

TEACHER'S BOOK

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

Hey Friends! is a five-level series for primary school children 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!* A and B are related to children's culture and everyday life experience: the school, the playground, toys and games, food, birthday parties, family and animals. 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 us.

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 the production of crafts.

Reflection

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

In the first two levels, the main focus of the series is on lexical areas and communication. In levels *A* and *B* the suggestions for metalinguistic reflection are included in the *Teacher's Book*, to support teachers' decisions on how and when to carry out this reflection according to the needs of their pupils.

Spiral learning

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

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. Levels A and B also include projects involving the production of arts and crafts related to the topics of each unit. The variety of topics and tasks offers plenty of learning opportunities for pupils of different types of intelligences and learning styles.



COMMUNICATIVE CONTENTS

Listening

recognise basic time words (e.g. days, months) and phrases about the weather in simple phrases and sentences if spoken slowly and clearly. 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 (colour, draw ...) and simple negative instructions (don't run, don't shout ...) if supported by pictures or gestures. Understand simple spoken commands as part of a game (put up your hand, clap, stand up, sit down, jump ...). understand simple feedback from the teacher (Great! Excellent!).

recognise words and simple phrases related to familiar topics and adjectives (e.g. when people introduce themselves (name), numbers, colours, classroom objects, toys, etc.).

understand simple questions asking for basic personal information or information about objects if addressed slowly and clearly (What's your name? Have you got ...? Do you like ...? What colour ...? Is it ...?).

get the gist of a simple song or short simple stories if told slowly, 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 / feel (How are you? Fine, thanks.) and for introducing themselves (I'm ...).

to ask for help when necessary (pencil, please ...), to show politeness (please, thank you ...) say what day of the week it is and what the weather is like using basic phrases. and to take part in basic games (My turn. Your turn ...) produce very short fixed expressions, using gestures repeat single words if spoken slowly and clearly.

recite a short simple rhyme, chant or song if supported by pictures or choreographies. give a simple evaluation using a fixed expression (yes / no, good / bad),

name everyday classroom objects, numbers, people, shapes, parts of the body, toys, and food items using single words (if supported by pictures or gestures).

answer short simple questions related to personal information using a single word or phrase (name, preferences, possessions ...). describe objects using a few simple words (colours, quantity) if supported by pictures. read aloud familiar single words and basic phrases.

Reading

recognise a range of basic everyday nouns and adjectives (characters' names, school objects, colours, numbers, parts of the body, toys, food, etc.). recognise simple time words (days of the week, months of the year, seasons, weather conditions) written in capital letters. recognise basic instructions written in capital letters (read, colour, count, listen ...). written in capital letters (if supported by pictures).

understand basic sentences naming and / or describing familiar everyday items if supported by pictures and written in capital letters. understand the relationship between words of the same vocabulary set (e.g. colours, toys ...) written in capital letters. understand basic phrases in short simple texts (songs, chants ...) written in capital letters.

Writing

label simple pictures related to familiar topics by copying single words in capital letters. copy short phrases containing only familiar words if presented in capital letters. ink letters to sounds when copying basic familiar words in capital letters. copy some short familiar words presented in capital letters. copy dates using numbers and words in capital letters.

Integration & CLIL		Characters CLIL Shapes (Maths): square, triangle, rectangle, circle	Characters School objects Colours CLIL My body (Science): ears, eyes, nose, mouth, fingers, toes, hand	Characters School objects Colours Numbers 1-10 CLIL Old and new (Social Studies): <i>old ball, new doll</i>	Characters School objects Colours Numbers 1-10 Toys CLIL Healthy food (Science): <i>Healthy food, not healthy food</i>
Production	Hello! Hi! Goodbye. Bye-bye. I'm (Lucía). It's (Spooky).	It's (a pen). It's (blue). I've got (a ruler). My pencil case is	It's a (pencil). It's (orange). Three rubbers. My favourite school object / colour / number is	It's a (ball). It's (red). I've got (three balls).	/ like (cheese).
Recognition	What's your name? Who's this? Is this (Spooky)?	What colour is it? Is it (green)? Have you got a? What's your favourite ?	What number is it? What colour is it? Is it? How many?	What colour is it? What colour is the (plane)? What is it? Have you got? How many have you got?	What's this? Is it? Do you like? What food do you like? I'm hungry. Yummy! Yuck!
Metalinguistic reflection	Greet and take leave. Introduce oneself.	Describe school objects.	Describe school objects. Talk about quantity.	Describe toys. Talk about quantity. Indicate possession.	Express preference.
Vocabulary	Characters: Spooky, Kelly, Milly, Benny, Freddy	School objects: schoolbag, pen, book, pencil case, rubber, pencil, ruler Colours: red, yellow, blue, pink, green	Numbers 1 to 10 Colours: <i>brown, orange,</i> white, purple, black	Toys: bike, skateboard, doll, ball, kite, scooter, videogame, plane, car, teddy bear	Food: cake, fruit, vegetables, cheese, meat, sweets, ice-cream, bread, popcorn, pasta, hamburger, pizza, yoghurt, apple, plum, banana, orange, pear
Unit	Welcome unit Welcome	Unit 1 At school	Unit 2 At the playground	Unit 3 My toys	Unit 4 Picnic time

THE Hey Friends! A PUPIL'S BOOK

In *Hey Friends!* A there is a Welcome Unit and four main units.

UNIT COMPONENTS

INTRODUCTION

Presentation of the context (song, new items)

SPOOKY AND FRIENDS

A story featuring the characters

ACTIVITIES

Recognition and guided practice

FUN TIME

Challenging games for the children

PROJECT WORK

Production of arts and crafts

STORY TIME

A new story that integrates the contents and provides a plus in the linguistic development of the children

PROGRESS CHECK

A focus on learning strategies

CLIL

Content and Language Integrated learning activities.

LET'S READ

AND WRITE

BOARD GAMES

WORKBOOK

LET'S READ AND WRITE

Pupil's Book with audios included plus interactive Workbook activities

INTERACTIVE DIGITAL BOOK:



In each of the main units, the topics are introduced by the characters with a catchy song. This is followed by **Spooky and Friends**, a story that integrates the contents of the unit in a meaningful context. This section is followed by activities in which the contents of the unit are practised. These activities include listening to songs, singing, matching, colouring, choosing, counting, ordering and drawing. Each unit also has a **Fun Time** section where children play challenging games that engage them in the active use of the new language.





By the end of each unit, there is an instance of personalisation in which children show and talk about their favourite things and a **Project Work** section which involves the production of arts and crafts based on the content covered in the unit. The unit is rounded off with the **Story Time** section which integrates the language contents worked on so far in a funny story, and provides a plus in the linguistic development of the children. When the unit finishes, children are invited to evaluate and reflect upon their learning through the **Progress Check** section. Here, children become aware of what they have learnt and what they can do.

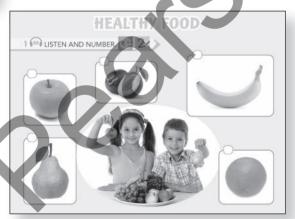




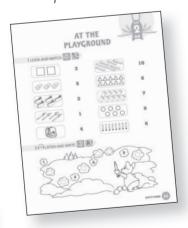


A very important section in Hey Friends! A is Content and Language Integrated Learning (CLIL), which offers contents and activities aligned with the primary school curriculum in areas such as Maths, Science and Social Studies.

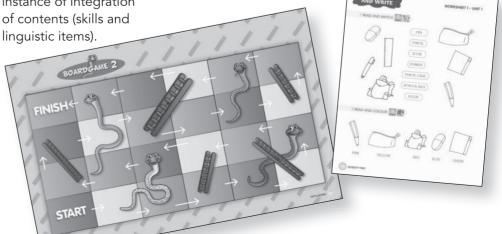
There are two colourfully designed **board games**, one after unit 2 and the other after unit 4, which aim at providing a further instance of integration of contents (skills and



The series includes a built-in **Workbook** with three full pages with plenty of recognition and guided practice activities for each unit in the *Pupil's Book*.



And last but not least, it includes an optional **Let's Read and Write** section aimed at developing literacy skills and increasing learner's autonomy for those teachers who feel their pupils are ready to engage in the challenge of tackling reading and writing.



THE Hey Friends! A 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 pupils' learning process.

It contains:

- suggestions on different aspects of teaching and learning
- the annual plan
- easy-to-follow unit plans
- useful teaching notes on the Pupil's Book pages, Workbook pages, CLIL and Let's Read and Write sections
- ideas to work with board games that integrate the language contents of the units (one integrating units 1 and 2, and a second one integrating units 3 and 4)
- notes on evaluation, tests (with keys) and portfolio
- photocopiable material: extra activities, crafts and flashcards for the routines

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, the use of cut-outs and more integration activities
- ideas for curricular articulation
- audioscripts

TEACHING WITH Hey Friends! A

CREATING AN ENGLISH-LEARNING ENVIRONMENT

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

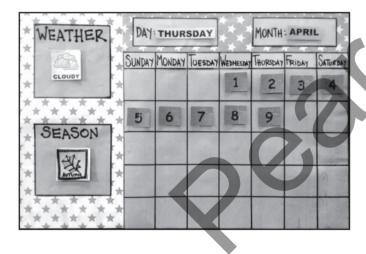
- classroom language posters, such as speech bubbles saying *Please*, *Thank you*, *Can I go to the toilet?*, *How do you spell ...?*, *What's the English for ...?*, etc. It is important to build up the corner as the children begin to need the phrases. This corner could also include a section with "Words difficult to spell" or "Words difficult to say", "Word of the week", etc.
- material for the routine: calendar, flashcards, posters, etc. (see below)
- the Classroom Word Bank, where you keep record of the new words learnt by the children. This will be built up progressively and should be used as a reference for both the teacher and the children.
- an area to publish pupils' productions
- classroom rules for the English class
- a list of stories that have been read and a flip-chart with songs that have been learnt ...

ROUTINES

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

The routine suggested for this level includes:

- a welcome and a farewell song or chant
- a calendar where children work on the days of the week, months and dates (which should be added progressively)
- 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 kinetic kids. Once pupils know the songs by heart, the lyrics can be presented to reflect upon the graphophonic relationship between sounds and written words and to develop literacy through finger reading and word hunting.

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! A includes two stories in each unit, one related to the topic of the unit featuring the main characters and the other offering a more challenging exposure to the language.

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 Story Time is coming. Before listening to the story it is essential to work on predictions and activate pupils' previous knowledge about the characters, topics and situations included in the pictures. Children could follow the story by pointing at the pictures with their finger. After the story, the children could check their predictions with the teacher, share their understanding and comment on it. The focus of these interactions should be on the story as a whole and its implications and not on purely linguistic aspects. For example, questions such as What colour is ...? What's this? etc. should be avoided at this stage. More suitable questions will be suggested in the teaching notes for each unit.

ACTIVITIES AND PROJECTS

Activities in *Hey Friends!* 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. In level *A*, the main objective is to develop the oral skills of comprehension and production extensively, while reading and writing are introduced progressively in the **Let's Read and Write** section.

Hey Friends! provides the environment for children to start constructing 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 (e.g. favourite food, toys of yesterday and today, 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.

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15 COLOUR CUIT AND PASTE ...

PROJECT WORK

PROJECT WORK

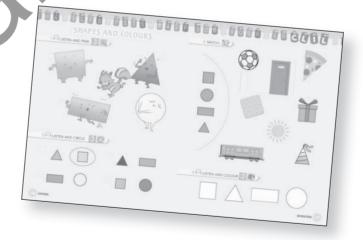
This progression is not linear but spiral-like, and provides scaffolding all throughout the way. In *Hey Friends! Teacher's Book* special attention is paid to support the learning process, and plenty of materials, suggestions and ideas are provided to cater for the needs of both the teachers and their pupils.

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

CLIL

Each unit is followed by a Content and Language Integrated Learning (CLIL) section in which children use language to learn about other areas of the curriculum: Maths, Social Studies and Natural Science. The choice of contents responds to the *Núcleos de Aprendizaje Prioritarios* for Key Stage 1 (1° Ciclo Educación Primaria) issued by the Argentinian National Ministry of Education (2011):

- Maths: ordinal numbers, geometry (shapes).
- Natural Science: the four seasons, the weather, parts of the body and healthy eating.
- Social Studies: toys in the past and today



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' discovering 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, 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 objectives 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, entertainment, toys, 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, each unit includes a **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 board games included in this level, which engage the children in the meaningful use of English in a fun context. The Teacher's Book also suggests plenty of extra activities which aim at providing further instances of practice and integration of contents. These integration activities are of different sorts: games, photocopiables and flashcard games which use the cut-outs included at the end of the Pupil's Book.



ASSESSMENT

In Hey Friends! learning is the central concern. In this view, assessment should therefore be learner centered and it should contribute to the learning process, both of each individual learner and of the group as a whole. The objective of assessment is to gather relevant information in order to provide feedback that can generate more learning and to help teachers plan more effective classes. Assessment should not be equated with formal testing. There are alternative strategies to assess children's learning in a more communicative and natural environment, such as self-assessment and the use of portfolios. Hey Friends! offers a concrete opportunity for children to assess their own learning in the Progress Check at the end of each 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 (written, oral and more creative activities which may include arts and crafts). 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. Hey Friends! A provides a test for each unit and two revision tests that integrate contents following a spiral and contextualised model. The activities are graded, going from recognition to guided production. The tests include listening comprehension activities and optional reading activities to use if the children have worked on the Let's Read and Write section.

Finally, to assess the completion of the level, Hey Friends! A 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 internalization 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.

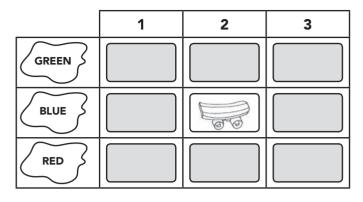
The following is an open list of possible games that can be played using flashcards, the cut-outs included in the *Pupil's Book*, the board or materials present in any classroom. These games can be integrated in any of the units and can be used as instances of recognition or production.

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 (skateboard)?*. 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. He / she distributes the flashcards among the pupils but they keep the cards a secret. The teacher asks the class to guess: Who has the (skateboard)?. Another option is to distribute the cards among pupils, but they remain seated at their desks.
- Option 3: The teacher puts a set of flashcards face down on the board and writes a number on top of each card. Then, the teacher asks about one of the objects in the cards: Where's the (skateboard)? 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 on top of 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). Cards are placed face down in the resulting cells. The teacher asks about one of the objects in the cards: *Where's*

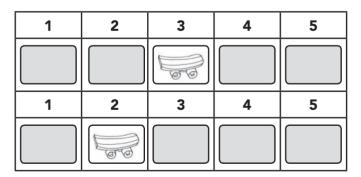
the (skateboard)?. Children guess where the object is by saying the intersection: (two) (blue)!



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?), for recognition (the teacher asks about the cards: Is that red or green? Where's the other red card?) or for production (the children name the cards they have chosen).

- **Option 1:** The teacher puts two identical sets of cut-outs 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 cut-outs face down below the numbers in each of the two rows, in any order. Children guess where the pairs are by saying the numbers.



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

TPR GAMES

• Fast pointers: The teacher places a set of cards spaced out on the classroom walls. Progressively,

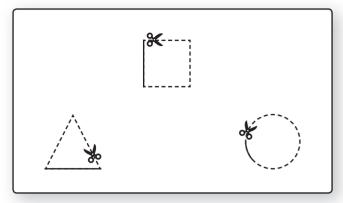
he / she starts building up a sequence, starting with only one item and then adding one or two more as the children become confident, e.g. *ice-cream*, *steak*, *cheese*. First, the children hear the sequence, and then they point at the cards on the wall following the same order. The more items the teacher includes in the sequence, the more challenging the game gets. Children can use other parts of their bodies as pointers (nose, head, eyes, shoulders, 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 doll or Doll! 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 doll* or *Doll!* 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, steak, 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 (bike)?* 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. Each child piles up their cut-outs 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 have 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! A

Planificación Anual Hey Friends! A

Articulación de contenidos con otras áreas encias Naturales: primavera te: Armado de n rompecabezas encias Sociales: s juguetes de er y de hoy (CLIL)		Ciencias Naturales: la primavera Arte: Armado de un rompecabezas Ciencias Sociales: los juguetes de ayer y de hoy (CLIL)	Ciencias Naturales: el verano Arte: armado de marionetas Ciencias Naturales: alimentación salu- dable (CLIL)
Articulació contenido otras áre otras áre Ciencias Nat la primavera Arte: Armada un rompecak Ciencias Soc los juguetes ayer y de hoy			Ciencias Na el verano Arte: armad marionetas Ciencias Na alimentació dable (CLIL)
REFLEXIÓN	Intercultural	Reflexionar acerca de distintas formas de invitar y celebrar en inglés y en español. Descubrir distintas formas de celebrar los cumpleaños.	Reflexionar acerca de las interjecciones en inglés y español (Yummy! / Yuck!) Reflexionar acerca del respeto por los gustos, costumbres y preferencias de los demás.
	Sobre la lengua que se aprende	Reflexionar acerca de la formulación de preguntas: diferenciar el signifi- cado de What is it? What colour is it? Have you got?	Reflexionar acerca de la diferencia entre / like y l've got Reflexionar acerca de la formulación de preguntas: diferenciar el significado de Have you got? Do you like?
	Sobre el aprendizaje	Profundizar el reco- nocimiento de las estrategias usadas para la resolución de las tareas. Reflexionar acerca de la importancia de buscar evidencia para justificar las opciones elegidas en las tareas.	Consolidar el uso de estrategias de resolución de tareas y la búsqueda de fuentes de referencia para lograr una creciente autonomía.
PRÁCTICAS DEL LENGUAJE	Integración de contenidos	Aprovechar instancias de uso de materiales y juegos para utilizar las fórmulas de cortesía y toma de turnos. Crear momentos de interacción (rutina) en a cual se pregunte acerca de los objetos escolares, colores, números y juguetes favortos. Realizar una encuesta para saber qué juguete se el más popular. Producción de textos cortos incluyendo el nombre y el juguete que tienen.	Aprovechar Instancias de uso de materiales y juegos para utilizar las fórmulas de cortesa y toma de turnos. Crear momentos de interacción (rutina) en la cual se pregunte acerca de los objetos escolares, colores, números, juguetes y comidas favoritas. Realizar una encuesta para saber qué comida favoritas. Producción de textos cortos incluyendo el nombre y lo que les gusta.
	Producción / Interacción	Interactuar acerca de los juguetes, colores y cantidades: It's a (ball). It's (red). I've got (three balls).	Interactuar acerca de la comida y las preferencias: I like (cheese). I'm hungry.
	Reconocimiento / Comprensión	Escuchar e identificar juguetes, colores y cantidades. What colour is it? What colour is the (plane)? Have you got? Have you got? Escuchar y seguir una historia y una canción. Escuchar y clasificar juguetes en viejos y nuevos.	Escuchar e identificar comidas: What's this? Is it? Do you like? What food do you like? Escuchar y seguir una historia y una canción. Escuchar y clasificar alimentos saludables.
	Contextos / Vocabulario	Mis juguetes Juguetes: bike, skateboard, doll, ball, kite, scooter, videogame, plane, car, teddy bear Los juguetes de ayer y de hoy (CLIL): old, new	Las comidas Comida y frutas: cake, fruit, vegetables, cheese, meat, sweets, ice-cream, bread, popcorn, pasta, hamburger, pizza, yoghurt, apple, plum, banana, orange, pear Alimentación saludable (CLIL): healthy food
р	sbinU	syot yM &	lemit pinniq 4

Getting Started With Hey Friends! A

LINGUISTIC CONTENTS: Characters. Saying hello. Answering personal questions. Introducing oneself. Saying goodbye. *Hello! / Hi! What's your name? I'm (Spooky). Goodbye! Bye-bye!* (Metalinguistic reflection)

- Sit the children in a circle on the floor. Greet them and introduce yourself: *Hellol I'm (Claudia)*. Do not forget to use clear gestures. You could even exaggerate. Pause between the two parts (greeting / introduction).
- Sing the Hello song (Tracks 06 & 07).



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

- Introduce the main character, Spooky. You can make a puppet with the template of Spooky included in the photocopiable material. Act out a presentation with the puppet:
 - Hello, I'm (Claudia). What's your name?
 - Hello, I'm Spooky.
- Use the puppet to ask the children about their names: Hello! What's your name? Encourage them to greet Spooky: Hello, Spooky! I'm (Camila). If the children feel too shy to answer, ask them: Are you (Camila)? Do not expect full answers at this stage. If children use gestures or Spanish, give them feedback in English.

- Do the routine suggested in the Introduction.
- Make puppets of the other characters included in the photocopiable material (Benny, Freddy, Kelly and Milly). Use them to act out dialogues in which they greet and introduce themselves:
 - Hello, I'm Milly. What's your name?
 - I'm Freddy.
- Play a memory game with the characters (see suggestions for games on p. 13).
- Sing the Goodbye song (Tracks 08 & 09).



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



TEACHING TIP!

Devote an area of the English Corner for a Classroom Word Bank. There you will put up the posters with pictures and words that the children will make as they learn the new vocabulary. This will foster the development of literacy as children will be able to resort to this whenever they need to, autonomously.

Welcome Unit

Welcome

LINGUISTIC CONTENTS:

Characters. Saying hello. Introducing oneself. Saying goodbye.

Hello! / Hi! I'm (Spooky). Goodbye! / Bye-bye! (Metalinguistic reflection)

Project Work: A mobile (Art)

STARTING THE CLASS

- Do the routine suggested in the Introduction.
- Present Hey Friends! A to the children. Show them the character puppets and tell them to find them in the book: Find Spooky! Find Milly!

■ 1 SING.

- ▶ Tell the children to open the book at page 2. Since they do not know the numbers in English yet, write number two on the board, show it with your fingers and show them the page in your book. Draw their attention to activity 1. Show them the icon and elicit what they have to do in Spanish. Show them the SING flashcard, stick it on the board, write SING on the board next to it and say: Sing.
- ▶ Introduce the Let's learn English together song. Invite children to sing along. You can create a simple choreography for the children to follow.
- ▶ You can challenge the children to sing the karaoke version. At this stage you can sing the first part of each line and invite the children to join in for the second part.



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

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



Karaoke version

2 LISTEN AND FIND.

▶ Draw the children's attention to activity 2. Show them the icons and elicit what they have to do in Spanish. Show them the LISTEN and FIND



flashcards, stick them on the board, write **1. LISTEN. 2. FIND.** on the board next to them and say: *Number 1 we listen and number 2 we find*. Use gestures and point to numbers when you give and repeat the instructions.

▶ Tell the children to point to the characters as they listen.

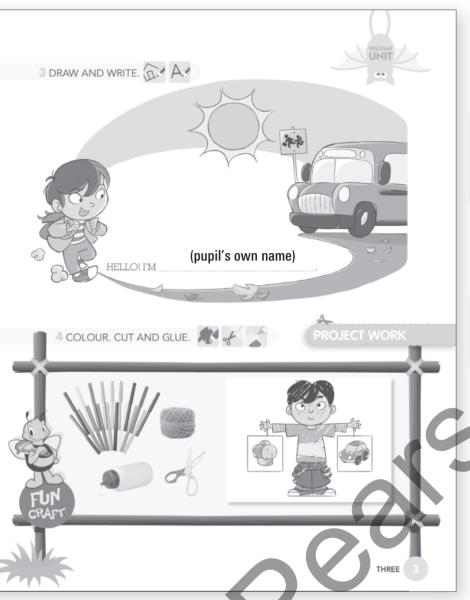
04) Track

Hello, I'm Spooky. Hello, I'm Kelly. Hello, I'm Milly. Hello, Benny. Hello, I'm Freddy.

BUILDING UP LITERACY ACTIVITY

- Make copies of the characters using the templates.
- Write their names on construction paper and stick them on the board.
- Read the names and ask one child to stick the picture of the characters next to the correct name.
- Make a class display with the characters and their names. Put it up in the Classroom Word Bank.







TEACHING TIP!

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



Page 60, activity 1 ▶ TB p. 34

3 DRAW AND WRITE.

▶ Tell the children to open the book at page 3. Point to activity 3. Show them the icons and elicit what they have to do in Spanish. Show them the DRAW and WRITE flashcards, stick them on the board, write 1. DRAW. 2. WRITE. on the board next to them and say: Number 1 we draw and number 2 we write. Use gestures and point to numbers when you give and repeat the instructions.

▶ In Spanish, ask the children where they think the boy is going. Show them hints such as the schoolbag, the street sign and the school bus.

REFLECTION TIP!

Point out that the boy is not wearing a white overall or uniform. Compare to what they wear to school. Ask the children about the school buses in their areas and their colours.

▶ Tell the children to draw themselves in the white space and to write their names on the line to complete the phrase **HELLO! I'M** ...

REFLECTION TIP!

Elicit the meaning of the phrase *I'm* ... You can provide an example using your name. Children will use Spanish to refer to this.

4 COLOUR. CUT AND GLUE.

- This project involves the production of α mobile.
- Run copies of the mobiles (templates on p. 109).
- Point to activity 4. Show them the icons and elicit what they have to do in Spanish. Show them the COLOUR, CUT and GLUE flashcards, stick them on the board, write 1. COLOUR.
- **2. CUT. 3. GLUE.** on the board next to them and say: *Number 1 we colour, number 2 we cut and number 3 we glue.* Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Children choose the template they prefer and colour it. Then, they draw two of their favourite things. Suggest drawing their favourite toys, animals, food, etc.
- Make a class display with their mobiles.

FINISHING THE CLASS



TEACHING TIP!

Remember to always tell children to put their things away at least five minutes before the bell goes off. Remember the class finishes once either you or they leave the classroom.

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



STARTING THE CLASS

• Do the routine suggested in the Introduction.

5 LISTEN AND TICK.

- ▶ Tell the children to open the book at page 4. Draw their attention to activity 5. Show them the icons and elicit what they have to do in Spanish. Show them the LISTEN and TICK flashcards, stick them on the board, write

 1. LISTEN. 2 TICK. on the board next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw a box similar to the ones in the book on the board. Model how and where they should draw the tick. Explain in Spanish that they will have to tick only one photo in each pair.
- ▶ Elicit the situations shown in the photographs. In Spanish, ask the children where the people are, who they are with, what they are doing. Invite the children to predict what the people are saying in each situation. Encourage them to use English: Hello / Hi!, Bye, Bye! / Goodbye! You can also ask them to predict the sounds they will hear.

REFLECTION TIP!

Elicit from the children the different greetings and leave-taking phrases they have been using so far. If they do not come up with any phrase, offer options and ask them about the situation in which they are used. Use Spanish to elicit the use, e.g.: Hello ¿es para saludarnos o despedirnos? Ask them to provide the equivalents in their mother tongues. Brainstorm as many alternatives as possible.

▶ Listen together to the first part of the audio.

Check the children's predictions and justify the correct option. If a child has heard correctly but has a different interpretation that may be valid, always allow that as a correct answer as well.

Listen to their arguments carefully and respond to them with your support. Play the rest of the audio for the children to tick the correct boxes in numbers 2 and 3. Play the audio twice, first for doing the activity and the second time for checking.



1-

Kid 1: Hi!

Kid 2: Hello!

Kid 3: Hello!

















2

Kid 1: Goodbye, Mum!

Mum: Goodbye!

Kid 2: Bye-bye, Mum!

Mum: Bye-bye!

Kid 3: Goodbye, Mum!

Mum: Bye-bye!

3-

Man: Hello! Hi! Hello!

6 SING.

- ▶ Tell the children to open the book at page 5. Draw their attention to activity 6. Show them the icon and elicit what they have to do. Stick the SING flashcard on the board, write **SING** next to it and say: Sing.
- ▶ Draw their attention to the photograph and elicit the situation. In Spanish, ask them where the children are, who they are with, what they are doing. Invite the children to predict what the teacher and the children are saying. Encourage them to use English: Hello / Hil, how are you? etc.





HELLO!





GOODBYE!





- Play the Hello song. Invite children to sing along (see suggestions for songs on p. 9).
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.

606 Track

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



Karaoke version

7 SING.

- Draw the children's attention to activity 7. Show them the icon and elicit what they have to do. Stick the sing flashcard on the board, write **SING** next to it and say: Sing.
- Draw their attention to the photograph and elicit the situation. In Spanish, ask them where the children are, what they are doing. Invite the children to predict what they are saying. Encourage them to use English: Bye, bye! / Goodbye!
- Play the Goodbye song. Invite children to sing along (see suggestions for songs on p. 9).
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.

(08) Track

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



Karaoke version



Page 60, activity 2 ▶ TB p. 34

PROGRESS CHECK

• Draw the children's attention to the Progress Check box. Read it together and reflect with them what the Progress Check box is for (see the Introduction).

FINISHING THE CLASS

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

Unit 1

At School

LINGUISTIC CONTENTS:

School objects. Colours. Describing school objects: It's a (pen). It's (blue). I've got a ... My pencil case is ... (Metalinguistic reflexion)

Project Work: A bookmark (Art) Story Time: The Magic Pen CLIL: Shapes (Maths)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING THE SCHOOL OBJECTS

- •Use the school objects flashcards (pencil, ruler, rubber, book, pen, pencil case, schoolbag). Put up each of the flashcards at a time and ask the children to put up their school objects: e.g. Show me your (pencil). For the schoolbag, you can tell them to point to it.
- Play at least three games aiming at recognition of the school objects such as a memory game (option 1). Follow the sequence and Fast pointers (see suggestions for games on p. 13)



TEACHING TIP!

Games played to practise and recycle the new words should be included frequently in the lesson plan. These games could also be included as part of the routine. The complexity of the games should be increased gradually to accompany the children's learning process. For this reason, it is essential to constantly monitor the children's involvement and participation in the games.

■ 1 SING.

- ▶ Tell the children to open the book at page 6. Draw their attention to activity 1. Show them the icon and elicit what they have to do. Stick the SING flashcard on the board, write **SING** next to it and say: Sing.
- ▶ Draw their attention to the pictures on pages 6 and 7 and elicit the situation. In Spanish, ask them where the characters are and why. Elicit from children why they think the objects are flying and the characters look surprised: Spooky is magically moving the school objects.
- ▶ Play the song. Ask children to listen and circle the objects they can hear in the song (pencil /



ruler / rubber).

- ▶ Play the song again and invite children to sing along (see suggestions for songs on p. 9).
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.

10 Track

Pencil, ruler, rubber.

Pencil, ruler, rubber.

Pencil, ruler, rubber.

Time for school my friend.

Pencil, ruler, rubber.

Pencil, ruler, rubber.

Pencil, ruler, rubber.

Time for school my friend.



Karaoke version



- Point to the sign post next to the school. Show them the icon and elicit what they have to do. Stick the *FIND* flashcard on the board, write **FIND** next to it and say: *Find*.
- The purpose of this activity is to make children flip over the pages of the unit looking for a specific object. In this case, it is the magic pen on p.14. You can give the children a time limit for this activity. Once you have made sure that all the children have found the object, you can suggest a round of applause to celebrate.

2 LISTEN AND FIND.

- ▶ Point to activity 2. Show them the icon and elicit what they have to do. Stick the *LISTEN* and *FIND* flashcards on the board, write 1. LISTEN. 2. FIND. next to them and say: Number 1 we listen and number 2 we find. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Tell them they will point to the school objects as they listen. In Spanish, let them know the audio will follow a certain order, different from the one in the book. Make a pause after each object to give them time to find it.

As a follow-up, tell the children to close their books and place the flashcards on the board following the order in the audio. Then, they can listen and check.



schoolbag pen book pencil case rubber pencil ruler

CUT-OUT ACTIVITIES

- Point to the SCHOOL OBJECTS cut-outs at the end of the Pupil's Book. Give them some time to cut them out.
- Now the children are ready to play any of the games suggested on p. 13.
- Once you have finished playing, ask the children to keep the SCHOOL OBJECTS cut-outs in an envelope. They can stick that envelope on the back cover of the book or in the children's copybook.



NB Page 61, activity 3 ▶ TB p. 35

BUILDING UP LITERACY ACTIVITY

- Divide the class in seven small groups. Assign a school object to each group, distribute slips of construction paper and ask them to draw the assigned school object there.
- Tell the children to open the book at the Word Bank (p.78), and look for the school object assigned. Distribute another slip of construction paper for them to copy the corresponding word. Collect all the written words. Alternatively, write the names of the school objects on seven slips of construction paper yourself.
- Read each word with the children and tell them to stick the pictures next to the corresponding school object.
- Make a class display with the school object and the words. Put it up in the Classroom Word Bank.



Page 72, activity 1 ▶ TB p. 37

FINISHING THE CLASS

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

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING THE COLOURS

- Use the COLOURS flashcards. Put up each of them at a time and ask the children to put up a school object of that colour: e.g.: Show me a (red) (pencil).
- Play a memory game (option 2, p. X).

Spooky and Friends Mr Scarecrow

3 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 8. Elicit who they can see in the pictures, where they are, the weather and the season.
- ▶ Point to Spooky. Ask if Milly and Benny know Spooky.
- ▶ Point to activity 3. Show them the icons and elicit what they have to do. Stick the LOOK and LISTEN flashcards on the board, write 1. LOOK.
 2 LISTEN. next to them and say: Number 1 we look and number 2 we listen. Use gestures and point to numbers when you give and repeat the instructions.
- In Spanish, tell them they will hear a sound that separates the pictures.
- Listen to the story to check the children's predictions.
- Ask the children about the object Benny and Milly are playing with. Ask them why they get scared. Talk about how they would feel if they saw a ghost in the park.

13 Track

Benny: Let's play a game!

Milly: OK!

Benny: What colour is it?

Milly: It's yellow! Benny: No!

Benny: What colour is it?

Milly: It's green.
Benny: No!
Milly: Look!
Benny: It's orange!

Milly: Run!

4 ACT OUT.

▶ Point to activity 4. Show them the icon and elicit what they have to do. Stick the ACT OUT flashcard on the board, write **ACT OUT** next to



it and say: Act out.

Invite two volunteers to play the parts of Benny and Milly. Do not expect the children to produce all the words accurately. Focus on the words they are already familiar with, such as colour, yellow, green, etc.

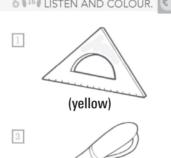


TEACHING TIP!

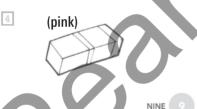
Some children may be shy to act out. Start by working with volunteers and then encourage the rest by assigning a character to a small group and asking the group to repeat that character's part. It is important to create a safe atmosphere in the classroom.

- Play the audio again, pausing after each chunk and invite the "actors" to repeat their parts.
- Alternatively, the children can use the puppets to act out.
- ▶ Encourage them to imitate the pronunciation, to mimic voices, to use gestures, etc.









CUT-OUT ACTIVITIES

(blue)

- Point attention to the COLOURS cut-outs. Let them cut them out.
- Now the children are ready to play any of the games suggested on p. 13.

5 SING.

- ▶ Tell the children to open the book at page 9. Point to activity 5. Show them the icon and elicit what they have to do. Stick the sing flashcard on the board, write SING next to it and say: Sing.
- Point to the pictures. In Spanish, ask them what they think the song is about and why. Go over the colours included in the song. As the pupils say the colours stick the COLOURS flashcards on the board in random order.



TEACHING TIP!

If the children say the colours in Spanish, give them options in English, e.g. Red or green? It is easier for the children if the correct item is the last one they hear.

- ▶ Tell the children to close their books. Play the song. Ask children to listen and mentally put the colours on the board in the correct order.
- Play the song again to check the right order on the board.
- Play the song again and invite children to sing along (suggestions on p. 9).
- Once the children feel confident enough with the song, challenge them to sing the karaoke version.



Pink and yellow, red and blue Red and blue Pink and yellow, red and green Red and green

15) Track

Karaoke version

6 LISTEN AND COLOUR.

- Point attention to activity 6. Show them the icons and elicit what they have to do. Stick the LISTEN and COLOUR flashcards on the board, write 1. LISTEN. 2. COLOUR. next to them and say: Number 1 we listen and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- Elicit the school objects. Elicit the colour of the ruler.
- Play the first part of the audio to check.
- Play the rest of the audio, making a pause after each item.
- To check, ask the children about the colour for each object: What colour is the rubber? Pink.
- ▶ Tell the children to close their books and carry out a memory game. Say the colour for them to say the object or vice versa.

16 Track

It's yellow. It's blue. It's green. It's pink.



Page 62, activity 5 ▶ TB p. 36

FINISHING THE CLASS

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

STARTING THE CLASS

• Do the routine suggested in the Introduction.

LABELLING THE CUT-OUTS

- Ask the children to take the SCHOOL OBJECTS cut-outs from the envelope and give them some time to label them.
- Remind them that they can resort to the Classroom Word Bank or the Word Bank on p. 78 if they need help.
- Let them play a game using the cut-outs (suggestions on p. 13).

7 LISTEN AND CIRCLE.

- ▶ Tell the children to open the book at page 9. Draw their attention to activity 7. Show them the icons and elicit what they have to do. Stick the LISTEN and CIRCLE flashcards on the board, write 1. LISTEN. 2. CIRCLE. next to them and say: Number 1 we listen and number 2 we circle. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw the children's attention to the options A and B for each number. Go over the school objects and invite the children to say them in English.
- ▶ Go over the example. Since this is the first listen and circle activity, as children name the two objects, draw them on the board next to letters A and B. Play the first part of the audio and model how and where they should draw the circle.
- ▶ Play the rest of the audio, making a pause after each item.
- ▶ Tell the children to circle the correct school objects as they listen.
- ▶ To check, ask the children which object they have circled in each case. Ask them the number for each object: What is number 2? Pencil or rubber? Pencil.
- ▶ As a follow-up, tell the children to close their books and carry out a memory game. You say the number for them to say the object.



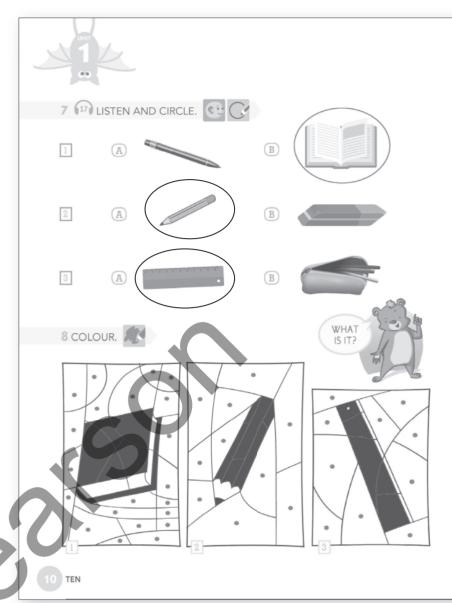
1 What is it? It's a book.

2 What is it? It's a pencil.

3 What is it? It's a ruler.

8 COLOUR.

▶ Draw the children's attention to activity 8. Show them the icon and elicit what they have to do.



Stick the COLOUR flashcards on the board, write **COLOUR** next to them and say: Colour.

▶ In Spanish, elicit from the children what part they have to colour and what colour they should use. Ask them to predict what they will find in each box. Encourage them to say the school objects in English following the previous **TEACHING**TIPS!



TEACHING TIP!

Give children a time limit to complete this activity. Write the time allotted on the board and, as time goes by, update the time left. Alternatively, you can tell them to complete the activity while listening to a song and to finish by the time the song finishes. These strategies foster the development of time management and help children focus on the task.

▶ When the children finish colouring, ask them what school object they have found in each box: What is number 1?



9 LISTEN AND TICK.

- ▶ Tell the children to open the book at page 11. Draw their attention to activity 9. Show them the icons and elicit what they have to do. Stick the *LISTEN* and *TICK* flashcards on the board, write 1. LISTEN. 2. TICK. next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Point to options A and B for each number. Go over the school objects and invite the children to say them in English. In Spanish, tell them that sometimes the objects are different but other times it is the same object, but it has a different colour.
- ▶ Go over the example. Play the first part of the audio, make a pause and check the first tick on the green pencil.
- ▶ Play the rest of the audio, making a pause after each item.
- ▶ Tell the children to tick the correct school objects as they listen.
- ▶ To check, ask the children which object they have ticked in each case. What is number 2? Pencil case or schoolbag? Schoolbag.
- As a follow-up, carry out a memory game. You say the number for them to say the object and its colour.

18 Track

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

■ 10 LISTEN AND COLOUR.

- ▶ Point to activity 10. Show them the icons and elicit what they have to do. Stick the LISTEN and COLOUR flashcards on the board, write 1. LISTEN. 2. COLOUR. next to them and say: Number 1 we listen and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit the objects on the desk.
- Go over the example. Tell them that the pencil case and the ruler will not be part of the activity. Play the first part of the audio, make a pause and check the pink pen.
- Play the rest of the audio, making a pause after each item.
- Tell the children to colour the school objects as they listen.
- To check, ask the children what colour each object is What colour is the schoolbag? (Green or red?) Red.
- As a follow-up, tell the children to close their books and play a memory game in pairs or class as a whole. One child says the object and the other says its colour.

19 Track

- 1 I've got a pen. It's pink.
- 2 I've got a schoolbag. It's red.
- 3 I've got a rubber. It's blue.
- 4 I've got a pencil. It's green.
- 5 I've got a book. It's yellow.



NB) Page 61, activity 4 ▶ TB p. 35

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

BUILDING UP LITERACY ACTIVITY

- Divide the class in five small groups. Assign a colour to each group and give them a slip of paper with the drawing of a big pencil or paint splodge.
- Each group colours the big pencil or splodge in the assigned colour: pink, yellow, red, blue and green.
- Tell the children to open their books at the Word Bank (p.78), and look for the colour assigned. Distribute another slip of construction paper for them to copy the corresponding word. Collect all the written words. Alternatively, write the names of the colours on five slips of construction paper yourself.
- Read each word with the children and tell them to stick the pictures next to the corresponding colour.
- Make a class display with the colours and the words. Put it up in the Classroom Word Bank.

Fun Time

■ 11 PLAY MEMORY GAME.

- ▶ Tell the children to open the book at page 12. Draw their attention to activity 11. Show them the icon and elicit what they have to do. Stick the PLAY flashcard on the board, write PLAY next to it and say: Play.
- ▶ Draw the children's attention to the objects on page 12. Elicit the names of the school objects in English. Go over each object focusing on the colour: What colour is the pencil case? \ Look at the pencil case. What colour is it?

REFLECTION TIP!

Reflect with the children about where in the classroom they can find help if they do not remember the colours or the objects (Classroom Word Bank).

- ▶ Make a point of the blue pencil in Spooky's hand. That pencil is not part of the game.
- ▶ Whole class game. Tell the children to take a mental photo of the objects. Give them a time limit for this (30 seconds). Then, tell them to close their books and play the audio. The children hear the colour and say the right object.



▶ As a follow-up, if children are confident enough, they can play in pairs or small groups. They take turns to guess either the object or the colour: Yellow? Ruler! / Ruler? Yellow!



It's red.

It's blue.

It's green.

It's yellow.

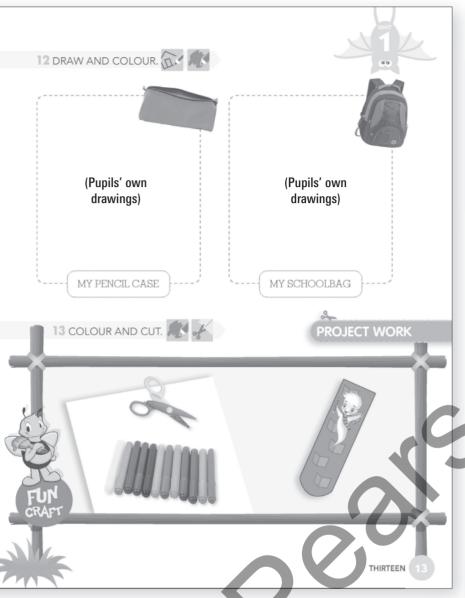
It's pink.



Page 72, activity 2 ▶ TB p. 37

■ 12 DRAW AND COLOUR.

▶ Tell the children to open the books at page 13. Draw their attention to activity 12. Show them the icons and elicit what they have to do. Stick the *DRAW* and *COLOUR* flashcards on the board, write 1. DRAW. 2. COLOUR. next to them and say: Number 1 we draw and number 2 we colour. Use gestures and



point to numbers when you give and repeat the instructions.

▶ Elicit from the children what they have to draw in each frame. Tell the children to resort to the Classroom Word Bank if they need help with the words.



TEACHING TIP!

Model the production activities on the board. Draw and colour your pencil case and bag on the board and present them. Use gestures to emphasise My when presenting it so as to make the reference clear. In Spanish, ask the children if they have to copy your pictures or draw their own.

- ▶ When the children finish drawing and colouring, invite them to come to the front and present their pictures to their classmates: My pencil case. My schoolbag. You can ask them about the colours: What colour is your pencil case? Blue.
- As a follow-up, you can ask the class if they remember their classmates' objects: What colour is (Pablo)'s pencil case? What colour is (Cecilia)'s schoolbag?



TEACHING TIP!

Once activity 12 is checked and finished, give out slips of paper with two frames for the children to make a final copy. They draw the pictures of their schoolbag and pencil case again and copy the phrases below. Children also write their names at the bottom of the slip. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

13 COLOUR AND CUT.

- ▶ This project involves the production of a bookmark that children can later use to organise their own work in the Pupil's Book.
- Run copies of the bookmarks (templates on p. 110).
- ▶ Draw the children's attention to activity 13. Show them the icons and elicit what they have to do. Stick the COLOUR and CUT flashcards on the board, write 1. COLOUR. 2. CUT. next to them and say: Number 1 we colour and number 2 we cut. Use gestures and point to numbers when you give and repeat the instructions.
- Give out the copies of the bookmarks and assign a time limit for the children to colour and cut them.



TEACHING TIP!

Tell children to keep their materials in order and clean up after they finish.

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



TEACHING TIP!

As children work, you can introduce informally the words scissors and glue and encourage them to name those objects in English, e.g. A: Scissors, please. B: Glue, please. You can design your own flashcards for school objects and keep them handy in the English corner.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

LABELLING THE CUT-OUTS

- Ask the children to take the COLOURS cut-outs from the envelope and give them some time to label them.
- Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p.78 if they need help.
- To round up, allow some time for the children to play a game using the cut-outs (see suggestions for games on p. 13).

Story Time: The Magic Pen

■ 14 LISTEN TO THE STORY.

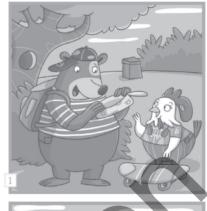
- ▶ Tell the children to open the book at page 14. Finger read the STORY TIME heading together with the children and get ready for the story (see suggestions on p. 9).
- Draw the children's attention to the title of the story: "The Magic Pen". In Spanish, invite them to predict why they think the pen is magic.
- ▶ Tell the children to find the magic pen in the story. Remind the children of the magic pen they had to find at the beginning of the unit (SB p. 6).
- Ask the children in Spanish about the characters of the story and the setting. Introduce Bobby Bear and Holly Hen, and write the names of the characters on the board.
- Draw the children's attention to frame 1 and invite them to predict what the problem seems to be. Go back to the title so as to make a connection between the empty pencil case and the missing pen. This interaction should be carried out in Spanish since the objective is to predict the conflict in the story.
- Draw their attention to activity 14. Show them the icons and elicit what they have to do. Stick the LISTEN flashcard on the board. write **LISTEN** next to them and say: Listen. Use gestures and point to numbers when you give and repeat the instructions
- Listen together to the story to check the children's predictions.
- In Spanish, reflect with the children about the importance of taking care of the school objects and how important it is to help our friends when an object gets lost.



14 (21) LISTEN TO THE STORY.



THE MAGIC PEN











FOURTEEN

21 Track

Picture 1: Bobby Bear: Holly Hen! Holly Hen! I can't find my magic pen. It is yellow, green and blue. It is red and orange, too.

Picture 2: Holly Hen: I can help you Bobby Bear! Look! Look here! Look! Look there! Look! Look in the big brown tree. Run! Run! Run! A bee! Bee!

Picture 3: Holly Hen: I can help you, Bobby Bear! Look! Look here! Look! Look there! Look! Look in the big red box! Run! Run! A fox! A fox! A fox!

Picture 4: Holly Hen: I can help you, Bobby Bear! Look! Look! Look! Your pen is there!

Bobby Bear: Holly Hen! Come and see! My pen is magic: one, two, three!

15 LISTEN AND CIRCLE.

▶ Tell the children to open the book at page 15. Draw their attention to activity 15. Show them the icons and elicit what they have to do. Stick the LISTEN and CIRCLE flashcards on the board, write 1. LISTEN. 2 CIRCLE. next to them and say:













FIFTEEN 15

Number l we listen and number 2 we circle. Use gestures and point to numbers when you give and repeat the instructions.

- ▶ Draw the children's attention to the school objects on Holly Hen's desk. Invite them to say them in English: What objects can you see? One (pen) or two (pens)? What colour are the (pens)?
- ▶ In Spanish, tell the children that not all the objects belong to Holly Hen, and that they will help her find HER school objects.
- ▶ Play the first part of the audio and model how and where they should draw the circle.
- ▶ Play the rest of the audio, making a pause after each chunk which mentions the school object and its colour.
- ▶ Tell the children to circle the correct school objects as they
- ▶ To check, ask the children which object they have circled in each case. Ask them: Blue pen or yellow pen? as you point to them in your book. Repeat with the rest of the objects.
- As a follow-up, tell the children to close their books and carry out a memory game. You ask them: Which pen is Holly Hen's? The blue pen or the yellow pen?

22 Track

Holly Hen: Hello everyone! I'm ready for school.
I've got a pen. It's blue. I've got a ruler. It's
green. I've got a rubber. It's pink. I've got a
book. It's yellow.

■ 16 LOOK AND TICK.

- ▶ Point to activity 16. Show them the icons and elicit what they have to do. Stick the LOOK and TICK flashcards on the board, write 1. LOOK.
 2 TICK. next to them and say: Number 1 we look and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- In Spanish, explain that they can choose their favourite ending for the story. Elicit from the children what they think happens in each picture.
- 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: HOLLY HEN AND BOBBY BEAR OPTION 2: BOBBY BEAR. Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

PROGRESS CHECK

• Point to the Progress Check box. Read it together and reflect with them if they feel confident with each of the items. If they do, tell them to colour each icon.

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- \bullet Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING THE SHAPES

- Cut out the four shapes in construction paper of different colours. Choose colours that the children already know.
- Stick the shapes on the classroom walls wide apart. Play Fast Pointers saying the colour and the shape: Point to the (red) (rectangle).
- Play a memory game (option 2, see suggestions on p. 13) using the shapes flahscards. Call four children to the front and give each of them a flashcard. Tell them to keep the cards a secret. Ask the class to guess who has each shape: Rectangle. Who has the (rectangle)?

■ 1 LISTEN AND FIND.

- ▶ Before the activity, draw one of the shapes in the air and ask: Circle. Yes or no? Alternatively, Play Funny Windows (see p. 14). Ask the children about the shapes in the envelope: Circle or triangle? If children are confident with the words, you can give them more options.
- ▶ Tell the children to open the book at page 16. Draw their attention to activity 1. Show them the icons and elicit what they have to do. Stick the LISTEN and FIND flashcards on the board, write 1. LISTEN. 2. FIND. next to them and say: Number 1 we listen and number 2 we find. Use gestures and point to numbers when you give and repeat the instructions.
- Ask the children to put up their index fingers and model it. Tell them they will point to the shapes as they listen. In Spanish, remind them that the audio will follow a certain order, different from the one in the book. Make a pause after each shape to give them time to find it.

23 Track

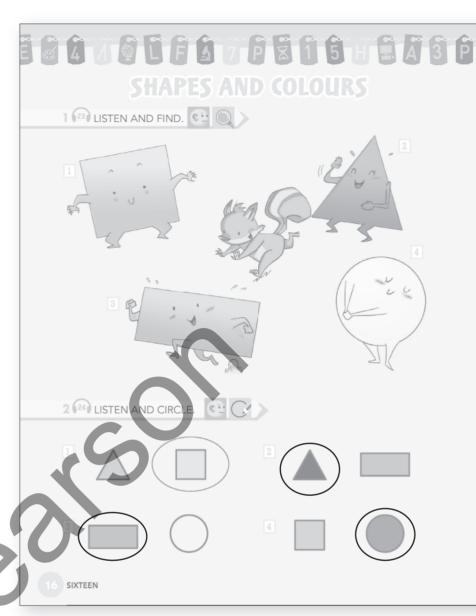
It's a circle. It's yellow. It's a triangle. It's blue. It's a square. It's pink. It's a rectangle. It's green.

2 LISTEN AND CIRCLE.

▶ Point to activity 2. Show them the icons and elicit what they have to do. Stick the *LISTEN* and *CIRCLE* flashcards on the board, write

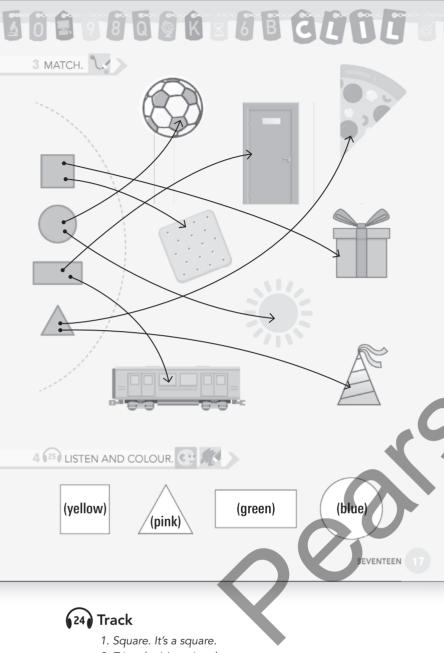
1. LISTEN. 2. CIRCLE. next to them and say:

Number 1 we listen and number 2 we circle.



Use gestures and point to numbers when you give and repeat the instructions.

- ▶ Point to the shapes. Invite them to say them in English: What shapes can you see? Triangle or circle? Repeat with all the shapes.
- ▶ Go over the example. Play the first part of the audio. Make a pause and check the circle on the square.
- ▶ Play the rest of the audio, making a pause after each item. Tell the children to circle the correct shapes as they listen.
- ▶ To check, ask the children which shape they have circled in each case. Ask them: *Triangle or square?* as you point to them in your book. Repeat with the rest of the shapes.
- As a follow-up, tell the children to close their books and carry out a memory game. You ask them: Which shape is number 1? or What's number one? Triangle or square?



- 2. Triangle. It's a triangle.
- 3. Rectangle. It's a rectangle.
- 4. Circle. It's a circle.

3 MATCH.

- ▶ Tell the children to open the book at page 17. Draw their attention to activity 3. Show them the icon and elicit what they have to do. Stick the MATCH flashcard on the board, write MATCH next to it and say: Match.
- ▶ Show in your book the objects on p.17. Point to each of them and elicit from the children its shape. Give them options if necessary: Circle or rectangle?
- ▶ Draw the four shapes on the left side of the board and a football on the right side. Model how to match the object to its shape.
- ▶ Tell the children to match the rest of the objects. Give them α time limit to complete this activity (see tip on p. 26).

▶ To check, point to each object in your book and ask children to say the shape.

4 LISTEN AND COLOUR.

- ▶ Draw the children's attention to activity 4. Show them the icons and elicit what they have to do. Stick the LISTEN and COLOUR flashcards on the board, write 1. LISTEN. 2. COLOUR. next to them and say: Number 1 we listen and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit the shapes. Play the first sentence of the first item of the audio, make a pause until the children find the circle. Play the second sentence (It's blue). Check that they colour the circle blue, or, if you have little time, check that they draw a line / stroke in blue to remember the colour when they finish it at home.
- ▶ Play the rest of the audio, making a pause after each item.
- Tell the children to colour the shapes as they listen.
- To check, ask the children what colour each shape is What colour is the circle? (Blue or red?)
 Blue.
- As a follow-up, tell the children to close their books and play a memory game in pairs or class as a whole. One child says the shape and the other says its colour.

25 Track

It's a circle. It's blue. It's a square. It's yellow. It's a triangle. It's pink. It's a rectangle. It's green.



Page 62, activity 6 ▶ TB p. 36

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



TEACHING TIP!

Work on the icons and instructions along the lines of the Pupil's Book instructions. If the children need help to do the activities, you can suggest that they should resort to the Classroom Word Bank. You could also use the flashcards to give them the necessary scaffolding.

2 LISTEN AND TICK.

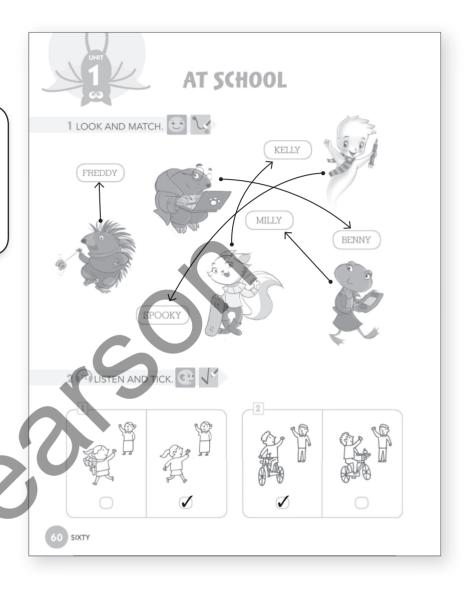
Audioscript Track 71

- 1 María: Hi, Granny? How are you? Granny: Hello, Maria!
- 2 Boy 1: Bye! See you soon. Boy 2: Bye.

3 LISTEN AND NUMBER.

Audioscript Track (72)

- 1 pen
- 2 pencil
- 3 ruler
- 4 book
- 5 rubber
- 6 pencil case
- 7 schoolbag





■ 5 LISTEN AND COLOUR.

Audioscript Track 74

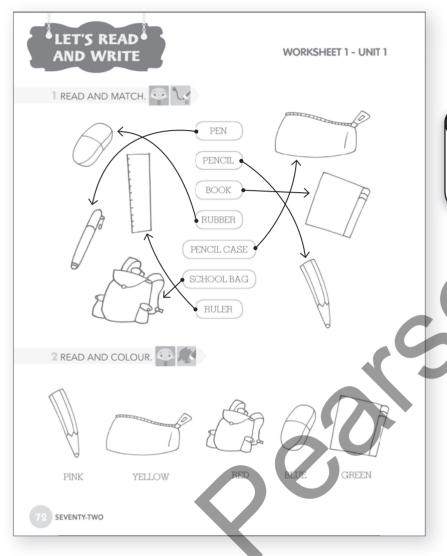
I've got a rubber. It's blue. I've got a pen. It's red. I've got a pencil. It's green. I've got a book. It's yellow.

6 LISTEN AND COLOUR.

Audioscript Track (75)

It's a circle. It's blue. It's a square. It's yellow. It's a triangle. It's pink. It's a rectangle. It's green.







TEACHING TIP!

Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 to work in the *Let's Read and Write* section.

Unit 2

At the Playground

LINGUISTIC CONTENTS:

Numbers 1-10. Colours. Describing school objects, talking about quantity: (Three) (rubbers). My favourite school object is ... (Metalinguistic reflection)

Project Work: Project Work: A snapdragon

(Art)

Story Time: The Car Race CLIL: My body (Science)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING THE NUMBERS



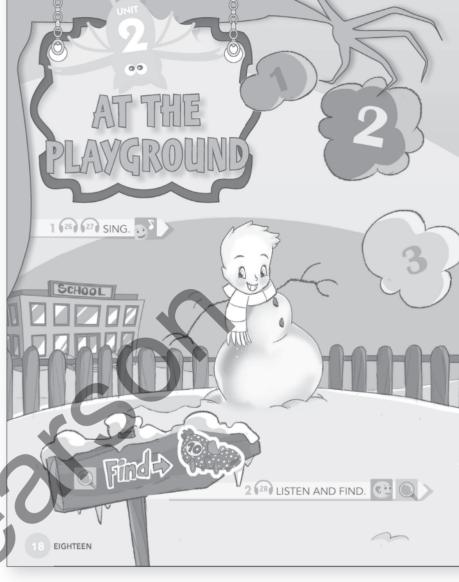
TEACHING TIP!

If you have worked with dates in the calendar, children should already be familiar with the numbers. In any case, at this stage it is important to focus on the notion of quantity.

- Collect ten small objects (bottle caps, rubbers, ice-cream sticks, etc.). Put some of them in a box or cloth bag. Shake the box or invite the children to feel the bag. Ask them about the quantity in the box / bag: (Three) (bottle caps), yes or no? To check, open the bag and count all together: Let's count together: One, two... Then show the number with the NUMBERS flashcards and stick the flashcards on the board. First concentrate mainly on numbers 1, 2, 3. Then include 4 and 5.
- Once you have gone over all the numbers, put them in order with the children's help. Tell them: Let's put the numbers in order. Use Spanish if necessary. Invite one child to come to the board and tell him / her to find number one: Which one is number **one**? Repeat with the rest of the numbers until they are all in the correct order.
- Follow the same procedure with numbers 6-10.
- Play at least three games aiming at recognition of the numbers such as a memory game (option 1), Jump the line and Clap / Stand up / Stamp your feet if correct (see suggestions for games on p. 13)

■ 1 SING.

▶ Tell the children to open the book at page 18. Draw their attention to activity 1. Show



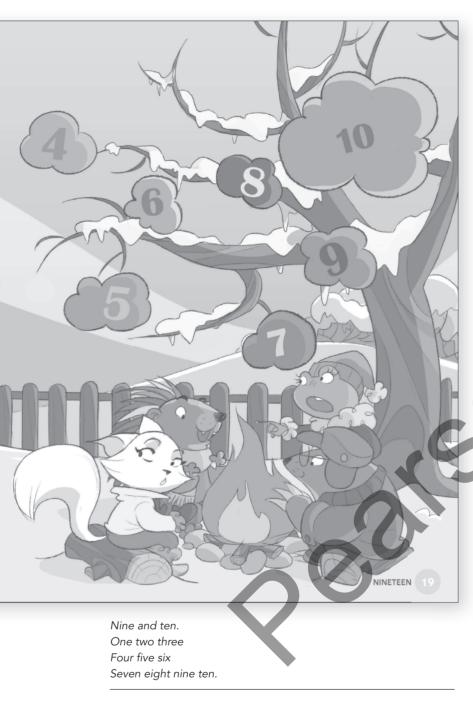
them the icon and elicit what they have to do. Stick the SING flashcard on the board, write **SING** next to it and say: Sina.

- Draw their attention to the pictures on pages 18 and 19 and elicit the situation. In Spanish, ask them where the characters are and what they are doing. Elicit from children what season it is. Ask them why Milly is scared (Spooky is the snowman).
- Play the song. Ask children to point to the numbers as they hear the song.
- Play the song again and invite children to sing along (see suggestions for songs on p. 9).
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version (Track 27).



(26) Track

This is the way we count to ten, count to ten, count to ten. This is the way we count to ten. Let's start now. One two three Four five and six Seven eight





Karaoke version

FIND

- Draw the children's attention to the sign post next to the school. Show them the icon and elicit what they have to do. Stick the FIND flashcard on the board, write **FIND** next to it and say: Find.
- The purpose of this activity is to make children flip over the pages of the unit looking for a specific object. In this case, it is the racing car on p.26. You can give the children a time limit for this activity. Once you have made sure that all the children have found the object, you can suggest a round of applause to celebrate.

2 LISTEN AND FIND.

- ▶ Draw the children's attention to activity 2. Show them the icon and elicit what they have to do. Stick the LISTEN and FIND flashcards on the board, write 1. LISTEN. 2. FIND. next to them and say: Number 1 we listen and number 2 we find. Use gestures and point to numbers when you give and repeat the instructions.
- Ask the children to put up their index fingers and model it. You can use English here. Tell them they will point to the numbers as they listen. Make a pause after each number to give them time to find it.
- As a follow-up, tell the children to find the numbers in the book as you say them. Do not follow the order of the numbers, say them randomly.



One two three four five six seven eight nine ten

CUT-OUT ACTIVITIES

- Draw the children's attention to the numbers cut-outs at the end of the Pupil's Book. Allow some time for them to cut them out.
- Now the children are ready to play any of the games suggested on p. 13.
- Once you have finished playing, ask the children to keep the numbers cut-outs in the cut-outs envelope.



(**NB**) Page 63, activity 1 ▶ TB p. 52

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

Spooky and Friends A Gift From Granny

3 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 20. elicit who they can see in the pictures, where they are, what the weather is like, what the season and what Kelly and Benny are doing.
- Draw pupils' attention to the box. Ask them what they have in the box. Elicit what the orange tag is for.

REFLECTION TIP!

Elicit what the numbers and the letterboxes are for. Ask if their houses are numbered and ask them where they can find those numbers.

- Point to activity 3. Show them the icons and elicit what they have to do. Stick the LOOK and LISTEN flashcards on the board, write 1. LOOK. **2 LISTEN.** next to them and say: Number 1 we look and number 2 we listen.
- ▶ In Spanish, remind them that they will hear a sound every time they have to move to the following picture.
- Listen to the story to check the children's predictions.
- Ask the children why Kelly and Benny get scared. Ask them if they have ever received a pet as a gift and how they felt about it.

129 Track

Picture 2. Benny: What number is it? Kelly: Two.

Picture 3. Benny: What number is it?

Kelly: Four.

Picture 4. Benny: What number is it?

Kelly: Six.

Picture 5. Benny: Look! Help! Run!

Kelly: It's a ghost

4 ACT OUT.

- ▶ Point to activity 4. Show them the icon and elicit what they have to do. Stick the ACT OUT flashcard on the board, write ACT OUT next to it and say: Act out.
- Invite two volunteers to play the parts of Benny and Kelly. Do not expect children to produce all the words accurately. Focus on the words they are already familiar with, such as number, two, four, etc.



3 (29) LOOK AND LISTEN.



A GIFT FROM GRANNY













TWENTY



TEACHING TIP!

ACT OUT.

Remember that you can start encouraging the shy children by assigning a character to a small group and asking the group to repeat that character's part. Do not forget to give positive feedback on their participation to create a safe atmosphere in the classroom.

- Play the audio, pausing after each chunk, and invite the "actors" to repeat their parts.
- Alternatively, the children can use the puppets to act out. Encourage them to imitate the pronunciation, to mimic voices, to use gestures, etc.



Page 63, activity 2 ▶ TB p. 52

INTRODUCING MORE COLOURS

• Use all the COLOURS flashcards. Put up each of the flashcards at a time and ask the children to put up a school object of that colour: e.g.: Show me a (red) (pencil).



• Play games aiming at recognition of the colours (memory game option 2, TPR games, Follow the sequence, etc).

5 LISTEN AND FIND.

- ▶ Tell the children to open the book at page 21. Point to activity 5. Show them the icons and elicit what they have to do in Spanish. Show them the LISTEN and FIND flashcards, stick them on the board, write 1. LISTEN. 2. FIND. on the board next to them and say: Number 1 we listen and number 2 we find. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Tell the children to point to the school objects as they listen.



Schoolbag. It's purple. Rubber. It's white. Pen. It's brown. Ruler. It's orange. Pencil. It's black.

6 SING.

- Point to activity 6. Show them the icon and elicit what they have to do. Stick the SING flashcard on the board, write **SING** next to it and say: Sina.
- Point to the pictures. Remind them of the previous colour song (page 9). Go over the colours included in the song. As the pupils say the colours stick the COLOURS flashcards on the board in random order.
- ▶ Tell the children to close their books. Play the song. Ask children to listen and mentally put the colours on the board in the correct order.
- Play the song again to check the right order on the board.
- Play the song again and invite children to sing along (see suggestions for songs on p. 9). Focus especially on the second stanza since it is the one with the new colours.
- You can challenge the kids to sing the karaoke version.

31) Track

Pink and yellow, red and blue Red and blue Pink and yellow, red and green Red and green Orange, purple, brown and black Pink and yellow, red and white Red and white



Karaoke version

CUT-OUT ACTIVITIES

- Point to the rest of the COLOURS cut-outs. Allow some time for them to cut them out.
- Now the children are ready to play any of the games suggested on p. 13.
- Once you have finished playing, ask the children to keep the COLOURS cut-outs in the cut-outs envelope.

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

7 LISTEN AND COLOUR.

- Point to activity 7. Show them the icons and elicit what they have to do. Stick the LISTEN and COLOUR flashcards. On the board, write 1. LISTEN. 2 COLOUR. next to them and say: Number 1 we listen and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- Go over the numbers in English.
- ▶ Play the first part of the audio and do number 1 together as an example.



TEACHING TIP!

Tell the children to put a mark with the correct colour in the number. Once you have checked the activity, they can finish colouring in class or at home.

- Play the rest of the audio, making a pause after each item for the children to colour.
- ▶ To check, ask the children about the colour for each number: What colour is number one? Blue.
- As a follow-up, carry out a memory game. You can either say the colour for them to say the number or vice versa



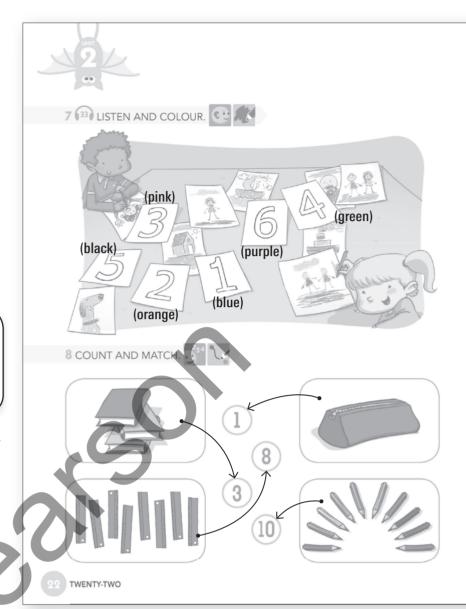
(33) Track

Number one is blue. Number two is orange. Number three is pink. Number four is green. Number five is black. Number six is purple.



BUILDING UP LITERACY ACTIVITY

- Divide the class in ten groups or pairs. Assign a number (1-10) to each group, distribute construction paper to draw the assigned number. Draw 10 circles on the construction paper and tell them to colour the correct quantity.
- Tell the children to open at the Word Bank (p. 78), and look for the number assigned (1, 2, 3 ...). Distribute another slip of construction paper to copy the corresponding word. Collect all the written words. Alternatively, write the names of the ten numbers on ten slips of construction paper yourself.
- Read each word with the children and tell them to stick the pictures next to the corresponding number.



• Make a class display with the numbers and the words. Put it up in the Classroom Word Bank.



Page 73, activity 1 ▶ TB p. 55

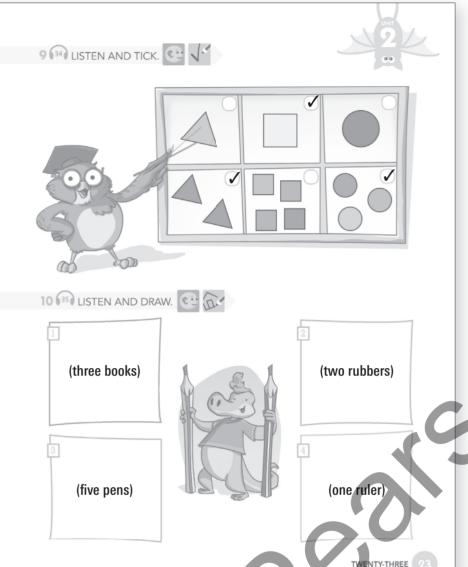
8 COUNT AND MATCH.

- Point to activity 8. Show them the icons and elicit what they have to do. Stick the COUNT and MATCH flashcards on the board, write 1. COUNT. 2. MATCH. next to them and say: Number 1 we count and number 2 we match. Use gestures and point to numbers when you give and repeat the instructions.
- Go over the pictures. Elicit the school objects and make reference to quantity: How many books?, How many rulers?, etc. Assign a time limit.

REFLECTION TIP!



The children will understand the structure *How many* because of the context. Count out and show the quantity with your fingers or give them options: How many? Four or five?



▶ To check, you can either say the school objects and they say the number. Accept the singular form and provide the plural form yourself.

9 LISTEN AND TICK.

- Play a game to revise shapes, e.g. a TPR game or What's missing? (use the construction paper shapes).
- ▶ Tell the children to open the book at page 23. Draw their attention to activity 9. Show them the icons and elicit what they have to do. Stick the *LISTEN* and *TICK* flashcards on the board, write 1. LISTEN. 2. TICK. next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Point to the options for each pair. Go over the shapes and their quantity. In Spanish, tell them that they should pay attention to the quantity and not the colour.
- ▶ Do the first one as an example and check the first tick on the two triangles.
- ▶ Play the rest of the audio, making a pause after each option.
- ▶ Tell the children to tick the correct quantity as they listen.

- ▶ To check, ask the children which picture they have ticked in each case. How many triangles? One or two. Two!
- As a follow-up, carry out a memory game. You say the number for them to say the shapes.

34) Track

How many triangles? Two triangles. How many squares? One square. How many circles? Three circles.



Page 64, activity 3 ▶ TB p. 53

■ 10 LISTEN AND DRAW.

- Point to activity 23. Show them the icons and elicit what they have to do. Stick the LISTEN and DRAW flashcards on the board, write

 1. LISTEN. 2. DRAW. next to them and say:

 Number 1 we listen and number 2 we draw.

 Use gestures and point to numbers when you give and repeat the instructions.
- Elicit that they have to listen and then draw something in each frame.
- Do the first one as an example and check the three books.
- Play the rest of the audio, making a pause after each item to allow them time to draw the right number of objects.
- ▶ To check, ask them about the objects and quantities in each frame: What's in number one? Books. How many books? Three. Tell the children to turn to the Classroom Word Bank if necessary.
- As a follow-up, tell the children to close their books and carry out a memory game. You say the number for them to say the objects or vice versa.

Track

- 1 How many books? Three books.
- 2 How many rubbers? Two rubbers.
- 3 How many pens? Five pens.
- 4 How many rulers? One ruler.



Page 64, activity 4 ▶ TB p. 53

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

LABELLING THE CUT-OUTS

- Ask the children to take the *NUMBERS* cut-outs from the envelope and allow some time for them to label them.
- Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 if they need help.
- To round up, allow some time for the children to play a game using the cut-outs (see suggestions for games on p. 13).

Fun Time

■ 11 PLAY BINGO.

- ▶ Tell the children to open the book at page 24. Draw their attention to activity 11. Show them the icon and elicit what they have to do. Stick the *PLAY* flashcard on the board, write **PLAY**. next to it and say: *Play*.
- ▶ Tell the children to write a number from 1-10 in each box. There are only six boxes, so they have to choose six numbers. Tell them not to repeat the numbers. They can write the numbers in random order. You can tell them to use black pencil so as to use the Bingo Card more than once.
- ▶ Explain to them that they have to cross out the number you call out if they have written it. Once they have crossed out the six numbers, they say Bingo!



TEACHING TIP!

To maximise the number of winners, you can continue the game to have three winners. You can draw a simple podium on the board to keep record of their names.

BUILDING UP LITERACY ACTIVITY

- ullet Divide the class in five small groups. Assign a colour to each group and give them a slip of paper with the drawing of a big pencil or paint splodge and ask them to colour it using the assigned colour.
- Tell the children to open the book at the Word Bank (p. 78), and look for the colour assigned. Distribute five slips of construction paper for them to copy the corresponding word. Collect all the written words. Alternatively, write the names of the five colours on five slips of construction paper yourself.







- Read each word with the children and tell them to stick the
- Make a class display with the toys and the words. Put it up in the Classroom Word Bank.



N) Page 73, activity 2 ▶ TB p. 55

pictures next to the corresponding colour.

■ 12 DRAW AND COLOUR.

- ▶ Tell the children to open the books at page 25. Draw their attention to activity 12. Show them the icons and elicit what they have to do. Stick the *DRAW* and *COLOUR* flashcards on the board, write 1. DRAW. 2. COLOUR. next to them and say: Number 1 we draw and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit what they have to draw in each frame by reading the titles together. Tell the children to resort to the Classroom Word Bank if they need help with the words. Assign a time limit to complete the activity (see tip on p. 26).
- When the children finish drawing and colouring, invite them to





come to the front and present their pictures to their classmates: My favourite school object is my... My favourite colour is... My favourite number is... You can ask them about their favourite school objects, colours and numbers: What is your favourite school object? Book. What colour is it? Red.

As a follow-up, you can ask the class if they remember their classmates' objects: What is (Martin)'s favourite school object?

Pencil .What is (Bianca)'s favourite colour? Pink.



TEACHING TIP!

Once activity 12 is checked, give out slips of paper with three frames for the children to make a final copy. They draw the pictures of their favourite school object, colour and number again and copy the phrases (*My favourite* ...) above or below their drawings. Children also write their names at the bottom of the slip. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

■ 13 COLOUR AND CUT.

- This project involves the production of a snapdragon to play.
- Run copies of the snapdragons (templates on p. 111).
- Point to activity 13. Show them the icons and elicit what they have to do. Stick the COLOUR and CUT flashcards on the board, write 1.

 COLOUR. 2. CUT. next to them and say:

 Number 1 we colour and number 2 we cut. Use gestures and point to numbers when you give and repeat the instructions.
- Give out the copies of the templates and model how the children should cut them.
- Show the children where they have to draw the numbers and where they have to colour the splodges.
- ▶ Model how to fold the templates to make the snapdragons.
- Allow some time for the children to play in pairs. One holds the snapdragon, the other chooses the number and the colour and guesses the school object.



TEACHING TIP!

Insist on the use of English to play the game. Introduce useful phrases such as: *My turn! Your turn!* Include them in the English corner.

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

LABELLING THE CUT-OUTS

- Ask the children to take the COLOURS cut-outs from the envelope and allow some time for them to label them.
- Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 if they need help.
- To round up, allow some time for the children to play a game using the cut-outs (see suggestions for games on p. 13).

Story Time: The Car Race

■ 14 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 26. Finger read the STORY TIME heading together with the children and get ready for the story (see suggestions on p. 9).
- ▶ Draw the children's attention to the title of the story: "The Car Race". Point to the car and the flags to make the title of the story clear.
- ▶ Tell the children to find the racing car in the story. Remind the children of the car they had to find at the beginning of the unit (p.18).
- Ask the children in Spanish about the characters of the story and the setting. Introduce Monty Mouse, Peter Bunny, Sally Hen and Racoon. Write the names of the characters on the board.
- ▶ Draw the children's attention to frame 1 and invite them to predict what is going on. This interaction should be carried out in Spanish since the objective is to predict the context of the story.
- ▶ Listen together to the story to check the children's predictions.



Picture 1

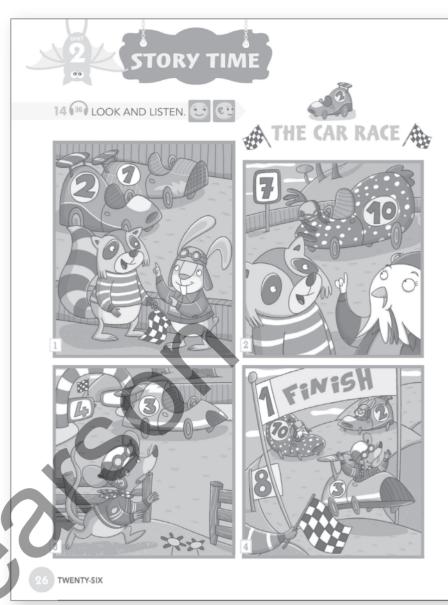
Racoon: Where's your car, Peter Bunny?
Peter Bunny: That's my car. It's small and funny.
I'm number two. My car is orange, yellow and blue.

Picture 2

Racoon: Where is your car, Sally Hen? Sally Hen: That's my car. I'm number ten.

Picture 3

Monty Mouse: That's my car. I'm number three. Oh no! Oh no! I'm late, I'm late!

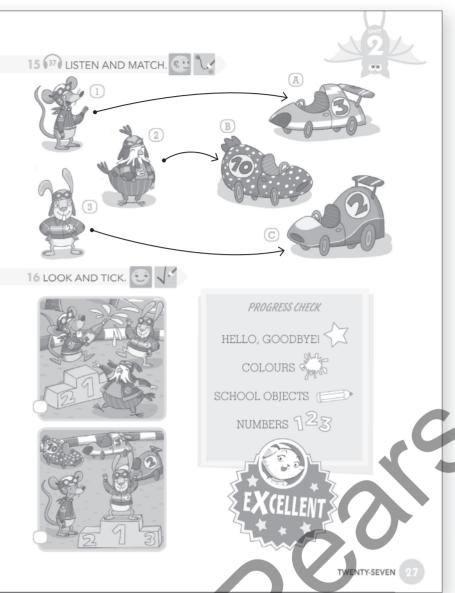


Picture 4

Racoon: Look at Monty! Go! Go! Go! Monty Mouse: This is fun! This is fun! I'm the winner! I'm the winner!

■ 15 LISTEN AND MATCH.

- ▶ Tell the children to open the book at page 27. Draw their attention to activity 15. Show them the icons and elicit what they have to do. Stick the LISTEN and MATCH flashcards on the board, write 1. LISTEN. 2. MATCH. next to them and say: Number 1 we listen and number 2 we match. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw the children's attention to the characters and the racing cars. Elicit from the children the colours and numbers of the cars: What colour is car number 3? Blue and white.
- ▶ Do the first one as an example. Play the first part of the audio and check the matching.
- Play the rest of the audio, making a pause after each chunk.
- ▶ Tell the children to match as they listen.



▶ To check, ask the children which car belongs to each character. Ask them: Look at Monty Mouse. What number is his car? as you point to them in your book. Repeat with the rest of the characters.

37 Track

Monty Mouse: Hello! I'm Monty Mouse. That's my car. It's number three.

Sally Hen: Hi! I'm Sally Hen. That's my car. It's number ten.
Peter Bunny: Hello! I'm Peter Bunny. That's my car. It's number two.

■ 16 LOOK AND TICK.

▶ Draw the children's attention to activity 16. Show them the icons and elicit what they have to do. Stick the LOOK and TICK flashcards on the board, write 1. LOOK. 2. TICK. next to them and say: Number 1 we look and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.

- ▶ In Spanish, tell them to choose the ending for the story. Elicit from the children what they think happens in each picture and why they have chosen the ending that follows from the storyline / plot.
- ▶ If any of the children should choose the other ending, accept it as long as he / she can justify his / her option.

PROGRESS CHECK

• Draw the children's attention to the Progress Check box. Read it together and reflect with them if they feel confident with each of the items. If they do, tell them to colour each icon.

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



TEACHING TIP!

Insist on the use of English to play the game. Introduce useful phrases such as: *My turn! Your turn!* Include them in the English corner.

• Do the routine suggested in the Introduction.

INTRODUCING PARTS OF THE BODY

- Make your own PARTS OF THE BODY flashcards. You can either use the photocopiable flashcards or make them with magazine cut-outs.
- Play a version of *Little by little* (p. 14), in which the children touch their body parts as you show them the cards.
- Children will surely say the parts of the body in Spanish, as they do so provide the words in English and invite them to repeat them.

■ 1 LISTEN AND FIND.

- ▶ Before the activity, play Simon says as a recognition game with the children. Use the flashcards to provide scaffolding.
- ▶ Tell the children to open the book at page 28. Draw their attention to activity 1. Show them the icons and elicit what they have to do. Stick the LISTEN and FIND flashcards on the board, write 1. LISTEN. 2. FIND. next to them and say: Number 1 we listen and number 2 we find. Use gestures and point to numbers when you give and repeat the instructions.
- Ask the children to put up their index fingers and model it. You can use English here. Tell them they will point to the parts of the body as they listen (Track 38). In Spanish, remind them that the audio will follow a certain order, different from the one in the book. Make a pause after each item to give them time to find it.



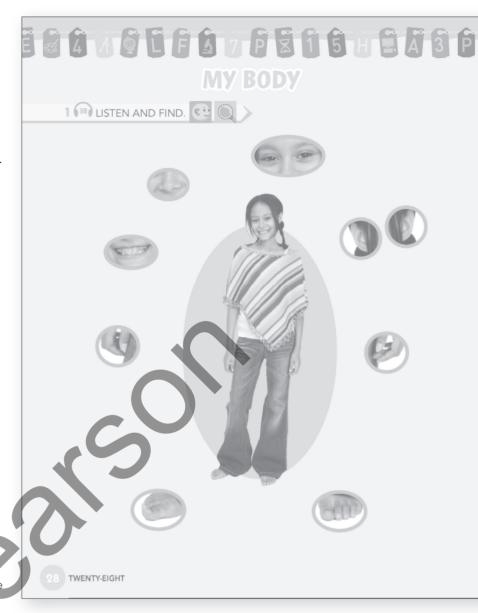
eyes ears mouth nose fingers toes



Page 65, activity 5 ▶ TB p. 54

2 LISTEN AND NUMBER. SING.

- ▶ Tell the children to open the book at page 29. Draw their attention to activity 2. Show them the icons and elicit what they have to do. Stick the LISTEN and NUMBER flashcards on the board, write 1. LISTEN. 2. NUMBER. next to them and say: Number 1 we listen and number 2 we number. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw the children's attention to the pictures and elicit what parts of the body they can see in each of them.





TEACHING TIP!

If the children say the parts of the body in Spanish, give them options in English, e.g. *Fingers or eyes?* Remember that the order in which you say the items will affect the level of difficulty.

- ▶ Do the first one together as an example. Play the first part of the song and check which picture is number 1.
- Play the rest of the audio. Play it more than once if necessary.



TEACHING TIP!

Since this activity is based on a song, you should play the audio several times instead of pausing after each phrase. Before you start, tell children not to worry if they get lost, because you will play the song as many times as they feel necessary.



- ▶ Tell the children to number the pictures as they listen.
- To check, name each part of the body for the children to say the number: Fingers? One.
- Draw the children's attention the SING icon next to the instructions and elicit what they have to do. Stick the SING flashcard on the board, write SING next to it and say: Sing.
- ▶ Play the song again. Invite children to sing along (see suggestions for songs on p. 9).
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version.

(39) Track

I've got ten fingers. I've got ten toes. I've got two ears, two eyes, one nose. (x2)

40 Track

Karaoke version

3 DRAW.

- Draw the children's attention to activity 3. Show them the icon and elicit what they have to do in Spanish. Show them the DRAW flashcard, stick it on the board, write **DRAW** on the board next to them and say: Draw.
- Tell the children to draw their hands in the white space and to write the numbers 1-10 in each finger.



NB Page 65, activity 6 ▶ TB p. 54

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

BOARD GAME 1

- Draw the children's attention to the board game on pages 30 and 31. In Spanish elicit from them what is necessary to play this game: a token for each player and a dice.
- This game can be played either in small individual groups, each group playing with one board (one book) or with the whole group. In the first case, each child is an individual player whereas in the second the children play in groups with just one book which can be placed on the board so that everyone can see it.
- Tell them that they will play in small groups (three or four) and each group will need just one book.
- Elicit from them where they will start and where they will finish.
- Go over the squares working on what they will find in each of them. Explain in Spanish that, to move forward, they have to throw the dice, count the squares and say in English what they find there. If they say it correctly, they stay there. If they don't, they go back to the previous square.

• Draw their attention to the *STOP* squares, and explain in Spanish that if they land there, they will miss a turn.







TEACHING TIP!

To make the game more challenging, you can tell the children that they can start only if they get a 6 when they throw the dice. To finish, they have to get the exact number to get to the *FINISH* square when it is their turn to throw the dice.



TEACHING TIP!

You can play different variations of this game which will imply different degrees of difficulty. The easiest version is to play with the class as a whole, providing two options for the items on the square or asking the children to simply name the item on the square: *Rulers*. A second option is to ask them to say either the quantity or colour together with the item: *Two / Green rulers*. The hardest option is to ask them to say all three: *Two green rulers*.



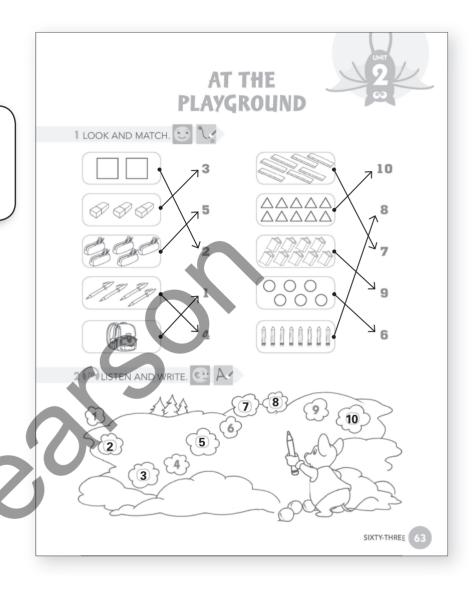
TEACHING TIP!

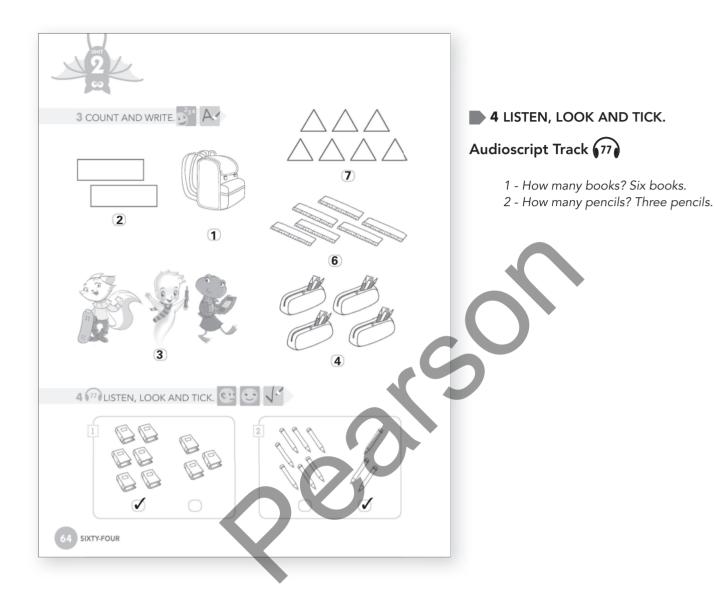
If the children need help to do the activities, you can suggest that they should resort to the Classroom Word Bank. You could also use the flashcards to give them the necessary scaffolding.

2 LISTEN AND WRITE.

Audioscript Track 76

One - Two - Three - Four - Five Six - Seven - Eight - Nine -Ten





5 LISTEN AND TICK.

Audioscript Track (78)

- 1 ears
- 2 eyes
- 3 nose
- 4 mouth
- 5 toes
- 6 fingers

6 LISTEN AND DRAW.

Audioscript Track (79)

I've got three eyes. I've got four ears. I've got one nose. I've got one mouth.







TEACHING TIP!

Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 to work in the Let's Read and Write section.

Unit 3

My Toys

LINGUISTIC CONTENTS:

Toys. Describing toys, talking about quantity: It's a (ball). It's (red). I've got (three balls)

(Metalinguistic reflection)

Project Work: A jigsaw puzzle (Art) **Story Time:** The Birthday Gift **CLIL:** *Old* and *new* (Social Studies)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING THE TOYS

• Use the TOYS flashcards (skateboard, doll, bike, ball) to carry out a class survey to find out which toy is the most popular one in the class. Put the flashcards in your bag and take out one by one and say: I've got a (ball) here. Ask the children about the toys they have got: Have you got a (ball)? Tell them to put up their hands if the answer is YES. Stick the flashcard on the board and write the number of children below. Repeat with the other three toys. Once you have finished, leave the flashcards on the board.

REFLECTION TIP!

Although children will not be familiar with the structure *Have you got ...?*, they will understand the meaning of your utterance because of the context. You can use gestures to make it clearer.

■ 1 SING.

- ▶ Tell the children to help you order the flashcards to sing a new song. Play the song twice without stopping while you point to the flashcards.
- ▶ Tell the children to open the book at page 32. Draw their attention to activity 1. Show them the icon next and elicit what they have to do. Stick the SING flashcard on the board, write SING. next to it and say: Sing. Check the order of the flashcards with the class as a whole. Focus on the four toys that Spooky is moving magically in the air.
- ▶ Play the song again, inviting the children to sing along (see suggestions for songs on p. 9). You can invent simple choreographies to mime the toys.



▶ Once the children feel confident enough with the song, you can challenge the kids to sing the karaoke version.

41) Track

Come and play, come and play!
Bring your toys and come and play!
Bring your skateboard! Bring your ball!
Bring your bike and bring your doll!
Come and play, come and play!
Bring your toys and come and play!

42 Track

Karaoke version

FIND.

▶ Draw the children's attention to the signpost in the park. Show them the icon and elicit what they have to do. Stick the FIND flashcard on the board, write **FIND**. next to it and say: Find.



The purpose of this activity is to make children flip over the pages of the unit looking for a specific object. In this case, it is the toy plane on p. 40. You can give the children a time limit for this activity. Once you have made sure that all the children have found the object, you can suggest a round of applause to celebrate.

INTRODUCING MORE TOYS

- Use the rest of the TOYS flashcards (bike, skateboard, doll, ball, kite, scooter, video game, car, plane, teddy bear). Introduce the toys one by one by showing the flashcard and asking the children to clap (or jump, stand up) if they have got that toy: Have you got a (plane)? As you introduce each toy, stick the flashcards on the board.
- Play at least two more games aiming at recognition of the school objects such as a memory game (option 1) and Fast pointers (see suggestions for games on p. 13)

2 LISTEN AND NUMBER.

▶ Tell the children to open the book at page 33. Draw their attention to activity 2. Show them the icons and elicit what they have to do. Stick the LISTEN and NUMBER flashcards on the board, write 1. LISTEN. 2. **NUMBER.** next to them and say: Number 1 we listen and number 2 we number. Use gestures and point to numbers when you give and repeat the instructions.

- Draw their attention to the picture on pages 32 and 33 and elicit the situation. In Spanish, ask them where the characters are and what they are doing. Elicit from children what season it is and what toys they can see. Ask them if they can see Spooky and the flying toys.
- Do the first one together as an example. Play the first part of the audio and check which tov number l is.
- Play the rest of the audio. Tell the children to number the pictures as they listen. Play it more than once if necessary.
- To check, name each toy for the children to say the number: Bike? One.

43 Track

1 Bike	6 Scooter
2 Skateboard	7 Video game
3 Doll	8 Car
4 Ball	9 Plane
5 Kite	10 Teddy bear

CUT-OUT ACTIVITIES

- Draw the children's attention to the toys cutouts at the end of the Pupil's Book. Allow for some time for them to cut them out.
- Now the children are ready to play any of the games suggested on p. 13.
- Once you have finished playing, ask the children to keep the toys cut-outs in the cut-outs envelope.



NB Page 66, activity 1 ▶ TB p. 68

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

Spooky and Friends A New Friend

3 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 34. Elicit who they can see in the pictures, where they are, the weather and the season. Elicit what the characters are doing and their toys.
- ▶ Point to activity 3. Show them the icons and elicit what they have to do. Stick the LOOK and LISTEN flashcards on the board, write 1. LOOK. **2. LISTEN.** next to them and say: *Number 1* we look and number 2 we listen. Use gestures and point to numbers when you give and repeat the instructions.
- Listen to the story and check predictions.
- Ask the children if the characters are still afraid of Spooky. Elicit which character invites the rest to the park.

REFLECTION TIP!

Play the audio to spot the invitations and the way they celebrate.



Picture 1

Kitty: Let's go to the park!

Milly: OK!

Picture 2

Milly: Have you got a bike?

Kittv: No.

Picture 3

Milly: Have you got a bike?

Benny: No.

Picture 4

Kitty: Have you got a bike?

Milly: No.

Picture 5

Spooky: Hi! I'm Spooky! I've got a bike! Milly: Let's go to the park together!

Picture 6

All: Hurray! Let's go!

4 ACT OUT.

Point to activity 4. Show them the icon and elicit what they have to do. Stick the ACT OUT flashcard on the board, write **ACT OUT**. next to it and say: Act out.



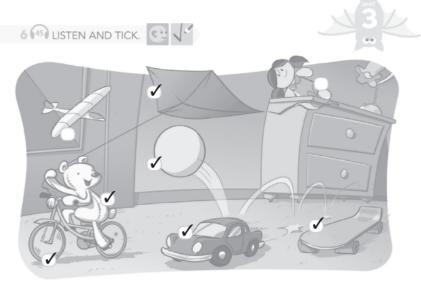
- Invite four volunteers to play the parts of Benny, Milly, Kelly and Spooky. Focus on the words they are already familiar with, such as bike. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.
- Play the audio pausing after each chunk and invite the "actors" to repeat their parts.
- Alternatively, the children can use the puppets to act out.

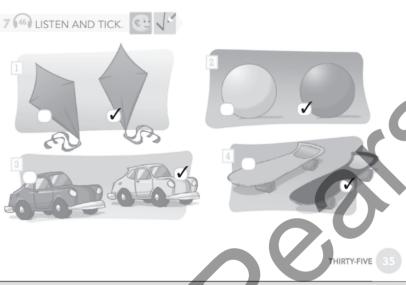
5 LOOK AND CIRCLE THE TOYS.

- Show them the icons and elicit what they have to do. Stick the LOOK and CIRCLE flashcards on the board, write 1. LOOK. 2. **CIRCLE.** next to them and say: Number 1 we look and number 2 we circle. Use gestures and point to numbers when your give and repeat the instructions.
- Monitor the children's work in their books.

BUILDING UP LITERACY ACTIVITY

• Divide the class in eight groups or pairs. Assign a toy to each group and distribute construction paper to draw it.





- Tell the children to open the book at the Word Bank (p. 78), and find the toy assigned. Distribute another slip of construction paper for them to copy the corresponding word. Collect all the slips. Alternatively, write the names of the toys yourself.
- Read each word at a time and invite them to identify the written word and stick the picture next to the it.
- Make a class display. Put it up in the Classroom Word Bank.



Page 74, activity 1 ▶ TB p. 71

6 LISTEN AND TICK.

- ▶ Tell the children to open the book at page 35. Point to activity 6. Show them the icon and elicit what they have to do. Show them the LISTEN and TICK flashcards, stick them on the board, write 1. LISTEN. 2 TICK. on the board next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- Elicit the situation and go over the toys.

- Listen to the first part of the audio. Check the tick in the ball. Play the rest of the audio for the children to tick the correct boxes. Play the audio twice, first for doing the activity and the second time for checking.
- To check, ask about each toy at a time: Look at the ball. Tick or no tick?



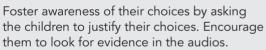
645 Track

1 It's a ball. 4 It's a car 2 It's a teddy bear. 5 It's a skateboard. 3 It's a kite. 6 It's a bike.

7 LISTEN AND TICK.

- Point to activity 7. Show them the icon and elicit what they have to do in Spanish. Show them the LISTEN and TICK flashcards, stick them on the board, write 1. LISTEN. 2. TICK. on the board next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- Elicit the pairs of toys in each box. Ask the children about the colours of each toy in the pair. Listen to the first part of the audio. Check the tick in the red kite and ask the children to justify their choice. Play the rest of the audio. Play the audio twice, first for doing the activity and the second time for checking.

REFLECTION TIP!





- 1. What is it? It's a kite. / What colour is it? It's red.
- 2. What is it? It's a ball. / What colour is it? It's blue.
- 3. What is it? It's a car. / What colour is it? It's yellow.
- 4. What is it? It's a skateboard. / What colour is it? It's black



Page 66, activity 2 ▶ TB p. 68

FINISHING THE CLASS

• Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away! Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

LABELLING THE CUT-OUTS

- Ask the children to take the TOYS cut-outs from the envelope and label them.
- Remind them they can resort to the Classroom Word Bank or the Word Bank on p. 78.
- To round up, they play a game using the cutouts (suggestions on p. 13).

8 LISTEN AND CIRCLE.

- ▶ Tell the children to open the book at page 36. Point to activity 8. Show them the icons and elicit what they have to do. Stick the LISTEN and CIRCLE flashcards on the board, write

 1. LISTEN. 2. CIRCLE. next to them and say:

 Number 1 we listen and number 2 we circle.

 Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Go over the toys in the photographs. Elicit what the tick means (yes) and what the cross means (no).
- ▶ Play the first part of the audio and model drawing the circle.
- ▶ Play the rest of the audio, making a pause after each item.
- ▶ To check, ask the children about each photograph: Look at number 1. Correct or incorrect? Use your own thumbs to make it clearer.
- ▶ As a follow-up, carry out a memory game. You describe the toy and they say the number.



- 1 I've got a ball. It's blue and white.
- 2 I've got a teddy bear. It's orange.
- 3 I've got a car. It's red.

REFLECTION TIP!

Ask the children to dictate to you two of the speech bubbles of the children in the photos. If they provide only lexical items, complete the rest yourself. Draw their attention to the meaning of I've got ... Elicit what is being expressed: Los chicos, ¿están hablando de los juguetes que tienen o de los juguetes que les gustan? Then, focus on the second part and elicit its function: En la segunda parte, ¿siguen diciendo lo que tienen o describen el juguete?

9 LISTEN AND COLOUR.

▶ Point to activity 9. Show them the icons and elicit





what they have to do. Stick the *LISTEN* and *COLOUR* flashcards on the board, write **1. LISTEN. 2. COLOUR.** next to them and say: $Number\ l$ we listen and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.

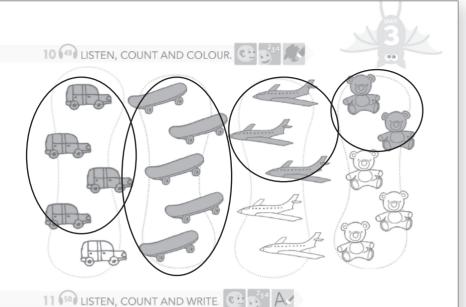
- Elicit Mary's toys.
- ▶ Play the first part of the audio and do number 1 together as an example.
- Play the rest of the audio, making a pause after each item for the children to colour.
- ▶ To check, ask the children: What colour is the (kite)? Green.
- ▶ Play a memory game. Either say the colour for them to say the toy or vice versa.

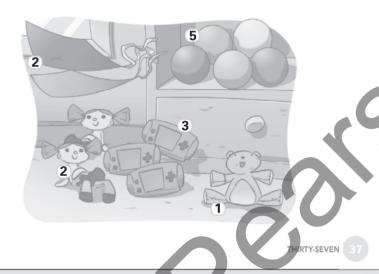


1 I've got a teddy bear. It's brown. 3 I've got a kite. It's green. 2 I've got a ball. It's orange. 4 I've got a skateboard. It's purple.

■ 10 LISTEN, COUNT AND COLOUR.

▶ Tell the children to open the book at page 37. Draw their





attention to activity 10. Show them the icons and elicit what they have to do. Stick the LISTEN, COUNT and COLOUR flashcards on the board, write 1. LISTEN. 2. COUNT. 3. COLOUR. next to them and say: Number 1 we listen, number 2 we count and number 3 we colour. Use gestures and point to numbers when you give and repeat the instructions.

- Go over the sets of toys and invite children to say the toys and quantity in English.
- Play the first part of the audio and do the first one together as an example.
- Play the rest of the audio, making a pause after each item for them to colour the right quantity of toys.
- To check, ask the children about the quantity: How many cars? Four.
- As a follow-up, carry out a memory game. You can either say the quantity for them to say the toys or vice versa.



How many cars? Four cars.

How many planes? Three planes.

How many skateboards? How many teddy bears? Five skateboards.

Two teddy bears.

11 LISTEN, COUNT AND WRITE.

- Point to activity 11. Show them the icons and elicit what they have to do. Stick the LISTEN, COUNT and WRITE flashcards on the board. write 1. LISTEN, 2. COUNT, 3. WRITE, next to them and say: Number 1 we listen, number 2 we count and number 3 we write. Use gestures and point to numbers when you give and repeat the instructions.
- Go over the toys in the picture and invite children to say their names, quantity and colours.
- Play the first part of the audio and do the first one together as an example.



TEACHING TIP!

In Spanish, tell the children they will listen to questions which will refer to quantity and they answer by counting and writing the correct quantity in the boxes.

- Play the rest of the audio, making a pause after each item.
- To check, go over the questions again with the class as a whole.
- Play a memory game. Either say the quantity for them to say the toys or vice versa. You can also ask: How many (teddy bears)? Show your fingers to indicate that you are counting.



How many teddy bears? How many balls? How many kites? How many dolls? How many video games?



Page 67, activity 4 ▶ TB p. 69

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

Fun Time

■ 12 LISTEN. PLAY MEMO TEST.

- ▶ Tell the children to open the book at page 38.

 Draw their attention to activity 12. Show them the icon and elicit what they have to do. Stick the LISTEN and PLAY flashcards on the board, write 1. LISTEN. 2. PLAY. next to them and say:

 Number 1 we listen and number 2 we play. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw the children's attention to the toys on page 38. Elicit the names of the toys in English. Go over each toy focusing on the colour: What colour is the kite? / Look at the kite. What colour is it?

REFLECTION TIP!

Reflect with the children about where in the classroom they can find help if they do not remember the colours or the toys (Classroom Word Bank).

- Listen together to the recorded example of the children playing the game and use it as α model. You can listen and read it from the book together.
- Pair work game. Tell them children to take a mental photo of the objects. Give them a time limit for this (30 seconds). Then, tell them to close their books and play memo test in pairs: It's purple. / Purple. It's a kite! / Kite!



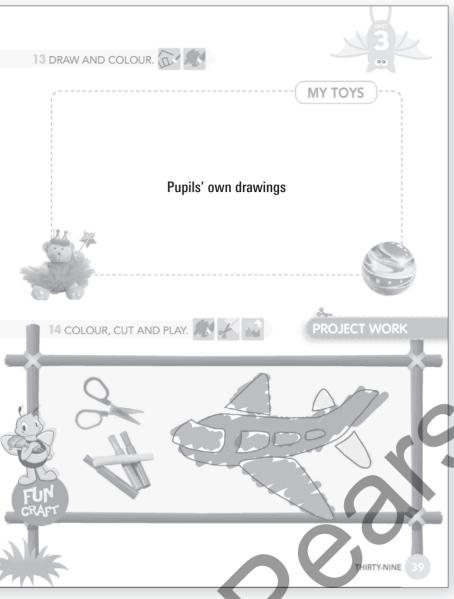
It's yellow.
It's a skateboard.

NB Page 67, activity 3 ▶ TB p. 69



■ 13 DRAW AND COLOUR.

- ▶ Tell the children to open the books at page 39. Draw their attention to activity 13. Show them the icons and elicit what they have to do. Stick the *DRAW* and *COLOUR* flashcards on the board, write 1. DRAW. 2. COLOUR. next to them and say: Number 1 we draw and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit what they have to draw in the frame by reading the title together. Assign a time limit to complete the activity (see tip on p. 26).
- When they finish drawing and colouring, invite them to come to the front and present their pictures to their classmates: My toys. My (plane). It's (red). My (doll). It's (blue and purple). You can ask about their favourite toys: What are your favourite toys? (Scooter and car). What colour is the scooter? (Blue).
- As a follow-up, you can ask the class if they remember their classmates' toys: What are (Brenda)'s favourite toys? What colour is (Lucio)'s plane? Green.





TEACHING TIP!

Once activity 13 is checked, give out slips of paper with a frame to make a final copy. They draw the pictures of their favourite toys and copy the title above or below their drawings. If you are short of time, they do the final copy at home. The children also write their names at the bottom of the slip. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

PROJECT WORK) 14 COLOUR, CUT AND PLAY.

- This project involves the production of two puzzles (templates on p. 112).
- ▶ Point to activity 13. Show them the icons and elicit what they have to do. Stick the COLOUR, CUT and PLAY flashcards on the board, write 1. COLOUR. 2. CUT. 3. PLAY. next to them and say: Number 1 we colour, number 2 we cut and number 3 we play. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Give out the copies of the templates and model how to cut them. If you are short of time, the children can colour and cut the puzzles at home.
- ▶ Allow some time to put the pieces together, paste them in their copy books and colour



TEACHING TIP!

As the children work on their own, walk around and talk with them about the toys in the puzzles and the colours they have chosen for them. You can ask: What colour is your plane, Annie?



Page 75, activities 1 & 2 ▶ TB p. 71

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

• Do the routine suggested in the Introduction.

Story Time: The Birthday Gift

■ 15 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 40. Finger read the STORY TIME heading together with the children and get ready for the story (see suggestions on p. 9).
- Draw the children's attention to the title of the story: "The Birthday Gift". Point to the presents and the garlands to make the title of the story clear.
- ▶ Tell the children to find the blue plane in the story. Remind the children of the blue plane they had to find at the beginning of the unit (SB p. 32).
- Ask the children in Spanish about the characters and the setting of the story. Introduce Freddy Frog, Danny Dog, Kelly Cat and Phillip Fox. Write the names of the characters on the board.
- Draw the children's attention to frame 1 and invite them to predict what is going on (why the characters are getting together, whose birthday party it is). This interaction should be carried out in Spanish since the objective is to predict the context of the story.
- Listen together to the story to check the children's prediction.
- In Spanish, ask the children whether they celebrate their birthdays and, if they do so, what they do to celebrate.



Picture 1

Freddy Frog: Happy birthday, Danny Dog! Danny Dog: Thank you, thank you, Freddy Frog! Freddy Frog: Gifts, gifts, gifts for you! Red gifts, blue gifts, green gifts, too!

Picture 2

Danny Dog: Thank you, thank you, Gary Goat. Wow, I love this orange coat! Thank you, thank you, Kelly Cat. Wow, I like this yellow hat!

Danny Dog: Thank you, thank you, Phillip Fox. What is it in the purple box? Phillip Fox: It is big and it is new.

Picture 4

Danny Dog: Wow! A plane! I can fly!



15 (52) LOOK AND LISTEN.





THE BIRTHDAY GIFT









10 FORTY

16 LOOK AND COLOUR.

- Draw the children's attention to activity 16. Show them the icons next to the instructions and elicit what they have to do. Stick the LOOK and COLOUR flashcards on the board, write 1. LOOK. **2.COLOUR.** next to them and say: Number 1 we look and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- In Spanish elicit from the children what part they have to colour and what colour they should use. Ask them to predict what they will find in each box. Encourage them to say the toys in English.



TEACHING TIP!

Remember to give children a time limit to complete this activity. Write the time allotted on the board and, as time goes by, update the time left. Alternatively, you can tell them to complete the activity while listening to a song and to finish by the time the song finishes. These strategies foster the development of time management and helps children focus on the task.



▶ When the children finish colouring, ask them what toy they have found in each box: What is number 1?

ORTY-ONE

■ 17 LOOK AND TICK.

- ▶ Draw the children's attention to activity 17. Show them the icons next to the instructions and elicit what they have to do. Stick the LOOK and TICK flashcards on the board, write

 1. LOOK. 2. TICK. next to them and say: Number 1 we look and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ In Spanish, tell them to choose the ending for the story. Elicit from the children what they think happens in each picture and why they have chosen the ending that follows from the storyline / plot.
- ▶ If any of the children should choose the other ending, accept it as long as he / she can justify his / her option.

PROGRESS CHECK

• Draw the children's attention to the Progress Check box. Read it together and reflect with them if they feel confident with each of the items. If they do, tell them to colour each icon.

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.



• Do the routine suggested in the Introduction.

INTRODUCING OLD AND NEW

• Bring old and new toys or pictures of old and new toys. Tell the children about your toys: I've got a (soft toy). It's old. I've got a (car). It's new.

REFLECTION TIP!

Reflect with the children about the concepts of old and new and their different meanings. Show them examples of old meaning old and tattered and meaning vintage.

• Write the words **OLD** and **NEW** on the board and invite the children to classify the objects or pictures you have brought.

■ 1 LOOK AND MATCH.

- ▶ Tell the children to open the book at page 42. Draw their attention to activity 1. Show them the icons and elicit what they have to do. Stick the LOOK and MATCH flashcards on the board, write 1. LOOK. 2. MATCH. next to them and say: Number 1 we look and number 2 we match. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Go over the toys in the activity and decide with the children if they are new or old.
- ▶ To check, ask about each toy for the children to say if it is old or new: Look at number 1. Is it old or new?

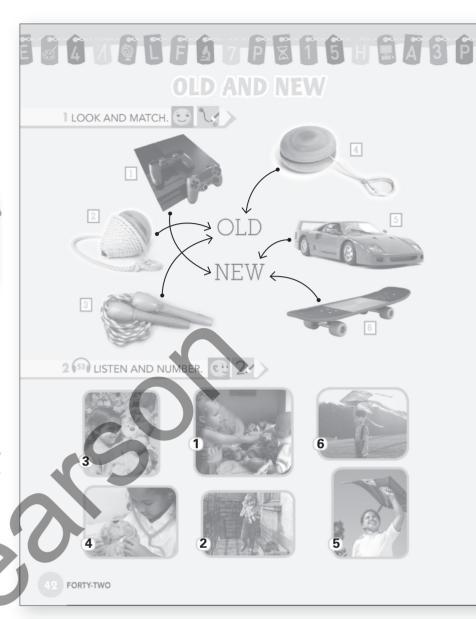


TEACHING TIP!

There are toys in the activity that have not been presented before (yo-yo, skipping rope and spinning top). You can name them yourself, while the children can refer to the numbers to identify them.

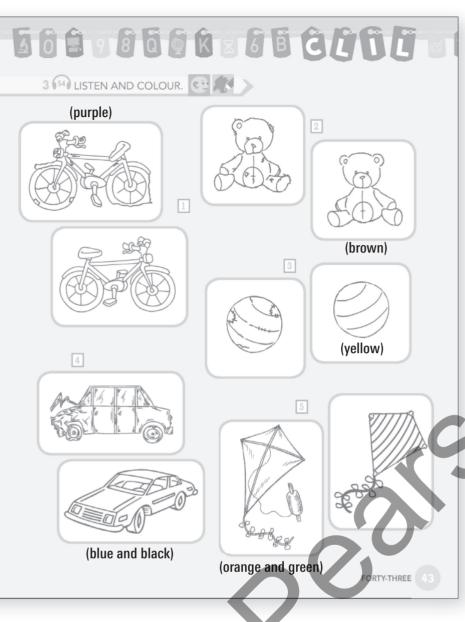
REFLECTION TIP!

Reflect with the children about the toys. In Spanish, elicit the fact that none of them is tattered. In this activity, the concept of old refers to vintage toys. You can also point out to the fact that the old photos are in black and white.



2 LISTEN AND NUMBER.

- ▶ Tell the children to open the book at page 42. Point to activity 2. Show them the icons and elicit what they have to do. Stick the LISTEN and NUMBER flashcards on the board, write 1. LISTEN.
 2. NUMBER. next to them and say: Number 1 we listen and number 2 we number. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Point to the pictures and elicit the toys in each picture and ask if they are new or old.
- ▶ Do the the first one as an example. Play the first part of the audio and check which picture is number 1.
- ▶ Play the rest of the audio. Tell the children to number the pictures as they listen. Play it more than once if necessary.
- ▶ To check, describe each toy for the children to say the number: Old teddy bear. Three.





1 It's a doll. It's new.

2 It's a doll. It's old.

3 It's a teddy bear. It's old.

4 It's a teddy bear. It's new.

5 It's a kite. It's new.

6 It's a kite. It's old.



Page 68, activity 5 ▶ TB p. 70

3 LISTEN AND COLOUR.

▶ Draw the children's attention to activity 3. Show them the icons and elicit what they have to do. Stick the *LISTEN* and *COLOUR* flashcards on the board, write 1. LISTEN. 2. COLOUR. next to them and say: Number 1 we listen and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.

- ▶ Go over the pairs of toys and invite children to say them in English. Elicit whether they are new or old.
- Play the first part of the audio and do number l together as an example. Ask them whether the correct one is the old or the new bike. Then ask them what colour it is. Tell them to make a mark on it using the correct colour. Tell them that at the end you will give them extra time to finish colouring the pictures.
- Play the rest of the audio, making a pause after each item and following the same procedure.
- ▶ To check, ask the children about the toys: Old bike or new bike? Old. Then, ask them about its colour: What colour is the bike? Purple.
- As a follow-up, tell the children to close their books and carry out a memory game. You can either say the colour for them to say the number or vice versa.

54 Track

- 1-1've got a bike. It's old. What colour is it? It's purple.
- 2- I've got a teddy bear. It's new. What colour is it? It's brown.
- 3- I've got a ball. It's new. What colour is it? It's blue and yellow.
- 4- I've got a car. It's new.
 What colour is it? It's blue and black.
- 5- I've got a kite. It's old. What colour is it? It's orange and green.



Page 68, activity 5 ▶ TB p. 69

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- \bullet Once they are ready, sing the Goodbye song and say goodbye.



TEACHING TIP!

If the children need help to do the activities, you can suggest that they should resort to the Classroom Word Bank. You could also use the flashcards to give them the necessary scaffolding.

■ 1 LISTEN AND COLOUR.

Audioscript Track 80

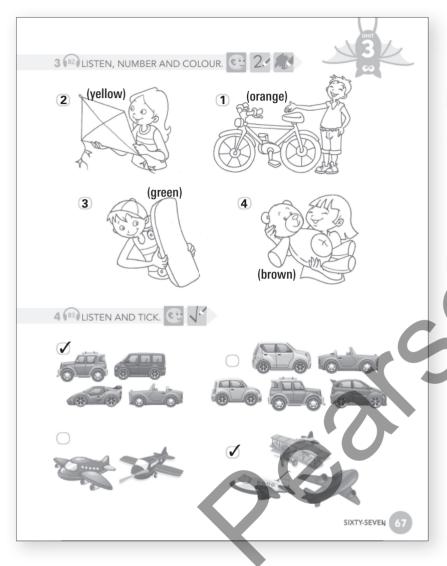
It's a ball. It's yellow. It's a teddy bear. It's white. It's a kite. It's red. It's a car. It's blue. It's a skateboard. It's green. It's a bike. It's pink.

2 LISTEN, DRAW AND COLOUR.

Audioscript Track 81

It's a ball. It's yellow and blue.





3 LISTEN, NUMBER AND COLOUR.

Audioscript Track 82

- 1 I've got a bike. It's orange.
- 2 I've got a kite. It's yellow.
- 3 I've got a skateboard. It's green.
- 4 I've got a teddy bear. It's brown.

4 LISTEN AND TICK.

Audioscript Track 83

How many cars? Four cars. How many planes? Three planes.

5 LISTEN AND CIRCLE.

Audioscript Track 84

- 1 Circle the old teddy bear.
- 2 Circle the new kite.
- 3 Circle the new car.
- 4 Circle the new skateboard.

6 LISTEN AND MATCH.

Audioscript Track 85

1 I'm Sally. I've got a doll. It's old.

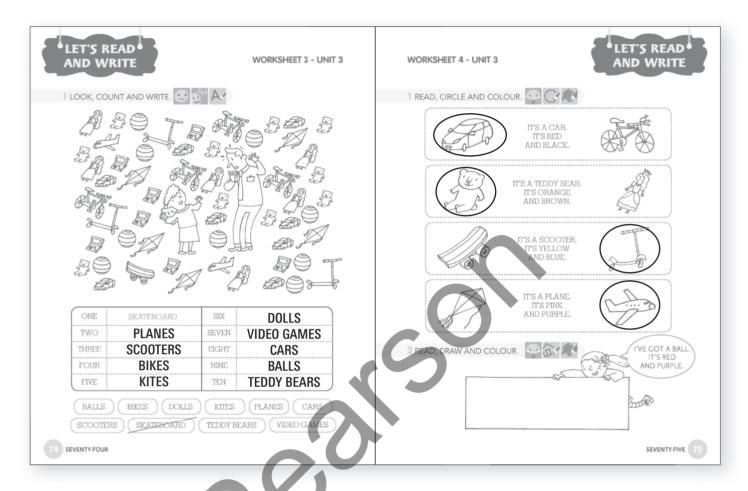
2 I'm Mike. I've got a car. It's new.

3 I'm Helen. I've got a ball. It's new.

4 I'm Brian. I've got a video game. It's old.



Let's Read and Write





TEACHING TIP!

Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 to work in the *Let's Read and Write* section.

Unit 4

Picnic Time

LINGUISTIC CONTENTS:

Food. Expressing preference: I like (pasta)

(Metalinguistic reflection)

Project Work: Fruit puppets (Art)

Story Time: A Picnic Day **CLIL:** Healthy food (Science)

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING THE FOOD ITEMS

• Use the FOOD flashcards (cheese, bread, meat, fruit, sweets, ice-cream) to carry out a class survey to find out which food item is the most popular one in the class. Ask the children about the food they like: Do you like (fruit)? Tell them to stand up if the answer is YES. Stick the flashcard on the board and write the number of children below. Repeat with the other food items. Once you have finished, leave the flashcards on the board for the next activity.

REFLECTION TIP!

Although children will not be familiar with the structure *Do you like ...?* they will understand the meaning of your utterance because of the context. You can use gestures and interjections (introduce *Yummy! / Yuck!*) or you can draw two smileys (indicating *like / dislike*) on the board to make it clearer.

■ 1 SING.

- ▶ Tell the children to help you order the flashcards as they appear in the new song. You can go over the food items in the flashcards, naming them with their help. Play the song twice without stopping it.
- ▶ Tell the children to open the book at page 44. Draw their attention to activity 1. Show them the icon and elicit what they have to do. Stick the SING flashcard on the board, write **SING** next to it and say: Sing. Check the order of the flashcards with the class as a whole.
- ▶ Play the song again, inviting the children to sing along (see suggestions for songs on p. 9) following the food items which are on the tree.



• Once the children feel confident enough with the song, you can challenge the kids to sing the karaoke version.

55 Track

Food! Food! Yummy, yummy food! Cheese and bread, meat and fruit. Sweets and ice-cream, too! Food! Food! Yummy, yummy food! Yummy, yummy food for me and you! Food! Food! Yummy, yummy food! Cheese and bread, meat and fruit. Sweets and ice-cream, too! Food! Food! Yummy, yummy food! Yummy, yummy food for me and you!

56 Track

Karaoke version

FIND.

▶ Draw the children's attention to the signpost in the park. Show them the icon and elicit what they have to do. Stick the FIND flashcard on the board, write **FIND**. next to it and say: Find.



The purpose of this activity is to make children flip over the pages of the unit looking for a specific object. In this case, it is the picnic basket on p. 52. You can give the children a time limit for this activity. Once you have made sure that all the children have found the object, you can suggest a round of applause to celebrate.

INTRODUCING MORE FOOD

- Use the rest of the FOOD flashcards (cake, fruit, vegetables, cheese, meat, sweets, ice-cream, bread). You can also make additional flashcards of other food items that will appear later on in the unit to anticipate them (oranges, apples, pears, plums).
- Introduce the food items one by one by showing the flashcard and asking the children to clap (or jump, put up their hands) if they like it: Do you like (apples)? Do you like (bananas)? As you introduce each food item, stick the flashcards on the board.
- Play at least two games aiming at recognition of food items such as a memory game (option 1), Little by little, Funny windows (suggestions on p. 13).

2 LISTEN, FIND AND TICK.

- ▶ Tell the children to open the book at page 45. Draw their attention to activity 2. Show them the icons and elicit what they have to do. Stick the LISTEN, FIND and TICK flashcards on the board, write 1. LISTEN. 2. FIND. 3. TICK. next to them and say: Number 1 we listen, number 2 we find and number 3 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- Draw their attention to the picture on pages 44 and 45 and elicit the situation. In Spanish, ask them where the characters are and what they are doing. Elicit from children what season it is and what food they can see. Ask them if they can see Spooky behind the tree.
- Do the first one together as an example. Play the first part of the audio and check which food item they tick.
- Play the rest of the audio. Tell the children to tick the pictures as they listen. Play it more than once if necessary.
- To check, name each food item for the children to say the corresponding number.

57 Track

1 cake 5 meat 6 sweets 2 fruit 3 vegetables 7 ice-cream 4 cheese 8 bread

CUT-OUT ACTIVITIES

- Draw the children's attention to the FOOD cut-outs at the end of the Pupil's Book. Allow the pupils some time to cut them out.
- Now the children are ready to play any of the games suggested on p. 13.
- Once you have finished playing, ask the children to keep the food cut-outs in the cut-outs envelope.



NB Page 69, activity 1 ▶ TB p. 86

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

Spooky and Friends Yummy Ice-cream

3 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 46. elicit who they can see in the pictures, where they are, the weather and the season. Elicit what Kelly and Freddy are doing and the food in the story. Ask the children where Spooky is and what he has got.
- Point to activity 3. Show them the icons and elicit what they have to do. Stick the LOOK and LISTEN flashcards on the board, write 1. LOOK. **2. LISTEN.** next to them and say: *Number 1* we look and number 2 we listen. Use gestures and point to numbers when you give and repeat the instructions.
- Listen to the story to check predictions.
- ▶ Elicit how the characters are feeling: Who is very hungry? Use gestures to make it clear. Ask why the characters are happy to see Spooky. Talk about the importance of sharing.

658 Track

Picture 1 Freddy: Do you like cheese? Kelly: Yes.

Picture 2 Freddy: Do you like sweets? Kelly: Yes.

Picture 3 Kelly: Do you like fruits?

Freddy: Yes.

Picture 4 Freddy: I'm hungry.

Kelly: Me, too!

Picture 5 Freddy: Look! Yummy ice-cream!

Picture 6 Kelly: Look! It's Spooky!

4 ACT OUT.

- Point to activity 4. Show them the icon and elicit what they have to do. Stick the ACT OUT flashcard on the board, write ACT OUT, next to it and say: Act out.
- Invite two volunteers to play the parts of Kelly and Freddy to act out the story. Focus on the words they are already familiar with, such as cheese, sweets, fruit, ice-cream.
- Play the audio, pausing after each chunk and invite the "actors" to repeat their parts. Encourage them to imitate the pronunciation, to make voices, use gestures, etc.







YUMMY ICE CREAM



REFLECTION TIP!

FORTY-SIX

Interjections take different forms and meanings across cultures. Focus the children's attention to Yummy! and elicit its meaning. Invite the children to share equivalent interjections in their mother tongues.

Alternatively, the children can use the puppets to act out.

5 LOOK AND CIRCLE THE FOOD.

- ▶ Tell the children to look at the story on p. 46 again and elicit what food items they can see in the pictures.
- ▶ Show them the icons and elicit what they have to do. Stick the LOOK and CIRCLE flashcards on the board, write 1. LOOK. **2. CIRCLE.** next to them and say: Number 1 we look and
 - number 2 we circle. Use gestures and point to numbers when you give and repeat the instructions.



Page 69, activity 2 ▶ TB p. 86

7 ice-cream

8 bread



6 LISTEN AND NUMBER.

- ▶ Tell the children to open the book at page 47. Point to activity 6. Show them the icons and elicit what they have to do. Stick the LISTEN and NUMBER flashcards on the board, write 1. LISTEN.
 2. NUMBER. next to them and say: Number 1 we listen and number 2 we number. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Point to the pictures on page 47 and elicit the food items.
- ▶ Do the first one together as an example.
- ▶ Play the rest of the audio. Tell the children to number the pictures as they listen. Play it more than once if necessary.
- ▶ To check, name each food item for the children to say the number: Fruit? One.
- As a follow-up, carry out a memory game. You name a food item and they say the number or vice versa.



1 cake 5 meat 2 fruit 6 sweets

3 vegetables 4 cheese

BUILDING UP LITERACY ACTIVITY

- Divide the class in eight small groups or pairs. Assign a food item to each group and distribute construction paper to draw it.
- Tell the children to open at the Word Bank (p. 78), and look for the food item assigned. Distribute another slip of construction paper to copy the corresponding word. Collect all the written words.
- Read each word with the children and tell them to stick the pictures next to the food item.
- Make a class display. Put it up in the Classroom Word Bank.

7 LISTEN AND TICK.

- Point to activity 7. Show them the icons and elicit what they have to do in Spanish. Show them the LISTEN and TICK flashcards, stick them on the board, write 1. LISTEN. 2. TICK. on the board next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit the food items. Provide the English words for the new items.
- ▶ Listen to the first part of the audio. Check the tick in the popcorn box. Play the rest of the audio for the children to tick the correct boxes.
- ▶ To check, ask about each food item at a time: Look at the pizza. Tick or no tick?



1 popcorn 4 yoghurt 2 pizza 5 hamburger 3 pasta



Page 76, activity 1 ▶ TB p. 89

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

LABELLING THE CUT-OUTS

- Ask the children to take the FOOD cut-outs from the envelope and allow some time for them to label them.
- Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 if they need help.
- To round up, they play a game using the cutouts (suggestions on p. 13).

8 LISTEN AND CIRCLE.

- ▶ Tell the children to open the book at page 48. Point to activity 8. Show them the icons and elicit what they have to do. Stick the LISTEN and CIRCLE flashcards on the board, write 1. LISTEN. 2. CIRCLE. next to them and say: Number 1 we listen and number 2 we circle. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit the food the children are eating. Make reference to the word alfajor.
- ▶ Play the audio and tell the children to circle the correct photograph as they listen.

REFLECTION TIP!

Reflect on the use of I like ... to express preference. If the children do not come up with the right meaning straight away, elicit it by offering options: El chico de la foto, está hablando de lo que le gusta o que tiene hambre? ¿Cómo lo dice? Give them options, stressing the verbs: I've got ice-cream or I like ice-cream? Play the recording again for them to check. Elicit what the children in the other photos are saying: I like alfajores. I like popcorn.



I like ice-cream.

9 LISTEN AND MATCH.

- ▶ Tell the children to open the book at page 48. Point to activity 9. Show them the icons and elicit what they have to do. Stick the LISTEN and MATCH flashcards on the board, write 1. LISTEN. 2 MATCH. next to them and say: Number 1 we listen and number 2 we match. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit food items in the pictures. Say there is an extra option.



- ▶ Play the first part of the audio and check the first item (popcorn).
- Play the rest of the audio and tell the children to do the matching as they listen. Make a pause after each item.
- To check, go over the numbers in the photos for the children to say the food item: Number 1? Popcorn.
- As a follow-up, ask the children if they like the other items in the activity.



62 Track

Number 1: Mmm! I like popcorn.

Number 2: Yummy! Yummy! I like pasta.

Number 3: Mmm! I like ice-cream.

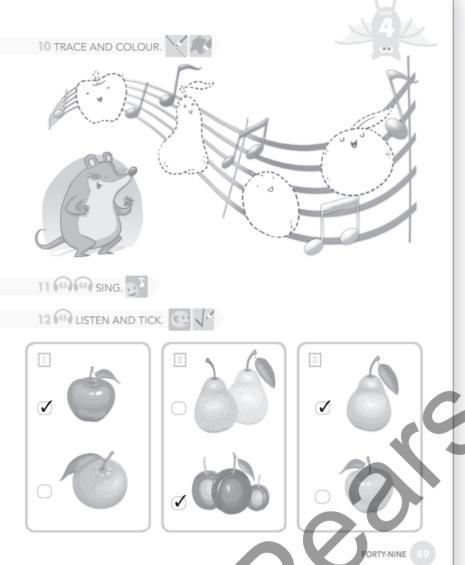
Number 4: Yummy! I like cheese.



Page 70, activity 3 ▶ TB p. 87

INTRODUCING FRUITS

• Make two sets of flashcards with the fruits (apple, orange, pear, banana, plum).



• Play a variation of Memory game (option 3): put one of the sets of flashcards face down on the board and assign a number on top of each card. Then, show the fruits in the other set of flashcards in random order for the children to guess where they are: Where's the (apple)? Children guess where the fruit is by saying the number. Insist on non-transparent items (apple, orange, plum)

■ 10 TRACE AND COLOUR.

- ▶ Tell the children to open the book at page 49. Point to activity 10. Show them the icons and elicit what they have to do. Stick the TRACE and COLOUR flashcards on the board, write 1.TRACE.
 2. COLOUR. next to them and say: Number 1 we trace and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit the fruits in the pictures.

11 SING.

▶ Tell the children to close their books and ask them to help you order the FRUIT flashcards as they appear in the new song.

- ▶ Tell the children to open their books again to check the order of the flashcards with the class as a whole.
- ▶ Point to activity 11. Show them the icon and elicit what they have to do. Stick the SING flashcard on the board, write **SING**. next to it and say: Sing. Play the song again, inviting the children to sing along (see suggestions for songs on p. XX).
- ▶ Challenge them to sing the karaoke version.

63 Track

I like apples, pears and plums. Pears and plums. (x2)

I like apples, pears and plums. I like oranges, too. (x2)

64) Track

Karaoke version

12 LISTEN AND TICK.

- Point to activity 12. Show them the icons and elicit what they have to do in Spanish. Show them the LISTEN and TICK flashcards, stick them on the board, write 1 LISTEN. 2. TICK. on the board next to them and say: Number 1 we listen and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit the food items shown in each of the frames.
- Listen together to the first part of the audio. Check the tick in the apple box.
- Play the rest of the audio for the children to tick the correct boxes.
- ▶ Check the correct answers in each frame.

65 Track

1 I like apples. 2 I like plums. 3 I like pears.



NB) Page 70, activity 4 ▶ TB p. 87

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

Fun Time

■ 13 LISTEN. PLAY MEMORY GAME.

- ▶ Tell the children to open the book at page 50. Draw their attention to activity 13. Show them the icon and elicit what they have to do. Stick the LISTEN and PLAY flashcards on the board, write 1. LISTEN. 2. PLAY. next to them and say: Number 1 listen and number 2 play. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw the children's attention to the food items on page 50. Elicit the names in English.
- ▶ Tell the children to find the food items as they listen to them. After having listened to the first item, you can make a pause and ask them to guess which the next food item will be.
- Pair work game. Tell them children to take α mental photo of the food items. Give them α time limit for this (30 seconds). Then, tell them to close their books and play memo test in pairs: Cheese. Number 1!

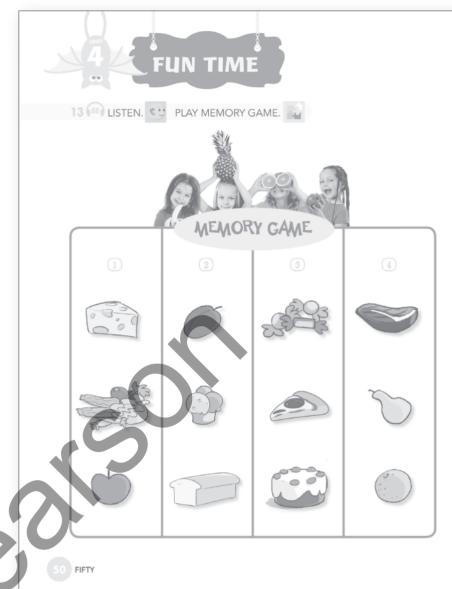


cheese
plum
sweets
meat
vegetables
ice-cream
pizza
pear
apple
bread

cake

orange





■ 14 DRAW AND COLOUR.

- ▶ Tell the children to open the books at page 51. Draw their attention to activity 14. Show them the icons and elicit what they have to do. Stick the DRAW and COLOUR flashcards on the board, write 1. DRAW. 2. COLOUR. next to them and say: Number 1 we draw and number 2 we colour. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Elicit from the children what they have to draw in the frame by reading the title together. Assign a time limit for the children to complete the activity (see tip on p. 26)
- ▶ When the children finish drawing and colouring, invite them to come to the front and present their pictures to their classmates: *I like (ice-cream)*.
- As a follow-up, you can ask the class if they remember their classmates' favourite food: What is (Micaela)'s favourite food? or What food does (Micaela) like? Hamburgers.





TEACHING TIP!

Once activity 14 is checked and finished, give out slips of paper with a frame for the children to make a final copy. They draw the pictures of their favourite food and copy the title above or below their drawings. Children also write their names at the bottom of the slip. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

PROJECT WORK) 15 COLOUR, CUT AND GLUE.

- ▶ This project involves the production of fruit puppets.
- Run copies of the fruit puppets (templates on pp. 113, 114).
- ▶ Draw the children's attention to activity 15. Show them the icons and elicit what they have to do. Stick the COLOUR, CUT and GLUE flashcards on the board, write 1. COLOUR.
- **2. CUT. 3. GLUE.** next to them and say: *Number 1 we colour, number 2 we cut and number 3 we glue.* Use gestures and point to numbers when you give and repeat the instructions.
- Give out the copies of the templates and model how the children should cut them. Children will be able to choose different expressions and body positions.
- Allow some time for the children to put the pieces together, paste them in their copy books and colour them.



TEACHING TIP!

As the children work on their own, walk around and talk with them about the fruits and the colours and feelings they have chosen for them.



Page 77, activities 1 & 2 > TB p. 89

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

Story Time: A Picnic Day

■ 16 LOOK AND LISTEN.

- ▶ Tell the children to open the book at page 52. Finger read the STORY TIME heading together with the children and get ready for the story (see suggestions on p. 9).
- Draw the children's attention to the title of the story: "A PICNIC DAY". Point to the picnic basket, the mat and the food to make the title of the story clear.
- ▶ Tell the children to find the picnic basket in the story. Remind the children of the picnic basket they had to find at the beginning of the unit (SB p. 44)
- Ask the children in Spanish about the characters and the setting of the story. Introduce Sally Sheep, Danny Duck, Sissy Cow and Polly Pig. Write the names of the characters on the board.
- Draw the children's attention to frame 1 and invite them to predict what is going on (where Sally Sheep is going, why she is inviting her friends). This interaction should be carried out in Spanish since the objective is to predict the context of the story.
- Listen to the story to check the children's predictions.
- In Spanish ask the children whether they have picnics at school or at the park with their friends or family and what food they take.

















52 FIFTY-TWO

67 Track

Sally Sheep: Beep, beep! I'm Sally Sheep. Beep, beep! I've got a jeep.

Danny Duck, Danny Duck, come with me.

Picture 2

Sally Sheep: Beep, beep! I'm Sally Sheep. Beep, beep! I've got a jeep. Sissy Cow, Sissy Cow, come with me.

Picture 3

Sally Sheep: Beep, beep! I'm Sally Sheep. Beep, beep! I've got a jeep. Polly Pig, Polly Pig, come with me.

Picture 4

Sissy Cow: I've got a ball and a doll. Danny Duck: I've got a hat and a mat. Polly Pig: I've got food for everyone.

All: It's fun!



■ 17 LISTEN AND CIRCLE.

- ▶ Tell the children to open the book at page 53. Draw their attention to activity 17. Show them the icons and elicit what they have to do. Stick the *LISTEN* and *CIRCLE* flashcards on the board, write 1. LISTEN. 2. CIRCLE. next to them and say: Number 1 we listen and number 2 we circle. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ Draw the children's attention to the picnic basket. Elicit from the children the food items in the basket.
- ▶ Do the first one as an example. Play the first part of the audio and check the circle on the bread and the cheese.
- ▶ Play the rest of the audio, making a pause after each chunk.
- ▶ Tell the children to circle as they listen.
- ▶ To check, ask the children about each food item: Bread, yes or no?
- As a follow-up, tell the children to close their books and carry out a memory game. You say a food item for them to say whether it is or not in the basket.

68 Track

I've got food for everyone. I've got bread and cheese. I've got vegetables and I've got sweets. I've got apples, bananas and a yummy cake.

18 LOOK AND TICK.

- ▶ Draw the children's attention to activity 18. Show them the icons and elicit what they have to do. Stick the LOOK and TICK flashcards on the board, write 1 LOOK. 2 TICK. next to them and say: Number 1 we look and number 2 we tick. Use gestures and point to numbers when you give and repeat the instructions.
- ▶ In Spanish, tell them to choose the ending for the story. Elicit from the children what they think happens in each picture and why they have chosen the ending that follows from the storyline / plot.
- If any of the children should choose the other ending, accept it as long as he / she can justify his / her option.

PROGRESS CHECK

• Draw the children's attention to the Progress Check box. Read it together and reflect with them if they feel confident with each of the items. If they do, tell them to colour each icon.

FINISHING THE CLASS

Y-THREE 53

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

STARTING THE CLASS

• Do the routine suggested in the Introduction.

INTRODUCING HEALTHY FOOD

• Put all the FOOD flashcards on the board and ask children to spot the ones which they think are healthy or good for them. Write **HEALTHY** on the board and move the corresponding flashcards below the word.

REFLECTION TIP!

Reflect with the children about the concepts of *healthy food* and how important it is to have a healthy diet and eat fruit and vegetables on an everyday basis.

■ 1 LISTEN AND NUMBER.

- ▶ Tell the children to open the book at page 82. Draw their attention to activity 1. Show them the icons and elicit what they have to do. Stick the LISTEN and NUMBER flashcards on the board, write 1. LISTEN. 2. NUMBER. next to them and say: Number 1 we listen and number 2 we number. Use gestures and point to numbers when you give and repeat the instructions.
- Draw their attention to the photos and elicit the names of the fruits.
- ▶ Do the first one as an example. Play the first part of the audio and check which picture is number 1.
- ▶ Play the rest of the audio. Tell the children to number the pictures as they listen. Play it more than once if necessary.
- ▶ To check, name each fruit for the children to say the number: Apple. One.



1 apple

2 plum

3 banana

4 orange

5 pear

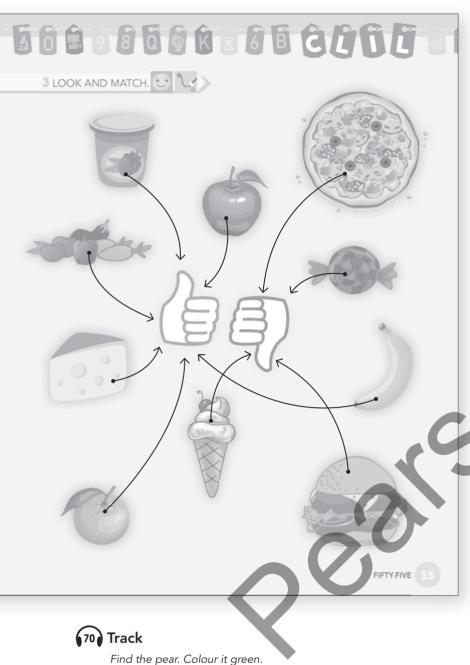
2 LISTEN AND COLOUR.

▶ Draw the children's attention to activity 2. Show them the icons and elicit what they have to do. Stick the LISTEN and COLOUR flashcards on the board, write 1. LISTEN. 2. COLOUR. next to them and say: Number 1 we listen and number 2 we colour. Use gestures and point to



numbers when you give and repeat the instructions.

- Go over the fruits and invite children to say them in English.
- ▶ Play the first part of the audio and do number 1 together as an example. Tell them to make a mark on it using the correct colour. Remind them that at the end you will give them extra time to finish colouring the pictures. If you are short of time, you can tell them to finish colouring at home.
- ▶ Play the rest of the audio, making a pause after each item and following the same procedure.
- ▶ To check, ask the children about the fruits: What colour is the pear? Green.



3 LOOK AND MATCH.

- ▶ Tell the children to open the book at page 55. Draw their attention to activity 3. Show them the icons and elicit what they have to do. Stick the LOOK and MATCH flashcards on the board, write 1. LOOK. 2. MATCH. next to them and say: Number 1 we look and number 2 we match. Use gestures and point to numbers when you give and repeat the instructions.
- Go over the food items in the activity and decide with the children if they are healthy or not. Elicit the meaning of the thumbs up and down in this context.
- Allow some time for the children to work on their own doing the matching.
- To check, ask about each food item for the children to say if it is healthy or not: Look at the yoghurt. Is it healthy or not?



Some food items allow for different answers. Discuss the various possibilities with the children. Take into account that the children might have different diets of food traditions at home (vegetarians, vegans, etc.).



NB) Page 71, activity 6 ▶ TB p. 88

FINISHING THE CLASS

- Tell the children to put their things away orderly: Time's up! Put everything in your pencil case. Put the (rubber) in the pencil case. Close your (book) and put it in your schoolbag. Put your things away!
- Once they are ready, sing the Goodbye song and say goodbye.

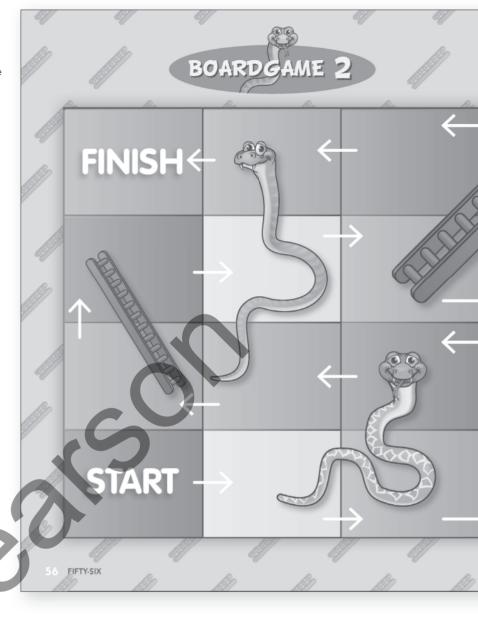
Page 71, activity 5 ▶ TB p. 88

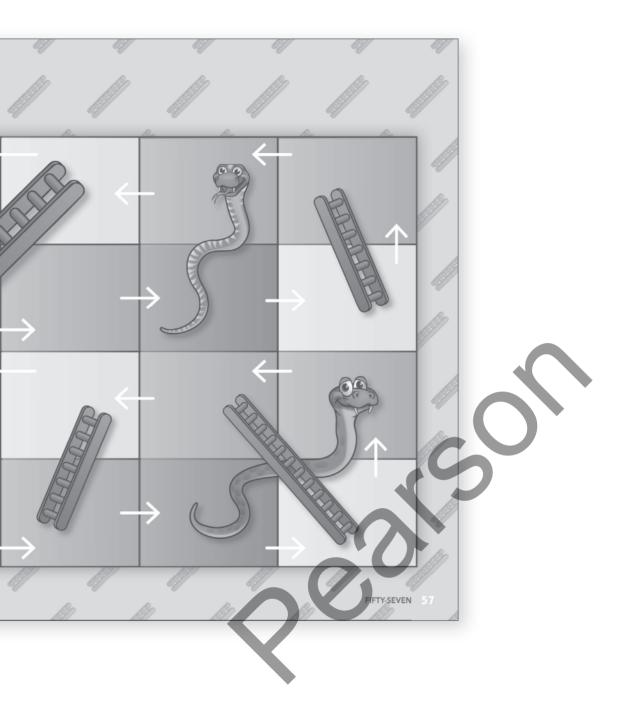
Find the plum. Colour it purple.

Find the apple. Colour it red. Find the banana. Colour it yellow. Find the orange. Colour it orange. **U4**

BOARD GAME 2

- Draw the children's attention to the board game on pages 56 and 57. In Spanish, elicit from them what is necessary to play this game: a token for each player and a dice. Tell them that they will play in small groups (three or four) and each group will need just one book.
- Elicit from them where they will start and where they will finish and how they will move along the board (when they land on the head of a snake they slide down and when they land at the bottom of a ladder they climb up).
- You will see that although the boxes have four different colours, they are empty. This is to allow for flexibility and give you the opportunity to use this game to revise and integrate any of the areas of vocabulary you are interested in. Following this idea, you can assign the different colours to different areas of vocabulary and use the flashcards or cut-outs as references.







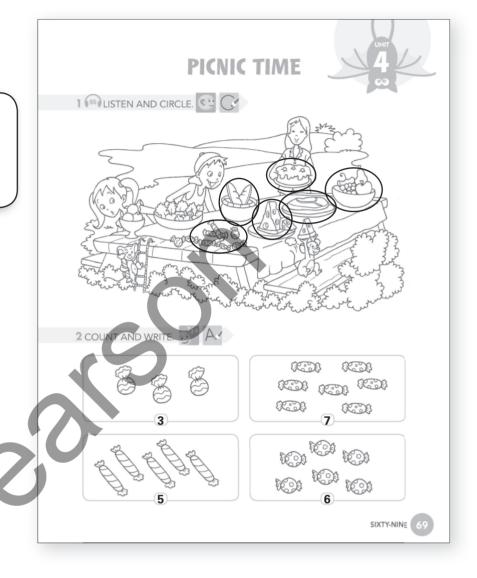
TEACHING TIP!

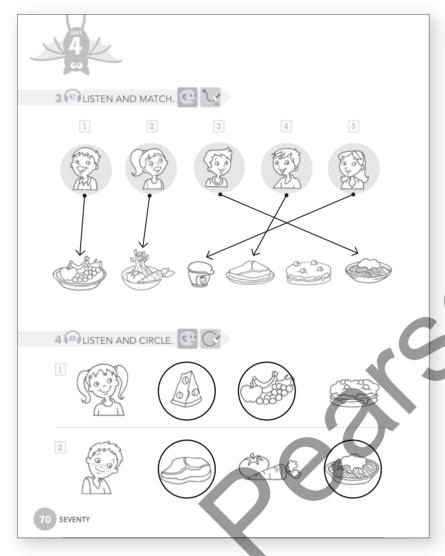
If the children need help to do the activities, you can suggest that they should resort to the Classroom Word Bank. You could also use the flashcards to give them the necessary scaffolding.

■ 1 LISTEN AND CIRCLE.

Audioscript Track 86

- 1 cheese
- 2 sweets
- 3 meat
- 4 fruit
- 5 cake
- 6 bread





3 LISTEN AND MATCH.

Audioscript Track 87

- 1 I like fruit.
- 2 I like vegetables.
- 3 I like pasta.
- 4 I like meat.
- 5 I like yoghurt.

4 LISTEN AND CIRCLE.

Audioscript Track (88)

- 1 I like fruit and cheese.
- 2 I like pasta and meat.

5 LISTEN AND TICK.

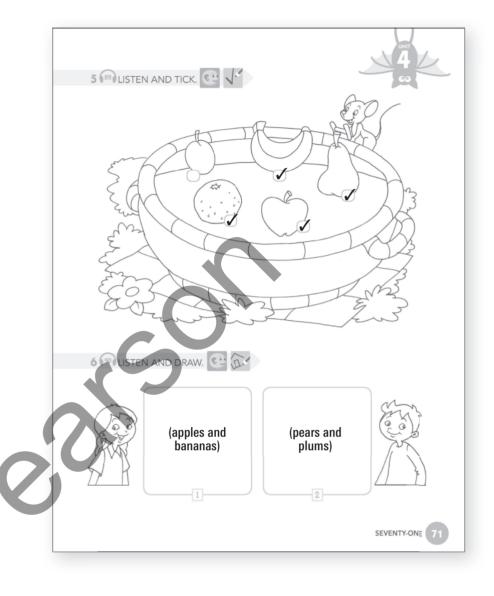
Audioscript Track (89)

apple - orange - banana - pear

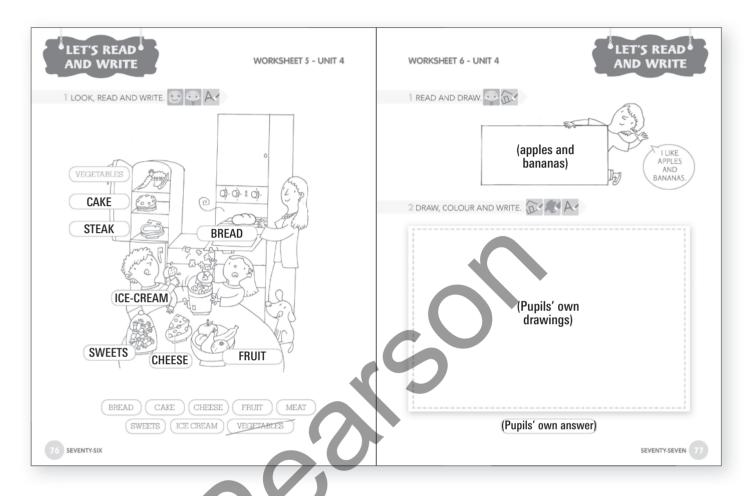
6 LISTEN AND DRAW.

Audioscript Track 90

- 1 I like apples and bananas.
- 2 I like pears and plums.



Let's Read



TEACHING TIP!

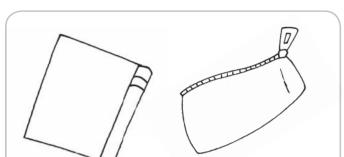
Remind the children that they can resort to the Classroom Word Bank or the Word Bank on p. 78 to work in the Let's Read and Write section.

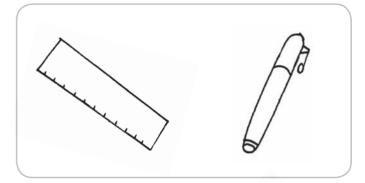
AT SCHOOL

NAME:

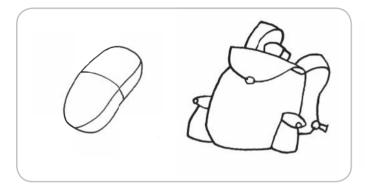
1 (02) LISTEN AND CIRCLE. © 12 (

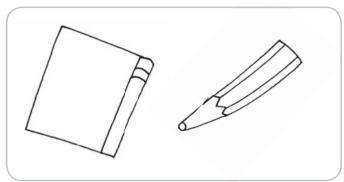


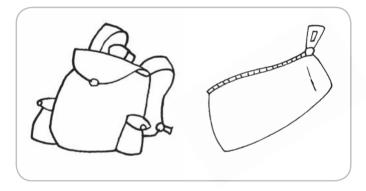




GRADE:







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2 (03) LISTEN AND COLOUR. ©:











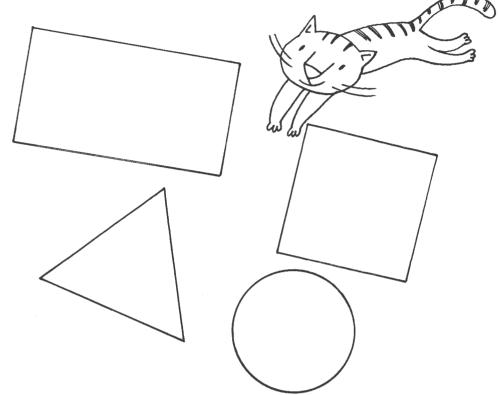
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AT SCHOOL









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4 (05) LISTEN AND COLOUR.





...../5

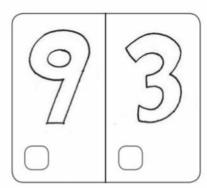
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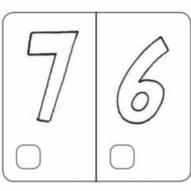
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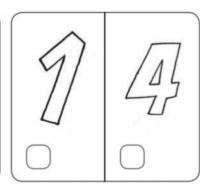
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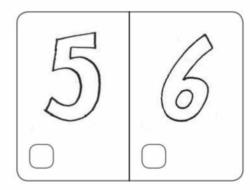
1 06 LISTEN AND TICK.

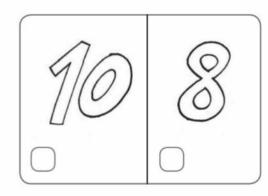








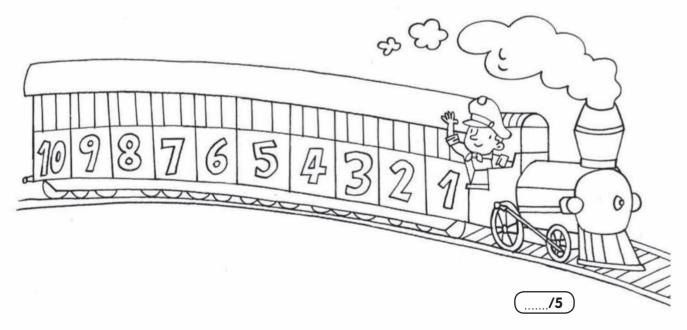




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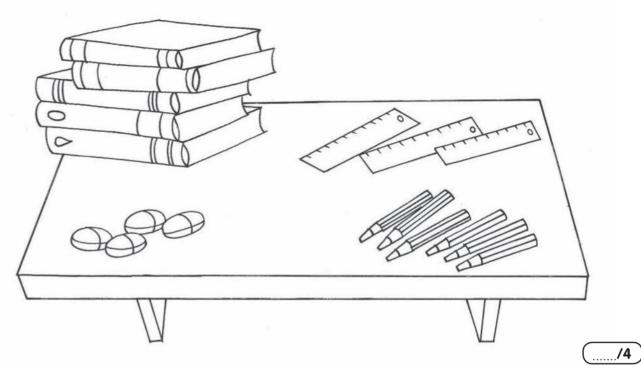


AT THE PLAYGROUND

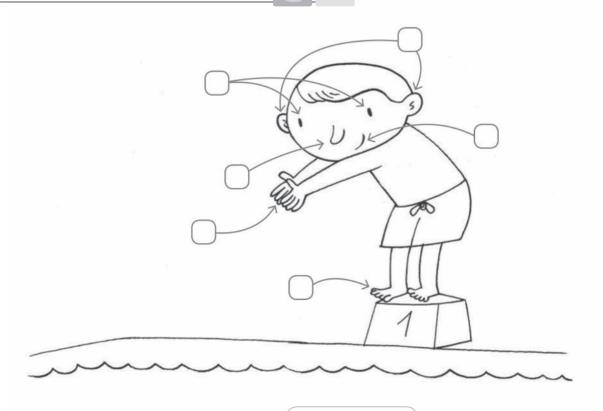


3 (08) LISTEN, COUNT AND COLOUR. © 234





4 (09) LISTEN AND NUMBER. © 2.4



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..../20

MID-YEAR TEST

NAME:

GRADE:

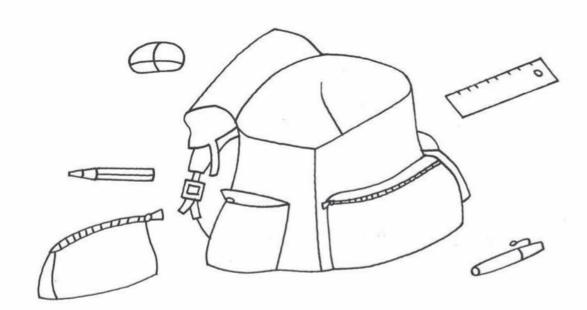
1 (10) LISTEN AND NUMBER.



...../7

2 (11) LISTEN AND COLOUR. © :



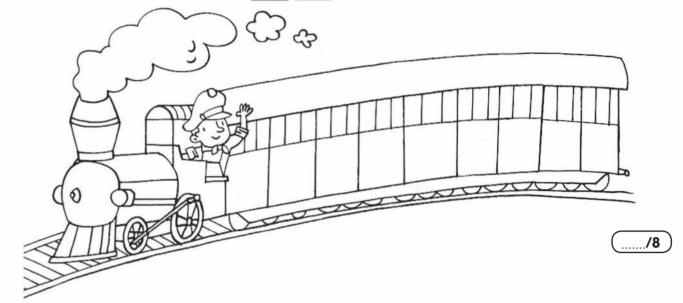


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MID-YEAR TEST

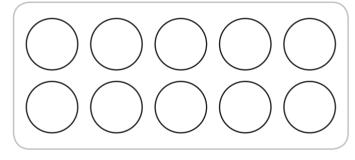


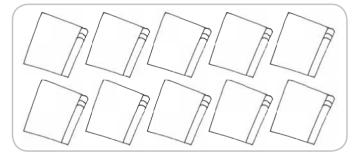
3 (12) LISTEN AND WRITE. © A

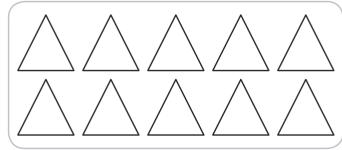


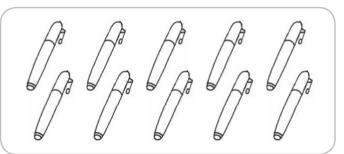
4 (13) LISTEN, COUNT AND COLOUR. © 1.

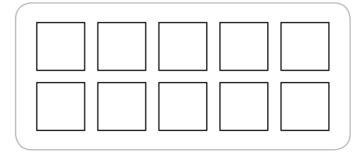


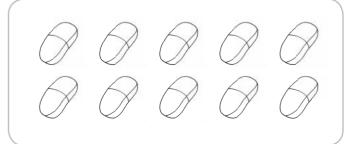












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MID-YEAR TEST



5 LOOK, READ AND COLOUR. 💽 😳

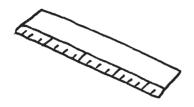




IT'S A PENCIL. IT'S RED.



IT'S A BOOK.
IT'S YELLOW.

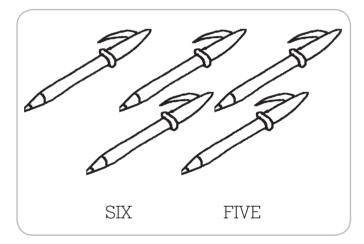


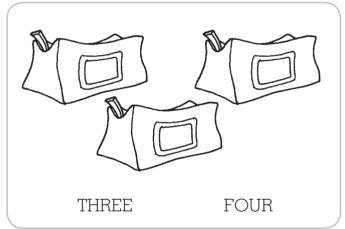
IT'S A RULER. IT'S BLUE.

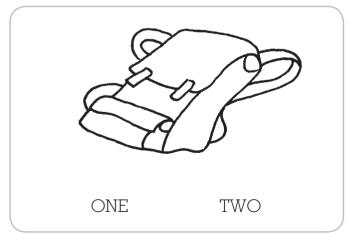


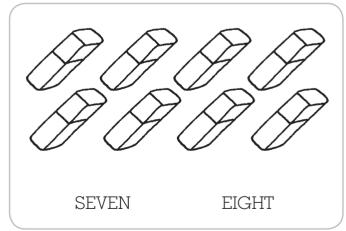
6 COUNT AND CIRCLE.











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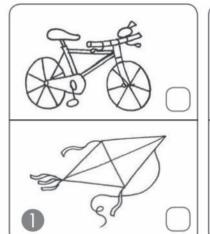
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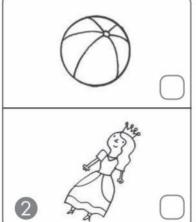
MY TOYS

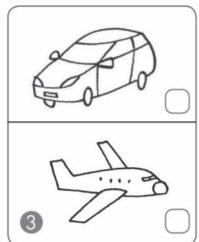
NAME: GRADE:

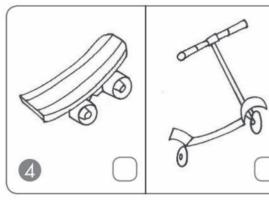
1 (14) LISTEN AND TICK.



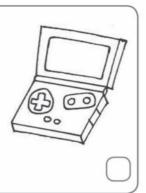












2 (15) LISTEN AND COLOUR. © :



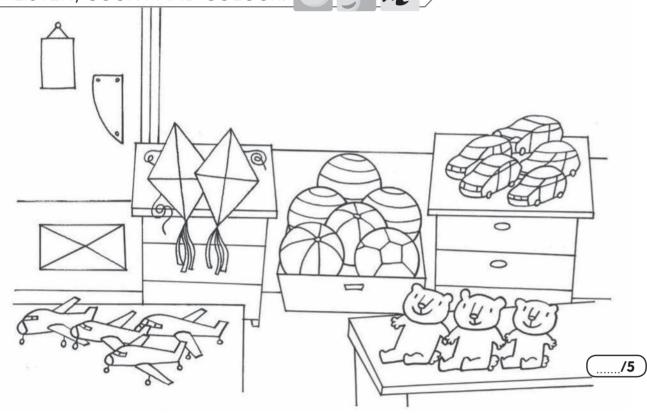


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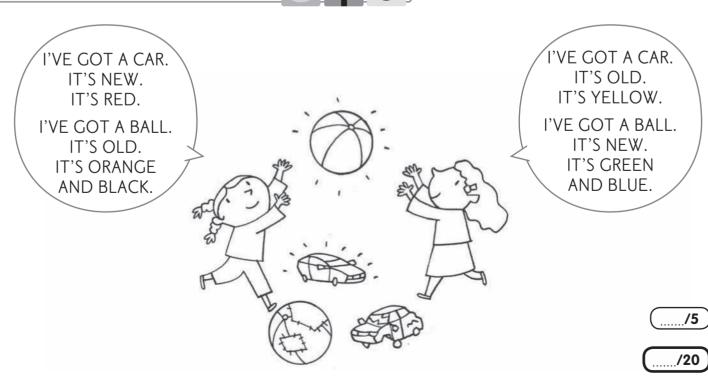
MY TOYS







4 LOOK, READ AND COLOUR. 🔾 🗘



PICNIC TIME

NAME: GRADE:

1 (17) LISTEN AND CIRCLE

	©	•		
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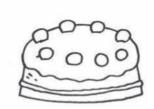




















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2 (18) LISTEN AND NUMBER.







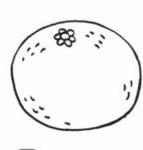
















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PICNIC TIME





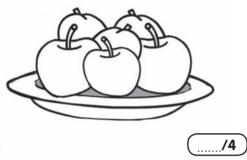












4 LOOK, READ AND MATCH.







1. I LIKE PASTA.



2. I LIKE FRUIT.



3. I LIKE VEGETABLES.



4. I LIKE YOGHURT.



5. I LIKE MEAT.









____/5

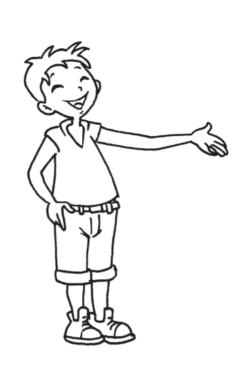
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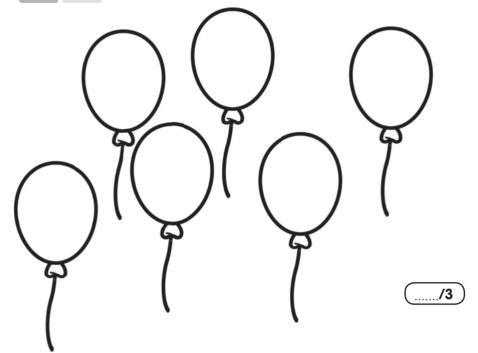
END-OF-YEAR TEST

M	TEST UNITS 1-4	1
	00	

NAME:	
GDADE.	

1 (20) LISTEN AND WRITE. © : A.





2 (21) LISTEN AND COLOUR. © :



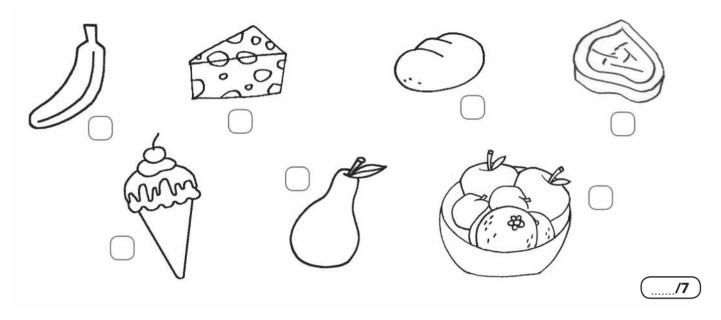


END-OF-YEAR TEST

















2. PETER



3. BEN



4. JOHN



5. LAURA











...../5

END-OF-YEAR TEST



5 LOOK, READ AND WRITE. • A.



BIKE - BOOK - CAR - FRUIT - PASTA PENCIL - PLANE - RUBBER - VEGETABLES

SCHOOL OBJECTS	TOYS	FOOD
BOOK	BIKE	

...../8

6 LOOK, READ AND MATCH. •••





1. I'VE GOT A RULER. IT'S NEW.



2. I'VE GOT A BALL. IT'S PURPLE.

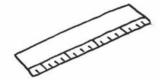


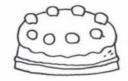
3. I LIKE PEARS. YUMMY!



4. MMM! I LIKE CAKE.









..../4

..../35

TESTS KEY

TEST UNIT 1: AT SCHOOL

■ 1 LISTEN AND CIRCLE.

l book, 2 pen, 3 rubber, 4 pencil, 5 schoolbag

2 LISTEN AND COLOUR.

l red, 2 yellow, 3 green, 4 pink

3 LISTEN AND COLOUR.

1 blue pen, 2 green ruler, 3 yellow book, pink rubber, red schoolbag

4 LISTEN AND COLOUR.

1 blue circle, 2 yellow square, 3 pink triangle, 4 green rectangle

TEST UNIT 2: AT THE PLAYGROUND

1 LISTEN AND CIRCLE.

3, 7, 1, 5, 8

2 LISTEN AND COLOUR.

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

3 LISTEN, COUNT AND COLOUR.

3 books, 2 rulers, 4 pencils, 1 rubber

■ 4 LISTEN AND NUMBER.

l eyes, 2 ears, 3 mouth, 4 nose, 5 fingers, 6 toes

MID-YEAR TEST UNITS 1-2

■ 1 LISTEN AND NUMBER.

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

2 LISTEN AND COLOUR.

yellow book, blue pen, green ruler, orange pencil, pink rubber, purple pencil case

3 LISTEN AND WRITE.

5, 8, 4, 9, 7, 3, 10, 1

■ 4 LISTEN, COUNT AND COLOUR.

8 circles, 4 books, 2 triangles, 6 pens, 3 squares, 5 rubbers

5 LOOK, READ AND COLOUR.

yellow book, blue ruler, red pencil

6 COUNT AND CIRCLE.

five, three, one, eight

TESTS KEY

TEST UNIT 3: MY TOYS

1 LISTEN AND TICK.

1 kite, 2 ball, 3 car, 4 scooter, 5 teddy bear

2 LISTEN AND COLOUR.

blue and yellow car, green and orange car, red and blue ball, black and white plane, brown and orange bike

3 LISTEN, COUNT AND COLOUR.

3 cars, 4 balls, 2 planes, 3 teddy bears, 1 kite

■ 4 LOOK, READ AND COLOUR.

new red car, old orange and black ball, old yellow car, new green and blue ball

TEST UNIT 4: PICNIC TIME

■ 1 LISTEN AND CIRCLE.

yes, no, yes, no, yes, no

2 LISTEN AND NUMBER.

l apple, 2 banana, 3 orange, 4 plumb, 5 pear

3 LISTEN AND MATCH.

l apples and plumbs, 2 bananas and pears

4 LOOK, READ AND MATCH.

l pasta, 2 fruit, 3 vegetables, 4 yoghurt, 5 meat

END-OF-YEAR TEST: UNITS 1-4

■ 1 LISTEN AND WRITE.

5, 8, 4, 1, 10, 6

2 LISTEN AND COLOUR.

yellow book, brown teddy bear, green ruler, orange car, red pencil, purple ball, blue plane, yellow schoolbag

3 LISTEN AND NUMBER.

1 bread, 2 banana, 3 meat, 4 cheese, 5 fruit, 6 ice-cream, 7 pear

■ 4 LISTEN AND MATCH.

Ann: schoolbag, Peter: bike, Ben: apples, Iohn: cheese, Laura: ice-cream

5 LOOK, READ AND WRITE.

School objects: pencil, rubber
Toys: car, plane
Food: fruit, pasta, vegetables

■ 6 LOOK, READ AND MATCH.

1 ruler, 2 ball, 3 pears, 4 cake

TESTS AUDIOSCRIPTS

TEST UNIT 1: AT SCHOOL

Track 02

What is it? It's a book.
What is it? It's a pen.
What is it? It's a rubber.
What is it? It's a pencil.
What is it? It's a schoolbag.

Track 03

What colour is it? It's red. What colour is it? It's yellow. What colour is it? It's green. What colour is it? It's pink.

Track 04

I've got a pen. It's blue.
I've got a ruler. It's green.
I've got a book. It's yellow.
I've got a rubber. It's pink.
I've got a schoolbag. It's red.

Track 05

It's a circle. It's blue. It's a square. It's yellow. It's a triangle. It's pink. It's a rectangle. It's green.

TEST UNIT 2: AT THE PLAYGROUND

Track 06

Number three Number seven Number one Number five Number eight

Track 07

Find number seven. Colour number seven yellow. Find number five. Colour number five purple. Find number eight. Colour number eight brown. Find number two. Colour number two pink. Find number ten. Colour number ten green. Find number one. Colour number one blue. Find number three. Colour number three green. Find number four. Colour number four orange. Find number six. Colour number six red. Find number nine. Colour number nine blue.

Track 08

How many books? Three books. How many rulers? Two rulers. How many pencils? Four pencils. How many rubbers? One rubber.

Track 09

1- eyes 2- ears 3- mouth 4- nose 5-fingers 6- toes

TESTS AUDIOSCRIPTS

MID-YEAR TEST: UNITS 1-2

Track 10

- 1 rubber
- 2 -.pen
- 3 schoolbag
- 4 ruler
- 5 pencil case
- 6 book
- 7 pencil

Track 11

It's a book. It's yellow.

It's a pen. It's blue.

It's a ruler. It's green.

It's a pencil. It's orange.

It's a rubber. It's pink.

It's a pencil case. It's purple.

Track 12

Five - Eight - Four - Nine - Seven - Three - Ten - One

Track (13)

Eight circles

Four books

Two triangles

Six pens

Three squares

Five rubbers

TEST UNIT 3: MY TOYS

Track (14)

What is it? It's a kite.

What is it? It's a ball.

What is it? It's a car.

What is it? It's a scooter.

What is it? It's a teddy bear.

Track 15

Hello! My name is Paul. Look at my toys!

I've got a car. It's blue and yellow.

I've got a kite. It's green and orange.

I've got a ball. It's red and blue.

I've got a plane. It's black and white.

I've got a bike. It's brown and orange.

Track (16)

How many cars? Three cars.

How many balls? Four balls.

How many planes? Two planes.

How many teddy bears? Three teddy bears.

How many kites? One kite.

TESTS AUDIOSCRIPTS

TEST UNIT 4: PICNIC TIME

Track (17)

- 1 cheese
- 2 sweets
- 3 meat
- 4 fruit
- 5 cake
- 6 bread

Track 18

- 1 apple
- 2 banana
- 3 orange
- 4 plum
- 5 pear

Track 19

- 1 I like apples and plums.
- 2 I like bananas and pears.

END-OF-YEAR TEST: UNITS 1-4

Track 20

Five - Eight - Four - One - Ten - Six

Track (21)

Find the book. Colour the book yellow.

Find the teddy bear. Colour the teddy bear brown.

Find the ruler. Colour the ruler green.

Find the car. Colour the car orange.

Find the pencil. Colour the pencil red.

Find the ball. Colour the ball purple.

Find the plane. Colour the plane blue.

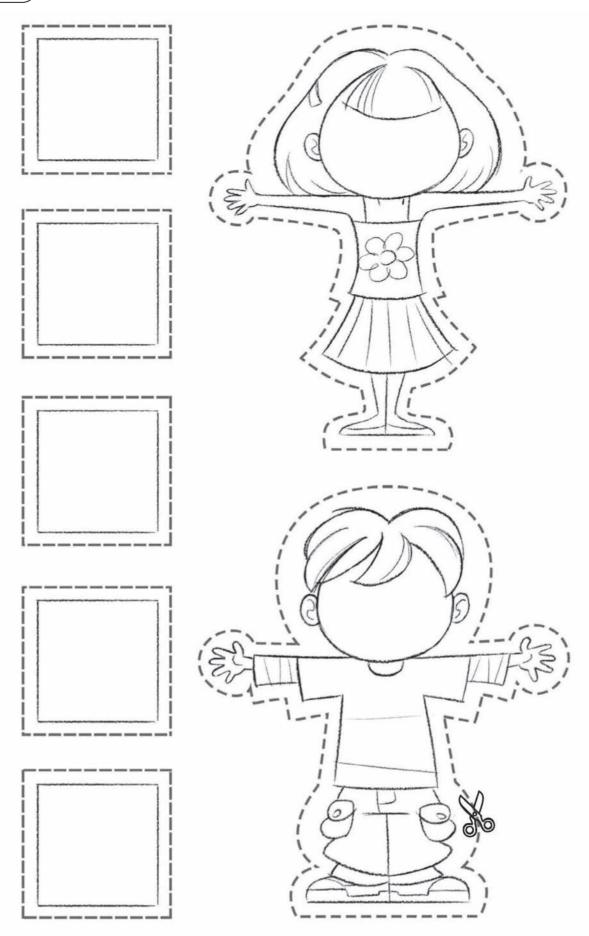
Find the schoolbag. Colour the schoolbag yellow.

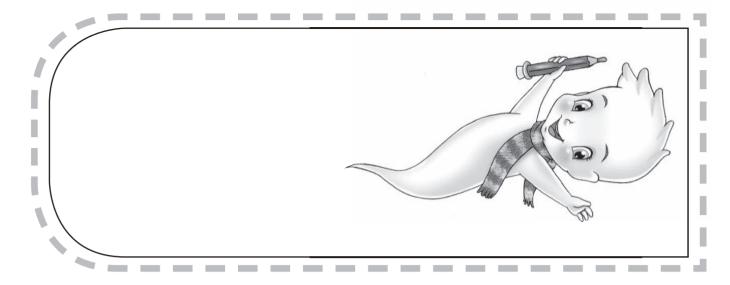
Track (22)

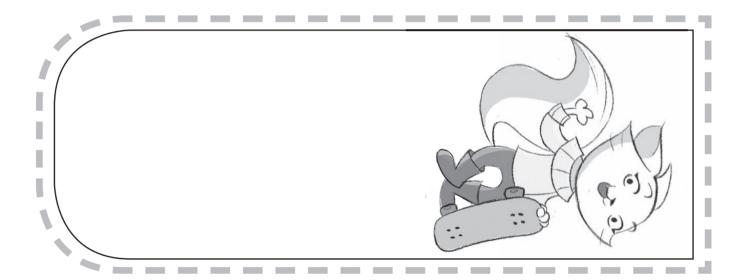
- 1 bread
- 2 banana
- 3 meat
- 4 cheese
- 5 fruit
- 6 ice-cream
- 7 pear

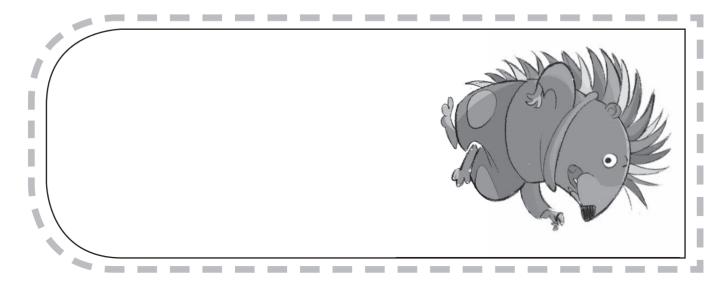
Track (23)

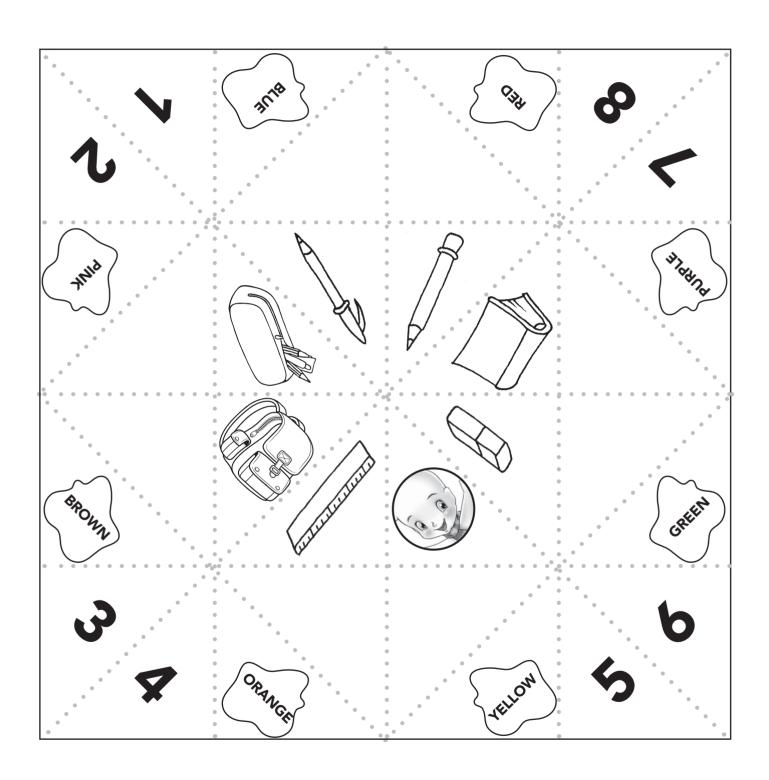
- 1- I've got a schoolbag. It's new.
- 2- I've got a bike. It's new.
- 3- I like apples.
- 4- I like cheese.
- 5- I like ice-cream.

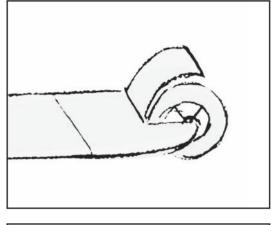


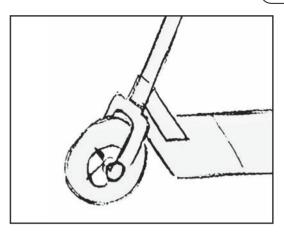


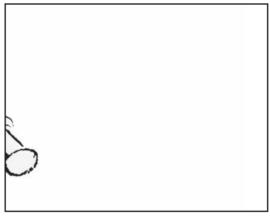


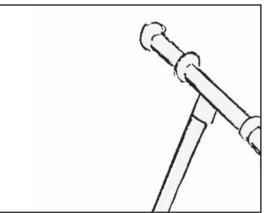


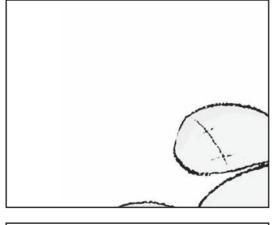


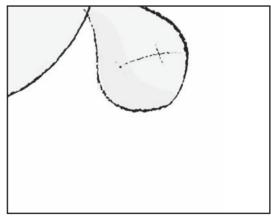


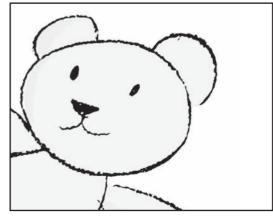


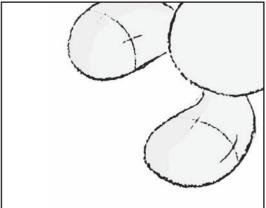






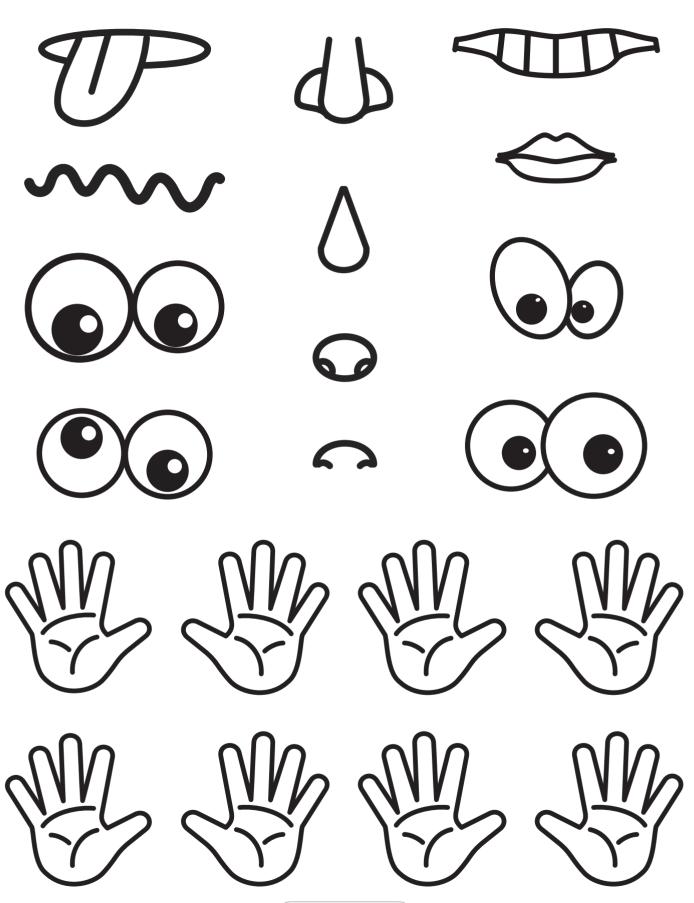






FRUIT PUPPETS CRAFTS ı 1 1 1 113 **PHOTOCOPIABLE**





SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

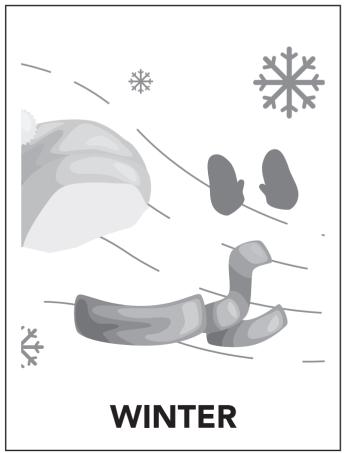
OCTOBER

NOVEMBER

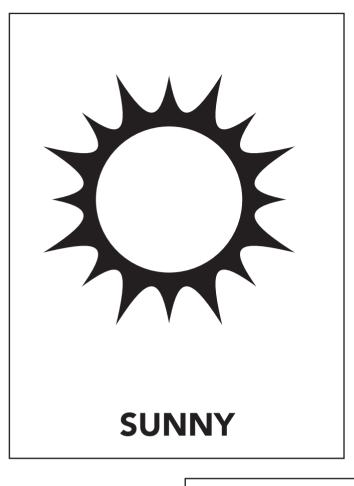
DECEMBER















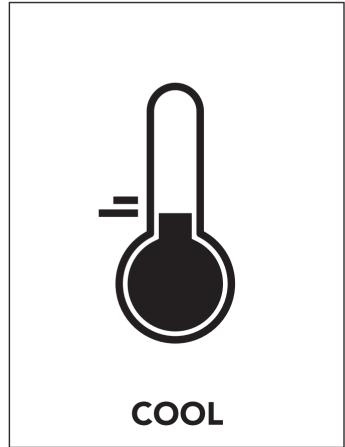






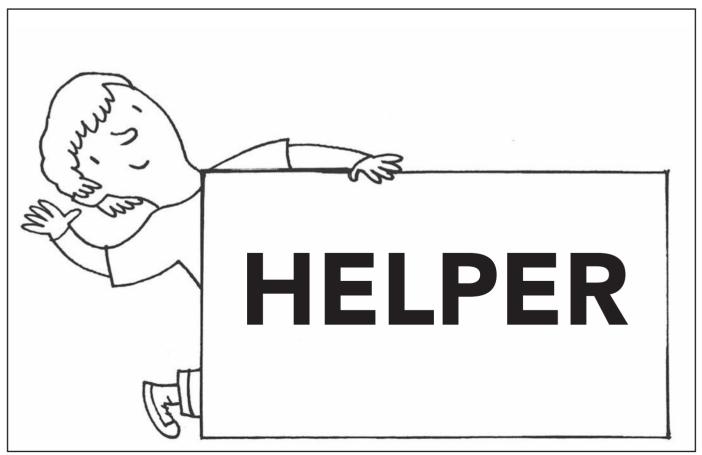














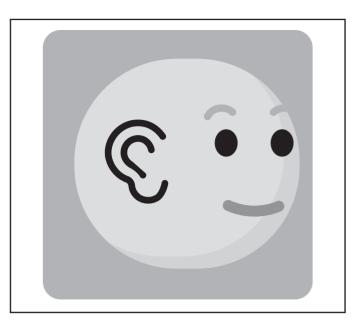




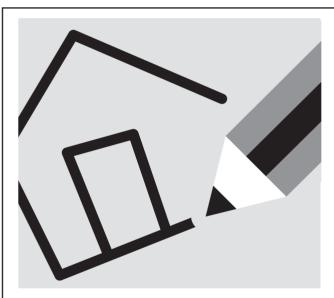


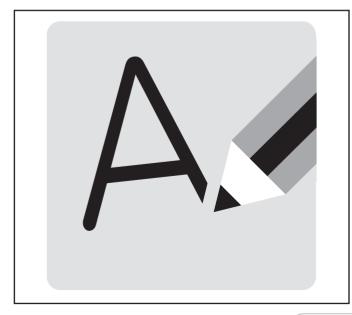


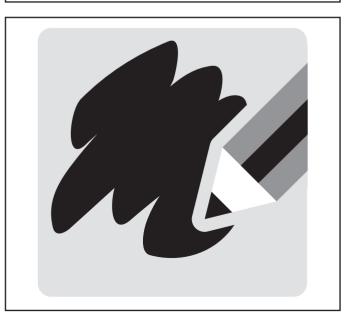


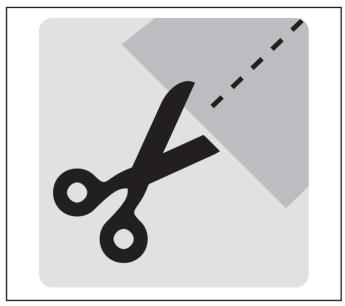




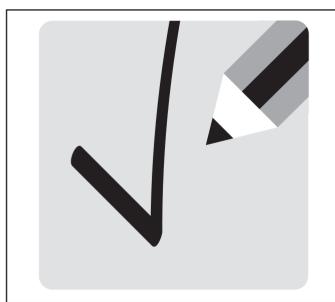




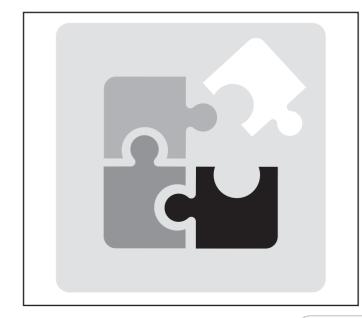


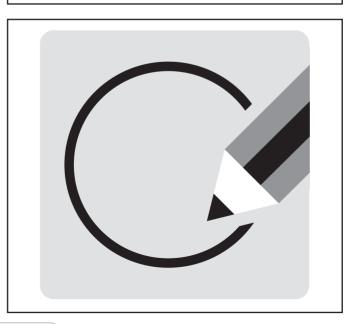










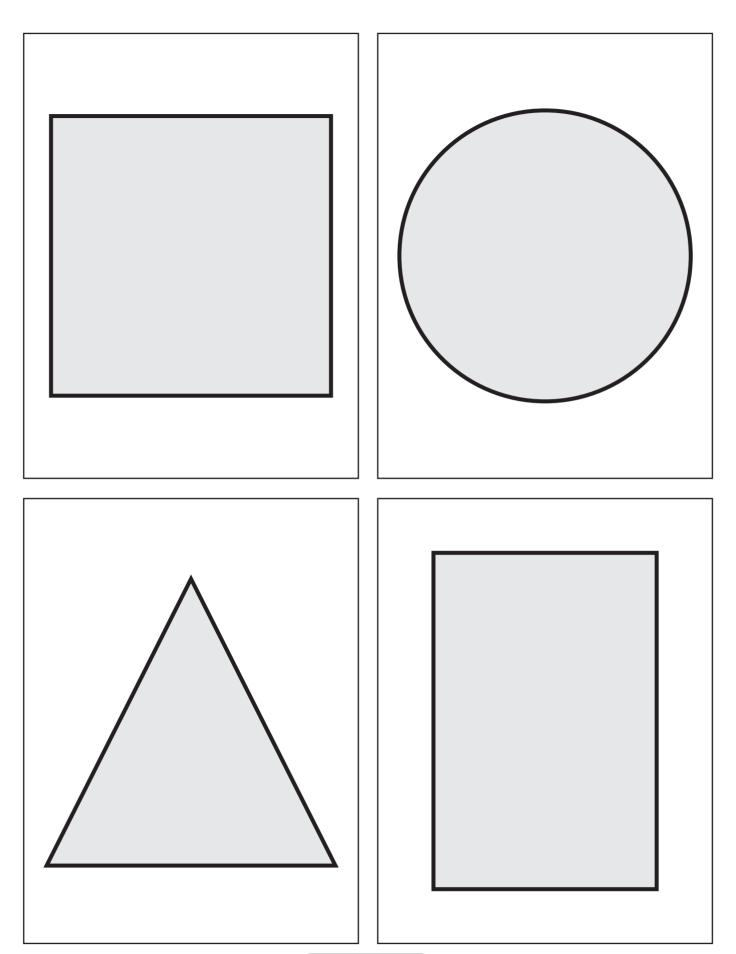


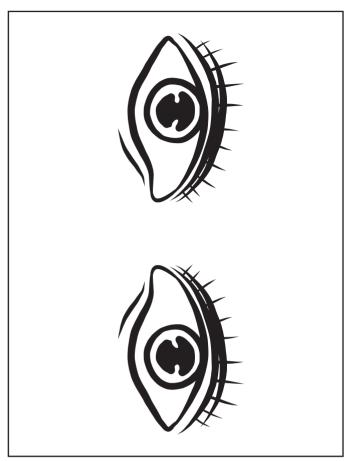


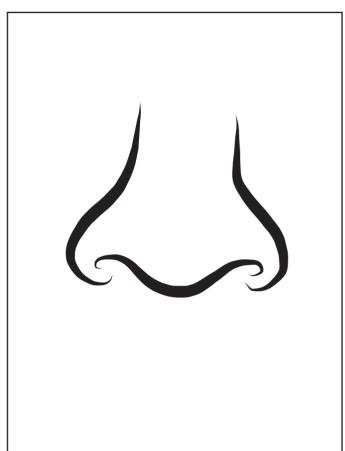


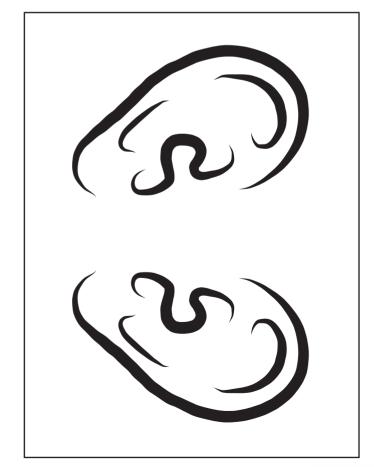


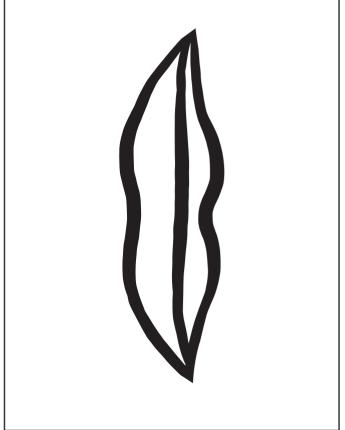


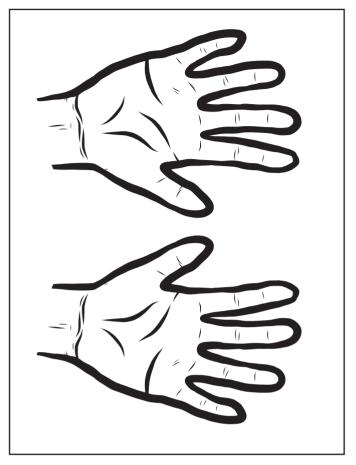


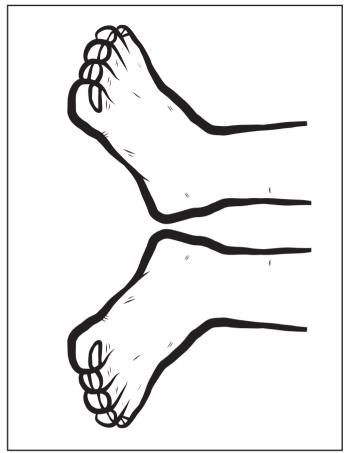


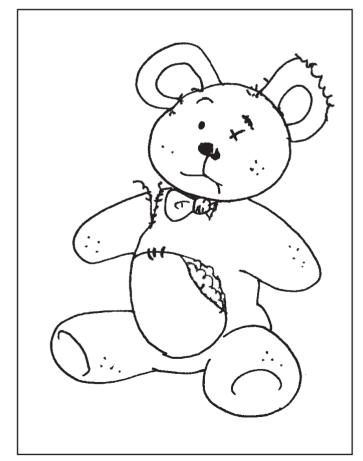


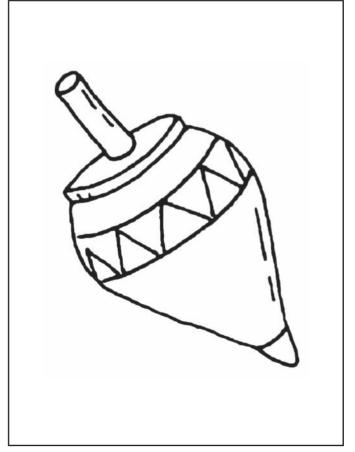


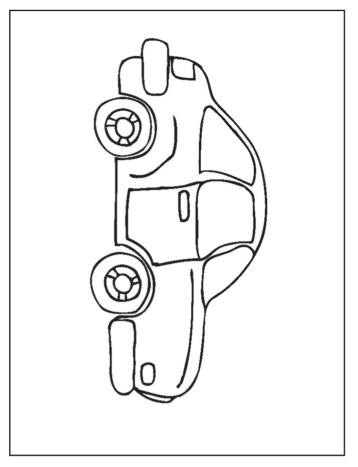


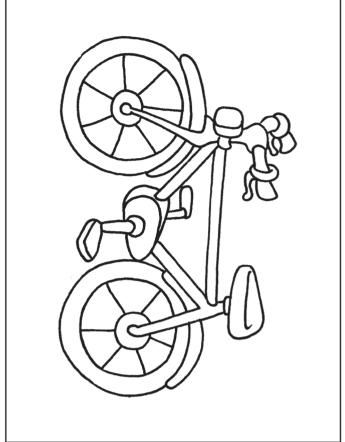


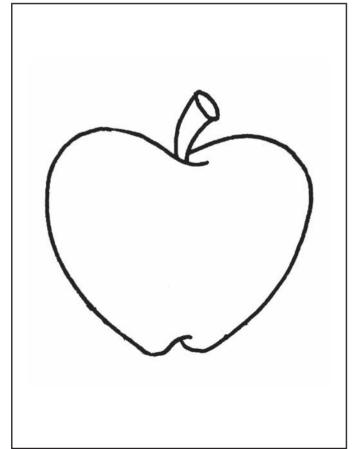


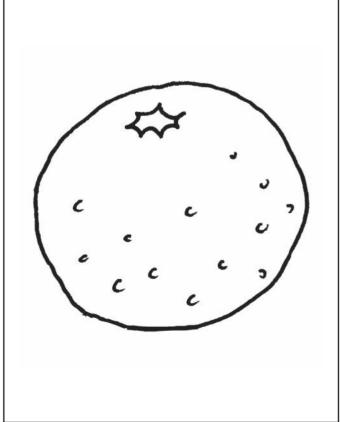


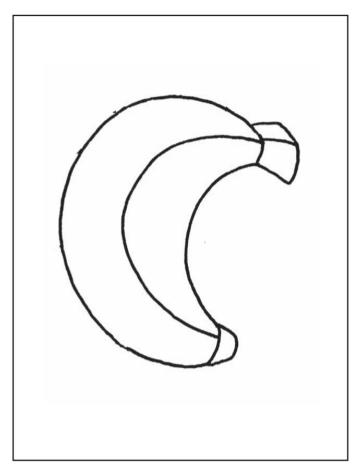


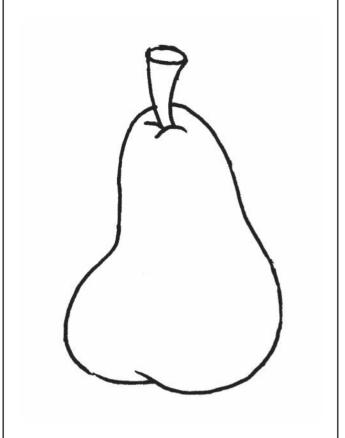


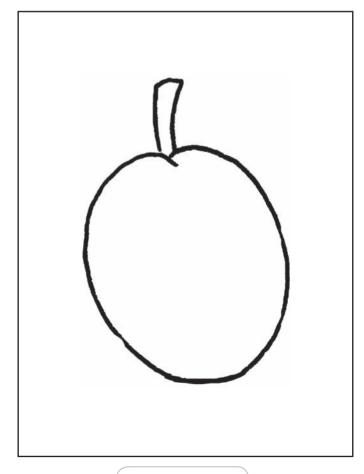












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