and circle. Tick.

As a follow-up, the children can write a similar description of the extra photo.

## 76 Track

When is your birthday, Martin? It's in April. How old are you? I'm nine years old.

## **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:
  - $\sqrt{\ }$  = I can do it!
  - $\checkmark$  = I can do it with some help.
  - $X = I \operatorname{can't} \operatorname{do} \operatorname{it} \operatorname{yet}.$

## **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 Word Bank again, etc.

## Unit 2

## Happy days!

#### LINGUISTIC CONTENTS:

Feelings, Family members, Expressing feelings. Introducing the family: I'm / He's / She's / It's (happy). He's / She's (my cousin). (Metalinguistic reflection)

CLIL: 100 days of school (Maths)

Project Work COOL KIDS: Everyone has

feelings (Citizenship)

## INTRODUCING THE FEELINGS

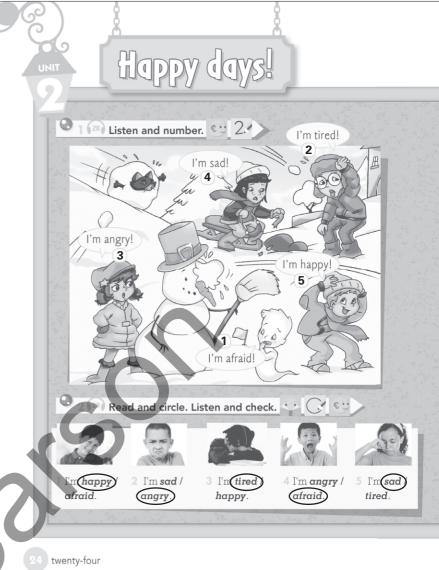
- Use the FEELINGS flashcards. Introduce one by one and stick them on the board. Write the word above and ask the children about their feelings: Who is feeling (tired) today? Tell them to put up their hands.
- Once you have gone over all the feelings, put them face down on the board and play memory game option 2 (see p. 15).
- From now on, you can include feelings in the routine.

## ■ 1 Listen and number.

- ▶ Tell the children to open the book at page 24. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the situation and the season. Go over the characters, elicit how they are feeling and why (Spooky is afraid of the snowman, Patty is sad because of her broken sledge, Max is tired after throwing snowballs, Fred is happy because he is playing and Wendy is angry because a snowball hit her snowman).
- Listen to the first item in the audio and make a pause to give the children time to number the first speech bubble and check it as an example.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What's number (one)? (I'm afraid.)



I'm afraid. I'm tired. I'm angry. I'm sad. I'm happy.

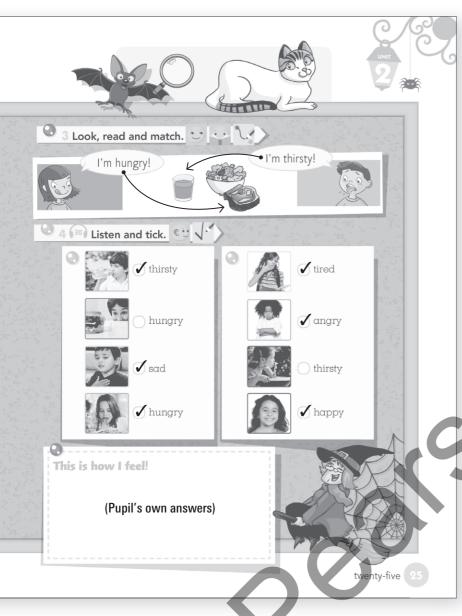


## **2** Read and circle. Listen and check.

- Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Allow some time for the children to work on their own while you monitor. Remind them they can refer 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.

## 29 Track

- 1 I'm happy.
- 2 I'm angry.
- 3 I'm tired.
- 4 I'm afraid.
- 5 I'm sad.



## INTRODUCING HUNGRY / THIRSTY

- Use the *FEELINGS* flashcards. Introduce the new words using gestures to make yourself clear.
- Brainstorm what you can have to feel better if you are feeling thirsty or hungry. Encourage them to use the food and drink vocabulary they already know and introduce incidentally some new words if necessary, e.g. water, lemonade, etc.

## **3** Look, read, and match.

- ▶ Tell the children to open the book at page 25. Point to the bat and find cats in the unit.
- ▶ Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the pictures, elicit how the children are feeling and read together the speech bubbles.
- ▶ Tell the pupils to match each child to what he needs to feel better.
- To check, elicit the matching.

## 4 Listen and tick.

- ▶ Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the photos. Elicit how the children are feeling and read the options together.



## **TEACHING TIP!**

Point to the words that are easy to confuse (angry / hungry) and focus on the pronunciation and spelling of each. Also focus on the pronunciation and spelling of thirsty.

- ▶ Play the first item in the audio. Make a pause to give the children time to tick the correct pictures.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- Ask them How many (make a gesture with your fingers as if you were counting) happy? One or two?

## Track

- 1 happy
- 2 thirsty
- 3 angry
- 4 sad
- 5 hungry
- 6 tired

## THIS IS HOW I FEEL!

- Allow some time for the children to draw and write how they are feeling that day.
- Once they finish, they can present their pictures to the class: I'm (happy).
- Remind them they can use the Word Bank on p. 95.



Page 108, activity 1 ▶ TB p. 60

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

## **5** Sing.

- ▶ Tell the children to open the book at page 26. Point to activity 5. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus the children's attention on the photos and elicit the feelings.
- ▶ Play the song and tell the children to match the lyrics to the photos.
- ▶ Play the song again, inviting the children to sing along (see p. 11) following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.



If you're happy and you know it, clap your hands. (x2)

If you're happy and you know it and you really want to show it

If you're happy and you know it, clap your hands. If you're angry and you know it, cross your arms. (x2)

If you're angry and you know it and you really want to show it.

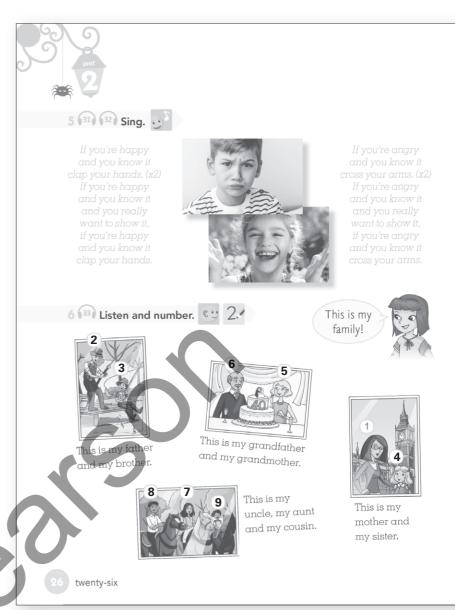
If you're angry and you know it, cross your arms



Karaoke version

## INTRODUCING THE MEMBERS OF THE FAMILY

- Use the flashcards to introduce the FAMILY MEMBERS. Stick Patty's flashcard on the board and tell the children that they are going to meet her family. Show the BROTHER flashcard and ask: Who's this? Provide the English word as you stick the flashcard on the board: Yes, it's her brother. Follow the same procedure with the rest of the members of the family. As you stick the flashcards, follow the structure of a family tree.
- After going over the eight family members, remove the cards, shuffle them stick them back face down. Invite one child to come to the front, and challenge him / her to find the corresponding flashcard.



 $\bullet$  Once the game is over leave the flashcards on the board as a reference.

#### ■ 6 Listen and number.

- ▶ Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on the family photos, elicit the situations and read the texts together. Tell the children to circle or underline the key words (FAMILY MEMBERS) in each text.
- ▶ Play the first item in the audio, make a pause to find the mother and check number 1.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.



- 1 mother
- 2 father
- 3 brother





Page 108, activity 2 ▶ TB p. 60

## **7** Read and number.

- ▶ Tell the children to open the book at page 27. Point to activity 7. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on Agustín and read his speech bubble together. Then point to the photos and elicit what he is talking about. Suggest ideas: school, food, family, friends, etc.
- ▶ Read speech bubble number 1 all together and elicit the corresponding photo. Ask children to justify their choice.

- Allow the children some time to work on their own on the rest of the speech bubbles.
- ▶ To check, go over each text again eliciting the corresponding photo. Ask the children to justify their choice.

## FRED'S REFLECTION TIME!

Focus on the speech bubbles in activity 7. Start with Agustin's speech bubble: ¿Quién está hablando? ¿Cómo lo sabemos? ¿Acerca de quién está hablando? ¿Qué parte del texto nos indica que está hablando de sí mismo? Move to speech bubble 1. ¿De quién está hablando? ¿Cómo los sabemos? ¿A quién se refiere la última oración? ¿Qué parte del texto nos indica que está hablando de Emilia? Ask the same questions about speech bubbles 2 and 3. To round off, ask: ¿A quién nos referimos cuando decimos I, she, it, he? Focus on Fred's box and read it together to sum up.

## 8 Look, read and write She's - He's - It's.

- Point to activity 8. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the pictures and captions and elicit what they refer to. Ask the children what is missing in each case and what they will take into account to choose what to write: Look at picture number one. Is it a boy or a girl? If it's a boy, what do we use: HE, SHE or IT?
- ▶ Allow the children some time to work on their own on the rest of the mini texts.
- ▶ To check, go over each text again eliciting the corresponding words. Ask the children to justify their choice.



- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

## 9 Listen and tick.

- ▶ Tell the children to open the book at page 28. Point to activity 9. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the three pictures and elicit the names and season.
- Listen to the audio. Play it more than once, if necessary.
- ▶ To check, go over each item: She is Wendy. Yes or no?



She is Wendy. He is Sam. It is winter.

## **REFLECTION TIME!**

Point to the owl, copy the two lists on the board. Tell the children that one column has the words with all their letters and the other has a shorter version of the words. Elicit which is which. Then, elicit the matching. Go back to Fred's text on page 27 and tell the children to identify the contractions and provide the complete alternative (write them on the board). Elicit the function of the apostrophe: ¿Qué pasa cuando usamos el apóstrofo? La frase, ¿es más corta o más larga? ¿Qué se elímina?

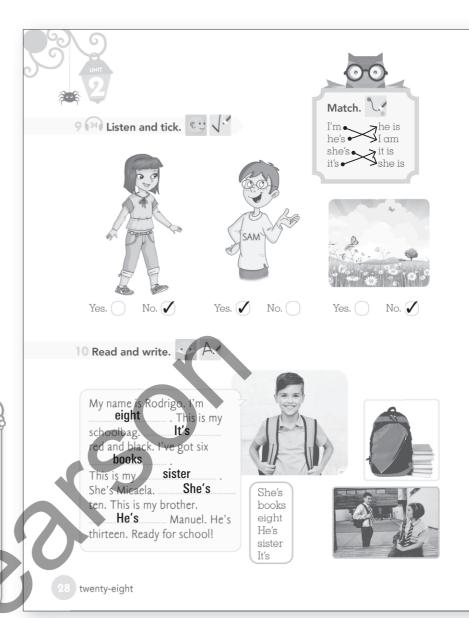
## ■ 10 Read and write.

- ▶ Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on the photos and elicit who is talking and what he is talking about.
- ▶ Draw the children's attention to the words in the box and read them together.



## **TEACHING TIP!**

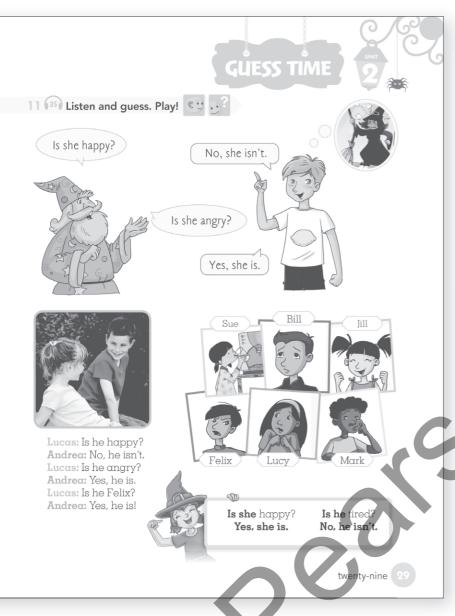
Read the text together and encourage the children to figure out what kind of information is missing in the blanks: A number? A colour? A school object? A member of the family? Tell them to underline or circle key words. Explore different possibilities for each blank and justify the final decision



- Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to read the text and justify their options.

## **BUILDING UP WRITING**

ullet Invite the children to help you write a text similar to the one in activity 10. Use the characters (e.g. Max talks about his sister, Wendy, and his friend, Fred and the school objects they have got). Write the text on the board. Once it is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner. The children can use this text as a model to write one of their own.



## **GUESS TIME**

## 11 Listen and guess. Play!

- ▶ Tell the children to open the book at page 29. Draw their attention to activity 11. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Pair work game. Invite two volunteers to read the conversation between Lucas and Andrea. The children play in pairs following the model dialogue.



Wizard: Is she happy? Boy: No, she isn't. Wizard: Is she angry? Boy: Yes, she is.

## WENDY'S REFLECTION TIME!

Focus on the dialogue between the wizard and the boy. Elicit what kind of information the wizard is asking for. Elicit what kind of question it is (YES / NO) and the boy's answers. Focus on the box Wendy is pointing at. Ask the children if the questions are similar or different. Elicit form: ¿Qué palabras usamos para preguntar acerca de una mujer / varón? ¿Qué palabras cambian y cuáles no? Now focus on the answers. ¿Cómo se contesta que sí y cómo que no? Tell the children to underline all the examples on that page.



Page 84, activities 1 and 2 ▶ TB p. 58

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

# Wendy and Friends "Fun in the snow"

## **BEFORE THE STORY ▶ 12** Look and tick.

- ▶ Tell the children to open the book at page 30. Elicit what season it is and who they can see in the pictures.
- ▶ Point to activity 12. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the question, point to the picture of the scarf and provide the word in English.
- ▶ Read the options together and allow some time for the children to go over the pictures of the story quickly looking for the colours of the scarves. They can circle the scarves in the pictures before ticking the words.
- ▶ To check, the children can refer to the frames where they found the scarves.

#### ■ 13 Look and listen.

- ▶ Tell the children to close their books. Write on the board: WHO IS TIRED? HUNGRY? AFRAID? THIRSTY? COLD? Play the audio and listen to the story.
- ▶ To check, tell them to open their books again and read the story.



Fred: Look at all the snow!

Max: Wow! Let's make a snowman!

Patty: Brrr! I'm cold.

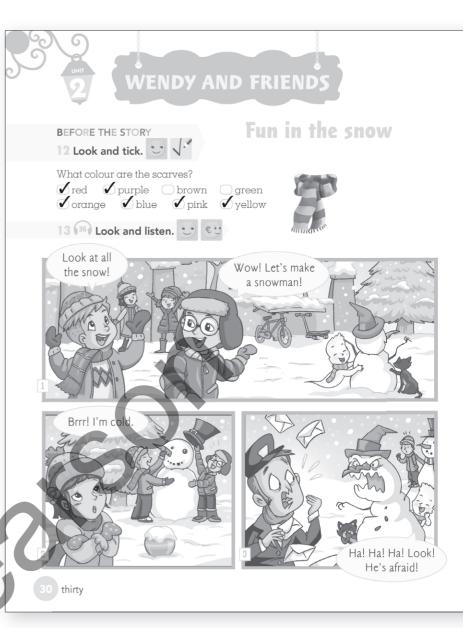
Spooky: Ha! Ha! Ha! Look! He's afraid!

Max: Are you hungry? Fred: Yes, I am. Wendy: I'm thirsty!

Patty: I'm tired. Max: Let's go inside!

## **TEACHING TIP!**

Ask them if it snows in their country, and if so, where it snows. Brainstorm winter games.



## ■ 14 Choose, cut and glue.

- ▶ Point to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Point to the empty frame on p. 31 and then direct them to p.97. They cut and glue one of the endings on p. 31.
- 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: TV FUN. 2: POP CORN FUN. Ask 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

## ■ 15 Read and tick.

3 Who's tired?

16 Act out!

▶ Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

Fred

- ▶ Encourage the children to do the matching while going back to the story. Ask them to underline the part or parts of the text that justifies their decision.
- To check, invite the children to read one question at a time and justify their option. You can ask the rest if the agree both with the answer and the justification.

## **■ 16** Act out!

- ▶ Point to activity 16. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Listen to story again this time following it in their books. Elicit the meaning of new expressions (Let's go inside! Let's make α snowman!). Invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.



Page 85, activities 3 and 4 ▶ TB p. 59



Page 110, activities 5a and 5b ▶ TB p. 61

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

## **INTRODUCING THE NUMBERS (1-100)**

• Ask the children if they know how many school days there are in the school year. In Argentina, there is a minimum of 180 schools days. If you have included the date in the routine, children should already know to count up to 31. You can write the numbers going from ten to ten, starting with the ones children are already familiar with: ten, twenty and thirty. Then you can ask them to predict the following tens.

## **REFLECTION TIME!**

Draw the children's attention to the spelling of the tens. Ask them if they find any similarities between four and forty, six and sixty, etc. Reflect upon the similarities and differences in the other numbers (three-thirty, five-fifty). Draw their attention to the ending of numbers 20, 30, 40, 50 etc. Compare and contrast the spelling and pronunciation of two, twelve, twenty; three, thirteen, thirty.

## ■ 1 Listen and write. Sing.

▶ Tell the children to open the book at page 32. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.



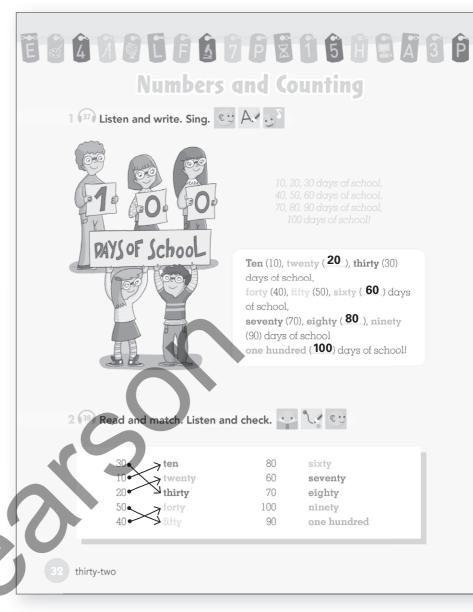
## **TEACHING TIP!**

Many schools in UK and USA celebrate the 100th day of the school year with fun games and activities.

- ▶ Tell the children to complete the missing numbers as they listen to the chant.
- Once the chant is complete, invite the children to chant along.



10, 20, 30 days of school, 40, 50, 60 days of school, 70, 80, 90 days of school, 100 days of school!

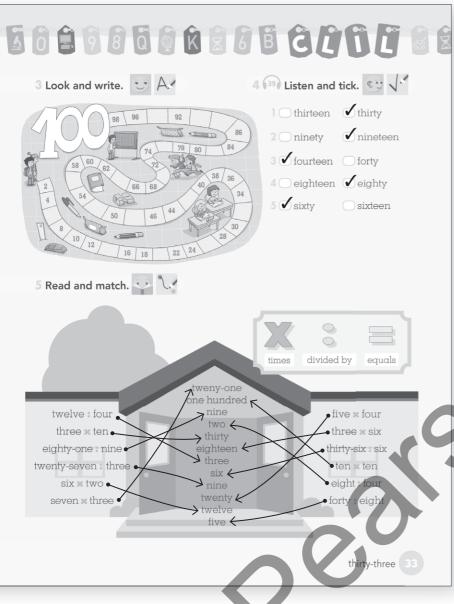


## **2** Read and match. Listen and check.

- Go over the numbers in figures and letters. Elicit which are in the right order (the ones in letters).
- ▶ Read the first number and give them time to find the corresponding figure. Allow them some time to work on their own while you monitor
- Listen to the audio, making a pause after each item to give the children time to check.



Ten - Twenty - Thirty - Forty - Fifty - Sixty - Seventy -Eighty - Ninety - One hundred



## **3** Look and write.

- ▶ Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Draw the children's attention to the first three numbers in the number path (100, 98, 96) and elicit the pattern.
- ▶ Allow some time for the children to work on their own while you monitor.
- To check, the children take turns to say the missing numbers.

## 4 Listen and tick.

- ▶ Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over each pair of numbers, eliciting them. Focus on stress in each case.
- ▶ Play the first item in the audio and make a pause to give the children time to read and tick. Follow the same procedure with the rest of the items.
- ▶ To check, go over each pair, eliciting the correct option.

## Track

1 thirty

2 nineteen

3 fourteen

4 eighty

5 sixty

## > 5 Read and match.

- ▶ Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Draw the children's attention to the box with the mathematical symbols and ask them what they mean. Next, draw their attention to the operation on the right and left. Tell them to choose the right answers from the numbers in the centre of the house.

## **TEACHING TIP!**

If the children find it too hard to do this activity on their own, you can do it with the class as a whole.

▶ To check, ask the children to dictate to you the operations, write them on the board and elicit the result.

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

- Do the routine suggested in the Introduction.
- Ask the children how they are feeling that day. Brainstorm what makes them feel happy, sad, angry and afraid at school.

## ■ 1 Look and write. Listen and check.

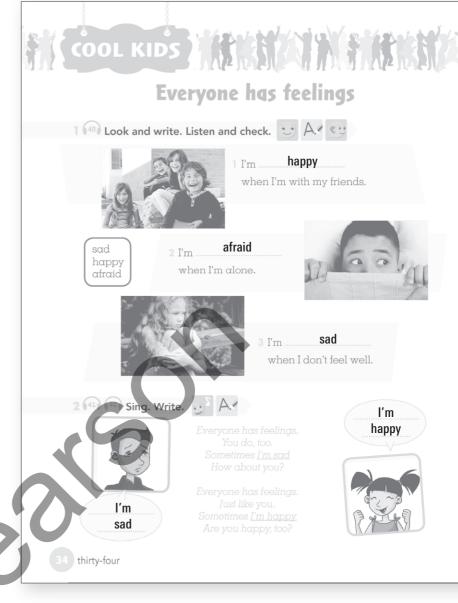
- ▶ Tell the children to open the book at page 34. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the photos and elicit how the children are feeling. Point to the words in the box and read them together. Tell them to ignore the language they do not understand and to focus on the pictures.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ Listen to the audio, making a pause after each item to give the children time to check.

## 40 Track

- 1 I'm happy when I'm with my friends.
- 2 I'm afraid when I'm alone.
- 3 I'm sad when I don't feel well.

## **2** Sing. Write.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the two pictures and elicit the feelings.
- Listen to the song and tell them to complete the speech bubbles.
- Read the lyrics together. Ask the children if they feel the same way and what they can do if α friend feels sad.
- ▶ Play the song again, inviting the children to sing along (see p. 11) following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.

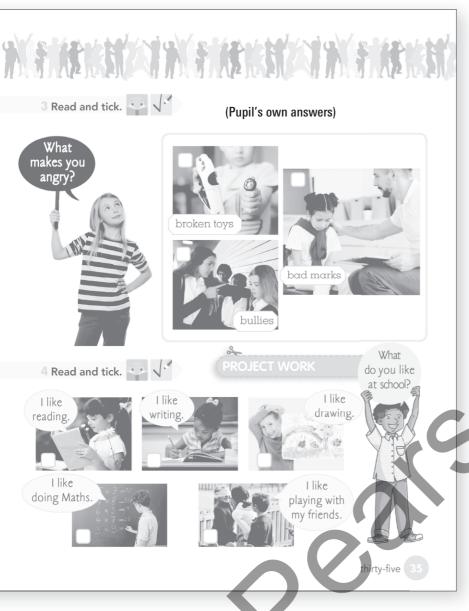


## 41 Track

Everyone has feelings. You do, too.
Sometimes I'm sad.
How about you?
Everyone has feelings.
Just like you.
Sometimes I'm happy.
Are you happy, too?



Karaoke version



## **3** Read and tick.

- ▶ Tell the children to open the book at page 35. Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the speech bubble together. Go over the photos, read the labels and elicit the situations.
- Allow some time for the children to tick the photos.
- ▶ Share the results with the class as a whole to find out what are the things that make most of them angry.

## (PROJECT WORK)

## 4 Read and tick.

- ▶ Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Point to the boy and read the speech bubble together. Go over the photos and read the speech bubbles together, focusing on the words they already know from the instructions (READ, WRITE, DRAW, PLAY).
- ▶ Allow some time for the children to tick the photos.
- ▶ Share the results with the class as a whole to find out what are the things that most of them like at school.
- ▶ Tell the children to make a class display with the things they like most at school. Be ready to provide any words they might need. If necessary, go over the model texts in the speech bubbles and carry out the necessary changes.
- Monitor as children work. Once the texts are ready and checked, you can ask them to make a clean copy with pictures which will be displayed in the English corner or School board.

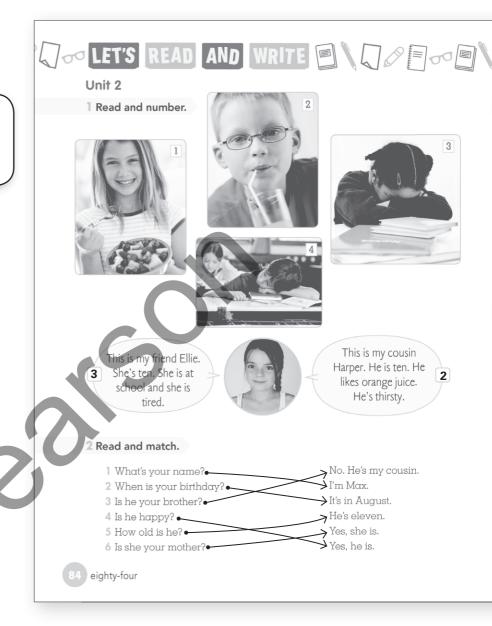
- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

# Let's Read and Write



## **TEACHING TIP!**

Remind the children that they can resort to the Word Bank to work in the *Let's Read and Write* section.



# Let's Read and Write

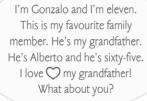


■ 4 Read and write.



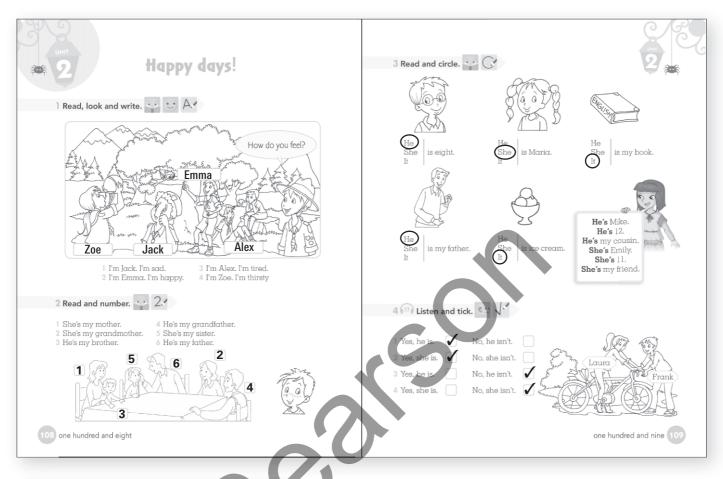
## **TEACHING TIP!**

Once activity 4 is checked, the children can include it in *My Hey Friends!* 1 Portfolio on p. 92.











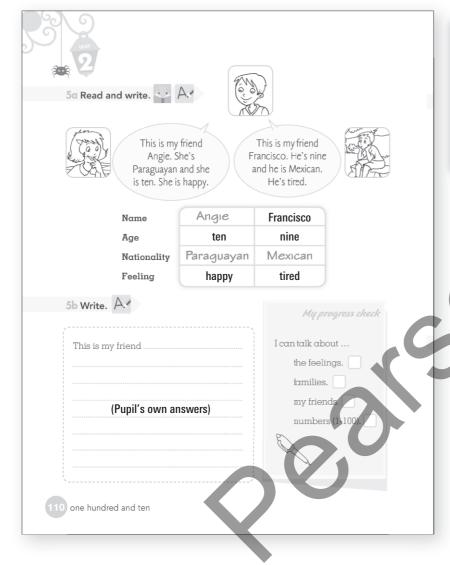
## **TEACHING TIP!**

Work on the icons and 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 Word Bank.

## 4 Listen and colour.

## 77 Track

- 1 Is he Frank?
- 2 Is she Laura?
- 3 Is he sad?
- 4 Is she happy?



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

## Unit 3

## Shopping

#### LINGUISTIC CONTENTS:

Clothes. Weather. Describing someone's clothes: I'm / I'm not wearing (a jacket). He / She is / isn't wearing (a cap). (Metalinguistic reflection)

**CLIL:** Clothes and materials (Social Studies) **Project Work COOL KIDS:** Traditional clothes (Intercultural awareness)

## STARTING THE CLASS

• Do the routine suggested in the Introduction.

## INTRODUCING THE SCHOOL OBJECTS

• Write **CLOTHES** on the board and ask the children what they are wearing. As you go over what they are wearing, stick the *CLOTHES* flashcards on the board. If they are wearing something different you can draw it and write the word on the board.



## **TEACHING TIP!**

Make a point of words that are easy to confuse (*T-shirt / skirt*) or difficult to pronounce for Spanish speakers (*jumper*). Focus on their pronunciation and spelling and associate them with other words the children already know (e.g. /dz/ in *jumper* and in *juice*).

• Once you have gone over all the items of clothing, choose the six items introduced on p. 36, put the flashcards face down on the board and play Memory game option 2 (see p. 13)

## ■ 1 Listen and number.

▶ Tell the children to open the book at page 36. Point to activity 1 and elicit what they have to do.



## **TEACHING TIP!**

From now on, since the instructions do not have the accompanying icons they will have to focus on the words. However, you can ask the children to find the instructions in the icons display in the English Corner.

Elicit the situation, the characters and the clothes.



- ▶ Listen to the first item in the audio and make a pause to give the children time to number the *jumper*.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What's number (one)? (Jumper).

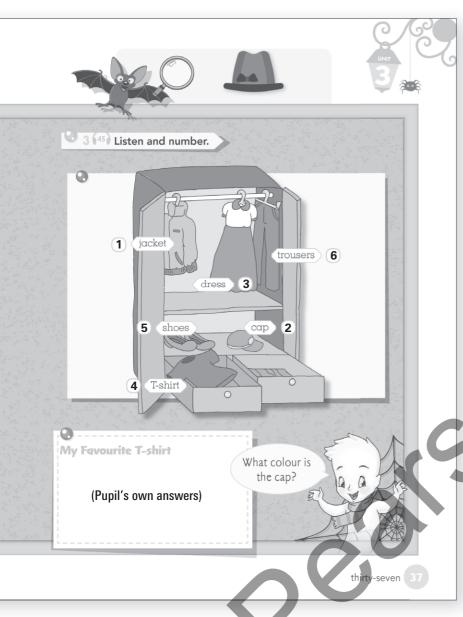


Hack

Jumper Skirt Hat T-shirt Trousers

## **2** Read and circle. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Allow some time for the children to work on their own while you monitor. Remind them they can refer 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.



T-shirt trousers jumper hat skirt

▶ Tell the children to open the book at page 23. Draw their attention to the bat. Tell them to look through the unit for *rulers*. Count how many they can find.

#### INTRODUCING MORE ITEMS OF CLOTHING

- Use the flashcards to introduce the new items of clothing if necessary (they might have been already introduced in the previous brainstorming). If there are new items, include them in the CLOTHES web on the board.
- Make a point of words that are easy to confuse (*T-shirt / shoes*) or difficult to pronounce for Spanish speakers (*jacket*).
- Play Little by Little (see p. 13), paying special attention to the new items of clothing.

## **3** Listen and number.

- ▶ Tell the children to open the book at page 37. Point to the bat and find hats in the unit.
- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the clothes in the wardrobe.
- Listen to the first item in the audio and make a pause to give the children time to number the jacket.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What's number (one)? (Jacket).



## MY FAVOURITE T-SHIRT

- Allow some time for the children to draw and colour their favourite T-shirt.
- Once they finish, they can present their pictures to the class: *This is my favourite T-shirt.* It's (white), (yellow) and (green).



Page 111, activities 1a and 1b ▶ TB p. 80

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

## 4 Sing.

- ▶ Tell the children to open the book at page 38. Point to activity 4 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the clothes on the washing line and their colours. Point to the speech bubble, read it all together and tell the children to circle the item.
- ▶ Play the song and tell the children to circle the right jumper as they listen.
- Play the song again, inviting the children to sing along (see p. 11) following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.



Look at the jumper! It's orange and blue. (x3) Look at the jumper! It's orange and blue. It's green and yellow, too.



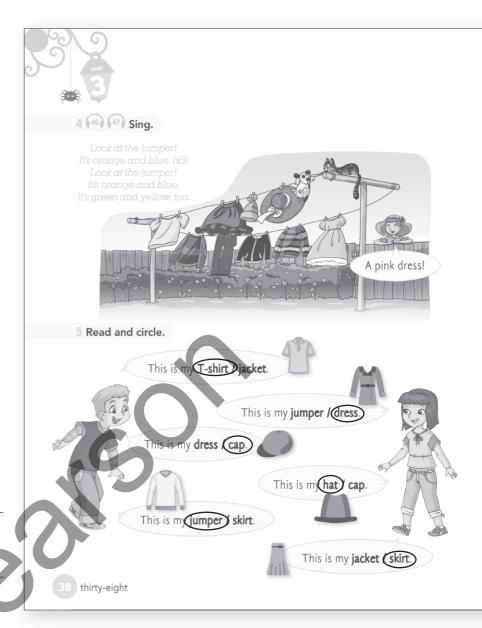
Karaoke version

## **5** Read and circle.

- ▶ Point to activity 5 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit the clothes Fred and Patty are talking about. Point to the speech bubbles, read them all together and tell the children to circle the correct items.
- ▶ To check, read the speech bubbles one by one eliciting the correct option.

## INTRODUCING THE WEATHER

• Use the WEATHER flashcards of the routine to introduce different weather conditions. Brainstorm what they wear according to the weather conditions. The same items may be repeated for different weather conditions.



## **6** Read and colour.

- ▶ Tell the children to open the books at page 39. Point to activity 6 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the first text together and elicit the items of clothing they have to colour and which colours they have to use.
- ▶ Allow some time for the children to work on the rest of the items on their own while you monitor.
- ▶ To check, elicit the colours for each item.

# 6 Read and colour. (blue cap)





I'm wearing a green T-shirt. It's cloudy!



I'm wearing a pink hat. It's rainy!



It's windy! I'm wearing a purple





It's snowy! I'm wearing a



(white dress)

It's hot! I'm wearing a white dress.



I'm wearing a brown and orange hat. It's cold!

## 7 Read and circle. Tick.

red jacket.

It's hot cold today. I'm wearing a red skirt and a yellow T-shirt. I'm wearing yellow shoes.







## **REFLECTION TIP!**

Draw the children's attention to the mini texts: ¿Qué información dan los textos? Write two of the texts on the board. ¿Qué oración/es se refieren al clima? ¿Cómo se expresa el estado del tiempo? ¿Cómo lo decimos cuando entramos a clase? Underline or highlight IT'S in the two instances on the board. Tell the children to underline it in their books. ¿Qué oración/es se refieren a la ropa? ¿Quién está hablando en cada caso? ¿Habla acerca de otra persona o acerca de sí mismo? ¿Qué parte indica eso? ¿Se refiere a la ropa que tiene en su casa o a la ropa que tiene puesta en ese momento? ¿Qué parte se refiere a eso? Underline or highlight I'M WEARING in the two instances on the board. Tell the children to underline it in their books.

## ■ 7 Read and circle. Tick.

- ▶ Point to activity 7 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the pictures and elicit the weather conditions based on the clothes the children are wearing.
- Allow some time for the children to work on their own while you monitor. Remind them they can refer to the previous activity if they need
- To check, elicit the weather and the correct picture. Ask the children to justify their choice.

## **BUILDING UP WRITING**

• Invite the children to help you write a text similar to the one in activity 7. Use one of the characters (e.g. Patty) to describe their clothes. Invite the children to help you write the text on the board. Write it in a speech bubble so as to indicate that Patty is talking about herself. Once it is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner. The children can use this text as a model to write one of their own describing the clothes they are wearing at the moment.



Page 112, activity 2 ▶ TB p. 81



Page 87, activities 3 and 4 ▶ TB p. 79

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

## **8** Read and tick YES or NO.

- ▶ Tell the children to open the books at page 40. Point to activity 8 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit what the children in the photos are wearing and the colours of their clothes.
- ▶ Draw the children's attention to the chart and read the sentences together. Elicit who the first two sentences refer to, do the same with the other three sentences.



## **TEACHING TIP!**

Tell the children to underline in the texts the information that they use to decide whether the sentences in the chart are correct or incorrect. They should go back to the texts to justify their choices when checking the activity.

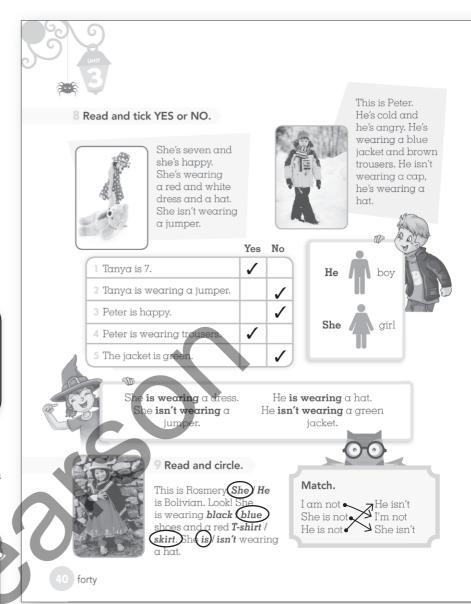
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, invite one of the children to read each sentence in the chart and elicit the answer. Ask the children to justify their choice.

## FRED'S REFLECTION TIME!

Draw the children's attention to the texts: ¿Acerca de quién son los textos? ¿Están hablando los chicos de la foto o alguien más los está describiendo? ¿Qué parte del texto indica eso? ¿Qué se usa cuando hablamos de un varón? ¿Qué se usa cuando hablamos de una mujer? Focus on the box Fred is holding to summarise.

## **WENDY'S REFLECTION TIME!**

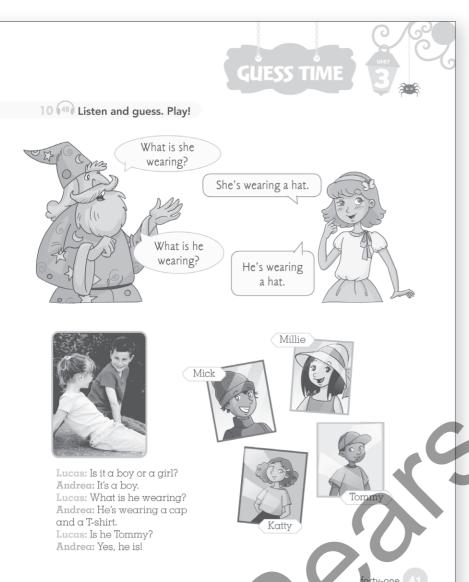
Write the two texts on the board and ask: ¿Los dos textos, dan la misma información? Elicit the information contained in each text and ask the children to identify the parts in the texts that refer to each piece of information (age, name, feelings, clothes). ¿Qué oración/es se refieren a la ropa? ¿Se refiere solamente a la ropa que tienen puesta en ese momento? ¿Qué parte se refiere a lo que no tienen puesto? Underline or highlight HE / SHE IS WEARING and HE / SHE ISN'T WEARING in the two texts. Focus on the box Wendy is pointing at to summarise.



▶ As a follow-up, play a guessing game. You describe the clothes one of the children is or isn't wearing that day for the children to guess who he / she is. If the children feel confident enough, they can describe for their classmates to guess.

## **9** Read and circle.

- ▶ Point to activity 9 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Elicit what the girl in the photo is wearing and the colours of her clothes. Elicit the girl's nationality. Discuss if they think her clothes are worn every day or on special occasions.
- ▶ Tell the children to go over the text quickly to find the girl's nationality.
- ▶ Tell the children to read again, focusing on the options. Allow some time for them to work on their own while you monitor.
- ▶ To check, elicit the correct options. Ask the children to justify their choice.



## FRED'S REFLECTION TIME!

Point to the owl, copy the two lists on the board. Tell the children that one column has the words with all their letters and the other has a shorter version of the words. Elicit which is which. Then, elicit the matching. Revise the use of the apostrophe.

## **BUILDING UP WRITING**

• Invite the children to help you write a text similar to the one in activity 9. Go back to Patty's text in the English Corner. Use two of the other characters (e.g. Wendy and Fred) to describe their clothes. Invite the children to help you write the text on the board. Once it is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner. The children can use this text as a model to write one of their own describing the clothes two of their classmates are wearing at the moment.

## **GUESS TIME**

## **■ 10** Listen and guess. Play!

- ▶ Tell the children to open the book at page 41.

  Draw their attention to activity 10 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Listen to the audio and tell the children to help the wizard guess. Elicit the names and clothes of the children in the pictures.
- ▶ Pair work game. Invite two volunteers to read the conversation between Lucas and Andrea. The children play in pairs following the model dialogue.



Wizard: What is she wearing? Girl: She's wearing a hat. Wizard: What is he wearing? Girl: He's wearing a hat.





- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

# Wendy and Friends "Shopping for clothes!"

## **BEFORE THE STORY**■ 11 Look and tick.

- ▶ Tell the children to open the book at page 42. Elicit who they can see in the pictures and where they are.
- ▶ Point to activity 11 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the question and the options together. Allow some time for the children to go over the pictures of the story quickly looking for the school objects. They can circle them in the pictures before ticking the words.
- ▶ To check, the children can refer to the frames where they found the school objects.

## ■ 12 Look and listen.

▶ Tell the children to close their books. Play the audio and ask them to identify the clothes in the story. You can give them options: BLUE JUMPER, YELLOW DRESS, RED T-SHIRT, GREEN SKIRT, RED HAT and PURPLE DRESS.

▶ To check, tell them to open their books again and read the story.

## 49 Track

Patty: Look at the blue jumper. Wendy: I like the red T-shirt! Spooky: Let's go inside!

Patty: Look at this green skirt! Wendy: It's beautiful! Spooky: Hello, friend!

Wendy: Try it on!

Patty: Ha! Ha! Ha! Look at Spooky! Wendy: He's wearing a purple dress.

Spooky: Wait a minute!

Woman: Ahhh! A ghost!



## ■ 13 Choose, cut and glue.

- ▶ Point to activity 13 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Point to the empty frame on p.43 and then direct them to p.99. They cut and glue one of the endings on p.43.
- 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: SPOOKY IS SAD. 2: SPOOKY IS HAPPY. Ask 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

#### 14 Read and match.

- 1 What colour is the jumper?
- 2 Is the T-shirt red?
- 3 What colour is the skirt?
- 4 What is Spooky wearing?

1) Blue. 2) Yes. 3) Green. 4) A dress.

15 Act out!

forty-three

## **AFTER THE STORY**

## ■ 14 Read and match.

- ▶ Point to activity 14 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ 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 justifies their answer.
- ▶ To check, invite the children to read one question at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.

## ■ 15 Act out!

- ▶ Point to activity 15 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Listen to story again this time following it in their books. Elicit the meaning of new expressions (Let's go inside! It's beautiful! Try it on! Wait a minute!). Invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.



(NB) Page 113, activity 4 ▶ TB p. 81

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

## U3 Round-Up

## ■ 1 Read and circle.

- ▶ Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to read the correct options.

## **2** Look and write.

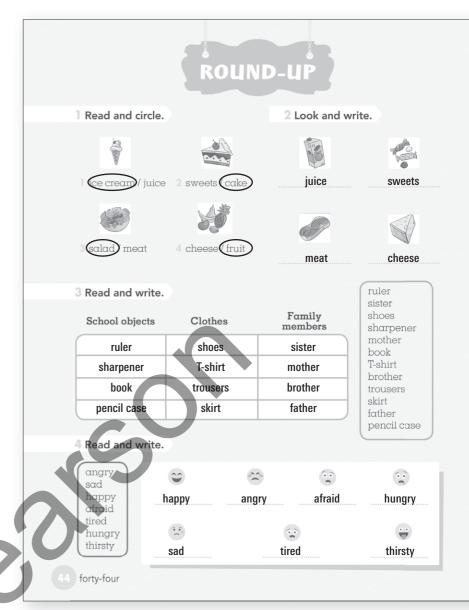
- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them that they can refer to the Word Bank if necessary.
- ▶ To check, elicit the words for each picture.

## **3** Read and write.

- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the words in the list and categories together. Remind them that they can refer the the Word Bank if necessary.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, go over each category at a time, eliciting the words in it.

## ■ 4 Read and write.

- ▶ Point to activity 4 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the emojis and elicit the feelings and discuss different alternatives.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the words for each picture.



## **5** Read and write.

- ▶ Point to activity 5 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the picture and the words in the box.
- ▶ Read the text together and encourage the children to figure out what kind of information is missing in the blanks: A colour? An item of clothing? A member of the family? Tell them to underline or circle key words.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to read the text and justify their options.

# ROUND-UP

#### 5 Read and write.

(2) schoolbag . This is my
(3) brother . Jason. He's eleven.
He's wegging a (4) red

He's wearing a (4) red
T-shirt and red (5) shoes

Ready for school!



shoes brother T-shirt red schoolbag

## 6 Look, read and tick YES or NO.



iil.		Yes	No
1	It's winter.	1	
2	The boy is angry.		1
3	He's wearing an orange hat.		1
4	He's wearing black trousers.		
5	The girl is happy.	1	7
6	She's wearing a yellow jacket.		/

forty-five

## **REFLECTION TIME!**

Once the text is checked, elicit the information it provides and invite the children to dictate the bits of information to you: Hagamos una lista de la información que encontramos en el texto. Write the sentences in a list:

MY NAME IS DANNA.

I'M SIX.

I'M WEARING AN ORANGE T-SHIRT.

I'M WEARING ORANGE SHOES.

etc

Ask the children if the information is presented following the same format in the text. Elicit which word is used to combine the bits of information (and). Reconstruct the text with the help of the children.

## **6** Look, read and tick YES or NO.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the photos and ask the children if the situations show good or bad behaviour: Is this GOOD or BAD behaviour?
- ▶ Go over the first one together as an example. Read the options with the children and elicit their choice. Ask them to justify their choice.
- Give the children some time to work on their
- Monitor as children work on their books.
- To check, go over each item asking which is the correct option: Push or don't push?

## TEACHING TIP!

You can use activity 5 as a model for the children to write their own "Ready for school" text, including personal information, clothes and information about a friend. Once the texts are ready and checked you can ask them to make a clean copy with pictures which will be displayed in the classroom or School board.

## Round-Up

## 7 Look, read and circle. Listen and check.

▶ Point to activity 7 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.



## **TEACHING TIP!**

Challenge the children to read the text and find clues in the text and picture that will help them make the right choice. Once they have finished circling the correct options they can get in pairs and compare their answers. If there are discrepancies, they can go back to the text to try and find the best option.

- 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.

  Discuss the options if there are mistakes.



Hi! I'm Sarah. I'm English. This is a picture of me at school. I'm wearing a blue skirt and a white T-shirt. I'm wearing a pair of pink socks and purple shoes. I'm wearing my favourite blue hat.

## 8 Look, listen and tick YES or NO.

- ▶ Point to activity 8 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Tell the children they will listen to some information about the six children in the picture. Let them know the audio will follow the same order.
- ▶ Make a pause after each item so as to give them time to process the information. You can play the recording more than once and focus on the key information (item of clothing, colours, feelings).
- ▶ To check, play the audio again making a pause after each item for the children to answer. Ask the children to justify their answers, referring to the pictures.



7 (50) Look, read and circle. Listen and check.



Hil I'm Sarah. I'm English. This is a picture of me at school. I'm wearing a blue skirt dress and a black white T-shirt. I'm wearing a pair of pink socks and purple shoes trousers. I'm wearing my favourite blue jacket /hai

8 (51) Look, listen and tick YES or NO.





46 forty-six

## 51 Track

- 1 Tom is wearing a green jumper.
- 2 Tony is wearing green trousers.
- 3 Carol is happy.
- 4 Ann is wearing a dress.
- 5 Sam is angry.
- 6 Laura is happy.

# ROUND-UP

#### 9 Interact.

A

Andrea: It's a girl. She's wearing a green dress. She's tired. Lucas: It's Meganl Andrea: Yesl



B
Lucas: Is it a boy or a girl?
Andrea: It's a boy.
Lucas: Is he hungry?
Andrea: No, he isn't.
Lucas: Is he wearing an orange T-shirt?
Andrea: Yes, he is.

Lucas: It's Mike!



### 10 (52) Listen and number. Act out!

(1)

Mary: Hi, Peter. 2

Peter: Hello, Mary. 1

Mary: My birthday is in June. 4

Peter: When is your birthday? 3

(2)

Judy: How old are you? 3

Judy: Happy birthday, Kevin

Kevin: I'm nine. 4

Kevin: Thank you! 2

forty-seven 47

#### 9 Interact.

- ▶ Point to activity 9 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Invite two volunteers to read the first conversation between Lucas and Andrea. Allow some time for the children to play in pairs following the model dialogue.
- ▶ Invite two volunteers to read the second conversation between Lucas and Andrea. Elicit the differences with the previous game and make a list of the information asked, e.g. BOY OR GIRL? FEELINGS? CLOTHES? Leave it on the board as a guide. Allow some time for the children to play in pairs following the model dialogue.

#### ■ 10 Listen and number. Act out!

- ▶ Point to activity 10 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the first conversation together. Read the lines and discuss the possible order focusing on the meaning of the conversation.
- ▶ Listen to the audio making a pause after each item giving time to number the lines.
- ▶ Follow the same procedure with the second conversation.
- ▶ Once the numbers are checked, encourage the children to act out the conversations imitating the pronunciation and intonation.
- As a follow-up, they can create new conversations using their own information.



Hello, Mary.
Hi, Peter.
When is your birthday?
My birthday is in June.
2
Happy Birthday, Kevin.
Thank you!
How old are you?

I'm nine.

• Do the routine suggested in the Introduction.

#### **INTRODUCING MATERIALS**

• Write **MATERIALS** on the board and ask the children if they know the materials used for the clothes they are wearing. Make a mind map. Make sure you include **RUBBER**, **COTTON**, **LEATHER**, **DENIM**, **WOOL**.

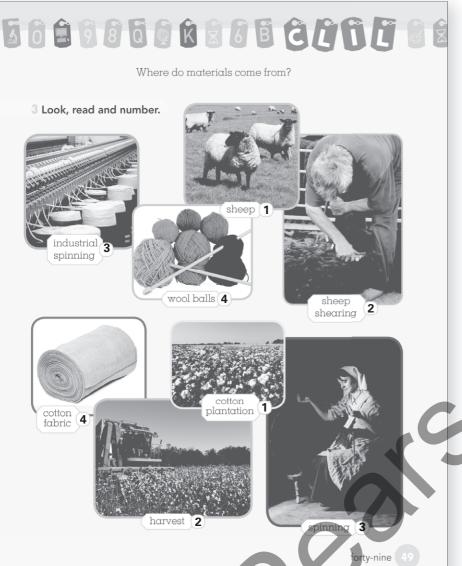
#### ■ 1 Look, read and match.

- ▶ Tell the children to open the books at page 48. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the labels together and draw the children's attention to the fact that there is an extra material. Go over the items of clothing and introduce the new word, FLIP FLOPS.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, you can say the materials for them to say the item of clothing.





- Ask the children if they know where the materials come from. You can also ask them if they come from plants or animals. You may refer to natural and synthetic materials.
- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Read the teacher's speech bubble together.
- Go over each photo and discuss the corresponding material with the class as a whole.
- Allow some time for the children to complete the chart.



#### **FINISHING THE CLASS**

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

### 3 Look, read and number.

- ▶ Tell the children to open the books at page 49. Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Tell the children to look at the pictures and tell them that the photos show two production processes. Elicit the material in the first group of photos (wool) and in the second group (cotton).
- ▶ Allow some time for the children to work on their own ordering the two groups of photos. Once they have finished, they can get in pairs and compare.
- ▶ To check, elicit the steps in each process.

#### INTRODUCING TRADITIONAL CLOTHES

• Write **TRADITIONAL CLOTHES** on the board and brainstorm traditional clothes in our country or in the countries the children's families come from, e.g. *PONCHO*, **SKIRT, BLACK HAT.** *REBOZO*, *LIQUI LIQUI*, etc. Remind the children of Rosmery's clothes on p. 40. Discuss if these clothes are worn every day or on special occasions.

#### ■ 1 Read and write.

- ▶ Tell the children to open the books at page 50. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Draw the children's attention to the photos and elicit the clothes. Ask them if they identify the origin of the clothes.
- ▶ Tell the children to read the texts quickly to check their predictions.
- ▶ Draw the children's attention to the chart and elicit the categories and the information they need to complete it. Tell the children to underline the information in the texts.
- ▶ Allow some time for the children to work on their own completing the chart.
- ▶ To check, go over the chart eliciting the missing information. Ask the children to justify their answers.



# Traditional clothes

#### Read and write.

Name	Huan	Lucia	Agustín	Tara	Riya
Age	5	9	10	8	30
Country	China	Argentina	Argentina	India	India
Clothes	red, white and pink dress, purple shoes	black and white dress	Trousers and a black jacket	orange dress	Pink and purple sari



Hellol My name is Huan. I'm five and I'm from China. I'm wearing a traditional dress. It's red, white and pink. I'm wearing purple shoes.



Hello! My name is Tara. I'm eight and I'm from India. I'm wearing an orange dress. This is my aunt, Fifya. She's thirty. She's wearing a pink and purple san! A sari is a traditional Indian dress



Hil I'm Lucia and I'm from Argentina. I'm nine. I'm wearing my favourite dress. It's black and white. This is my brother Agustín. He's ten. He's wearing black trousers and a black jacket. He's wearing a white hat and black shoes too.

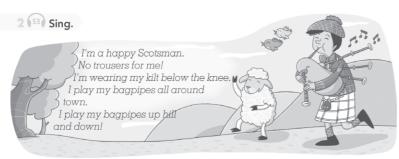


fifty

## 2 Sing.

- ▶ Tell the children to open the books at page 51. Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Draw the children's attention to the picture and elicit the clothes. Ask them if they identify the origin of the clothes and the musical instrument.
- ▶ Write **BAGPIPES** and **KILT** on the board. Listen to the song and tell the children to identify which word refers to an item of clothing and which to a musical instrument.
- ▶ Read the lyrics to check.
- Play the song again and invite the children to sing along.





3 Read and write.



I'm Dan and I'm from Scotland. I'm nine. Look at my favourite clothes! I'm wearing a red, blue and green waistcoat and skirt. My hat is red and blue. I'm wearing red socks and red shoes. I'm not wearing a jacket. I've got a bag.

(Pupil's own answers)

fifty-one 51

53 Track

I'm a happy Scotsman.

No trousers for me!
I'm wearing my kilt below the knee.
I play my bagpipes all around town.
I play my bagpipes up hill and down!

# (PROJECT WORK)

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

- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Ask the children to read the text and identify what information is included. Write on the board: NAME, ORIGIN, AGE, TRADITIONAL CLOTHES, DESCRIPTION OF THE CLOTHES.

Revise what phrases are used to refer to those different bits of information and what linker is used.

- ▶ Tell the children to draw themselves wearing a traditional item of clothing and then write a text using Dan's as a model.
- ▶ Monitor as children work. 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. They can also include it in My Hey Friends! 1 Portfolio on p.93.

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

# Let's Read and Write



#### **TEACHING TIP!**

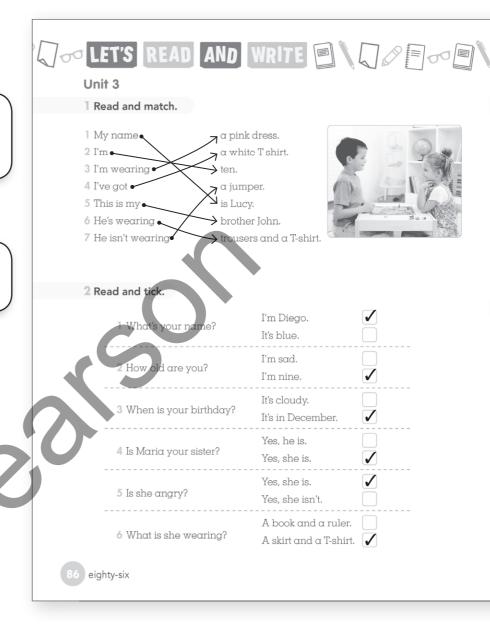
Remind the children that they can resort to the Word Bank to work in the *Let's Read and Write* section.

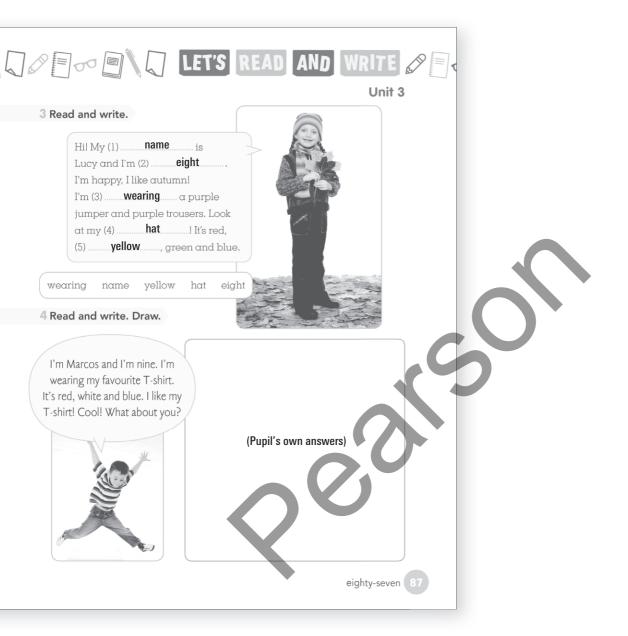
■ 1 Read and match.



#### **TEACHING TIP!**

Sentences 3 and 4 can both be matched to a pink dress or a white T-shirt.







#### **TEACHING TIP!**

Work on the icons and 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 Word Bank.

#### **2** Listen and colour.

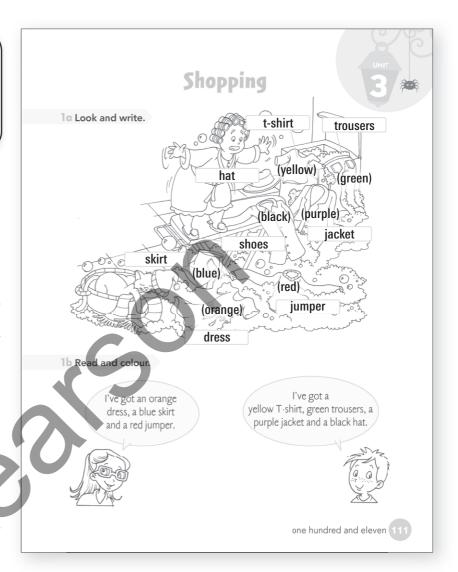


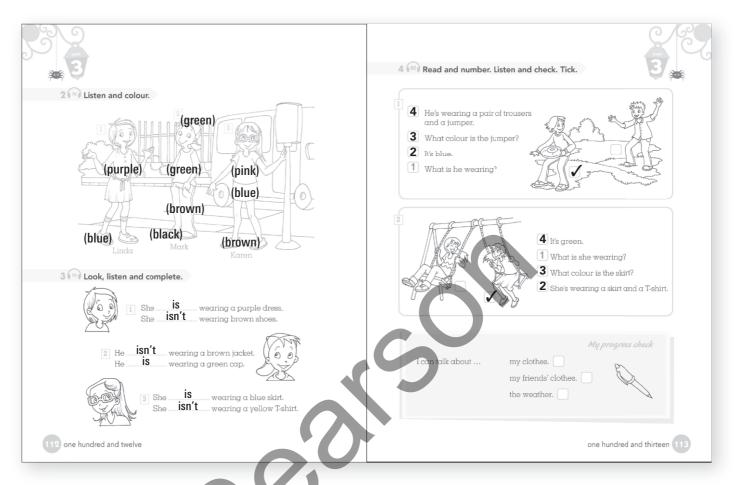
- 1 I'm Linda. Today, I'm wearing a purple dress and blue shoes.
- 2 My name's Mark. I'm wearing a pair of brown trousers, a green T-shirt, black shoes and a green cap.
- 3 I'm Karen. I'm wearing a blue skirt, a pink T-shirt and brown shoes.

## **3** Look, listen and complete.



- 1 She is wearing a purple dress. She isn't wearing brown shoes.
- 2 He isn't wearing a brown jacket. He is wearing a green cap.
- 3 She is wearing a blue skirt. She isn't wearing a yellow T-shirt.





## 4 Read and number. Listen and check. Tick.

# 80 Track

1 What is he wearing? He's wearing a pair of trousers and a jumper.

What colour is the jumper? It's blue.

2 What is she wearing? She's wearing a skirt and a T-shirt.

What colour is the skirt? It's green.

#### **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:
  - $\checkmark$  = I can do it!
  - $\checkmark$  = I can do it with some help.
  - $X = I \operatorname{can't} \operatorname{do} \operatorname{it} \operatorname{yet}.$

#### **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 Word Bank again, etc.

# Unit 4

# Cool friends!

#### LINGUISTIC CONTENTS:

Parts of the body. Descriptive adjectives. Describing someone physically: He / She has got (curly) (hair). Have you got (big) (eyes)? Yes, I have. / No, I haven't. Has he / she got (short) (hair)? Yes, he / she has. / No, he / she hasn't. (Metalinguistic reflection)

**CLIL:** Monsters or amazing animals? (Science) **Project work COOL KIDS:** Healthy Kids (Taking care of the body)

#### STARTING THE CLASS

 $\bullet$  Do the routine suggested in the Introduction.

#### INTRODUCING PARTS OF THE BODY

- Write **MY HEAD** on the board and elicit the parts of the head. As you go over them, stick the *PARTS OF THE BODY* flashcards on the board.
- Once you have gone over all the items, put the flashcards face up wide apart on the classroom walls and play Fast Pointers (see p.13).

#### ■ 1 Listen and number.

- ▶ Tell the children to open the book at page 52. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Listen to the first item in the audio and make α pause to give the children time to number the eye.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What's number (one)? (Eye).



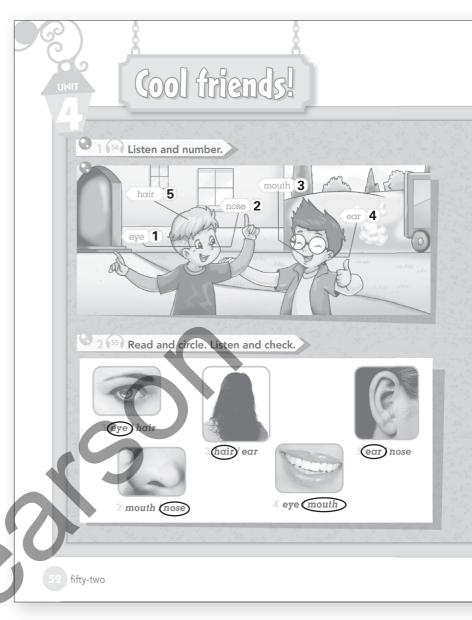
1 eye

2 nose

3 mouth

4 ear

5 hair



#### **2** Read and circle. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the pictures and pairs of words.
- Allow some time for the children to work on their own while you monitor. Remind them they can refer to activity 1 or the flashcards on the walls if they need help.
- $\blacktriangleright$  To check, play the audio making a pause after each item for the children to do the checking.



1 eye

2 nose

3 hair

4 mouth

5 ear



#### INTRODUCING MORE PARTS OF THE BODY

- Write **MY BODY** on the board and elicit the parts of the body. As you go over them, stick the *PARTS OF THE BODY* flashcards on the board.
- $\bullet$  Once you have gone over all the items, play a Memory game (see p. 13)

#### **3** Listen and number.

- ▶ Tell the children to open the book at page 53. Point to the bat and tell the pupils to find Uncle Frankie in the unit.
- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Focus the children's attention on Max's special pet. Elicit the parts of the body.
- ▶ Listen to the first item in the audio and make a pause to give the children time to number the *hand*.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.

To check, ask about the numbers: What's number (one)? (Hand).



- 1 hand
- 2 finger
- 3 foot
- 4 leg

#### 4 Look at the monster and count.

- ▶ Point to activity 4 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Point to Max's pet again. Read the chart together and elicit which parts of the body they have to count.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each part of the body eliciting the quantity. With respect to the fingers, there may be different answers.

#### THIS IS ME!

- Allow some time for the children to draw and colour themselves.
- Once they finish, they can present their pictures to the class: This is me. Look at my (nose), at my (eyes) ...



#### **TEACHING TIP!**

You can write **USEFUL LANGUAGE** on the board and provide the phrases they can use to present their drawings: **THIS IS ME. LOOK AT MY ... I'VE GOT ...**.



Page 114, activity 1 ▶ TB p. 96

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

#### **5** Look and write.

- ▶ Tell the children to open the book at page 54.
- Point to activity 5 and elicit what they have to do.
- ▶ Allow time for the children to work while you monitor. Remind them that they can use the activities on p. 52 and 53 as reference.
- ▶ To check, go over each part of the body and elicit it.

#### **REFLECTION TIME!**

Point to the owl, copy the two lists on the board. Tell them that in one column they have the parts of the body in singular form and on the other in the plural form. Elicit which is which. Then, elicit the matching. Ask them how the plural is formed in Spanish. Then, ask them which plural forms are formed following the same rule. Ask them to identify the plural form that does not follow the rule. Introduce the concepts of *REGULAR* (it always follows the same form) and *IRREGULAR* (the word changes).

#### **6** Listen and complete. Sing.

- Point to activity 6 and elicit what they have to do.
- Go over the pictures and elicit the actions and provide the English words for them (clap, stomp, move and snap). Elicit which part of the body is used in each action.
- Draw the children's attention to the words in the box. Read them together and tell the children to think where each word fits.
- Listen to the song to check their predictions. Give them some time to complete the lyrics, making α pause if necessary.
- ▶ Play the song again and invite the children to join in following the lyrics.
- ▶ When they have gained confidence, encourage them to sing and perform the actions.
- ▶ Once they feel confident enough, challenge them to sing the karaoke version while they perform the actions.



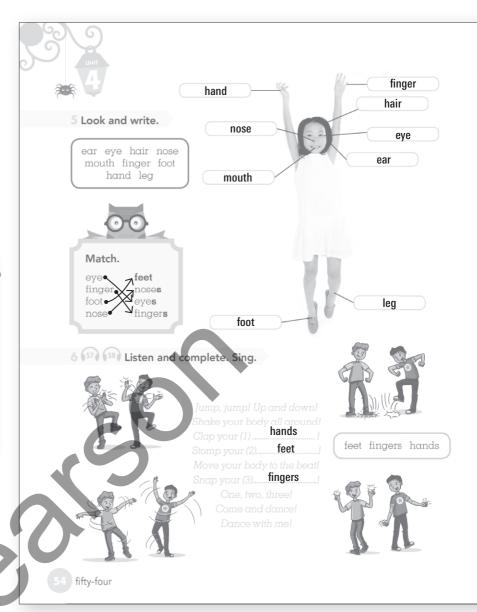


version

Jump, jump! Up and down! Shake your body all around! Clap your hands! Stomp your feet! Move your body to the beat! Snap your fingers! One, two, three!

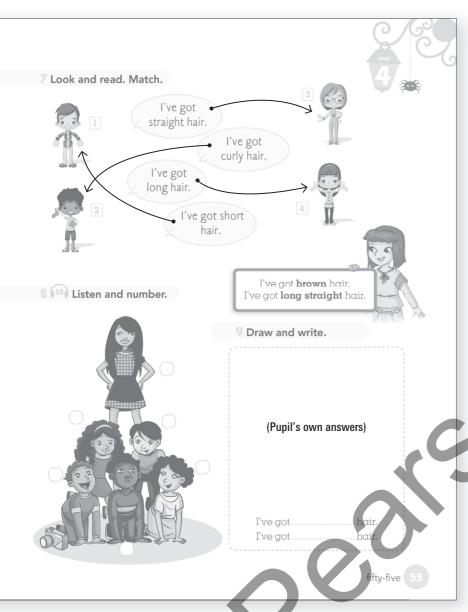
One, two, three!

Come and dance! Dance with me!



#### INTRODUCING DESCRIPTIVE ADJECTIVES

- Make a class survey on the hair colours of the class: What colour hair have you got? Introduce the word BLOND. Keep a record of the number of children that have each colour.
- Then, ask the children about the length of their hair. Make gestures to make yourself clear: Who has got long hair? Who has got short hair? Tell the children to put up their hands. Write **LONG** and **SHORT** on the board and keep a record of the number of children with long and short hair.
- Finally, introduce *CURLY* and *STRAIGHT*. Use gestures or a simple drawing on the board to make yourself clear. Ask the children again: *Who has got curly hair? Who has got straight hair?* Tell the children to put up their hands. Write **CURLY** and **STRAIGHT** on the board and keep a record.
- As a follow-up, you can play a TPR game: Stand up if you have (black) hair. Sit down if you have (short) hair.



#### PATTY'S REFLECTION TIME!

Focus the children's attention on the speech bubbles. Ask them what the speech bubbles refer to: ¿Acerca de qué estamos hablando? Ask the children to circle the word HAIR in each bubble. Elicit what information we are giving about the hair and ask them to identify the descriptive adjectives: ¿Qué palabras nos dicen la caraterísticas del pelo? Ask them to underline them. Elicit the position of the descriptive adjectives with respect to the noun. Invite them to compare the position of the adjectives in English and Spanish with respect to the nouns. Focus on the box Patty is pointing to to summarise. Draw their attention to the second example and compare it to the first sentence. Brainstorm other possible combinations.

#### **7** Look and read. Match.

- ▶ Tell the children to open the book at page 55. Point to activity 7 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the pictures and elicit the hair type and colour.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, go over the pictures again and elicit the corresponding speech bubble. There may be double matches. Accept every valid alternative (more than one has short hair, etc.)

#### **8** Listen and number.

- Point to activity 8 and elicit what they have to do.
- Go over the pictures and elicit the hair type and colour.
- Play the first item in the audio, make a pause to number the first picture.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, go over each child in the picture eliciting the numbers.

## 59 Track

1 I'm John. I've got short red hair.

2 I'm Jenny. I've got straight black hair.

3 I'm Tina. I've got short curly hair.

4 I'm Kevin. I've got short black hair.

5 I'm Linda. I've got long curly hair.

6 I'm Ben. I've got curly brown hair.

#### 9 Draw and write.

- ▶ Point to activity 9. Show them the icons and elicit what they have to do.
- Elicit how to complete the sentences.
- Allow some time for the children to work on their books while you monitor. Remind them they can use the Word Bank on p.96 as reference.



Page 115, activities 3A and 3B ▶ TB p. 96

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

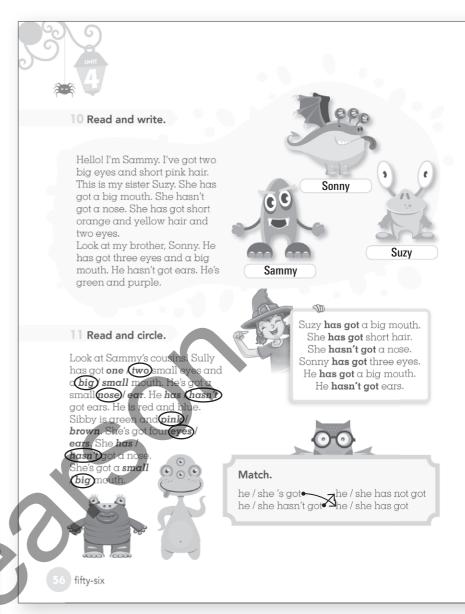
• Do the routine suggested in the Introduction.

#### ■ 10 Read and write.

- ▶ Point to activity 10 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the monsters, point to each at a time and elicit their descriptions: What colour is it? How many eyes? Big or small mouth? Write BIG and SMALL on the board and use gestures to make yourself clear. Elicit cartoon characters with big and small facial features (e.g. Mickey Mouse has got big ears. Bart Simpson has got a small nose, etc.).
- ▶ Go over the texts and tell the children to identify the names of the monsters (tell them to look for capital letters that are not at the beginning of a sentence). Ask them to dictate them to you and write them on the board. Ask them if the monsters are friends or family. Elicit how they know.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, go over each monster at a time, eliciting their names.

#### **WENDY'S REFLECTION TIME!**

Focus the children's attention back on the text: ¿Quién habla en el texto? ¿Cómo saben que es Sammy quien habla? ¿Habla sólo acerca de sí misma? ¿Acerca de quién más habla? Suzy, ¿es mujer o varón? ¿Cómo sabemos? (sister, she). Sonny, ¿es varón o mujer? ¿Cómo sabemos? (brother, he) ¿Qué información da acerca de Suzy y Sonny? (physical description: parts of the body and their characteristics). Focus on form: ¿Qué palabras usa para decir las partes del cuerpo cuando Sammy habla de sí misma? (I've got ...) Ask the children to underline it in the text using (red). ¿Qué palabras usa para decir las partes del cuerpo cuando habla de su hermana y hermano? (He / She has got ...) Ask the children to underline it in the text using (blue). Elicit the negative form. Ask the children to underline the negative forms in the text using (green). You can also elicit the negative form for the first person singular. Focus on the box Wendy is pointing to to summarise.



#### ■ 11 Read and circle.

- ▶ Point to activity 11 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Elicit the descriptions of the two new monsters.
- ▶ Tell the children to go over the text quicky to find their names and family relationship with Sammy.
- ▶ Tell the children to read again, focusing on the options. Allow some time for them to work on their own while you monitor.
- ▶ To check, elicit the correct options. Ask the children to justify their choice.

# **GUESS TIMI** 12 (60) Listen and guess. Play! Has he got Yes, he has. a big mouth? Has he got a big nose? No, he hasn't. Sally Lucas: Is he angry? Andrea: No, he isn't. Lucas: Is he happy? Andrea: Yes, he is. Lucas: Is he Tom? Andrea: Yes, he is! -seven 57

#### **BUILDING UP WRITING**

• Invite the children to help you write a text similar to the one in activity 10. Use the characters (e.g. Max talks about his physical characteristics and his friends Patty and Fred). Write the text on the board. Once it is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner. The children can use this text as a model to write one of their own, describing themselves and two classmates. They can also include it in My Hey Friends! 1 Portfolio on p.93.



NB) Page 114, activity 2 and page 115, activity 4 ▶ TB p. 96

#### **GUESS TIME**

#### ■ 12 Listen and guess. Play!

Tell the children to open the book at page 57. Draw their attention to activity 12. Ask the children to find the instructions in the icons display in the English Corner if they need to. Listen to the audio and tell the children to help the wizard guess the monster.

Pair work game. Invite two volunteers to read the conversation between Lucas and Andrea. The children play in pairs following the model dialogue.



#### 60) Track

Wizard: Has he got a big mouth? Boy: Yes, he has. Wizard: Has he got a big nose? Boy: No, he hasn't.



Page 116, activities 5a and 5b page



Page 88, activities 1 and 2 page ▶ TB p. 94

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

Do the routine suggested in the Introduction.

# Wendy and friends "A family lunch"

# **BEFORE THE STORY**■ 13 Look and tick.

- ▶ Tell the children to open the book at page 58.

  Elicit who they can see in the pictures and where they are. Refer to the title (FAMILY LUNCH) and write it on the board. Elicit what members of the family could be part of a "family lunch". Write the words on the board making sure you include UNCLE and COUSIN.
- ▶ Point to activity 13 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Read the options together. Allow some time for the children to go over the pictures of the story quickly looking for the food items. 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 items.

#### ■ 14 Look and listen.

- ▶ Tell the children to close their books and focus their attention on the family web on the board. Play the audio and ask them to spot which of those family members are present in the story (uncle and cousin).
- ▶ Play the audio for a second time. Now ask children to find out if the following statements are true or false. You can write them on the board:
  - 1. COUSIN KELLY HAS GOT LONG STRAIGHT HAIR AND BLUE EYES.
  - 2. UNCLE FRANKIE HAS GOT BIG FEET AND SMALL HANDS.
- ▶ To check, tell them to open their books again and read the story.



BEFORE THE STORY

13 Look and tick.

A family lunch

What food can you see in the pictures?

✓ meat ✓ fruit ○ ice-cream ✓ salad

14 61 Look and listen.





58 fi

58 fifty-eight

## 61 Track

Fred: Mmm! I'm hungry! Patty: I like meat!

Wendy: Me too!

Fred: Who's that girl? Max: She's my cousin, Kelly.

Patty: Wow! She's got long straight hair.

Wendy: And she's got blue eyes.

Patty: Who's that man?

Wendy: He's my Uncle Frankie!

Patty: He's very tall!

Wendy: He's got big feet and big hands.

Fred: Oh, no! Look at Spooky!







AFTER THE STORY

16 Read and circle.

- 1 Kelly has got curly hair.
- 2 She has got blue eyes.
- 3 Frankie has got big feet.
- 4 He has got small hands.

4 He has got small ha



## ■ 15 Choose, cut and glue.

- ▶ Point to activity 15 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Point to the empty frame on p. 59 and then direct them to p.99. They cut and glue one of the endings on p. 59.
- 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: PROBLEMS WITH FIRE. OPTION 2: PROBLEMS WITH CLEO. Ask 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**

#### ■ 16 Read and circle.

- ▶ Point to activity 16 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ 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 justifies their answer.
- ▶ To check, invite the children to read one question at a time and justify their answer. You can ask the rest if they agree both with the answer and the justification.

#### ■ 17 Act out!

- ▶ Point to activity 17 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Listen to story again this time following it in their books. Elicit the meaning of new expressions (Who's that girl? Who's that man? He's very tall!). Invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.



Page 89, activities 3 and 4 ▶ TB p. 95

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

#### INTRODUCING AMAZING ANIMALS

• Write **AMAZING ANIMALS** on the board and introduce the concept of *AMAZING*. Reflect about what could make an animal amazing (a very big body, a very long neck, its colours, its uniqueness, etc.), brainstorm animals the children consider amazing and provide the English words for them, if they exist.

#### ■ 1 Read and write.

- ▶ Tell the children to open the books at page 48. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the photos and ask the children if they recognise the animals. Elicit their characteristics and focus on those that make them amazing. Tell the children to go over the texts quickly to find the names of the animals.
- ▶ Go over the chart together and read the categories. Write **DIET** on the board and relate it to the verbs *like* and *eat*. Discuss with the children the animals' diet, what they eat. Elicit the information they need to find in the texts to complete the chart. Focus their attention on the examples in the chart and tell them to identify the animal and where that information is in the corresponding texts.
- ▶ Allow some time for the children to work on their own while you monitor. Tell the children to underline the information they need to complete the chart as they work on it.
- ▶ To check, elicit the information for each animal. Tell the children to justify their answers.
- As a follow-up, ask the children which animal they think is the most amazing.

# E & 4 A & L F & 7 P Z 1 5 H Z A 3 P

# Monsters or amazing animals?

#### Read and write.

The Tasmanian devil is from Australia. It's small and black. It's got big ears and a long tail. Tasmanian devils like meat and eat small animals.



The Komodo dragon is from Indonesia. It is a very big reptile, it is 3



metres long! It has got a long tongue and a long tail. It has got big feet. Komodo dragons like meat and eat big and small animals.



The Emperor penguin is from Antarctica. It is black, white and yellow. It is very big! It has got a long

black and orange beak and a short tail. Emperor penguins like fish.



The Galapagos tortoise is from the Galapagos Islands, Ecuador. It is a very big tortoise. It is

enormous! It is got a brown shell and four short legs. Galapagos tortoises like plants and fruit.

Animal	Origin	Description	Diet	
Tasmanian devil	Australia	small, black, big ears, long tail	meat, small animals	
Komodo dragon	Indonesia	very big, long tongue, long tail, big feet	meat, big and small animals	
Emperor penguin	Antarctica	black, white and yellow, very big, long beak, short tail	fish	
Galapagos tortoise	(Galapagos Islands,) Ecuador	Very big, brown shell, four short legs	plants and fruit	



# SOE 980 KROB CLOU

#### 2 Read and tick YES or NO.

The polar bear is from the Arctic. It's white and very big. It's got a big mouth and small ears. It hasn't got a long tail. It's got four big feet. Polar bears like cold weather and eat fish.

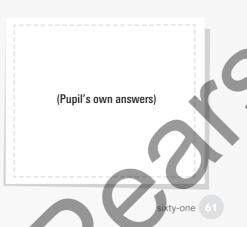




- The polar bear isn't small.
- 2 The polar bear hasn't got ears.
- 3 The tail is short.
- 4 Polar bears don't like fish.
- Yes No

- 3 Write and draw.

Animal Origin Description Diet



## 2 Read and tick YES or NO.

- ▶ Tell the children to open the books at page 61. Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they
- Elicit the animal in the photos. Write its name on the board and elicit what the children know about it (Arctic, like fish, white, big, big feet, etc.).
- Allow some time for the children to work on their own. Tell them to underline in the text the information they use to choose the correct answer. Once they have finished, they can get in pairs and compare.
- To check, read each sentence at a time and elicit the answer. Tell the children to justify their answers.

#### 3 Write and draw.

- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they
- ▶ Draw their attention to the categories in the chart. Refer to the previous chart (activity 1) and find the similarities. Then, go back to the texts about the 5 amazing animals and check the language used to refer to the name, origin, description and diet. You can make a USEFUL **LANGUAGE** list on the board.
- Focus on the text about the polar bear and ask the children to identify which parts of the text may remain the same for their own texts and which ones will change.
- Allow some time for the children to complete the chart and then write their texts on their own. Once they finish they can draw their animal or stick a picture of it (if you are short of time, they can do this at home).
- 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.

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

#### **INTRODUCING HEALTHY HABITS**

• Write **HEALTHY HABITS** on the board and provide a number of habits so that the children decide if they are healthy or no, e.g. do gymnastics, watch TV, swim, play football, play computer games, eat hamburgers, eat vegetables, eat fruit, etc.

#### ■ 1 Look and listen.

- ▶ Tell the children to open the books at page 62. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Draw the children's attention to the photos and speech bubbles and elicit the activities. Provide the English words.
- ▶ Listen to the first item in the audio and make a pause. Ask the children if it is healthy or not.
- ▶ Follow the same procedure with the rest of the audio.
- As a follow-up, interact with them asking is they do those activities or not. You can also ask them when they do them and where.

  Encourage them to use the words they already know and do not expect them to produce complete sentences.

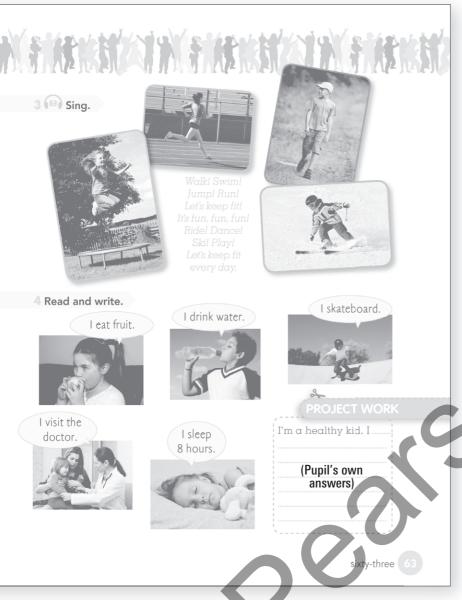


- 1 I dance.
- 2 I play football.
- 3 I do gymnastics.
- 4 I ride my bike.
- 5 I play basketball.
- 6 I swim.



#### **2** Read and tick.

- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Read the question together and go over the checklist.
- Allow some time for the children to work on their own while you monitor.



## **3** Sing.

- ▶ Tell the children to open the books at page 63. Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Draw the children's attention to the photos, elicit the activities, provide the English words and write them on the board. Ask them if they do healthy activities or not.
- Play the song and tell the children to identify which of the activities in the song do not have a photo.
- ▶ Focus on the lyrics and check. Explain the meaning of Let's keep fit! and It's fun! Use gestures to make yourself clear. Compare the ideas of keeping fit and keeping healthy: Which one refers to activities? Which one also includes the diet and habits?
- ▶ Play the song again and invite the children to sing along.

## 63 Track

Walk! Swim! Jump! Run! Let's keep fit! It's fun, fun, fun! Ride! Dance! Ski! Play! Let's keep fit every day.

# (PROJECT WORK)

#### ■ 4 Read and write.

- ▶ Point to activity 4 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the photos and the speech bubbles together. Ask the children if they have those habits. Guide them to infer the new words from the transparent words and the words they already know.
- Focus the children's attention on the project work and elicit what they have to write about. Remind them they can use any of the ideas presented in this section.
- Monitor as children work. 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.

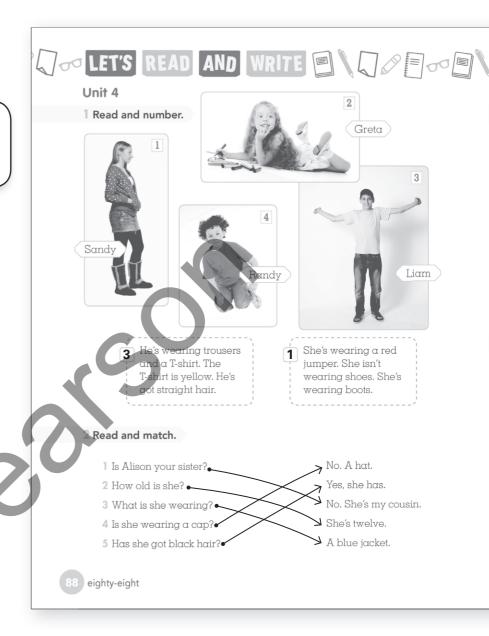
- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

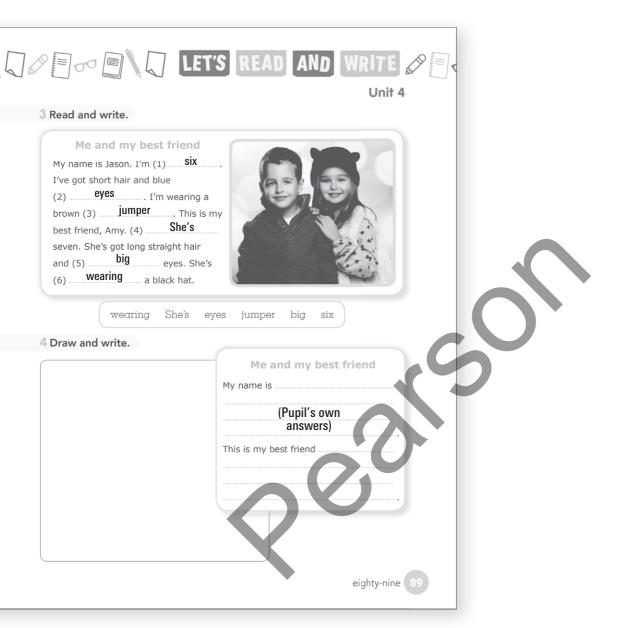
# Let's Read and Write

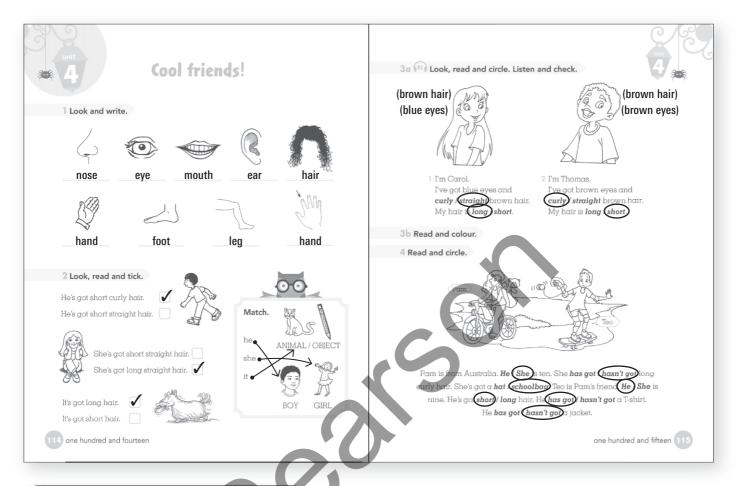


#### **TEACHING TIP!**

Remind the children that they can resort to the Word Bank to work in the Let's Read and Write section.









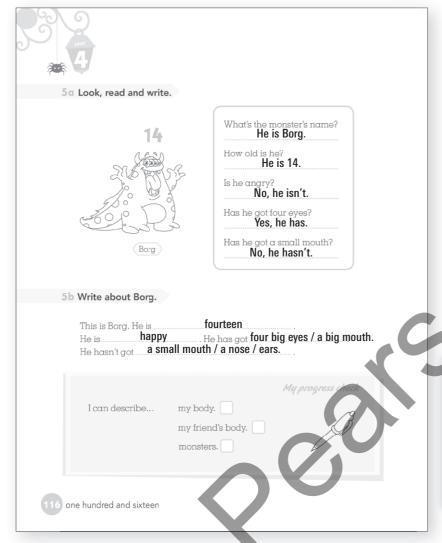
#### **TEACHING TIP!**

Work on the icons and 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 Word Bank.

### 3a Look, read and circle. Listen and check.

## 81 Track

- 1 I'm Carol. I've got blue eyes and straight brown hair. My hair is long.
- 2 I'm Thomas. I've got brown eyes and curly brown hair. My hair is short.





### **TEACHING TIP!**

Do not expect all the children to produce full answers. Allow for short answers as long as the content is correct.

#### 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:
  - $\sqrt{}$  = I can do it!
  - = I can do it with some help.
  - X = I can't do it yet.

#### 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 Word Bank again, etc.

# Unit 5

# **Home Sweet Home**

#### LINGUISTIC CONTENTS:

Parts of the house. Objects in the house. Describing places: Where is (the bed)? It's in (the bedroom). There is / isn't a (computer). Is there a (sofa)? Yes, there is. / No, there isn't. (Metalinguistic reflection)

**CLIL:** Houses around the world (Social Studies) **Project work COOL KIDS:** Kids on the move (Intercultural awareness)

#### STARTING THE CLASS

• Do the routine suggested in the Introduction.

#### INTRODUCING PARTS OF THE HOUSE

- Write **MY HOUSE** on the board and elicit the parts of the house. As you go over them, stick the *PARTS OF THE HOUSE* flashcards on the board.
- Once you have gone over all the items, use the flashcards to play Little by Little (see p. 13).

#### ■ 1 Listen and number.

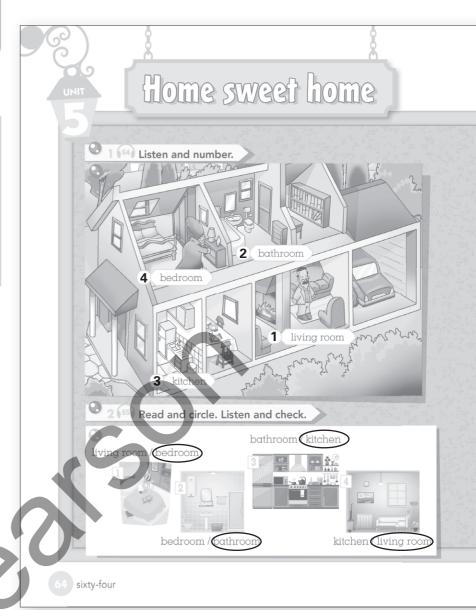
- ▶ Tell the children to open the book at page 64. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Elicit the characters and the place. Go over the labels together and ask the children to find words easy to confuse (bathroom / bedroom). Focus on the spelling and pronunciation.
- ▶ Listen to the first item in the audio and make a pause to give the children time to number the living room.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What's number (one)? (Living room).



1 living room 3 kitchen
2 bathroom 4 bedroom

#### **2** Read and circle. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the pictures and words.



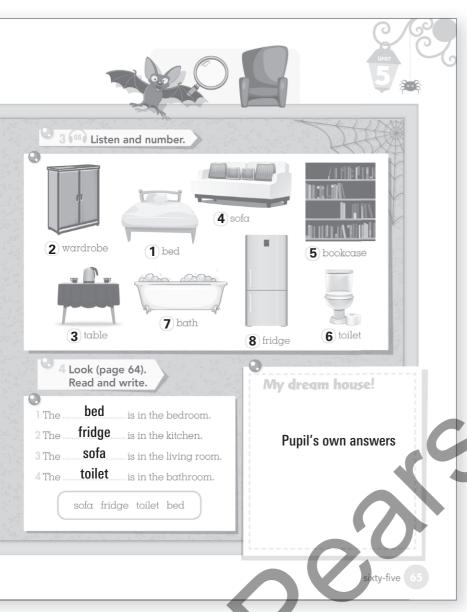
- ▶ Allow some time for the children to work on their own while you monitor. Remind them they can refer to activity 1 or the flashcards on the walls if they need help.
- ▶ To check, play the audio making a pause after each item for the children to do the checking.



1 bedroom 3 kitchen 2 bathroom 4 living room

#### INTRODUCING OBJECTS IN THE HOUSE

- Divide the board in four sections and write a part of the house in each. Present the *FURNITURE* flashcards one by one and elicit in which part of the house it can be found. Be ready to accept different answers.
- As you go over the objects in the house, stick the flashcards on the board. Help the children relate the new words to the ones *already known* (book-bookcase, bedroom-bed, bathroom-bath).



- Ask the children which of the objects they have got at home. Ask them which ones can also be found at school (you can introduce STAFF ROOM, KITCHEN, HEAD'S OFFICE, SECRETARY'S OFFICE, etc.).
- Once you have gone over all the items, play a Memory game (see p. 13).

#### **3** Listen and number.

- ▶ Tell the children to open the book at page 65. Point to the bat and find armchairs in the unit.
- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Elicit the items one by one.
- Listen to the first item in the audio and make a pause to give the children time to number the bed.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, ask about the numbers: What's number (one)? (Bed).

## 66 Track

1 bed
2 wardrobe
3 table
4 sofa
5 bookcase
6 toilet
7 bath
8 fridge

#### ■ 4 Look (page 64). Read and write.

- ▶ Point to activity 4 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the incomplete sentences and elicit what information is missing. Ask the children to identify the key words in the sentences so as to know what object is missing in each case.
- Allow some time for the children to work on their own while you monitor.
- To check, go over each sentence and elicit the correct word. Tell the children to justify their answers referring to the picture on p. 64.

#### MY DREAM HOUSE!

- Allow some time for the children to draw and colour themselves.
- Once they finish, they can present their pictures to the class: This is my dream house. Look! Two bedrooms, three bathrooms, one kitchen ...



Page 117, activities 1 and 2 ▶ TB p. 116

- Tell the children to put their things away orderly: Time's up! Put everything in your bags!
- Sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

#### **5** Look, read and write.

- ▶ Tell the children to open the book at page 66.
- ▶ Point to activity 5 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Draw the children's attention to the words in the two boxes and tell them to distribute the objects in the different parts of the house. Tell them to write at least two words in each part of the house. Let them know that some words can be repeated (e.g. table).
- ▶ Allow some time for the children to work on their own while you monitor. Remind them that they can use the activities on p. 65 as reference.
- Focus on the conversation between Wendy and Max. Elicit what they are talking about.
- ▶ To check, elicit the room where each object is: Where is the (table)? The (table) is in the (kitchen). Be ready to accept short answers, too.

#### **6** Look. Listen and tick YES or NO.

- ▶ Point to activity 6 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the picture and elicit the members of the family in each room. Point to the labels indicating the parts of the house.
- ▶ Draw the children's attention to the YES / NO chart. Tell the children they will listen to 6 questions and answers, and they will decide if the answers are correct or incorrect according to what they see in the pictures.
- ▶ Listen to first item in the audio and make a pause to give the children time to decide on the correct option. Do the first one together as an example.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, play the audio again, making a pause after each item eliciting the correct option. Tell the children to justify their answers referring to the picture.

## 67 Track

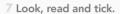
- 1 Where is the grandmother? She's in the living room.
- 2 Where is the father? He's in the bathroom.



- 3 Where is the sister? She's in the kitchen.
- 4 Where is the grandfather? He's in the living room.
- 5 Where is the mother? She's in the kitchen.
- 6 Where is the brother? He's in the bedroom.

#### **7** Look, read and tick.

- ▶ Tell the children to open the book at page 67. Point to activity 7 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Go over the pictures and elicit the parts of the house and the objects.
- ▶ Focus on the boy and the speech bubble. Tell the children to read the text and choose the correct picture. Tell them to underline the information in the speech bubble that helps them decide.
- ▶ Allow some time for the children to work on their own while you monitor.
- To check, elicit the correct picture. Ask the children to justify their choice.



This is my bedroom. There is a bookcase. I've got 15 books. There is a bed. It's small and brown. There is a big wardrobe and there is a table.







8 (68) Look, read and circle. Listen and check.



- 1 There(is) isn't a computer.
- 2 There is (isn't) a ruler.





- 2 There is (isn't) a jumper.
- There(is) isn't a book.



There is a bed in the bedroom. There's a wardrobe and

Match.

there isn'

there is there is not there is not there is not

bookcase in the bedroo

There isn't a table the bedr



#### PATTY'S REFLECTION TIME!

Go back the speech bubble and elicit what information the boy is giving: ¿Qué información está dando el nene? ¿Cómo indica de qué habitación está hablando? ¿Cómo expresa qué objetos hay en la habitación? ¿Habla sólo de lo que hay? ¿Se refiere también a lo que NO hay? ¿Qué forma se usa cuando la oración es afirmativa? ¿Qué se usa cuando es negativa? Ask them to underline the words which are used to describe places (house, favourite room, classroom, etc). Focus on the box Patty is holding to summarise.

### **8** Look, read and circle. Listen and check.

- Point to activity 8 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Elicit the parts of the house in the pictures and what there is and what there isn't in each: Is there a wardrobe? Is there a bed? Is there a sofa?

- Allow some time for the children to work on their own while you monitor.
- Play the audio making a pause after each item for the children to do the checking.

#### **REFLECTION TIME!**

Point to the owl, copy the two lists on the board. Tell the children that one column has the words with all their letters and the other has a shorter version of the words. Elicit which is which. Then, elicit the matching. Revise the use of the apostrophe.



### 68 Track

- 1 There is a computer.
- 2 There isn't a ruler.
- 1 There is a bed.
- 2 There isn't a jumper.
- 3 There is a book.





Page 90, activity 1 ▶ TB p. 114

- Tell the children to put their things away orderly: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

#### 9 Read and circle. Listen and check.

- ▶ Tell the children to open the book at page 68. Point to activity 10 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the photos and introduce the words **HOUSE** and **FLAT**. Write them on the board and ask the children if they live in a house or in a flat.
- ▶ Tell the children to guess the correct options. Provide them with clues (e.g. If it is a small flat, then it surely has a kitchen, but maybe no living room). Allow some time for them to work on their own while you monitor.
- ▶ Play the audio making a pause after each item for the children to check their guesses.

# 69 Track

1 I live in a small flat in the city. There is a kitchen, a bathroom and a bedroom. There isn't a living room.

2 I live in a big house in the country. There is a kitchen, a living room, three bedrooms and two bathrooms

#### ■ 10 Read and write.

- ▶ Point to activity 10 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Elicit where the boy lives (point to the intercom) and read the words in the box together.
- ▶ Tell the children to go over the text quickly to find the name of the boy and where he lives (house or flat).
- ▶ Tell the children to read again, focusing on the blanks. Tell them to find clues in the text to decide on the missing words.
- ▶ Allow some time for them to work on their own while you monitor.
- ▶ To check, elicit the correct options. Ask the children to justify their choice.

#### **BUILDING UP WRITING**

• Invite the children to help you write a text similar to the one in activity 10. Use the characters (e.g. Wendy' grandfather talks about his house on p.64). Write the text on the board. Remind the children they can use the Word Bank on p.96



9 (69) Read and circle. Listen and check.



I live in a small flat in the city.

There is kitchen living room,
a bathroom and a bedroom.

There is isn't a living room.



2 I live in a big house in the country. There is a kitchen, a living room (three) five bedrooms and one (two) athrooms.





bathroom is There like small



68 sixty-eight

as reference. They can also use the texts in activities 7 and 9 as models.

#### **REFLECTION TIME!**

Draw the children's attention to text 1 in activity 9 and focus on the information. Write on the board with the help of the children the rooms in the girl's house:

THERE IS A KITCHEN.

THERE IS A BATHROOM.

THERE IS A BEDROOM.

Elicit which word (linker AND) and what punctuation is used to list the parts of the house. Ask them to find another example of the use of the commas in text 2. Reconstruct the text with the help of the children.





Lucas: Is there a table? Andrea: Yes, there is. Lucas: Is there a sofa? Andrea: No, there isn't. Lucas: Is it the kitchen? Andrea: Yes, it is!



#### **REFLECTION TIME!**

Draw the children's attention to the text in activity 10 and focus on the information the boy gives about his bedroom and living room. Write it on the board with the help of the children:

#### THERE IS A BEDROOM.

#### THERE ISN'T A LIVING ROOM.

Elicit which word (*BUT*) is used to link the two sentences. Ask them to find another example of the use of *but* in activity 7 on page 67. Reconstruct the text with the help of the children. Contrast the use of the linkers *AND* and *BUT*: ¿Cuándo usamos *AND*? ¿Cuándo usamos *BUT*? ¿Qué palabras usamos en español? ¿Las usamos en las mismas situaciones?

Once it is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the English corner. The children can use this text as a model to write one of their own, describing their homes. They can also include it in *My Hey Friends! 1* Portfolio on p.93.



Page 91, activities 2 and 3 ▶ TB p. 115

#### **GUESS TIME**

### ■ 11 Listen and guess. Play!

- ▶ Tell the children to open the book at page 69. Draw their attention to activity 11. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Listen to the audio and tell the children to help the wizard guess the part of the house.
- Pair work game. Invite two volunteers to read the conversation between Lucas and Andrea. The children play in pairs following the model dialogue. Allow short answers, since the aim of this activity is to foster interaction.



Wizard: Is there a bed? Girl: Yes, there is. Wizard: Is there a sofa? Girl: No, there isn't.



Page 118, activity 4 ▶ TB p. 117

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

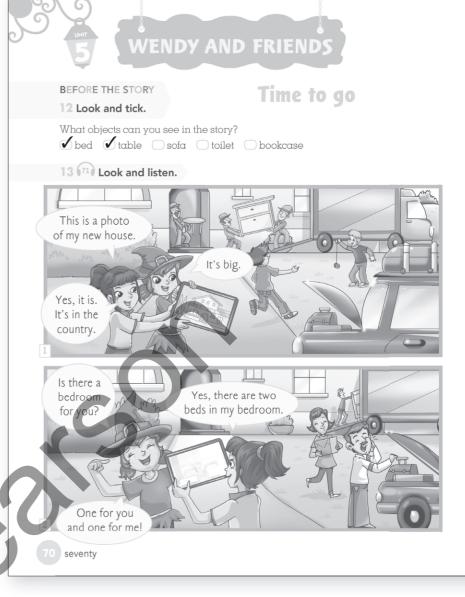
# Wendy and Friends "Time to go"

# **BEFORE THE STORY ▶ 12** Look and tick.

- ▶ Tell the children to open the book at page 70. Elicit who they can see in the pictures and where they are. Refer to the title (TIME TO GO) and write it on the board. Elicit the characters and the situation. Ask them who is moving houses.
- ▶ Point to activity 12 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Read the options together. Allow some time for the children to go over the pictures of the story quickly looking for the objects in the house. They can circle them in the pictures before ticking the words.
- ▶ To check, the children can refer to the frames where they found the object food items.

#### ■ 13 Look and listen.

- ▶ Tell the children to close their books and ask them to find out if the following statements are true or false. You can write them on the board and explain any new words, e.g. NEW
  - 1. PATTY AND FRED'S NEW HOUSE IS BIG.
  - 2. THERE'S ONE BED IN PATTY'S BEDROOM.
  - 3. THERE ISN'T ACOMPUTER IN FRED'S BEDROOM.
- ▶ 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.



# 71 Track

Patty: This is a photo of my new house. Wendy: It's big.

Patty: Yes, it is. It's in the country.

Wendy: Is there a bedroom for you?

Patty: Yes, there are two beds in my bedroom.

Wendy: One for you and one for me!

Fred: There's a new computer in my bedroom.

Max: Great!

Patty: See you at Christmas!





14 Choose, cut and glue.



#### AFTER THE STORY 15 Read and tick.

- 1 Patty's house is big.
- 2 There is a bedroom.
- 16 Act out!

- 3 She's got one bed.
- Fred hasn't got a compu



# seventy-one 71

## ■ 14 Choose, cut and glue.

- Point to activity 14 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Point to the empty frame on p. 71 and then direct them to p.101. They cut and glue one of the endings on p.71.
- 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: SPOOKY GOES WITH PATTY AND FRED. 2: SPOOKY STAYS WITH WENDY AND MAX. Children put up their hands for the options they have chosen.

Count all together and write the numbers below the options.

#### **AFTER THE STORY**

#### ■ 15 Read and tick.

Point to activity 15 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.

- ▶ 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 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.

#### **■ 16** Act out!

- Point to activity 16 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Listen to the story again, this time following it in their books. Elicit the meaning of new expressions (One for you and one for me! Great! See you at Christmas!). Invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

# **NB**) Page 119, activity 5 ▶ TB p. 117

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

#### ■ 1 Look, read and tick.

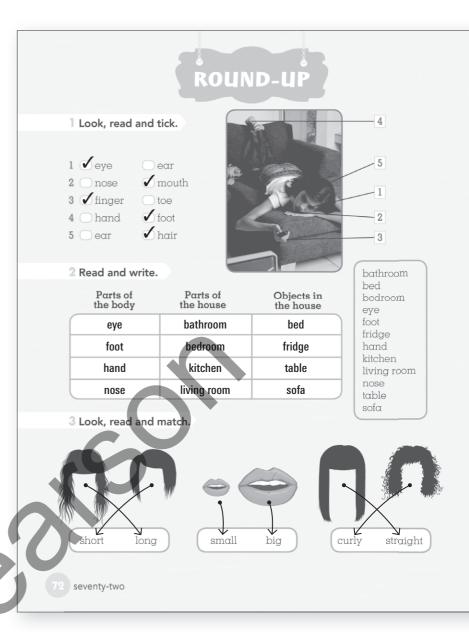
- ▶ Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Allow some time for the children to work on their own while you monitor.
- To check, elicit the words for each number.

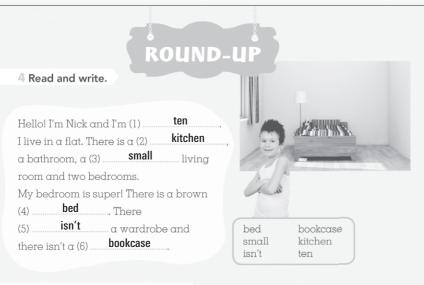
#### **2** Read and write.

- ▶ Point to activity 2 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Go over the words in the list and categories together. Remind them that they can refer the Word Bank if necessary.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them that they can refer to the Word Bank if necessary.
- ▶ To check, go over each category at a time, eliciting the words in it.

#### **3** Look, read and match.

- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the words for each picture.





#### 5 Look, read and tick YES or NO.

	Yes	No			
1 There is a boy and a girl in the kitchen.	1				
2 The boy is wearing a hat.	1				
3 He's got straight hair.		1			
4 The girl is wearing a pink T-shirt.	1		<u></u>		
5 She's got short red hair.		1			
6 There is α fridge in the kitchen.	1			7	
			seve	enty-three	73

#### ■ 4 Read and write.

- ▶ Point to activity 4 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- Focus on the picture and the words in the box.
- ▶ Read the text together and encourage the children to figure out what kind of information is missing in the blanks: A number? An object? A descriptive adjective? A part of the house? Tell them to underline or circle key words.
- ▶ Allow some time for the children to work on their own while you monitor
- ▶ To check, ask the children to read the text and justify their options.

## **5** Look, read and tick YES or NO.

- ▶ Point to activity 5 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the picture and elicit the part of the house, the objects in the room, the physical characteristics of the children.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to read each sentence at a time and justify their options.



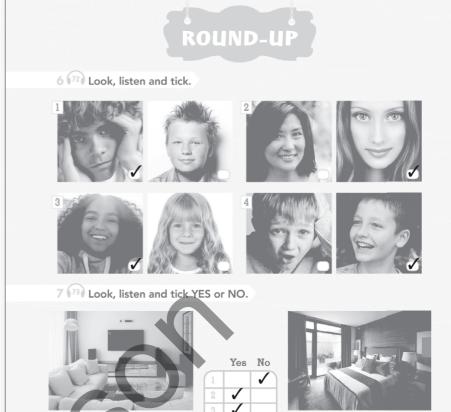
# Round-Up

### **6** Look, listen and tick.

- ▶ Point to activity 6 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the pair of photos and elicit the physical description of the children. You can focus on the differences.
- ▶ Play the first item and make a pause to give the children time to decide on the correct photo.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, play the audio making a pause after each item for the children to identify the correct photo. Discuss the options if there are mistakes.

# 72 Track

- 1 Paul has got curly blond hair and blue eyes.
- 2 Linda has got long brown hair and green eyes.
- 3 Maria has got curly brown hair and black eyes.
- 4 Kevin has got short black hair and green eyes.





## **7** Look, listen and tick YES or NO.

seventy-four

- ▶ Point to activity 7 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Tell the children they will listen to some information about the four photos. Go over the photos and elicit the parts of the house and the objects in each room.
- ▶ Make a pause after each item so as to give them time to process the information. You can play the recording more than once and focus on the key information (objects, colours, parts of the house).
- ▶ To check, play the audio again making a pause after each item for the children to answer. Ask the children to justify their answers, referring to the pictures.



## 8 Memo game!





# 73 Track

- 1 There is a blue sofa in the living room.
- 2 There is a table in the kitchen.
- 3 There is a brown bed in the bedroom.
- 4 There is a bath in the bathroom.
- 5 There is a bookcase in the living room.

# ■ 8 Memo game!

- ▶ Point to activity 8 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Invite two volunteers to read the model dialogue.
- ▶ Allow some time for the children to play memory game in pairs following the model dialogue.

#### STARTING THE CLASSS

• Do the routine suggested in the Introduction.

# INTRODUCING DIFFERENT TYPES OF HOUSES

• Write **HOUSES** on the board and ask the children what makes houses different: the materials, the size, the location, the number of rooms, etc. Make a mind map. Make sure you include **WOOD**, **METAL**, **BRICKS**, **STRAW**, **BIG**, **SMALL**.

#### ■ 1 Read and write.

- ▶ Tell the children to open the books at page 76. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the photos and describe the houses there. Provide the following words and write them on the board: FLOATING HOUSE, RURAL HOUSE, STILT HOUSE, ADOBE HOUSE. Explain the words children may not know such as adobe.
- ▶ Draw the children's attention to the chart and elicit the categories and the information they need to complete it.
- ▶ Read the first text and complete the chart together. Tell the children to underline the information in the text.
- ▶ Tell the children to underline the information in the texts.
- ▶ Allow some time for the children to work on their own completing the chart.
- ▶ To check, go over the chart eliciting the missing information. Ask the children to justify their answers.

# E 2 4 A Q C F & 7 P Z 1 5 H Z A 3 P

# HOUSES AROUND THE WORLD

Read and write.



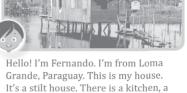
Hi! I'm Marco Antonio. I'm from Iquitos, Perú. This is my house. It's a floating house. There is a kitchen and a very big bedroom. My house is made of wood and straw.



Hello! I'm Sonia. I'm from Neuquén, Argentina. This is my house. It's a small rural house. There is a kitchen, a bathroom and a bedroom. There is a big shed. My house is made of wood and metal sheets.



Hello! I'm José I'm from San Pedro de Atacama, Chile. This is my house. It's an adobe house. There is a kitchen, two bedrooms. There is a living room. My house is made of bricks and adobe.



bathroom and a bedroom. My house is

Name Origin Type of house Rooms Materials Marco Antonio floating house kitchen, bedroom Iquitos, Peru wood, straw Neuquén, kitchen, shed, Sonia rural house wood, metal Argentina kitchen, two an Pedro de acama, Chile José adobe house bricks and adobe bedrooms Loma Grande, kitchen, bathroom, Fernando stilt house wood bedroom **Paraguay** 

made of wood.

76 seventy-six

#### **2a** Read and write.

- ▶ Tell the children to open the books at page 77. Point to activity 2a and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Focus the children's attention on the photo and draw their attention to the solar panels. In Spanish, discuss what they are used for and if they have solar panels at home or at school.
- ▶ Point to the text and the chart. Go over the categories in the chart and revise how to complete it.
- Allow some time for the children to work on their own completing the chart.
- ▶ To check, go over the chart eliciting the missing information. Ask the children to justify their answers.

# IO E 9 8 G & K & B B B C L TI L B E

#### 2a Read and write



My name is Cynthia, and this is my ideal house. It's in Australia, in the country. It's a farm house. It's big and it's got solar panels. It's made of wood and metal sheets. It's ecological!

In my ideal house there is a kitchen, a big living room, two bathrooms and four bedrooms. There is a big garage. Cool!

Type of house	Farm house
Description	big, ecological
Materials	Wood and metal sheets
Rooms	kitchen, living room, two bathrooms, four bedrooms

#### 2b Read and tick YES or NO.

	162	140
1 The house is in the city.		1
2 It isn't small.	1	
3 There isn't a bathroom.		1
4 There are 6 bedrooms.		1
5 The garage is big.	1	



# 2b Read and tick YES or NO.

- ▶ Point to activity 2b and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Read the sentences together and tell the children to read the previous text again to find the answers.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, read each sentence at a time and elicit the answer. Tell the children to justify their answers.

#### **FINISHING THE CLASS**

- Finish the class: Time's up! Put everything in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.



#### STARTING THE CLASS

• Do the routine suggested in the Introduction.

#### **INTRODUCING ROAD SAFETY RULES**

- Ask the children how they come to school: How do you come to school? You can write on the board: BY CAR? ON FOOT? RIDE YOUR BIKE? RIDE A HORSE? RIDE THE SCHOOL BUS? You can carry out a classroom survey.
- Then, ask the children what we should pay attention to when we are in the street coming to school. Write ROAD SAFETY RULES on the board and brainstorm ideas, e.g. OBEY THE TRAFFIC LIGHTS, CROSS AT THE ZEBRA CROSSING, LOOK BOTH SIDES BEFORE YOU CROSS, WALK ON THE PAVEMENT, NO MOBILE PHONE, etc.

#### ■ 1 Look, listen and number.

- ▶ Tell the children to open the books at page 78. Point to activity 1 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Draw the children's attention to the boy's speech bubble and read it together. Go over the photos and elicit the road safety rules.
- ▶ Listen to the first item in the audio and make a pause to give the children time to number.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: What number is (walk on the pavement)? (One).



- 1 Walk on the pavement.
- 2 Obey the traffic lights.
- 3 Cross at a zebra crossing.

#### **2** Sing.

- Ask the children what parts of the body are necessary to cross the street. Write their answers on the board.
- ▶ Play the song and check the parts of the body.
- Play the song again and invite the children to join in following the lyrics. Encourage them to make a simple choreography.



75 Track

STOP! LOOK! LISTEN!
Before you cross the street!
Use your eyes! Use your ears!
Before you use your feet!

# Read and write. Draw. Hi! My name is Kim. I ride my bike to school. I ride my horse to school. Pupil's own

# (PROJECT WORK)

answers

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

- ▶ Point to activity 3 and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner if they need to.
- ▶ Go over the photos and read the speech bubbles together with the children. Go back to the board, where you carried out the survey on how the children come to school.
- ▶ Tell the children to write about how they usually come to school using the previous texts and the board as a model. Then, they draw themselves coming to school (if you are short of time, they can draw at home).
- ▶ 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 in your bags!
- Once they are ready, sing the Goodbye song and say goodbye.

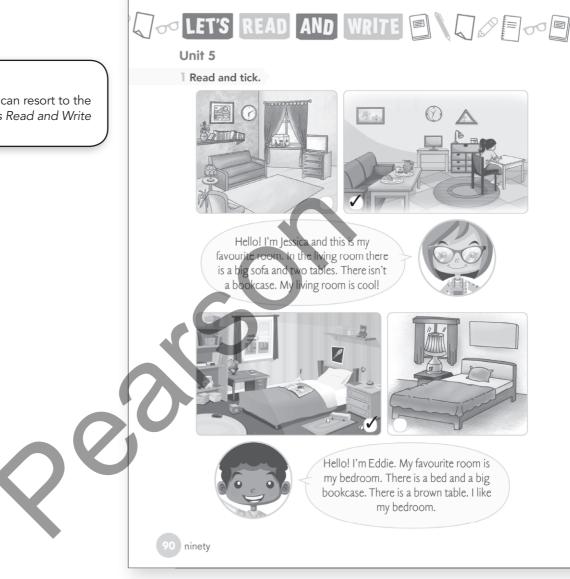


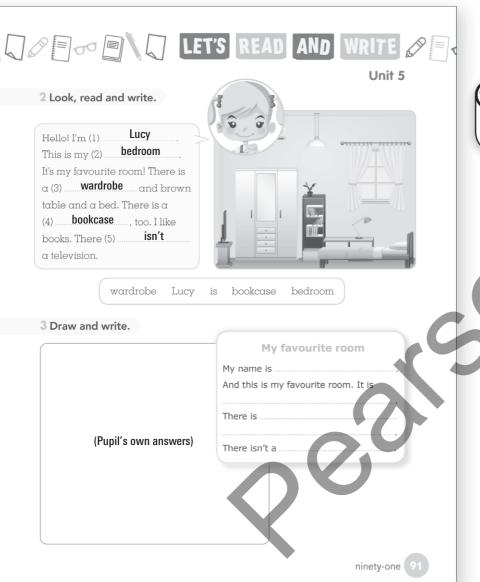
# Let's Read and Write



# **TEACHING TIP!**

Remind the children that they can resort to the Word Bank to work in the Let's Read and Write section.







## **TEACHING TIP!**

Draw the children's attention to the fact that the screen on the left is a computer, not a TV.



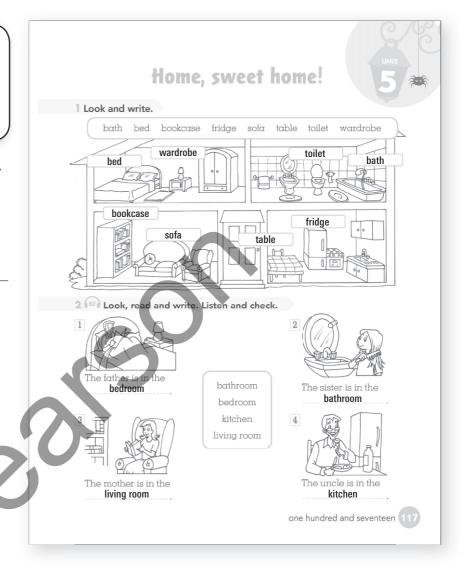
## **TEACHING TIP!**

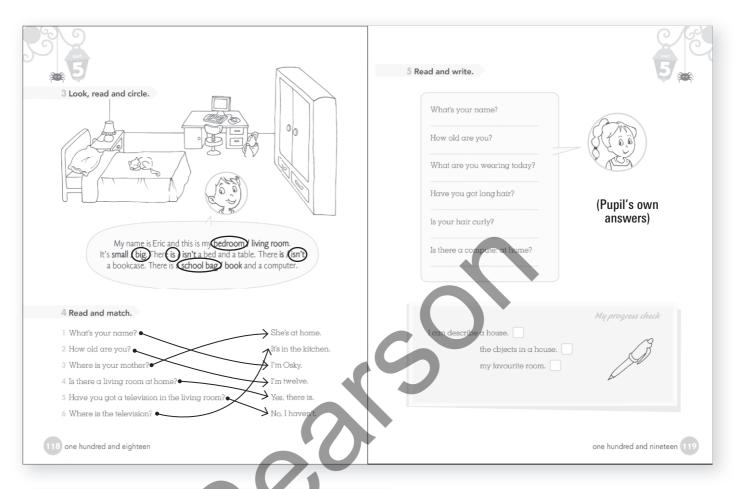
Work on the icons and instructions along the lines of the Pupil's Book instructions. If the children need help to do the activities, you can suggest that they should resort to the Word Bank.

**2** Look, read and circle. Listen and check.



- 1 The father is in the bedroom.
- 2 The sister is in the bathroom.
- 3 The mother is in the living room.
- 4 The uncle is in the kitchen.







## **TEACHING TIP!**

Do not expect all the children to produce full answers. Allow for short answers as long as the content is correct.

## **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:
  - $\sqrt{\ }$  = I can do it!
  - $\checkmark$  = I can do it with some help.
  - X = I can't do it yet.

## **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 Word Bank again, etc.

# **CELEBRATING**



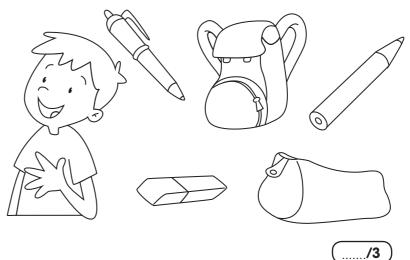
NAME:	

1 LOOK, READ AND CIRCLE.



Hello! My name is Thomas. I'm ready for school!

I've got a schoolbag. I haven't got a pencil case. I've got a rubber and a pencil. I haven't got a pen.



GRADE:

**2** FIND AND WRITE.



 $Sunday January February Monday March April May Tuesday June Wednesday \\ July August Thursday September Friday Saturday October November December$ 

DAYS OF THE WEEK	MONTHS
••••••	
(	
Z \ \( \)_\	
~~~ <u>~</u>	
/ IV (L)	

\_\_\_\_/5

# **CELEBRATING**



# 3 LOOK, READ AND TICK.





# l. Is it spring?

- Yes, it is.
- No, it isn't.



# 2. Is it winter?

- Yes, it is.
- No, it isn't.



# 3. Is it summer?

- Yes, it is.
- No, it isn't.



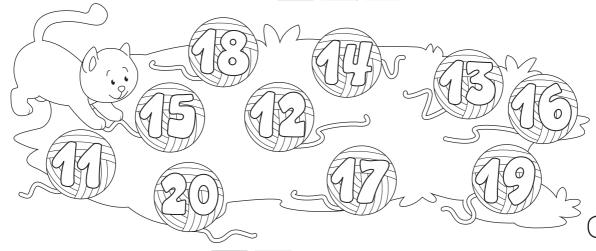
# 4. Is it autumn?

- Yes, it is.
- No, it isn't.

...../4







5 (03) LISTEN AND CIRCLE.





May / March



8 / 10

January / June

# **CELEBRATING**



# **6** LOOK, READ AND WRITE.



meat salad cheese ice cream cake fruit







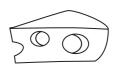
1. .....



2. .....



3. .....



4.



5. ....



...../3

# **7** LOOK, READ AND WRITE.







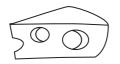






**2.** I don't like .....





3.





4. .....

\_\_\_\_/5

# **HAPPY DAYS!**



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

**1** LOOK, READ AND CIRCLE.





Hello! My name is Frank. I'm eight / ten. It's my birthday and I'm sad / happy!

This is my **sister / brother,**Laura. **He / She** is eight, too.

...../2

2 (04) LOOK AT THE PICTURE IN EXERCISE 1. LISTEN AND TICK.



1.	Yes, he is.		No,	he	isn't.	•
----	-------------	--	-----	----	--------	---

# HAPPY DAYS!

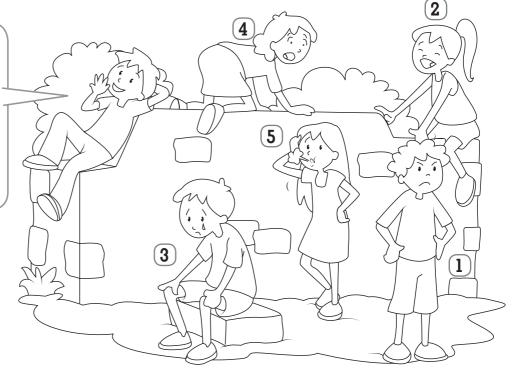


# **3** READ, FIND AND NUMBER.



- Penny is happy.
- Teddy is sad.
- Lucas is angry.
- Paula is tired.
- Hanna is afraid.





# 4 LOOK, READ AND NUMBER.



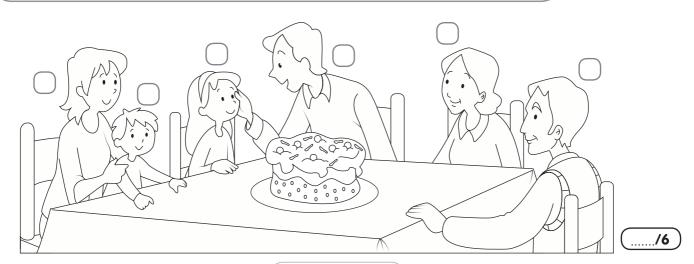




# Look at my family!

- 1. I've got a grandmother. She's Alicia.
- **2.** This is my grandfather, Mark.
- **3.** I've got a sister, Laura.
- 4. This is my brother, Alex.
- **5.** This is my father. He's Mario.
- **6.** This is my mother. She's Jenny.







5	<b>READ</b>	AND	WRIT	Έ.





My name is Sofia. I'm	· · · ·
This is my pencil case.	
blue and pink. I've got four	•••••
This is my He's Will:	ie
and eleven.	



brother / he's / It's / nine / pencils / She's

...../6

# 6 READ AND WRITE. DRAW. A



Me, ı	my	family	$\alpha$ nd	my	friend	!t
-------	----	--------	-------------	----	--------	----

My name is	I'm
	·

\_\_\_\_/7

# SHOPPING



NAME:	 	 	

# **1** READ, MATCH AND COLOUR. THERE IS AN EXTRA DESCRIPTION.

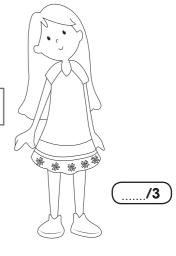
- 1. I'm wearing a blue jacket and yellow trousers. I've got a purple cap.
- **2.** I'm wearing a red skirt, a green jumper and a black jacket.
- **3.** I'm wearing a purple T-shirt and a blue skirt. I've got a hat.
- 4. I'm wearing an orange and yellow dress. I've got red shoes.



Ben



Jo



# 2 LOOK, READ AND MATCH.



- **1.** Is Ben your brother?
- **2.** What is Ben wearing?
- **3.** What colour is the jacket?
- **4.** What is Jo wearing?
- 5. Is Jo angry?

- **α.** She's wearing α dress.
- **b.** It's blue.
- c. Yes, he is.
- **d.** He's wearing a jacket and trousers.
- e. No, she isn't.



# SHOPPING



# 3 (05) LISTEN AND COLOUR.



...../6

# 4 LOOK, READ AND CIRCLE.



It's winter and it's *cold/hot*! I'm wearing a *T-shirt/skirt* and a jumper. *I've got/I haven't got* a hat.

Look at Ben! *He's/She's* wearing a T-shirt, a *jacket/dress* and trousers.

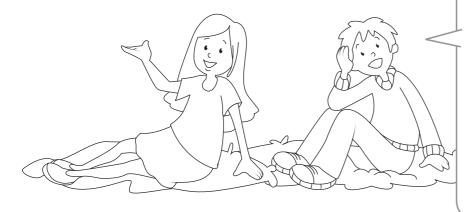
He *is/isn't* wearing a hat, he's wearing a cap.



# SHOPPING



5100K	PΕΛD	VND	\\/PITE	COLOUR.
J LOOK,	KEAD	AINU	VVKIIE.	COLOUK.



Hello! I'm Ben. It's
I'm wearing
a red jumper, brown
and blue
shoes.
This is my
Kelly. She's
a green T-shirt, a yellow skirt
and shoes.
She
wearing a jacket.

autumn / black / isn't / sister / trousers / wearing

(...../6

# 6 READ AND WRITE. DRAW.

# Me and my friend!

My name is	. I'm wearing
This is my friend.	
_	
	······································

(...../7



GRADE:	

1 06 LISTEN AND CIRCLE.

1





2





3





4





5





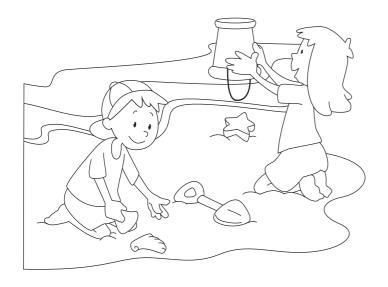
6





...../3

2007 LOOK, LISTEN AND CIRCLE.



- 1. January. / Monday.
- 2. Yes, it is. / No, it isn't.
- **3.** Yes, she is. / No, she isn't.
- 4. A T-shirt. / A jacket.
- 5. A jumper. / A cap.



# **3** LOOK, READ AND CIRCLE.

1. trousers / shoes



4. sweets / salad



**2.** dress / skirt



5. pencil case / schoolbag



3. cheese / meat



6. rubber / sharpener



...../3

# 4 READ AND WRITE. ADD AN EXTRA WORD IN EACH GROUP.

afraid / cake / cheese / cousin / fruit / grandfather / happy / hat / jacket / mother / pen / rubber / sad / schoolbag / T-shirt

CLOTHES	FEELINGS	FOOD	SCHOOL OBJECTS	FAMILY



# **5** LOOK, READ AND TICK.

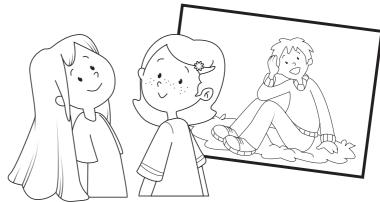
- What's your name?I'm Sally.I'm happy.
- **2.** How old are you?

  I'm thirsty.

  I'm ten.
- **3.** When is your birthday?

  It's sunny.

  It's in April.
- **4.** Look at this photo. Is this your brother?
  - $\bigcirc$  Yes, she is.  $\bigcirc$  Yes, he is.



- **5.** Is he ten? No, he isn't. No, she isn't.
- **6.** What is he wearing?

  A jumper and trousers.
  - A salad and juice.

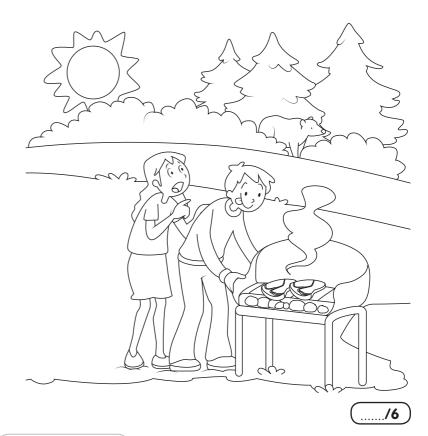
/3

# **6** LOOK, READ AND CIRCLE.

It's spring and it's *sunny / rainy*!

I'm wearing a *jacket / jumper*and trousers. I'm hungry! The
food is ready! I *like / don't like*meat, yummy!

Look at my sister / brother,
Maria. She's / He's wearing
a skirt and a T-shirt. She's
happy / afraid!





# **7** LOOK, READ AND WRITE.

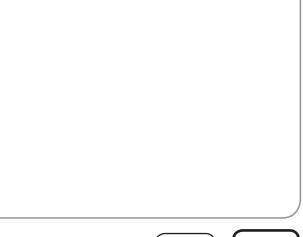




cap / cousin / isn't / sad / She's / wearing

# 8 READ AND WRITE. DRAW.

# A sunny day!



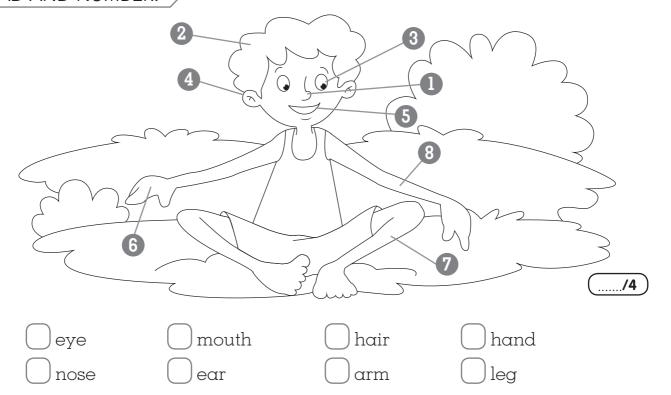
...../8

# **COOL FRIENDS!**



NAME:	 	
GRADE:		

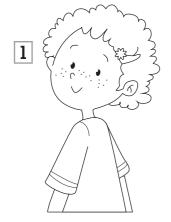
1 READ AND NUMBER.

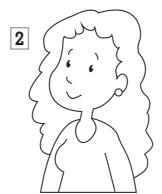


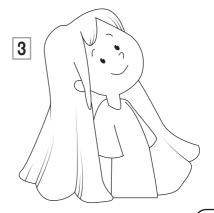
2 LOOK, READ AND MATCH. THERE IS AN EXTRA PICTURE.

I've got straight hair. I haven't got curly hair.

B I've got short hair. I haven't got long hair.







# **COOL FRIENDS!**



...../3

# 3 (08) LISTEN AND CIRCLE.

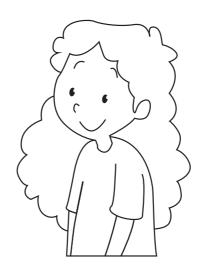






4 (09) LOOK, LISTEN AND CIRCLE.





1. Yes, he has.

- No, he hasn't.
- **2.** Yes, she has.
- No, she hasn't.

3. Yes, he has.

No, he hasn't.

- 4. Yes, she has.
- No, she hasn't.

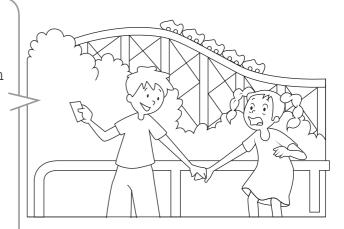
# **COOL FRIENDS!**



# **5** LOOK, READ AND CIRCLE.

I'm Frank and I'm ten. I've got **short / long** blond hair. *I'm | I've got* straight hair. I'm wearing a **T-shirt / jumper** and trousers. I'm not wearing a jacket, it's cold / hot!

This is my friend Carlie. She has got big green nose / eyes and long hair. He's / **She's** wearing a dress. I'm happy but Carlie is **afraid / tired!** 



# **6** READ AND WRITE. DRAW.

Loo	k	αt	me	and	$\mathbf{m}\mathbf{y}$	friend!
-----	---	----	----	-----	------------------------	---------

This is me! I've got	·	
I haven't got		
This is my friend,		

(...../8) (...../30

# **HOME SWEET HOME**



NAME:	

**1** LOOK, READ AND MATCH.









- 1. The mother is in the
- 2. The father is in the
- 3. The grandfather is in the
- 4. The grandmother is in the

bathroom.

kitchen.

bedroom.

bed wardrobe fridge

sofa

living room.

**2** LOOK, READ AND WRITE.







bath



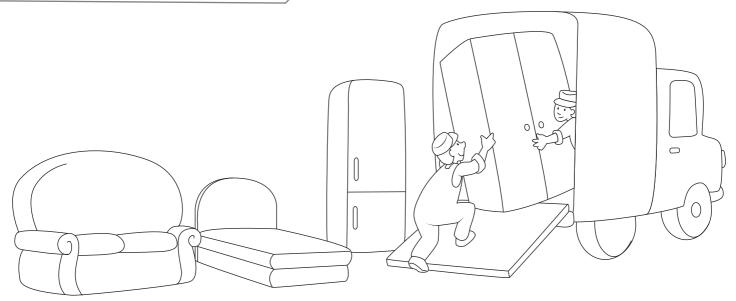


5. .....

# **HOME SWEET HOME**

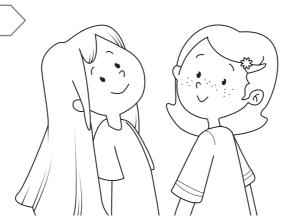


# 3 (10) LISTEN AND COLOUR.



\_\_\_/4

# 4 READ AND MATCH.

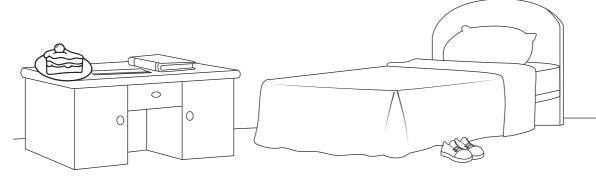


- 1. What's your name?
- 2. How old are you?
- **3.** Where is the computer?
- **4.** Is your father in the living room?
- **5**. Is there a table in the kitchen?

- $\alpha$ ) Yes, there is.
- **b)** In the bedroom.
- **c)** I'm eleven.
- d) I'm Heidi.
- **e)** No, he is in bathroom.



# **5** LOOK, READ AND CIRCLE.





Hi! My name is Jack. I live in a flat. My favourite room is my bedroom / kitchen. There is a bookcase / bed. It's big. There is a table but there is / isn't a wardrobe. Look! I've got / I like a book and a ruler. I like / don't like my bedroom! It's super!

...../5

# **6** READ AND WRITE. DRAW.

My favourite room!		
My favourite room is my		·
There isn't		·
	)	(30)

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TEST UNITS 1-5

NAME:

1 (11) LISTEN AND TICK.



Sunday	Monda
2	3
	,











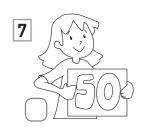




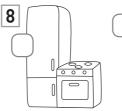


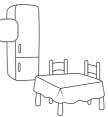


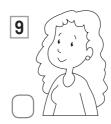




















2 (12) LOOK, LISTEN AND CIRCLE.



Yes, he has. / No, he hasn't.



Yes, there is. / No, there isn't.



Yes, she has. / No, she hasn't.



Yes, there is. / No, there isn't.



Yes, she is. / No, she isn't.



A jacket. / A T-shirt.



# **END-OF-YEAR TEST**



# **3** LOOK, READ AND CIRCLE.

1. cake / ice cream



5. ears / eyes

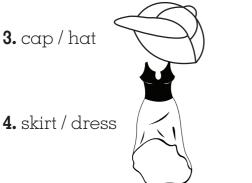




2. salad / fruit



**3.** cap / hat



6. mouth / nose



7. bookcase / wardrobe



8. toilet / table



# 4 READ AND WRITE. ADD AN EXTRA WORD IN EACH GROUP.

legs / meat / sweets / living room / juice / bathroom / hands / shoes / trousers / kitchen / wardrobe / bath / nose / fridge / jumper

CLOTHES	PARTS OF THE BODY	FOOD	PARTS OF THE HOUSE	OBJECTS IN THE HOUSE

# **END-OF-YEAR TEST**



# 5 READ AND MATCH.

- 1. What month is it?
- 2. When is your birthday?
- 3. Is he happy?
- **4.** What is she wearing?
- 5. Has she got a sister?
- 6. Is there a table in the kitchen?

- α) Yes, he is.
- **b)** She's wearing a jumper and a skirt.
- c) It's November.
- d) Yes, she has.
- e) Yes, there is.
- f) It's in June.

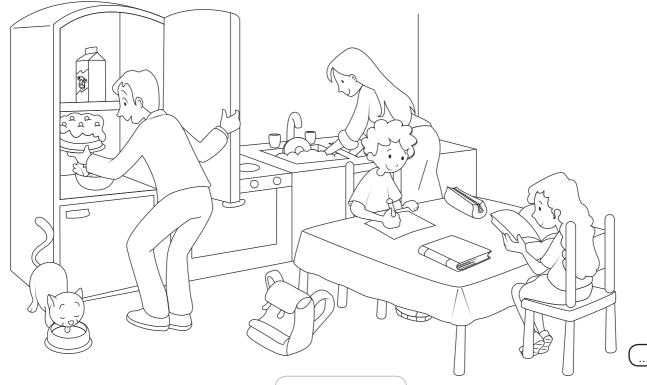
...../3

# **6** LOOK, READ AND CIRCLE.

Hi! My name is Alison. I live in a big house. I'm in the *kitchen / bedroom*. I've got *twenty / two* books. Look at my *sister / brother*. He has got a pen and a pencil case.

My mother and *father / grandmother* are in the kitchen, too. *There / She* is juice and a cake in the fridge. I *like / don't like* cake! Yummy!

Look at my cat! *It's* / *She's* thirsty!



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# END-OF-YEAR TEST



# **7** LOOK, READ AND WRITE.

	en and I've got short rousers and a T-shirt		and small eye	es. I'm
_	ite room in the house table. The			_
Look at my sister	and my cat! She is		. There is a ghos	st on TV.
afrai	d / isn't / hair / living	room/small/	wearing	
READ AND WRIT	E. DRAW.			
All about me!				
I'm	I've got			······································
It's		•••••		
			(77	/40

# **TEST UNIT 1: CELEBRATING**

#### ■ 1 LOOK, READ AND CIRCLE.

Schoolbag, rubber, pencil.

## **2** FIND AND WRITE.

DAYS OF THE WEEK	MONTHS	
Sunday Monday Tuesday Wednesday Thursday Friday Saturday	January March May July September November	February April June August October December

#### **3** LOOK, READ AND TICK.

1 Yes, it is. 2 No, it isn't. 3 No, it isn't. 4 Yes, it is.

#### **4** LISTEN, FIND AND COLOUR.

Fourteen, yellow. Twenty, red. Eighteen, purple. Eleven, blue.

#### **5** LISTEN AND CIRCLE.

8, March, 10, January.

#### **6** LOOK, READ AND WRITE.

1 salad, 2 meat, 3 fruit, 4 cheese, 5 cake, 6 ice cream

#### **7** LOOK, READ AND WRITE.

I like fruit.

I don't like meat.

I don't like cheese.

I like cake.

## **TEST UNIT 2: HAPPY DAYS!**

#### ■ 1 LOOK, READ AND CIRCLE.

Eight, happy, sister, She

## **2** LOOK, LISTEN AND TICK.

1 No, he isn't. 2 No, she isn't. 3 Yes, she is. 4 No, it isn't.

## **3** READ, FIND AND NUMBER.

2 Penny is happy.

3 Teddy is sad.

l Lucas is angry.

5 Paula is tired.

4 Hanna is afraid.

## ■ 4 LOOK, READ AND NUMBER.

1 grandmother, 2 grandfather, 3 sister, 4 brother, 5 father, 6 mother.

#### **5** READ AND WRITE.

My name is Sofia. I'm  $\underline{\textit{nine}}$ . This is my pencil case.  $\underline{\textit{It's}}$ 

blue and pink. I've got four pencils.

This is my **brother**. He's Willie and **he's** eleven.

This is my friend. **She's** 

Cecilia and she's ten. Ready for school!

#### **6** READ AND WRITE. DRAW.

Suggested answer

My name is (Camila). I'm (ten).

This is my (sister). (She's Olivia and she's four).

This is my friend. (He's Nahuel and he's nine).

## **TEST UNIT 3: SHOPPING**

# ■ 1 READ, MATCH AND COLOUR. THERE IS AN EXTRA DESCRIPTION.

l Ben, 2 Kelly, 3 extra, 4 Joe

## **2** LOOK, READ AND MATCH.

1c, 2d, 3b, 4a, 5e

#### **3** LISTEN AND COLOUR.

blue skirt, green T-shirt, purple cap

#### **4** LOOK, READ AND CIRCLE.

cold, skirt, I've got, He's, jacket, isn't

# **5** LOOK, READ AND WRITE. COLOUR.

Hello! I'm Ben. It's <u>autumn</u>. I'm wearing a red jumper, brown <u>trousers</u> and blue shoes.

This is my <u>sister</u>, Kelly. She's <u>wearing</u> a green T-shirt, a yellow skirt and <u>black</u> shoes. She <u>isn't</u> wearing a jacket.

#### **6** READ AND WRITE. DRAW.

Suggested answer

My name is <u>Matías</u>. I'm wearing <u>a red T-shirt and</u> <u>blue trousers</u>. This is my friend. <u>He's wearing a green</u> <u>T-shirt and black trousers</u>.

# MID-YEAR TEST: UNITS 1, 2, AND 3.

#### ■ 1 LISTEN AND CIRCLE.

1 jumper, 2 sad, 3 trousers, 4 angry, 5 dress, 6 happy

## **2** LOOK, LISTEN AND CIRCLE.

l January 2 No, it isn't. 3 No, she isn't. 4 A T-shirt. 5 A cap.

#### **3** LOOK, READ AND CIRCLE.

l trousers, 2 skirt, 3 meat, 4 sweets, 5 pencil case, 6 sharpener

# **4** READ AND WRITE. ADD AN EXTRA WORD IN EACH GROUP.

CLOTHES	FEELINGS	FOOD	SCHOOL OBJECTS	FAMILY
hat	afraid	cake	pen	cousin
jacket	happy	cheese	rubber	grandfather
T-shirt	sad	fruit	schoolbag	mother
<i>(skirt)</i>	(angry)	(salad)	(pencil)	(brother)

#### **5** LOOK, READ AND TICK.

1 I'm Sally. , 2 I'm ten. , 3 It's in April. , 4 Yes, he is. , 5 No, he isn't. , 6 A jumper and trousers.

## **■ 6** LOOK, READ AND CIRCLE.

sunny, jumper, like, sister, She's, afraid

#### **7** LOOK, READ AND WRITE.

It's rainy. I'm <u>sad</u>, I don't like rainy days. I'm <u>wearing</u> a T-shirt and trousers. I've got a <u>cap</u>.

Look at my <u>cousin</u>, Gina. She's happy, she likes rainy days! She's wearing a jumper and a skirt. She isn't

#### **8** READ AND WRITE. DRAW.

Suggested answer

wearing a hat.

It's sunny. I'm <u>happy</u>. I'm wearing <u>a dress and a cap</u>. This is my friend. <u>He's Pedro</u>. My friend is wearing trousers and a green jumper.

## **TEST 4: COOL FRIENDS!**

#### ■ 1 READ AND NUMBER.

l nose, 2 hair, 3 eye, 4 ear, 5 mouth, 6 hand, 7 leg, 8 arm

# **2** LOOK, READ AND MATCH. THERE IS AN EXTRA PICTURE.

A 3, B 1

#### **3** LISTEN AND CIRCLE.

1 No., 2 Yes., 3 Yes.

## ■ 4 LOOK, LISTEN AND CIRCLE.

l No, he hasn't. , 2 Yes, she has. , 3 Yes, he has. , 4 No, she hasn't.

#### **5** LOOK, READ AND CIRCLE.

short, I've got, T-shirt, hot, eyes, She's, afraid

#### 6 READ AND WRITE, DRAW.

Suggested answer

This is me! I've got <u>long black hair and brown eyes.</u>
I haven't got <u>curly hair.</u> This is my friend. <u>She has got</u> short brown hair and big eyes.

## **TEST 5: HOME SWEET HOME**

#### ■ 1 LOOK, READ AND MATCH.

l kitchen, 2 bathroom, 3 living room, 4 bedroom

## **2** LOOK, READ AND WRITE.

l fridge, 2 bed, 3 sofa, 4 bath, 5 wardrobe

#### **3** LISTEN AND COLOUR.

red sofa, brown bed, green wardrobe, blue fridge

#### 4 READ AND MATCH.

ld, 2c, 3b, 4e, 5α

#### **5** LOOK, READ AND CIRCLE.

bedroom, bed, isn't, I've got, like

#### 6 READ AND WRITE. DRAW.

Suggested answer

My favourite room is my <u>living room.</u> There is <u>a sofa</u>, <u>a table and bookcase</u>. There isn't <u>a wardrobe</u>.

# **END-OF-YEAR TEST (UNITS 1 - 5)**

#### ■ 1 LISTEN AND TICK.

1 December, 2 happy, 3 dress, 4 boy without the hat, 5 small dog, 6 girl and grandfather, 7 fifty, 8 fridge and cooker, 9 long curly hair, 10 afraid

#### **2** LOOK, LISTEN AND CIRCLE.

l Yes, he has. , 2 No, she hasn't. , 3 No, she isn't. , 4 Yes, there is. , 5 Yes, there is. , 6 A T-shirt.

#### **3** LOOK, READ AND CIRCLE.

1 ice cream, 2 salad, 3 cap, 4 dress, 5 eyes, 6 mouth, 7 bookcase, 8 table

# **4** READ AND WRITE. ADD AN EXTRA WORD IN EACH BOX.

CLOTHES	PARTS OF THE BODY	FOOD	PARTS OF THE HOUSE	OBJECTS IN THE HOUSE
shoes	legs	meat	living room	wardrobe
trousers	hands	sweets	bathroom	bath
jumper	nose	juice	kitchen	fridge
( <u>T-shirt)</u>	( <u>mouth)</u>	<u>(salad)</u>	(bedroom)	(sofa)

#### **5** READ AND MATCH.

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

#### **6** LOOK, READ AND CIRCLE.

kitchen, two, brother, father, There, like, It's

## **TESTS KEY**

#### **7** LOOK, READ AND WRITE.

I'm Esteban. I'm ten and I've got short  $\underline{hair}$  and small eyes. I'm  $\underline{wearing}$  trousers and a T-shirt. It's hot! This is my favourite room in the house. It's the  $\underline{living}$   $\underline{room}$ . There is a big sofa and a  $\underline{small}$  table. There  $\underline{lisn't}$  a bookcase.

Look at my sister and my cat! She is <u>afraid</u> but the cat is tired.

#### **8** READ AND WRITE. DRAW.

Suggested answer

I'm <u>Celia</u>. I've got <u>straight hair and black eyes</u>.

I'm wearing <u>a T-shirt and a skirt</u>.

This is my favourite room in the house. It's my

<u>bedroom</u>. There is <u>a bed</u>, <u>a small table and a</u>

wardrobe. There isn't a bookcase.

# TESTS AUDIOSCRIPTS

#### **TEST UNIT 1: CELEBRATING**

## Track 02

What number is it? It's number fourteen.

What colour is it? It's yellow.

What number is it? It's number twenty.

What colour is it? It's red.

What number is it? It's number eighteen.

What colour is it? It's purple.

What number is it? It's number eleven.

What colour is it? It's blue.

# Track 03

How old are you, Carol? I'm eight. When is your birthday? It's in March. How old are you, Thomas? I'm ten. When is your birthday? It's in January.

#### **TEST UNIT 2: HAPPY DAYS!**

# Track 04

Is he Peter?
Is she Tina?
Is she happy?
Is the dog hungry?

#### **TEST UNIT 3: SHOPPING**

## Track 05

What is Kelly wearing?

She's wearing a skirt, a T-shirt and a cap.

What colour is the skirt? It's blue.

What colour is the T-shirt? It's green.

What colour is the cap? It's purple.

#### **MID-YEAR TEST: UNITS 1-2-3**

# Track 06

- 1 Tom is wearing a green jumper.
- 2 Carly is sad.
- 3 Tony is wearing green trousers.
- 4 Sam is angry.
- 5 Anne is wearing a dress.
- 6 Laura is happy.

# Track 07

What month is it?

Is it spring?

Is she angry?

What is she wearing?

What is he wearing?

# TESTS AUDIOSCRIPTS

#### **TEST UNIT 4: COOL FRIENDS**

Track 08

1 He has got curly hair.

2 She has got short hair.

3 She has got long hair.

Track 09

1 Has he got long hair?

2 Has she got curly hair?

3 Has he got curly hair?

4 Has she got short hair?

#### **TEST UNIT 5: HOME SWEET HOME**

Track 10

1 There is a red sofa.

2 There is a brown bed.

3 There is a green wardrobe.

4 There is a blue fridge.

#### **END-OF-YEAR TEST: UNITS 1-2-3-4-5**

Track 11

1 What month is it? It's December.

2 He's happy.

3 What is she wearing? She's wearing a dress.

4 Is he wearing a hat? No, he isn't.

5 Has he got a small dog? Yes, he has.

6 Has she got a grandmother? No, she hasn't. She has got a grandfather.

7 What number is it? It's number fifty.

8 Is there a table? No, there isn't.

9 Has she got curly hair? Yes, she has. She has got long curly hair.

10 Is it hungry? No it isn't. It's afraid.

# Track 12

1 Has he got curly hair?

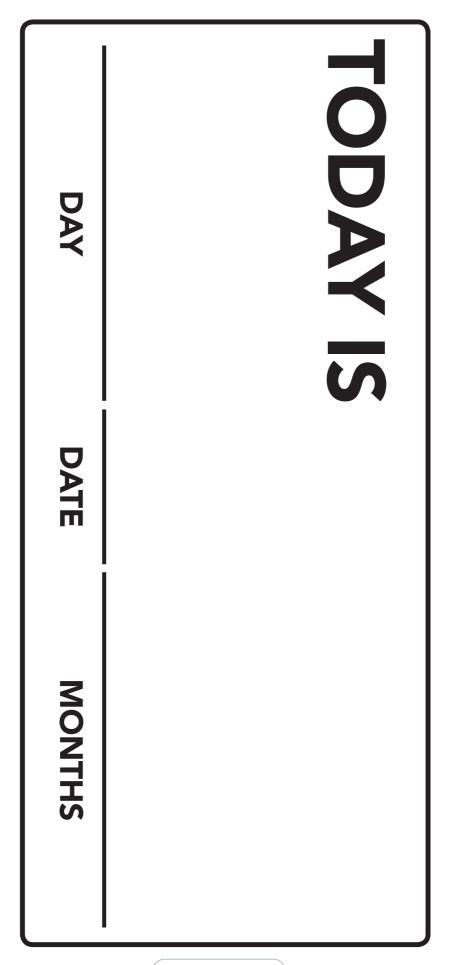
2 Has she got short hair?

3 Is she angry?

4 Is there a wardrobe?

5 Is there a fridge?

6 What is he wearing?



# THE WEATHER IS

# THE SEASON IS

# MONDAY

# TUESDAY

# WEDNESDAY

# **THURSDAY**

# **FRIDAY**

# SATURDAY

# SUNDAY

**JANUARY** 

**JULY** 

**FEBRUARY** 

**AUGUST** 

**MARCH** 

**SEPTEMBER** 

**APRIL** 

**OCTOBER** 

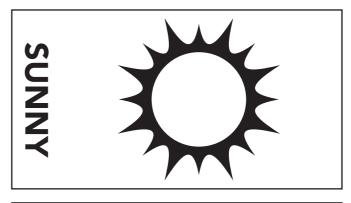
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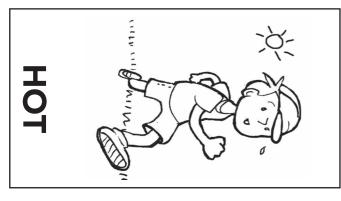
**NOVEMBER** 

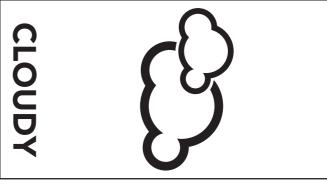
**JUNE** 

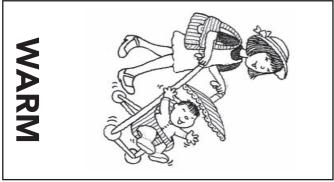
**DECEMBER** 

# STORMY

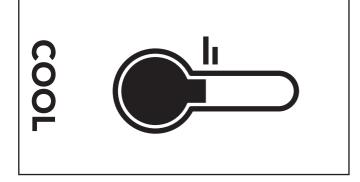


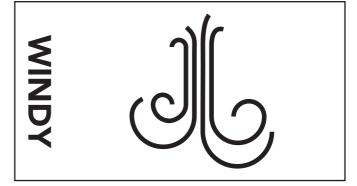




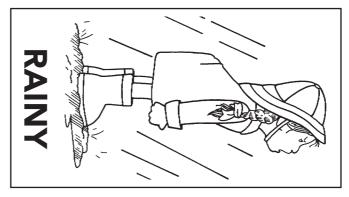






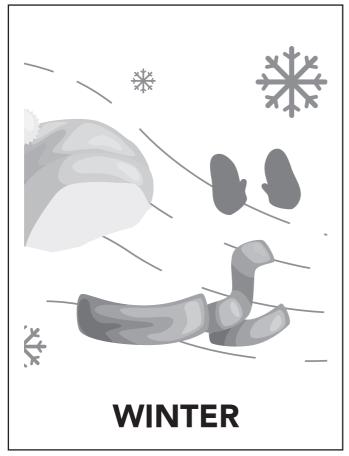






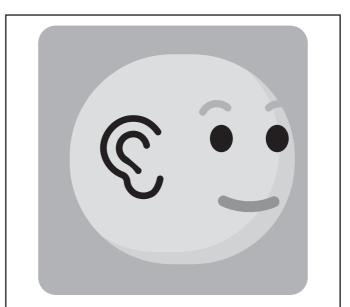






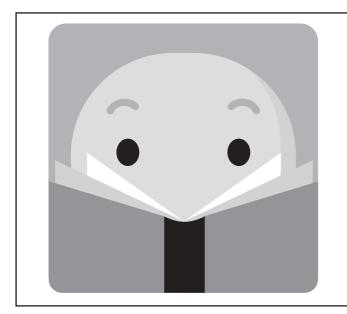




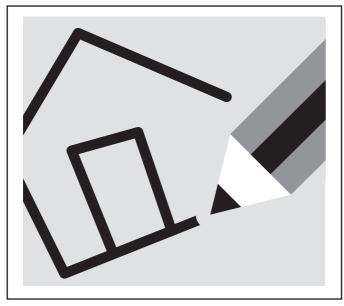


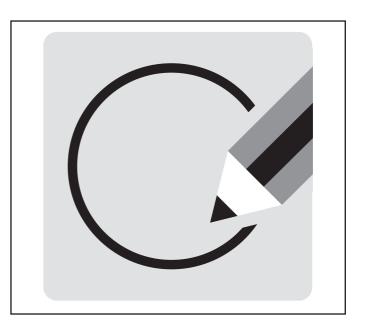






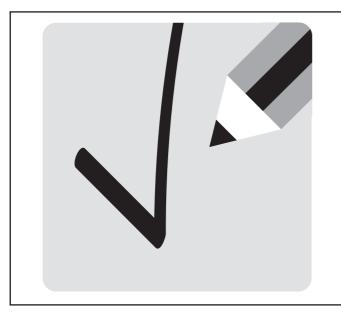




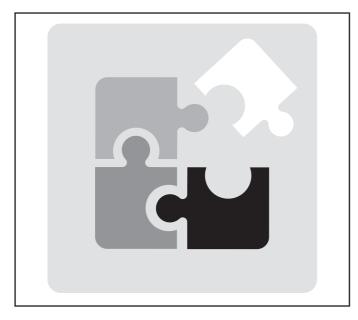


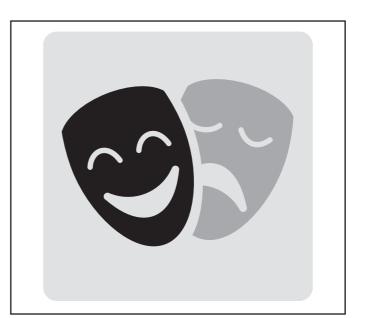


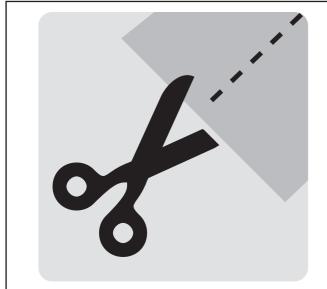




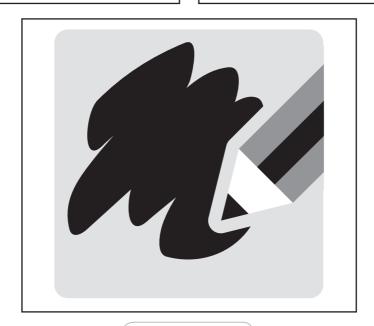












# **COLOURS**

# 1 READ AND COLOUR.



It's red.



It's blue.



It's orange.



It's white.



It's black.



It's pink.



It's green.



It's brown.

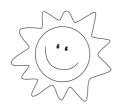


It's yellow.

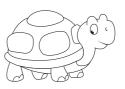


It's purple.

# 2 COLOUR. READ AND CIRCLE.



It *is/isn't* yellow.



It *is/isn't* purple.



It *is/isn't* brown.



It *is/isn't* black.



It *is/isn't* blue.

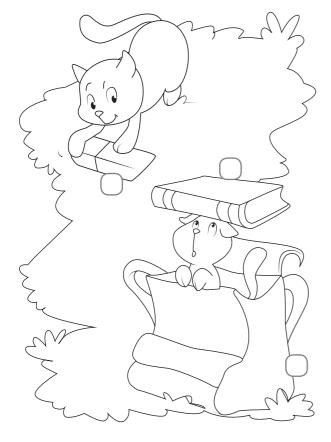


It *is/isn't* green.

#### **EXTRA ACTIVITIES**

# **SCHOOL OBJECTS**

## I READ AND NUMBER.



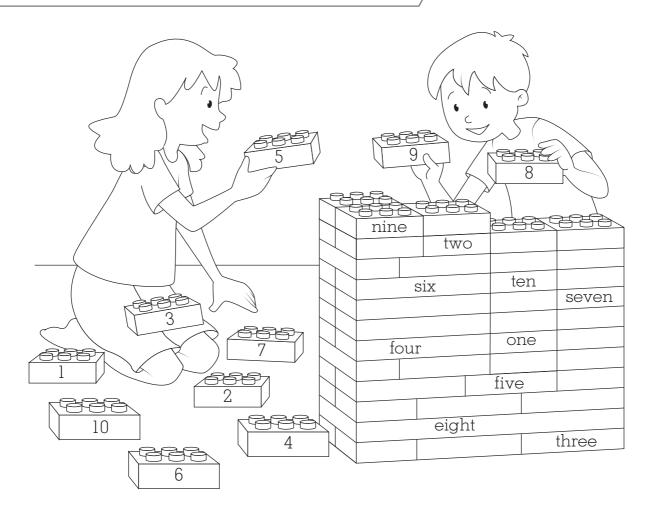
- 1. book
- 2. pen
- 3. pencil
- 4. ruler

- 5. sharpener
- 6. schoolbag
- 7. pencil case
- 8. rubber

## **2** READ AND CIRCLE ABOUT YOU.

- **1.** I've got / I haven't got a green ruler.
- **2.** I've got / I haven't got  $\alpha$  blue pen.
- 3. I've got / I haven't got a pink rubber.
- **4.** I've got / I haven't got a red pencil case
- ${\bf 5.}\ {\it I've\ got\ /\ I\ haven't\ got\ }$  an orange sharpener.
- **6.** I've got / I haven't got a black schoolbag.

# 1 LOOK, READ AND COLOUR. USE THE SAME COLOUR FOR THE NUMBER AND THE WORD.



# **2** LOOK AT ACTIVITY 1 AND WRITE THE COLOURS.

Number five is
Number seven is
Number one is
Number six is
Number ten is
Number four is

# **BIRTHDAYS**

# **1** LOOK, READ AND WRITE.



I'm Alice.

NAMEBIRTHDAYAGEAliceFebruary6PaulJune5HelenDecember9MarkMay10

My birthday is in
I'm years old.
I'm Paul.

I'm ..... years old.

My birthday is in .....



I'm Helen.

My birthday is in .....

I'm .....

I'm Mark.

My birthday is in .....

I'm .....



2 READ AND WRITE.

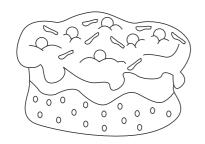
When is your birthday?

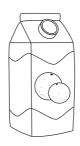


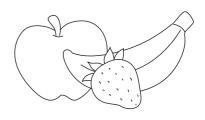
How old are you?

# I LOOK, READ AND WRITE.

cheese / cake / salad / ice cream / fruit / juice

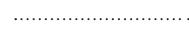




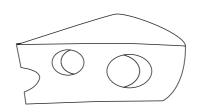


......











2 READ AND WRITE.

l.

..... salad.

2.

..... meat

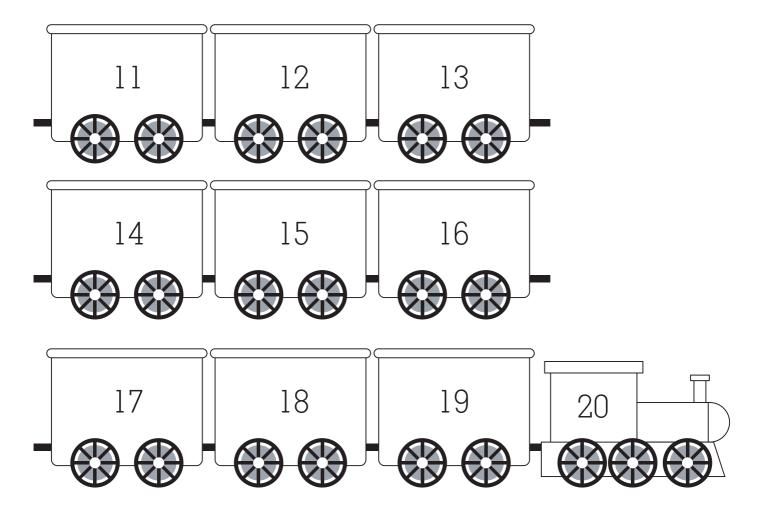
3.

..... cheese.

4.

..... sweets.

# **1** READ AND COLOUR.



Number eighteen is green.

Number fifteen is brown.

Number eleven is red.

Number fourteen is pink.

Number nineteen is white.

Number twelve is black.

Number thirteen is yellow.

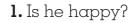
Number sixteen is blue.

Number twenty is purple.

Number seventeen is orange.

# I LOOK, READ AND CIRCLE YES OR NO.







2. Is she tired?



3. Is he angry?



**4.** Is she sad?

YES

NO

YES

NO

YES

NO

YES

NO

# 2 LOOK, READ AND WRITE HE / SHE / IT.



1.

..... is afraid.



.....is happy.



..... is tired.



.....is angry.



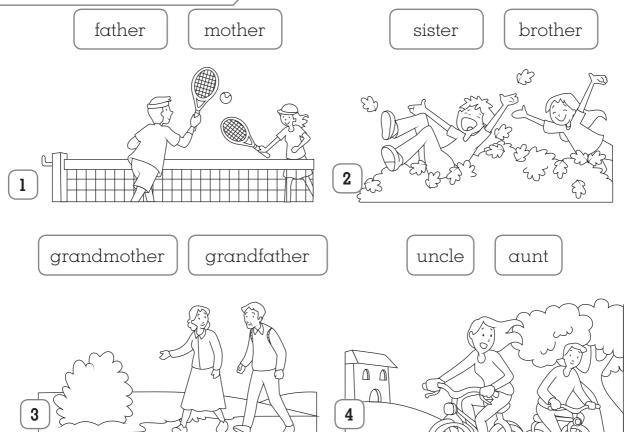
.....is hungry.



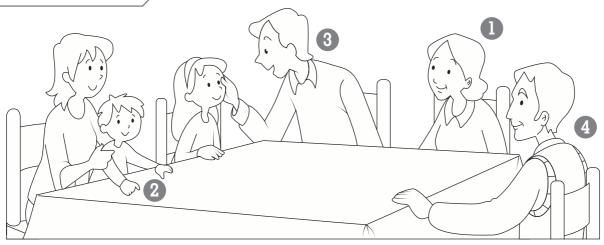
.....is tired.

EXTRA ACTIVITIES FAMILY

# I LOOK, READ AND MATCH.



# 2 LOOK AND CIRCLE.

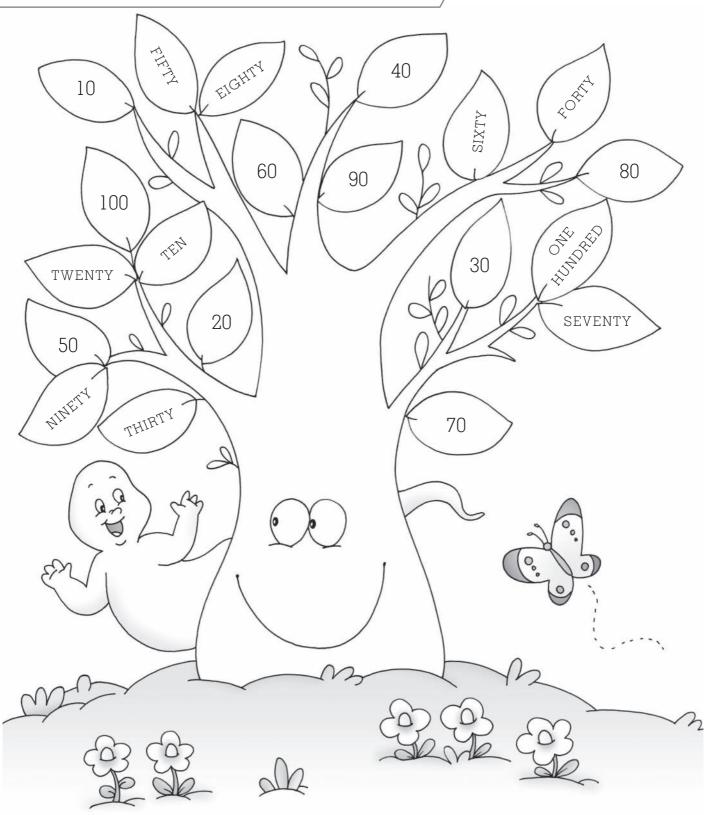


#### Who's that?

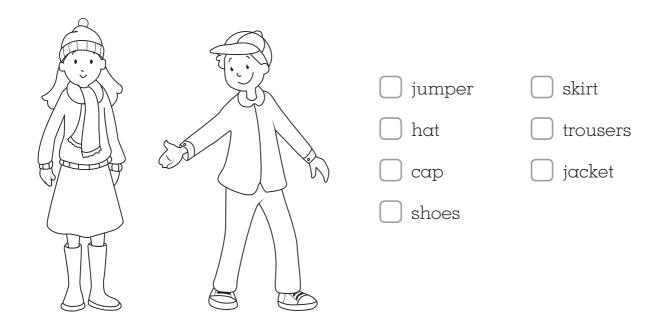
- 1. It's my mother / grandmother.
- **2.** It's my **sister / brother**.

- 3. It's my aunt / uncle.
- **4.** It's my father / grandfather.

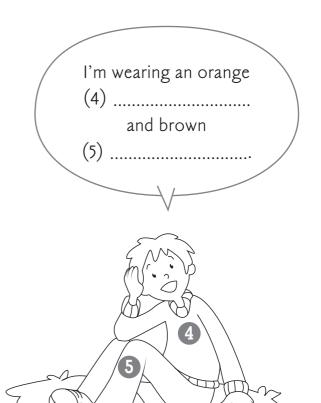
1 LOOK, READ AND COLOUR. USE THE SAME COLOUR FOR THE NUMBER AND THE WORD.



# f 1 LOOK, READ AND WRITE M (MARIA) OR B (BEN).



# **2** LOOK, READ AND WRITE. COLOUR.



## **CLOTHES AND COLOURS**

## I LOOK, READ AND COLOUR

I've got two green jumpers.

I've got a blue dress.

I've got a purple skirt.

I've got a yellow T-shirt.

I've got brown shoes.

I've got a red hat.

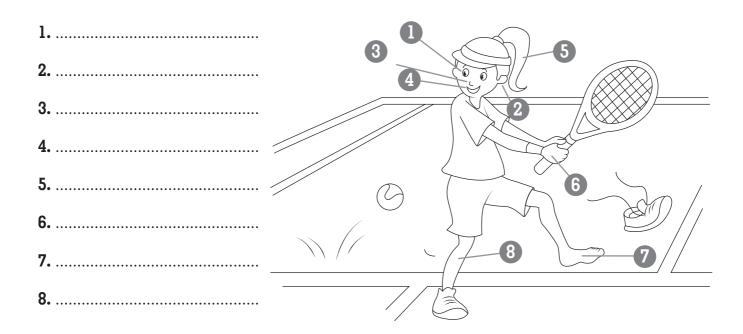


## 2 READ AND CIRCLE ABOUT YOU.

- 1. I've got / I haven't got a green hat.
- 2. I've got / I haven't got an orange jumper.
- **3.** I've got / I haven't got a purple dress.
- 4. I've got / I haven't got black trousers
- **5.** I've got / I haven't got a red jacket.
- **6.** I've got / I haven't got  $\alpha$  yellow cap.

# PARTS OF THE BODY

# 1 LOOK AND WRITE.



# **2** LOOK, READ AND WRITE HAS GOT / HASN'T GOT.





- 1. He ..... curly hair.
- **3.** He ..... long hair.
- **2.** She ..... short hair.
- **4.** She ..... straight hair.

## PARTS OF THE BODY

# **1** READ AND CIRCLE. COLOUR.

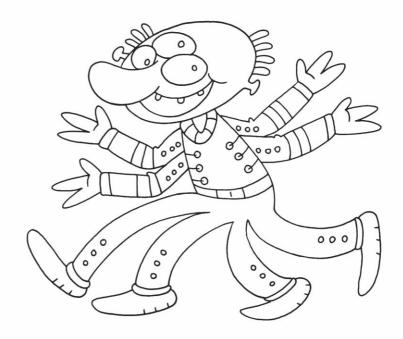
This is Mr. Alien. He has got three orange eyes / noses. He has got a big red mouth / hand and a big yellow nose / eye.

He has got four long pink

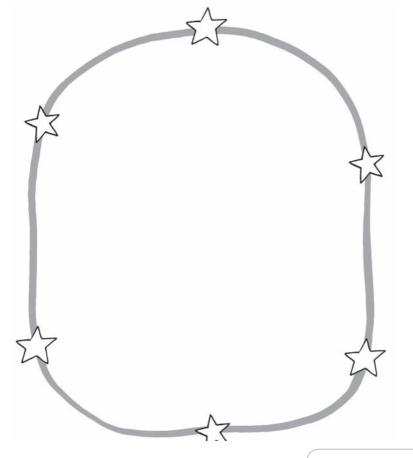
legs / fingers and four brown

feet / mouths.

He has got two small, purple ears / eyes and four blue hands / eyes.



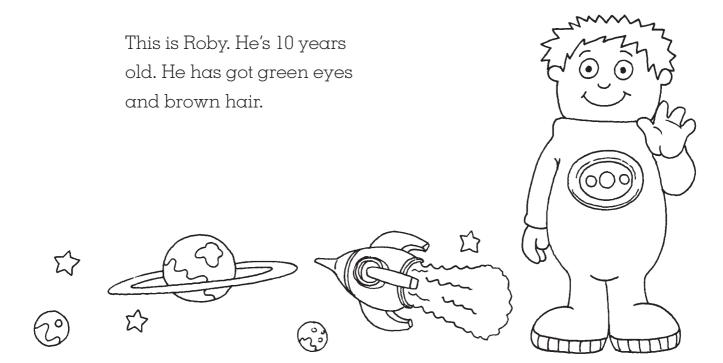
# 2 DRAW AND WRITE.



This	is Mrs Alien. She has got
•••••	
•••••	
•••••	

# PHYSICAL DESCRIPTION

# 1 LOOK, READ AND COLOUR.



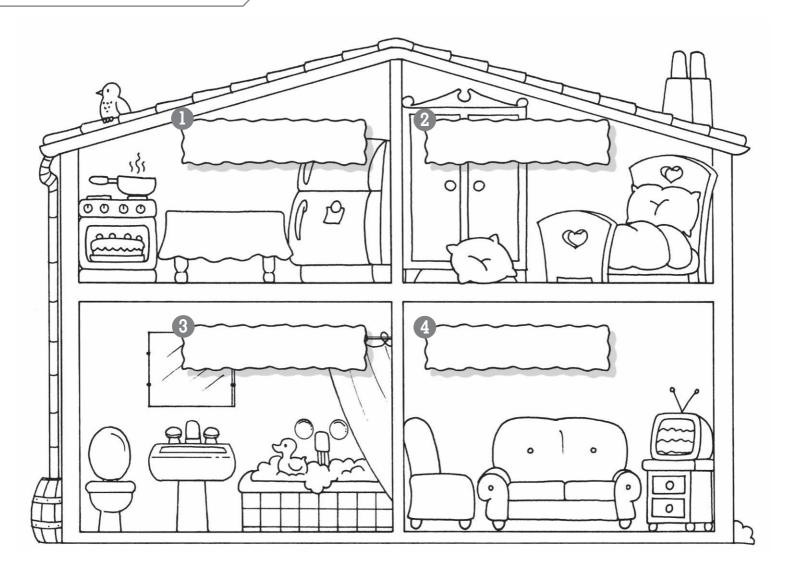
# **2** LOOK, READ AND WRITE. COLOUR.



This is	
He's year	rs old.
He has got	
He's wearing	
	·

## PARTS OF THE HOUSE

# 1 LOOK AND WRITE.



# **2** LOOK AT ACTIVITY 1: READ AND CIRCLE YES OR NO.

1. The fridge is in the kitchen. YES / NO

**2.** The bed is in the living room. **YES / NO** 

**3.** The bath is in the bathroom. **YES / NO** 

**4.** The bookcase is in the bedroom. **YES / NO** 

# I LOOK, READ AND CIRCLE.

**1.** There is  $\alpha$ 



**bed / wardrobe** in the bedroom.

It's big. There is a green



table / bed, too.

**2.** There is α big



 $table \ / \ fridge \ in the kitchen.$ 



There is a brown table / bookcase, too.

**3.** There is  $\alpha$ 



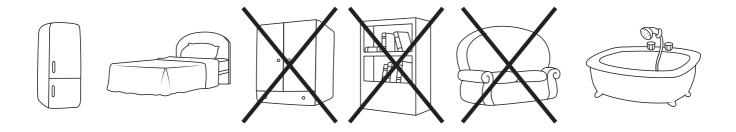
sofa / toilet and a



**bath / fridge** in

the bathroom.

# **2** LOOK, READ AND WRITE THERE IS / THERE ISN'T.



1. .... a fridge. 4. a bookcase.

**2.** a bed. **5.** ..... a sofa.

3. .... a wardrobe. **6.** ..... a bath.

#### P. 157 COLOURS

#### ■ 1 READ AND COLOUR.

red, blue, orange, white, black, pink, green, brown, yellow, purple.

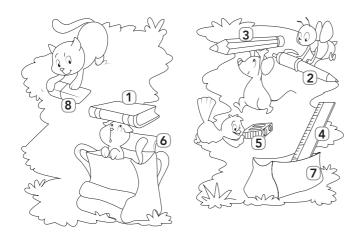
#### **2** COLOUR. READ AND CIRCLE.

Pupil's own answers.

Suggested answers: It  $\underline{is}$  yellow. It  $\underline{isn't}$  purple. It  $\underline{is}$  brown. It  $\underline{is}$  black. It  $\underline{isn't}$  blue. It  $\underline{isn't}$  green.

#### P. 158 SCHOOL OBJECTS

#### ■ 1 READ AND NUMBER.



#### **2** READ AND CIRCLE ABOUT YOU.

Pupil's own answers.

#### P. 159 NUMBERS

#### ■ 1 LOOK, READ AND COLOUR. USE THE SAME COLOUR FOR THE NUMBER AND THE WORD.

Pupil's own colours.

#### **2** LOOK AT ACTIVITY 1 AND WRITE THE COLOURS.

Pupil's own answers.

#### P. 160 BIRTHDAYS

#### ■ 1 READ AND WRITE.

Alice: February, six.

Paul: June, five.

Helen: December, nine.

Mark: May, ten.

#### **2** READ AND WRITE.

Pupil's own answers.

#### P. 161 FOOD

■ 1 LOOK, READ AND WRITE.

cake, juice, fruit, salad, cheese, ice cream

**2** LOOK AND WRITE I LIKE / I DON'T LIKE.

l I like, 2 I don't like, 3 I don't like, 4 I like

#### P. 162 NUMBERS 11-20

■ 1 LOOK, READ AND COLOUR.

11 red, 12 black, 13 yellow, 14 pink, 15 brown, 16 blue, 17 orange, 18 green, 19 white, 20 purple

#### P. 163 FEELINGS

■ 1 LOOK, READ AND CIRCLE YES OR NO.

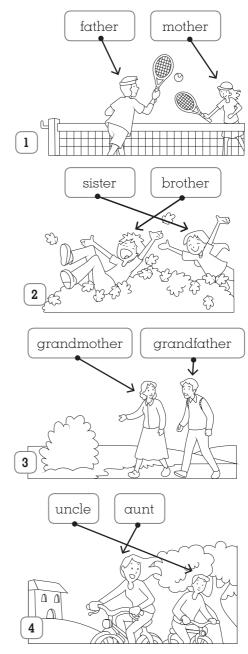
1 No, 2 Yes, 3 Yes, 4 No

**2** LOOK, READ AND WRITE HE / SHE / IT.

1 She, 2 It, 3 It, 4 He, 5 He, 6 She

#### P. 164 FAMILY

■ 1 LOOK, READ AND MATCH.



#### **2** LOOK AND CIRCLE.

1 grandmother, 2 brother, 3 uncle, 4 grandfather

#### P. 165 NUMBERS 10-100

■ 1 LOOK, READ AND COLOUR. USE THE SAME COLOUR FOR THE NUMBER AND THE WORD.

Pupil's own colours.

#### P. 166 CLOTHES

■ 1 LOOK, READ AND WRITE M (MARIA) OR B (BEN).

Maria: jumper, hat, skirt Ben: cap, shoes, trousers, jacket

**2** LOOK, READ AND WRITE. COLOUR.

1 t-shirt, 2 skirt, 3 shoes, 4 jumper, 5 trousers

#### P. 167 CLOTHES AND COLOURS

■ 1 LOOK, READ AND COLOUR.

green jumpers, blue dress, purple skirt, yellow t-shirt, brown shoes, red hat

**2** READ AND CIRCLE ABOUT YOU.

Pupil's own answers.

# P. 168 PARTS OF THE BODY

■ 1 LOOK, READ AND WRITE.

1 eye, 2 ear, 3 nose, 4 mouth, 5 hair, 6 hand, 7 foot, 8 leg

**2** LOOK, READ AND WRITE HAS GOT / HASN'T GOT.

l has got, 2 hasn't got, 3 hasn't got, 4 hasn't got

#### P. 169 PARTS OF THE BODY

■ 1 READ AND CIRCLE. COLOUR.

eyes (orange), mouth (red), nose (yellow), legs (pink), feet (brown), ears (purple), hands (blue)

#### 2 DRAW AND WRITE.

Pupil's own answers.

#### P. 170 PHYSICAL DESCRIPTION

■ 1 LOOK, READ AND COLOUR.

green eyes, brown hair

**2** LOOK, READ AND WRITE. COLOUR.

Pupil's own answers.

#### P. 171 PARTS OF THE HOUSE

■ 1 LOOK AND WRITE.

1 kitchen, 2 bedroom, 3 bathroom, 4 living room

**2** LOOK AT ACTIVITY 1: READ AND CIRCLE YES OR NO.

1 Yes, 2 No, 3 Yes, 4 No

#### P. 172 IN THE HOUSE

■ 1 LOOK, READ AND CIRCLE.

l wardrobe, bed 2 fridge, table 3 toilet, bath

**2** LOOK, READ AND WRITE THERE IS / THERE ISN'T.

1 There is, 2 There is, 3 There isn't 4 There isn't, 5 There isn't, 6 There is

# WORD PUZZLE DAYS OF THE WEEK



Sunday - Monday - Tuesday - Wednesday -Thursday - Friday - Saturday

S	N	Т	U	X	Н	J	М	R	Т
Α	M	Н	W	Т	0	U	0	I	U
Т	G	U	Е	М	G	С	N	K	Ε
U	В	R	D	I	J	R	D	N	S
R	I	S	N	D	Α	F	Α	U	D
D	Q	D	Е	N	W	M	Υ	Т	Α
Α	Е	Α	S	S	U	N	D	Α	Υ
Υ	Н	Υ	D	U	W	G	0	W	В
В	В	Α	Α	F	S	R	K	L	Υ
V	Α	٧	Υ	F	R	I	D	Α	Υ

# WORD PUZZLE MONTHS AND SEASONS

# **→ ↓ ¾** ≠

January- February- March- April- May- June- July- August-September- October- November- December-

Summer- Autumn- Winter- Spring

L	J	N	S	Р	R	I	N	G	Α	Z	٧	Α	S	D
С	U	٧	Р	Α	Р	0	Z	I	N	М	Р	F	Т	0
Α	N	Α	U	G	U	S	Т	N	L	F	0	Ε	I	R
Е	Ε	Α	0	G	В	٧	M	K	U	٧	M	В	С	Н
Т	G	Α	Α	С	G	U	Е	R	0	Е	M	R	С	N
G	Α	S	Ε	Р	Т	Ε	M	В	Ε	R	Q	U	D	С
Н	J	U	N	U	F	0	Α	С	Ε	F	F	Α	Ε	L
Т	I	M	Α	F	Р	K	В	В	F	K	X	R	С	Υ
D	Р	M	R	Н	S	R	M	Е	X	L	K	Υ	Е	Α
V	٧	Ε	С	F	J	Ε	J	W	R	D	L	Н	M	Р
L	I	R	Z	Н	٧	Т	W	I	L	U	d	Ε	В	R
G	Α	G	Α	0	F	Н	Α	N	J	С	Υ	В	Е	ı
M	J	Α	N	U	Α	R	Υ	Т	Q	M	Р	Α	R	L
Т	G	G	Α	Q	Р	J	Р	Ε	S	L	Α	D	D	G
M	Н	Α	M	L	I	0	N	R	Z	W	В	Y	X	Q

# WORD PUZZLE FAMILY AND FEELINGS



Mother - Father - Sister - Brother - Grandmother- Grandfather

Happy - Angry - Afraid - Tired - Sad - Hungry

Z	Α	Α	G	X	S	Р	U	Ε	Q	Z	В	Υ	Р	М
Н	Т	N	N	R	Z	W	L	G	G	Α	Ε	K	K	Р
Α	Υ	W	G	R	Α	N	D	F	Α	Т	Н	Е	R	Е
Р	Х	F	Υ	R	U	N	Е	V	S	Α	D	X	F	0
U	Z	Α	Т	Α	Υ	Α	D	N	I	В	Т	M	K	J
С	Ε	Т	Q	I	F	Т	Н	М	С	R	U	R	I	J
N	I	Н	Н	Α	R	R	Е	R	0	0	L	В	X	Υ
L	Υ	Е	G	M	U	Е	Α	Т	F	Т	U	N	V	Х
Υ	U	R	М	Н	Т	Q	D	I	W	Н	Н	Υ	Е	Н
V	Р	W	Н	F	G	Т	Υ	F	D	Ε	N	Е	X	Н
0	С	Z	M	0	Т	Н	Е	R	S	R	٧	D	R	Α
F	I	Н	U	N	G	R	Υ	Р	Α	F	Z	X	0	Р
W	Q	S	R	S	٧	Z	W	Н	Р	В	Ε	Е	L	Р
D	С	D	С	M	J	G	S	I	S	Т	Ε	R	L	Υ
Z	Ε	U	M	Р	M	R	Y	X	J	N	Р	Q	K	Z

# **WORD PUZZLE**

# PARTS OF THE BODY AND CLOTHES



Eyes - Hands - Feet - Mouth - Legs - Nose

Skirt - Dress - Trousers - Jumper - Jacket - Shoes

R	G	N	0	S	Е	С	K	Z	W	В	I	D	0	X
L	Т	М	R	N	M	U	Α	S	Υ	L	I	W	R	W
0	В	М	K	В	K	Т	R	Α	N	Z	Н	S	U	Х
K	Е	М	Ε	U	Т	Ε	Ε	Р	٧	Т	Т	S	K	S
Р	Z	М	J	J	S	М	0	J	U	S	W	Q	J	L
J	Х	Υ	W	U	0	R	М	0	J	G	W	Е	R	S
Е	Р	٧	0	M	С	X	М	Ε	L	Ε	G	S	I	I
D	Z	R	F	Р	D	N	D	Q	Е	U	Z	Р	C	В
I	Т	Н	D	Ε	٧	W	S	S	Н	0	Ε	S	Z	M
0	Т	Α	В	R	J	Α	С	K	Е	Т	Υ	X	Т	Т
N	Α	N	X	Z	Ε	G	N	D	X	٧	Е	Р	R	Н
В	Α	D	J	Т	С	S	M	X	F	С	S	I	٧	X
В	G	S	J	V	Н	Q	S	L	R	Ε	K	W	Т	M
В	Z	N	В	U	Α	М	Α	С	F	S	Ε	I	N	D
I	Q	F	L	Т	K	Υ	В	N	N	Α	Т	Т	В	Р

# WORD PUZZLE IN THE HOUSE

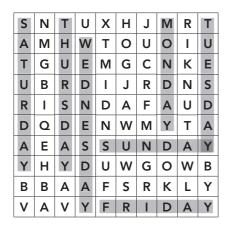


Bedroom - Bathroom - Kitchen - Living Room - Sofa -Bookcase - Bed - Wardrobe - Table - Fridge - Toilet - Bath

С	Υ	G	M	S	W	Т	U	G	N	U	V	M	В	N
В	Z	W	0	Н	С	W	Α	R	D	R	0	В	Е	N
ı	0	Т	S	Н	M	С	S	N	U	M	U	M	D	K
Α	K	0	S	Υ	W	M	Е	Α	L	Υ	V	Q	Z	S
F	Z	I	K	L	G	W	Т	R	I	N	Ε	Α	V	R
N	R	G	Т	С	D	Х	Α	W	٧	I	F	Z	В	V
Н	В	F	N	С	Α	Z	В	X	I	С	V	M	Α	X
D	0	D	R	Ε	Н	S	L	U	Ν	J	0	D	Т	F
K	Υ	N	Н	I	Q	Е	Ε	Υ	G	0	Z	N	Н	Е
G	U	L	D	Р	D	V	N	Х	R	D	Т	W	R	V
M	Н	Z	Q	U	Q	G	Α	D	0	М	Р	R	0	В
Υ	Α	F	U	S	Т	Υ	Ε	Х	0	Р	Q	L	0	Н
Р	Z	V	Z	X	Α	В	В	U	M	Α	В	D	M	Н
X	N	В	K	Q	Т	0	I	L	Ε	Т	Н	W	N	Т
K	K	I	L	В	Α	Т	Н	S	0	F	Α	Υ	K	Р

#### **WORD PUZZLE KEY**

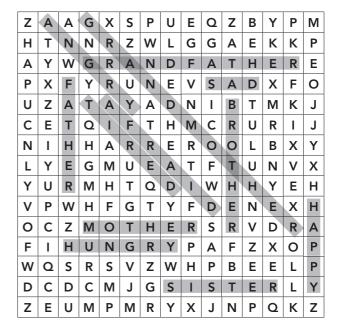
P. 177 DAYS OF THE WEEK



P. 178 MONTS AND SEASONS



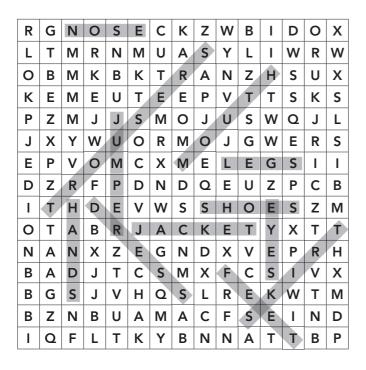
P. 179 FAMILY AND FEELINGS



#### **WORD PUZZLE KEY**

P. 180
PARTS OF THE BODY AND CLOTHES

P. 181 IN THE HOUSE





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