

TEACHER'S BOOK

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Contents

SB WB 4 **WELCOME UNIT | NEW FRIENDS!** Revision: Characters. Greetings. School objects. Family. Parts of the house. Objects in the house. Introducing oneself and others, providing personal information, expressing possession, describing objects, introducing the family, describing places: • I'm (Wendy). • My name is ... • I'm (nine). - (Fred) is my (brother). - He's / She's (my friend / nine / American). I've got / haven't got ... • It's / isn't ... • He / She / It has got / hasn't got ... • There is / isn't ... (Metalinguistic reflection). (LIL: Amazing numbers (Maths). Project Work COOL KIDS: Have a cool year! (Social Studies) UNIT 1 | HEALTHY FOOD 14 105 Topic greas: Fruit and vegetables. Describing, expressing preferences, adding and contrasting information: It is / isn't ... They are / aren't ... I like / don't like ... - Do you like ... ? - What (fruit) do you like? - What's your favourite ...? - and / but (Metalinguistic reflection). (LIL: Numbers and the time (Maths). Project Work COOL KIDS: The origin of fruits and vegetables (Science). UNIT 2 | GOOD MORNING! 28 108 Topic greas: Morning routines. Breakfast food. Describing habitual actions, telling the time: I get up (at 8 o'clock). - I go to school (by car) - I don't ... - How do you go to school? · What do you have for breakfast? · What time do you ...? (Metalinquistic reflection). (LIL: World Water Day (Science) Project Work COOL KIDS: Healthy habits (Taking care of the body). **ROUND-UP 38**

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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 cross-curricular projects.

Reflection

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

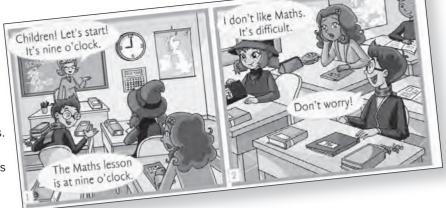
In levels 1, 2 and 3 the metalinguistic reflection is included in the Pupil's Book to support the children's awareness of how language works. Suggestions to carry out metacognitive and intercultural reflection are included in the *Teacher's Book* to support teachers' decisions on how and when to carry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



Listening

recognise basic time words (e.g. days, months, seasons) and phrases about the weather in simple phrases and sentences.

understand some basic words and phrases to show politeness (please, thank you, excuse me, sorry ...), greetings (hello, hi), leave-taking (goodbye, bye).

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

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

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

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

can understand basic sentences or phrases about things people have if supported by pictures.

understand simple contractions (I'm, He's, I've got ...)

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

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

Speaking

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

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

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

give a simple evaluation using a fixed expression (yes / no, good / bad), talk about school objects, colours, numbers (1-100), food, preferences (I like / I don't like), feelings, family, clothes (I'm wearing / He's wearing), the house (there is / there isn't), etc. using single words or simple phrases. answer simple questions about things they have in a basic way.

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

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, quantity, preferences, possessions, parts of the body, physical description, clothes, places).

describe objects using a few simple words (colours, quantity, descriptive adjectives) in a basic way.

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

read aloud familiar single words and simple phrases.

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 body, parts of the house, furniture etc.).

identify individual sounds within everyday words and link letters and sounds when reading words.

recognise key words and basic phrases in short simple cartoon stories.

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

understand basic sentences naming and / or describing familiar everyday items or people.

understand basic phrases in short simple texts (cartoon stories, songs, chants).

follow simple dialogues in short illustrated stories if they can listen while reading.

understand simple contractions (I'm, She's, I've got, I haven't got, He's, etc.).

distinguish between a negative statement and a positive statement.

can find proper names in short simple texts by looking for capital letters.

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

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

can follow simple dialogues in short illustrated stories if they can listen while reading.

Writing

copy dates, familiar words or phrases.

label pictures related to familiar topics.

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

write dates using numbers and words.

write some familiar words or phrases and numbers 1-100 as words.

write a single basic sentence about daily routines and activities use capital letters for names, days of the week, months

use an apostrophe when writing contraction and when indicating possession in the genitive case.

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 / but if given prompts or a model.

Integration & CLIL & COOL KIDS	CLIL Amazing numbers! (Maths) COOL KIDS Have a cool year! (Social Studies)	Characters. Colours. Numbers. School objects. Family. CLIL Numbers and the time (Maths) COOL KIDS The origin of fruits and vegetables	Characters. Colours. Numbers. School objects. Family. Fruits and vegetables. CLIL World Water Day (Science) COOL KIDS Healthy habits	Characters. Colours. Numbers. School objects. Family. Fruits and vegetables. Routines. Breakfast food. CLIL Energy Sources (Science) COOL KIDS Help save Planet Earth	Characters. Colours. Numbers. School objects. Family. Fruits and vegetables. Routines. Breakfast food. School subjects. CLIL Eating right (Natural Science) COOL KIDS Traditional dishes	Characters. Colours. Numbers. School objects. Family. Fruits and vegetables. Routines. Food. School subjects. Meals. CLIL Technology now and then (Technology) COOL KIDS Digital citizens
Production	I'm (Wendy). My name is I'm (nine). (Fred) is my (brother). He's / She's (my friend / nine / American). I've got / haven 't got It's / isn't He / She / It has got / hasn't got There is / isn't	It is / isn't (red). They are / aren't (big). I like (apples) and (oranges), but I don't like (peaches) or (pears).	I get up (at 8 oʻclock). I have (milk and toast) for breakfast. I go to school (by car). I donʻt	We like We don't like My favourite subject is (Science) is Interesting / difficult / easy / fun. My teacher is It's on + day, It's at + time.	/ (go home) at In the afternoon, I I don't On a sunny day / On a rainy day	This is my laptop. It's (new), it isn't (old). It has got / hasn't got This / That (watch) His / Her watch It's (Bill's). He / She has got (Maria)'s phone is
Recognition	What's your name? Who's this? What is it? What colour is it? Have you got? Has he / she got?	What is it? What are they? How many? Do you like? What (fruit) do you like? What's your favourite?	What do you do in the morning? How do you go to school? What do you have for breakfast? What time do you?	When is? What time is? Do you like?	What do you do (in the evening)? What do you usually have for (lunch)? What time do you? Do you (play football) in the afternoon?	Whose (laptop) is it?
Metalinguistic reflection	Introduce oneself and others. Provide personal information. Express possession. Describe school objects. Introduce the family. Describe places.	Describe. Express preference. Add and contrast information.	Describe habitual actions, Tell the time. Express preference.	Express preference and opinion. Talk about the days of the week and the time.	Describe habitual actions. Talk about the meals. Express preference.	Describe objects. Express possession.
Vocabulary	Characters: Wendy, Max, Fred, Patty, Spooky School objects: book, pencil, pen, ruler, rubber, schoolbag, pencil case, sharpener Family members: aunt, grandmother, grandfather, uncle, mother, father, brother, sister, cousin Parts of the house and objects in the house: bedroom, bathroom, kitchen, living room, bed, wardrobe, table, sofa, bookcase, toilet, bath, fridge	Fruit and vegetables: apple, pear, peach, orange, carrot, tomato, potato, pepper, peas	Morning routines: get up, wash my face, put on my clothes, comb my hair, brush my teeth, go to school on foot / by bike / car / bus, have breakfast / lunch Breakfast food: toast, biscuits, cereal, cake, coffee, tea, milk, juice, jam	School subjects: English, Science, Maths, History, Music, Geography, Language, P.E, IT, Art Days of the week Opinion adjectives: interesting, difficult, easy, fun	After school activities: go home, do my homework, play with friends, play football, have dinner, watch TV, take off my clothes, put on my pyjamas, go to bed Parts of the day: in the morning / afternoon / evening Meals: breakfast, lunch, snack, dinner Food: fruit, sandwich, vegetables, soup, cheese, pasta, meat, ice cream, sweets, salad, fish, bread The weather: sunny / rainy	Technological gadgets: laptop, mobile phone, camera, video game, MP3 player, calculator, video camera, watch, touch pad, printer Adjectives: small, big, new, old
Unit	Welcome Unit New Friends!	Unit 1 Healthy food	Unit 2. Good morning!	Unit 3 Busy school days!	Unit 4 After school	Unit 5 Techy kids

THE Hey Friends! 2 PUPIL'S BOOK

In *Hey Friends! 2* 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

Healthy food

VORKBOOK

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

MY HEY FRIENDS! 2 PORTFOLIO

WORD BANK

INTERACTIVE DIGITAL BOOK:

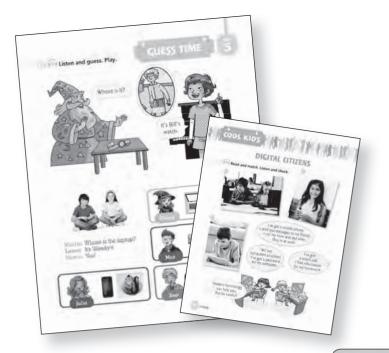
Pupil's Book with audios included plus interactive Workbook activities



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, choosing, labelling, counting, ordering, reading and text production.

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





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

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A very important section in *Hey Friends! 2* 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 2 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 built-in **Workbook** with three full pages with plenty of recognition and guided practice activities for each unit in the Student'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.

Toan talk about ... my activities after school. breakfast, lunch and dinner. the parts of the day.

THE Hey Friends! 2 TEACHER'S BOOK

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

It contains:

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

The teaching notes include:

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

TEACHING WITH Hey Friends! 2

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)

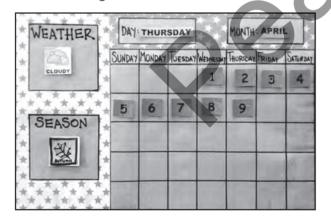
Hello! Hello! Hello, how are you? I'm fine. I'm fine. I'm fine, thank you.

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! 2 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

Activities in *Hey Friends!* 2 are designed to contribute to the teaching of English as a social practice by creating opportunities of genuine social interaction. These activities aim at the development and integration of the four communicative skills: listening, speaking, reading and writing. Most of the activities can be expanded to provide more challenging learning opportunities, while the demand in the oral and written production appropriate for the different learners' experiences is catered to in the *Teacher's Book*.

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

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

Do you reduce, reuse and recycle? Read and tick. Add your total score and see the results.

Finally score and see the presults.

Today, wrate in a serious problem. It infects our planet: water, size and oak. With the three key or sing readmentation and we help were part planet.

With the three key on sing readmentation and we help were part planet.

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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 support the learning process (especially if it is the children's first year of English) and plenty of materials, suggestions and ideas are provided to attend to the needs of both the teachers and their pupils.

CLIL

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

- Maths: cardinal numbers (1-100), fractions and telling the time
- Social Studies: days of the week, months, seasons
- Natural Science: saving fresh water, renewable and non-renewable energy sources, saving energy, eating right
- Technology: technological gadgets

COOL KIDS

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

- Social Studies: traditional dishes
- Natural Science: origin of fruits and vegetables, promoting healthy habits, saving the planet (reducing, reusing, recycling)
- Technology: becoming digital citizens

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! 2 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 became 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! 2* 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.

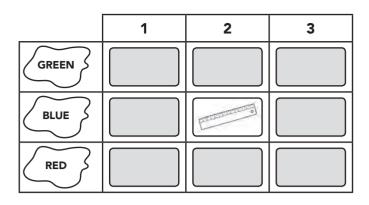
Although some of the games suggested here imply some degree of competitiveness, the teachers should foster healthy competition stressing cooperativeness, respect for turn-taking and the value of boosting one another's self-esteem.

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

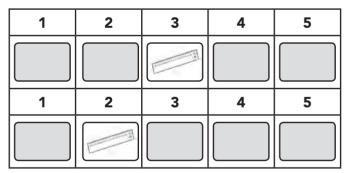
- **Option 1:** The teacher puts a set of flashcards face down on the floor, board or desk and calls out one of the objects in the cards: *Pick up (blue) / Where's the (ruler)?* Children guess where the object is by turning over the card.
- Option 2: The teacher calls a certain number of children to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

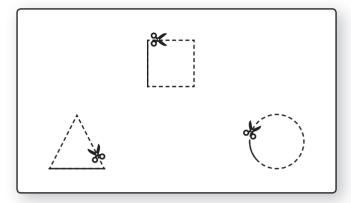
only one item and the adding one or two more as the children become confident, e.g. *ice cream, meat, cheese*. First, the children hear the sequence, and then they point at the cards on the wall following the same order. The more items the teacher includes in the sequence, the more challenging the game 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! 2

A 25:20 C 1:10:41 A	Articulacion de contenidos con otras áreas	Matemática: Los números 1-100 (CLIL) Ciencias sociales: Los meses, las estaciones del año	Matemática: Las fracciones. La hora. (CLIL) Ciencias natu- rales: El origen de las frutas y los vegetales
	Intercultural	Respeto por los otros y sus diferencias (edad, genero, nacionalidad, estructura familiar, vivienda)	El origen de los alimentos y alimentos típicos de distintos lugares del mundo
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca del uso de los pronombres (l, you, he, she) y sus referentes. Reflexionar acerca del uso del verbo HAVE GOT para expresar posesión. Reflexionar acerca del uso de las contracciones: 's, isn't, 've, haven't. Reflexionar acerca de las diferencias en los sonidos en inglés y español.	Reflexionar acerca de las formas singular y plural de los sustantivos y su concordancia con los pronombres. Reflexionar acerca del uso de los conectores and, or y but. Reflexionar acerca de las diferencias de los sonidos en inglés y español.
	Sobre el aprendizaje	Reconocer las consignas para consignas para completar las actividades. Identificar las estrategias adecuadas para resolver cada actividad. Organizar los materiales antes de comenzar una tarea. Administrar el tiempo adecuadamente.	utilizar la información disponible en el libro y en el aula para completar las actividades. Reflexionar cerca de maneras de organizar la información en un texto.
	Integración de contenidos	Crear momentos de interacción (rutina) en la cual se interactúe acerca de 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 la habitación favorita: Hello! My name is / (m My favourite room is my There soom is my There	Integrar las nociones de cantidad y colora la descripción de las frutas y verduras. Producir textos cortos en los que se incluya información personal y acerca de los gustos o preferencias.
IL LENGUAJE	Producción / Interacción	Responder a preguntas personales y personajes del libro: What's your name? Who's this? Participar de interacciones accerca de información personal: I'm + name / My name is I'm + age. I'm + nationality. Presentar a otras personas: This is my + familia y los Describir la familia y los objetos escolares que tenemos: I've got I haven't got Describir las posesiones de otras personas: He / She has got I ha / She has got I here is a sofa and a table). There is (a sofa and a table).	Interactuar acerca de las frutas y verduras: It is / isn't They are / aren't Interactuar acerca de las preferencias y los gustos: I like I don't like and / or / but.
PRÁCTICAS DEL LENGI	Reconocimiento / Comprensión	Leer y / o escuchar para identificar los personajes y los miembros de la familia: She is + name / age / nationality; he has got + family. Leer y / o escuchar para identificar los objetos escolares. Leer y / o escuchar para identificar las partes de la casa y los objetos Escuchar y leer una historia, canción o rima.	Leer y / o escuchar para identificar las frutas y verduras. Participar de interacciones accrac de las frutas y verduras: What is it? What are they? How many? Leer y / escuchar para identificar información acerca de los gustos y las preferencias. Participar en interacciones accrac de las preferencias: Do you like? What (fruit) do you like? What's your favourite? Identificar distintas formas del plural (s / es) y diferenciar los pronombres (t's y They're. Escuchar y leer una historia, poema o canción.
	Contextos / Vocabulario	Los personajes del libro Los objetos escolares: book, pencil, pen, ruler, rubber, schoolbag, pencil case, sharpener Los miembros de la familia: aunt, grandmother, arther, prother, father, brother, sister, cousin 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: Amazing numbers! COOL KIDS: Have a cool year!	Las frutas y las verduras: apple, pear, peach, orange, carrot, tomato, potato, pepper, peas CLIL: Numbers and the time COOL KIDS: The origin of fruits and vegetables
P	sebinU	WelcomeUnit. New friends!	1 Healthy food

□ Planificación Anual Hey Friends! 2

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Articulación de contenidos con otras áreas		Ciencias naturales: El día mundial del agua. El ciclo del agua. (CLIL) El cuidado del cuerpo: Hábitos saludables (hígiene personal)	Ciencias naturales: Las fuentes de energía renovable, (CLIL) El cuidado del medio ambiente. Las 3 Rs.		
	Intercultural	Los distintos hábitos alimenticios para el desayuno.	Investigar acerca de las materias escolares y el horario escolar en otros países.		
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca del uso del lenguaje para describir acciones habituales (Presente Simple: 1ª persona singular, afirmativo, negativo e interrogativo). Reflexionar acerca del uso de elementos de cohesión y coherencia dentro de un texto escrito (el orden cronológico de los eventos, el uso de pronombres y conectores). Reflexionar acerca de las diferencias de los sonidos en inglés y español.	Reflexionar acerca del uso del lenguaje para describir la rutina escolar (Presente Simple: 1ª persona singular y plural, afirmativo, negativo e interrogativo). Reflexionar acerca de los distintos tipos de preguntas (When? What time? Yes / No questions) y el uso de las preposiciones (at / on). Reflexionar acerca del uso de los pronombres personales (1 / we). Reflexionar acerca del las diferencias de los sonidos en inglés y español.		
	Sobre el aprendizaje	Utilizar la información disponible en el libro para completar las actividades. Reflexionar acerca de la importancia de saber la hora para poder describir una rutina. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final.	Reflexionar acerca de la importancia de saber la hora y el dia de la semana para poder describir una rutina escolar. Identificar fuentes de información para completar las actividades. Identificar pistas textuales y paratextuales para la construcción de sentidos y construcción de sentidos y comprensión de los textos tanto orales como escritos. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final.		
	Integración de contenidos	Producir textos cortos en los que se incluya información personal, descripción de la rutina de la mañana y los gustos o preferencias para el desayuno.	Producir textos cortos en los que se incluya información personal y acerca de un / a compañero / a, la descripción de la rutina escolar y las opiniones acerca de las materias.		
ENGUAJE	Producción / Interacción	Interactuar y describir las rutinas de la mañana: 1 get up (at 8 o'clock). I have (milk and toast) for breakfast. I go to school (by car). I don't Yes, I do. No, I don't.	Interactuar acerca de las materias y la rutina escolar: We like We don't like My favourite subject is (Science) is interesting / difficult / easy / fun. My teacher ! s It's on + day. It's at + time.		
PRÁCTICAS DEL LENGUAJE	Reconocimiento / Comprensión	Leer y / o escuchar para identificar las acciones habituales de la mañana. Leer y / o escuchar para identificar la hora. Leer y / o escuchar para identificar los alimentos del desayuno. Participar en interacciones acerca de las rutinas: What do you do in the morning? How do you go to school? What do you? Do you (get up) at? Escuchar y leer una historia, poema o canción.	Leer y / o escuchar para identificar las materias escolares. Participar en interacciones acerca de las materias escolares: When is? What time is? Do you like? Escuchar y leer una historia, poema o canción.		
	Contextos / Vocabulario	Rutinas de la mañana: get up, wash my face, put on my clothes, comb my hair, brush my teeth, go to schol on foot / by bike / car / bus, have breakfast / lunch El desayuno: toast, biscuits, cereal, cake, coffee, tea, milk, juice, jam CLIL: World Water Day COOL KIDS: Healthy habits	Las materias escolares: English, Science, Maths, History, Music, Geography, Language, P.E, IT, Art Los días de la semana Opiniones: interesting, fun, easy, difficult. CLIL: Energy Sources COOL KIDS: Help save Planet Earth		
P	bebinU !gninrom bood S		3 Busy school days!		

Planificación Anual Hey Friends! 2

, io classical series (contenidos con otras áreas	Ciencias Naturales: El plato nutricional y los grupos de alimentos. (CLIL)	Tecnología: Dispositivos tecnológicos de ayer y de hoy. Las partes de una computadora y de un celular. (CLIL) Formación ética y ciudadana: Ciudadanos digitales. Navegación segura en la red.
	Intercultural	Investigar acerca de la forma de dividir el día en las culturas angloparlantes y compararlo con otras culturas. Investigar acerca de los horarios de las comidas en distintas culturas. Los platos tradicionales.	digital y los cuidados en la red
REFLEXIÓN	Sobre la lengua que se aprende	Reflexionar acerca del uso de elementos de cohesión y coherencia dentro de un texto escrito (el orden cronológico de los eventos, de pronombres y conectores). Reflexionar acerca de las diferencias de los sonidos en inglés y español.	Reflexionar acerca del uso de distintas formas para expresar posesión (genitivo, verbo have got, adjetivos posesivos). Reflexionar acerca de la concordancia entre los pronombres personales (l/he/she) y los adjetivos posesivos (my/his/her). Reflexionar acerca del uso de los adjetivos demostrativos (this/hat) Reflexionar acerca de las diferencias de los sonidos en inglés y español, y la entonación en los distintos tipos de preguntas.
	Sobre el aprendizaje	Reflexionar acerca de la importancia de saber la hora y el día de la semana para poder describir una rutina escolar. Identificar fuentes de información para completar las actividades. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final.	dentificar fuentes de información para completar las actividades. dentificar pistas textuales y paratextuales part al construcción de sent das y comprensión de los textos tanto orales como escritos. Reflexionar acerca de las estrategias usadas para la solución de las tareas / actividades. Reflexionar acerca del proceso de escritura, la importancia de hacer borradores y su edición para la publicación de la versión final.
	Integración de contenidos	Producir textos cortos describiendo la rutina diaria después de la escuela, integrando los conocimientos de la hora y las preferencias.	Producir textos descriptivos cortos acerca de un objeto y del objeto de un / a compañero / a.
IGUAJE	Producción / Interacción	Interactuar y describir las rutinas después de la escuela: / (go home) at / In the afternoon / Describir actividades adecuadas para dias soleados y días Iluviosos: On a sunny day / On a rainy day	Interactuar acerca de dispositivos tecnológicos: This is my laptop. It's (new), it isn't (old). It has got / hasn't got This / That (watch). Describir posesión: His / Her watch It's (Bill's). He / She has got (Maria)'s phone is
PRÁCTICAS DEL LENGUAJE	Reconocimiento / Comprensión	Leer y / o escuchar para identificar acciones. Identificar las partes del día y las acciones habituales. Leer y / o escuchar para identificar alimentos y bebidas. Participar de interacciones acerca de la rutina: What do you usually have for (lunch)? What time do you? Do you (play football) in the afternoon? Escuchar y leer una historia, poema o canción.	Leer y / o escuchar para identificar dispositivos tecnológicos. Ler y / o escuchar para identificar posesión. Participar de interacciones acerca de los dispositivos tecnológicos: Whose (laptop) is it? Escuchar, leer y seguir una historia, poema o canción.
	Contextos / Vocabulario	Rutinas después de la escuela: go home, do my homework, play with friends, play football, have dinner, watch TV, take off my clothes, put on my pyjamas, go to bed Partes del día: in the morning / afternoon / evening / lunch, snack, dinner Los alimentos: fruit, sandwich, vegetables, soup, cheese, pasta, meat, ice cream, sweets, salad, fish, bread El clima: sunny / rainy CLIL: Eating right COOL KIDS: Traditional dishes	La tecnología y dispositivos tecnológicos: laptop, mobile phone, camera, video game, MP3 player, calculator, video camera, watch, touch pad, printer Adjetivos descriptivos: small, big, new, old CLIL: Technology now and then column cool KIDS: Digital citizens
р	4 After school		5 Techy kids

Welcome Unit

Welcome New friends!

LINGUISTIC CONTENTS:

Characters. Greetings. School objects. Family. Parts of the house. Objects in the house. Introducing oneself and others, providing personal information, expressing possession, describing objects, introducing the family, describing places: I'm (Wendy). My name is ... I'm (nine). (Fred) is my (brother). He's / She's (my friend / nine / American). I've got / haven't got ... It's / isn't ... He / She / It has got / hasn't got ... There is / isn't ... (Metalinguistic reflection)

CLIL: Amazing numbers (Maths)

Project Work COOL KIDS: Have a cool year!

(Social Studies)

STARTING THE CLASS

- Greet the children and introduce yourself: Hello! I'm (Claudia Perez). My name is (Claudia) and my surname is (Perez).
- Ask the children about their names and surnames: What's your name? What's your surname? You can play Ping Pong game so as to learn the children's names. Child A says his name ping and a classmate's name pong: Santino ping, Julia pong. The second child will say his / her name ping and classmates' name pong: Julia ping, Franco pong and so on.
- Say the Hello chant.
- Do the routine suggested in the Introduction.

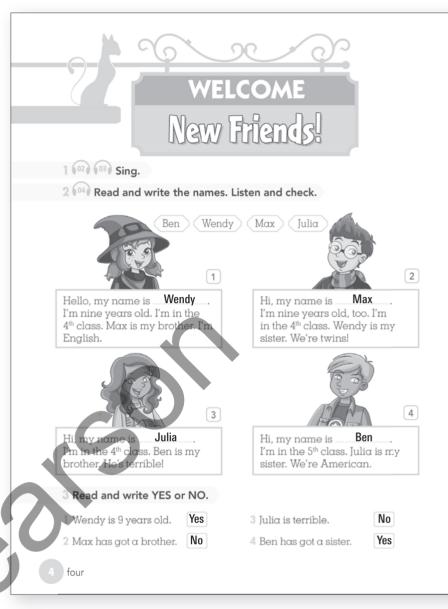
INTRODUCING THE DAILY ROUTINE

• Run a copy of the templates for the routine (p. 11). Ask them when the week starts and what the weekend days are. As they tell you, introduce the days one by one and stick the days of the week cards on the board. Encourage the children to find the day they are on and complete the routine poster.

REFLECTION TIP!

Draw the children's attention to the first letter of each day and elicit what form is being used (capital letters). Compare it to the spelling rule in Spanish.

• Elicit the date and provide the number in English to complete the routine poster.



- Ask them when the year and the school year start. As they tell you, introduce the months and stick the cards on the board. Ask the children to find the right month to complete the poster.
- Draw the children's attention to the weather conditions and invite them to complete the first entry in the weather station.
- Go over the year planner and complete it with the children.

INTRODUCING THE CHARACTERS

- Present Hey Friends! 2 to the children. Show them the CHARACTERS flashcards and tell them to find them in the book: Find Wendy! Find Max!
- As the children find the characters, stick the flashcards on the board and write the names of the characters above. Play a Memory game.



TEACHING TIP!

You can use different strategies when choosing a child for an activity. You can write the names of the children on ice cream sticks and pick up one at random.



4 Read. Write W for Wendy and M for Max.

I'm ready for school! I have got a pink schoolbag, an English book and a pencil case. I haven't got a ruler. No problem! Max has got a ruler. I have got a pencil and a rubber. I haven't got a sharpener, but Max has got two. My favourite object is my blue pen.





5a (05) Listen and number.

b Look and write.



- 1 I've got α pencil case It's blue
- 2 I've got a schoolbag
- green
- book 3 I've aot a red It's
- ruler 4 I've got a .. yellow

■ 1 Sing.

- Point to activity 1 and elicit what they have to do.
- Introduce the We're back to school song. Invite children to sing alona.
- You can challenge the children to sing the karaoke version.

(02) Track

103 Track

Karaoke version

We're back to school. Again, again, again. We're back to school again. Let's learn and have fun! (x 2)

2 Read and write the names. Listen and check.

▶ Allow time for the children to read and complete. Then, listen and check.



1 Hello, my name is Wendy. I'm nine years old. I'm in the fourth class. Max is my brother. I'm English!

- 2 Hi, my name is Max. I'm nine years old, too. I'm in the fourth class. Wendy is my sister. We're twins!
- 3 Hi, my name is Julia. I'm in the fourth class. Ben is my brother. He's terrible!
- 4 Hi, my name is Ben. I'm in the fifth class. Julia is my sister. We're American.

3 Read and write *YES* or *NO*.

- Monitor while the children work on their own.
- Ask the children to justify their answers.

4 Read. Write W for Wendy and M for Max.

- Go over the school objects and elicit the words.
- To check, ask the children to justify their answers referring back to the texts.

5g Listen and number.

- Go over the school objects on the desk and elicit the words and colours.
- Play the audio making a pause after each item.
- To check, elicit the objects for each number.

05 Track

- 1 I've got a pencil case. It's blue.
- 2 I've got a schoolbag. It's green.
- 3 I've got a book. It's red.
- 4 I've got a ruler. It's yellow.

REFLECTION TIP!

Go back to the speech bubble and elicit what information Wendy is giving: ¿Sobre qué está hablando Wendy? Carry out a brief reflection to review form. ¿Qué parte del texto indica que habla acerca de lo que tienen? Cuando habla de lo que ella tiene y de lo que tiene Max, ¿utiliza las mismas palabras? ¿Qué se usa para expresar el negativo? Ask them to underline the words which are used to express possession.

5b Look and write.

- Elicit what information is needed to complete the sentences.
- Ask the children to read the sentences.

FINISHING THE CLASS

• Finish the class, say the Goodbye chant and say goodbye.



• Do the routine suggested in the Introduction.

6 Look and tick. Listen and check.

- ▶ Tell the children to open the book at page 6.
 Point to activity 6 and elicit what they have to do.
- ▶ Focus on the pictures and elicit who Mr Martin and Mrs Clark are. The children read and check.
- ▶ Elicit the objects on Mr Martin and Mrs Clark's desks and classrooms, and provide the English words the children might need (mobile phone, blackboard).
- ▶ Monitor while the children work on their own.
- ▶ Play the audio to check.

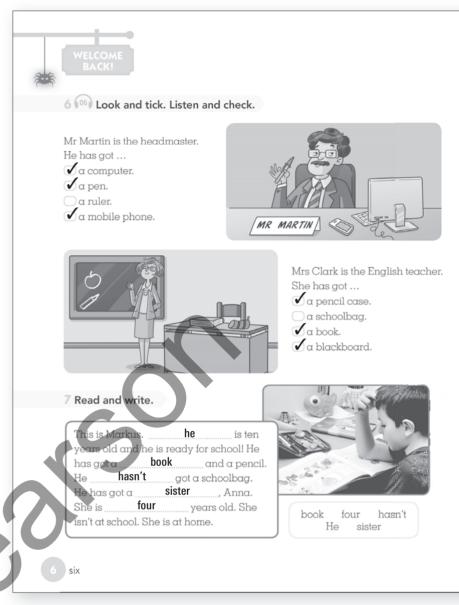


Mr Martin is the headmaster. He has got a computer, a pen and a mobile phone.

Mrs Clark is the English teacher. She has got a pencil case, a book and a blackboard.

7 Read and write.

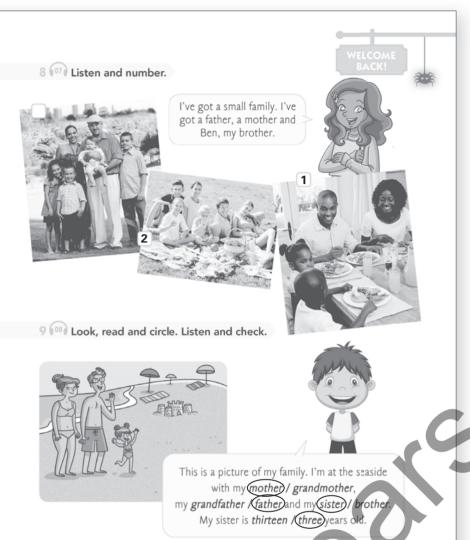
- ▶ Point to activity 7 and elicit what they have to do.
- Focus on the photo and elicit the school objects that Markus has got.
- ▶ Read the text together and elicit what type of information is missing in each blank: A family member? An object? A number? A verb? A person? Tell them to find clues in the text to decide on the missing words to reconstruct meaning. Go over the items in the box to make sure they remember them
- ▶ 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.



8 Listen and number.

- ▶ Tell the children to open the book at page 7. Point to activity 8 and elicit what they have to do.
- ▶ Draw the children's attention to Julia and read the speech bubble together. Elicit what she is talking about. Ask the children if her family is big or small. Encourage the children to talk about their own families: And what about your families? Are they similar to Julia's? Have you got a big or small family? How many brothers / sisters have you got?
- ▶ Focus on the photos and elicit the members of the family in each photo. Tell the children that there is one extra photo.
- ▶ Play the audio making a pause after each item to give the children time to identify the photos. Play it more than once if necessary.
- ▶ To check, elicit the numbers for each photo.





07 Track

- 1 I've got a small family. I've got a mother and a father and I've got a brother.
- 2 I've got a big family. I've got a father and a mother and I've got three sisters.

9 Look, read and circle. Listen and check.

- Point to activity 9 and elicit what they have to do.
- ▶ Focus on the pictures and elicit who they are and where they are (they are a family and they are at the seaside). The children read and check.
- Monitor while the children work on their own.
- Play the audio to check.

08 Track

This is a picture of my family. I'm at the seaside with my mother, my father and my sister. My sister is three years old.

FINISHING THE CLASS

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



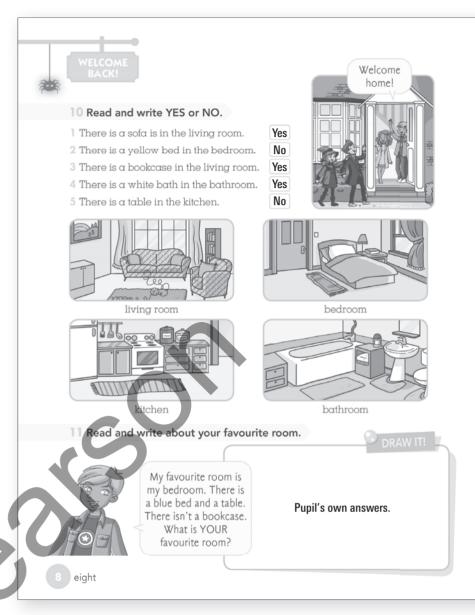
• Do the routine suggested in the Introduction.

■ 10 Read and write YES or NO.

- ▶ Tell the children to open the book at page 8.
 Point to activity 10 and elicit what they have to do.
- ▶ Draw the children's attention to the first picture and read the speech bubble together: *Is it a* house or a flat? Whose house is it?
- ▶ Go over the four pictures and elicit the rooms in the house and the objects in each room.
- ▶ Monitor while the children work on their own.
- ▶ To check, read each sentence at a time and elicit the answer. Ask the children to justify their choice referring to the pictures.

■ 11 Read and write about your favourite room.

- ▶ Point to activity 11 and elicit what they have to do.
- ▶ Draw the children's attention to Ben and read the speech bubble together. Invite them to identify his favourite room in the previous activity.
- Tell the children to write about their favourite room in their house using Ben's texts as a model.
- ▶ Remind the children they can use the Word Bank on p.100 as reference. Then, they draw it (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. They can also include it in My Hey Friends! 2 Portfolio on p. 92.



Wendy and Friends

■ 12 Look and listen to the story.

- ▶ Tell the children to open the book at page 9. Elicit who they can see in the pictures and where they are. Ask the children if they think Max and Wendy already know Julia and Ben.
- ▶ Get them to predict more about the story (focus on the little hearts coming from Max).
- Point to activity 12 and elicit what they have to do.
- Listen to the story and check the predictions.



WENDY AND FRIENDS

Look and listen to the story.









AFTER THE STORY

Max

13 Read and write JULIA, BEN, MAX or WENDY.

1	Julia	is the new girl from America.
2	Julia	is cute.
3	Wendy	has got a brother, Max.
4	Ben	has got a sister, Julia.

is in love!



09 Track

Max: Who's that? Wow! She's cute! Wendy: She's the new girl from America.

Wendy: And that's her brother. Max: Let's go and say hello!

Max: Hi, I'm Max. This is my sister, Wendy! Julia: Hi, I'm Julia. This is my brother, Ben.

Julia: This is my classroom. Max: Great! You're in my class!

AFTER THE STORY

- 13 Read and write JULIA, BEN, MAX or WENDY.
- Point to activity 13 and elicit what they have to do.
- ▶ Go over the sentences checking that the children can recognise known words or infer new ones.
- ▶ Encourage the children to complete the sentences by 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.
- As a follow-up, invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

FINISHING THE CLASS

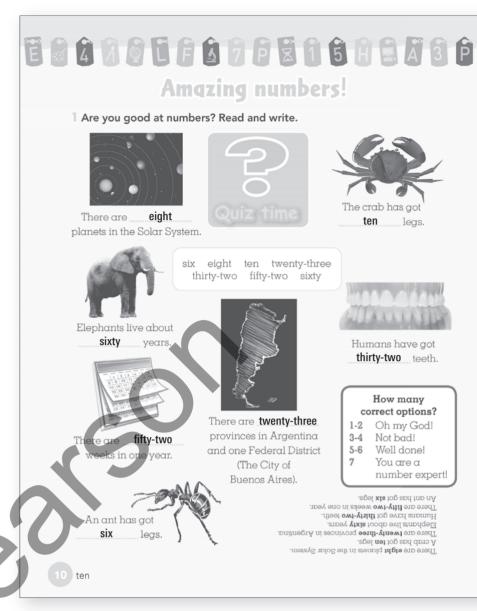
- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.



• Do the routine suggested in the Introduction.

■ 1 Are you good at numbers? Read and write.

- ▶ Tell the children to open the book at page 10. Point to activity 1 and elicit what they have to do.
- ▶ Go over the pictures and encourage the children to complete the sentences without looking at the options. You can help them by ranges such as more / less than (50).
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ Once the children finish, tell them to compare their answers with one of their classmates.
- ▶ Tell them to check their answers and share their scores.
- As a follow-up, you can ask them if they know about any other amazing number they could include in the quiz.



2 Read and write the numbers. Listen and check.

- ▶ Tell the children to open the book at page 11. Point to activity 2 and elicit what they have to do.
- Go over the number tables and encourage the children to say the missing numbers.
- Allow some time for the children to write the numbers on their own while you monitor.
- ▶ Play the audio to check. Then, invite one child at a time to write the numbers on the board to check the spelling.
- As a follow-up, draw the children's attention to the boy on the right. Read the speech bubbles together and elicit the meaning of even and odd. Tell the children to use one colour to circle all the even numbers in the tables and another colour for the odd numbers.





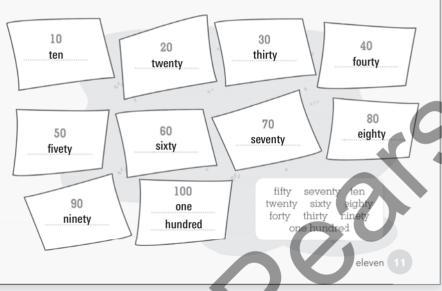
2 (10) Read and write the numbers. Listen and check.







3 Listen and find. Write the numbers.



10 Track

one - two - three - four - five - six - seven - eight - nine - ten - eleven

- twelve thirteen fourteen fifteen sixteen seventeen eighteen
- nineteen twenty

3 Listen and find. Write the numbers.

- Point to activity 3 and elicit what they have to do.
- ▶ Play the audio making a pause after each item to give the children time to find the numbers.
- ▶ Draw the children's attention to the box and allow some time for the children to write the numbers on their own while you monitor.
- ▶ To check, invite one child at a time to write the numbers on the board.



fifty - seventy - ten - twenty - sixty - eighty - forty thirty - ninety - one hundred

FINISHING THE CLASS

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



• Do the routine suggested in the Introduction.

REVISING DAYS OF THE WEEK AND MONTHS

- Write **DAYS OF THE WEEK** and **MONTHS OF THE YEAR** on the board. Use the days of the week and months of the year cards (photocopiable materials p. 155). Shuffle them all together and ask children to identify the days of the week and the months of the year and place them in the correct column on the board.
- Ask the children to put the words in the two columns in the correct order.
- Secretly remove one day of the week and a month of the year and ask them to identify which item is missing. You can do this three or four times.
- After this, remove all the cards from the board.

■ 1 Read and write in the correct order. Listen and check.

- ▶ Tell the children to open the book at page 12. Point to activity 1 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ Play the audio to check.
- As a follow-up, invite the children to vote for their favourite day of the week to find out the most popular day in the class.

12 Track

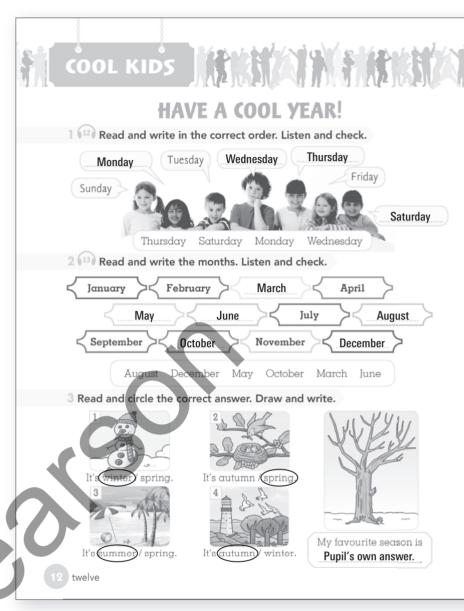
Sunday - Monday - Tuesday - Wednesday -Thursday - Friday - Saturday

2 Read and write the months. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor.
- Play the audio to check.
- As a follow-up, invite the children to vote for their favourite month to find out the most popular month in the class.

13 Track

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



3 Read and circle the correct answer. Draw and write.

- Point to activity 3 and elicit what they have to do.
- ▶ Draw the children's attention to the pictures and elicit what they represent. Associate the seasons to the months: When does (summer) start? When does it finish? Which are the (summer) months?
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the correct options.
- Point to the tree and box on the right and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor.
- Invite some children to share their favourite season. You can carry out a simple survey to find out the most popular season in the class.
- From now on, you can include one more step in the routine: you can ask children to work out the number of days left for the following season to start.





4 (14) Read and number. Listen and check. Tick.



5 Read, draw and write.

Hi! I'm Cathy. It's summer. I'm wearing a pink dress and pink shoes. I love my shoes!





REVISING CLOTHES

• Draw a Venn diagram on the board. Write **SUMMER CLOTHES** for one set and **WINTER CLOTHES** for the other. Brainstorm clothes for each season. Discuss which items of clothing are suitable for both seasons (e.g. *shoes*, *skirt*, etc.).

4 Read and number. Listen and check. Tick.

- ▶ Tell the children to open the book at page 13. Point to activity 4 and elicit what they have to do.
- ▶ Allow some time for the children to read and number while you monitor.
- Play the audio to check.
- ▶ Draw the children's attention to the two columns next to the list of words, and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit suitable clothes for each season. Allow for different options.

▶ As a follow-up, invite the children to vote for their favourite item of clothing to find out the most popular one in the class.

14 Track

- 1 jumper
- 2 skirt
- 3 jacket
- 4 hat
- 5 T-shirt
- 6 сар
- 7 dress
- 8 trousers
- 9 shoes

5 Read, draw and write.

- Point to activity 5 and elicit what they have to do.
- ▶ Draw the children's attention to the picture, elicit the season and the clothes. Read the speech bubble together and elicit what information the girl gives (make a list on the board): GREETINGS, NAME, SEASON, CLOTHES, LIKES.
- Elicit what words and phrases are used to express each bit of information. Make a list of **USEFUL LANGUAGE** on the board. Discuss with the children which part of the text will remain the same and which will be changed.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ Once the texts are ready and checked, you can ask them to make a clean copy which will be displayed in the English corner or School board.

FINISHING THE CLASS

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

Unit 1

Healthy food

LINGUISTIC CONTENTS:

Fruit and vegetables. Describing, expressing preferences, adding and contrasting information: It is / isn't ... They are / aren't ... I like / don't like ... Do you like ...? What (fruit) do you like? What's your favourite ...? and / but (Metalinguistic reflection)

CLIL: Numbers and the time (Maths) **Project Work COOL KIDS:** The origin of fruits and vegetables (Science)

STARTING THE CLASS

 \bullet Do the routine suggested in the Introduction.

INTRODUCING HEALTHY FOOD

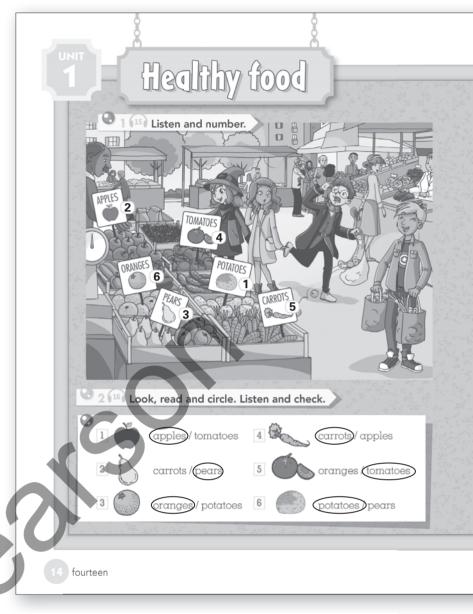
- Write **FOOD** on the board and brainstorm their favourite food or make reference to the weekly school menu. Make sure you take into account some of the fruits and vegetables included in the unit.
- Write **HEALTHY FOOD** and **UNHEALTHY FOOD** on the board so as to classify the brainstormed words.
- Focus on the healthy food items and brainstorm a few more items. Use the *FOOD* flashcards to introduce the new vocabulary.

■ 1 Listen and number.

- ▶ Tell the children to open the book at page 14. Draw the children's attention to the picture and elicit the situation and the characters. Where are they? Introduce street market. How is Max feeling? Why? Who is surprised? Who is having fun? Who is concentrated? Use gestures and write the words to make yourself clear and do not expect full answers in English.
- Point to activity 1 and elicit what they have to do.
- ▶ Play the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, elicit the fruit for each number.



- 1 potatoes
- 2 apples
- 3 pears
- 4 tomatoes
- 5 carrots
- 6 oranges

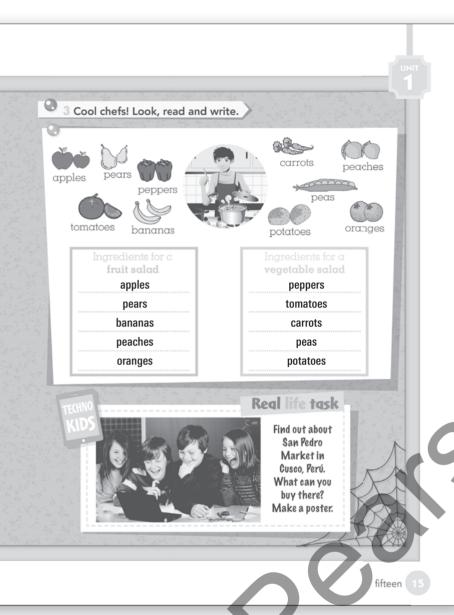


2 Look, read and circle. Listen and check.

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

16 Track

- 1 apples
- 2 pears
- 3 oranges
- 4 carrots
- 5 tomatoes
- 6 potatoes



3 Cool chefs! Look, read and write.

- ▶ Tell the children to open the book at page 15. Point to activity 3 and elicit what they have to do.
- ▶ Go over the fruits and vegetables and introduce the new items. Make sure the children understand the difference between peas and pods. Discuss which ingredients are used in a fruit salad and which ones in a vegetable salad. Make reference to the fact that although tomatoes are fruits they are used in vegetable salad and not in fruit salad.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the ingredients in each list.
- As a follow-up, you can ask them to include an extra ingredient in each salad. You can also ask them which ingredient they would do away with.

TECHNO KIDS: Real life task

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



NB Page 105, activities 1a and 1b ▶ TB p. 44

FINISHING THE CLASS

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

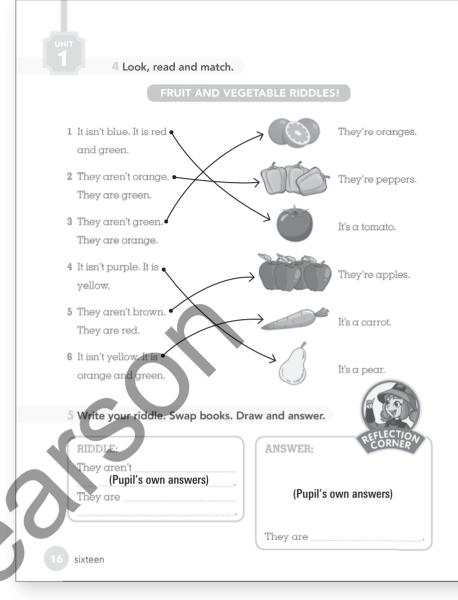
• Do the routine suggested in the Introduction.

■ 4 Look, read and match.

- ▶ Interact with the children about the fruits and vegetables they like. Stick the flashcards on the board and play "I tell you, you tell me" as a riddle game (no need to include rhyming words).
- ▶ While you play, write a couple of the game riddles on the board. Once you have finished playing, focus on the texts of the two riddles you have written on the board: What information do we include in the riddles? What parts can we keep if we want to write our own riddles?
- ▶ Tell the children to open the book at page 16.
 Point to activity 4 and elicit what they have to do.
- ▶ Go over the fruits and vegetables and elicit their names and colours. Read the first two riddles together. Focus on the colours and the affirmative and negative sentences. Elicit the answer. In the second riddle you can give two options if necessary: Peppers or oranges?
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, one child reads one of the riddles for another one to provide the answer.
- Ask the children to justify their answers and if there is more than one possible answer, discuss it with the class.

REFLECTION TIME!

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

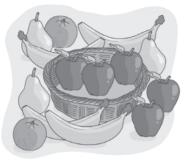


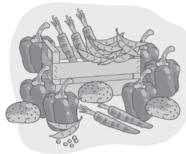
5 Write your riddle. Swap books. Draw and answer.

- ▶ Point to activity 5 and elicit what they have to do.
- ▶ Remind the children of the riddles in the game and in activity 4. Allow some time for the children to work on their own while you monitor.
- ▶ Once the children have finished writing their riddles, tell them to swap their books with their classmates. They read the riddles and draw and write the answer. Remind them they can use the Word Bank on p. 100. Then, they swap back to check.



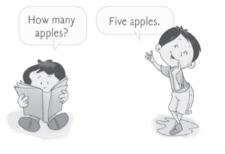
6 Look and write FRUIT or VEGETABLES. Count and complete.





Fruit			Vegetables		
	COLOUR	NUMBER		COLOUR	NUMBER
apples	red	5	peppers	red	6
bananas	yellow	4	carrots	orange	5
pears	green	3	potatoes	brown	3
oranges	orange	2	peas	green	6

7 Play memory game!





■ 6 Look and write FRUIT or VEGETABLES. Count and complete.

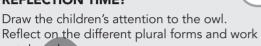
- ▶ Tell the children to open the book at page 17. Point to activity 6 and elicit what they have to do.
- ▶ Go over the pictures, elicit the items and quantity. Then, focus on the charts and read them together with the children.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, go over each item in the chart and elicit the colour and quantity.

7 Play memory game!

- ▶ Point to activity 7 and elicit what they have to do.
- ▶ Read the model dialogue together and elicit what information they need to remember to play the game.
- Give the children 30 seconds to memorise the pictures in activity 6. Ask them to play special attention to the quantity.
- ▶ Allow some time for the children to play in pairs or small groups.

REFLECTION TIME!

out the rule.



NB Page 106, activity 2 ▶ TB p. 45

FINISHING THE CLASS

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

• Do the routine suggested in the Introduction.

8 Sing.

- ▶ Tell the children to open the book at page 18.
 Point to activity 8 and elicit what they have to
 do.
- ▶ Play the song once for the children to say what vegetable it is about.
- ▶ Play the song a second time and ask the children to identify what type of pepper they are. Write a list of possibilities on the board: RED PEPPERS, GREEN PEPPERS, YELLOW PEPPERS, HOT PEPPERS, SWEET PEPPERS (explain what hot and sweet mean in this context).
- ▶ Tell the children to read the lyrics to check.
- ▶ Play the song again, inviting the children to sing along following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.
- As a follow-up, the children can write new lyrics for a song about the fruit or vegetable they like.



I like red peppers. I like red peppers. Red, red peppers! Yes, I do. I like hot peppers. I like hot peppers. Hot, hot peppers! Yes, I do. Hot! Hot! Hot! (x2)



Karaoke version

9 Read and write.

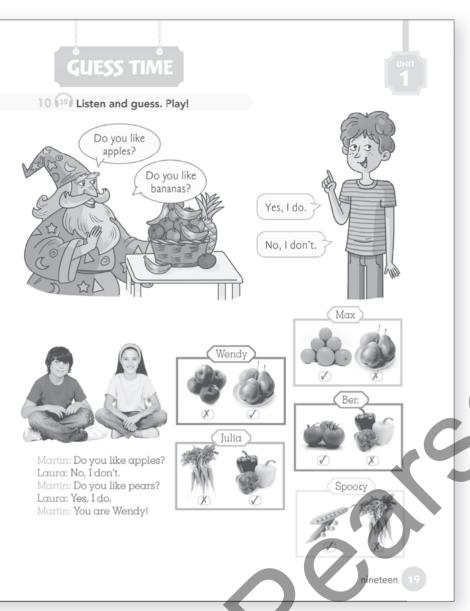
- ▶ Point to activity 9 and elicit what they have to do.
- ▶ Focus the children's attention on the pictures and the speech bubbles. Read the bubbles all together.
- ▶ Ask the children if they feel identified with the boy: Do you like the same things? Do you dislike the same things?



REFLECTION TIME!

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

▶ Draw the children's attention to the girl in the red and white sweatshirt. Read the speech bubble all together and invite the children to write about the fruits and vegetables they like and the ones they don't like.



19) Track

Do you like apples? Yes, I do. Do you like bananas? No. I don't.



Page 106, activity 3 ▶ TB p. 45

FINISHING THE CLASS

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

GUESS TIME

■ 10 Listen and guess. Play!

- ▶ Tell the children to open the book at page 19. Draw their attention to activity 10 and elicit what they have to do.
- ▶ Draw a chart on the board with the names of two of the children in the class. Ask them about the fruit they like and keep a record with ticks and crosses on the chart. Make sure you include apples and bananas.
- Listen to the audio and tell the children to help the wizard guess who it is (refer to the children in the chart on the board).
- ▶ Pair work game. Invite two volunteers to read the conversation between Laura and Martin. The children play in pairs following the model dialogue. Allow YES / NO for an answer, since the aim of this activity is to foster interaction.

• Do the routine suggested in the Introduction.

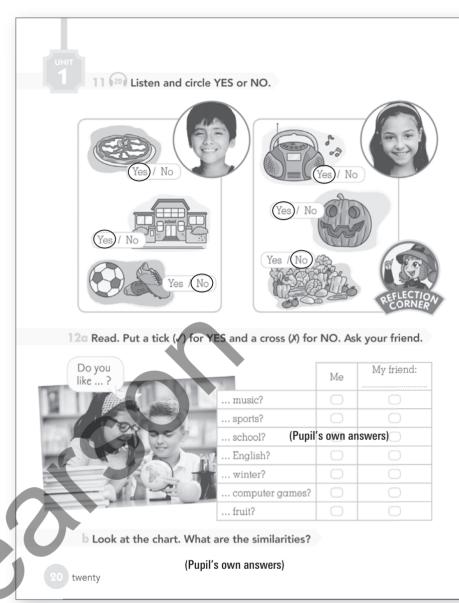
■ 11 Listen and circle YES or NO.

- ▶ Tell the children to open the book at page 20. Draw their attention to activity 11 and elicit what they have to do.
- ▶ Go over the pictures in each box and elicit what they refer to. Provide any necessary words and write them on the board (e.g. MUSIC, FOOTBALL, HALLOWEEN).
- ▶ Play the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, elicit the answer for each item.

20 Track

Mario, do you like pizza? Yes, I do. I love pizza! Do you like school? Yes, I do. Do you like football? No, I don't.

Carla, do you like music?
Yes, I do.
I like rock music.
Do you like Halloween?
Yes, I do. I love Halloween.
Do you like vegetables?
No, I don't. I like fruit but I don't like vegetables



NO. Ask your friend. No. Ask your friend.

- ▶ Draw their attention to activity 12a and elicit what they have to do.
- ▶ Focus on the photo and read the speech bubble together. Go over the chart and make sure the children understand all the items.
- ▶ Allow some time for the children to work in pairs while you monitor. Encourage them to use English for all the exchanges.

■ 12 b Look at the chart. What are the similarities?

- ▶ Draw their attention to activity 12b and elicit what they have to
- Interact with the children about the similarities and differences.
- ▶ Use the board to provide some useful language: e.g. (JULI) AND I LIKE ... (DARÍO) AND I DON'T LIKE ...
- \blacktriangleright As a follow-up, the children can report on the similarities and differences in their copybooks.

LET'S READ AND WE 13 Read and tick (/) YES or NO. Hello! I'm Miguel Hi! My name is and I'm from Sassa and I'm Jujuy. I don't like from Brazil, Llike vegetables, but I like tropical fruits. My fruit. My favourite favourite tropical fruit is the fruit is the cavote. It passion fruit or maracuiá. is big and green and Passion fruits are yellow, red, it is from the Andes purple or green. They have got big black Mountains, Cayote seeds. I love passion fruit ice cream! marmalade is delicious! YES NO The maracujá is a tropical fruit. 1 2 The maracujá seeds are small. 3 The cayote is a vegetable. Hi! My name is Guadalupe and I'm from Guatemala. I like fruit 4 The cavote isn't small. and vegetables. My favourite 5 The mandioca is a fruit. vegetable is the cassava or mandioca, Mandiocas are from 6 The mandioca is from America. Central and South America. They are brown and white. Yummy!

LET'S READ AND WRITE 13 Read and tick (/) YES or NO.

(Pupil's own answers)

14 Write and draw.

Hi! My name is

My favourite

It is / They are

- ▶ Tell the children to open the book at page 20. Draw their attention to activity 13 and elicit what they have to do.
- ▶ Focus the children's attention on the photos. Ask them if they recognise the fruits and vegetables. Ask them if they know their origin.

(Pupil's own answers)

- ▶ Tell them to read the texts quickly in order to find the names of the fruits and vegetables and where they come from. Discuss the use of italics for words in other languages.
- ▶ Draw the children's attention to the chart. Read the sentences together and make sure they understand them. Remind them to underline in the texts the information that helps them decide on the answers.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, invite the children to read one sentence at a time and provide the correct answer. Tell them to justify their answers by referring to the texts.

14 Write and draw.

- Draw their attention to activity 14 and elicit what they have to do.
- ▶ Go back to the texts and work out the information that they include and write the list on the board: **NAME, NATIONALITY, FAVOURITE FRUIT** or **VEGETABLE** and its origin. Reflect upon the language used to refer to those bits of information.
- ▶ Focus on what part of the texts they can keep if they want to write about themselves.
- Allow some time for the children to work on their own while you monitor (if you are short of time, they can draw 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. They can also include it in My Hey Friends! 2 Portfolio on p. 92.

NB Page 107, activity 4 ▶ TB p. 45

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

• Do the routine suggested in the Introduction.

Wendy and Friends "Autumn on the farm"

BEFORE THE STORY

■ 15 What fruits can you see in the

- ▶ Tell the children to open the book at page 21. Elicit who they can see in the pictures and where they are.
- ▶ Draw their attention to activity 15 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for the fruits. They can circle them in the pictures before ticking the words.
- ▶ To check, the children can refer to the frames where they found the fruits.

■ 16 Look and listen to the story.

- ▶ Tell the children to close their books and ask what fruit the children in the story like and if Uncle Frankie has got other fruit trees on the farm.
- ▶ 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.

Track

Wendy: Hi, Ben! Max: Hi, Julia!

Max: Do you like apples? Ben: Yes, I love apples!

Julia: Me, too!

Max: My Uncle Frankie has got a big farm with

apple trees.

Wendy: Come with us to the farm!



WENDY AND FRIENDS

BEFORE THE STORY

15 What fruits can you see in the story?

✓ red apples □ bananas □ oranges □ pears

Autumn on the farm

16 (21) Look and listen to the story.







twenty-two

Ben: Wow! This is fun!

Julia: Where's your Uncle Frankie? Wendy: He's in the house.

Ben: Help me, Max!

Julia: Be careful, Ben.

Ben: Don't worry! I'm not afraid.

Wendy: Look! That's Uncle Frankie.





7 Choose and ending. Tick (\checkmark).





AFTER THE STORY

- 18 Read and tick YES or NO.
- 1 The farm is small.
- 2 Uncle Frankie has got pears on the farm.
- 3 Uncle Frankie is in the house.
- 4 Ben isn't afraid.
- 19 Act out!



YES



■ 17 Choose an ending. Tick.

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

AFTER THE STORY

■ 18 Read and tick YES or NO.

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

■ 19 Act out!

- Point to activity 19 and elicit what they have to do.
- Listen to the story again, this time following it in their books. Work incidentally on the meaning of new expressions (Come with us to the farm! Be careful! Don't worry!).
- Invite four volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.
- Page 107, activity 5 ▶ TB p. 45

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

• Do the routine suggested in the Introduction.

INTRODUCING FRACTIONS

- Run copies of the fractions template on p. 158. Tell the children to get in pairs or groups of three and distribute a copy to each group.
- Elicit the shapes and provide the necessary English words (square, rhombus, triangle, rectangle and circle). Count how many parts each shape has.
- Draw the square on the board and tell the children: Let's colour one half. Write the fraction on the board (1/2) next to the shape and model the colouring. Follow the same procedure with the other shapes: rhombus 1/4, triangle 1/3, rectangle 2/3, circle 3/3.

■ 1 Look and listen.

- ▶ Tell the children to open the book at page 24.
 Point to activity 1 and elicit what they have to do.
- ▶ Play the audio making a pause after each item for the children to match them with the correct graphs.
- ▶ Draw their attention to the box and read the fractions together. Invite some children to colour those fractions on the shapes drawn on the board
- Elicit other possible fractions based on the graphs, e.g. 1/5, 2/5, 2/3, 3/4.

²² Track

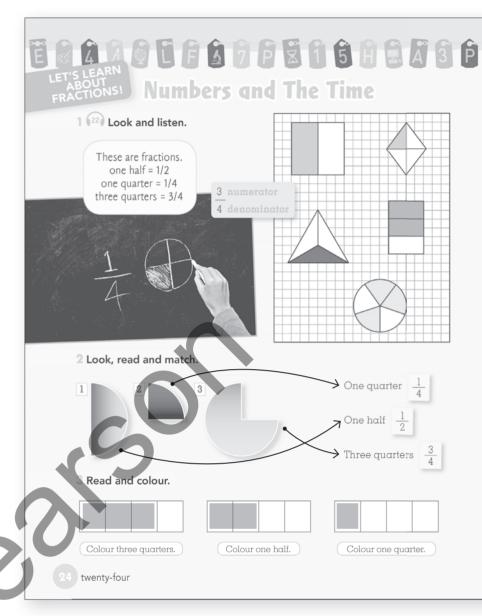
These are fractions. one half / one quarter

2 Look, read and match.

- ▶ Point to activity 2 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, ask the children to draw the fractions and the graphs on the board.

3 Read and colour.

- ▶ Point to activity 3 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, draw the fractions and the graphs on the board.



INTRODUCING THE TIME

• Draw a clock on the board and draw one o'clock. Elicit the time in Spanish first. Provide the English version and write it on the board: IT'S ONE O'CLOCK. Move the hour hand to three and elicit the time. Write IT'S THREE O'CLOCK. Ask the children how else the hour can be presented (digital clock as in the computer or mobile phone). Elicit how to present the same hour digitally and write it on the board. Follow the same procedure and work on one or two more examples.

TEACHING TIP!

If the school day or the English class (or any other class) start on the hour, you can use that as the example.

• Draw another clock, but this time move the minute hand to a quarter past and draw a circle next to the clock and colour one quarter. Elicit the fraction: *Is it a quarter past one or half past one?* Write on the board: **IT'S A QUARTER PAST ONE**. Elicit how

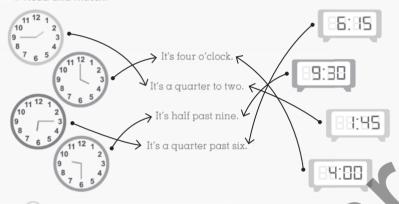
I O E 9 8 G @ R Z 6 B CLOL 2 E

What time is it?

4 (23) Listen and circle the correct option.



5 Read and match.



6 (24) Listen and write the time in numbers.

What	time is it?		
1	9:00	 3	8:45
2	2:30	 4	11:15

to present the same hour digitally and write it on the board. Go over one or two more examples and write them on the board.

- Follow the same procedure with half past and write: IT'S HALF **PAST ONE.** Elicit how to present the same hour digitally and write it on the board. Go over one or two more examples and write them on the board.
- Follow the same procedure with a quarter to reflect on what we refer to: the minutes past one or the minutes to two? Write on the board: IT'S A QUARTER TO TWO. Elicit how to present the same hour digitally and write it on the board. Go over one or two more examples and write them on the board.

REFLECTION TIP!

Draw the children's attention to the time written on the board. Reflect on the language used when the time is on the hour. Draw their attention to past and elicit when we use it and draw their attention to the last case and elicit why it is different.

■ 4 Listen and circle the correct option.

- ▶ Tell the children to open the book at page 25. Point to activity 4 and elicit what they have to
- ▶ Before listening, go over the clocks and invite the children to think of the correct option.
- Play the audio making a pause after each item for the children to circle the correct option.
- To check, play the audio again and elicit the answers.



three o'clock / a quarter past three / half past three / a quarter to four

5 Read and match.

- Point to activity 5 and elicit what they have to
- Draw the children's attention to the two types of clocks and the phrases in the middle. Allow some time for them to do the matching while you monitor.
- To check, draw the four hand clocks on the board and invite the children to write next to each the digital time and copy the corresponding phrases from their books.

6 Listen and write the times in numbers.

- Point to activity 6 and elicit what they have to
- Play the first item in the audio and elicit how to write that time using numbers. Work together. Follow the same procedure with the rest of the items.

Track

- 1 What time is it? It's nine o'clock.
- 2 What time is it? It's half past two.
- 3 What time is it? It's a quarter to nine.
- 4 What time is it? It's a quarter past eleven.

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

• Do the routine suggested in the Introduction.

INTRODUCING THE ORIGIN OF FRUITS AND VEGETABLES

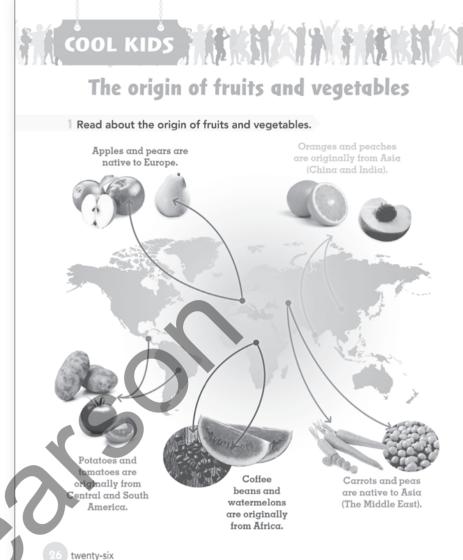
- Write FRUITS and VEGETABLES on the board and elicit some items corresponding to these two categories.
- Ask the children if they know where those items are originally from. Brainstorm fruits and vegetables original from different countries (e.g. mandioca, tamarindos, cayote, etc).

■ 1 Read about the origin of fruits and vegetables.

- ▶ Tell the children to open the book at page 26.
 Point to activity 1 and elicit what they have to
 do.
- ▶ Read the information together and comment on the facts that they did not know. Ask the children which fact they find the most surprising.

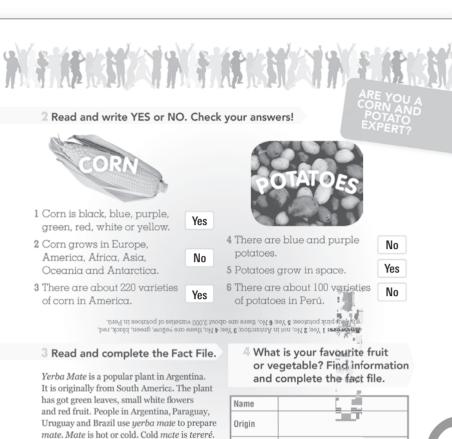
2 Read and write YES or NO. Check your answers!

- ▶ Tell the children to open the book at page 27.
 Point to activity 2 and elicit what they have to do.
- ▶ Draw their attention to the photos: Are they fruits or vegetables? What are their names in Spanish?
- ▶ Read the facts together and allow some time for the children to write the answers. Once they have finished, check together and work on the information provided in the answers. Discuss the amazing facts and the things the children did not know.
- Find out who the corn and potato experts in the



3 Read and complete the fact file.

- Point to activity 3 and elicit what they have to do.
- Ask the children to read quickly to find out what the text is about. Elicit how much they know about yerba mate and ask who likes it and how they drink it (mate, mate cocido, tereré).
- ▶ Draw the children's attention to the chart and elicit what information they need to write in each category.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the information.



REFLECTION TIME!

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

▶ Once the texts are checked, they can make a clean copy of both the fact files and the texts which will be displayed in the English corner or School board. They can also include them in My Hey Friends! 2 Portfolio on p. 92.

FINISHING THE CLASS

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

4 What is your favourite fruit or vegetable? Find information and complete the fact file.

Description

Use

Pupil's own answers

twenty-seven

verba mate

South America green leaves, small white

flowers, red fruit.

hot and cold mate

Name

Origin

Use

Description

- Point to activity 4 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor. To complete the fact file they may surf the net, check reference books or ask other adults.
- Once the fact files are ready and checked you can ask them to write a text based on that information.



TEACHING TIP!

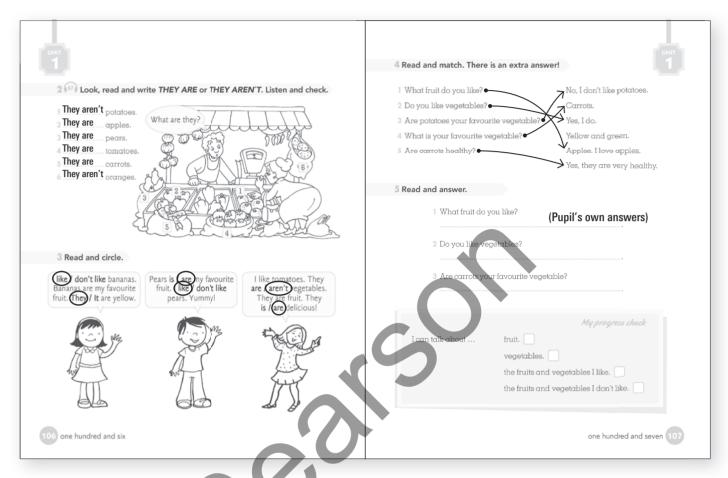
Work on the instructions along the lines of the Pupil's Book instructions. If the children need help to do the activities, you can suggest that they should resort to the Word Bank.

2 Look, read and write *THEY ARE* or *THEY ARENT*. Listen and check.



- 1 They aren't potatoes.
- 2 They're apples.
- 3 They're pears.
- 4 They're tomatoes.
- 5 They're carrots.
- 6 They aren't oranges.





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

Good morning!

LINGUISTIC CONTENTS:

Morning routines. Breakfast food. Describing habitual actions, telling the time: I get up (at 8 o'clock). I go to school (by car). I don't ... How do you go to school? What do you have for breakfast? What time do you ...? (Metalinguistic reflection)

CLIL: World Water Day (Science)

Project Work COOL KIDS: Healthy habits

(Taking care of the body)

STARTING THE CLASS

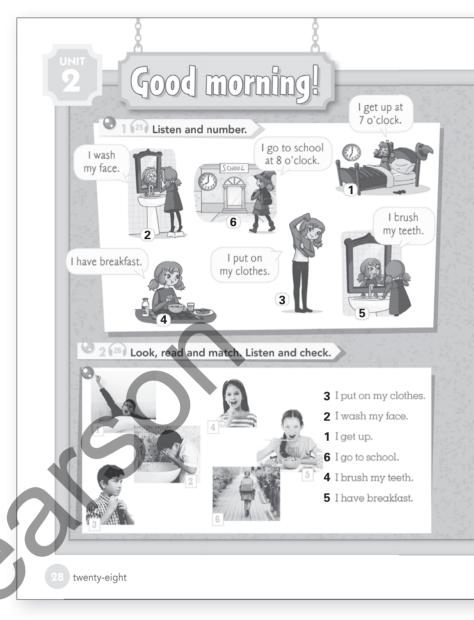
• Do the routine suggested in the Introduction.

INTRODUCING MORNING ROUTINES

- Write **MORNING ROUTINE** on the board and mime your morning routine (refer to the actions presented on p. 28). As the children guess the action, provide the English phrases and stick the flashcards.
- Ask the children if their routine is similar or different. Go over each flashcard and ask the children about it: Brush my teeth. Do you brush your teeth? Then, interact about their routines: What time do you get up? Do you brush your teeth before or after breakfast? Do you have breakfast at home or at school? etc. Use gestures to make yourself clear.

■ 1 Listen and number.

- ▶ Tell the children to open the book at page 28. Draw the children's attention to the pictures and elicit the order in which they do those actions.
- ▶ Point to activity 1 and elicit what they have to
- ▶ Play the audio making a short pause after each item to give the children time to number them. Play it more than once if necessary.
- ▶ To check, elicit the action for each number. Be ready to model the pronunciation of the new words.

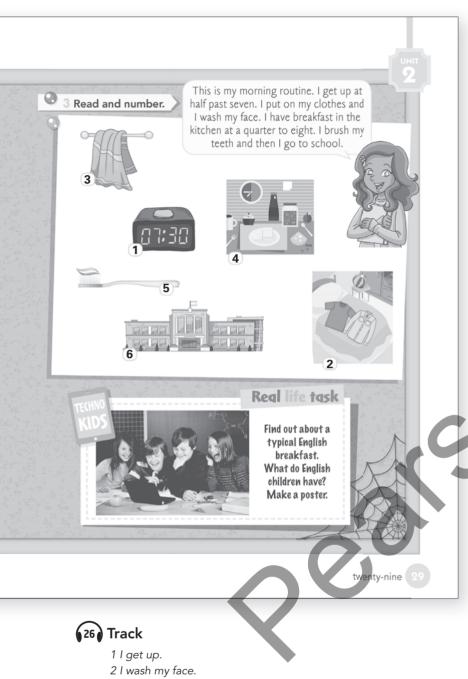


25 Track

- 1 I get up at 7 o'clock.
- 2 I wash my face.
- 3 I put on my clothes.
- 4 I have breakfast.
- 5 I brush my teeth.
- 6 I go to school at 8 o'clock.

2 Look, read and match. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them they can resort to activity 1 or the flashcards on the board if they need help.
- ▶ To check, play the audio making a pause after each item for the children to do the checking.
- As a follow-up, you can play a memory game: you say the action and they say the number, then you say number and they say the actions. You can provide options if necessary.



3 I put on my clothes.4 I have breakfast.5 I brush my teeth.6 I go to school.

3 Read and number.

- ▶ Tell the children to open the book at page 29.
 Point to activity 3 and elicit what they have to
- Go over the pictures and elicit the actions they are associated with.
- ▶ Draw the children's attention on Julia and her speech bubble. Tell them to read it quickly to find out what it is about.
- ▶ Allow some time for the children to read again and work on their own while you monitor. Tell the children to number the items in the order in which the routine actions are mentioned in the text
- To check, elicit the order of the pictures. Ask the children to justify referring back to the text.

TECHNO KIDS Real life task

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



NB Page 108, activity 1 ▶ TB p. 64

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

• Do the routine suggested in the Introduction.

■ 4 Read and number. Sing.

- ▶ Tell the children to open the book at page 30. Point to activity 4 and elicit what they have to do.
- ▶ Draw the children's attention to the pictures and elicit the boy's morning routine.
- ▶ Tell the children to focus on the lyrics to check the actions and the order.
- ▶ Play the song, inviting the children to sing along following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.



Every morning
I wash my face,
I comb my hair,
I brush my teeth.
Every morning
I put on my clothes,
Before I go to school.



Karaoke version

5 Look, read and write.

- Point to activity 5 and elicit what they have to do.
- ▶ Draw the children's attention to the pictures and elicit the situations. Where are the children in the photos and pictures going to? How do you know?
- ▶ Read the speech bubbles all together and check their predictions. Elicit the phrases we use to express how we go to school. Focus on transparent words and known vocabulary (on <u>foot</u>).



TEACHING TIP!

Interact with them asking how they come to school and tell them how you get there. You can also ask them how long it takes them to get to school. You can use the board and gestures to make yourself clear: How do you come to school? What time do you leave home? What time do you arrive here? How long does it take you? Minutes, an hour?



- ▶ Read the boy's speech bubbles and elicit what they have to write about. Allow some time for the children to write.
- As a follow-up, you can carry out a classroom survey on how they come to school.

6 Read and write A for Alison, P for Peter or S for Sam.



DIFFERENT MORNING ROUTINES

Hi! I'm Alison, I get up at seven o'clock every morning. I have breakfast at home and then I go to school. I don't go by bus. I go on foot.

Hello! My name is Peter.
I get up at half past seven. I wash my face and I put on my clothes. I go to school at eight o'clock. I don't have breakfast at home, I have breakfast at school at a quarter past eight.





- 2 I have breakfast at school. P
- 3 I have breakfast at home. A and S
- 4 I go to school on foot. A
- 5 I go to school by bus. S



up at ten o'clock. I wash my face and I have breakfast. I don't go to school in the morning. I have lunch at home and I go to school at one o'clock. I go to school by bus.

(Pupil's own answers)

7 Read and circle.



How about

VOITS



- I have / don't have breakfast.
- 1 go / don't go to school by bus.
- I brush / don't brush my teeth in the morning.
- 1 get up / don't get up gt nine oclock

thirty-one

6 Read and write A for ALISON, P for PETER or S for SAM.

- ▶ Tell the children to open the book at page 31. Point to activity 6 and elicit what they have to do.
- ▶ Introduce Alison, Peter and Sam. Read the title together and elicit what they are talking about.
- ▶ Allow some time for the children to work on their own while you monitor. Tell them to underline in the texts the information they use to decide who does each activity.
- ▶ To check, go over each sentence elicit the names.

FRED'S REFLECTION TIME!

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

7 Read and circle.

- Point to activity 7 and elicit what they have to
- ▶ Read the speech bubble together and elicit whose routine they have to refer to. Tell them that each of them will write about their own routine
- Allow some time for the children to work on their own while you monitor.
- As a follow-up, you can invite the children to share their routines and find similarities and differences with their classmates.

Page 108, activity 2 > TB p. 64 Page 109, activity 3 > TB p. 64

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

• Do the routine suggested in the Introduction.

INTRODUCING BREAKFAST FOOD

- Write **BREAKFAST** on the board and ask the children where they have breakfast and what they have for breakfast. Brainstorm the food and drink and use the flashcards to introduce the English words.
- Carry out a simple survey to find out the most popular breakfast food in the class.
- Go back to the poster of the Real life task and discuss typical breakfasts in different parts of the world, especially in their own areas or countries of origin.

■ 8 Listen and number.

- ▶ Tell the children to open the book at page 32.
 Point to activity 8 and elicit what they have to
 do.
- ▶ Play the audio making a short pause after each item. Play it more than once if necessary.
- ▶ To check, go over each item and elicit the number.
- As a follow-up, ask the children if they eat those items for their breakfast.

²⁹ Track

toast / biscuits / cereal / cake / coffee / tea / milk / jam



9 Listen and tick the food in the song. Sing.

- Point to activity 9 and elicit what they have to do.
- ▶ Focus the children's attention on the pictures and elicit the breakfast food and drink on the table.
- Play the song once for the children to tick the food items.
- ▶ Tell the children to focus on the lyrics to check.
- ▶ Play the song again, inviting the children to sing along following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.
- ▶ Focus on Ben's speech bubble. As a follow-up, the children can write new lyrics for a song about their breakfast. Remind them they can use the Word Bank on p. 101. Once the lyrics are ready, they can use the karaoke version to sing.

10 (32) Listen and guess. Play!

GUESS TIME





get up	have breakfast	go to school	have lunch
<i>8:30</i>	7:00	8:00	12:30
7:00	7:30	8:00	12:30
<i>8:30</i>	7:00	8:00	1:30
7:00	7:30	8:00	1:30



Martin: What time do you have breakfast Laura: I have breakfast at 7 o'clock Martín: What time do you have lunc Laura: I have lunch at half past twell Martín: You are Julia!

thirty-three 33

(30) Track

I have milk. I have tea.

I have cereal. Mmm!

Yummy!

I have toast with jam and chocolate biscuits, too.

I love breakfast! How about you? (x2)

(31) Track

Karaoke version



Page 109, activity 4 ▶ TB p. 62

GUESS TIME

■ 10 Listen and guess. Play!

- ▶ Tell the children to open the book at page 33. Draw their attention to activity 10 and elicit what they have to do.
- Listen to the audio and tell the children to help the wizard: Does the girl have good memory? Invite them to justify why the information is incorrect.
- 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.

(32) Track

What time do you get up? At seven o'clock. I get up at seven o'clock.

Page 109, activity 4 ▶ TB p. 64 Page 110, activity 5 ▶ TB p. 65

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

• Do the routine suggested in the Introduction.

■ 11 Read and complete the chart for you and your friend.

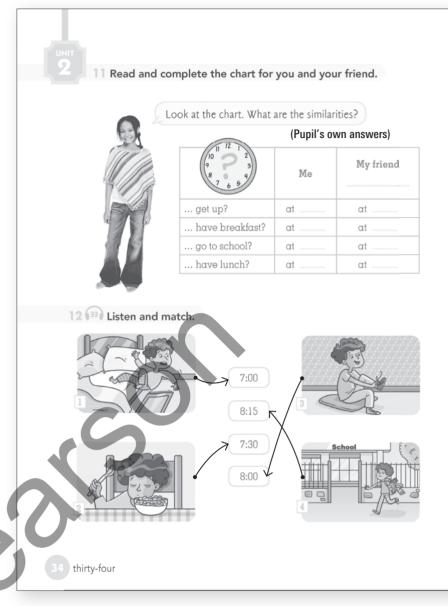
- ▶ Tell the children to open the book at page 34. Draw their attention to activity 11 and elicit what they have to do.
- ▶ Elicit the questions they need to ask to interact with their friends.
- Allow some time for the children to work in pairs while you monitor.
- ▶ Draw the children's attention to the speech bubble and read it together. Allow some time for them to find similarities in the chart. Interact with them about them: Who has (2) similarities? What time do you (get up)? etc.

■ 12 Listen and match.

- ▶ Draw their attention to activity 12 and elicit what they have to do.
- ▶ Introduce Charlie, go over the pictures in each box and elicit what action they refer to.
- ▶ Play the audio making a short pause after each item. Play it more than once if necessary.
- ▶ To check, elicit the time for each action.

Track

Hello everybody! My name's Charlie. I'm nine years old. This is what I do every morning. I get up at 7 o'clock. I have breakfast at half past seven. After breakfast, I brush my teeth. At eight o'clock I put on my clothes. I go to school at a quarter past eight.



LET'S READ AND WRITE

■ 13 Read and complete the text.

- ▶ Tell the children to open the book at page 35. Draw their attention to activity 13 and elicit what they have to do.
- ▶ Focus the children's attention on the photos and elicit what type of text it is (a blog entry).
- ▶ Tell them to read the text quickly in order to find the name of the girl and what the text is about.
- ▶ Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the words for each blank. Ask the children to justify their choices by referring to the hints in the text.

13 Read and complete the text.

LET'S READ AND WRITE.

^{имп} 2

000	Hi! My name is Chiara and I'm ten years old. This is what I do every morning. I get up at 7 o'clock and I wash my face. I have breakfast at half past seven. I have milk and toast I don't like coffee. I brush my teeth and put on my clothes	
	I go to school at 8	
REFLECTION	clothes don't have o'clock ten toast	wash

14 Write about your morning routine. (Pupil's own answers)

Hi! My name is
thirty-five 3

REFLECTION TIME!

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

■ 14 Write about your morning routine.

- ▶ Draw their attention to activity 14 and elicit what they have to do.
- ▶ Go back to the text in activity 13 and work out what parts in the text they can keep and what they can change to write about their own morning routine.
- ▶ Allow some time for the children to work on their own while you monitor (if you are short of time, they can draw at home). Remind them they can use the Word Bank on p. 101.
- ▶ 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! 2 Portfolio on p. 93 (My morning routine).

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

• Do the routine suggested in the Introduction.

Wendy and Friends

BEFORE THE STORY 15 Look and tick.

- ▶ Tell the children to open the book at page 36. Elicit who they can see in the pictures, where they are and what time of the day it is.
- ▶ Draw their attention to activity 15 and elicit what they have to do.
- ▶ Allow some time for the children to go over the pictures of the story quickly looking for 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 objects.

■ 16 Look and listen to the story.

- ▶ Tell the children to close their books and write the following questions on the board: IS IT SEVEN O'CLOCK OR HALF PAST SEVEN? WHO IS HUNGRY? IS JULIA'S SCHOOLBAG IN THE BEDROOM? IS HER PENCIL CASE IN THE BEDROOM? IS IT A SCHOOL DAY?
- ▶ 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.

UNIT 2

WENDY AND FRIENDS

BEFORE THE STORY

15 Look and tick.

What school objects can you see in the story?

Schoolbag book pencil case ruler

16 (34) Look and listen to the story.











36 thirty-six



(34) Track

Ben: Get up, Julia! It's late. Julia: What time is it?

Ben: It's 7:30.

Julia: Oh, no! I always get up at 7:00.

Ben: Hurry up! The school bus is here! Julia: I'm hungry! I always have breakfast.

Julia: Help me, please! Where's my schoolbag?

Ben: It's in your bedroom! And your pencil case is in the living room.

Julia: Bye Mum! Bye, Dad! Wait for me, Ben!

Julia: Hi, Wendy. It's late! Wendy: Where's the bus?

Mom: Wendy! Julia! Today is Sunday. You don't go to school, today.







17 Choose and ending. Tick (√).





AFTER THE STORY

18 Read and answer.

1 What time is it?	It's half past seven.
2 Where is the schoolbag?	In the bedroom
3 Where is the pencil case?	In the living rom .
	It's Sunday

19 Act out!



■ 17 Choose an ending. Tick (✓).

- Point to activity 17 and elicit what they have to do.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board **OPTION 1: JULIA AND WENDY ARE ANGRY.** 2: THEY HAVE BREAKFAST TOGETHER. Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

■ 18 Read and answer.

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

■ 19 Act out!

- Point to activity 19 and elicit what they have to
- Listen to the story again, this time following it in their books. Elicit the meaning of new expressions (It's late! Hurry up! The school bus is here! Wait for me!). Invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.



NB) Page 110, activity 6 ▶ TB p. 65

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

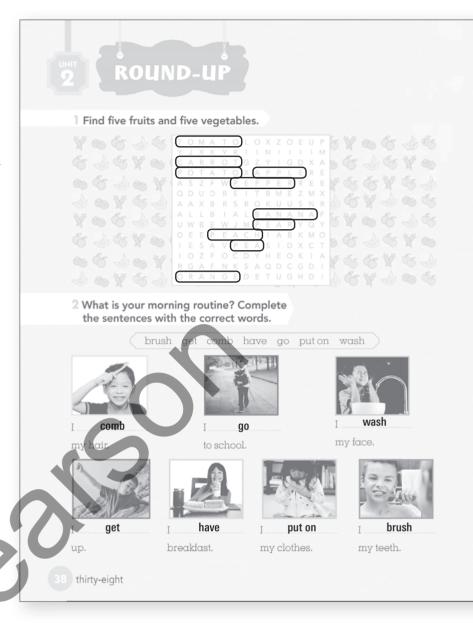
U2 Round-Up

■ 1 Find five fruits and five vegetables.

- ▶ Point to activity 1 and elicit what they have to do. Let them know that all the words are hidden horizontally.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the fruits and vegetables.

2 What is your morning routine? Complete the sentences with the correct words.

- ▶ Point to activity 2 and elicit what they have to do.
- Go over the photos and elicit the morning activities. Read the words in the box together and make sure they understand them
- ▶ Allow some time for the children to work on their own while you monitor. Remind them that they can refer the the Word Bank if necessary.
- ▶ To check, elicit the complete sentences.

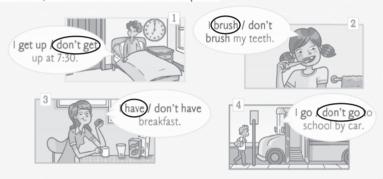


ROUND-UI

3 Read and complete the text.



4 Look, read and circle the correct option.



5 Read and match. There is an extra answer.



■ 3 Read and complete the text.

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

■ 4 Look, read and circle the correct option.

- Point to activity 4 and elicit what they have to
- Focus on the pictures and the speech bubbles.
- Allow some time for the children to work on their own while you monitor.
- ▶ To check, to read the texts and justify their options referring to the pictures.

5 Read and match. There is an extra answer.

- Point to activity 5 and elicit what they have to do.
- Go over the questions and count the number of answers so that children notice there is an extra answer.
- Allow some time for the children to work on their own while you monitor.
- To check, ask the children to read each question and the corresponding answers.
- Ask the children to justify their answers by referring to the key words that helped them choose the correct options.

Round-Up

6 Look, listen and write JEFF and SANDRA.

- ▶ Point to activity 6 and elicit what they have to do.
- ▶ Go over the pictures and elicit the food they like and don't like.
- ▶ Tell the children they will listen to Jeff and Sandra's preferences. Play the audio making a pause after each item to give the children time to decide on the correct picture. 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 picture. Ask them to justify by referring back to the pictures.

Track

- 1 Jeff, do you like apples? Yes, I do. I like apples but I don't like peaches.
- 2 Sandra, do you like carrots? No, I don't. I like tomatoes.





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



What time do you get up, Joanne? I get up at seven o'clock. Do you have breakfast? Yes, I do. I always have breakfast at a quarter past seven.

What time do you go to school? I go to school at a quarter to eight. What time do you have lunch? I have lunch at twelve o'clock.

Round-Up

U2







ROUND-UP





Questions
How old are you?
What's your favourite fruit?
What's your favourite vegetable?

What time do you get up? What do you have for breaktor How do you go to school? Are you...?

forty-one 41

■ 8 Read, listen and tick (✓).

- Point to activity 8 and elicit what they have to do.
- Go over the questions and elicit what information is being asked.
- ▶ Play the audio making a pause after each item to give the children time to decide on the correct option. Play it more than once if necessary.
- lacktriangle To check, elicit the correct answers for each question.

37 Track

- 1 What month is it? It's June.
- 2 What time is it? It's nine o'clock.
- 3 What time do you have lunch? I usually have lunch at half past twelve.

9 Work in pairs. Ask and guess!

- Point to activity 9 and elicit what they have to do.
- ▶ Elicit what information is provided for each kid in the cards: name, age, favourite fruit, favourite vegetable, time they get up, breakfast and how they go to school.
- Go over the questions together and check they understand all of them.
- ▶ Allow some time for the children to play in pairs: one asks the questions for the other one to answer. Then they swap. Allow short answers, since the aim of this activity is to foster interaction.

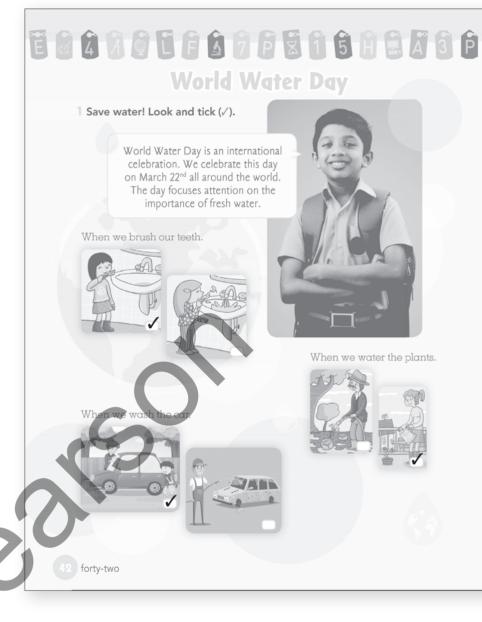
• Do the routine suggested in the Introduction.

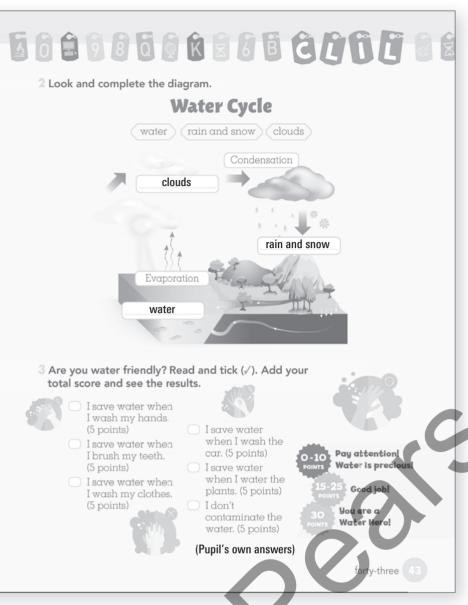
INTRODUCING WORLD WATER DAY

- Write **WORLD WATER DAY** on the board and ask the children what they think this refers to. Reflect with them about the importance of fresh water and explain to them what it means.
- Brainstorm what we can do to save water.

■ 1 Save water! Look and tick (✓).

- ▶ Tell the children to open the book at page 42. Point to activity 1 and elicit what they have to do.
- ▶ Read the boy's speech bubble together and elicit when World Water Day is. Do they celebrate it at school?
- ▶ Focus on the pairs of pictures and elicit what activities they show. Read the sentences together and tell the children to tick the correct way to save water.





2 Look and complete the diagram.

- ▶ Point to activity 2 and elicit what they have to do.
- ▶ Draw the children's attention to the diagram and ask them if they are familiar with it, if they know what it represents. You can ask them in what school subject they have studied it and relate the words to the daily routine.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the missing words in the diagram.

3 Are you water friendly? Read and tick (√). Add your total score and see the results.

- Point to activity 3 and elicit what they have to do.
- ▶ Read the statements together with the class and tell the children to tick them if they are true for them. Make sure they understand the gist of the tips.
- ▶ Draw the children's attention to the scores and tell them to calculate their own scores. Interact with the class: Who is a water hero? Who is doing a good job? Who isn't?

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

• Do the routine suggested in the Introduction.

INTRODUCING HEALTHY HABITS

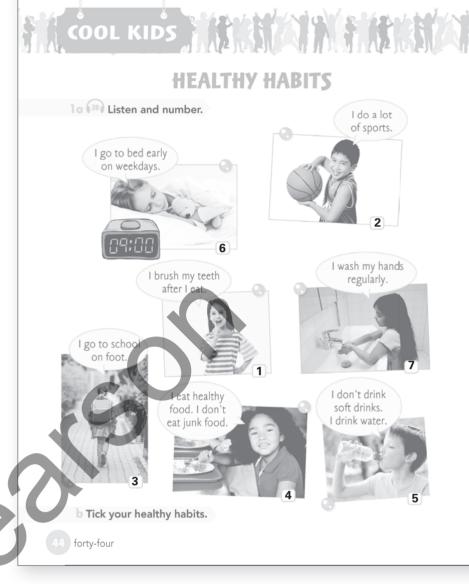
• Write **HEALTHY HABITS** on the board and elicit healthy routines. Write their answers on the board and provide the English for what they say.

■ 1a Listen and number.

- ▶ Tell the children to open the book at page 44.
 Point to activity la and elicit what they have to
 do.
- ▶ Go over the photos and elicit the habits. Read the speech bubbles together: Are they healthy habits? Make sure they understand the gist of the speech bubbles.
- ▶ Play the audio making a short pause after each item to give the children time to number the photos. Play it more than once if necessary.
- ▶ To check, elicit the number for each habit.

38 Track

- 1 I brush my teeth after I eat.
- 2 I do a lot of sports.
- 3 I go to school on foot.
- 4 I eat healthy food. I don't eat junk food.
- 5 I don't drink soft drinks. I drink water.
- 6 I go to bed early on weekdays.
- 7 I wash my hands regularly.



■ 1b Tick your healthy habits.

- ▶ Point to activity 1b and elicit what they have to do.
- ▶ Go back to the habits in activity la and allow some time for the children to work on their own while you monitor.
- ▶ Carry out a simple class survey to find out the most popular healthy habits in the class. Reflect about some habits we can change to have a healthier life.



2 Do you wash your hands regularly? Read and put in the correct order.







2 Rub palm to palm with fingers for 15 seconds.



Use soap.



3 Rinse your hands.



- A) Make a "Wash your hands" instruction poster for the school toilets.
- B) Design a "Healthy Habits" poster for the classroom.

(Pupil's own answers)



2 Do you wash your hands regularly? Read and put in the correct order.

- ▶ Tell the children to open the book at page 45. Draw their attention to the boy and read the speech bubble together. Brainstorm what the children do to stop germs, e.g. wash their hands, use hand sanitizer, clean the house, open the windows, etc.
- ▶ Point to activity 2 and elicit what they have to do.
- Draw their attention to the pictures and elicit what they show. Read the sentences together to put them in order. Make sure they understand the gist of the steps.

3 Let's organise a healthy habits campaign!

- Point to activity 3 and elicit what they have to
- Read the two options together. Divide the class into small groups and tell each group to choose one of the tasks.

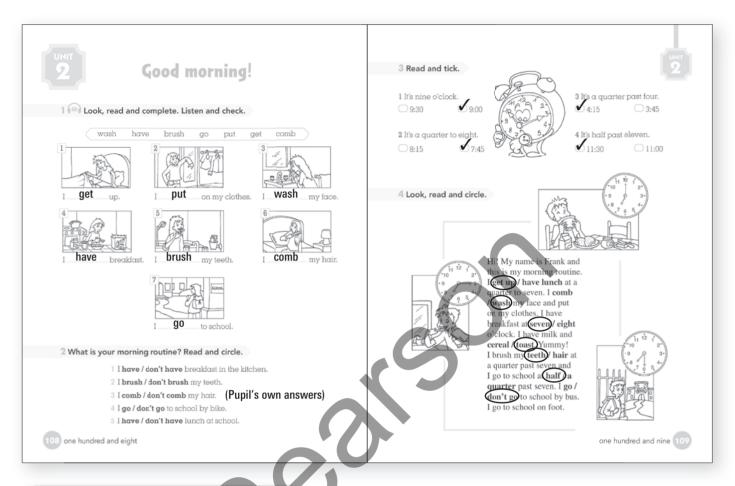


TEACHING TIP!

Those who choose the "Wash your hands" instruction poster should refer to activity 2 and copy the steps in the correct order. Those who choose the "Healthy Habits" poster should go back to activity 1 and choose some of the habits presented.

The posters can be displayed at school or in the English corner or School board.

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





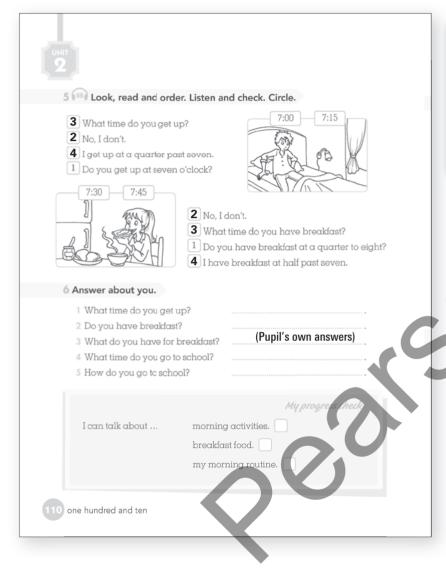
TEACHING TIP!

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

1 Look, read and complete. Listen and check.

68 Track

- 1 I get up.
- 2 I put on my clothes.
- 3 I wash my face.
- 4 I have breakfast.
- 5 I brush my teeth.
- 6 I comb my hair.
- 7 I go to school.



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

5 Look, read and order. Listen and check. Circle.

69) Track

- 1 Do you get up at seven o'clock?
- 2 No, I don't.
- 3 What time do you get up?
- 4 I get up at a quarter past seven.
- 1 Do you have breakfast at a quarter to eight?
- 2 No, I don't.
- 3 What time do you have breakfast?
- 4 I have breakfast at half past seven.

Unit 3

Busy school days!

LINGUISTIC CONTENTS:

School subjects. Days of the week. Opinion adjectives. Expressing preference and opinion, talking about days and time: I like / don't like... My favourite subject is... (Science) is interesting / difficult / easy. It's on + day. It's at + time. When ...? What time ...? (Metalinguistic reflection)

CLIL: Energy Sources (Science)

Project Work COOL KIDS: Help save Planet Earth (Science)

INTRODUCING SCHOOL SUBJECTS

• Write **SCHOOL SUBJECTS** on the board and elicit the children's school subjects. Provide the English words and write them in a web on the board. Interact about the subjects as they are mentioned: Do you like (Maths)? Is (P.E.) on Monday? Is (Music) in the morning? Is (Art) at 10 o'clock?

■ 1 Listen and number.

- ▶ Tell the children to open the book at page 46. Draw the children's attention to the picture. Elicit where the children are and read the speech bubbles together. Focus on the books and make a list of the school subjects at Max and Ben's school. Compare them to the school subjects at the children's school. Discuss the differences. Explain to the children that Physical Education is usually referred to as P.E. and Information Technology as IT.
- Point to activity 1 and elicit what they have to do.
- ▶ Play the audio making a short pause after each item to give the children time to number them. Play it more than once if necessary.
- ▶ To check, elicit the school subject for each number.

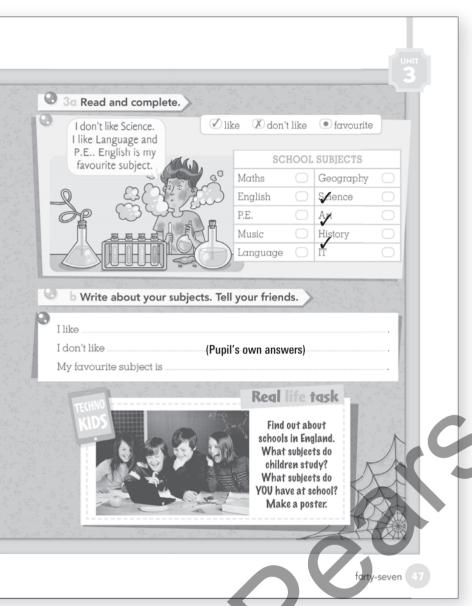




- (39) Track
 - 1 English 2 Science
 - 3 Maths
 - 4 History
 - 5 Music
 - 6 Geography
 - 7 P.E.
 - 8 IT
 - 9 Art

2 Look, read and match. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do.
- Go over the photos and elicit what school subject the children are studying.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them they can resort to activity 1 or the web on the board if they need help.



▶ To check, play the audio making a pause after each item for the children to do the checking.

40 Track

- 1 Geography
- 2 P.E.
- 3 IT
- 4 Art
- 5 English
- 6 Science
- 7 Maths
- 8 History
- 9 Music

■ 3a Read and complete.

- ▶ Tell the children to open the book at page 47. Point to activity 3a and elicit what they have to do.
- ▶ Go over the picture and elicit the school subject the boy is working on. Ask the children about their predictions: Does the

- boy like Science? Tell them to read the speech bubble quickly to find out.
- ▶ Draw the children's attention to the reference box and the list of school subjects. Allow some time for the children to read again and work on their own while you monitor.
- ▶ To check, ask the children about each subject.
- As a follow-up, ask the children about the subjects they like, don't like and what their favourite subject is.

3b Write about your subjects. Tell your friends.

- Point to activity 3b and elicit what they have to do.
- ▶ Focus the children's attention on the text they have to complete using the information discussed in the previous follow-up.

TECHNO KIDS Real life task

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



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

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

• Do the routine suggested in the Introduction.

4 Sing.

- ▶ Tell the children to open the book at page 48.
 Point to activity 4 and elicit what they have to do.
- ▶ Draw the children's attention to the photo and elicit the school subject.
- ▶ Focus on the lyrics and read them together.
 Discuss whether their school week is the same.
 Is it so in other countries? (For instance, some schools in Mexico, Russia, France, Saudi Arabia or Italy have classes on Saturday. In Israel, children attend school on Sunday).
 Encourage the children to find other known phrases in the lyrics (put our books away).
- ▶ Play the song, inviting the children to sing along following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.

41 Track

On Monday, Tuesday, Wednesday we study all day.

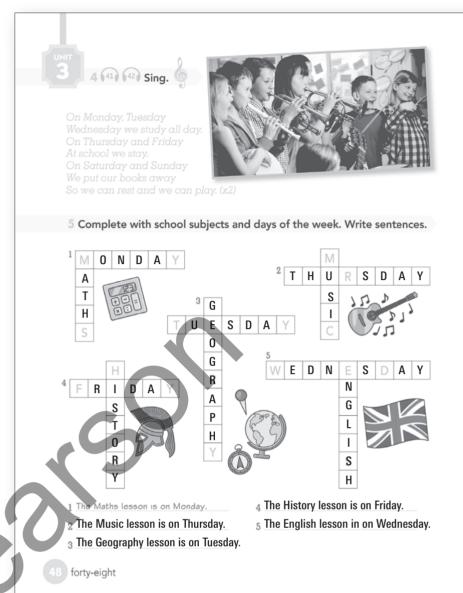
On Thursday and Friday at school we stay.
On Saturday and Sunday we put our books away so we can rest and we can play. (x2)

42 Track

Karaoke version

5 Complete with school subjects and days of the week. Write sentences.

- Point to activity 5 and elicit what they have to do.
- ▶ Draw the children's attention to the crossword puzzle. Elicit the direction of the school subjects and the days of the week. Let them know that the pictures serve as a hint for the school subjects, but the hints for the days of the week are just the letters.
- ▶ After checking the word puzzle, children can write the sentences following the model.
- ▶ To check, invite children to read out the sentences.
- As a follow-up, you may play a memo game: you say the day, they say the school subject and vice versa.



6 Read and complete Julia's timetable.

- ▶ Tell the children to open the book at page 49. Point to activity 6 and elicit what they have to do.
- ▶ Draw the children's attention to Julia and her speech bubble. Tell the children to read it quickly to find out what it is about. Focus the children's attention on the incomplete timetable.
- ▶ Allow some time for the children to work on their own while you monitor. Tell them to underline in the texts the information they use to complete the timetable.
- ▶ To check, go over each day and elicit the school subjects.



6 Read and complete Julia's timetable.

I've got a busy week. Look at my timetable!

I have Language on Monday and Tuesday at eight o'clock. The Science lesson is on Tuesday and Wednesday at half past nine. I like Language and Science.

The Maths lesson is on Thursday and Friday al eleven o'clock. I don't like Maths. My favourite subject is Art. It's on Monday at eleven o'clock. It's fun!

	Monday	Tuesday	Wednesday	Thursday	Friday
	Language	Language	Music	Geography	History
	History	Science	Science	Spanish	Spanish
10	Art	P.E.	ι.τ.	Maths	Maths

7 Complete your timetable. (Pupil's own answers)



REFLECTION TIP!

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

7 Complete your timetable.

- Point to activity 7 and elicit what they have to do.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them that they can refer the the Word Bank on p. 101 if necessary.
- As a follow-up, interact with the children about their school timetable: What subjects do you have on (Tuesday)? What time is (P.E.)? What about (Maths)? And (Music)?



(NB) Page 112, activities 2 and 3 ▶ TB p. 81

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

• Do the routine suggested in the Introduction.

■ 8a Listen and complete the timetable.

- ▶ Tell the children to open the book at page 50. Point to activity 8 and elicit what they have to do.
- ▶ Focus on the photo and read the first speech bubble together. Elicit what information is missing in the diary: School subject? Day? Time?
- ▶ Play the audio making a short pause after each item. Play it more than once if necessary.
- ▶ To check, copy the diary on the board with the blanks and invite the children to come to the front to complete the missing information.

43) Track

The History lesson is on Monday at half past ten.
The Maths lesson is on Tuesday at a quarter past

The Art lesson is on Wednesday at eleven o'clock. The Science lesson is on Thursday at a quarter to two.

The Geography lesson is on Friday at half past three.

8b Tell Alison about your school week.

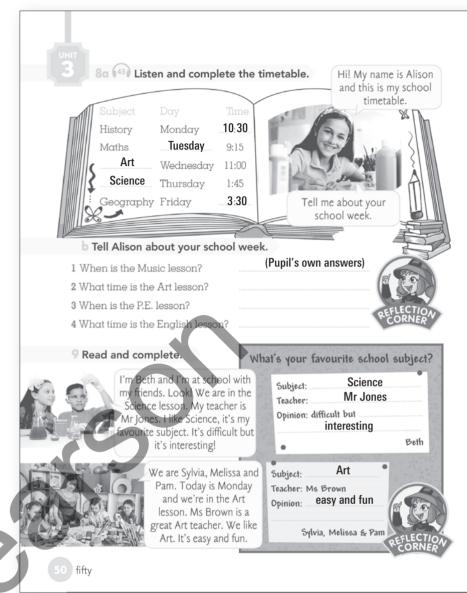
- Point to activity 8b and elicit what they have to do.
- ▶ Draw the children's attention to the second speech bubble. Focus on the questions and elicit what is being asked in each: Day? Time?
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, invite some children to read their answers. Discuss alternatives if there are different answers in the same class.

REFLECTION TIME!

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

9 Read and complete.

- ▶ Point to activity 9 and elicit what they have to do.
- ▶ Focus on the pictures and elicit the school subjects. Ask the children to read the texts quickly and check their answers.



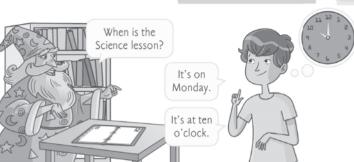
- ▶ Point to the fact files and focus on the missing information. Remind the children that here they don't need to write complete sentences.
- Allow some time for the children to work on their own while you monitor. Remind them to underline in the texts the information they need to complete the fact files.

TEACHING TIP!

Focus the children's attention on the new words **DIFFICULT**, **INTERESTING** and write them on the board. Elicit the meaning of the two words based on their transparency. To introduce **EASY** relate it to its opposite, **DIFFICULT**.

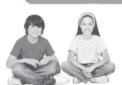
▶ To check, go over the fact files and ask children to read out what they have written. Alternatively you can copy the fact files on the board and complete them with the information provided by the children.

10 (44) Listen and guess. Play.



GUESS TIME

-	Mon	la constitution of the con	Science	History	L	<i>y</i>	5"	P
177	Tue	IT	39	3.00	u	Music	5	EP*
D	Wed	1300	Art	53	N	5	English	F
л	Thu	100	28"	37	C	Language	9	Geography
8	[în	Maths	2.00	39	Н	5	P.E.	
0		9:00	10:00	11:00	12:00	1:00	2:00	3:00



Martín: When is the Art lesson?

Laura: It's on Wednesday.

Martín: Yes! What time is the I.T. lesson?

Laura: It's at 10 o'clock. Martín: No, it isn't. Try agai

fifty-one

REFLECTION TIME!

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



Page 113, activity 4 ▶ TB p. 81

GUESS TIME

■ 10 Listen and guess. Play!

- ▶ Tell the children to open the book at page 51. Draw their attention to activity 10 and elicit what they have to do.
- Listen to the audio and tell the children to help the wizard: Does the boy have good memory? Invite them to justify why the information is correct.
- ▶ Pair work game. Invite two volunteers to read the conversation between Martin and Laura. The children play in pairs following the model dialogue. Allow short answers, since the aim of this activity is to foster interaction.



(44) Track

When is the Science Lesson? It's on Monday. It's at ten o'clock.

NB Page 113, activity 5 ▶ TB p. 81

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

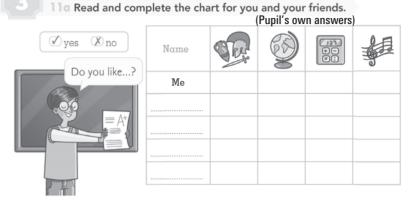
• Do the routine suggested in the Introduction.

■ 11a Read and complete the chart for you and your friends.

- ▶ Tell the children to open the book at page 52. Draw their attention to activity 1 la and elicit what they have to do.
- ▶ Focus the children's attention on the chart and elicit the school subjects. Then, read the speech bubble together and brainstorm the questions and answers they need to ask in order to complete the chart: Do you like (History)? Yes (I do). / No (I don't).
- ▶ Allow some time for the children to work on their own while you monitor.

■ 11b Look at the chart. What are the similarities?

- ▶ Point to activity 11b and elicit what they have to do.
- ▶ Allow some time for them to find similarities in the chart. Interact about them: (Juan) and I like Maths but we don't like Geography.
- As a follow-up, they can write a couple of sentences about the similarities in their copybooks.



b Look at the chart. What are the similarities?





✓ Wednesday



■ 12 Listen and tick.

- ▶ Point to activity 12 and elicit what they have to do.
- ▶ Draw the children's attention to the photos and elicit the school subjects. Focus on the options for each item.
- ▶ Play the audio making a short pause after each item. Play it more than once if necessary.
- ▶ To check, elicit the day for each subject: When is (Art)? On Wednesday.

45 Track

- 1 When is the Art lesson? It's on Wednesday. At what time? It's at ten o'clock.
- 2 What's your favourite subject? I love P.E. When is the P.E. lesson? It's on Friday.
- 3 What's your favourite subject? Geography. When is the Geography lesson? It's on Thursday.
- 4 When is the Science lesson? It's on Wednesday.

 Do you like Science? Yes, I do. It's my favourite lesson.



13 Read and complete. There is an extra word.



bus but don't interesting o'clock past Science teacher Wednesday

LET'S READ AND WRITE.

My name is Leo Pratt. My favourite sch day is Wednesday I get up at hal	ool f
past seven and I go to scho	
bus I have breakfast at so	chool
don't have breakfast	
at home.	

On Wednesday we have Language.

Science and Music, Language is difficult, but I like it. Science is interesting. My favourite subject is Music, it's fun. My Music teacher is Mr Simon, He's cool!

14 What's your favourite school day? Write about it.

My name is
(Pupil's own answers)

LET'S READ AND WRITE

■ 13 Read and complete. There is an extra word.

- ▶ Tell the children to open the book at page 53. Draw their attention to activity 13 and elicit what they have to do.
- ▶ Focus the children's attention on the photo and elicit the situation.
- ▶ Read the gapped text all together and elicit the type of words that are missing (a day of the week, a time, means of transport, negative form, a subject, a linker, an opinion, a noun).
- ▶ Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- ▶ Allow some time for the children to work on their own while you monitor
- ▶ To check, elicit the words for each blank. Ask the children to justify their choices by referring to the hints in the text.

■ 14 What's your favourite school day? Write about it.

- ▶ Draw their attention to activity 14 and elicit what they have to do.
- ▶ Go back to the text in activity 13 and work out what parts in the text they can keep and what they can change to write about their favourite school day.
- ▶ Allow some time for the children to work on their own while you monitor (if you are short of time, they can draw at home). Remind them they can use the Word Bank on p. 101.
- ▶ 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! 2 Portfolio on p. 93 (My favourite school day).

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

• Do the routine suggested in the Introduction.

Wendy and Friends

BEFORE THE STORY 15 Look and tick.

- ▶ Tell the children to open the book at page 54. Elicit who they can see in the pictures, and where they are.
- ▶ Draw their attention to activity 15 and elicit what they have to do.
- ▶ Allow some time for the children to go over the pictures of the story quickly looking for 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.

■ 16 Look and listen to the story.

- ▶ Tell the children to close their books and write the following sentences on the board: 1. THE CHILDREN HAVE MATHS AND GEOGRAPHY. 2. THE TEACHER IS MRS BLACK. 3. WENDY AND MAX USE MAGIC. Ask the children to listen and say if the sentences are TRUE or FALSE.
- ▶ 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.

46 Track

Teacher: Children! Let's start! It's nine o'clock. Max: The Maths lesson is at nine o'clock.

Julia: I don't like Maths. It's difficult. Max: Don't worry!

Max: Abracadabra, Abracazoom!

Wendy: But Mrs Brown, it isn't nine o'clock.
Julia: It's ten o'clock. It's break time!

Teacher: Sit down, children. It's half past ten. Julia: The History lesson is at half past ten. Max: Abracadabra, Abracazoom!

Wendy: But Mrs Brown, it isn't half past ten. Julia: It's ten o'clock. It's break time!

WENDY AND FRIENDS

BEFORE THE STORY

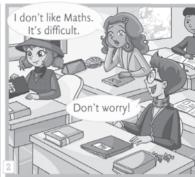
15 Look and tick.

What objects can you see in the story?

pizza a sandwich fruit sweet

16 (46) Look and listen to the story.











fifty-four

■ 17 Choose an ending. Tick (✓).

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





17 Choose and ending. Tick (/).





AFTER THE STORY

18 Look and tick.

1 Maths is at 9:00.

1 Maths is at 9:00.

2 Julia likes Maths.

YES

3 Break time is at 11:00.

4 History is at 10:30.

19 Act out!

fifty-five

REFLECTION TIME!

Discuss the meaning of detention time. You can refer to films or TV series. Find out if some children have had some experiences like that in other countries where they went to school.

AFTER THE STORY

■ 18 Look and tick.

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

■ 19 Act out!

- Point to activity 19 and elicit what they have to
- Listen to the story again, this time following it in their books. Elicit the meaning of new expressions (Let's start! It's break time!). Invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

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

• Do the routine suggested in the Introduction.

INTRODUCING ENERGY SOURCES

• Write **ENERGY** on the board. Elicit what school subject studies energy (Science). Brainstorm different types of energy sources: solar, water, nuclear, wind, oil, etc. Introduce and explain other types such as biomass, geothermal, and other fossil fuels such as coal or natural gas.

1a Read about energy sources.

- ▶ Tell the children to open the book at page 56.
 Point to activity la and elicit what they have to
- ▶ Read the girl's speech bubble together and discuss the concept of renewable and non-renewable sources.
- ▶ Then, read the definitions. Make sure the children understand the gist of the texts. Be ready to teach incidentally any necessary word, but remember that it is not necessary for them to understand every single word. Ask the children: Which energy source is good for the planet?



Energy Sources

la Read about energy sources.

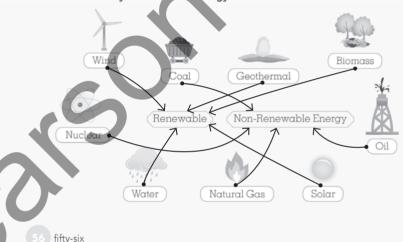
Energy
is all around us in
nature. We produce
energy from many
sources. These sources
can be renewable or
non-renewable.

Non-renewable energy comes from fossil fuels, like coal and petroleum, and from natural gas and uranium.



Renewable energy comes from natural resources like the sun, wind and water. Renewable energy is also called 'clean energy' or 'green power' because it creates less pollution.

b 47 Classify the different energy sources. Match. Listen and check.





■ 1b Classify the different energy sources. Match. Listen and check.

- Point to activity 1b and elicit what they have to do.
- ▶ Tell them to refer back to the texts in la.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, play the audio and make a pause after each item.

47 Track

Renewable energy: wind, solar, biomass, water, geothermal. Non-renewable energy: oil, nuclear, natural gas, coal.

BOESBERR BERRE

2 Read and tick YES or NO.



- 1 The Green School is in the city.
- 2 They produce renewable energy at school
- 3 They use solar energy.
- 4 The school generates electricity for the c
- 5 They take glass and plastic to the



2 Read and tick YES or NO.

- Point to activity 2 and elicit what they have to
- Draw the children's attention to the photos and encourage them to predict what the text is about. Focus on the text type: Is it from an encyclopedia? From a book? From a website? Focus on the title and elicit the meaning of a "areen" school.
- Read the text together to check the children's predictions. Make sure the children understand the gist of the text.
- Allow some time for the children to work on their own while you monitor. Remind them to underline in the text the information they use to decide on the answers.
- To check, read the sentences and elicit the answers. Ask the children to justify their choices referring to the text.
- As a follow-up, interact about the children's school: Is it a green school? Do you use renewable or non-renewable energy sources? Do you recycle materials? Do you classify litter? Have you ever had a similar science project? What did you do? Use Spanish when necessary.

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

• Do the routine suggested in the Introduction.

INTRODUCING HELP SAVE PLANET EARTH

- Write **HELP SAVE PLANET EARTH** on the board and elicit what it refers to. Discuss different problems Planet Earth has and the things we can do to save our planet. Provide the necessary vocabulary that may be needed and teach it incidentally. Write what the children say on the board.
- Introduce the 3R: Reduce, Reuse and Recycle. Brainstorm things that can be reduced, reused and recycled at school.

■ 1 Listen and number.

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

 Point to activity 1 and elicit what they have to do.
- ▶ Go over the photos and read the captions together. Focus on the gist of the captions.
- ▶ Play the audio making a short pause after each item to give the children time to number the photos. Play it more than once if necessary.
- ▶ To check, elicit the number for each photo.

48 Track

Hi, my name is Kevin. This is our class Science project.

- 1 We recycle paper and plastic.
- 2 I volunteer to pick up litter.
- 3 At home we don't waste water.
- 4 We use reusable bags.
- 5 We recycle tins and glass.
- 6 My mum donates my old clothes to charity.





2 Do you reduce, reuse and recycle? Read and tick. Add your total score and see the results.



3 Make a green wall at school!

Materials: (Pupil's own answers) ctions:

- Plastic bottles
- Scissors
- SCISSO
- Rope
- Substrate





- Collect plastic bottles.
- Wash the bottles.
- Ask your teacher to cut the bottles and make the holes.
- Pass the rope.
- Hang the bottles to the wall.
- Fill the bottles with substrate and see
- Water the vertical garden every day.



2 Do you reduce, reuse and recycle? Read and tick. Add your total score and see the results.

- ▶ Tell the children to open the book at page 59. Point to activity 2 and elicit what they have to do.
- ▶ Draw the children's attention to quiz in the website. Remind them of the 3 Rs.
- ▶ Read the introduction together and then go item by item, focusing on the gist. The children tick the boxes or leave them empty according to their habits.
- ▶ Once they have gone over all the items, tell them to count the number of ticks and check their scores. Interact about the results: Who rocks? Who is an Earth friend? Who isn't?

3 Make a green wall at school!

- Point to activity 3 and elicit what they have to do.
- ▶ Go over the list of materials and the instructions before getting started so as to have everything ready for the green wall. Plan together with the children what materials they will bring from home and what activities will be carried out in the classroom and which ones elsewhere.



TEACHING TIP!

This project is ideal to work cross curricularly with the Science and Technology teachers. It will probably demand more than one class and work outside the classroom (in the playground or hall).

As a follow-up, the children can make a poster to display next to the green wall, showing the materials used and the steps followed in the construction of the green wall.

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



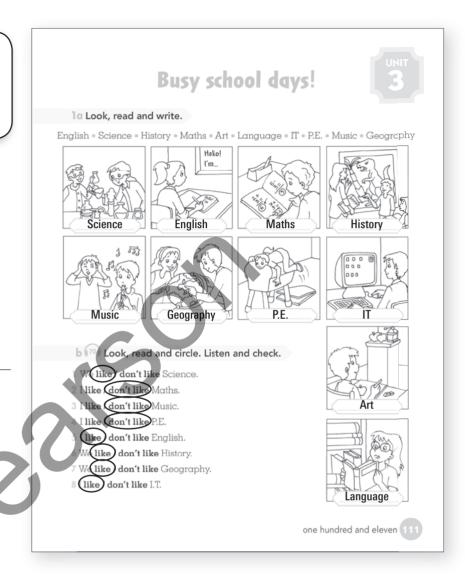
TEACHING TIP!

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

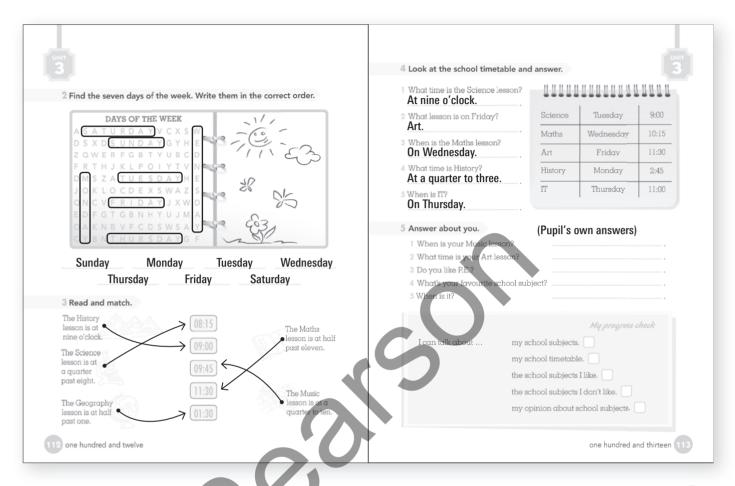
■ 1b Look, read and circle. Listen and check.



- 1 We like Science.
- 2 I don't like Maths.
- 3 I don't like Music.
- 4 I don't like P.E.
- 5 I like English.
- 6 We like History.
- 7 We like Geography.
- 8 I like IT.







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 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 4

After school

LINGUISTIC CONTENTS:

After school activities. Parts of the day. Meals and food. The weather. Describing habitual actions, talking about meals: In the morning / afternoon / evening ... I (watch TV), I don't ... I have (fish) for lunch. What do you have for (dinner)? On a sunny / cloudy day, I ... (Metalinguistic reflection)

CLIL: Eating right (Science)

Project Work COOL KIDS: Traditional dishes

(Intercultural awareness)

STARTING THE CLASS

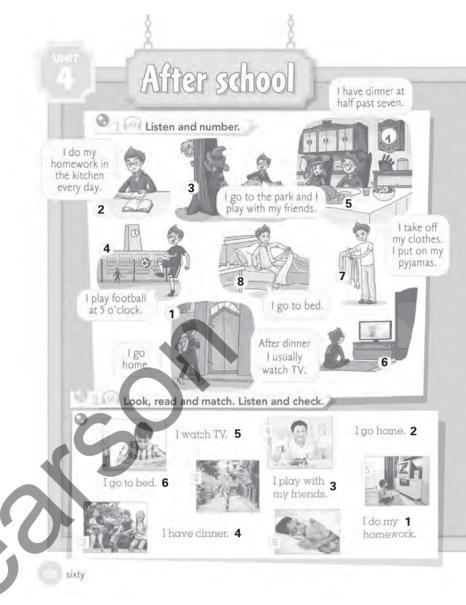
• Do the routine suggested in the Introduction.

INTRODUCING AFTER SCHOOL ACTIVITIES

- Write **AFTER SCHOOL** on the board and use gestures to make sure the children understand the meaning of after. Mime your after school routine (refer to the actions presented on p. 60). As the children guess the action, provide the English phrases and stick the flashcards.
- Ask the children if their routine is similar or different. Go over each flashcard and ask the children about it: Do my homework in the kitchen. Do you do your homework in the kitchen? Then, interact about their routines: What time do you have dinner? Do you watch TV after dinner or before dinner? Do you do your homework in the kitchen or in the bedroom? etc. Use gestures to make yourself clear.

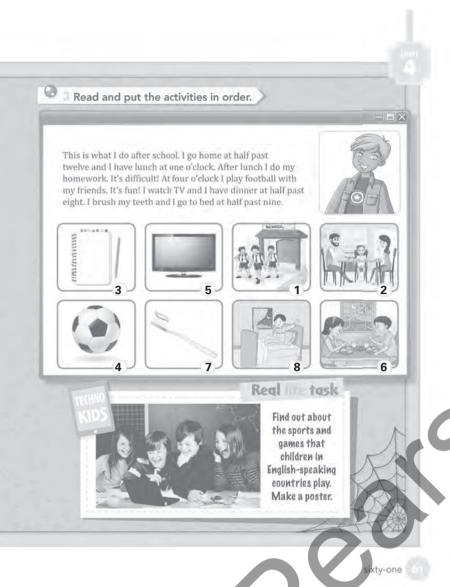
■ 1 Listen and number.

- ▶ Tell the children to open the book at page 60. Draw the children's attention to the pictures. Elicit where Max is and the order in which they think he does those actions.
- ▶ Point to activity 1 and elicit what they have to
- ▶ Play the audio making a short pause after each item to give the children time to number them. Play it more than once if necessary.
- ▶ To check, elicit the action for each number.



49) Track

- 1 I go home.
- 2 I do my homework in the kitchen every day.
- 3 I go to the park and I play with my friends.
- 4 I play football at 5 o'clock.
- 5 I have dinner at half past seven.
- 6 After dinner I usually watch TV.
- 7 I take off my clothes. I put on my pyjamas.
- 8 I go to bed.



2 Look, read and match. Listen and check.

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

50 Track

- 1 I do my homework.
- 21 go home.
- 3 I play with my friends.
- 4 I have dinner.
- 5 I watch TV.
- 6 I go to bed.

3 Read and put the activities in order.

- ▶ Tell the children to open the book at page 61.
 Point to activity 3 and elicit what they have to
 do.
- Go over the pictures and elicit the actions they are associated with.
- Draw the children's attention to Ben and the text in the blog. Tell them to read it quickly to find out what it is about.
- Allow some time for the children to read again and work on their own while you monitor.
- ▶ To check, elicit the order of the pictures. Ask the children to justify referring back to the text.

TECHNO KIDS Real life task

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

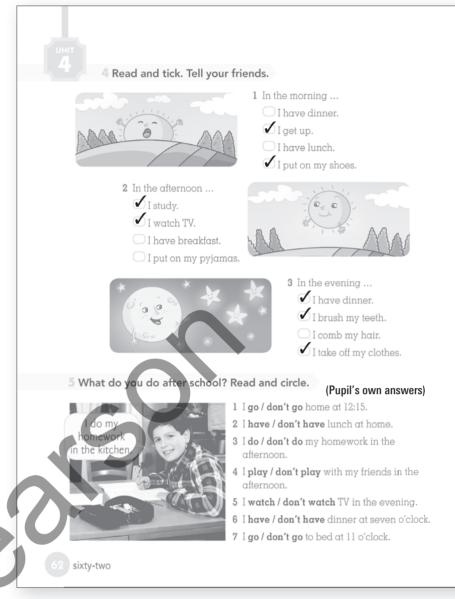


- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

• Do the routine suggested in the Introduction.

■ 4 Read and tick. Tell your friends.

- ▶ Write MORNING, AFTERNOON and EVENING on the board, stick two flashcards with actions for each part of the day and say: In the morning I get up at 6 o'clock and I have breakfast. In the afternoon I watch TV and I play football at 4 o'clock. In the evening I have dinner at half past eight and I go to bed.
- ▶ Elicit the meaning of the parts of the day and interact with the children about the activities they do during the morning, afternoon and evening.
- ▶ Tell the children to open the book at page 62 and draw their attention to activity 4.
- ▶ Allow some time for the children to read again and work on their own while you monitor.
- ▶ To check, invite some children to share their answers, elicit the impossible options and discuss any unexpected answer.



5 What do you do after school? Read and circle.

- ▶ Point to activity 5 and elicit what they have to do. Remind them they have to choose the option according to what they do because all the options are possible.
- ▶ Draw the children's attention to the photo. Elicit where he is and what he is doing.
- Allow some time for the children to read again and work on their own while you monitor.
- ▶ To check, invite some children to share their answers. Work on similarities and differences.

6 Read and complete the chart.



My favourite day is Friday. I get up at 7 o'clock in the morning. I have milk and cereal for breakfast and I go to school at 7:30. On Friday we have Language, Science and P.E., my favourite subjects. I go home at 1 o'clock and I have lunch at 1:30. After lunch I go to the park and play with my friends. I ride my bike and we play football. I don't do my homework on Friday! I have dinner with my family at 8:30. After dinner we watch TV. I go to bed at 11 o'clock. Fridays are fun! What's YOUR favourite day?

In the morning	In the afternoon	In the evening
get up at 7 o'clock have milk and cereal for breakfast go to school have Language, Science and P.E.	go home have lunch go to the park with friends ride my bike play football	have dinner watch TV go to bed

7 Complete the chart and write about your favourite day. (Pupil's own answers)

In the morning	In the afternoon	In the evening

	ч
My favourite day is In the morning	
	١
	4
	2



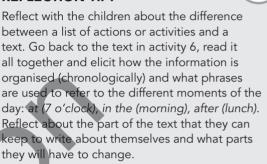
6 Read and complete the chart.

- ▶ Tell the children to open the book at page 63. Point to activity 6 and elicit what they have to do.
- ▶ Draw the children's attention to the girl in the photo and her speech bubble. Tell the children to read it quickly to find out what it is about. Focus the children's attention on the chart.
- Allow some time for the children to work on their own while you monitor. Tell them to underline in the texts the information they use to complete the chart.
- ▶ To check, go over each part of the day and elicit the activities.

■ 7 Complete the chart and write about your favourite day.

- Point to activity 7 and elicit what they have to do.
- Allow some time for the children to complete the chart while you monitor. Remind them that they can refer the Word Bank on p. 102 if necessary. Once they have finished completing the chart draw their attention to the box.

REFLECTION TIP!



Once the texts are ready and checked you can ask them to make a clean copy which will be displayed in the English corner or School board.



Page 114, activity 2 ▶ TB p. 96

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

• Do the routine suggested in the Introduction.

INTRODUCING MORE FOOD

• Write **FOOD** on the board. Stick some of the *FOOD* flashcards face down on the board and play Memory game (option 5), e.g. biscuits, cereal, milk, soup, cheese, pasta, meat, ice cream, fruit, salad and fish.

8 Find and circle the words.

- ▶ Tell the children to open the book at page 64.
 Point to activity 8 and elicit what they have to
- ▶ Focus on the puzzle and tell the children they have to find the twelve items, which are hidden horizontally and vertically.
- ▶ Allow some time for the children to work on their own while you monitor.

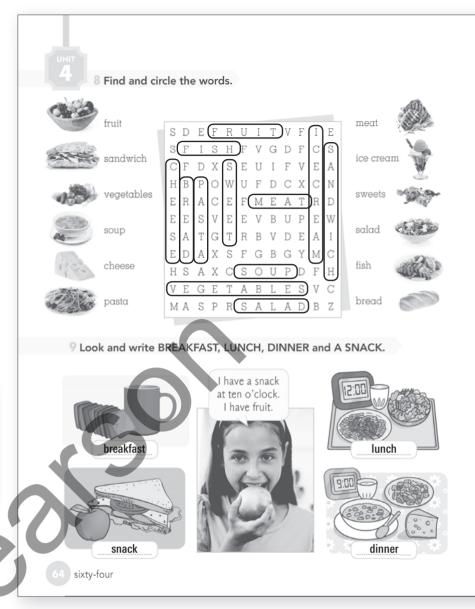


TEACHING TIP!

You can give the children a time limit to search for the words and challenge the kids to find as many words as possible within that time. Once the time is over, they can share the words they have found so that the whole group completes the word search.

9 Look and write BREAKFAST, LUNCH, DINNER and A SNACK.

- ▶ Interact with the children about their eating habits. Write BREAKFAST, LUNCH, SNACK and DINNER on the board. Ask them: What time do you have (breakfast)? Where do you have (breakfast)? What do you normally have for (breakfast)? Since they already know breakfast, lunch and dinner, you can introduce snack by asking them if they eat anything early before lunch and in the afternoon.
- Point to activity 9 and elicit what they have to do.



- ▶ Draw the children's attention to the girl's photo and read her speech bubble together. Ask them about her snack: *Is it* healthy?
- ▶ Point to the pictures and elicit the meal. Allow some time for the children to complete the labels.
- As a follow-up, put all the FOOD flashcards together (including breakfast food) and ask the children to help you classify them into breakfast food, lunch / dinner food, snacks. Some food items may be classified in more than one group.





Martin: What do have for breakfast

Laura: Milk and biscuits.

Martin: What do have for a snac

Laura: A sandwich. Martin: You are Julia!

REFLECTION TIP!

Reflect with the children about different eating habits. Remind them of the different breakfast food they have searched for in unit 2 and discuss differences in their eating habits. Make reference to the times they have each meal and compare them to the typical times in which English or American children have them. You can also discuss which are the most important meals in Argentina and compare them to other countries.

GUESS TIME

■ 10 Listen and guess. Play!

- ▶ Tell the children to open the book at page 65. Draw their attention to activity 10 and elicit what they have to do.
- Listen to the audio and tell the children to help the wizard: Who is the girl thinking of? Elicit the two possibilities.
- Pair work game. Invite two volunteers to read the conversation between Martin and Laura. The children play in pairs following the model dialoque.

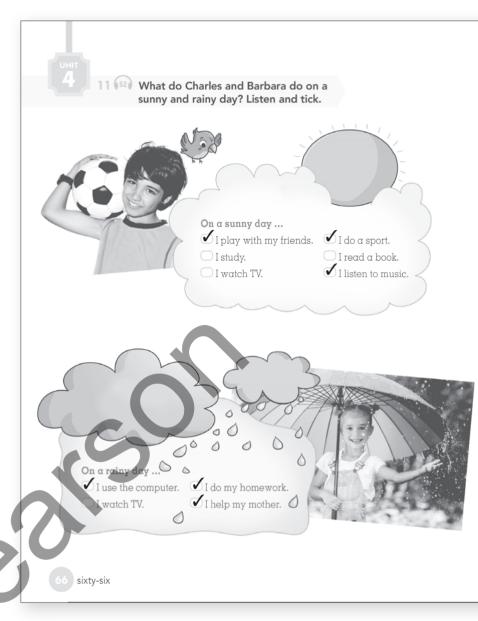
(51) Track

What do you have for breakfast? Milk and biscuits.

B Page 115, activities 3 and 4 ▶ TB p. 96

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

- Do the routine suggested in the Introduction.
- 11 What do Charles and Barbara do on a sunny and rainy day? Listen and tick.
- ▶ Write **SUNNY DAY** and **RAINY DAY** on the board. Brainstorm activities they do on sunny days and activities they do on rainy days. Discuss which activities can be done in both types of day. Ask the children: What do you prefer, sunny days or rainy days? What's your favourite sunny day activity? What's your favourite rainy day activity?
- ▶ Tell the children to open the book at page 66. Draw their attention to activity 11 and elicit what they have to do.
- ▶ Focus the children's attention on the photos of the two children and the weather conditions. Then, read the two speech bubbles together and read the options all together.
- ▶ Play the audio more than once if necessary.
- ▶ To check, invite the children to read the options they have ticked.
- As a follow-up, ask the children if what they do on a sunny or rainy day is similar or different to what Charles and Barbara do.





Charles, what do you do on a sunny day? I play with my friends. Do you do a sport? Yes, I do. I play baseball.

Do you study or read a book? No, I don't study and I don't read a book.

Do you watch TV? No, I don't watch TV but I listen to music.

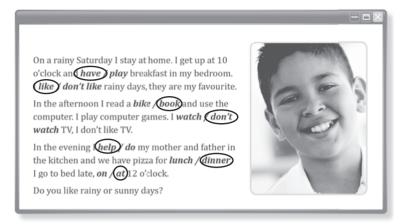
Barbara, what do you do on a rainy day? I use the computer and I do my homework.

Do you watch TV? No, I don't watch TV.

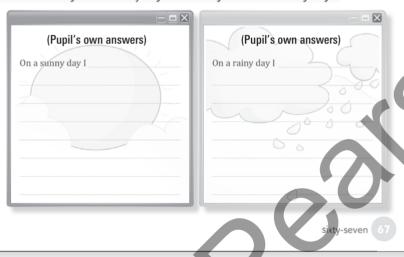
Do you help your mother? Yes, I usually help my mother in the kitchen.

LET'S READ AND WRITE

12 Read and circle the correct option.



13 What do you on a rainy day? What do you do on a sunny day?



LET'S READ AND WRITE

■ 12 Read and circle the correct option.

- ▶ Tell the children to open the book at page 67. Draw their attention to activity 12 and elicit what they have to do.
- ▶ Focus the children's attention on the photo and the text. Elicit what type of text it is.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them to underline in the text the words that help them choose the right option.
- ▶ To check, read the text and elicit the correct options. Ask the children to justify their choices by referring to the hints in the text.

■ 13 What do you on a rainy day? What do you do on a sunny day?

- ▶ Draw their attention to activity 13 and elicit what they have to do.
- ▶ Go back to the text in activity 12 and work out what parts in the text they can keep and what they can change to write about what they do on a sunny or rainy day.
- Allow some time for the children to work on their own while you monitor (if you are short of time, they can draw at home). Remind them they can use the Word Bank on p. 102.
- ▶ 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! 2 Portfolio on p. 94 (On a rainy day ... On a sunny day ...).

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

Do the routine suggested in the Introduction.

Wendy and friends "A delicious meal!"

BEFORE THE STORY

■ 14 What vegetables can you see in the story?

- ▶ Tell the children to open the book at page 68. Elicit who they can see in the pictures, and where they are.
- ▶ Draw their attention to activity 14 and elicit what they have to do.
- ▶ Allow some time for the children to go over the pictures of the story quickly looking for the vegetables. They can circle them in the pictures before ticking the words.
- ▶ To check, the children can refer to the frames where they found the vegetables.

■ 15 Look and listen to the story.

- ▶ Tell the children to close their books and write the following questions on the board: 1. DO WENDY AND JULIA HAVE PIZZA FOR LUNCH ON SATURDAY? 2. WHO HAS GOT A RESTAURANT? 3. IS THERE A KITCHEN AT THIS RESTAURANT? Ask the children to listen and answer the questions.
- ▶ 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.



WENDY AND FRIENDS

BEFORE THE STORY

14 What vegetables can you see in the story?

✓ carrots ✓ tomatoes □ potatoes

peas

A delicious meal!

15 (53) Look and listen to the story.











68 sixty-eight

53 Track

Julia: Look at that strange restaurant! Wendy: Are you hungry? Julia: Yes, I am. Let's go and eat.

Julia: What do you usually have for lunch on Saturday?

Wendy: I usually have fish and chips.
Julia: I usually have a hamburger and chips.

Julia: Look at this strange menu! Who's the cook? Dracula! Wendy: Ha! Ha! Ha! No! Not Dracula!

Wendy: I know the cook. She's my aunt.

Julia: Wow! Your aunt!?

Wendy: Come to the kitchen!





16 Choose and ending. Tick (√).





AFTER THE STORY

17 Read and write JULIA, WENDY or AUNT BRUNHILDA.

1	Julia	is hungry.
2	Wendy	likes fish and chips.
3	Julia	likes hamburger and chips.
4	Aunt Brunhilda	is in the restaurant kitchen.

18 Act out!



■ 16 Choose an ending. Tick (✓).

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

AFTER THE STORY

17 Read and write JULIA, WENDY or AUNT BRUNHILDA.

- Point to activity 17 and elicit what they have to do.
- ▶ Encourage the children to go back to the story to decide on the names. 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. You can ask the rest if they agree both with the answer and the justification.

■ 18 Act out!

- Point to activity 18 and elicit what they have to do.
- Listen to the story again, this time following it in their books. Elicit the meaning of new expressions (Let's go and eat. Who's the cook? I know the cook. Come to the kitchen!). Invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

NB Page 116, activities 5 and 6 ▶ TB p. 97

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

• Do the routine suggested in the Introduction.

INTRODUCING EATING RIGHT

• Write **EATING RIGHT** on the board. Introduce the food groups and brainstorm what food items correspond to each group. Alternatively, show the *FOOD* flashcards one by one and invite the children to help you classify them.

■ 1 Look, read and match.

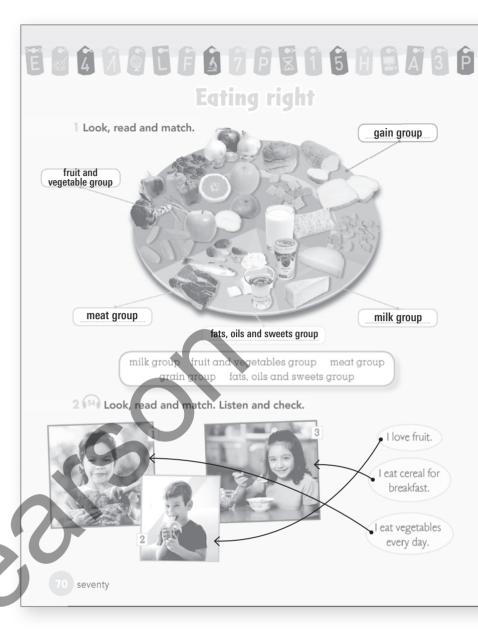
- ▶ Tell the children to open the book at page 70.
 Point to activity 1 and elicit what they have to do.
- ▶ Draw the children's attention to the eatwell plate and the phrases in the box. Allow some time for them to do the labelling on their own while you monitor.
- ▶ Check the food groups eliciting one by one.
- As a follow-up, discuss with the children what the plate represents. Elicit why some groups are smaller than others.

2 Look, read and match. Listen and check.

- ▶ Point to activity 2 and elicit what they have to do.
- ▶ Draw the children's attention to the pictures and the speech bubbles. Elicit what the children in the photos are eating.
- Allow some time for them to do the matching while you monitor.
- ▶ To check, play the audio and make a pause after each item.
- As a follow-up, ask the children about their eating habits: *I* eat ... *I* love ...

54 Track

- 1 I eat vegetables every day.
- 2 I love fruit
- 3 I eat cereal for breakfast.



■ 3 Be a food expert! Complete the chart. Listen and check.

- Point to activity 3 and elicit what they have to do.
- ▶ Draw the children's attention to the chart and elicit what bits of information they have to complete for each food item. Elicit the food groups and write them on the board: MEAT GROUP, MILK GROUP, GRAIN GROUP, FRUIT GROUP and VEGETABLE GROUP (in this activity, fruits and vegetables are grouped separately).
- ▶ Allow some time for the children to work on their own while you monitor. Remind them they can go back to activity 1 and use the Word Bank on p. 102.
- ▶ Play the audio making a pause after each item to check.

IO E 9 8 G R R B B C L G L B E

3 655 Be a food expert! Complete the chart. Listen and check.

FOOD	FOOD GROUP		FOOD	FOOD GROUP
apple	fruit group	00000	cheese	milk group
carrot	vegetable group		pasta	grain group
hamburger	meat group		fish	meat group
biscuit	grain group		bread	grain group
yoghurt	milk group		ice cream	milk group

⁴ Are you eating right? Circle on the chart your lunch and dinner this week. Compare with the healthy diet plate.

The Five Food Groups

(Pupil's own answers)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	000	000	000	0000	000	000	000
	O [®]	O B	O.	O B	O B	O B	O.
					250		
00 m							
						seve	nty-one

55) Track

Apple / Apples are part of the fruit group.

Carrot / Carrots are part of the vegetable group.

Hamburger / Hamburgers are part of the meat group.

Biscuit / Biscuits are part of the grain group.

Yoghurt / Yoghurt is part of the milk group.

Cheese / Cheese is part of the milk group.

Pasta / Pasta is part of the grain group.

Fish / Fish is part of the meat group.

Bread / Bread is part of the grain group.

Ice cream / Ice cream is part of the milk group.

- 4 Are you eating right? Circle on the chart your lunch and dinner this week. Compare with the healthy diet plate.
- ▶ Point to activity 4 and elicit what they have to do.
- ▶ Draw the children's attention to the food groups on the left and the days of the week. Explain to them that they will have to keep a record of the food groups they eat for lunch and for dinner each day during a week.
- ▶ After the week is over, go back to the chart and reflect on their eating habits: Are you eating right?

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

• Do the routine suggested in the Introduction.

INTRODUCING TRADITIONAL DISHES

• Write **TRADITIONAL DISHES** on the board and elicit what it refers to. Interact with the children about the traditional dishes they eat at home: What traditional dishes do you eat? Who cooks it? What is its origin? Do you eat it every day?

■ 1 Read and complete the fact file.

- ▶ Tell the children to open the book at page 72.
 Point to activity 1 and elicit what they have to
- ▶ Go over the photos of the children and the dishes and ask the children if they can identify the dishes and their origin. Ask them to read the texts very quickly just to spot the children's names, origin and the name of the traditional dishes to check their predictions. Remind the children of the use of italics for words in other languages.
- ▶ Draw the children's attention to the fact files and elicit what information they have to complete.
- ▶ Allow some time for the children to work on their own while you monitor. Tell them to underline the information they need to complete the fact files in the texts. If necessary, they can go back to pp. 26 – 27 to check the meaning of the ingredients.
- To check, elicit the missing information for each fact file.



2 Read the fact file and complete the text with one word in each blank.

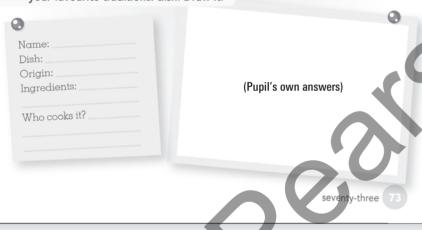
- ▶ Tell the children to open the book at page 73. Point to activity 2 and elicit what they have to do.
- ▶ Draw the children's attention to the photos and ask them if they can identify the dish and its origin.
- ▶ Point to the fact file and tell the children to read it quickly to check their predictions.
- Draw their attention to the text and read it together, focusing on the blanks. Elicit what type of information is missing: a name? a dish? a country? food items?
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, read the text together, eliciting the missing information. Ask the children to justify their answers.

NAME AND A STATE OF THE PARTY O

2 Read the fact file and complete the text with one word in each blank.



3 Complete the fact file and write about your favourite traditional dish. Draw it!



3 Complete the fact file and write about your favourite traditional dish. Draw it!

- ▶ Point to activity 3 and elicit what they have to do.
- Ask the children what traditional dishes they like and if they have a favourite one. Go over the fact file and ask them if they know all those bits of information about their favourite traditional dish. They can surf the web or ask their family about it.
- ▶ After completing the fact file, you can ask the children to go back to the texts in activities 1 and 2 and work out what parts in the texts they can keep and what they can change to write about their own favourite traditional dish.

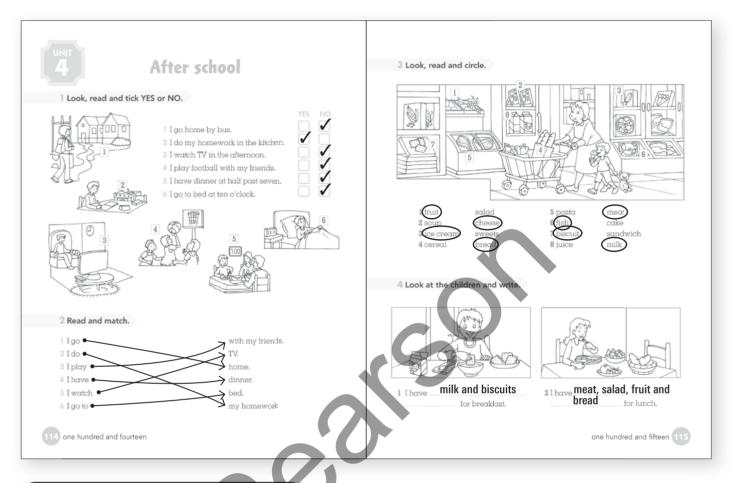


TEACHING TIP!

If the children choose a dish prepared by someone else in their family, they can use the texts in activity 1 as models. Do not expect them to use the 3rd person singular form of the Present Simple accurately at this stage.

- ▶ Allow some time for the children to work on their own while you monitor (if you are short of time, they can draw at home). Remind them they can use the Word Bank on p. 102.
- ▶ 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! 2 Portfolio on p. 95 (Traditional dish fact file).

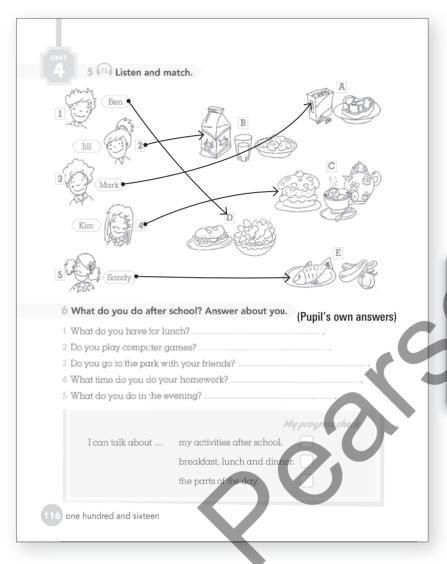
- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.





TEACHING TIP!

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



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.

5 Look, listen and match.

71 Track

What do you have for lunch, Ben? I have a sandwich and a salad. What do you have for breakfast, Jill? I have milk and biscuits. What do you have for dinner, Mark? I have pasta and meat. What do you have for breakfast, Kim? I have cake and tea. What do you have for lunch, Sandy? I have fish and vegetables.

Unit 5

Techy kids

LINGUISTIC CONTENTS:

Technology and technological gadgets.

Adjectives. Describing objects, expressing possession: It's cool / new / fun. This / That. It has got / hasn't got ... (Carol)'s laptop ... My / his / her ... / Whose ...? (Metalinguistic reflection)

CLIL: Technology now and then (Technology)

Project Work COOL KIDS: Digital citizens (Citizenship)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING TECHY GADGETS

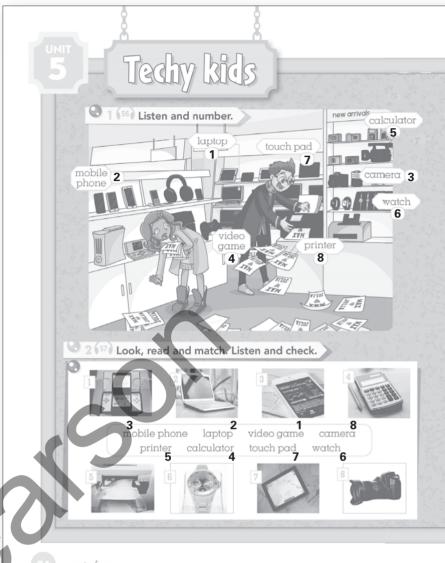
• Write **TECHY GADGETS** on the board and start by giving a couple of examples so that children understand what it means (e.g. mobile phone, laptop). Elicit some more gadgets making sure the following ones are included: touchpad, calculator, camera, watch, video game and printer. Stick the flashcards on the board and interact with the children about the gadgets: Are you techy? What gadgets have you got? Do you use them everyday? Have you got a (touchpad)? Where is your (video game)?

1 Listen and number.

- ▶ Tell the children to open the book at page 74.

 Draw the children's attention to the pictures.

 Elicit where Max and Julia are. How are they feeling? Why? Don't expect children to give all the answers in English.
- Point to activity 1 and elicit what they have to do.
- ▶ Play the audio making a short pause after each item to give the children time to number them. Play it more than once if necessary.
- ▶ To check, elicit the gadget for each number.

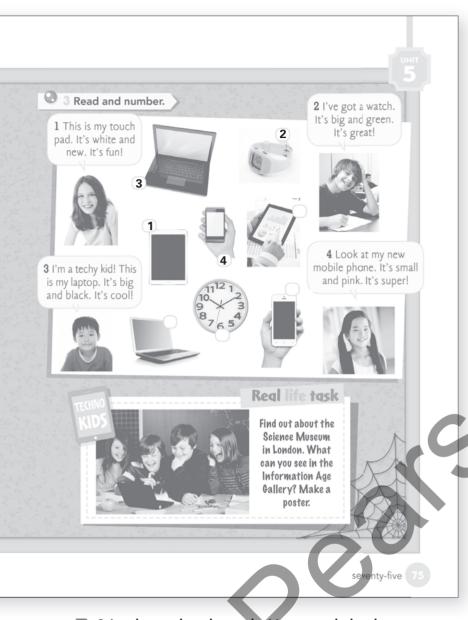


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74 seventy-four

Track

- 1 laptop
- 2 mobile phone
- 3 camera
- 4 video game
- 5 calculator
- 6 watch
- 7 touch pad
- 8 printer



2 Look, read and match. Listen and check.

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

57 Track

- 1 video game
- 2 laptop
- 3 mobile phone
- 4 calculator
- 5 printer
- 6 watch
- 7 touch pad
- 8 camera

3 Read and number.

- ▶ Tell the children to open the book at page 75.
 Point to activity 3 and elicit what they have to do.
- ▶ Go over the photos and elicit the gadgets. Encourage the children to describe them: How many (laptops) are there? What colour are they? Are (the mobile phones) big?
- Draw the children's attention to the four speech bubbles and the eight gadgets. Make it clear there are four extra gadgets.
- Allow some time for the children to work on their own while you monitor.
- To check, elicit the gadget that corresponds to each number.

TECHNO KIDS Real life task

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



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

• Do the routine suggested in the Introduction.

■ 4 Listen and colour the watches. Sing.

- ▶ Tell the children to open the book at page 76 and draw their attention to activity 4.
- ▶ Elicit the gadgets in the picture. Draw the children's attention to the two uncoloured watches
- ▶ Focus on the distance from the hand to the watches and elicit which one is near and which one is far. Use gestures to make it clear.

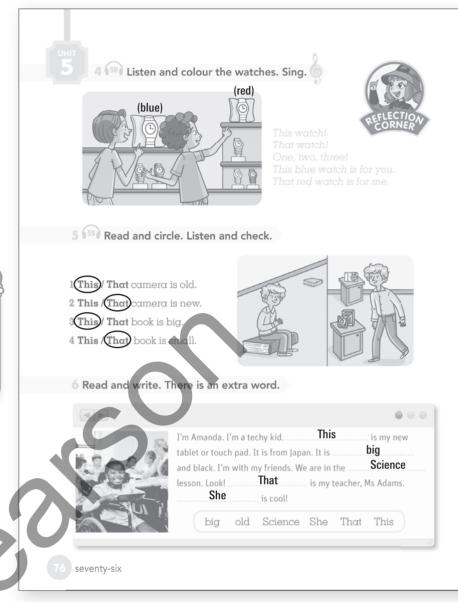
REFLECTION TIME!

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

- ▶ Elicit which watch is red and which one is blue.
- ▶ Play the song and ask the children to focus on the colours. Tell them to read the lyrics to check the two colours in the song.
- ▶ Play the song again, inviting the children to sing along following the lyrics in the book.

58 Track

This watch!
That watch!
One, two, three!
This blue watch is for you.
That red watch is for me.

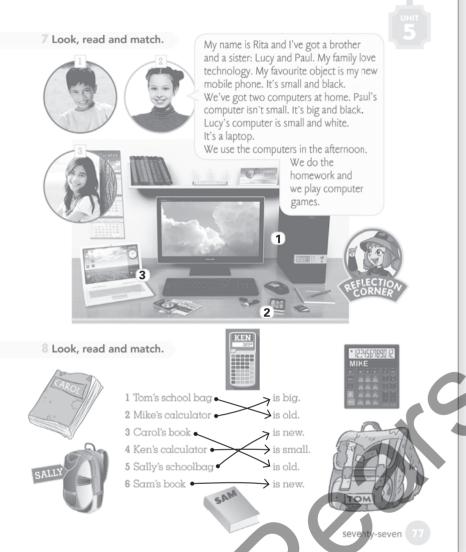


5 Read and circle. Listen and check.

- Point to activity 5 and elicit what they have to do.
- ▶ Draw the children's attention to the two pictures. Elicit where the boy is and if he is near or far from the objects. Describe the objects all together: Is the camera old or new? Is the book big or small?
- ▶ Allow some time for the children to read and work on their own while you monitor.
- To check, play the audio, making a pause after each item.

59 Track

- 1 This camera is old.
- 2 That camera is new.
- 3 This book is big.
- 4 That book is small.



6 Read and write. There is an extra word.

- Point to activity 6 and elicit what they have to do.
- Point to the photo. Elicit where the girl is and what gadget she has got.
- ▶ Read the gapped text all together and elicit the type of words that are missing.
- Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- Allow some time for the children to work on their own while you monitor
- ▶ To check, elicit the words for each blank. Ask the children to justify their choices by referring to the hints in the text.

7 Look, read and match.

- ▶ Tell the children to open the book at page 77. Point to activity 7 and elicit what they have to
- Draw the children's attention to the children in the photos. Ask them to predict their relationship: Are they friends? Cousins? Brother and sisters? Tell them to read the speech bubble quickly to find out.
- Then, focus on the desk and elicit the gadgets and their characteristics (colour, size).
- Allow some time for the children to read again and work on their own while you monitor. Tell them to underline in the texts the information they use to do the matchina.
- To check, elicit the number for each gadget.

REFLECTION TIME!

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

8 Look, read and match.

- Point to activity 8 and elicit what they have to do.
- Draw the children's attention to the pictures and elicit the objects and their characteristics (old / new, big / small). Focus their attention on the names written on them.
- Allow some time for the children to read the sentences and do the matching.
- To check, elicit what object corresponds to each sentence and ask children to justify their choices.



(NB) Page 117, activity 2 ▶ TB p. 116

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

• Do the routine suggested in the Introduction.

9 Read and tick YES or NO.

- ▶ Tell the children to open the book at page 78.
 Point to activity 9 and elicit what they have to
 do.
- ▶ Focus on the pictures and elicit Julia's and Ben's gadgets.
- ▶ Draw the children's attention to the **YES / NO** sentences and read them together.
- ▶ Allow some time for the children to work on their own while you monitor. Tell them to underline in the text the information that helps them decide on the answer.
- ▶ To check, elicit the answer for each sentence. Ask the children to justify their answers referring back to the text.
- As a follow-up, ask the children if Julia and Ben are techy kids. Interact about how they use their gadgets and ask the children about them:

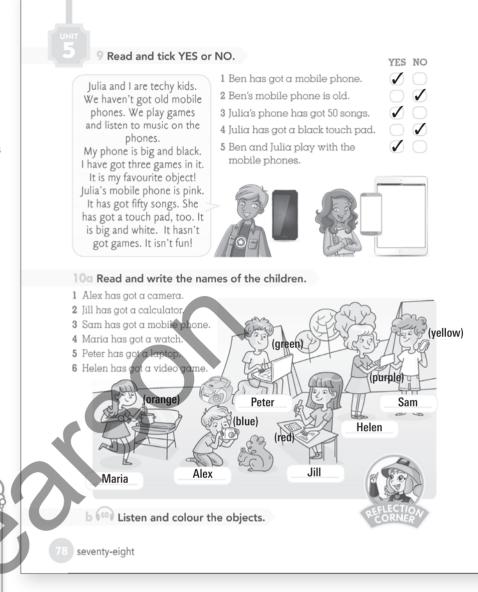
 Do you listen to music on the phone? Do you play games? Have you got a mobile phone?

 Has your mother / father got a mobile phone?

 Do you play games in your / your mother's phone?

REFLECTION TIME!

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



■ 10a Read and write the names of the children.

- ▶ Point to activity 10a and elicit what they have to do.
- ▶ Draw the children's attention to the pictures. Elicit where the children are and what gadgets they have got or they are using.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the names for each picture and invite the children to read the sentences out.

■ 10b Listen and colour the objects.

- Point to activity 10b and elicit what they have to do.
- ▶ Play the audio making a short pause after each item to give the children time to colour. Play it more than once if necessary.
- ▶ To check, elicit the colour for each object.
- As a follow-up, play a Memory game. Ask about the gadgets, the owners or the colours.

GUESS TIME 11 61 Listen and guess. Play. (Pupil's own answers) Whose is it? It's Bill's watch. 000







Martín: Whose is the laptop? Laura: It's Wendy's. Martin: Yes!











1 Look at Alex. He has got a camera. Colour the camera blue. 2 Look at Jill. She has got a calculator. Colour the calculator red. 3 Look at Sam. He has got a mobile phone. Colour the mobile

4 Look at Maria. She has got a watch. Colour the watch orange. 5 Look at Peter. He has got a laptop. Colour the laptop green. 6 Look at Helen. She has got a video game. Colour the video game purple.

GUESS TIME

■ 11 Listen and guess. Play!

- ▶ Tell the children to open the book at page 79. Draw their attention to activity 11 and elicit what they have to do.
- Listen to the audio and tell the children to help the wizard: Does the girl have good memory? Invite them to justify why the information is correct.
- Pair work game. Invite two volunteers to read the conversation between Martin and Laura. The children play in pairs following the model dialogue.



61) Track

Whose is it? It's Bill's watch.



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

• Do the routine suggested in the Introduction.

■ 12 Read and match.

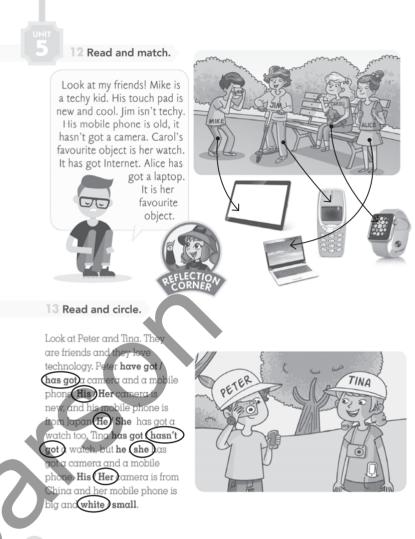
- ▶ Tell the children to open the book at page 80. Draw their attention to activity 12 and elicit what they have to do.
- ▶ Focus the children's attention on the picture and elicit the gadgets.
- ▶ Draw the children's attention to the speech bubble and tell them to read quickly to find out what it is about.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit who has each gadget.

REFLECTION TIME!

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

■ 13 Read and circle.

- ▶ Point to activity 13 and elicit what they have to do.
- ▶ Draw the children's attention to the picture and elicit where the children are, what gadgets they have got and what they are doing.
- ▶ Tell them to underline in the text the information that helps them decide on the correct options.
- ▶ To check, elicit the answer for each option and ask the children to justify their answers referring back to the text.



80 eighty

LET'S READ AND WRITE

■ 14 Read and write. There is an extra option.

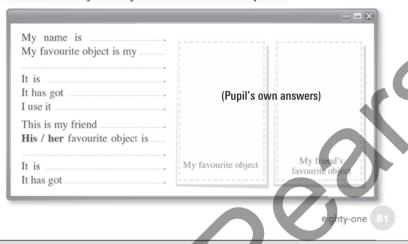
- ▶ Tell the children to open the book at page 81. Draw their attention to activity 14 and elicit what they have to do.
- ▶ Read the gapped text all together and elicit the type of words that are missing (a verb, an adjective, a gadget, a place, etc).
- Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the words for each blank. Ask the children to justify their choices by referring to the hints in the text.

14 Read and write. There is an extra option.





15 Write about you and your friend. Draw the objects.



■ 15 Write about you and your friend. Draw the objects.

- Draw their attention to activity 15 and elicit what they have to do.
- ▶ Go back to the text in activity 14 and work out what parts in the text they can keep and what they can change or do without to write about their favourite techy object and their friend's.
- ▶ Allow some time for the children to work on their own while you monitor (if you are short of time, they can draw at home). Remind them they can use the Word Bank on p. 102.
- ▶ 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! 2 Portfolio on p. 95 (My favourite techy object).



NB) Page 119, activity 5 ▶ TB p. 117

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

• Do the routine suggested in the Introduction.

Wendy and Friends "A message from a friend"

BEFORE THE STORY ■ 16 Look and tick.

- ▶ Tell the children to open the book at page 82. Elicit who they can see in the pictures, and where they are.
- ▶ Draw their attention to activity 16 and elicit what they have to do.
- Allow some time for the children to go over the pictures of the story quickly looking for the techy 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 techy objects.

■ 17 Look and listen to the story.

- ▶ Tell the children to close their books and write the following sentences on the board:
 - 1. BEN HAS GOT A MOBILE PHONE. 2. WENDY HAS GOT A TOUCH PAD. 3. MAX HAS GOT A SURPRISE. Ask the children to decide if the sentences are correct or incorrect.
- ▶ Play the audio for the children to find out. You may play it more than once, if necessary.
- ▶ To check, tell them to open their books again and read the story.

62 Track

Ben: Listen! What's that? Julia: It's a phone.

Ben: I haven't got a mobile phone.

Ben: Look! It's here! Julia: Whose is it?

Wendy: It's Max's new phone!

Max: Hi! How are you?

WENDY AND FRIENDS

BEFORE THE STORY

16 Look and tick.

A message from a friend

What objects can you see in the story?

mobile phone touch pad camera calculator

17 62 Look and listen to the story.









82 eigl

eighty-two

Max: Wendy, where is your touch pad? Wendy: It's in my schoolbag.

Wendy: Is it Spooky?

Spooky: Hello, my friends! I've got a surprise for you!

Wendy: A surprise! What is it? Spooky: Look behind the tree!





18 Choose and ending. Tick (√).





AFTER THE STORY

19 Read and write BEN, MAX, SPOOKY or WENDY.

1	Max	has got a new mobile phone
2	Ben	hasn't got a mobile phone.
3	Wendy	has got a touch pad.
4	Spooky	has got a surprise.

20 Act out!

(Pupil's own answers)



■ 18 Choose an ending. Tick (✓).

- ▶ Point to activity 18 and elicit what they have to do.
- ▶ Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board OPTION 1: SPOOKY'S BACK. 2: TICKETS TO HAWAII. Tell the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

AFTER THE STORY

19 Read and write BEN, MAX, SPOOKY or WENDY.

- ▶ Point to activity 19 and elicit what they have to do.
- ▶ Challenge the children to complete the sentences without going back the story to check how much they remember.
- ▶ To check, invite the children to read one sentence at a time. You can ask the rest if the agree with the answer. If they don't, go back to the story to find supporting evidence.

20 Act out!

- Point to activity 20 and elicit what they have to do.
- Listen to the story again, this time following it in their books. Elicit the meaning of new expressions (It's here! I've got a surprise for you! A surprise! Look behind the tree! I'm back!) Invite five volunteers to act out the story. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

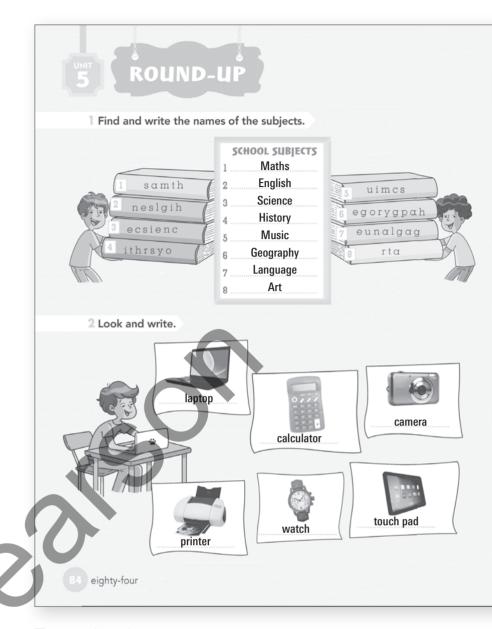


- Finish the class: Time's up! Put everything away!
- Once they are ready, say the Goodbye chant and say goodbye.

Round-Up

■ 1 Find and write the names of the subjects.

- ▶ Tell the children to open the book at page 84. Elicit what they can see in the pictures. Draw their attention to the books the children are carrying.
- ▶ Allow some time for the children to work on their own while you monitor. Remind them they can check the Word Bank on page 101.
- ▶ To check, the children say the corresponding subjects for each book.





2 Look and write.

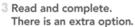
- ▶ Draw the children's attention to activity 2 and elicit what they have to do.
- Allow some time for the children to work on their own while you monitor. Remind them they can use the Word Bank on p. 102.

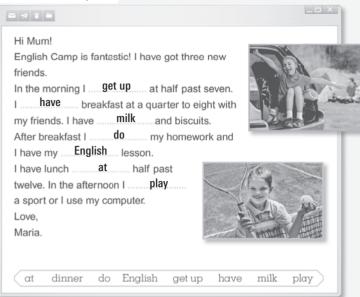


TEACHING TIP!

Encourage the children to write without checking first in pencil. Then they can check if they are not sure. They can self-correct if necessary.

▶ To check, elicit the words for each picture. Invite some of the children to copy the words on the board.





ROUND-UI

4 Read and match. There is an extra option.

1 Do you like Maths?•	It's on Monday and Wednesday.	
2 When is the Maths lesson?	No, I haven't. I've got a mobile phor	
3 Have you got a calculator?	Yes, I do. It's fun!	
4 Whose calculator is this?	At twelve o'clock.	
5 What time do you go home?	I love pasta.	
6 What do you have for lunch?	She has got a laptop.	
	√It's Wendy's.	

3 Read and complete. There is an extra option.

- ▶ Tell the children to open the book at page 85. Draw their attention to activity 3 and elicit what they have to do.
- ▶ Read the gapped text all together and elicit the type of words that are missing (a verb, food, a school subject, etc).
- ▶ Draw the children's attention to the box. Read the words together and make sure they understand them. Tell the children to underline in the text the hints that help them decide how to complete the blanks.
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, elicit the words for each blank. Ask the children to justify their choices by referring to the hints in the text.

■ 4 Read and match. There is an extra option.

- Draw the children's attention to activity 4 and elicit what they have to do.
- ▶ Focus on the question words and elicit what type of questions they are (yes / no questions or information questions).
- ▶ Allow some time for the children to work on their own while you monitor.
- ▶ To check, invite the children to read the questions and the corresponding answers, justifying their choice.



Round-Up

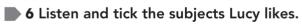
5 Listen and tick YES or NO.

- ▶ Tell the children to open the book at page 86. Draw their attention to activity 5 and elicit what they have to do.
- ▶ Draw their attention to the picture. Elicit where the people are, what time it is and what they are doing.
- ▶ Play the audio for the children to tick the correct boxes. You may play it more than once, if necessary.
- ▶ To check, elicit the answer for each number.

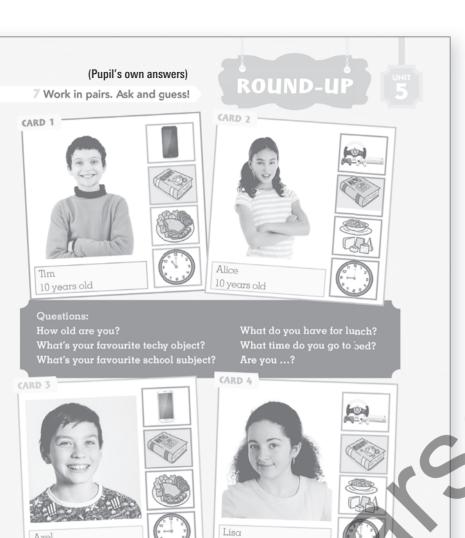
63 Track

- 1 I have lunch in the kitchen.
- 2 I have lunch with my brother.
- 3 I have lunch at half past twelve.
- 4 I have meat and vegetables for lunch.
- 5 I don't like cheese.





- ▶ Draw the children's attention to activity 6 and elicit what they have to do.
- ▶ Go over the pictures and elicit what school subjects they represent. Make sure the children identify them all. Remind the children to tick only the subjects Lucy likes. You may let them know that she only likes 6 school subjects.
- ▶ Play the audio making a short pause after each item to give the children time to tick. Play it more than once if necessary.
- ▶ To check, elicit the subjects Lucy likes.



64) Track

10 years old

Lucy, do you like school? Yes, I do.

What's your favourite subject? I've got two favourite subjects. I like History and Geography.

eighty-seven 87

Do you like Maths? No, I don't. I don't like Maths and I don't like Science.

10 years old

Do you like English? Yes, I like English very much. I'm very good at English

Do you like Music? Yes, I like Music, Art and P.E. I don't like IT.

Round-Up

U5

7 Work in pairs. Ask and guess!

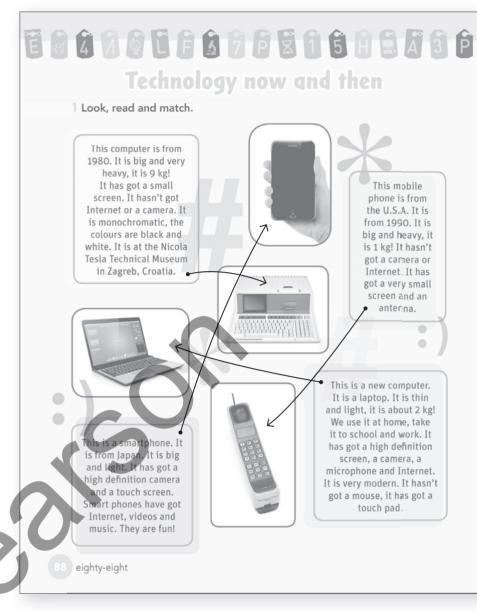
- Point to activity 7 and elicit what they have to
- ▶ Elicit what information is provided for each kid in the cards: name, age, favourite techy object, favourite school subject, lunch and time they go to bed.
- ▶ Go over the questions together and check they understand all of them.
- Allow some time for the children to play in pairs: one asks the questions for the other one to answer. Then they swap. Allow short answers, since the aim of this activity is to foster interaction.

STARTING THE CLASSS

• Do the routine suggested in the Introduction.

INTRODUCING TECHNOLOGY NOW AND THEN

• Write **TECHNOLOGY** on the board and draw two arrows from it and write **PRESENT** and **PAST**. In English, but in Spanish when necessary, interact with the children about what they know about techy gadgets in the past and in the present. Go back to the display on the Information Age Gallery they did in the Real life task: Are computers big today? Do you know about the past? Are mobile phones heavy today? Use gestures to make yourself clear. What about very old mobile phones, mobile phones in the '90s? Do you think old mobile phones or computers had internet or cameras?

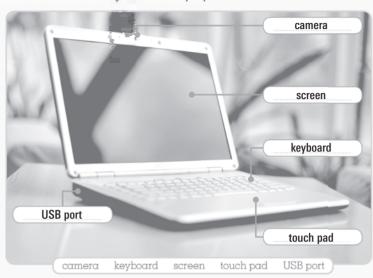


1 Look, read and match.

- ▶ Tell the children to open the book at page 88. Point to activity 1 and elicit what they have to do.
- ▶ Draw the children's attention to the photos and elicit if the gadgets are old or new.
- ▶ Read the texts together to check the children's predictions. Make sure the children understand the gist of the texts. Remind them that it is not necessary to understand every single word.
- ▶ Allow some time for the children to do the matching.
- ▶ To check, point to each gadget and ask the children to justify their answers referring to the hints in the texts that helped them decide.
- As a follow-up, you can ask the children which facts they found surprising.

SOEDBERKEBBCLTUE

2 Read and write the parts of the laptop.



3 Read and write the parts of the mobile phone.





- ▶ Tell the children to open the book at page 89. Point to activity 2 and elicit what they have to do.
- ▶ Draw the children's attention to the photo of the laptop and its parts. Elicit the parts which the children can easily identify (e.g. camera, USB port). Work together on the rest of the parts. Make a point on touch pad, so as to make it clear that in a laptop the touch pad is the mouse.

3 Read and write the parts of the mobile phone.

- Point to activity 3 and elicit what they have to do.
- ▶ Draw the children's attention to the mobile phone and compare it to the laptops: Do mobile phones have screens? Keyboards? Cameras? USB ports? Touch pads?
- Focus on the labels and elicit which parts they point to.
- Allow some time for the children to work on their own while you monitor. Remind them they can go back to activity 2.
- ▶ To check, you can make a simple drawing on the board and invite some children to come to the board with their books to label the picture.

FINISHING THE CLASS

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

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING DIGITAL CITIZENS

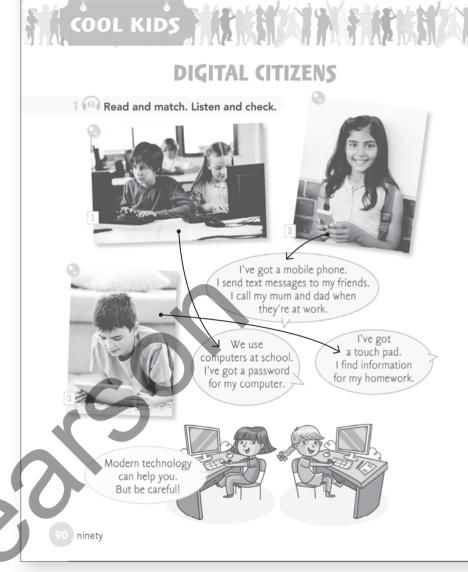
• Write **DIGITAL CITIZENS** on the board and elicit what it refers to. In English, but using Spanish when necessary, interact with the children about how they use the Internet and what safety measures they have to take. Write **SAFE SURFING** on the board and elicit what they think it means. Brainstorm safe surfing tips e.g. **USE PASSWORDS, DON'T TALK TO STRANGERS, DON'T ACCEPT INVITATIONS FROM STRANGERS, PROTECT YOUR PRIVATE INFORMATION** and write them on the board.

■ 1 Read and match. Listen and check.

- ▶ Tell the children to open the book at page 90.
 Point to activity 1 and elicit what they have to
 do.
- ▶ Go over the photos of the children and elicit their gadgets. Draw the children's attention to the speech bubbles.
- Allow some time for the children to work on their own while you monitor. Tell them to underline the information they use to do the matching.
- ▶ To check, play the audio making a pause after each item.

65 Track

- 1 We use computers at school. I've got a password for my computer.
- 2 I've got a mobile phone. I send text messages to my friends. I call my mum and dad when they're at work.
- 3 I've got a touch pad. I find information for my homework.



2 Listen and number.

- ▶ Tell the children to open the book at page 91. Point to activity 2 and elicit what they have to do.
- Draw the children's attention to the picture and the speech bubbles. Read them together and elicit what they are about: Internet use or safe surfing.
- ▶ Play the audio making a short pause after each item to give the children time to number the speech bubbles. Play it more than once if necessary.
- ▶ To check, read each speech bubble at a time and elicit the number.

66 Track

- 1 I protect my private information.
- 2 I don't visit bad websites.
- 3 I use polite language.
- 4 I don't believe everything online.
- 5 I don't talk to strangers.

2 660 Listen and number. I protect I use polite my private language. I don't talk to information strangers. 3 I don't visit bad websites. 2 I'M A DIGITAL CITIZEN. I don't believe everything online. 3 Make a Safe Surfing Poster. (Pupil's own answers)

3 Make a Safe Surfing Poster.

- ▶ Point to activity 3 and elicit what they have to do.
- ▶ Tell them they can use activity 2 and the ideas you wrote on the board during the brainstorming session you did at the beginning of the lesson.



TEACHING TIP!

This project is ideal to work cross curricularly with the Technology teacher. The children can ask him / her for more tips to include in the poster.

▶ Once the posters are ready they can be displayed in the English corner, the School board or the Technology classroom.

FINISHING THE CLASS

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





TEACHING TIP!

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

■ 1 Read and circle. Listen and check.



1 It is a laptop.

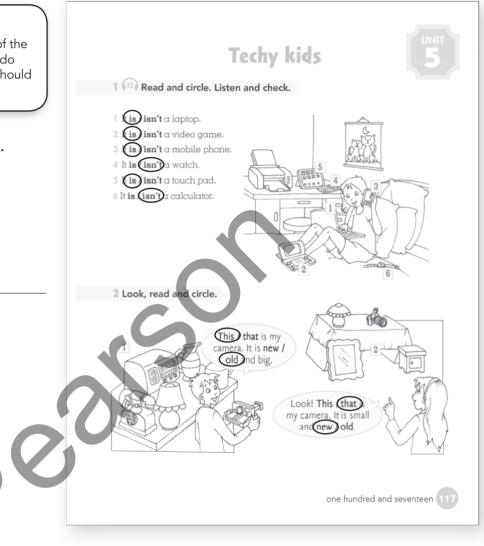
2 It is a video game.

3 It is a mobile phone.

4 It isn't a watch.

5 It is a touch pad.

6 It isn't a calculator.





4 Listen and number.



- 1 What is it? It's a watch. Whose is it? It's Anna's watch.
- 2 What is it? It's a laptop. Whose is it? It's Sam's laptop.
- 3 What is it? It's a mobile phone. Whose is it? It's Nick's mobile phone.
- 4 What is it? It's a camera. Whose is it? It's Erik's camera.
- 5 What is it? It's a calculator. Whose is it? It's Carla's calculator.

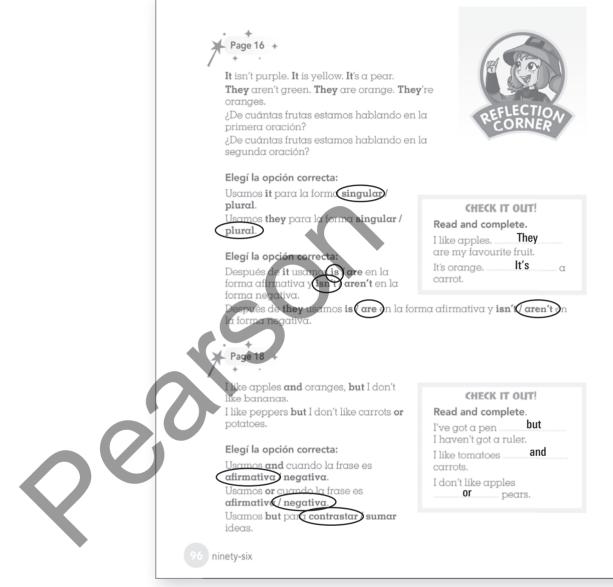
MY PROGRESS CHECK

- 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.

Reflection Corner



Reflection Corner



E. is on Tuesday and hursday at 3:30.

ninety-seven

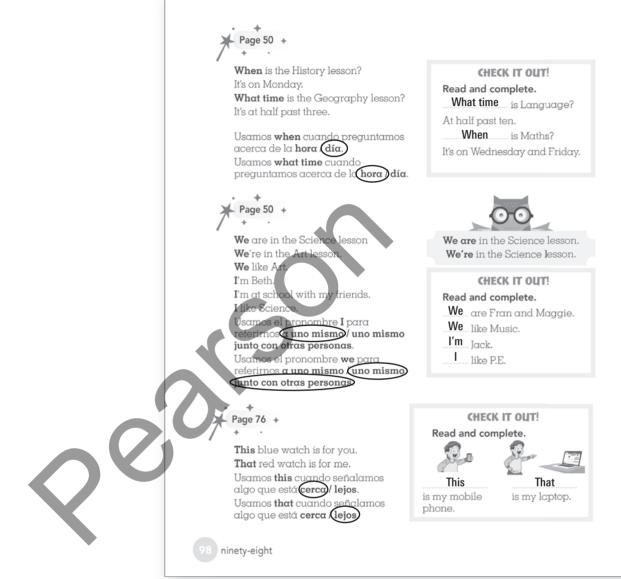
Usamos on para os días de la semano/ la hora.

Usamos at para los días de la

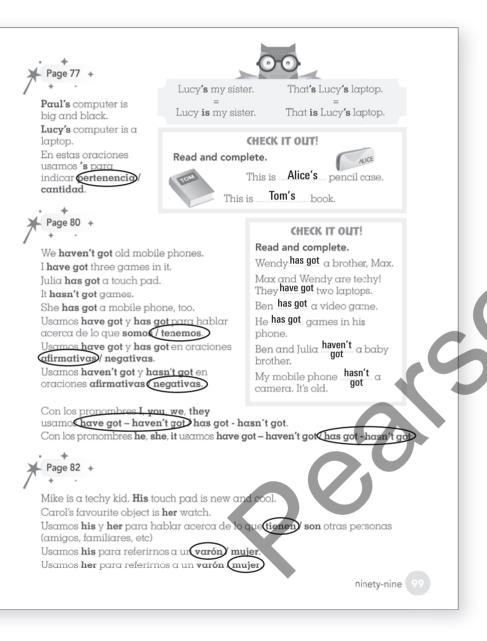
semana la hora

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Reflection Corner



Reflection Corner



HEALTHY FOOD

TEST UNIT

NAME:	
CDADE	•••

1 Read and match. There is an extra picture.



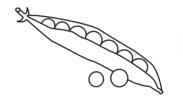
This is my favourite fruit. It is yellow. It isn't orange.



Look at is my favourite vegetables. They aren't red, they are green.

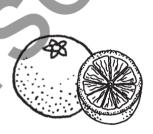


This is my favourite vegetable. It's orange and green. It isn't red.





2





____/3

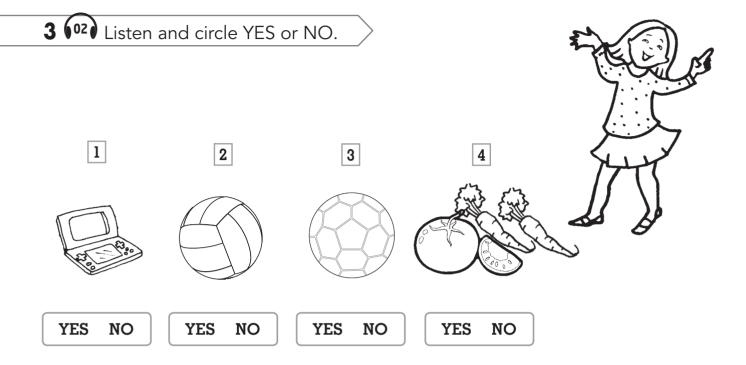
2 Read and circle.



Hello! I'm Linda and / but I'm from Los Ángeles,
U.S.A. I don't / isn't like fruit, but I like vegetables.

My favourite vegetables are pears / peppers,
yummy! It / They are green, red or yellow. They
aren't big, they is / are small. They are delicious in
a vegetable / fruit salad!

HEALTHY FOOD



____/4

- 4 Read and match. There is an extra answer.
- 1. What vegetable do you like?
- 2 Are peas big?
- **3** Do you like fruit?
- **4** Are apples your favourite fruit?
- **5** What is your favourite fruit?

- **α.** No, I don't like apples.
- **b.** Peas.
- **c.** Bananas. Yummy!
- **d.** Yes, I do.
- **e.** Red and green.
- **f.** No, they are small.

HEALTHY FOOD

5	Read	and	answer.
	NCGG	arra	arisvvci.

1.	Do you like fruit?
2.	What colour are apples?
3.	What vegetables do you like?
4.	Are peppers your favourite vegetable?

6 Read and write.

Hi! My name is

My favourite

are Yummy!

They are

They aren't

...../6

..../6

GOOD MORNING!

TEST UNIT 2

NAME:	
CDADE	

1 Look, read and number.



Hi! My name is Marco and I'm 9.

This is my morning routine. I get up at a quarter past 7 and I comb my hair.

I have breakfast at home. I like cereal and biscuits. I go to school by bus and I have lunch at school.









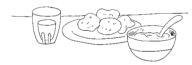
____/5

2 (03) Listen and circle.









2 7:5

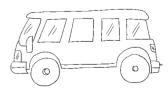






45

8:15



4

7:50

8:10

GOOD MORNING!

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

2



Breakfast is ready! I like biscuits and cereal. I don't like coffee.

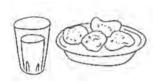


I'm Benny. I don't like cereal. I like coffee and biscuits.



I'm Pia. I like tea and toast. I don't like milk.









...../3

4 Look, read and circle.



Hi! I'm Pia, Marco is my **brother / sister**. This is my morning routine. I get up at 7 o'clock and I **comb / wash** my face. I have **breakfast** / **lunch** at home at half past seven.

I brush my **teeth / hands** and I go to school. I **go / don't go** to school by bus, I go to school on foot. I **don't have / haven't got** lunch at school, I have lunch at home.

UNIT 2

GOOD MORNING!

5 Read and answer.
1. What time do you get up?
2. Do you comb your hair?
3. What do you have for breakfast?
4. How do you go to school?
5. What time do you have lunch?
/5
6 Read and write.
Hi! My name is and I'm

MID-YEAR TEST

NAME:	
GRADE:	

1 Read and write: IGNACIO, LIZ or MATT.



Hi! I'm Ignacio. I get up at half past seven. I wash my face. I go to school by car. I don't have breakfast at home. I have breakfast at school. I like milk and biscuits for breakfast. I have lunch at school. I like vegetables for lunch.



Hi! I'm Liz. I get up at eight o'clock. I comb my hair and I go to school. I go to school by bus. I have breakfast at school. I have tea and biscuits. I have lunch at twelve o'clock.



Hello! My name is Matt. I get up at seven o'clock. I put on my clothes and I have breakfast in the kitchen. I have milk and cereal for breakfast. I go to school in the morning. I don't go by bus, I go by car. I have lunch at home. I love carrot and potato salad. Yummy!

- **1.** I get up at 7.30.
- 2. I go to school by bus.
- 3. I have milk and cereal for breakfast.

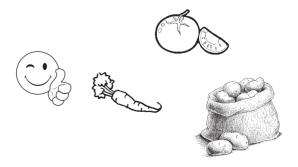
- 4. I have breakfast at school. and
- **5.** I like vegetables for lunch. and/7

2 Look, read and write.

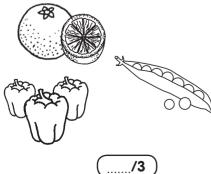


I love fruits and vegetables! I like and . Yummy! I don't like or .

carrots - oranges - peas - peppers - potatoes - tomatoes





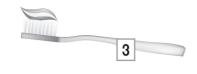


MID-YEAR TEST

3 (04) Listen and match.



2







12:15

7:30



7:00



6:30

____/5

4 (05) Listen and tick.

















5 Look, read and write.

have wash get go brush put morning

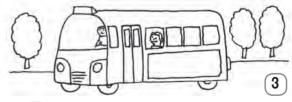


...../7

6 Look, read and tick.



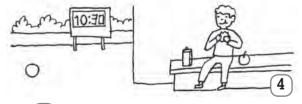
- a. I get up at seven o'clock.
- **b.** I don't get up at seven o'clock.



- a. I go to school by car.
- **b.** I don't go to school by car.



- **a.** I have breakfast in the kitchen.
- **b.** I don't have breakfast in the kitchen.



- **a.** I have milk and fruit at half past ten.
- **b.** I don't have milk and fruit at half past ten.

7 Read and match.

1. Do you like music?	α. They're tomatoes.
2. What are they?	b. At eight o'clock.
3. What time is it?	c. No, I don't. I go by bus.
4. What time do you go to school?	d. Yes, I do.
5. Do you go to school by car?	e. It's three o'clock.
8 Read and write.	<u>/5</u>
Hi! My name is and I'm	
years old. This is what I do every morning: I	
I like	
for breat	kfast, but I don't like

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BUSY SCHOOL DAYS!

NAME:	
GDADE.	

1 Read and write.



Hi! I'm Matt and I go to school in the morning. Look! I'm in the Maths lesson with my friends. The Maths lesson is on Monday at 9 o'clock. My teacher is Mr Adams. I like Maths, it's my favourite subject. It's interesting!



We are Sandra, Pat and Cecilia. Today is Thursday and we're in the IT lesson. It's great! The IT lesson is at half past ten. Ms Scally is a great IT teacher. We like IT. It's easy and fun.

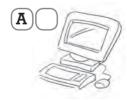
NAME	
FAVOURITE SUBJECT	Maths
DAY	
TIME	
TEACHER	Mr. Adams
OPINION	

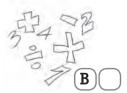
NAME	Sandra, Pat and Cecilia
FAVOURITE SUBJECT	
DAY	Thursday
TIME	
TEACHER	
OPINION	

2 Look, read and number.

...../8

- 1. English
- 2. Science
- 3. Maths
- 4. Music
- 5. Geography















6. IT

3 (08) Read, listen and circle.

	Day	Time
History	Friday	10:45 / 11:15
P.E.	Tuesday / Thursday	11:30
Music	Wednesday	8:15 / 8:30
Science	Monday / Sunday	10:30

...../4

4 Look at activity 3 again. Read and answer.

1.	What subject is at half past ten?
2.	What time is P.E.?
3.	What subject is on Wednesday?
4.	When is History?

5 Read and write.

My name is Richie Wade. My favourite school day is		
My favourite school day? Write about it. Hill My name is		
Hi! My name is	but - car - don't - inte	resting - Maths - Monday - o'clock - teacher/4
I have	6 What's your favourite so	chool day? Write about it.
I have	Hi! My name is	
I have		
My favourite subject is	I have	
My favourite subject is		·
	My favourite subject is	
<u>/7</u> (/30)		/7 /30

AFTER SCHOOL



NAME:
GRADE:

1 Read about Kim. Tick YES or NO.

Sunday is my favourite day! I get up at quarter past ten and have breakfast in the kitchen. I like milk and biscuits for breakfast. Yummy! I don't like tea or coffee. In the morning I do my homework and help my dad. I have lunch at 1 o'clock. My favourite lunch is pasta.

In the afternoon, I go to the park and I play with my friends. I don't watch TV, I don't like TV.

In the evening I play computer games and read a book. We have meat and vegetables for dinner. I go to bed at half past eleven. Do you like Sundays?

1. C. Mg	
7	
(KIM)	

Y	ES NO
1. I like Sundays.	
2. I get up at 10:30.	
3. Breakfast is in the living room.	
4. My favourite breakfast is milk and biscuits.	
5. I like pasta.	
6. I do my homework at 5 o'clock.	
7. I watch TV in the afternoon.	
8. I go to bed at 11:30.	

...../6

2 Read and match. There is an extra option.



- 1. I get
- 2. I have
- **3.** I go
- 4. I don't
- **5.** I play football
- **6.** I do

- **α.** my clothes.
- **b.** have lunch at school.
- c. up at 8 o'clock.
- **d.** in the park with my friends.
- e. my homework.
- **f.** to school in the morning.
- g. tea and cake for breakfast.

____/3



3 Look and write. There is an extra option.

SCHOOL LUNCH				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

bread - fish - ice cream - meat - pasta - salad - sandwich - soup - vegetables

...../4

4 (07) Look, listen and match.



1 Ben



2 Jill



3 Mark



4 Kim



5 Sandy



AFTER SCHOOL



5 Read and write. There is an extra option.

I like Fridays! I get up half past seven. I have breakfast at home. I like coffee and for breakfast. I go to school at eight o'clock. I go to school by car, I go b bus.			
Mark	I don't have at school. After school, I have lunch at home. I usually have pizza.		
	In the I do my homework in my I play football at 6 o'clock. In the evening, I TV and I have dinner. After dinner, I to bed.		
afternoon - at - bedroom - don't - go - lunch - music - toast- watch			
6 Write about	your favourite day.		
My favourite d	ay isIn the morning		
In the afternoon			
In the evening			

...../6 (...../30

TECHY KIDS!

TEST UNIT

NAME:	
GRADE:	•••••

1 Read about Bruno. Tick YES or NO.





I'm Bruno and this is my sister, Helena. We're techy! My favourite object is my touch pad. It is big and white. It has got songs and games. I listen to music and play games in my touch pad. Pam's favourite object is her mobile phone. It isn't big. It's small and black. We use the touch pad and the mobile phone at school in the IT class. It's fun!

	YES	NO
1. Helena is Bruno's friend.		
2. Bruno's sister is techy.		
3. He hasn't got a touch pad.		
4. His favourite object is big and white.		
5. He has got songs and games in his touch pad.		
6. Pam's phone is big.		
7. They use the touch pad at school.		
8. They like the IT lessons.		
	<u> </u>	/6

2 Read and match. There is an extra option.

Bruno's touch pad is big and white. Helena's mobile phone is small and black. They have got laptops and video games. He has got a black laptop and his video game is big. She has got a white laptop and her video game is small.

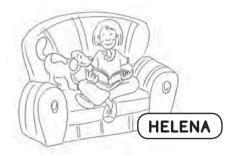


TECHY KIDS!

3 (08) Listen and colour.



4 Look, read and match. There's an extra option.



- 1. How I'm
- 2. I've got
- 3. Mark is
- 4. He has
- 5. His laptop



- α) is big and white.
- **b)** my friend.
- **c)** Helena.
- **d)** got a laptop.
- **e)** hasn't got a camera.
- f) a book. It's interesting!

____/**5**

TECHY KIDS!



5 Look, read and circle.



My name is Brenda and I'm in **Bruno / Bruno's** class. I love technology! My favourite **object / food** is my mobile phone. It is big **but / and** pink. It is from the U.S.A. I **play / do** games, listen to music and I use it at school.

I'm in the IT lesson. That's my teacher, Ms Gahan. **She's**/ **He's** cool! She hasn't got a touch pad, she **has got** /

hasn't got a techy laptop. **Her** / **His** laptop is new and
white. It have / has got a camera. Cool!

..../4

6 Write about your favourite object.

My name is	My favourite object is my
T+ to	
It is	······································
It has got	

.../6



NAME:
GRADE:

1 Read about Nick and Tommy. Tick YES or NO.



Hi.

My name is Nick and I'm 10 years old. This is my brother Tommy. We go to José de San Martín School. Our favourite day is Wednesday. We get up at half past six. We have milk and cereal for breakfast. We don't like coffee or tea. We brush our teeth and go to school. We have lunch at school. On Wednesday we have meat and vegetables. Yummy! We go home at 3 o'clock.

After school, we do the homework and play computer games. I'm α techy kid! I've got α new laptop. It's big and white. It has got α camera and 10 games! My brother is techy, too. He hasn't got α laptop but he has got α touch pad. His touch pad is new and it has got α camera, games and songs.



	YES NO
1. Tommy is Nick's brother.	
2. They like Wednesday.	
3. They don't have lunch at school.	
4. They like vegetables.	
5. They do the homework in the morning.	
6. Nick has got an old laptop.	
7. His laptop has got games.	
8. Tommy hasn't got a touch pad.	

2 Look at Nick's timetable. Read and write.

WEDNESDAY			
8:00	+ × -	Ms Jones	
8:45	Ä	Mr Miller	
9:30		Mr Rodriguez	
10:15		Ms Smith	
11:00	Per.	Mr Nandi	

1/11

3 Read, look and circle.

- 1. I get up at seven o'clock.
- (T)(F)
- 2. I don't go to school by car.
- (T)(F)
- 3. I watch TV in the afternoon.
- (T)(F)
- **4.** I don't play the piano.
- \mathbf{T} \mathbf{F}
- **5.** I have cereal for breakfast.

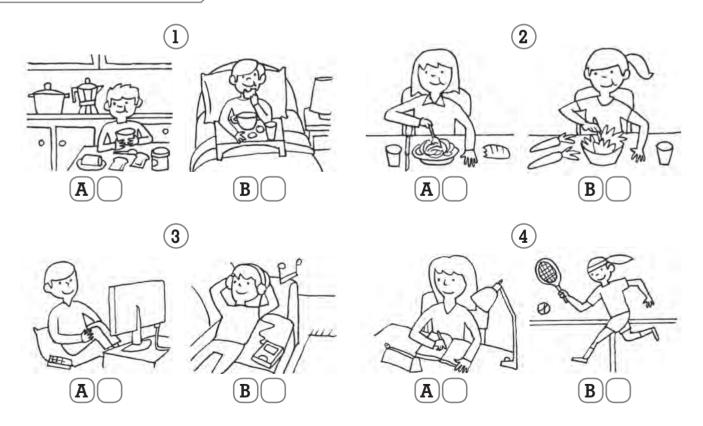


7:00



...../4

4 (9) Listen and tick.



<u>...../4</u>

TEST UNITS 1-5

5 Read and match. There is an extra option.

	1.	1	Do	you	like	History	V.
--	----	---	----	-----	------	---------	----

- 2. What is your favourite subject?
- **3.** Who is your P.E. teacher?
- 4. When is P.E.?
- 5. What time is it?
- 6. What do you have for lunch?

α) I like	P.E.	It's	fun.
-----------	------	------	------

- **b)** Ms Gowin.
- c) Martin's laptop.
- **d)** No, History is difficult.
- e) It's on Friday.
- f) It's at a quarter to ten.
- g) Meat and salad. Yummy!

...../3

6 Read and write.

1.	When is your Art lesson?
2.	What time is your P.E. lesson?
3.	Do you have lunch at school?
4.	What do you do in the afternoon?
5.	Who is your English teacher?

TEST UNITS 1-5

7 Read and circle.



I'm Jane and this is Teresa. We are *sisters / brothers* and we are 11 years old. We get up at seven o'clock every day. We have *breakfast / dinner* and we go to school *at / by* bus. Our school is great! We go home at 1 o'clock and we *do / have* lunch in the kitchen.

My favourite day is *morning / Tuesday*. On Tuesday, I play basketball with my friends. We *don't / haven't* play at school. We play in the park at half past 5. I don't like technology *but / and* Teresa is techy! She has got a new mobile phone. *His / Her* mobile phone is super! It has got games and a camera.

..../8

8 Write about you.

My name is	. My favourite day is
My favourite object is my	It is
It has got	

...../7

/40

TEST UNIT 1: HEALTHY FOOD

■ 1 Read and match. There is an extra picture.

l banana, 2 peas, 3 carrot

2 Read and circle.

and - don't - peppers - They - are - vegetable

3 Listen and circle YES or NO.

1 No, 2 No, 3 Yes, 4 Yes

■ 4 Read and match. There is an extra answer.

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

5 Read and answer.

Pupil's own answers.

6 Read and write.

Suggested answer:

Hi! My name is Paula. My favourite fruits are apples. Yummy!

They are red and big. They aren't blue.

TEST UNIT 2: GOOD MORNING!

■ 1 Look, read and number.

l get up, 2 comb my hair, 3 have breakfast, 4 go to school, 5 have lunch

2 Listen and circle.

17:15, 27:30, 37:45, 412:00

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

l biscuits and cereal, 2 coffee and biscuits, 3 tea and toast

■ 4 Look, read and circle.

brother, wash, breakfast, teeth, don't go, don't have

5 Read and answer.

Pupil's own answers.

6 Read and write.

Suggested answer:

Hi! My name is Francine and I'm 12 years old. This is my morning routine: I get up at 7 o'clock. I wash my face and comb my hair. I have tea and toast for breakfast. I go to school by bike.

MID-YEAR TEST UNITS 1-2

■ 1 Read and write: IGNACIO, LIZ or MATT.

l Ignacio, 2 Liz, 3 Matt, 4 Ignacio and Liz, 5 Ignacio and Matt.

2 Look, read and write.

I love fruits and vegetables! I like potatoes, carrots and tomatoes. Yummy! I don't like peas, peppers or oranges. (in any given order)

3 Listen and match.

1 6:30, 2 7:00, 3 7:30, 4 7:45, 5 12:15

4 Listen and tick.

toast, cereal, tea, milk

5 Look, read and write.

morning, get, have, brush, wash, put, go

6 Look, read and tick.

1 b, 2 a, 3 b, 4 a

7 Read and match.

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

8 Read and write.

Hi! My name is Melissa and I'm 10 years old. This is what I do every morning: I get up at seven o'clock and I have breakfast. I brush my teeth and I go to school at a quarter past eight.

I like coffee and cake for breakfast, but I don't like cereal.

TEST UNIT 3: BUSY SCHOOL DAYS!

■ 1 Read and write.

NAME	Matt
FAVOURITE SUBJECT	Maths
DAY	Monday
TIME	9:00
TEACHER	Mr Adams
OPINION	interesting

NAME	Sandra, Pat and Cecilia
FAVOURITE SUBJECT	IT
DAY	Thursday
TIME	10:30
TEACHER	Ms Scally
OPINION	easy and fun

2 Look, read and number.

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

3 Listen and circle.

10:45, Thursday, 8:15, Monday

■ 4 Look at activity 3 again. Read and answer.

1 Science, 2 (It's) at 11:30 / half past eleven, 3 Music, 4 (It's) on Friday.

5 Read and write.

Monday, o'clock, car, Maths, but, don't, interesting, teacher

6 What's your favourite school day? Write about it.

Suggested answer:

My name is Juan. My favourite school day is Monday. I get up at 7 o'clock. I have breakfast at half past seven and I brush my teeth. I go to school at half past eight. I have Music, Maths and IT. My favourite subject is IT.

TEST UNIT 4: AFTER SCHOOL

■ 1 Read about Kim. Tick YES or NO.
1 Yes, 2 No, 3 No, 4 Yes, 5 Yes, 6 No, 7 No, 8 Yes

2 Read and match. There is an extra option. 1 c, 2 g, 3 f, 4 b, 5 d, 6 e,

3 Look and write. There is an extra option.

Monday: pasta, Tuesday: meat and salad, Wednesday: soup and ice cream, Thursday: sandwich, Friday: fish and vegetables

■ 4 Look, listen and match.

Ben: pasta and meat, Jill: cake and tea, Mark: sandwich and salad, Kim: milk and biscuits, Sandy: fish and vegetables

5 Read and write. There is an extra option.

at, toast, don't, lunch, afternoon, bedroom, watch, go

6 Write about your favourite day.

Suggested answer:

My favourite day is Saturday. In the morning I have breakfast and brush my teeth. I do my homework and go to the park.

In the afternoon I do my homework and watch TV. In the evening I have dinner and I go to bed.

TEST UNIT 5: TECHY KIDS!

■ 1 Read about Bruno. Tick YES or NO.
1 No, 2 Yes, 3 No, 4 Yes, 5 Yes, 6 No, 7 Yes, 8 Yes

2 Read and match. There is an extra option.

Bruno: touch pad, black laptop, big video game. Helena: mobile phone, white laptop, small video game.

3 Listen and colour.

Bruno: yellow and green schoolbag, brown cap, green camera.

Helena: blue camera, purple and pink schoolbag, orange bike

4 Look, read and match. There's an extra option.

l c, 2 f, 3 b, 4 d, 5 α

5 Look, read and circle.

Bruno's, object, and, play, She's, has got, her, has

6 Write about your favourite object.

Suggested answer:

My name is Lucia. My favourite object is my laptop. It is big and black. It's new. It has got a camera and music.

END-OF-YEAR TEST: UNITS 1-2-3-4-5

■ 1 Read about Nick and Tommy. Tick YES or NO.

1 Yes, 2 Yes, 3 No, 4 Yes, 5 No, 6 No, 7 Yes, 8 No

2 Look at Nick's timetable. Read and write.

Wednesday, History, 9:30 / half past nine, Mr Rodriguez, Science, Ms Jones

3 Listen and circle.

la, 2b, 3b, 4a, 5b, 6b, 7b, 8a

■ 4 Listen and tick.

l α, 2 b, 3 b, 4 α

5 Read and match. There is an extra option.

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

6 Read and write.

Pupil's own answers.

7 Read and circle.

sisters, breakfast, by, have, Tuesday, don't, but, her

8 Write about you.

Suggested answer:

My name is Ana. My favourite day is Tuesday. I go to school in the morning. I don't have lunch at school. I have lunch at home. I play in the park and do my homework. I watch TV and play vedeo games.

My favourite object is my touch pad. It is new and techy.

It has got a camera.

TESTS AUDIOSCRIPTS

TEST UNIT 1: HEALTHY FOOD

Track 02

Linda, do you like video games? No, I don't. I haven't got any video game. Do you like football? No, I don't. I like volleyball.

Do you like vegetables? Yes, I do. I really like tomatoes and carrots.

TEST UNIT 2: GOOD MORNING!

Track 03

What time do you get up? I get up at a quarter past seven.

Do you have breakfast al a quarter to eight? No I don't. I have breakfast at half past seven.

What time do you brush your teeth? I brush my teeth at a quarter to eight.

What time do you have lunch? I have lunch at twelve o'clock.

TESTS AUDIOSCRIPTS

MID-YEAR TEST: UNITS 1-2

Track 04

- 1 I get up at half past six every morning.
- 2 I have breakfast at seven o'clock.
- 3 I brush my teeth at half past seven.
- 4 I go to school at a quarter to eight.
- 5 I have lunch at a quarter past twelve every day.



toast / cereal / tea / milk /

TEST UNIT 4: AFTER SCHOOL

Track 07

What do you have for lunch, Ben? I usually have pasta and meat.

What do you have for breakfast, Jill? I usually have cake and tea

What do you have for dinner, Mark? I usually have a sandwich and a salad.

What do you have for breakfast, Kim? I usually have milk and biscuits.

What do you have for lunch, Sandy? I usually have fish and vegetables.

TEST UNIT 3: BUSY SCHOOL DAYS!



1 It's on Friday at a quarter to eleven.

2 It's on Thursday at half past eleven.

3 It's on Wednesday at a quarter past eight.

4 It's on Monday at half past ten.

TESTS AUDIOSCRIPTS

TEST UNIT 5: TECHY KIDS

Track 08

- 1 His schoolbag is yellow and green.
- 2 Her camera is blue.
- 3 His cap is brown.
- 4 Her schoolbag is purple and pink.
- 5 His camera is green.
- 6 Her bike is orange.

END-OF-YEAR TEST: UNITS 1-2-3-4-5

Track (09)

- 1 I have breakfast in the kitchen.
- 2 I usually have vegetables for lunch.
- 3 I listen to music in the afternoon.
- 4 In the evening I do my homework.

MONTHS SEASON DATE TODAY IS WE'RE IN DAY

WEATH	ER STAT	ION				MC	NT	H:	• • • • •	••••	• • • • •	• • • • •	••••	•••••	,
SUNNY															
CLOUDY															
PARTLY CLOUDY															
WINDY															
RAINY															
STORMY															
HOT															
WARM															
COOL															
COLD															

	YEAR PLANNER	NER	MONTH	MONTH		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

JANUARY

JULY

FEBRUARY

AUGUST

MARCH

SEPTEMBER

APRIL

OCTOBER

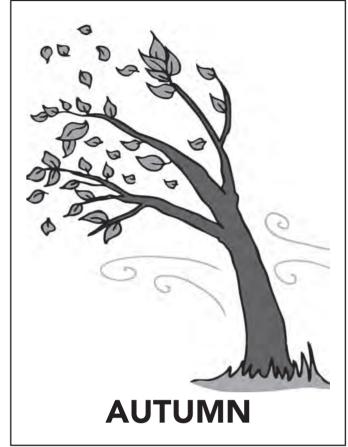
MAY

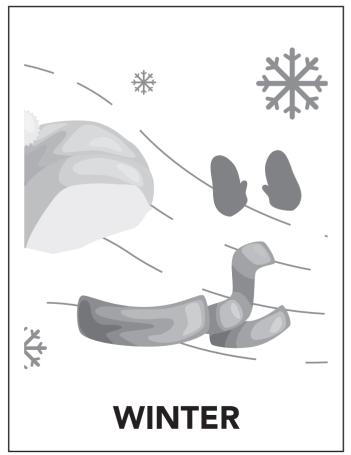
NOVEMBER

JUNE

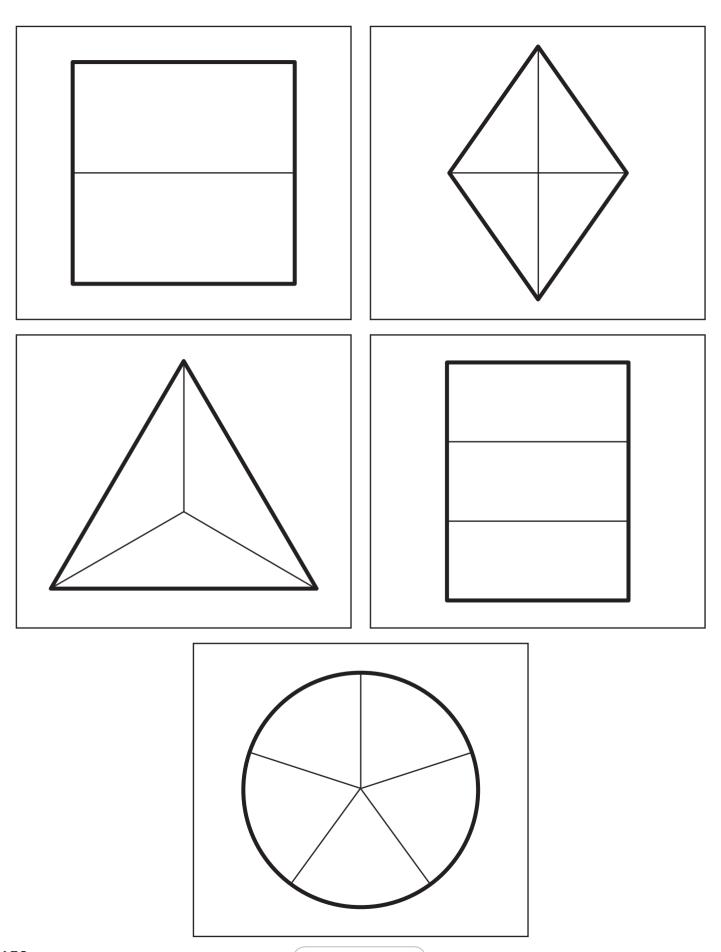
DECEMBER











1 Look and write.

DOWN ↓



2.

3.

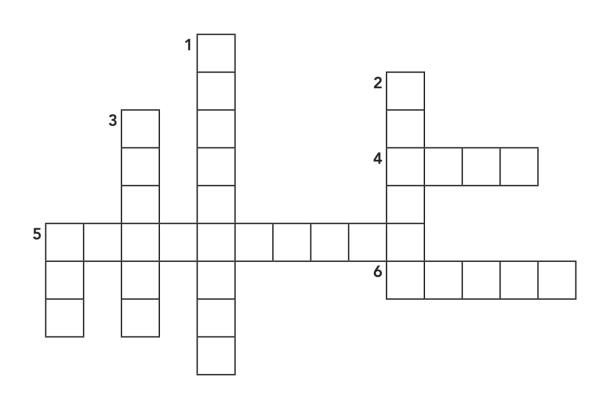
5.

ACROSS →



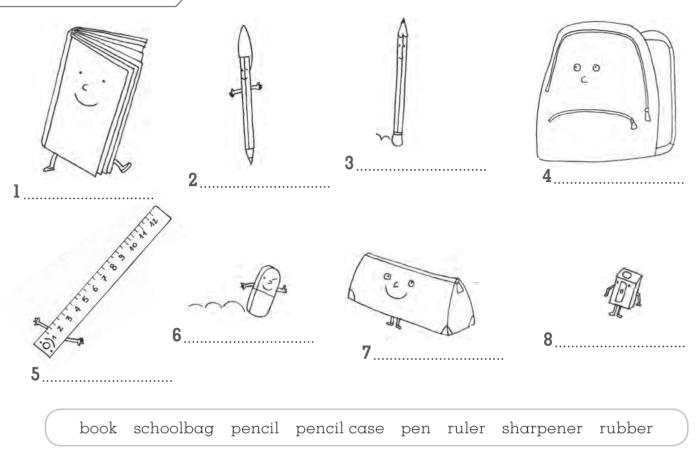
5.

6.

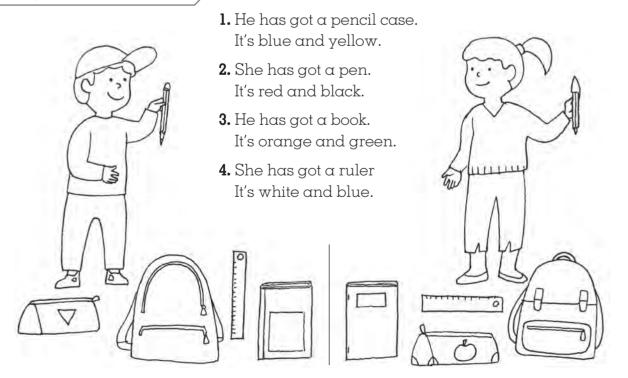


SCHOOL OBJECTS (2)

1 Look and write.

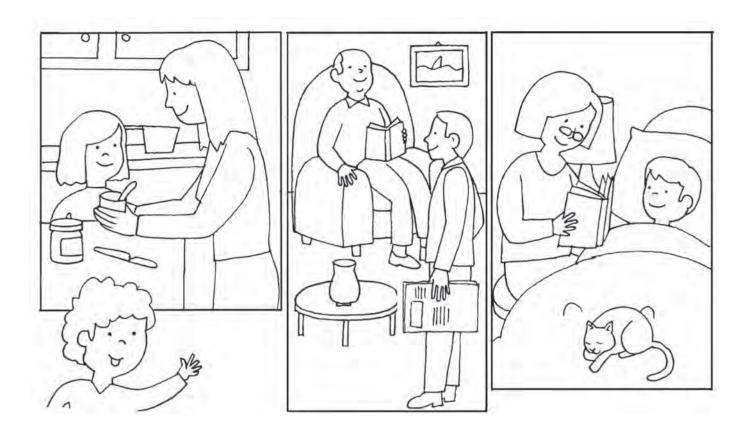


2 Look, read and colour.



THE FAMILY AND THE HOUSE

1 Look, read and circle.



- 1. My grandmother / mother is in the kitchen.
- **2.** My *father / mother* is in the living room.
- 3. My brother / sister is in the bedroom.
- **4.** My **sister / brother** is in the kitchen.
- $\textbf{5.} \ \text{My } \textbf{\textit{grandmother}} \ \textbf{\textit{/}} \ \textbf{\textit{grandfather}} \ \text{is in the living room}.$
- **6.** My *grandmother* / *grandfather* is in the bedroom.

1 Look, read and circle.



a. twenty twelve



b. seventy seventeen



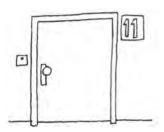
c. thirteen thirty



d. eighty eighteen



e. fifteen fifty



f. ten eleven

2 Look and complete the numbers.

f__f__e__n

t__e__t__

__o_t__

s__ t__

__ _ gh__y

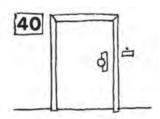
o_e h_n_r__



80









3 Are you good at Maths? Look and write the result.

 α . 25 + 25 =

b. 80 – 20 =

c. 100 ÷ 5 =

d. 8 x 5 =

.....

.....

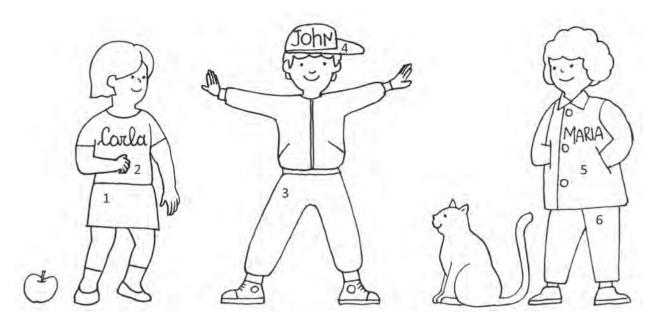
.....

.....

EXTRA ACTIVITIES

CLOTHES

1 Look, read and circle.



- 1. dress
- skirt

4. hat

сар

- 2. jumper
- T-shirt

- **5.** shirt
- jacket

- 3. shirt
- tracksuit
- 6. trousers
- shoes

2 Look at activity 1 and write *is / isn't*.

- 1. Maria wearing a dress.
- 2. Carla wearing a skirt.
- **3.** John wearing a tracksuit.
- 4. Maria wearing a jacket.
- 5. Carla wearing a jumper.
- 6. John wearing a scarf.

1 Look and write.



F br r



M __ _ c h

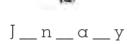


S_p_em_e_









2 Read and write is / isn't.

- 1. April in autumn.
- **2.** May in winter.
- 3. June in summer.

- **4.** August in winter.
- **5.** October in spring.
- **6.** November in autumn.

3 Read and write. What day comes next?

Saturday Thursday Wednesday Monday Sunday

- 1. Tuesday
- 2. Friday
- 3. Wednesday
- 4. Saturday
- 5. Sunday

_													
	•	۰	٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	

FRUITS AND VEGETABLES

1 Read and draw.

DRAW IN NUMBER ...

 $l. \longrightarrow six apples$

2. → six bananas

 $3. \rightarrow$ ten peas

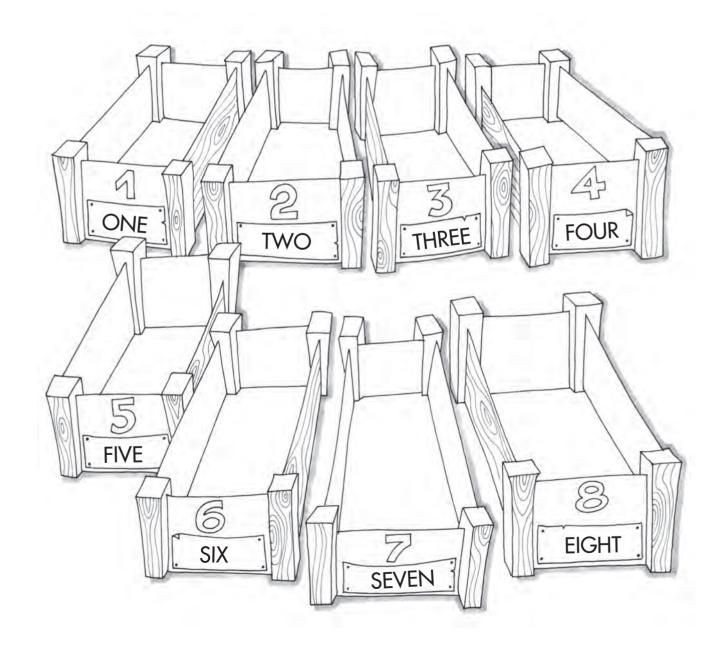
4. → nine peppers

 $5. \longrightarrow$ five oranges

6. → eight pears

7. → seven tomatoes

8. → three carrots

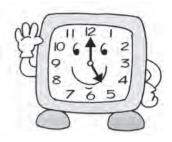


1 Look, read and write.

It's five o'clock. - It's a quarter to five.

It's seven o'clock. - It's half past one.

It's half past eight. - It's a quarter past five.



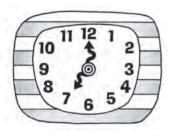
1 It's five o'clock.



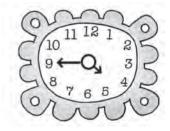
2



3.....



4



5



6

MORNING ROUTINES (1)

1 Look, read and write.

I put on my clothes. - I have breakfast. - I brush my hair.

- Iget up. - Igo to school. - Ibrush my teeth - Iwash my face.



1 I wash my face.



2



EN L



5_____



6.....



7.....

MORNING ROUTINES (2)

1 Look, read and write.

I get up at seven o'clock. I brush my teeth at a quarter to eight.

I have breakfast at half past seven. I go to work at a quarter past eight.

I put on my clothes at eight o'clock. I wash my face at a quarter past seven.





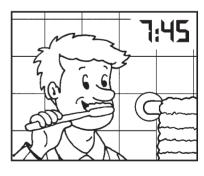


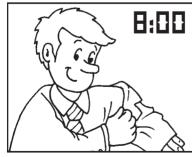


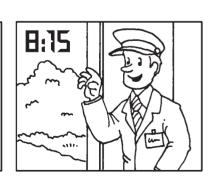
 	 •••••

2.	·	 	









4.			•																	

5.	٠.	•																	
		•											•						

b.	•	•			•							•	•	•	•	•	•	•	•	•	•	•		•		•	

4		0
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MORNING ROUTINES (3)

1 Look, read and circle.

TOMMY'S DAY







You: Do you wash your face?

Tommy: YES, I DO. NO, I DON'T.

You: Do you have breakfast in the kitchen?

Tommy: YES, I DO. NO, I DON'T.

You: Do you have biscuits for breakfast?

Tommy: YES, I DO. NO, I DON'T.

You: Do you comb your hair?

Tommy: YES, I DO. NO, I DON'T.

You: Do you brush your teeth?

Tommy: YES, I DO. NO, I DON'T.

You: Do you go to school by bus?

Tommy: YES, I DO. NO, I DON'T.





MORNING ROUTINES (4)

1 Read and circle.

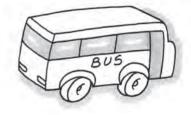












Do you get up at seven o'clock?

YES, I DO.

NO, I DON'T.

Do you wash your face?

YES, I DO.

NO, I DON'T.

Do you comb your hair?

YES, I DO.

NO, I DON'T.

Do you have breakfast?

YES, I DO.

NO, I DON'T.

Do you brush your teeth?

YES, I DO.

NO, I DON'T.

How do you go to school?

I go to school...

BY BUS.

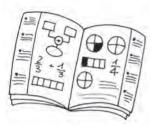
BY CAR.

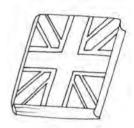
ON FOOT.

1 Look and write.

History - Music - English - Science - Italian - Maths - Art









1.....

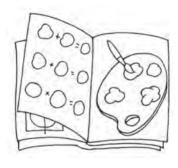
2_____

3.....

4.....







6.....



7.....

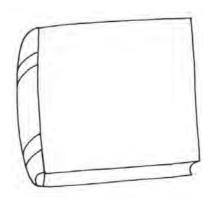
2 Write and draw.

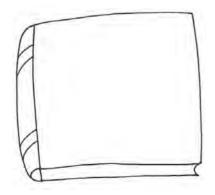


I like



I don't like





1 Look, read and circle.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
MUSIC	SCIENCE	MATHS	GEOGRAPHY	ΙΤ	
ITALIAN	SCIENCE	MATHS	HISTORY	ART	
ITALIAN	MATHS	GEOGRAPHY	ITALIAN	ENGLISH	
ART	MUSIC	HISTORY	P.E.	ENGLISH	
AND THE PERSON NAMED IN					

The Maths lesson is on Friday.

The Science lesson is on Monday.

The Italian lesson is on Monday.

The Music lesson is on Wednesday.

The Geography lesson is on Thursday.

The History lesson is on Friday.

The IT lesson is on Friday.

The P.E. lesson is on Thursday.



















AFTER SCHOOL (1)

1 Look, read, number and draw the times.









- 1. I'm Paul. I get up at a quarter past six.
- 2. I have breakfast at a quarter to seven.
- 3. I brush my teeth at a quarter past seven.
- 4. I go to school at a quarter to eight.









- 5. I have lunch at a quarter to one.
- **6.** I do my homework at four o'clock.
- 7. I have dinner at half past seven.
- 8. I go to bed at a quarter to ten.

AFTER SCHOOL (2)

1 Look, read and write. Use the affirmative or negative forms.

have do listen have play get up



1. I at half past six.



2. I coffee and toast for breakfast.



3. I to music.



4. I my homework.



5. I with my friends.

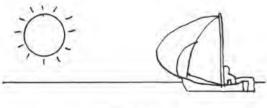


6. I dinner at half past seven.

2 Read and write.

have play get watch have do play

Hi Mike,





1 Read and match.



Biscuits







Rice



Fish





Meat



Carrots





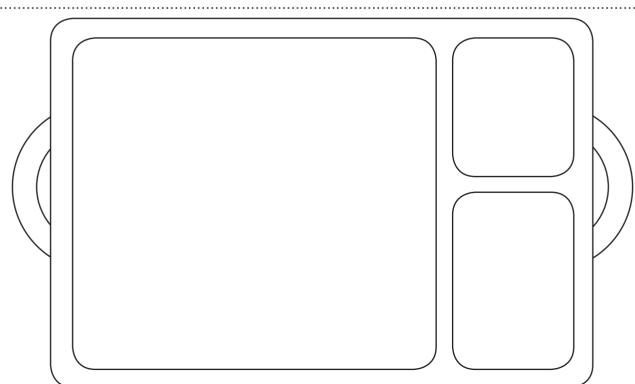
Bread

Milk



2 Draw and write.

This is my favourite lunch. I like



1 Look and write.

Dialogue 1			
	cheese	meat	milk
Mary			

John: Do you like cheese?

Mary: No, I don't.

John: Do you _____ meat?

Mary: Yes, I do.

John: Do you like milk?

Mary: Yes,

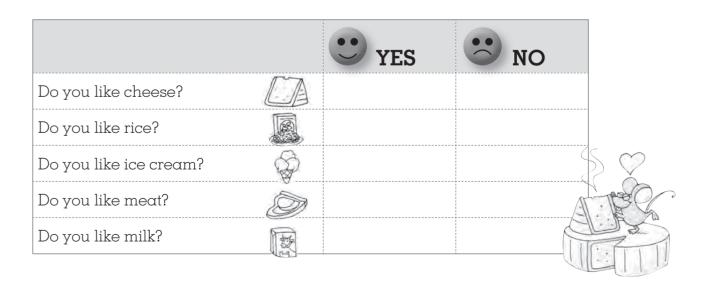
Dialogue			
2	rice	cheese	ice cream
Laura			

Paul: Do you _____ rice?
Laura: Yes, I _____

Paul: Do you like cheese?
Laura: No,

Paul: Do you like ice cream?
Laura:

2 Read and tick.

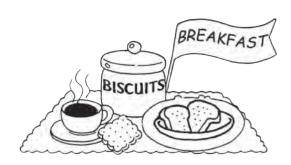


1 Look and write.

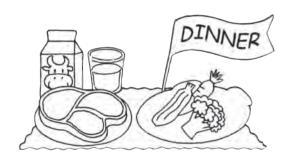
l I have	
	for
breakfast.	
2 I have	• • • • • • • • • • • • • • • • • • • •
and	for
lunch.	

3 I have

and for







biscuits - coffee - meat - pizza - salad - toast - vegetables

2 Read and write.

dinner.

1. What do you usually have for breakfast?

I have

2. What do you usually have for lunch?

I have

3. What do you usually have for dinner?

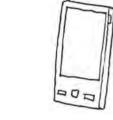
I have

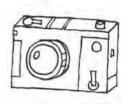
TECHNOLOGY

1 Look and write.

calculator touch pad printer laptop video game mobile phone watch camera









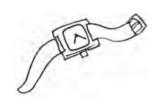
1.....

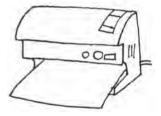


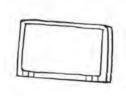












5.....

6.....

7.....

8.....

2 Look, read and match.



Look at my friends! Eddie is a techy kid. His watch is new and cool. Richie isn't techy. His mobile phone is old, it hasn't got a camera. Nancy's favourite object is her touch pad. It has got Internet and a camera. Alice has got a laptop. It hasn't games but it has got music. It is her favourite object.

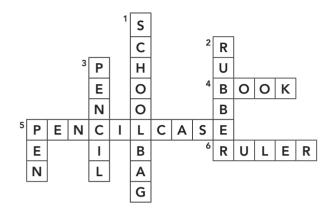




EXTRA ACTIVITIES KEY

P. 159 EXTRA ACTIVITIES: SCHOOL OBJECTS (1)

■ 1 Look and write.



2 Read and colour.

Yellow ruler, pink rubber, green pencil, blue pen, purple schoolbag, orange book, red pencil case.

P. 160 EXTRA ACTIVITIES: SCHOOL OBJECTS (2)

■ 1 Look and write.

l book, 2 pen, 3 pencil, 4 schoolbag, 5 ruler, 6 rubber, 7 pencil case, 8 sharpener

2 Look read and colour.

Boy: blue and yellow pencil case, orange and green book.

Girl: red and black pen, white and blue ruler.

P. 161 EXTRA ACTIVITIES: THE FAMILY AND THE HOUSE

1 Look, read and circle.

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

P. 162 EXTRA ACTIVITIES: NUMBERS

■ 1 Look, read and circle.

a twelve, b seventeen, c thirty, d eighteen, e fifty, f eleven

2 Look and complete the numbers.

fifteen, twenty, forty, sixty, eighty, one hundred

3 Are you good at Maths? Look and write the result.

a fifty, b sixty, c twenty, d forty

P. 163 EXTRA ACTIVITIES: CLOTHES

■ 1 Look, read and circle.

l skirt, 2 T-shirt, 3 tracksuit, 4 cap, 5 jacket, 6 trousers

2 Look at activity 1 and write is / isn't.

l isn't, 2 is, 3 is, 4 is, 5 isn't, 6 isn't

P. 164 EXTRA ACTIVITIES: MONTHS AND DAYS OF THE WEEK

■ 1 Look and write.

1 February, 2 September, 3 December, 4 March, 5 July, 6 January

2 Read and write is / isn't.

l is, 2 isn't, 3 isn't, 4 is, 5 is, 6 isn't

3 Read and write. What day comes next?

l Wednesday, 2 Saturday, 3 Thursday, 4 Sunday, 5 Monday

EXTRA ACTIVITIES KEY

P. 166 EXTRA ACTIVITIES: THE TIME

■ 1 Look, read and write.

2 It's half past one. 3 It's a quarter past five. 4 It's seven o'clock. 5 It's a quarter to five. 6 It's half past eight.

P. 167 EXTRA ACTIVITIES: MORNING ROUTINES (1)

■ 1 Look, read and write.

 $2\,\mathrm{I}\,\mathrm{brush}$ my teeth. $3\,\mathrm{I}\,\mathrm{put}$ on my clothes. $4\,\mathrm{I}\,\mathrm{get}$ up. $5\,\mathrm{I}\,\mathrm{go}$ to school. $6\,\mathrm{I}\,\mathrm{have}$ breakfast. $7\,\mathrm{I}\,\mathrm{brush}$ my hair.

P. 168 EXTRA ACTIVITIES: MORNING ROUTINES (2)

1 Look, read and write.

l I get up at 7 o'clock. 2 I wash my face at a quarter past seven. 3 I have breakfast at half past seven. 4 I brush my teeth at a quarter to eight. 5 I put on my clothes at 8 o'clock. 6 I go to work at a quarter past eight.

P. 169 EXTRA ACTIVITIES: MORNING ROUTINES (3)

■ 1 Look, read and circle.

Yes, I do./ No, I don't. / No, I don't. / Yes, I do./ Yes, I do./ Yes, I do.

P. 170 EXTRA ACTIVITIES: MORNING ROUTINES (4)

■ 1 Read and circle.

Pupil's own answers.

P. 171 EXTRA ACTIVITIES: SCHOOL DAYS (1)

■ 1 Look and write.

l Italian, 2 Maths, 3 English, 4 Science, 5 Music, 6 Art, 7 History

2 Write and draw.

Pupil's own answers.

P. 172 EXTRA ACTIVITIES: SCHOOL DAYS (2)

■ 1 Look, read and circle.

F, F, T, F, T, F, T, T

EXTRA ACTIVITIES KEY

P. 173 EXTRA ACTIVITIES: AFTER SCHOOL (1)

■ 1 Look, read and number.

3, 4, 2, 1

6, 8, 7, 5

P. 174 EXTRA ACTIVITIES: AFTER SCHOOL (2)

■ 1 Look, read and write. Use the affirmative or negative form.

l don't get up, 2 don't have, 3 listen, 4 do, 5 don't play, 6 have

2 Read and write.

1 get, 2 have, 3 have, 4 play, 5 do, 6 play, 7 watch

P. 175 EXTRA ACTIVITIES: FOOD (1)

1 Read and match.

Breakfast: biscuits, cereal, milk.

Lunch: rice, steak, bread, fish, carrots.

2 Draw and write.

Pupil's own answers.

P. 176 EXTRA ACTIVITIES: AFTER SCHOOL (2)

■ 1 Look and write.

Dialogue 1: like - I do Dialogue 2: like - do - I don't - No, I don't.

2 Read and tick.

Pupil's own answers.

P. 177 EXTRA ACTIVITIES: AFTER SCHOOL (3)

■ 1 Look and write.

l biscuits, coffee, toast (in any order)

2 pizza, salad (in any order)

3 meat, vegetables (in any order)

2 Read and write.

Pupil's own answers.

P. 178 EXTRA ACTIVITIES: TECHNOLOGY

■ 1 Look and write.

l laptop, 2 mobile phone, 3 camera, 4 video game, 5 calculator, 6 watch, 7 printer, 8 touch pad.

2 Look, read and match.

Eddie: watch, Richie: mobile phone, Nancy: touch pad, Alice: laptop

NOTES

NOTES

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