



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

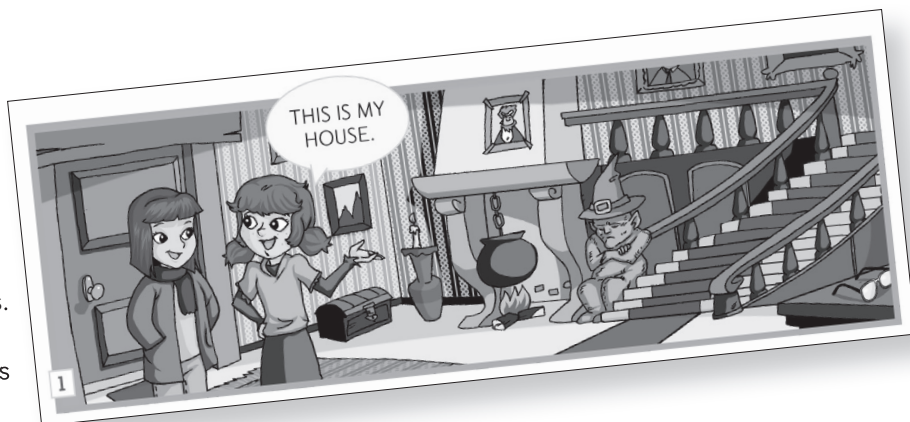
- In keeping with the NAPs, *Hey Friends!* provides instances of metalinguistic and metacognitive reflection, which follow the children's cognitive development. In the first two levels, the main focus of the series is on lexical areas and communication. In levels *A* and *B* the suggestions for metalinguistic 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.



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 basic 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 ...*).

say what day of the week it is and what the weather is like using basic phrases.

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

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, members of the family, 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 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 ...*).

recognise a range of basic everyday nouns and adjectives (characters' names, school objects, colours, numbers, parts of the body, toys, food, etc.) written in capital letters (if supported by pictures).

understand the relationship between words of the same vocabulary set (e.g. colours, toys ...) written in capital letters.

understand basic sentences naming and / or describing familiar everyday items if supported by pictures and written in capital letters.

understand basic phrases in short simple texts (songs, chants ...) written in capital letters, understand simple contractions (*I'm ...*, *I've got ...*, *haven't*, *don't*, *It's ...*, *isn't*).

Writing

copy dates using numbers and words in capital letters.

copy some short familiar words presented in capital letters.

copy short phrases containing only familiar words if presented in capital letters.

label simple pictures related to familiar topics by copying single words in capital letters.

link letters to sounds when copying basic familiar words in capital letters.

write simple facts about themselves if they are given prompts or a model.

Unit	Vocabulary	Metalinguistic reflection	Recognition	Production	Integration & CLIL & COOL KIDS
Welcome unit Welcome back! New friends	Characters: Wendy, Max, Fred, Patty, Spooky Greetings: Good morning / Good afternoon. How are you?	Greet and take leave. Introduce oneself and others.	Instructions: Read. Listen. Point. Match. Circle. Find. Colour. Draw. What's your name? What's your surname?	Hi! Hello! Good morning! Good afternoon! Bye-bye! Goodbye! How are you? I'm fine, thank you. I'm / My name is (Juan). My surname is (Perez). This is (Wendy).	
Unit 1 Fred's party	Colours: red, blue, yellow, green, pink, purple, orange, white, brown, black Toys: doll, ball, bike, teddy bear, skateboard, plane	Describe toys.	What is it? Is it a (car)? What colour is it? What number is (red)?	It's a (teddy bear). It's (pink). It isn't (white).	Characters. Colours. Numbers. CLIL Numbers and counting (Maths): 1 - 10 COOL KIDS Friends from around the world
Unit 2 At school	School objects: ruler, pen, pencil, pencil case, rubber, sharpener, book, schoolbag Characteristics: old / new	Describe school objects. Talk about quantity. Indicate possession.	Have you got a (pen)? Is it (old)? What colour is it? Is it (green)?	I've got a (pen). I've got a (blue pencil case). It isn't (old). I haven't got (a ruler) Have you got (a ruler)? Yes / No. It's old / new.	Characters. Colours. Numbers. Toys. CLIL Good behaviour at school (Citizenship) COOL KIDS Busy school days
Unit 3 My family	Family members: family, mother / mum, father / dad, brother, sister, grandmother / grandma, grandfather / grandpa, uncle, aunt, cousin	Describe the family.	Who's this? Have you got a (brother)? Is this your (sister)?	This is my (sister). I've got (two cousins). I haven't got a (brother).	Characters. Colours. Numbers. Toys. School objects. CLIL Numbers and counting (Maths): 1-20 COOL KIDS All families are different
Unit 4 At the farm	Farm animals: cow, pig, donkey, rabbit, horse, sheep, chicken, cat, dog Characteristics: big / small	Describe animals. Talk about quantity. Indicate possession.	What is it? How many (cows)? What colour is it? Is it a (pig)? What is your favourite animal? Have you got a (cat)?	I've got a (dog). This is my (dog). It is (big). It isn't (small).	Characters. Colours. Numbers. Toys. School objects. Family. CLIL Pets or not pets? (Natural Science) COOL KIDS Taking care of animals
Unit 5 My favourite food	Food and drink: cake, fruit, cheese, meat, sweets, ice cream, bread, pizza, yoghurt, hamburger, juice, milk, soup, chocolate, salad, bread, fish, chips Feelings: hungry / thirsty	Express preference.	Do you like (soup)? What is your favourite food? What is it?	I like (salad). I don't like (meat). I'm hungry / thirsty. Please. Thank you. Excuse me.	Characters. Colours. Numbers. Toys. School objects. Family. Farm animals. CLIL A healthy diet (Natural Science) COOL KIDS Good manners at the table

THE Hey Friends! B PUPIL'S BOOK

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

UNIT COMPONENTS

INTRODUCTION

Presentation of the context (song, new items)

WENDY AND FRIENDS

A story featuring the characters

ACTIVITIES

Recognition and guided practice

PLAY TIME

Challenging games for the children

PROJECT WORK

Production of arts and crafts

GUESS TIME

Guessing games for the children to play in pairs

COOL KIDS

Activities and project work on values, citizenship and intercultural awareness.

CLIL

Content and Language Integrated Learning activities.

BOARD GAMES

WORKBOOK

LET'S READ AND WRITE

INTERACTIVE DIGITAL BOOK:

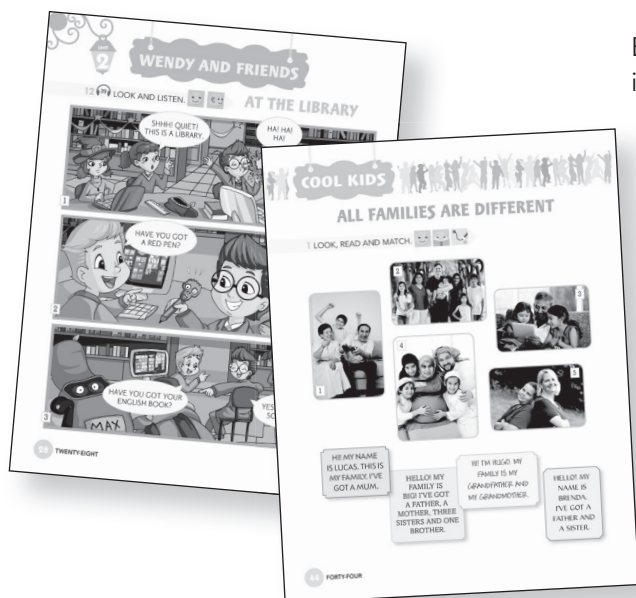
Pupil's Book with audios included plus interactive Workbook activities



In each of the main units the topics are introduced by the characters in a contextualised situation followed by recognition activities. This is followed by **Play Time** and **Fun Craft**, two motivating sections which provide an instance to use the new contents while having fun.

The following pages offer activities in which new contents are introduced and integrated with the previous ones, following a spiral model. These activities include listening to different texts, singing, matching, colouring, choosing, counting, ordering, reading, writing following a model and drawing. Each unit also has a **Guess Time** section where children play guessing games in pairs that engage them in the active use of the new language. This is followed by **Wendy and Friends**, a story that integrates the contents of the unit in a meaningful context.





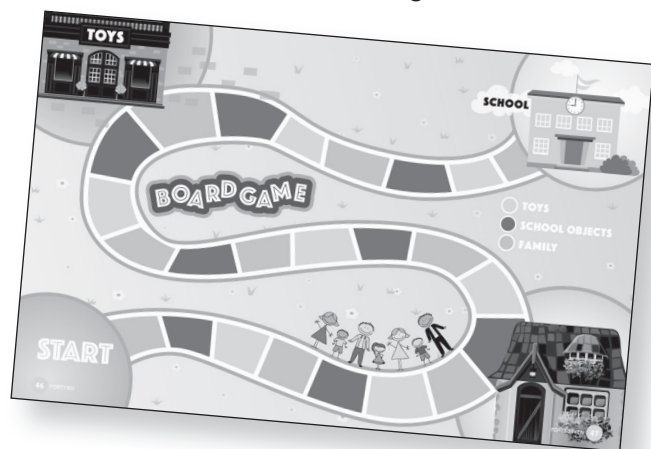
By the end of each unit, there is an instance of personalisation in which children show and talk about their favourite things and a **Project Work** section which involves the production of arts and crafts based on the content covered in the unit. The unit is rounded off with the **Cool Kids** section 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.



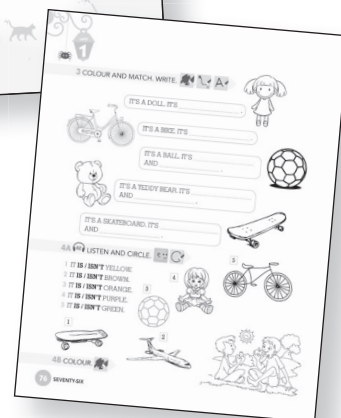
A very important section in *Hey Friends! B* is **Content and Language Integrated Learning (CLIL)**, which offers contents and activities aligned with the primary school curriculum in areas such as Maths, Science and Citizenship. CLIL is followed by **Cool Kids**, a section which fosters intercultural awareness and provides a plus in the linguistic development of the children. This section includes **Project Work**, an instance of personalization in which children show and talk about themselves and the world that surrounds them.



There are two colourfully designed **board games**, one after unit 3 and the other after unit 5, which aim at providing a further instance of integration of contents (skills and linguistic items).

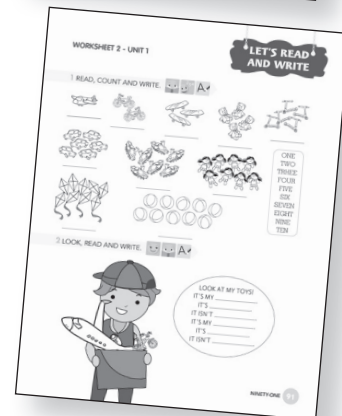


The series includes a built-in **Workbook** with three full pages with plenty of recognition and guided practice activities for each unit in the *Pupil's Book*.



The **Let's Read and Write** section is aimed at developing literacy skills and increasing learner's autonomy for those teachers who feel their students are ready to engage in the challenge of tackling reading and writing.

And last but not least, there is a **Word Bank** section which works as a reference of the contents of each unit. This section is rounded off with the intervention of the children, who have to colour and label the pictures.



THE Hey Friends! B 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 (*Planificación anual*)
- easy-to-follow unit plans
- useful teaching notes on the Pupil's Book pages, CLIL, Cool Kids, Workbook pages, Let's Read and Write sections and the Word Bank
- ideas to work with board games that integrate the language contents of the units (one integrating units 1, 2 and 3, and a second one integrating units 4 and 5)
- notes on evaluation, tests (with keys) and portfolio
- photocopiable material: crafts, templates 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! B

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:

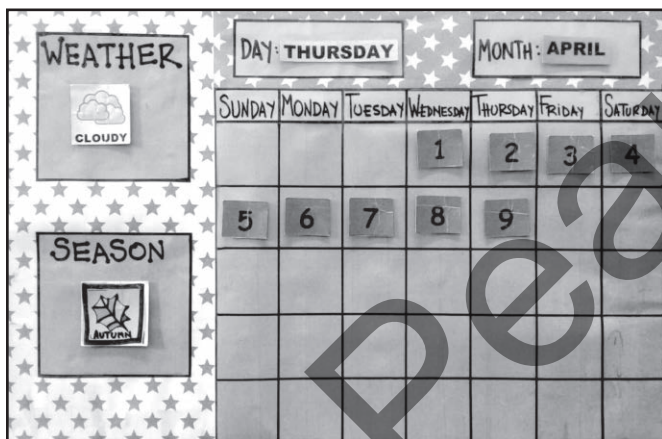
- classroom language posters, such as speech bubbles saying *Please*, *Thank you*, *Can I go to the toilet?*, *What's the English for ...?*, etc. It is important to build up the corner as the children begin to need the phrases. This corner could also include a section with "Words difficult to spell" 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. They can also create new lines for the songs they already know.

STORIES

Stories play a major role in the world of young children. They foster imagination, creativity and provide a wonderful context in which language is used naturally and meaningfully. *Hey Friends! B* 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 a story is coming. Before listening to the story it is essential to work on predictions and activate pupils' previous knowledge about the characters, topics and situations included in the pictures. Children could follow the story by pointing 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 PROJECT WORK

Activities in *Hey Friends!* are designed to contribute to the teaching of English as a social practice by creating opportunities for genuine social interaction. These activities aim at the development and integration of the four communicative skills: listening, speaking, reading and writing. In level B, although the main objective is to develop the oral skills of comprehension and production extensively, reading and writing are introduced in all the sections of the book.

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, family types, etc.), reacting to a story, etc. In this *Teacher's Book*, the teacher will find step-by-step guidance to get started right from the beginning.

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



This progression is not linear but spiral-like, and provides scaffolding all throughout the way. In *Hey Friends! Teacher's Book* special attention is paid to supporting the learning process, and plenty of materials, suggestions and ideas are provided to 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 (1º Ciclo Educación Primaria) issued by the Argentinian National Ministry of Education (2011):

- Maths: cardinal numbers (1-20)
- Natural Science: wild and domestic animals, farm animals, healthy and unhealthy food.
- Social Studies: citizenship.



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.

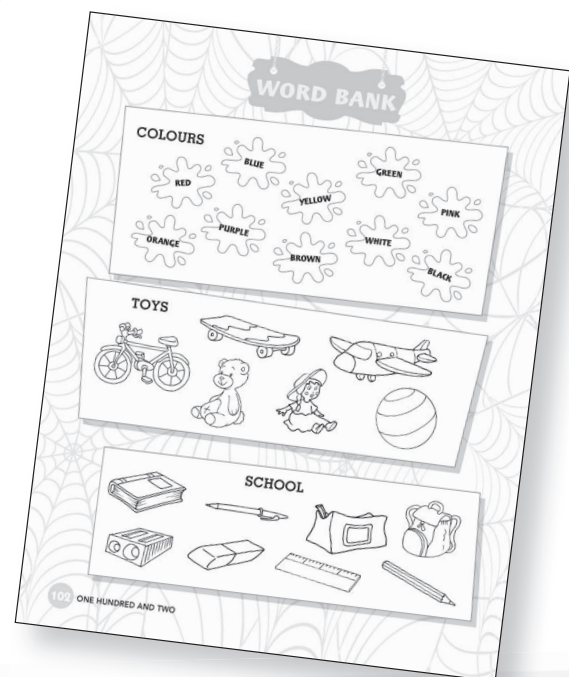
In addition to these two instances of reflection, the series fosters a third type: metacognitive reflection. This aims at reflecting about the learning process, the objective of that learning and the strategies that learners can put into practice to become more competent users of the language. To this 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 cross-curricular 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.

COOL KIDS

Each unit finishes with the **Cool Kids** section. In this section, the children learn about other cultures and are invited to explore their own traditions and customs. To round up the section, there is **Project Work**, which is an instance of personalisation in which children show and talk about themselves and the world that surrounds them.



I CAN TALK ABOUT TOYS.
I CAN TALK ABOUT COLOURS.
I CAN DESCRIBE MY FAVOURITE TOY.

MY PROGRESS CHECK

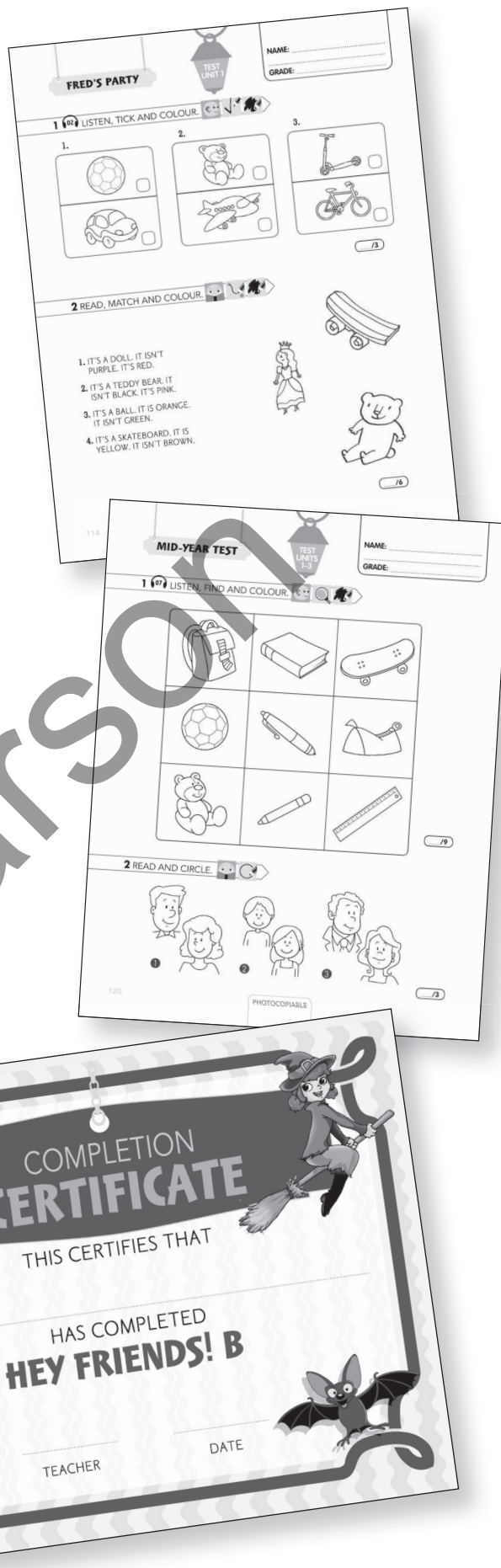
ASSESSMENT

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 become gradually aware of how much they have learnt, how they have learnt and what they have learnt for. In other words, the portfolio is another instance of self-assessment.

Another source of assessment is summative tests. *Hey Friends! B* 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! B* 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 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)!*

	1	2	3
GREEN			
BLUE			
RED			

Playing with two sets of cards

These games can be played to provide input (the teacher names the cards as the children choose them: *Red and blue. Match or no match?*), 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.

1	2	3	4	5
				
1	2	3	4	5
				

- **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

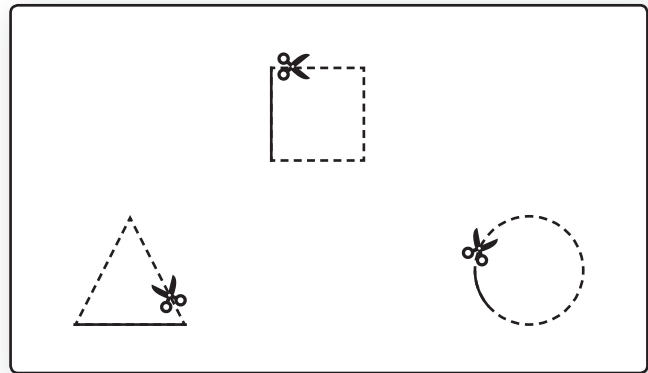
only one item and then adding one or two more as the children become confident, e.g. *ice cream, steak, cheese*. First, the children hear the sequence, and then they point at the cards on the wall following the same order. The more items the teacher includes in the sequence, the more challenging the 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 the word to the child on his / her right and so on. The last child says the word aloud. If the word matches the card, they all win.
- **Lip reading:** The teacher picks a card and mouths the word without revealing the picture to the children. They read his / her lips to guess the word.
- **Pictionary:** The children get into two teams. One member of each team goes to the board, picks a card and draws it. His / her team 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! B

Unidad	PRÁCTICAS DEL LENGUAJE				REFLEXIÓN			Articulación de contenidos con otras áreas
	Contextos / Vocabulario	Reconocimiento / Comprensión	Producción / Interacción	Integración de contenidos	Sobre el aprendizaje	Sobre la lengua que se aprende	Intercultural	
Welcome Back! New Friends	Vida personal y social Los saludos: <i>Good morning / Good afternoon. How are you?</i> Información personal: nombre y apellido Partes del día: <i>morning, afternoon, night</i> Consignas: <i>Read. Listen. Write. Colour. Glue. Cut. Draw.</i>	Responder a consignas e instrucciones típicas del ámbito áulico: <i>Read. Listen. Point. Match. Circle. Find. Colour. Draw.</i> Responder a preguntas personales y sobre los personajes del libro: <i>What's your name? What's your surname?</i> Escuchar y seguir una historia, canción o poema.	Presentarse a uno mismo y a otros: <i>Hello, I'm ... My name is ... My surname is ... This is ...</i> Saludar al llegar y al partir: <i>Hi! Hello! Good morning! Good afternoon! Bye-bye! Goodbye! How are you? I'm fine, thank you!</i> Participar de interacciones acerca del clima, la estación: <i>It's ...</i>	Crear momentos de interacción (rutina) en la cual se pregunte y se dé información personal: <i>My name is ... / I'm ... My surname is ...</i> Incluir en la rutina los días de la semana, la fecha y la estación del año (<i>autumn</i>).	Comenzar a identificar las consignas con la ayuda de íconos disponibles en el libro. Organizar los materiales antes de comenzar una tarea. Construir y organizar carteleros en el aula y su uso como soporte para el trabajo áulico. El uso del libro de texto y el cuaderno como herramienta para la solución de dudas	Reflexionar acerca de los sonidos diferentes en inglés y español. Reflexionar acerca de la diferencia entre la escritura y la oralidad en inglés. Reflexionar acerca de las diferencias y similitudes de las palabras en inglés y español.	Reflexionar acerca del uso de fórmulas de cortesía y los saludos al llegar y al partir.	
	Los colores: <i>red, blue, yellow, green, pink, purple, orange, white, brown, black</i> Los juguetes: <i>doll, ball, bike, teddy bear, skateboard, plane</i> CLIL: Numbers and counting (1 -10) COOL KIDS: Friends from around the world	Escuchar e identificar los colores, juguetes y números. Participar de interacciones acerca de los juguetes: <i>What is it? Is it a (car)? What colour is it? What number is (red)?</i> Escuchar y seguir una historia, canción o poema.	Interactuar acerca de los colores, juguetes y números: <i>It's a ... It's / It isn't (colour). Yes, it is. / No, it isn't.</i> Producir textos cortos (escritos u orales) describiendo juguetes siguiendo una guía o texto modelo: <i>It's a (teddy bear). It's (pink).</i>	Incorporar a la rutina los meses del año. Participar en interacciones: <i>What colour is your ...? Is it (colour)? What's your favourite ...? What number is ...?</i>	Implementar estrategias para identificar palabras y construir significados. Reflexionar acerca de las estrategias usadas para completar tareas: pistas usadas para escuchar y unir. Reflexionar acerca del uso de las fuentes de información cuando tenemos una duda: libro, cuadernos y carteleros. La importancia del juego como parte del aprendizaje. La importancia de seguir y respetar las reglas al jugar.	Reflexionar acerca de diferencias y similitudes entre la escritura en inglés y español. Reflexionar acerca del uso de las formas afirmativas y las negativas: <i>It's ... It isn't ...</i>	Indagar acerca de las nacionalidades, los inmigrantes y el origen de las familias de mis compañeros. El respeto por la diversidad cultural	
1 Fred's Party								Arte: Armar una rueda de colores. Social Studies: languages, nationalities and cultures. Matemática: Los números 1-10 (CLIL)

(continúa)

PHOTOCOPIABLE

Planificación Anual Hey Friends! B

Unidad	PRÁCTICAS DEL LENGUAJE				REFLEXIÓN			Articulación de contenidos con otras áreas
	Contextos / Vocabulario	Reconocimiento / Comprensión	Producción / Interacción	Integración de contenidos	Sobre el aprendizaje	Sobre la lengua que se aprende	Intercultural	
2 At school	Los objetos escolares: ruler, pen, pencil, pencil case, rubber, sharpener, book, schoolbag. Características: old / new. CLIL: Good behaviour at school COOL KIDS: Busy school days	Participar de interacciones acerca de los objetos escolares: Have you got a (pen)? Is it (old)? What colour is it? Is it (green)? Escuchar o leer una historia, canción, poema.	Interactuar acerca de los objetos escolares. I've got a (pen). I've got a (blue pencil case). I haven't got a (ruler). Have you got a (ruler)? Yes / No. It's old / new.	Producir textos cortos (escritos u orales) presentando a un objeto. I have got a ... It's ... and ... It isn't ...	Implementar estrategias para identificar palabras y construir significados. Reflexionar acerca de cómo usar un texto modelo o guía para producir un texto propio. Identificar pistas textuales o imágenes para construir significados. Comparar las estrategias usadas en español e inglés.	Reflexionar acerca del uso de conectores (and). Reflexionar acerca de las formas de expresar posesión: Have got / Haven't got.	Investigar acerca de las escuelas en distintos lugares del país.	Arte: armado de un señalador Formación ciudadana: la importancia de mantener el orden y limpieza en la escuela y el aula Las reglas de convivencia (CLIL)
3 My family	Los miembros de la familia nuclear y extendida: family, mother / mum, father / dad, brother, sister, grandmother / grandma, grandfather / grandpa, uncle, aunt, cousin CLIL: Numbers and counting (1-20) COOL KIDS: All families are different.	Participar en interacciones acerca de la familia: Who's this? Have you got a (brother)? Is this your (sister)? Escuchar o leer una historia, canción, poema.	Interactuar acerca de la familia: This is my (sister). I've got (two cousins). I haven't got a (brother).	Producir textos cortos (escritos u orales) guiados acerca de la familia. My name is ... This is my family. I've got ... and ... My (grandfather) is old.	Implementar estrategias para identificar palabras y construir significados. Comparar las estrategias usadas en español e inglés. La importancia del juego como parte del aprendizaje. La importancia de seguir y respetar las reglas al jugar.	Reflexionar acerca de los distintos usos del verbo have got.	El respeto por los distintos modelos familiares	Arte: armado de un portarretratos Matemática: Los números 1-20 (CLIL)

(continúa)

PHOTOCOPIABLE

Planificación Anual Hey Friends! B

Unidad	PRÁCTICAS DEL LENGUAJE				REFLEXIÓN			Articulación de contenidos con otras áreas
	Contextos / Vocabulario	Reconocimiento / Comprensión	Producción / Interacción	Integración de contenidos	Sobre el aprendizaje	Sobre la lengua que se aprende	Intercultural	
4 At the farm	Los animales de la granja: cow, pig, donkey, rabbit, horse, sheep, chicken, cat, dog Características: big / small CLIL: Pets or not pets? COOL KIDS: Taking care of animals	Participar en interacciones acerca de los animales: What is it? How many (cows)? What colour is it? Is it a (pig)? What is your favourite animal? Have you got a (cat)? Escuchar o leer una historia, canción, poema.	Interactuar acerca de los animales: I've got a (dog). This is my (dog). It is (big). It isn't (small).	Producir textos cortos (escritos u orales) guiados hablando de animales: This is my favourite ... It's (big) and (green). / This is my ... It's (big) and (green).	Implementar estrategias para identificar palabras y construir significados. Comparar las estrategias usadas en español e inglés. Reflexionar acerca de maneras de organizar la información en un texto. Reflexionar acerca del proceso de la escritura: edición de los textos.	Reflexionar acerca de las formas afirmativas e interrogativas. I have got ... Have you got ...? Reflexionar acerca del uso de los pronombres y sus referentes: I / you. Reflexionar acerca del uso de mayúscula en el pronombre I. Reflexionar acerca de las formas afirmativas y negativas: is / isn't.	Las mascotas en entornos urbanos y rurales.	Arte: armado de máscaras de animales. Ciencias Naturales: animales domésticos y silvestres (CLIL).
5 My favourite food	Las comidas: cake, fruit, cheese, meat, sweets, ice cream, bread, pizza, yoghurt, hamburger, juice, milk, soup, chocolate, salad, bread, fish, chips Estados fisiológicos: hungry / thirsty CLIL: A healthy diet COOL KIDS: Good manners at the table	Participar de interacciones acerca de la comida: Do you like (soup)? What is your favourite food? What is it? Escuchar o leer una historia, canción, poema.	Interactuar acerca de las comidas y los gustos: I like (salad). I don't like (meat). I'm hungry / thirsty. Fórmulas de cortesía: Please. Thank you. Excuse me.	Producir textos escritos y orales describiendo comidas. I'm (hungry)! A (pizza), please. I like (pizza), I don't like fish.	Reflexionar acerca de maneras de organizar la información en un texto. Reflexionar acerca del proceso de la escritura: edición de los textos.	Reflexionar acerca de las formas afirmativas e interrogativas. I like ...? Do you like ...? Reflexionar acerca de las formas afirmativas y negativas: I like ... / I don't like ...	Reflexionar acerca del respeto por los gustos, costumbres y preferencias de los demás.	Arte: Armar una pizza con distintos ingredientes Formación ciudadana: Las reglas de cortesía Ciencias Naturales: la comida saludable y la no saludable (CLIL)

PHOTOCOPIABLE

Welcome Unit

Welcome

LINGUISTIC CONTENTS:

Characters. Greetings and parts of the day. Personal information. Instructions. *Good morning / afternoon / night. How are you? What's your name / surname? My name / surname is ... This is (name). Read. Listen. Write. Colour. Point. Match. Find. Glue. Cut. Draw.* (Metalinguistic reflection).

STARTING THE CLASS

- Sit the children in a circle on the floor. Greet them and introduce yourself: *Hello! I'm (Claudia Perez). My name is (Claudia) and my surname is (Perez).* Do not forget to use clear gestures.
- Ask the children about their names and surnames: *What's your name? What's your surname?*
- Sing the Good morning song (Track 08). If the children have their English classes in the afternoon shift, change the lyrics for good afternoon. Create a simple choreography to accompany the song.

08 Track

*Good morning, boys and girls.
How are you?
Good morning, boys and girls.
How are you?
Good morning, boys!
Good morning, girls!
Good morning, boys and girls.
How are you?*

- You can challenge the children to sing the karaoke version (Track 09).
- Do the routine suggested in the Introduction.

09 Track

Karaoke version

INTRODUCING THE CHARACTERS

- Present *Hey Friends! B* to the children. Show them the **CHARACTERS** flashcards and tell them to find them in the book: *Find Spooky! Find Wendy!*
- As the children find the characters in the book, stick the flashcards on the board and write the names of the characters on top of each one using



block capital letters. Once the six characters are on the board, play a memory game. Remove the flashcards from the board, but leave the names you have written. Show one flashcard at a time, call one of the children to the board and ask them to stick it back under the correct name. Leave the flashcards and the names on the board to be used later on.

1 SING.

- Tell the children to open the book at page 2. Draw their attention to activity 1. Show them the icon and elicit what they have to do. Show them the **SING** flashcard, stick it on the board, write **SING** on the board next to it and say: *Sing*.



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.



3 READ AND WRITE.

A

HI, I'M SPOOKY.
REMEMBER ME?

HELLO, MY NAME
IS PATTY.

HELLO, MY NAME
IS FRED.



MEOW!
I'M CLEO!

THREE 3

**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.

- ▶ Introduce the *Let's learn English together* song (Track 02). 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 (Track 03). You can sing the first part of each line and invite the children to join in for the second part.

**Track**

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)

**Track**

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. 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.*
- ▶ Tell the children to point to the characters as they listen (Track 04).

**Track**

Wendy: Hello, my name is Wendy.

Max: Hello, my name is Max.

Patty: Hi, my name is Patty.

Fred: Hi, my name is Fred.

Spooky: Hi, I'm Spooky. Remember me?

Cleo: Meow! I'm Cleo!

3 READ AND WRITE.

- ▶ Draw the children's attention to activity 3. Show them the icons and elicit what they have to do. Show them the *READ* and *WRITE* flashcards, stick them on the board, write **1. READ. 2. WRITE.** on the board next to them and say: *Number 1 we read and number 2 we write.*
- ▶ To check, remove the flashcards from the board, and ask the children to identify where each name is written: *Where does it say "Wendy?"*

REFLECTION TIP!

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

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.

**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.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

4 LISTEN AND MATCH.

- Challenge yourself trying to remember the names (and surnames) of the children. You can read their names from a list and point to the child you think it is. The children tell you if you are right or wrong. Keep a record of the number of correct answers.



TEACHING TIP!

Encourage the children to use classroom language. They can say *right / wrong, correct / incorrect, yes / no*.

- Tell the children to open the book at page 4. Point to activity 4. Show them the icons and elicit what they have to do. Show them the *LISTEN* and *MATCH* flashcards, stick them on the board, write **1. LISTEN. 2 MATCH.** on the board next to them and say: *Number 1 we listen and number 2 we match.*
- Point to the boy and read together the speech bubble. Elicit the information in the name tags.
- Listen together to the first item in the audio (Track 05). Check the matching.
- Play the rest of the audio making a pause after each item. Play the audio twice, first for doing the activity and the second time for checking.

05 Track

- 1 Hello! What's your name? My name is Ingrid.
What's your surname? My surname is Rolf.
- 2 Hello! What's your name? My name is Amara.
What's your surname? My surname is Clark.
- 3 Hello! What's your name? My name is Maria.
What's your surname? My surname is Genta.
- 4 Hello! What's your name? My name is Paolo.
What's your surname? My surname is Sosa.
- 5 Hello! What's your name? My name is Erik.
What's your surname? My surname is Larsen.

- To check, go through the numbers and elicit the complete names of the children.

5 DRAW. READ AND WRITE.

- Point to activity 5. Show them the icons and elicit what they have to do. Show them the *DRAW*, *READ* and *WRITE* flashcards, stick them on the board, write **1. DRAW. 2. READ. 3. WRITE.** on the board next to them and say: *Number 1 we draw, number 2 we read and number 3 we write.*

- Elicit from the children what they have to draw in the box and who they have to write about.



TEACHING TIP!

Limit the time to complete this activity. Write the time allotted on the board and, updating the time left. Alternatively, 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.

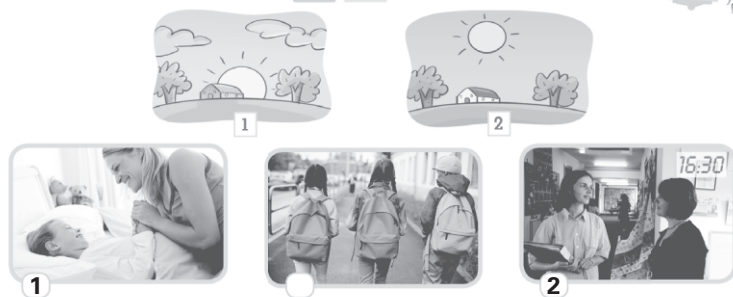
BUILDING UP LITERACY ACTIVITY

- Distribute slips of paper for the children to copy the text written in activity 5 and to draw themselves or to bring a photo.
- Make a class display. Put it up in the English Corner.

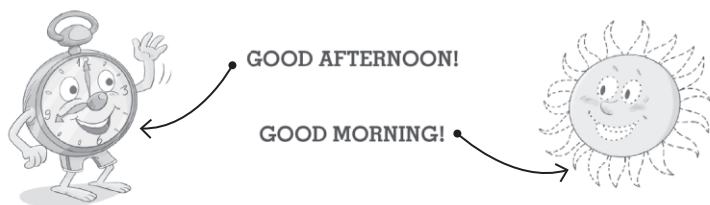
6 LISTEN AND NUMBER.

- Tell the children to open the book at page 5. Point to activity 6. Show them the icons and elicit what they have to do. Stick the

6 06 LISTEN AND NUMBER.



7 07 LISTEN AND MATCH.



8 08 09 SING. WRITE BOYS / GIRLS.



GIRLS

GOOD MORNING,
BOYS AND GIRLS.
HOW ARE YOU? (X2)
GOOD MORNING, BOYS!
GOOD MORNING, GIRLS!
GOOD MORNING,
BOYS AND GIRLS.
HOW ARE YOU?



BOYS

FIVE 5

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.*

- ▶ Point to the parts of the day shown in pictures 1 and 2. Elicit in Spanish the part of the day. Provide the words *morning* and *afternoon*.
- ▶ Focus on the extra picture.
- ▶ Play each item in the audio (Track 06), make a pause to give them time to identify the picture and write the number.
- ▶ To check, point to each photograph and ask: *Morning, afternoon or extra picture?*

06 Track

1 Good morning, Mum! / Good morning!
2 Good afternoon, Maria! / Good afternoon.

7 LISTEN AND MATCH.

- ▶ Point to activity 7. 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.*

- ▶ Point to the parts of the day shown in pictures 1 and 2. Elicit the parts of the day. Go over the greetings together, encouraging them to use English. Focus on the initial sounds in each word.
- ▶ Play each item in the audio (Track 07), make a pause to give them time to identify the picture and do the matching.

07 Track

1 Good morning! - 2 Good afternoon.

- ▶ To check, point to each picture and ask: *Good morning or good afternoon?*

8 SING. WRITE BOYS / GIRLS.

- ▶ Point to activity 8. Show them the icons and elicit what they have to do. Stick the **SING** and **WRITE** flashcards on the board, write **1. SING. 2. WRITE.** next to them and say: *Number 1 we sing and number 2 we write.*
- ▶ Play the song (Track 08). Ask the children to listen, find and circle the words **BOYS** and **GIRLS** in the song. Give them time to write the words under each photograph.
- ▶ Play the song again and invite them to sing along (suggestions on p. 9).
- ▶ If the children feel confident they can sing the karaoke version (Track 09).

08 Track

Good morning, boys and girls.
How are you?
Good morning, boys and girls.
How are you?
Good morning, boys!
Good morning, girls!
Good morning, boys and girls.
How are you?

09 Track

Karaoke version

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.

9 LISTEN AND FIND. SAY.

- Tell the children to open the book at page 6. Point to activity 9. Elicit what they have to do. Show them the *LISTEN*, *FIND* and *SAY* flashcards, stick them on the board, write **1. LISTEN. 2. FIND. 3. SAY.** on the board next to them and say: *Number 1 we listen, number 2 we find and number 3 we say.*
- Tell the children to point to the characters as they listen (Track 10).
- Tell the children to introduce the rest of the characters. They can use the character flashcards. They can also pretend to be one of the characters introducing his / her friends.

10 Track

This is Spooky.
This is Cleo.

REFLECTION TIP!

Point to the speech bubbles and ask them to identify where it says "This is Cleo / Spooky". Ask them how they know that it says so (they can go back to the characters on p. 3). Work on one more example: "THIS IS (MAX)". Write the three phrases on the board in block capital letters and in Spanish elicit what the children are talking about / expressing: *¿Qué están haciendo los chicos cuando dicen THIS IS CLEO. THIS IS SPOOKY. etc?* Use gestures to emphasise the idea that they are introducing the characters in the photograph. Once the children come to the conclusion that they are introducing the characters, ask them in Spanish what part of the phrase is used to introduce (THIS IS ...) and frame it using colour. You can ask them to copy this in their copybooks under the title *NEW FRIENDS*.

- To check, go through the numbers and elicit the complete names of the children.

10 DRAW YOUR FRIEND. WRITE AND SAY.

- Draw the children's attention to activity 10. Show them the icons and elicit what they have to do. Show them the *DRAW*, *WRITE* and *SAY* flashcards, stick them on the board, write **1. DRAW. 2. WRITE. 3. SAY.** on the board next to them and say: *Number 1 we draw, number 2 we write and number 3 we say.*

9 10 LISTEN AND FIND. SAY.

THIS IS SPOOKY.

THIS IS CLEO.

10 DRAW YOUR FRIEND. WRITE AND SAY.

(Pupils' own drawings)

THIS IS (Pupils' own answers)

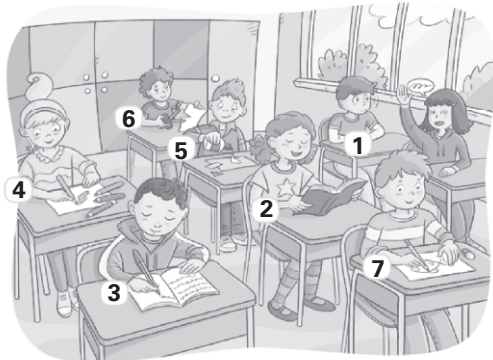
6 SIX

- Elicit from the children who they have to draw in the box and what they have to write. Give children a time limit to complete this activity.
- When the children finish drawing and writing, invite them to come to the front and present their pictures to their classmates: *This is (Agustin / Abril).*

11 LISTEN AND NUMBER. SAY.

- Invite the children to go over the instructions and icons they have already worked on as from p. 2. As they find them, stick the flashcards on the board and write the instruction above.
- Play a memory game with the instructions flashcards (options 1, 2 or 3, suggestions on p. 13).
- Play the audio (Track 13) and ask the children to identify the instructions they hear in the recording. Remove the extra flashcards and stick the missing ones.
- Tell the children to open the book at page 7. Point to activity 11. Show them the icons and elicit what they have to do. Show them the *LISTEN*, *NUMBER* and *SAY* flashcards, stick them on

11 LISTEN AND NUMBER. SAY.



- 1 LISTEN!
- 2 READ!
- 3 WRITE!
- 4 COLOUR!
- 5 GLUE!
- 6 CUT!
- 7 DRAW!

12 SING.



DRAW



COLOUR!



CUT

AND



GLUE!



WRITE

AND



READ!

AND



LISTEN, TOO! (X 2)

I LIKE SCHOOL! WHAT ABOUT YOU?

13 LISTEN AND FIND. MATCH.



LOOK
TICK
COUNT
NUMBER



SEVEN 7

the board, write **1. LISTEN. 2. NUMBER. 3. SAY.** on the board next to them and say: *Number 1 we listen, number 2 we number and number 3 we say.*

- ▶ Play the first item in the audio and check the number 1 in *Listen!*. Play the rest of the audio, making a short pause after each item to give them time to find the picture and write the number.
- ▶ To check, go over each number for the children to say the instructions: *Number 1? Listen!*

11 Track

- | | | |
|-----------|-----------|---------|
| 1 Listen! | 4 Colour! | 7 Draw! |
| 2 Read! | 5 Glue! | |
| 3 Write! | 6 Cut! | |

12 SING.

- ▶ Point to activity 12. Show them the icon and elicit what they have to do. Show them the *SING* flashcard, stick it on the board,

write **SING** on the board next to it and say: *Sing.*

- ▶ Invite the children to sing along. You can create a simple choreography.

12 Track

Draw, colour, cut and glue!
Write and read and listen, too!
(x2)
I like school!
What about you?

13 LISTEN AND FIND. MATCH.

- ▶ Point to activity 13. Show them the icons and elicit what they have to do. Show them the *LISTEN, FIND* and *MATCH* flashcards, stick them on the board, write **1. LISTEN. 2. FIND. 3. MATCH.** on the board next to them and say: *Number 1 we listen, number 2 we find and number 3 we match.*
- ▶ Tell them to point to the icons as they listen (Track 13).
- ▶ After listening, allow some time to do the matching.
- ▶ To check, point to each icon for them children to name it.

13 Track

Look	Circle
Count	Find
Match	Number
Tick	Sing

BUILDING UP LITERACY ACTIVITY

- Divide the class in eight small groups or pairs. Assign two icons to each group, distribute a copy of the icon (templates in *Teacher's Book A*) and two slips of construction paper to copy the word.
- Collect all the written words. Read each word with the children and tell them to stick the icons next to the corresponding word.
- Make a class display. Put it up in the English Corner.

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.

Wendy and Friends "First Day of School"

14 LOOK AND LISTEN.

- Tell the children to open the book at page 8. Elicit who they can see in the pictures, where they are and what day it is. Ask the children which friend is missing (*Max*). Invite them to predict why he is not at school. Offer possibilities, using mimes and gestures to make yourself clear: *He's late. He's not present, he's absent. He's sick.* etc. Use gestures to make the meaning of "first" clear when you read the title.
- Draw their attention to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- 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 (Track 14).
- As a follow-up, ask the children in Spanish about their first day of school this year: *Who did they meet? Was there someone new in the class? Did they arrive late or early?*

14 Track

Picture 1

Patty: Hello, Wendy.

Wendy: Hi, Fred. Hello, Patty!

Picture 2

Fred: And Max?

Wendy: Max is late.

Picture 3

In the classroom

Teacher: Good morning, boys and girls.

Children: Good morning.

Picture 4

Teacher: Wendy!

Wendy: Present.

Teacher: Fred!

Fred: Present!

Teacher: Max!

Picture 5

Teacher: Max!

Wendy: Max is absent.



15 CHOOSE, CUT AND GLUE.

- Ask the children to imagine what happened to Max. Brainstorm as many alternatives as possible.
- Draw the children's attention to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Draw their attention to the empty frame on p. 9 and then direct them to p. 105. Explain to them that they have to choose one out of the two possible endings. Once they have cut it, they glue it on p. 9.
- 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: MAX AT SCHOOL. OPTION 2: MAX AT HOME.** Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.



15 CHOOSE, CUT AND GLUE.



16 ACT OUT!

17 LOOK AND CIRCLE.

WENDY

FRED

MAX

PATTY

WHO IS
PRESENT
TODAY?

NINE 9

17 LOOK AND CIRCLE.

- ▶ Draw the children's attention to activity 17. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on the question Spooky is asking. Read it together with the children and tell them to circle the names of the children present in the class.
- ▶ Depending on the ending the children have chosen, they might circle all the characters, including Max.

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.

16 ACT OUT!

- ▶ Draw the children's attention to activity 16. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Invite four volunteers to play the parts of Wendy, Fred, Patty and the teacher to act out the story.
- ▶ Play the audio (Track 14), pausing after each chunk and invite the "actors" to repeat their parts. Encourage them to imitate the pronunciation, the intonation, to mimic voices, use gestures, etc.
- ▶ Alternatively, the children can use the puppets (flashcards) to act out.

Unit 1

Fred's party

LINGUISTIC CONTENTS:

Colours. Toys. *It's / It isn't (red). Is it ...? Yes, it is. / No, it isn't. It's a (teddy bear). It's (brown).* (Metalinguistic reflection)

CLIL: Numbers and counting (Maths)

Project work COOL KIDS: Friends from around the world (Intercultural awareness)

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING THE COLOURS

- Use the flashcards to introduce the colours. Keep the colours a secret. Start counting the cards and ask one of the children to say *Stop!* Ask the class to guess the colour: *Blue. Yes or no?* Show the flashcard to check. Stick it on the board and write the colour above.
- Then, play memotest with the flashcards and the words. Once you finish playing, leave them on the board as a reference.
- Tell the children to open the book at page 10. Point to Spooky. Read the speech bubble together and give them some time to find something orange on pages 10-11.

1 LISTEN AND NUMBER.

- Draw the children's attention to activity 1. Show them the icons next to the instructions and elicit what they have to do.
- Point to Fred. Elicit where he is, what he is doing and why. Ask: *Is it Fred's or Wendy's birthday? How old is he?* Count the candles together. You can even sing "Happy Birthday" to Fred.
- Go over the balloons, count them and elicit the colours. Focus their attention on the ones with a box (*red, blue, yellow, green and pink*).
- Play the first item of the audio (Track 15), make a pause to give the children time to identify the balloon and check number 1.
- Play the rest of the audio making a pause after each item. Tell the children to number the balloons as they listen.
- To check, ask about the numbers in the balloons: *What number is the (red) balloon?*

15 Track

1 red 2 pink 3 green 4 yellow 5 blue

UNIT 1

FRED'S PARTY

1 15 LISTEN AND NUMBER.

2 16 READ AND CIRCLE. LISTEN AND CHECK.

10 TEN

1 RED / BLUE

2 GREEN / PINK

3 YELLOW / BLUE

4 RED / GREEN

5 PINK / YELLOW

BUILDING UP LITERACY ACTIVITY

- Divide the class in ten small groups or pairs. Assign a colour to each group, distribute construction paper to copy the assigned colour using the corresponding colour pencil or marker.
- Make a class display. Put it up in the Classroom Word Bank.

2 READ AND CIRCLE. LISTEN AND CHECK.

- Point to activity 2. Show them the icons next to the instructions and elicit what they have to do.
- Go over the packets and elicit the colours. Read the options together with the children. Work on the example all together.
- Monitor as children work on their books. Remind them that they can use the Classroom Word Bank as a reference.
- To check, listen to the audio (Track 16), making a pause after each item.

16 Track

Red - pink - blue - green - yellow

3 LISTEN AND FIND. READ AND MATCH.

4 READ AND COLOUR.

MY FAVOURITE COLOUR

FUN CRAFT

ELEVEN 11

3 LISTEN AND FIND. READ AND MATCH.

- ▶ Tell the children to open the book at page 11. Point to activity 3. Show them the icons next to the instructions and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Play the audio (Track 17) making a pause after each item. Tell the children to point to the hats as they listen.
- ▶ Go over the words and the hats together and check the example. Give some time for the children to work on their own. Remind them that they can use the Classroom Word Bank as a reference.
- ▶ To check, say the numbers in the hats and the children say the colour. You can also ask one child at a time to look for the correct colour in the Classroom Word Bank.

17 Track

Purple - brown - white - orange - black

PLAY TIME!

4 READ AND COLOUR.

- ▶ Point to activity 4. Show them the icons next to the instructions and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner. Give them some time to colour the circles.
- ▶ Once the colouring is over, they are ready to play Finger Twister: the 5 circles on the right are for the right hand and the 5 circles on the left, for the left hand. The children place their fingers on the corresponding circles as you say the colours, but once they have put a finger on a colour, they cannot lift it. This is the challenge of the game!

CUT-OUT ACTIVITIES

- Elicit what they have to do in the frame by reading the title together. Assign a time limit to complete the activity.
- When they finish colouring, invite them to come to the front and present their splodges to their classmates: *My favourite colour is (purple).*
- As a follow-up, you can carry out a survey to find out which colour is the most popular.

BUILDING UP LITERACY ACTIVITY

- Run copies of the template on p. 136. For the wheel, the children will also need a butterfly clip.
- Assign a time limit for the children to colour the template using ten colours. Then they should make the spinning wheel using the two parts of the spinning wheel and joining them with the butterfly clip.
- This craft can be used for different games and activities. The children can play in pairs, spinning the wheel and predicting what colour will appear in the window. You can also challenge them to find a colour in the wheel as fast as possible. The spinning wheel can be further used in any activity in which children have to colour (numbers, toys, etc).



Page 75, activity 1 ▶ TB p. 38

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.

WORD BANK ACTIVITY

- Play *What's missing?* using the COLOURS flashcards (see p. 14).
- Tell the children to open the book at page 102. Read the splodges together and give the children time to colour. They can use the Classroom Word Bank as a reference.

INTRODUCING THE TOYS

- Use the TOYS flashcards to introduce the toys. Play *Little by Little* or *Funny Windows* (see p. 14). Alternatively, you can introduce the toys using real toys. Put one of the toys secretly in a cloth bag for the children to feel it and guess the toy inside.
- As the children guess in Spanish, provide the English words.
- Tell the children to open the book at page 11. Point to the bat and tell them to look through the unit for balls and skateboards and count them.

5 LOOK AND READ. TICK OR CROSS?


- Tell the children to open the book at page 12. Point to activity 5. Show them the icons and elicit what they have to do.
- Go over the packets and let children guess the toys. Read the first sentence and check the example. *It's blue. Is the skateboard blue? No, orange. So, tick or cross? Cross!* Read the rest of the sentences and give them some time to put the ticks or crosses.
- To check, ask: *It's black. Is the plane black? No, pink. So, tick or cross? Cross!*
- Carry out a memory game. You say the toy for the children to say its colour.

BUILDING UP LITERACY ACTIVITY



- Divide the class in 6 groups. Assign a toy to each group, distribute construction paper to copy the name of the assigned toy. Either ask them to draw it or to bring a picture for the following class.
- Make a class display. Put it up in the Classroom Word Bank.


6 LISTEN AND NUMBER.

- Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit where the children are, the toys and their colour.

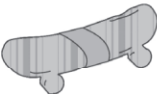


UNIT 1


5 LOOK AND READ.   TICK (✓) OR CROSS (X)?




WHAT COLOUR IS IT?




IT'S BLUE. (X)




IT'S BLACK. (X)



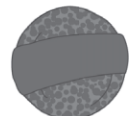
IT'S YELLOW. (✓)




IT'S WHITE. (X)

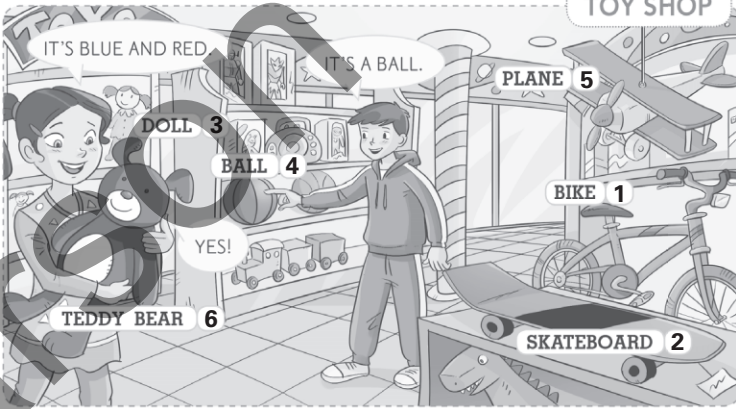


IT'S GREEN. (✓)




IT'S BROWN. (X)

6 18 LISTEN AND NUMBER.  2



TOY SHOP

7 GUESS TIME! 

12 TWELVE

- Play the first item of the audio (Track 18), make a pause to give the children time to identify the bike and write number 1.
- Play the rest of the audio making a pause after each item. Tell the children to number the toys as they listen.
- To check, ask about the numbers or the toys: *What number is the (bike)?* or *What's number (1)?*

18 Track

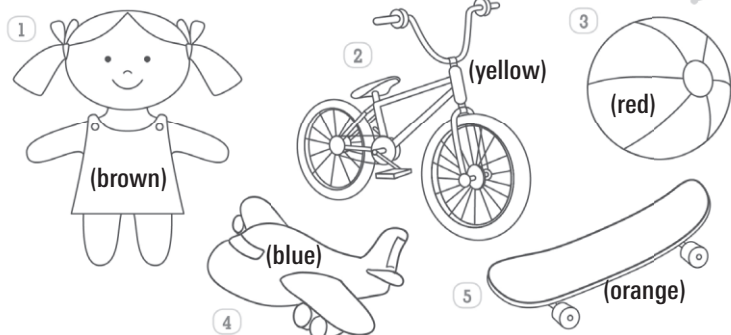
It's a bike. It's a ball.
It's a skateboard. It's a plane.
It's a doll. It's a teddy bear.

7 GUESS TIME!

- Point to activity 7. Point to the icons. Elicit what they have to do.
- Read the exchange together to model the game.
- Give the children some time to play in pairs.

 Page 75, activity 2A and 2B ▶ TB p. 38

8 LISTEN AND COLOUR.



9 LOOK AND CIRCLE.

- 1 IT'S A BALL / DOLL. IT'S PINK / BROWN.
 2 IT'S A BIKE / PLANE. IT'S PURPLE / YELLOW.
 3 IT'S A SKATEBOARD / BALL. IT'S GREEN / RED.
 4 IT'S A PLANE / TEDDY BEAR. IT'S BLACK / BLUE.
 5 IT'S A DOLL / SKATEBOARD. IT'S ORANGE / WHITE.

10 DRAW, COLOUR AND WRITE.

PROJECT WORK

MY FAVOURITE TOY
 IT'S A (Pupils' own answers)
 IT'S

THIRTEEN 13

8 LISTEN AND COLOUR.

- Tell the children to open the book at page 13. Point to activity 8. Show them the icons and elicit what they have to do.
- Go over the toys and then play the audio (Track 19) making a pause after each item.
- 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 or that they can finish colouring at home.
- To check, ask what toy is number one and what colour it is.

19 Track

- 11 It's brown. 3 It's red. 5 It's orange.
 2 It's yellow. 4 It's blue.

9 LOOK AND CIRCLE.

- Point to activity 9. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

- This activity is a follow-up of the previous one, the numbers in the texts refer to the toys in activity 8.
- Give the children some time to work on their own. Remind them that they can use the Classroom Word Bank as a reference.
- To check, read the sentences providing the two options for them to say the right one.

PROJECT WORK

10 DRAW, COLOUR AND WRITE.

- Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit they have to draw their favourite toy by reading the title together. Assign a time limit.
- When the children finish drawing and colouring, they write about the toy.



TEACHING TIP!

Draw a frame on the board and copy the title. Draw your favourite toy, colour it and ask the children to help you write your text. The children will use that text as a model to write their own. Reflect about the words that stay the same in all the texts and the ones that may change.

- Once they have finished, invite the children to come to the front and present their pictures: *My favourite toy. It's a (plane). It's (blue and green).*
- As a follow-up ask the class if they remember their classmates' favourite toys: *What is (Micaela)'s favourite toy? A skateboard.*



TEACHING TIP!

Once activity 10 is checked, give out slips of paper with a frame for the children to make a final copy. They draw the pictures of their favourite toy and copy the text. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).



Page 76, activity 3 ► TB p. 39



Page 90, activity 1 ► TB p. 41

FINISHING THE CLASS

- Tell the children to put their things away, sing the Goodbye song and say goodbye.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

11 LISTEN AND TICK. SING.

- Tell the children to open the book at page 14. Point to activity 11. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the toys. Choose a toy and say its colours for the children to identify it: *It isn't green. It isn't red. It's blue and yellow.* Use gestures to emphasise the negative meaning and make yourself clear. When they find the right toy, provide its name in English: *Yes, the spinning top!* Ask them if they have that toy: *Have you got a spinning top?*
- Play the song (Track 20) and tell them to find the toy.
- Write the lyrics on the board with the help of the children. They can dictate to you the parts they remember: *It is or it isn't blue? It's red and ... (yellow or white)?* Once you have finished writing on the board, ask the children to tell you where it says *blue, red, etc.* Remind them that they can use the Classroom Word Bank as a reference.

REFLECTION TIP!

Ask them to justify why the song is NOT about the ball or the spinning top. Focus their attention on the use of *IT ISN'T* and elicit its meaning. You can carry out this reflection in Spanish. If the children do not come up with the right meaning straight away, elicit it by offering options: *Esta parte de la canción, ¿nos dice de qué color ES o de qué color NO ES?* Then, focus their attention on the use of *IT'S* and follow the same procedure.

- Play the song again, inviting the children to sing along (see suggestions for songs on p. 9) following the lyrics in the book.



TEACHING TIP!

You can first finger play the song on the board yourself and then invite one of the children to the board to finger play it (they can use a pointer if necessary).

UNIT 1

11 20 21 LISTEN AND TICK. SING.

IT'S RED.
IT ISN'T BLUE.

IT'S RED. IT ISN'T BLUE, BLUE, BLUE. (X3)
IT'S RED AND YELLOW, TOO, TOO, TOO!

12 READ AND CIRCLE.

1 IT'S A SKATEBOARD/ BIKE.
IT'S BLUE/ YELLOW
IT ISN'T YELLOW/ RED

2 IT'S A TRAIN/ PLANE
IT'S PURPLE/ ORANGE.
IT ISN'T GREEN/ PURPLE.

3 IT'S A TEDDY BEAR/ BALL.
IT'S BROWN/ PINK.
IT ISN'T BROWN/ WHITE

14 FOURTEEN

- Once the children feel confident enough with the song, you can challenge the kids to sing the karaoke version (Track 21).
- As a follow-up, you can copy the lyrics on the board and ask the children to help you change them to sing about the other toys in the activity.



Track

*It's red. It isn't blue, blue, blue. (x3)
It's red and yellow, too, too, too!*



Track

Karaoke version.

12 READ AND CIRCLE.

- Draw the children's attention to activity 12. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the toys, elicit their names and colours. Read the options together with the children. Work on the example all together.
- Monitor as children work on their books.



GUESS TIME

UNIT
1

13 22 LISTEN AND GUESS. PLAY.



FIFTEEN 15

WORD BANK ACTIVITY

- Tell the children to open the book at page 102. Go over the toys and carry out a colour dictation. You can assign one or two colours to each toy.
- Tell the children to label each toy. Remind them they can use the Classroom Word Bank as a reference.

WB Page 77, activity 5 ► TB p. 40

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.

GUESS TIME

► 13 LISTEN AND GUESS. PLAY.

- Tell the children to open the book at page 15. Draw their attention to activity 13. Show them the icons and elicit what they have to do.
- Draw the children's attention to the toys on page 15. Elicit the names and colours in English.
- Tell the children help the wizard find the toy as they listen to the dialogue between the boy and the wizard.
- Pair work game. The children play in pairs following the model dialogue between the boy and the wizard.

22 Track

Man: Is it blue?
Boy: No.

Man: Is it red?
Boy: Yes.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

Wendy and Friends "Fred's Birthday Party"

14 LOOK AND LISTEN.

- Tell the children to open the book at page 16. Elicit who they can see in the pictures, where they are, what they are celebrating, who Fred has invited to his birthday party, what happens between him and Max, and how old he is now.
- Draw their attention to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Listen together to the story to check the children's predictions (Track 23).
- As a follow-up, ask the children about the present. Invite them to predict what there is in the orange box.

23 Track

Picture 1

Wendy: Happy Birthday, Fred.

Max: This is for you.

Fred: Thank you!

Picture 2

Max: Guess the colour!

Picture 3

Fred: Is it black?

Max: No.

Picture 4

Fred: Is it brown?

Max: No.

Picture 5

Fred: What colour is it?

Max: It's a surprise!

Picture 6

Children: Happy Birthday to you! Happy Birthday to you! Happy Birthday dear Fred! Happy Birthday to you!

Picture 7 Sonido separador

Max: Open your gift, Fred!



15 CHOOSE, CUT AND GLUE.

- Draw the children's attention to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Draw their attention to the empty frame on p.17 and then direct them to p.105. Explain to them that they have to choose one out of the two possible endings. Once they have cut it, they glue it on p.17.
- 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: VIDEO GAME. OPTION 2: PLANE.** Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.



15 CHOOSE, CUT AND GLUE.



16 ACT OUT!

17 LOOK AND CIRCLE.

PURPLE

PINK

BLUE

ORANGE

YELLOW

LOOK AT
PICTURE 6.
WHAT COLOUR
ARE THE BOXES
ON THE TABLE?



SEVENTEEN 17

17 LOOK AND CIRCLE.

- ▶ Draw the children's attention to activity 17. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on the question Spooky is asking. Read it together with the children and tell them to circle the colours of the boxes on the table.



Page 77, activity 6 and 7 ▶ TB p. 40

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.

16 ACT OUT!

- ▶ Draw the children's attention to activity 16. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Invite four volunteers to play the parts of Wendy, Fred, Patty and Max to act out the story.
- ▶ Play the audio (Track 23), pausing after each chunk and invite the "actors" to repeat their parts.
- ▶ Alternatively, the children can use the puppets (flashcards) to act out. Encourage them to imitate the pronunciation, to make voices, use gestures, etc.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING THE NUMBERS 1-10

- Stick the *NUMBERS* flashcards on the board in order. Collect ten pencils and put all of them in a bag. Grab some of them and show them moving your hand so that it is hard for the children to count. They guess the quantity: (*Three*) (*pencils*), yes or no? To check, count one by one.
- As they guess, invite one of the children to the board to identify the flashcard. Write the number in block capital letters below.
- After finishing with all the numbers, remove the flashcards and focus on the words: *Where does it say (six)?* When the children identify the word, invite one of them to stick the flashcard back.

BUILDING UP LITERACY ACTIVITY

- Divide the class in 10 groups or pairs. Assign a number to each group, distribute construction paper to draw the number, to illustrate the quantity (they can draw circles or small toys) and to write the word.
- Make a class display. Put it up in the Classroom Word Bank.

1 COUNT AND WRITE.

- Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the cakes and the candles. Tell them to count the candles and to find the number word on the right.
- Children can resort to the Classroom Word Bank if necessary.

2 LISTEN AND CHECK.

- Point to activity 2. Show them the icons and elicit what they have to do.
- Play the recording pausing after each number to check.

24 Track

One - two - three - four - five - six - seven - eight - nine - ten

3 SING.

- Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

NUMBERS AND COUNTING

1 COUNT AND WRITE.



2 LISTEN AND CHECK.

3 SING.

4 LISTEN AND GUESS.



- Play the song (Track 25). Ask the children to point to the cakes in activity 1 as they hear the song.
- Play the song again and invite them to sing along (see p. 9). Once the children feel confident enough with the song, you can challenge them to sing the karaoke version (Track 26).

25 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

Nine and ten.
One two three
Four five six
Seven eight nine ten.

26 Track

Karaoke version.

4 LISTEN AND GUESS.

- Point to activity 4. Show them the icons and elicit what they have to do.
- Play with the class. Invite two children to come to the front. One of them closes their eyes or is blindfolded while you show one



TWO FOUR FIVE SIX EIGHT

NINE EIGHT SEVEN TEN SIX

ONE TWO THREE FOUR SIX

NINETEEN 19

5 LISTEN AND NUMBER.

- how many children of each age are in the class. If any of the children happens to be older than 10 you can provide the number, incidentally.

Number two is green.
Number eight is blue.
Number three is pink.
Number seven is orange.
Number five is black.
Number one is purple.
Number six is red.
Number ten is brown.
Number four is white.
Number nine is yellow.

► Ask the children how good they are at Maths and if they like Maths challenges. Challenge them to figure out two sequences on the board. Write the following on the board: **FOUR - THREE - TWO - ONE. // ONE - THREE - FIVE - SEVEN.**

- 

To prevent the most confident children from saying all the answers quickly, you can give them some thinking time that all of them must respect in silence. After that, they can put up their hands or you can call them out to provide a possible answer. Ask them to say why they think the number they have chosen is the odd one.

- Tell the children to put their things away orderly, sing the Goodbye song and say goodbye.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

1 LOOK AND LISTEN.

- Tell the children to open the book at page 20. Elicit what they can see in the photo: *children from different parts of the world*. Ask them where they think the children are from and why. They might refer to their ethnic features, languages and flags. Ask them which flags they can recognise.

REFLECTION TIP!

Given the multicultural nature of our country, invite the children to share their knowledge of the cultures or countries represented in the photo. They might refer to their own families or friends.

- Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Play the audio. Ask them what the first word refers to: *ciao, nihao, ahlan, hello*. Pay special attention to the Italian greeting so that the children do not confuse it with Spanish word *chau*. Brainstorm other possible greetings they might know in other languages.

28 Track

*Ciao, my name is Chiara. I'm Italian.
Nihao, my name is Lin. I'm Chinese.
Ahlan, my name is Aziz. I'm Moroccan.
Hello, my name is Tim. I'm English.
Let's all be friends!*

REFLECTION TIP!

Focus on the last speech bubble. In Spanish, ask them why they think it says *Let's all be friends!*. Elicit from the children some of the positive aspects of having friends from different cultures. Also elicit which language they are using to communicate (English) and reflect upon the importance of knowing other languages to make friends from different parts of the world.

2 SING.

- Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

COOL KIDS

FRIENDS FROM AROUND THE WORLD

1 28 LOOK AND LISTEN.

2 29 30 SING.

3 31 LISTEN AND NUMBER.

2

- Play the song (Track 29) and tell the children to point to the children in activity 1 as they hear the song.
- Play the song again and invite children to sing along (see p. 9).
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version (Track 30).
- Invite them to create new lines using the greetings they know in other languages.

29 Track

*Hello, my friends.
Ciao, my friends.
Nihao, my friends.
Ahlan, my friends.*

30 Track

Karaoke version.

3 LISTEN AND NUMBER.

- Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the flags and ask the children if they can identify them.

4 DRAW, COLOUR AND WRITE.



PROJECT WORK

(Pupils' own answers)

_____, MY NAME IS _____

I'M _____

MY FLAG IS _____

TWENTY-ONE 21

Elicit the colour of each flag. Focus on the small boxes and tell them that they will write the numbers there.

- ▶ Play the first item of the audio (Track 31), make a pause to give them time to identify the flag and number it. Play the rest of the audio following the same procedure.
- ▶ To check, say the flag number and elicit its colours.

31 Track

One: This flag is green, white and red.

Two: This flag is blue, yellow and red.

Three: This flag is blue and yellow.

Four: This flag is black, yellow, green, white, red and blue.

Five: This flag is white and red.

PROJECT WORK

4 DRAW, COLOUR AND WRITE.

- ▶ Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

- ▶ Focus on the flag and its colours. Ask them if they know where the flag is from. To check, invite the children to read the speech bubble. Elicit the boy's name, his nationality and the colours of his flag.

REFLECTION TIP!

Tell them they will write a similar text. Ask the children to dictate to you Juan's text while you copy it on the board. Then, read aloud sentence by sentence asking them what part of the text they will have to change in order to write a text about themselves. Underline the words they have to change. Focus on the greeting and encourage the children to include a greeting in their mother tongue if it is different from Spanish. Also, focus on the nationality (you may have to provide the English words for the children's nationalities).

REFLECTION TIP!

Focus on the colours of Juan's flag. Reflect on the punctuation and linker used when we refer to three or more colours.

- ▶ Assign a time limit. Tell the children to resort to the Word Bank on p. 102 or the Classroom Word Bank if they need help. If you are short of time, tell the children to colour the flag at home.
- ▶ When the children finish drawing, colouring and writing, invite them to come to the front to present their flags and read their texts.



TEACHING TIP!

Once activity 4 is checked, give out slips of paper to make a final copy. They draw the pictures of their flags and copy the text. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).



Page 91, activities 1 and 2 ▶ TB p. 41

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 or the Word Bank.

► **2A LISTEN AND CIRCLE.**

Audioscript Track 

- 1 It's a teddy bear. It's orange and brown.
2 It's a skateboard. It's blue and yellow.

FRED'S PARTY

UNIT
1



1 READ AND COLOUR.



BROWN



GREEN



BLUE



RED



YELLOW



PURPLE



ORANGE



PINK



WHITE



BLACK

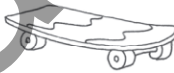
2A  LISTEN AND CIRCLE.



2B MATCH AND COLOUR.



- 1 IT'S A PLANE. TEDDY BEAR.
IT'S RED / ORANGE AND BROWN.
2 IT'S A SKATEBOARD PLANE.
IT'S BLUE AND YELLOW / PINK.



(Blue and yellow)



(Orange and brown)



ATTENTION!

BLUE
ORANGE
PURPLE
SILENT E!

SEVENTY-FIVE 75

UNIT 1

3 COLOUR AND MATCH. WRITE.

(Pupils' own answers)

IT'S A DOLL. IT'S

IT'S A BIKE. IT'S

IT'S A BALL. IT'S AND

IT'S A TEDDY BEAR. IT'S AND

IT'S A SKATEBOARD. IT'S AND

4A **82** **LISTEN AND CIRCLE.**

1 IT IS / ISN'T YELLOW.

2 IT IS / ISN'T BROWN.

3 IT IS / ISN'T ORANGE.

4 IT IS / ISN'T PURPLE.

5 IT IS / ISN'T GREEN.

1 (yellow)

2 (any colour, except for brown)

3 (orange)

4 (any colour, except for purple)

5 (green)

4B COLOUR.

76 SEVENTY-SIX

4A LISTEN AND CIRCLE.

Audioscript Track 82

- 1 It is yellow.
- 2 It isn't brown.
- 3 It is orange.
- 4 It isn't purple.
- 5 It is green.

MY PROGRESS CHECK

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

• Give them a scale to evaluate each item:

✓✓ = I can do it!

✓ = I can do it with some help.

✗ = I can't do it yet.

REFLECTION TIP!

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



5 COLOUR. CIRCLE: YES OR NO.


(Pupils' own answers)



IS IT ORANGE?
YES / NO



IS IT BLACK?
YES / NO



IS IT BLUE?
YES / NO



IS IT RED?
YES / NO



IS IT BROWN?
YES / NO



IS IT PINK?
YES / NO

6 READ AND CIRCLE. COLOUR.


MY FAVOURITE TOY

IT'S A SKATEBOARD BIKE

IT'S YELLOW, GREEN AND ORANGE.

FRED



(yellow, green and orange)

7 WRITE, DRAW AND COLOUR.


MY FAVOURITE TOY (Pupils' own answers)

IT'S A

IT'S



I CAN TALK ABOUT TOYS.

I CAN TALK ABOUT COLOURS.

I CAN DESCRIBE MY FAVOURITE TOY.

MY PROGRESS CHECK

SEVENTY-SEVEN **77**

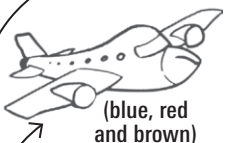
LET'S READ AND WRITE

WORKSHEET 1 - UNIT 1

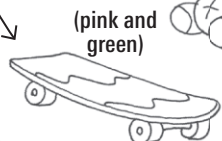
1 READ AND MATCH. COLOUR.



IT'S MY SKATEBOARD.
IT'S PINK AND GREEN.



(blue, red and brown)



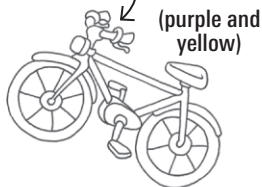
(pink and green)



IT'S MY PLANE.
IT'S BLUE, RED AND BROWN.



IT'S MY BIKE.
IT'S PURPLE AND YELLOW.



(purple and yellow)



(black, white and orange)

IT'S MY BALL.
IT'S BLACK, WHITE AND ORANGE.

90 NINETY

WORKSHEET 2 - UNIT 1

LET'S READ AND WRITE

1 READ, COUNT AND WRITE.



ONE



TWO



THREE



FOUR



FIVE



SIX



SEVEN



EIGHT



NINE



TEN

ONE
TWO
THREE
FOUR
FIVE
SIX
SEVEN
EIGHT
NINE
TEN

2 LOOK, READ AND WRITE.



LOOK AT MY TOYS!
IT'S MY PLANE / BIKE
IT'S (colour)
IT ISN'T (colour)
IT'S MY BIKE / PLANE
IT'S (colour)
IT ISN'T (colour)

NINETY-ONE

91



TEACHING TIP!

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

Unit 2

At School

LINGUISTIC CONTENTS:

School objects. *I've got / I haven't got a (pen). I've got a (blue) (pencil case). Have you got a / an ...? Yes. / No.* (Metalinguistic reflection)

CLIL: Good behaviour at school (Citizenship)

Project Work COOL KIDS: Busy school days (Citizenship)

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING THE SCHOOL OBJECTS

- Use flashcards to introduce the school objects. Play a guessing game. Keep the flashcards a secret. Shuffle them and stop at one. Give them two options (*Book or pen?*) but do not show them the card. Children put up their hands to vote for one option. Show them the card to check. Once you have revealed the object, stick it on the board and write the name above.
- After having gone over the eight school objects, remove the cards, shuffle them and invite one child to come to the front, pick up a card and place it below the correct word. If they find it difficult to identify the word, you can finger read ALL the words together.
- Once the game is over and all the flashcards have been matched to the words, leave them on the board as a reference.
- Tell the children to open the book at page 22. Point to Wendy. Read the speech bubble together and give them some time to find a yellow pencil on page 22.

1 LISTEN AND NUMBER.

- ▶ Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on Patty and Max. Elicit where they are and what they are doing.
- ▶ Go over the school objects and elicit the colours. Focus their attention on the boxes.
- ▶ Play the first item in the audio (Track 32), make a pause to give the children time to identify the book and check number 1.
- ▶ Play the rest of the audio making a pause after

UNIT 2

AT SCHOOL

22 TWENTY-TWO

1 LISTEN AND NUMBER.

2 LISTEN AND MATCH.

1 Book
2 Pen
3 Pencil
4 Ruler
5 Sharpener
6 Schoolbag
7 Pencil case
8 Rubber

each item. Tell the children to number the school objects as they listen. Play it more than once if necessary.

- ▶ To check, ask about the numbers in the objects: *What is number (1)? (Book.)*

32 Track

- | | |
|----------|---------------|
| 1 Book | 5 Sharpener |
| 2 Pen | 6 Schoolbag |
| 3 Pencil | 7 Pencil case |
| 4 Ruler | 8 Rubber |

2 LISTEN AND MATCH.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do.
- ▶ Play the first item in the audio (Track 33), make a pause to give the children time to identify the book and do the matching.
- ▶ Play the rest of the audio making a pause after each item. Tell the children to match the objects and the words as they listen. Play it more than once if necessary.



3 READ AND CIRCLE.

- 1 IT'S A PENCIL / PENCIL CASE. 3 IT'S A SCHOOLBAG / RUBBER
 2 IT'S A RULER / BOOK 4 IT'S A SHARPENER / PEN.

PLAY TIME!

4 FIND THE DIFFERENCES!



MY SCHOOLBAG

FUN CRAFT



TWENTY-THREE 23

- To check, invite one child at a time to the board to number the words as they are in the book.

33 Track

- | | |
|----------|---------------|
| 1 Book | 5 Sharpener |
| 2 Pen | 6 Schoolbag |
| 3 Pencil | 7 Pencil case |
| 4 Ruler | 8 Rubber |

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

BUILDING UP LITERACY ACTIVITY

- Divide the class in eight small groups. Assign a school object to each group, distribute slips of white construction paper and ask them to copy the name of the assigned object and draw it.
- Make a class display. Put it up in the Classroom Word Bank.
- To check, go over the school objects and use the Classroom Word Bank to identify the correct option.



TEACHING TIP!

Remind the children that they can use the Classroom Word Bank as a reference.

PLAY TIME!

► 4 FIND THE DIFFERENCES!

- Draw the children's attention to activity 4. Show them the icons and elicit what they have to do.
- Give them some time to find the differences. Tell them to circle the school objects which are different:

Picture p. 22	Picture p. 23
(Red, green and) pink schoolbag	(Blue, yellow and) green schoolbag
Green (red and yellow / orange) book	Green (red) and purple book
Blue pen	Red pen
Red (and yellow) pencil case	Red (and brown) pencil case
Yellow pencil	Brown pencil
Red and blue rubber	White and blue rubber

- To check, encourage the children to describe the colours of the objects in each picture.

MY SCHOOLBAG

Elicit from the children what they have to do in the frame by reading the title together. Assign a time limit for the children to complete the activity. When the children finish drawing and colouring, invite them to come to the front and present their schoolbags to their classmates: *My schoolbag is (purple) and (red).*

FUN CRAFT: Bookmarks

Run copies of the template on p. 137. The children will be able to choose the design they like best. Assign a time limit to colour the template. If you are running short of time, ask them to finish colouring it at home.

Use this craft to mark the pages they are working on or to mark pages assigned for homework.



Page 78, activities 1 and 2 ► TB p. 54

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.

5 LOOK, READ AND TICK.


- ▶ Tell the children to open the book at page 24. Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the example. Allow some time for the children to work on their own with the rest of the list.
- ▶ Monitor as children work on their books.
- ▶ To check, go over the list: Book. Yes or no? As a follow-up, you can elicit the colours of the school objects in the picture.

INTRODUCING HAVE GOT

- Stick four out of the five *CHARACTERS* flashcards on the board and draw two school objects next to each character (save one character for the coming *REFLECTION TIME!*). To make the game more challenging, repeat some of the objects.
- Pretend you are one of the characters (mimic his / her voice) and say what you've got: *I've got (a pen) and (a ruler)*. Tell the children to guess who you are: *Spooky! Yes! I'm Spooky!* Once they guess, write the corresponding speech bubble with the help of the children in block capital letters. Follow the same procedure with the other three characters.

REFLECTION TIP!

In Spanish, elicit what the characters are talking about. If the children do not come up with the right meaning straight away, elicit it by offering options: *¿Están hablando de cómo son sus objetos o de los objetos que tienen?* Then, ask them what part of the text expresses the notion of possession: *¿Qué palabra o palabras en el texto se usan para indicar que TIENEN el objeto?* You can underline or colour all the instances of 'VE GOT. Elicit the information that follows the verb. Stick the remaining character, draw two school objects next to him / her and a speech bubble, and invite the children to dictate to you the corresponding text. Once the text is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the Classroom Word Bank.

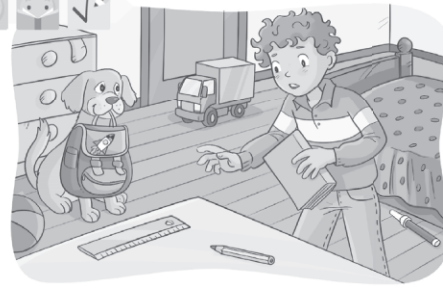


UNIT 2


5 LOOK, READ AND TICK.

SCHOOL LIST

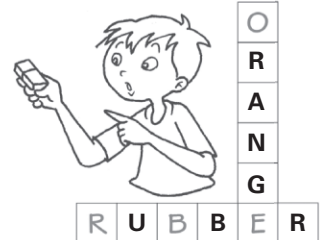
- ☒ BOOK ☒ SCHOOLBAG
- ☒ PENCIL ☐ PENCIL CASE
- ☒ PEN ☐ RUBBER
- ☒ RULER




6 WRITE AND COLOUR. LISTEN AND CHECK.




1 I'VE GOT A YELLOW **RULER**



2 I'VE GOT AN ORANGE **RUBBER**



3 I'VE GOT A BLUE **PEN**



4 I'VE GOT A BLACK **BOOK**

24 TWENTY-FOUR

6 WRITE AND COLOUR. LISTEN AND CHECK.

- ▶ Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Tell the children that in each crossword, the vertical word is a colour and the horizontal word is a school object.



TEACHING TIP!

Elicit how to complete the crosswords. If the children are not familiar with them, do one together with them.

- ▶ Give them some time to work on their own. Remind them that they can use the Classroom Word Bank as a reference.
- ▶ Once they have finished the crosswords, tell them to complete the sentences.
- ▶ Monitor as the children work on their books.
- ▶ To check, listen to the audio (track 34), pausing after each item. Encourage the children to make a tick if the sentence is correct.

7 READ AND CIRCLE.



1 I'VE GOT A PENCIL CASE SCHOOLBAG.
IT'S RED PINK. IT'S OLD NEW.



2 I'VE GOT A TEDDY BEAR.
IT'S BLACK BROWN.
IT'S OLD NEW.



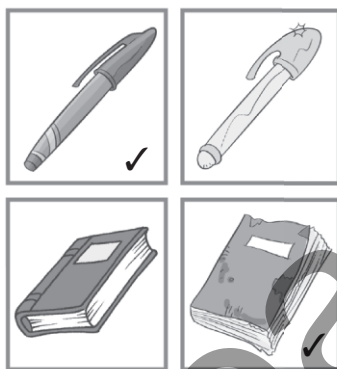
3 I'VE GOT A PLANE SKATEBOARD.
IT'S OLD NEW.



8 LISTEN AND TICK. SING.



I'VE GOT A PEN.
IT'S NEW AND GREEN. (x4)
I'VE GOT A BOOK.
IT'S OLD AND BLUE. (x4)



TWENTY-FIVE 25

34 Track

One: I've got a yellow ruler.
Two: I've got an orange rubber.
Three: I've got a blue pen.
Four: I've got a black book.

7 READ AND CIRCLE.

- ▶ Tell the children to open the books at page 25. Draw their attention to activity 7. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the toys, elicit their names and colours. Draw the children's attention to the bat's signpost and elicit the meaning of OLD and NEW.
- ▶ Read the options together with the children. Work on the example all together. Remind them they can use the Classroom Word Bank as a reference.
- ▶ Monitor as children work on their books.

8 LISTEN AND TICK. SING.

- ▶ Point to activity 8. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus the children's attention on the school objects. Choose an object and describe it for the children to identify it: *It's yellow. It's old. (pen)*
- ▶ Play the song (Track 35) and tell them to find the school objects.
- ▶ Play the song again, inviting the children to sing along (see suggestions for songs on p. 9) following the lyrics in the book.
- ▶ Once the children feel confident enough with the song, you can challenge them to sing the karaoke version (Track 36).
- ▶ As a follow-up, you can copy the lyrics on the board and ask the children to help you change them to sing about the other two school objects.

35 Track

I've got a pen. It's new and green. (x4)
I've got a book. It's old and blue. (x4)

36 Track

Karaoke version.

Page 79, activity 3 ▶ TB p. 55

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.

9 READ AND TICK.

- Point to activity 9. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the photos and elicit what objects the children in the photos have got.
- Do the first one together. Read the first speech bubble as the children follow silently. Ask them which objects they should tick and how they know. Some of them may refer to the text, others may simply rely on the photo.
- Tell the children to work on the second item. Give them some time to work on their own. Remind them that they can use the Classroom Word Bank as a reference.
- Monitor as they work on their books.
- To check, go over each item: *Teddy bear. Yes or no?*
- Play with the *CHARACTERS* flashcards again, drawing two objects with ticks and two with crosses next to each character. Remind the children that the ticks refer to objects they have got and the crosses to objects they haven't got. To make the game more challenging, repeat some of the objects. Pretend you are one of the characters (mimic his / her voice) and talk about your objects: *I've got (a pen) and (a ball). I haven't got (a rubber) or (a skateboard).* Tell the children to guess who you are: *Wendy. Yes! I'm Wendy!*



UNIT
2

9 READ AND TICK.



I'VE GOT A BIKE AND A SCHOOLBAG. I HAVEN'T GOT A SKATEBOARD.







I'VE GOT A BOOK AND A TEDDY BEAR. I HAVEN'T GOT A BALL.







10 37 LISTEN AND TICK.



1





☐ 

2





☐ 

3






☐ 

4







26 TWENTY-SIX

10 LISTEN AND TICK.

- Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the school objects and their colours.
- Listen to the first item in the audio and make a pause to give the children time to tick the pencil.
- Play the rest of the audio making a pause after each item. Tell the children to tick as they listen. Play it more than once if necessary.
- To check, go over each item: *Pencil. Yes or no?*
- As a follow-up, play a memory game with the objects the children have or their colours: *I've got a green pencil. One! I haven't got a pencil case. Two!*

GUESS TIME

UNIT
2

11 LISTEN AND GUESS. PLAY.

HAVE YOU
GOT A PEN?

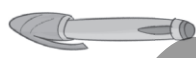
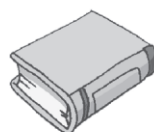
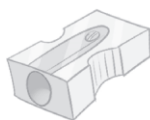
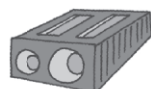
NO!

HAVE YOU
GOT A BOOK?

YES!

IS IT
BLUE?

YES!



TWENTY-SEVEN 27

38 Track

Man: Have you got a pen?

Girl: No.

Man: Have you got a book?

Girl: Yes.

Man: Is it blue?

Girl: Yes.

WORD BANK ACTIVITY

- Tell the children to open the book at page 102. Go over the school objects and carry out a colour dictation. You can assign one or two colours to each object.
- Tell the children to label each object. Remind them they can use the Classroom Word Bank as a reference.

Page 79, activity 4 ► TB p. 55

Page 92, activities 1 and 2 ► TB p. 57

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.

37 Track

One: I've got a pencil. I haven't got a sharpener.

Two: I've got a schoolbag. I haven't got a pencil case.

Three: I've got a ruler. It's blue. I haven't got a green ruler. I've got a schoolbag. It's orange.

Four: I haven't got a red pen. I've got a blue pen. I've got a green pen, too.

GUESS TIME

11 LISTEN AND GUESS. PLAY.

- Tell the children to open the book at page 27. Draw their attention to activity 11. Show them the icons and elicit what they have to do.
- Draw the children's attention to the flashcards on page 27. Elicit the school objects and their colours in English.
- Tell the children help the wizard guess which of the school objects the girl has got.
- Pair work game. The children play in pairs following the model dialogue between the girl and the wizard.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

Wendy and Friends "At the library"

12 LOOK AND LISTEN.

- Tell the children to open the book at page 28. Elicit who they can see in the pictures, where they are, what they are doing, and why the librarian is angry.
- Point to activity 12. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Listen together to the story to check the children's predictions (Track 39). Focus on what the librarian says (*Shhhh! Quiet!*) and elicit its meaning.
- As a follow-up, ask the children about the rules at the school library. *Can you eat chewing gum at the library? Can you make jokes?*

39 Track

Picture 1

Wendy and Patty: *Shhhh! Quiet! This is a library!*

Fred and Max: *Ha! Ha! Ha!*

Picture 2

Fred: *Have you got a red pen?*

Max: *No. I've got a green pen.*

Picture 3

Fred: *Have you got your English book?*

Max: *Yes. Look in my schoolbag!*

Picture 4

Fred: *Ahhhhh! Help! A ghost!*

Max: *Ha! Ha! Ha! It's Spooky, my best friend.*

Picture 5

Woman: *Shhhh! Quiet! This is a library!*



13 CHOOSE, CUT AND GLUE.

- Point to activity 13. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the empty frame on p. 29 and then direct them to p.107. They cut and glue one of the endings on p. 29.
- Once the children have chosen their endings, carry out a simple survey to find out which was the most popular ending. Write on the board **OPTION 1: THE CHILDREN ARE HAPPY.** **OPTION 2: THE LIBRARIAN GETS SCARED.** Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.



13 CHOOSE, CUT AND GLUE.



14 ACT OUT!

15 LOOK AND CIRCLE.

PEN

RUBBER

RULER

SCHOOLBAG

PENCIL CASE

WHAT SCHOOL OBJECTS CAN YOU SEE?



TWENTY-NINE 29

15 LOOK AND CIRCLE.

- Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the question Spooky is asking. Read it and tell them to circle the school objects in the story.

WB Page 80, activities 5 and 6 ► TB p. 56

LR & W Page 93, activities 1 and 2 ► TB p. 57

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.

14 ACT OUT!

- Point to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Invite five volunteers to act out the story.
- Alternatively, the children can use the puppets (flashcards) to act out. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING GOOD BEHAVIOUR AT SCHOOL

- Read the title with the children and provide the Spanish for the new words. In Spanish, brainstorm examples of good and bad behaviour at school. Provide the English for them using the imperative and write the ideas on the board, e.g. **RAISE YOUR HAND. CLEAN UP THE CLASSROOM! DON'T RUN! DON'T SHOUT!** etc.

REFLECTION TIP!

Focus the children's attention on the phrases on the board. Make sure you have at least three affirmative and two negative sentences. In Spanish ask them which of the sentences refer to things we must and mustn't do in the classroom: *¿Qué oraciones indican lo que debemos hacer? ¿Cuáles se refieren a lo que NO debemos hacer? ¿Qué usamos para indicar lo que NO se debe hacer?*

1 LISTEN AND NUMBER.

- Draw the children's attention to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the pictures with the children and tick on the board the ones they can see in the book. Add the new ones to the lists on the board.
- Play the first item in the audio (Track 40), make a pause to give the children time to identify the picture and number it. Play the rest of the audio following the same procedure.
- To check, go over the sentences for the children to say the number.

40 Track

- 1 Clean up!
- 2 Queue!
- 3 Listen!
- 4 Pay attention!
- 5 Raise your hand!
- 6 Don't run!



GOOD BEHAVIOUR AT SCHOOL

1 40 LISTEN AND NUMBER.



3 CLEAN UP!



8 RAISE YOUR HAND!



5 LISTEN!



3 DON'T RUN!



8 PAY ATTENTION!



5 QUEUE!

2 LOOK, READ AND CIRCLE.



1 HELP YOUR FRIEND!
DON'T HELP YOUR FRIEND!



2 PUSH! / DON'T PUSH!



3 RAISE YOUR HAND!
DON'T RAISE YOUR HAND!



4 SHOUT! / DON'T SHOUT!



5 CLEAN UP!
DON'T CLEAN UP!



6 RUN! / DON'T RUN!

30 THIRTY

2 LOOK, READ AND CIRCLE.

- Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the photos and ask the children if the situations show good or bad behaviour: *Is this GOOD or BAD behaviour?*
- Go over the first one together as an example. Read the options with the children and elicit their choice. Ask them to justify their choice.
- Give the children some time to work on their own.
- Monitor as children work on their books.

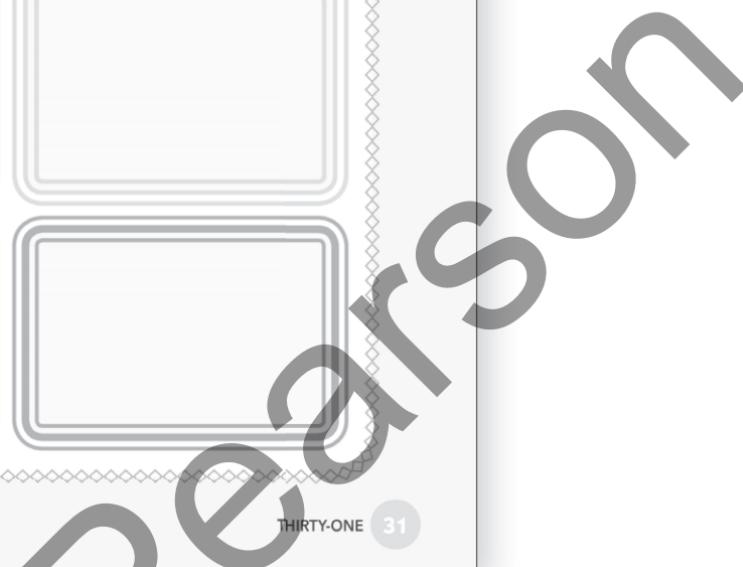


TEACHING TIP!

Remind the children that they can use the lists on the board as a reference.

- To check, go over each item asking which is the correct option: *Push or don't push?*

THIRTY-ONE 31



THIRTY-ONE 31

51

STARTING THE CLASS

- Do the routine suggested in the Introduction.

1 LOOK AND LISTEN.

- Write the word **SCHOOL** on the board and brainstorm different ideas related to it. For example, *teachers, white overall, friends, old, new ...* You can provide the English words for other ideas that they may come up with. You can also interact with them about their school. You can ask them: *Do you like your school? Is it new? Is it old? Have you got one, two or three friends?*



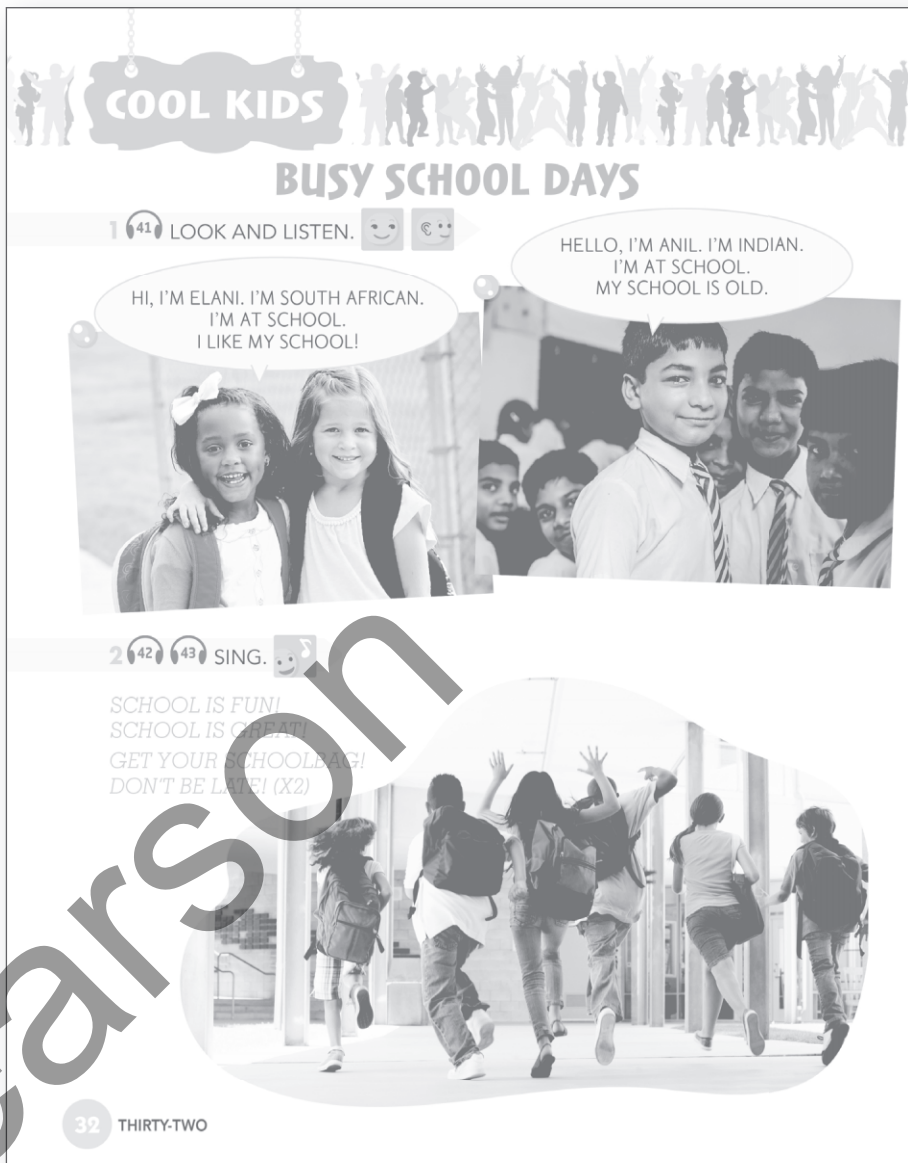
TEACHING TIP!

You can ask a question in English, say a key word in Spanish and then repeat it in English. You can also say it in English, then say it in Spanish and then repeat it in English.

- Tell the children that they will listen to a boy and a girl talking about their school. Write on the board: **MY SCHOOL IS OLD. I LIKE MY SCHOOL.** Ask them who says what, the girl or the boy.
- Tell the children to open the book at page 32. Draw their attention to the speech bubbles in activity number 1 and ask them to check who says what. Then tell them to find the names of the girl and the boy.
- Play the audio again, this time the children will read the text while listening. Ask them to identify what information the children in the photos provide. Ask in Spanish: *¿Dónde habla del nombre? ¿Y de la escuela? ¿Y dónde les parece que habla de la nacionalidad?* Be ready to use a map to show the countries.

41 Track

Hi, I'm Elani. I'm South African. I'm at school. I like my school!
Hello, I'm Anil. I'm Indian. I'm at school. My school is old.



2 SING.

Draw the children's attention to activity 2. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

- Focus the children's attention on the photo and, in Spanish, elicit how the children are feeling: *Do they like school?*
- Play the song (Track 42) and check their predictions.
- Play the song again, inviting the children to sing along (see p. 9) following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge the kids to sing the karaoke version (Track 43).

42 Track

School is fun!
School is great!
Get your schoolbag!
Don't be late! (x2)

43 Track

Karaoke version.

3 READ AND WRITE



HELLO! I'M PAULA. I'M 7 AND I'M ARGENTINIAN. I'M AT SCHOOL. MY SCHOOL IS "MANUEL BELGRANO" SCHOOL. IT'S OLD. IT'S GREAT!



HELLO! I'M LUIZ. I'M 8 AND I'M BRAZILIAN. I'M AT SCHOOL. MY SCHOOL IS "SAO JOSE" SCHOOL. IT'S OLD. I LIKE MY SCHOOL!



	NAME	NATIONALITY	AGE	SCHOOL	OLD / NEW?
	PAULA	ARGENTINIAN	7	MANUEL BELGRANO	OLD
	LUIZ	BRAZILIAN	8	SAO JOSE	OLD

4 WRITE AND DRAW



PROJECT WORK

NAME	NATIONALITY	AGE	SCHOOL	OLD / NEW?

HELLO! I'M
I'M
AND I'M
MY SCHOOL IS
IT'S

HELLO! I'M
I'M
AND I'M
MY SCHOOL IS
IT'S

(Pupils' own answers)

THIRTY-THREE 33

PROJECT WORK

4 WRITE AND DRAW.

- ▶ Draw the children's attention to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Draw the children's attention to the chart. Read the headings together. Tell them they will have to complete the chart using their own information. Copy the chart on the board and model it with your information.
- ▶ Draw the children's attention to the text they will have to complete on the right. Copy the gapped text on the board and complete it using the same information you used to complete the chart. You can do this with their help.
- ▶ Give the children some time to work on their own while you monitor their work. If you don't have enough time, you can ask them to draw their school at home.



TEACHING TIP!

Once activity 4 is checked, give out slips of paper for the children to make a final copy. They draw the pictures of their flags and copy the text above or below their drawings. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

3 READ AND WRITE.

- ▶ Draw the children's attention to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the photos and ask the children about the schools: *Is it new? Is it old?* Go over the chart together with the children, read the headings and elicit the information they need to identify in order to complete the chart.
- ▶ Go over the first one together as an example. Read Paula's speech bubble as the children follow in their books. Copy the chart on the board and elicit the missing information. You can tell the children to look for the information in the speech bubble and underline it.
- ▶ Give the children some time to work on their own on Luiz's text.
- ▶ Monitor as children work on their books.
- ▶ To check, copy the rest of the chart and ask different children to come to the board to complete it.

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.

2 LISTEN AND COLOUR.

Track  83


Find the book. Colour it yellow.

Find the pen. Colour it blue.




Find the pencil. Colour it orange.


Find the schoolbag. Colour it red and green.

Find the pencil case. Colour it brown and orange.



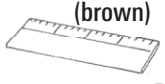
AT SCHOOL

1 READ AND CIRCLE. COLOUR.   




(green)

1 IT'S A PEN PENCIL.
IT'S GREEN.




(brown)

2 IT'S A RUBBER RULER.
IT'S BROWN.




(yellow)

3 IT'S BOOK PENCIL CASE.
IT'S YELLOW.







(blue)

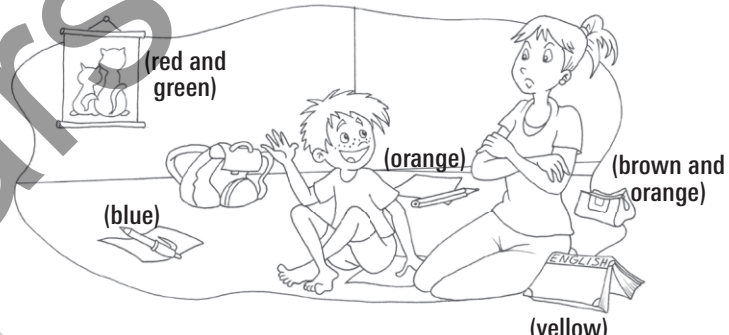
4 IT'S A SHARPENER / RUBBER.
IT'S BLUE.



(purple)

5 IT'S A SCHOOLBAG / PENCIL CASE.
IT'S PURPLE.

2  83 LISTEN AND COLOUR.   



78 SEVENTY-EIGHT

3 READ AND WRITE OLD / NEW.



1 I'VE GOT A SCHOOLBAG. IT'S **NEW**.

3 I'VE GOT A BOOK. IT'S **OLD**.

2 I'VE GOT A TEDDY BEAR. IT'S **OLD**.

4 I'VE GOT A SKATEBOARD. IT'S **NEW**.



4 READ AND WRITE I'VE GOT / I HAVEN'T GOT.



- 1 I'VE GOT A SCHOOLBAG.
- 2 I HAVEN'T GOT A PENCIL CASE.
- 3 I'VE GOT A RULER.
- 4 I HAVEN'T GOT A SHARPENER.
- 5 I'VE GOT A BOOK.
- 6 I HAVEN'T GOT A RUBBER.



SEVENTY-NINE 79

MY PROGRESS CHECK

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

• Give them a scale to evaluate each item:


✓✓ = I can do it!

✓ = I can do it with some help.




✗ = I can't do it yet.


REFLECTION TIP!

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



2

5 READ AND CIRCLE. COLOUR.









(green)

(blue and red)

MY PENCIL CASE

MY PENCIL CASE IS OLD / NEW IT'S BLUE AND RED. I'VE GOT A SHARPENER / PEN IT'S GREEN. I'VE GOT / HAVEN'T GOT A RULER.

FRED

6 WRITE, DRAW AND COLOUR.




(Pupils' own answers)

MY SHOOLBAG

MY SCHOOLBAG IS


IT'S

I'VE GOT A

IT'S

I HAVEN'T GOT A

MY PROGRESS CHECK



I CAN TALK ABOUT SCHOOL OBJECTS.

I CAN DESCRIBE MY FAVOURITE SCHOOL OBJECTS.

80

EIGHTY

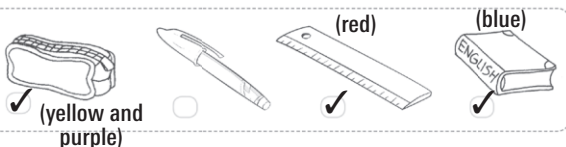
LET'S READ AND WRITE

WORKSHEET 3 - UNIT 2

1 READ AND TICK. COLOUR.



HII! MY NAME IS PATTY. I'VE GOT A BOOK AND A RULER. THE BOOK IS BLUE AND THE RULER IS RED. I HAVEN'T GOT A PEN. I'VE GOT A YELLOW AND PURPLE PENCIL CASE.



2 LOOK, READ AND CIRCLE.



HII! MY NAME IS FRED MAX. I'M SIX / SEVEN. THIS IS MY SCOOTER / SKATEBOARD. IT'S NEW / OLD. I'VE GOT A SCHOOLBAG. IT'S NEW / OLD. I'VE GOT / HAVEN'T GOT A BICYCLE.



92 NINETY-TWO

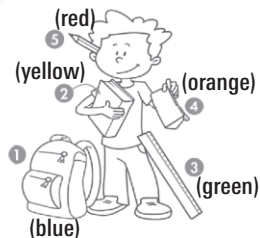
WORKSHEET 4 - UNIT 2

LET'S READ AND WRITE

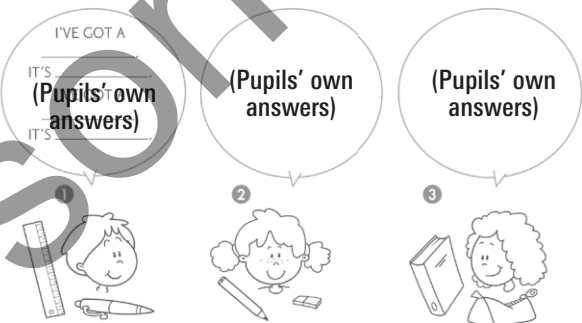
1 LOOK, WRITE AND COLOUR.



- I'VE GOT A SCHOOLBAG. IT'S BLUE.
- I'VE GOT A BOOK. IT'S YELLOW.
- I'VE GOT A RULER. IT'S GREEN.
- I'VE GOT A PENCIL CASE. IT'S ORANGE.
- I'VE GOT A PENCIL. IT'S RED.



2 LOOK, COLOUR AND WRITE.



NINETY-THREE 93



TEACHING TIP!

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

Unit 3

My Family

LINGUISTIC CONTENTS:

Family members. *This is my (brother). Who's this / that? He / She is my (cousin). Have you got a ...? Yes. / No. I've got (a sister). My (grandfather) is (old).* (Metalinguistic reflection)

CLIL: Numbers and counting (1-20). (Maths)

Project work COOL KIDS: All families are different. (Intercultural relationship)

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING THE FAMILY MEMBERS

- Use the flashcards to introduce the family members. Stick Wendy's flashcard on the board. Show Max's flashcard and, in Spanish, ask: *¿Max es el amigo o el hermano?* Provide the English word as you stick the flashcard on the board and write the word above in block capital letters: Yes, it's her **BROTHER**. Then, ask about Wendy's relationship with Max, provide the word **SISTER** and write the word above her flashcard. Follow the same procedure with Wendy's parents and grandparents. As you stick the flashcards, follow the structure of a family tree.
- After going over the six family members, remove the cards, shuffle them, stick them back face down. Invite one child to come to the front, read one of the words together and challenge him / her to find the corresponding flashcard.
- Leave them on the board as a reference.
- Tell the children to open the book at page 34. Point to Max. Read the speech bubble together and give them time to find his mother on p. 34.

1 LISTEN AND NUMBER.

- Point to activity 1. Show them the icons and elicit what they have to do.
- Focus on Wendy and Max. Elicit where they are and what is happening (they have visitors).
- Go over the family members and elicit them.
- Play the first item in the audio (Track 44), make a pause to give the children time to identify Wendy's mother and check number 1.
- Play the rest of the audio making a pause after each item.
- To check, ask about the numbers: *What is number (1)? (Mother).*

MY FAMILY

UNIT
3

FIND MY MOTHER!

1 44 LISTEN AND NUMBER. 2

2 45 LISTEN AND MATCH.

1

2

3

4

5

6

BROTHER

MOTHER

GRANDFATHER

SISTER

FATHER

GRANDMOTHER

34 THIRTY-FOUR

44 Track

1 Mother - 2 Father - 3 Brother - 4 Sister - 5 Grandmother - 6 Grandfather

2 LISTEN AND MATCH.

- Point to activity 2. Show them the icons and elicit what they have to do.
- Play the first item in the audio (Track 45), make a pause to give the children time to identify the mother and do the matching.
- Play the rest of the audio making a pause after each item.
- To check, invite one child at a time to the board to number the family members as they are in the book.

45 Track

1 Mother - 2 Father - 3 Brother - 4 Sister - 5 Grandfather - 6 Grandmother

3 LISTEN AND NUMBER.

COUSIN 3 AUNT 1 UNCLE 2

PLAY TIME!

4 LOOK AND GUESS!

FATHER AUNT BROTHER GRANDMOTHER MOTHER

SISTER UNCLE GRANDFATHER COUSIN

WHO'S THIS?

A SPECIAL PERSON

FUN CRAFT

THIRTY-FIVE 35

INTRODUCING MORE FAMILY MEMBERS

- Go back to page 34 and ask: *Who are the visitors?* ¿Son miembros de la misma familia? ¿Por qué?
- Introduce the new family members with the flashcards. Stick them on the board. Use block capital letters to write: **AUNT**, **UNCLE** and **COUSIN**. Insert the flashcards in the family tree. Ask: *How many cousins have Wendy and Max got?*
- Remove all the flashcards and play Little by little (see p. 14) with the new family members: *Is it Wendy's (cousin)?* Once the children are confident enough, play with all the family members.
- Reconstruct the family tree to be used as a reference later.
- Go to page 35. Point to the bat and find Aunt Brunhilda in the unit.

REFLECTION TIP!

Ask them to help you divide the words in two groups: male and female. Make the groups by circling the words using two colours. When you get to **COUSIN**, ask about the colour they would use. Refer to the female cousin on page 34 and circle the word using the two colours.

3 LISTEN AND NUMBER.

- ▶ Point to activity 3. Show them the icons and elicit what they have to do.
- ▶ Focus on Wendy and read the speech bubble. Identify the family members in the portraits. *How many aunts has Wendy got? (two)*
- ▶ Play the first item in the audio (Track 46), make a pause to identify Wendy's aunt and check number 1.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, invite one child at a time to the board to number the family members as they are in the book.

46 Track

1 Aunt 2 Uncle 3 Cousin

PLAY TIME!

4 LOOK AND GUESS!

- ▶ Point to activity 4. Show them the icons and elicit what they have to do.
- ▶ Focus on Patty and read the speech bubble. Give them time to identify the silhouettes and write the family words.
- ▶ Assign a time limit and monitor as children work.

A SPECIAL PERSON

- Elicit from the children what they have to do in the frame by reading the title together. Assign a time limit for the children to complete the activity.
- When they finish, invite them to come to the front and present their special family members: *My special person is my (cousin Pedro).*

FUN CRAFT: Portrait

- Run copies of the template on p. 138. Suggest drawing their special family member.
- Assign a time limit to draw and colour. If you are running short of time, ask them to finish it at home.
- Make a class display with the portraits.

WB Page 81, activities 1 and 2 ▶ TB p. 72

FINISHING THE CLASS

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

STARTING THE CLASS

- Do the routine suggested in the Introduction.

BUILDING UP LITERACY ACTIVITY

- Run a copy of the family members template on p. 144. Divide the class in nine small groups or pairs. Assign a family member to each group, distribute construction paper and ask them to copy the name of the assigned member, colour and stick the picture.
- Make a class display. Put it up in the Classroom Word Bank.

5 LOOK AND WRITE.

- Tell the children to open the book at page 36. Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- First, elicit the family members in each photo.
- Allow some time for the children to work on their own. Remind them they can use the Classroom Word Bank as a reference.



TEACHING TIP!

Progressively, encourage the children first to write the words as they remember them and then use the Classroom Word Bank to check the spelling and do self-correction if necessary.

- Monitor as children work on their books.
- To check, go over the photos and as children read, write the words on the board.

6 READ AND MATCH. LISTEN AND CHECK.

- Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

REFLECTION TIP!

In Spanish, brainstorm the different words they use to refer to their parents and grandparents. Tell them that in English they can also shorten the words.

- Go over the two lists together, and then allow some time for the children to decide on the pairs.
- Play the audio (track 47), pausing after each pair to check.

UNIT 3

5 LOOK AND WRITE.

THIS IS MY FAMILY: THIS IS MY **FATHER**, MY **MOTHER**, MY **BROTHER** AND MY **SISTER**.

THIS IS MY **GRANDFATHER** AND THIS IS MY **GRANDMOTHER**.

THIS IS MY **AUNT**, MY **UNCLE**, MY **COUSIN** PABLO AND MY **COUSIN** LAURA.

6 READ AND MATCH. LISTEN AND CHECK.

MOTHER

FATHER

GRANDFATHER

GRANDMOTHER

DAD

MUM

GRANDMA

GRANDPA

36 THIRTY-SIX

47 Track

mother mum
father dad
grandfather grandpa
grandmother grandma

7 LISTEN AND TICK.

- Point to activity 7. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the photo pairs and predict what family members they represent: **BROTHER - SISTER**, **MUM - GRANDMOTHER**.
- Listen to the first item in the audio (track 48) and make a pause to give the children time to tick the sister.
- Play the rest of the audio making a pause after each item. Tell the children to tick as they listen. Play it more than once if necessary.
- To check, go over each pair: *Brother or sister?*



7 48 LISTEN AND TICK.



8 49 50 LISTEN AND TICK. SING.



THIS IS MY FAMILY.
MY FATHER, MY MOTHER
AND ME.
THIS IS MY FAMILY.
MY SISTER, MY BROTHER
AND ME.
THIS IS MY
HAPPY FAMILY. (X2)



THIRTY-SEVEN 37

48 Track

One: Philip, who's that? It's my sister, Jane.
Two: Philip, who's that? It's my grandmother.
Three: Philip, who's that? It's my mum.
Four: Philip, who's that? It's my cousin, Anna.

49 Track

This is my family.
My father, my mother and me.
This is my family.
My sister, my brother and me.
This is my happy family.
(x2)

50 Track

Karaoke version

REFLECTION TIP!

Go back to the pictures in activity 8, and in Spanish elicit if they think all the families are the same, if they have the same family members. You can write on the board as many family types as children can think of.

WB Page 82, activities 3 and 4 ► TB p. 73

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.

8 LISTEN AND TICK. SING.

- Point to activity 8. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the two pictures. Elicit the family members in each picture.
- Play the song (Track 49) and tell them to tick the correct picture. Ask them to justify why they have chosen that picture.
- Play the song again, inviting the children to sing along (see suggestions for songs on p. 9) following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge the kids to sing the karaoke version (Track 50).

STARTING THE CLASS

- Do the routine suggested in the Introduction.

9 LOOK, READ AND TICK. LISTEN AND CHECK.

- Tell the children to open the book at page 38. Point to activity 9. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the family members in the photos. Allow some time for the children to work on their own completing the speech bubbles.
- Monitor as children work on their books.
- Play the audio (track 51), pausing after each speaker to check.

51 Track

My name is Suzy.

This is my family.

I've got a mother and a sister.

My name is Debby.

This is my family.

I've got a father, a mother and a brother.

REFLECTION TIP!

In Spanish, elicit what the speakers are talking about. Ask them what part of the text is used to indicate the family relationships: *¿Qué palabra o palabras en el texto se usan para describir la familia?* Once the children identify *I'VE GOT*, tell them to circle it in the texts. Ask the children: *¿Para qué más se usa I'VE GOT?* You can go back to unit 2 and remind them we also use it to refer to possession. Elicit the negative form. Stick Wendy's flashcard and draw a speech bubble. Invite the children to dictate to you the corresponding text. Once the text is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the Classroom Word Bank.



UNIT 3

9 51 LOOK, READ AND TICK. LISTEN AND CHECK.





MY NAME IS SUZY. THIS IS MY FAMILY.
I'VE GOT ☐ A FATHER.
☒ A MOTHER.
☐ A BROTHER.
☒ A SISTER.



MY NAME IS DEBBY. THIS IS MY FAMILY.
I'VE GOT ☒ A FATHER
☒ A MOTHER
☒ A BROTHER
☐ A SISTER

10 52 LISTEN AND NUMBER.

2



1



2



3



4

38 THIRTY-EIGHT

10 LISTEN AND NUMBER.

- Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the photos and elicit the family members in each case. Tell the children that they will hear one of the children in the photos describing their family.
- Listen to the first item in the audio (track 52) and make a pause to give the children time to number the first photo.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, go over the family members in each photo: *Photo 1. Fifi's family. Mother and brother.*

GUESS TIME

UNIT
3

11 53 LISTEN AND GUESS. PLAY!



THIRTY-NINE 39

GUESS TIME

▶ 11 LISTEN AND GUESS. PLAY.

- ▶ Tell the children to open the book at page 39. Draw their attention to activity 11. Show them the icons and elicit what they have to do.
- ▶ Draw the children's attention to the picture next to the wizard. Tell the children to help the boy guess who the character is. Listen to the audio (track 53) to check.
- ▶ Pair work game. The children play in pairs following the model dialogue between the girl and the wizard.

53 Track

Man: Who's that?

Boy: It's Spooky!

WORD BANK ACTIVITY

- Tell the children to open the book at page 103. Go over the family members and ask children to label the pictures. Remind them they can use the Classroom Word Bank as a reference.

WB Page 82, activities 4 and 5 ▶ TB p. 74

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.

52 Track

One: Hi! I'm Fifi. This is my family. I've got a mother and I've got a brother.

Two: Hi! I'm Lucky. This is my family. I've got a father and a sister.

Three: Hello! I'm Bruno. This is my family. I've got a mother and a father. I've got a brother.

Four: Hello! I'm Donald! This is my family. I've got a mother and a father. I've got two sisters.



Page 94, activity 1 ▶ TB p. 75

STARTING THE CLASS

- Do the routine suggested in the Introduction.

Wendy and Friends "Aunt Brunhilda"

12 LOOK AND LISTEN.

- Tell the children to open the book at page 40. Elicit who they can see in the pictures, where they are and who they can see in the portraits and ask: *Is there a portrait of Aunt Brunhilda?*
- Point to activity 12. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Listen together to the story to check the children's predictions (Track 54).
- As a follow-up, ask the children about Wendy's house: *Do you like it? Is it scary?* (use gestures to convey the meaning).

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).

54 Track

Picture 1

Wendy: *This is my house!*

Picture 2

Patty: *Who's that?*

Wendy: *It's my mum.*

Picture 3

Patty: *Wow! Who's that?*

Wendy: *My cousin Willy.*

Picture 4

Patty: *Have you got an aunt?*

Wendy: *Yes.*

Picture 5

Wendy: *I've got a special aunt!*

Patty: *Special?*

Picture 6

Patty: *Who's that?*

Wendy: *It's Aunt Brunhilda!*

Aunt Brunhilda: *Hello, my dear!*

Picture 7

Aunt Brunhilda: *Let's have fun, girls!*



13 CHOOSE, CUT AND GLUE.

- Point to activity 13. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the empty frame on p. 41 and then direct them to p.107. They cut and glue one of the endings on p. 41.
- 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: PARTY TIME WITH AUNT BRUNHILDA. OPTION 2: FLYING WITH AUNT BRUNHILDA.** Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.

UNIT
3

6

WHO'S THAT?

IT'S AUNT BRUNHILDA!

HELLO, MY DEAR!

7

LET'S HAVE FUN GIRLS!

13 CHOOSE, CUT AND GLUE.

CHOOSE AN ENDING

14 ACT OUT!

15 LOOK AND CIRCLE.

GRANDMOTHER

COUSIN

FATHER

BROTHER

MOTHER

WHAT FAMILY MEMBERS CAN YOU SEE?

41

15 LOOK AND CIRCLE.

- Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the question Spooky is asking. Read it and tell them to circle the family members in the story.



Page 83, activities 5, 6 and 7 ► TB p. 74



Page 95, activity 2 ► TB p. 75

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.

14 ACT OUT!

- Point to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Invite three volunteers to act out the story.
- Alternatively, the children can use the puppets (flashcards) to act out. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING NUMBERS 1-20

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

REFLECTION TIP!

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

- After finishing with all the numbers, remove the flashcards and focus on the words: *Where does it say (eleven)?* When the children identify the word, invite one of them to stick the flashcard back.

BUILDING UP LITERACY ACTIVITY

- Divide the class in 10 groups or pairs. Assign a number 11-20 to each group, distribute construction paper to draw the number, to illustrate the quantity (they can draw circles or small toys) and to write the word.
- Make a class display and place it next to numbers 1-10. Put it up in the Classroom Word Bank.



NUMBERS AND COUNTING

1 LISTEN AND MATCH.

13 → ELEVEN
11 → TWELVE
12 → THIRTEEN
15 → FOURTEEN
14 → FIFTEEN

17 → SIXTEEN
16 → SEVENTEEN
19 → EIGHTEEN
20 → NINETEEN
18 → TWENTY

2 LOOK AND WRITE.

1 LISTEN AND MATCH.

- Draw the children's attention to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the numbers in figures and letters. Elicit which are in the right order (the ones in letters).
- Play the first item in the audio (Track 55), make a pause to give the children time to identify number 11 and match it to the word. Play the rest of the audio following the same procedure.
- To check, you can go back to the Classroom Word Bank.

55 Track

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

3 GUESS. 

NUMBER 12!

YES!

4 READ AND WRITE.  1 TWO - FOUR - **SIX** - EIGHT2 ELEVEN - TWELVE - THIRTEEN - **FOURTEEN**3 TWENTY - **NINETEEN** - EIGHTEEN - SEVENTEEN4 TEN - THIRTEEN - **SIXTEEN** - NINETEEN

FORTY-THREE 43

3 GUESS.

- ▶ Tell the children to open the books at page 43. Draw their attention to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus the children's attention on the picture and explain the game: they get into pairs, one of them finger-writes a numbers 1-20 on the other's back and the other one guesses the numbers.
- ▶ Monitor as they play, encouraging them to say the numbers in English.

4 READ AND WRITE.

- ▶ Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Remind the children of the Maths challenges in unit 1. Draw their attention to the new patterns. Copy the first one on the board and do it together.
- ▶ If the children are ready, they can work on their own. If you realise that they are not very confident with numbers, you can do the activity with the class as a whole.

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.

2 LOOK AND WRITE.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the photos and ask the children what the badge refers to (age).
- ▶ Go over the first speech bubble and check the example.
- ▶ Give the children some time to work on their own. Remind them they can use the Classroom Word Bank as a reference.
- ▶ Monitor as children work on their books.
- ▶ To check, go over each photo asking about their ages.
- ▶ As a follow-up, ask the children: *Have you got any brothers and sisters? How old are they?*

STARTING THE CLASS

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

1 LOOK, READ AND MATCH.

- Write the word **FAMILIES** on the board and reconstruct the different family types the children have thought of for activity 8 (p. 37). Group them into big and small families and agree on a number of family members for each. Ask the children about their families: *Have you got big or small families?*
- Tell the children to open the book at page 44. Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Count the photos and the texts together to help them notice there is an extra photo.



TEACHING TIP!

In Spanish, elicit what information they have to pay attention to: *¿Qué información necesitamos para elegir la foto correcta?* Tell the children to underline the family members as they read each text.

- Give them some time to work on their own and monitor as they work. Remind them that they can use the Classroom Word Bank as a reference.
- To check, go over the photos for one of the children to read the corresponding text.

ALL FAMILIES ARE DIFFERENT

1 LOOK, READ AND MATCH.

1

2

3

4

5

HI! MY NAME IS LUCAS. THIS IS MY FAMILY. I'VE GOT A MUM.

HELLO! MY FAMILY IS BIG! I'VE GOT A FATHER, A MOTHER, THREE SISTERS AND ONE BROTHER.

HI! I'M HUGO. MY FAMILY IS MY GRANDFATHER AND MY GRANDMOTHER.

HELLO! MY NAME IS BRENDA. I'VE GOT A FATHER AND A SISTER.

44 FORTY-FOUR

2 LISTEN AND NUMBER.

- Draw the children's attention to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the two photos and ask them what family members they can see there.
- Play the first item in the audio (Track 56), make a pause to give the children time to identify the grandfather and number it. Play the rest of the audio following the same procedure.
- To check, provide the numbers for the children to say the family members: *Who's number 1?*

56 Track

- 1 Who's that? It's my grandfather.
- 2 Who's that? It's my sister.
- 3 Who's that? It's my father.
- 4 Who's that? It's my grandmother.
- 5 Who's that? It's my brother.

2 LISTEN AND NUMBER.

2.



3 WRITE AND DRAW.



PROJECT WORK

MY FAMILY

(Pupils' own answers)

Hi! MY NAME IS _____
 THIS IS MY FAMILY. I'VE GOT _____

FORTY-FIVE 45



TEACHING TIP!

Once activity 3 is checked, give out slips of paper for the children to make a final copy. They draw the pictures of their families and copy the text above or below their drawings. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

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.

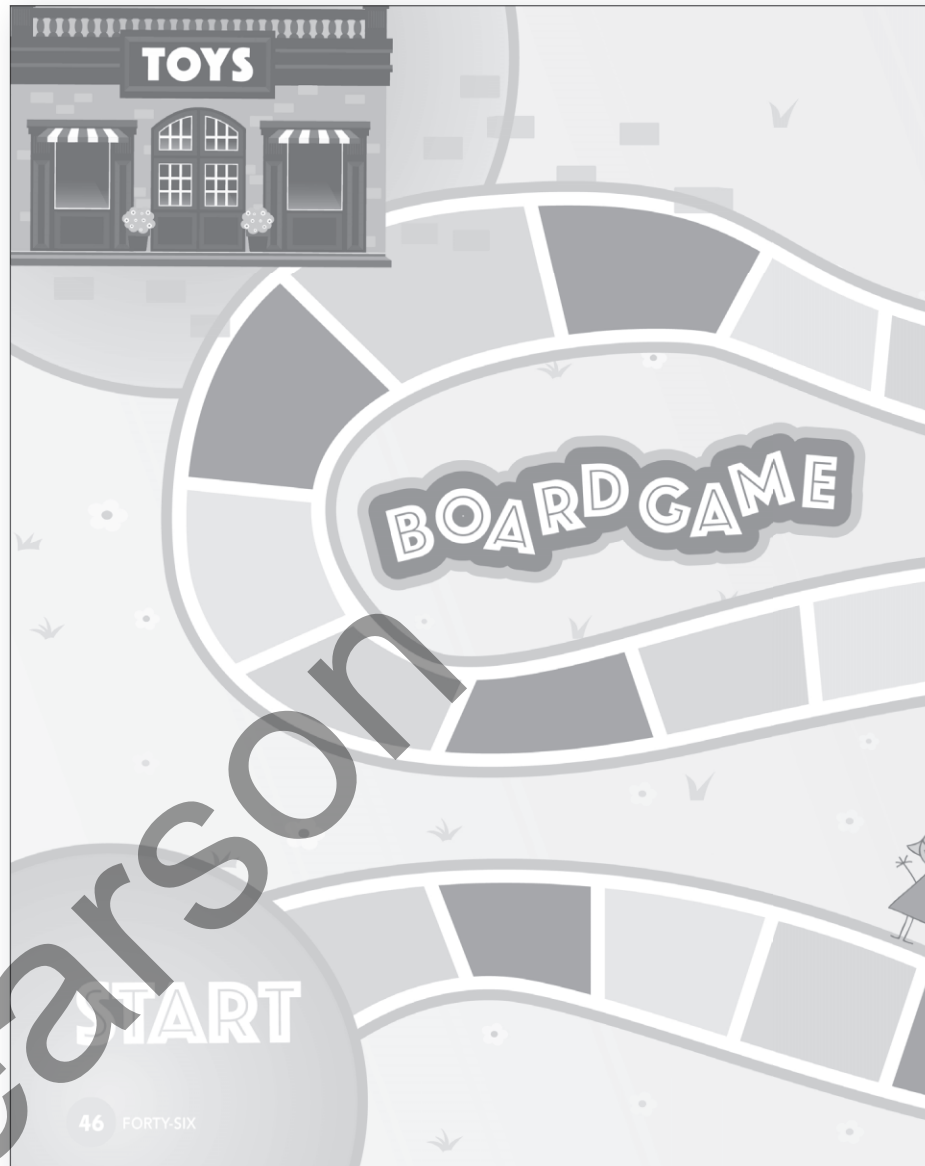
PROJECT WORK

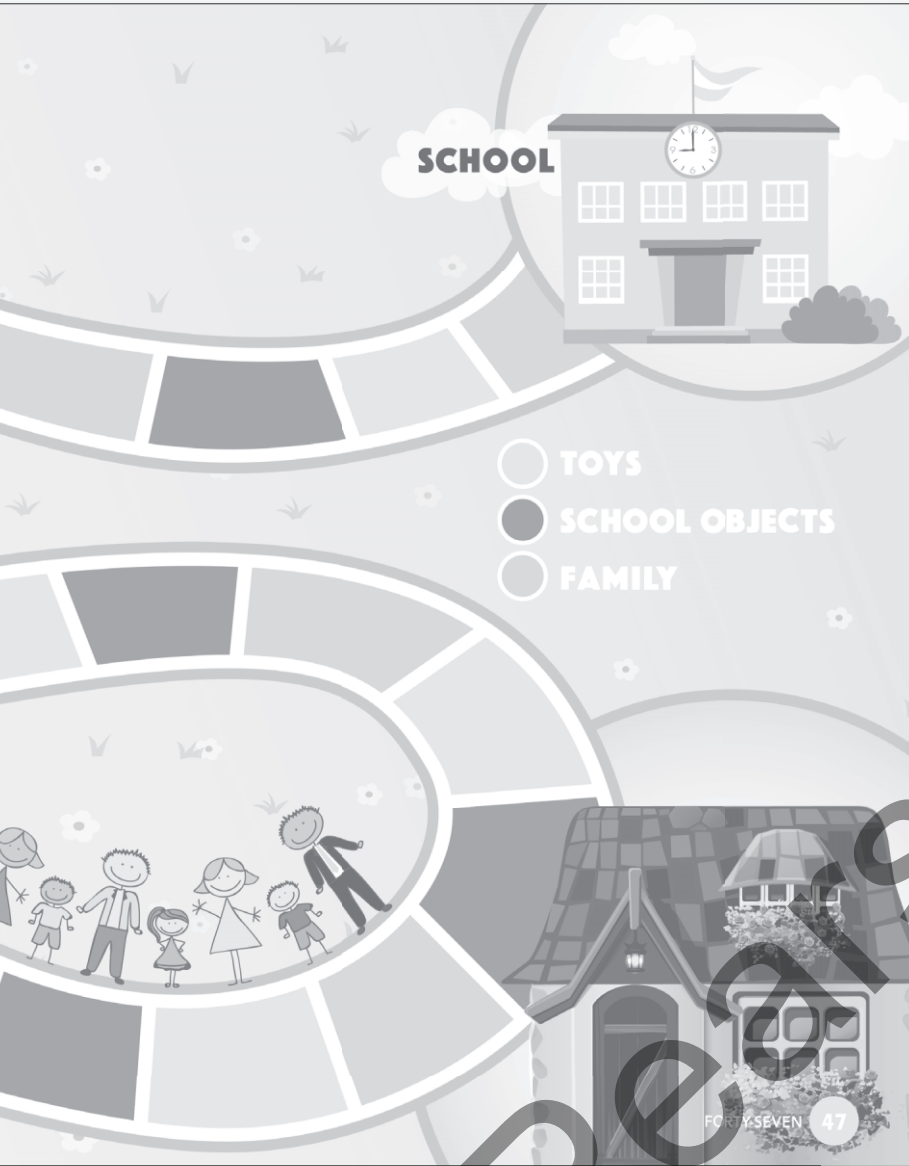
3 WRITE AND DRAW.

- ▶ Draw the children's attention to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Draw the children's attention to the frame and the text they will have to complete. Copy the gapped text on the board, stick Max's flashcard and complete it with the help of the children so as to provide a model text.
- ▶ Give the children some time to work on their own while you monitor their work. If you are short of time you can ask them to draw their family at home.

BOARD GAME 1

- Draw the children's attention to the board game on pages 46 and 47. 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 with the class as a whole and they have to make groups to play. Each group will need just one token.
- Elicit from them where they will start and where they will finish. Draw their attention to the colours of the boxes and the topic each colour refers to.
- The boxes are empty to allow for flexibility and give you the opportunity to have different degrees of difficulty in the game. When a group lands in a box, you show a flashcard from that vocabulary area as a reference for them to say the word. You can also play without the flashcards. In this case, the children say one of the words. Remind them they cannot repeat the words.
- The children could also play the second version of the game in small groups.





**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 or the Word Bank.

MY FAMILY

UNIT

3



1 READ AND WRITE.

**FATHER**

MOTHER

FATHER

**MOTHER****SISTER**

BROTHER

SISTER

**BROTHER****GRANDFATHER**

GRANDMOTHER

GRANDFATHER

**GRANDMOTHER**

2 FIND AND TICK.



- ☐ MUM
- ☐ DAD
- ☐ GRANDMA
- ☐ GRANDPA
- ☐ BROTHER
- ☐ SISTER
- ☐ COUSIN
- ☐ UNCLE
- ☐ AUNT



C	O	U	S	I	N	E	M	U	M	H	B
Y	H	N	J	B	R	O	T	H	E	R	E
D	A	D	F	G	B	R	D	S	C	B	V
C	X	S	X	G	R	A	N	D	P	A	B
G	R	A	N	D	M	A	R	G	T	H	B
Y	H	N	J	G	R	U	N	D	P	A	R
S	I	S	T	E	R	N	D	S	C	B	V
U	N	C	L	E	H	T	K	L	P	U	B

EIGHTY-ONE 81

UNIT
3

3 READ AND NUMBER.



THIS IS MY COUSIN, SIMÓN. **3**
 THIS IS MARÍA, MY SISTER. **1**
 THIS IS MY GRANDMA, VIVI. **5**
 THIS IS MY GRANDPA, OSCAR. **2**
 THIS IS JULIETA, MY MUM. **4**

4 LOOK, READ AND CIRCLE.



I'VE GOT A
~~GRANDFATHER~~
 GRANDMOTHER.



I'VE GOT A
 MOTHER / ~~FATHER~~



I'VE GOT A
~~GRANDMOTHER~~
 GRANDFATHER.

5 LISTEN AND TICK.

Track  84

One: *Who's that? It's my brother.*

Two: *Who's that? It's my mother.*

Three: *Who's that? It's my uncle.*

Four: *Who's that? It's my grandmother.*

MY PROGRESS CHECK

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


✓✓ = I can do it!


✓ = I can do it with some help.


✗ = I can't do it yet.


REFLECTION TIP!


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




5  LISTEN AND TICK.


1

☒


2

☒


3

☒

4

☒

6 READ AND TICK.


☒


☐


☐

MY FAMILY FAVOURITE

I'M FRED. THIS IS MY UNCLE, CHRISTIAN. I LOVE MY UNCLE! ♥

7 DRAW AND WRITE.


(Pupils' own answers)

MY FAMILY FAVOURITE

I'M

THIS IS MY

I LOVE MY



MY PROGRESS CHECK

I CAN TALK ABOUT MY FAMILY.

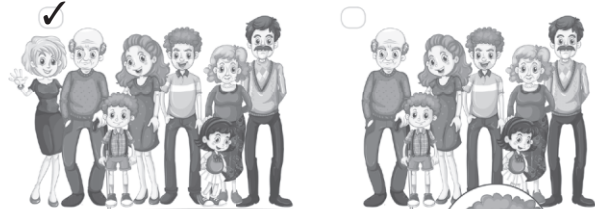
I CAN TALK ABOUT MY FAMILY FAVOURITE.

EIGHTY-THREE **83**

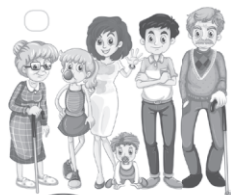
LET'S READ AND WRITE

WORKSHEET 5 - UNIT 3

1 READ, LOOK AND TICK.



HII I'M ANDY. MY FAMILY IS BIG. I'VE GOT A FATHER, A MOTHER AND A SISTER. I HAVEN'T GOT A BROTHER. I'VE GOT A GRANDMA AND A GRANDPA. I'VE GOT AN AUNT AND AN UNCLE. I LOVE MY FAMILY!



HELLO! MY NAME IS OLIVIA. LOOK AT MY FAMILY. I'VE GOT A MUM AND A DAD. I HAVEN'T GOT A SISTER BUT I'VE GOT A BABY BROTHER. I'VE GOT A GRANDMOTHER BUT I HAVEN'T GOT A GRANDFATHER. MY FAMILY IS SMALL.

94 NINETY-FOUR

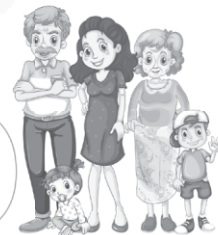
WORKSHEET 6 - UNIT 3

LET'S READ AND WRITE

1 LOOK, READ AND CIRCLE.



HELLO. MY NAME IS MARTIN.
I'VE GOT A FATHER / I'VE GOT A MOTHER
I'VE GOT A GRANDPA AND A GRANDMA.



2 LOOK AND WRITE.



THIS IS MY FAMILY.

- I'VE GOT A MOTHER (1)
I'VE GOT A SISTER (2)
I'VE GOT TWO BROTHERS (3)
I'VE GOT A GRANDMOTHER (4)
I HAVEN'T GOT A FATHER OR GRANDFATHER (5)



NINETY-FIVE 95



TEACHING TIP!

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

Unit 4

At the Farm

LINGUISTIC CONTENTS:

Farm animals. *I've got a (dog). Have you got (a cow)? Yes. No. This is my (cat). It is (big). It isn't (white).* (Metalinguistic reflection)

CLIL: Pets or not pets? (Natural Science)

Project work COOL KIDS: Taking care of animals. (Natural Science)

STARTING THE CLASS

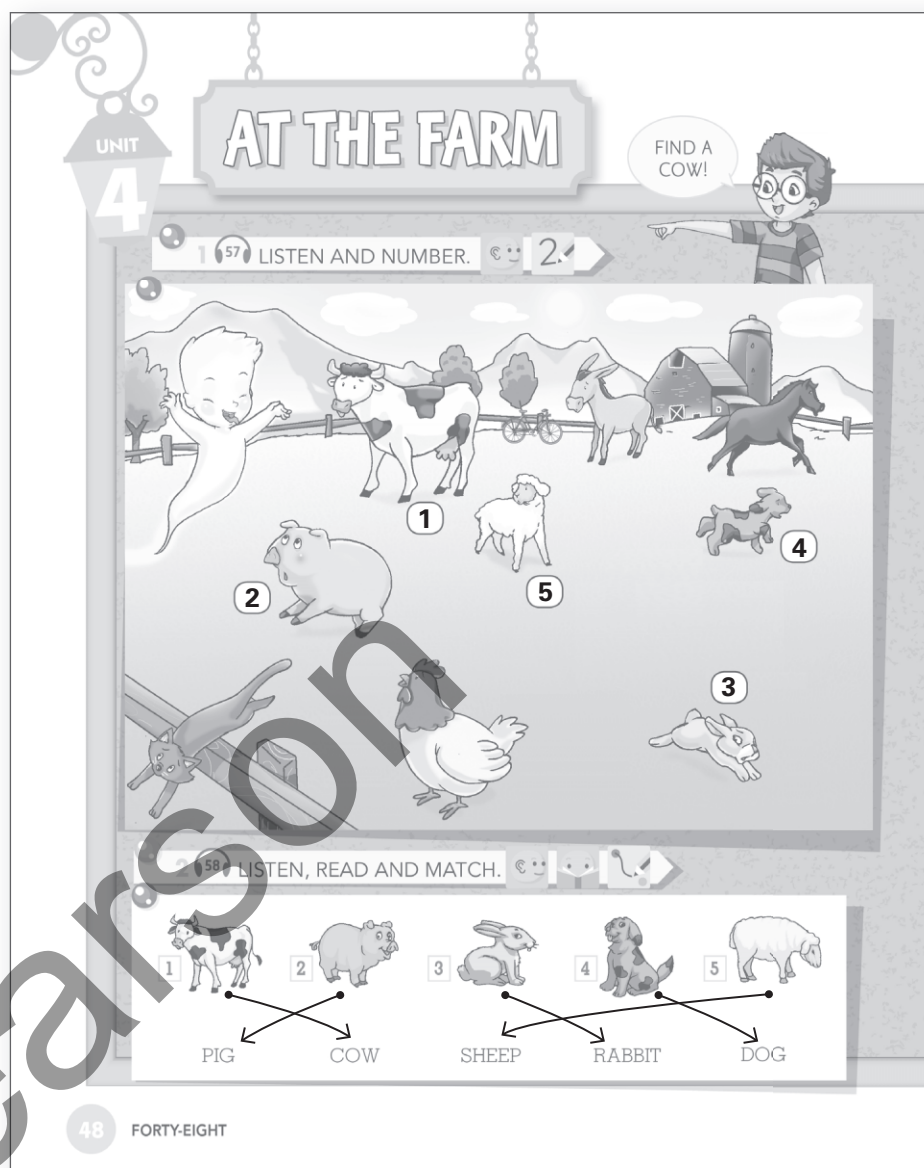
- Do the routine suggested in the Introduction.

INTRODUCING FARM ANIMALS

- Use the flashcards to introduce the first five farm animals. Play Funny Windows (see p. 14). As the children guess the animals, provide the English words: *Yes! It's a cow!* Stick the flashcard on the board and write the word above in block capital letters.
- After going over the five animals, remove the cards and stick them on the classroom walls wide apart. Finger read each animal word for the children to point to the right animal. Once they are confident enough, play Fast Pointers (see p. 13).
- Once the game is over ask the children to help you stick the flashcards back on the board to be used as a reference.
- Tell the children to open the book at page 48. Point to Max. Read the speech bubble together and give them some time to find a cow on page 48.

1 LISTEN AND NUMBER.

- ▶ Point to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Focus on Spooky. Elicit where he is and how the animals feel (he is at the farm and the animals are scared).
- ▶ Go over the animals and elicit them. Focus their attention on the boxes.
- ▶ Play the first item in the audio (Track 57), make a pause to give the children time to identify the cow and number it.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers: *What is number (1)? (Cow.)*



57 Track

Cow - pig - rabbit - dog - sheep

2 LISTEN, READ AND MATCH.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Play the first item in the audio (Track 58), make a pause to give the children time to identify the cow and do the matching.
- ▶ Play the rest of the audio making a pause after each item. Tell the children to match the animals and the words as they listen. Play it more than once if necessary.
- ▶ To check, invite one child at a time to the board to number the words as they are in the book.

58 Track

Cow - pig - rabbit - dog - sheep



INTRODUCING MORE FARM ANIMALS

- Go back to the picture on page 48. Show the other four animal flashcards and, as you name them, tell the children to find them in the picture: (Cat). *Where's the (cat)?*
- As you go over the four animals, stick the flashcards on the board next to the previous five animals and write their names above.
- Remove all the cards, shuffle them stick them back face down. Play memory game (option 3) with the class (see p. 13) with the new farm animals. Once the children are confident enough, play with all the animals.
- Once the game is over and all the flashcards have been matched to the words again, leave them on the board as a reference.
- Go to page 49. Point to the bat and find horses in the unit.

3 LISTEN AND NUMBER.

- Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.

- Play the first item in the audio (Track 59), make a pause to give time to identify the donkey and number it.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, ask about the numbers of the animals: *What is number (1)? (Donkey.)*

59 Track

donkey - horse - chicken - cat

BUILDING UP LITERACY ACTIVITY

- Divide the class in nine small groups. Assign an animal to each group, distribute slips of white construction paper and ask them to copy the name of the animal and draw it.
- Make a class display. Put it up in the Classroom Word Bank.

PLAY TIME!

4 LOOK AND GUESS!

- Point to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Challenge them to go over the magnifying glasses and guess the farm animals.
- Point to one of the magnifying glasses and ask: *What animal is it?*

MY FAVOURITE FARM ANIMAL

- Elicit from the children what they have to do in the frame by reading the title together. Assign a time limit for the children to complete the activity.
- When the children finish, invite them to come to the front and present their favourite farm animal: *My favourite farm animal is the (pig).*

FUN CRAFT: Animal masks

- Run copies of the templates on p. 139.
- Assign a time limit to cut and colour. If you are running short of time, ask them to finish it at home.
- Save the masks to be used later on to sing Old MacDonald on p. 52.



Page 84, activities 1 and 2 ► TB p. 88

FINISHING THE CLASS

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

STARTING THE CLASS

- Do the routine suggested in the Introduction.

5 READ AND MATCH. WRITE.

- Tell the children to open the book at page 50. Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the farm animals in each photo.
- Go over the first text, and elicit what information is important for them to identify the animal. Tell the children to underline the colours. Ask them what animal they have to write.
- Allow some time for the children to work on their own. Encourage them to underline the colours in the texts. Remind them they can use the Classroom Word Bank as a reference.
- Monitor as children work on their books.
- To check, go over the texts and elicit the animals.

6 LISTEN AND CIRCLE.

- Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the first sentence and focus on the options. Tell them to look at the animals in activity 5 and decide what the correct option should be.



TEACHING TIP!

Focus on the affirmative and negative form of *IS*.

- Listen to the first item in the audio (track 60) and check.
- Give the children some time to think about the options in the other sentences.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, invite one child at a time to read each sentence.



60 Track

One: The chicken isn't black.
Two: The dog is brown.
Three: The pig is pink.
Four: The cat isn't white.

UNIT 4

5 READ AND MATCH. WRITE.

	IT'S BLACK AND WHITE. IT'S A <u>COW</u>	
	IT'S BLACK AND ORANGE. IT'S A <u>CAT</u>	
	IT'S WHITE. IT'S A <u>SHEEP</u>	
	IT'S PINK. IT'S A <u>PIG</u>	
	IT'S BROWN AND YELLOW. IT'S A <u>CHICKEN</u>	
	IT'S BROWN. IT'S A <u>DOG</u>	

60 LISTEN AND CIRCLE.

1 THE CHICKEN IS / ISN'T BLACK.
2 THE DOG IS / ISN'T BROWN.
3 THE PIG IS / ISN'T PINK.
4 THE CAT IS / ISN'T WHITE.

50 FIFTY

7 LISTEN AND NUMBER.

- Point to activity 7. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the animals in the photos and their colours. Draw the children's attention to the bat's signpost and elicit the meaning of *BIG* and *SMALL*.
- Listen to the first item in the audio (track 61) and make a pause to give the children time to number the horse.
- Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- To check, ask about the numbers of the animals: *What is number (1)? (Horse.)*
- As a follow-up, you can tell the children to group all the farm animals into big and small. Discuss different alternatives for some of the animals (e.g. dog).

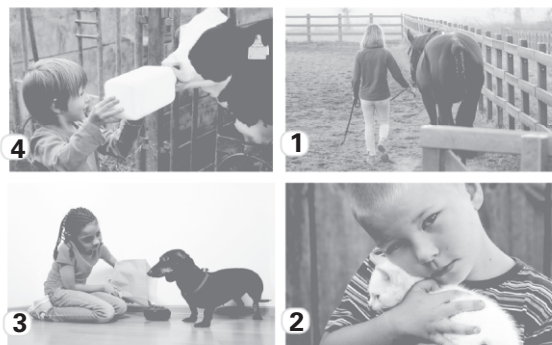


61 Track

One: The horse is big. It's brown.

7 LISTEN AND NUMBER.

2.



8 READ AND CIRCLE.



FIFTY-ONE 51

Two: The cat is small. It's white.
 Three: The dog is small. It's black.
 Four: The cow is big. It's black and white

8 READ AND CIRCLE.

- Point to activity 8. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the picture. Elicit the farm animals they can see there.
- Focus on the speech bubble and help children identify the options.
- Work on the first item together.

REFLECTION TIP!

In Spanish, ask them to justify their choice. They will have to base their choices on the image and explain why one of the options is incorrect.

- Allow some time for the children to work on their own with the rest of the text. Monitor as children work on their books.
- To check, read the text aloud pausing at the options so that they say what they are.
- As a follow-up, have a class vote to decide on the most popular farm animal. Go back to the text and reflect with the children what part of it can help them describe the animal. Write the description with their help. Once the text is finished, tell them to dictate it again while you copy it on poster paper. Put it up in the Classroom Word Bank. Alternatively, you can tell the children to write about their own favourite animal using the text on the board as a model.

Page 85, activities 3 and 4 ► TB p. 89

Page 96, activities 1 and 2 ► TB p. 91

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.

9 LISTEN AND CIRCLE. SING.

- Tell the children to open the book at page 52. Point to activity 9. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the picture and elicit the farm animals.
- Play the song (Track 62) and tell them to circle the two animals mentioned in the song.
- Play the song again, inviting the children to sing along (see suggestions for songs on p. 9) following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge the kids to sing the karaoke version (Track 63) using the masks to create a simple choreography.
- As a follow-up, you can invite the children to create new lines for the other animals in the picture. Be ready to provide the right onomatopoeias.

62 Track

Old MacDonald has a farm. EIEIO
And on his farm he has a dog. EIEIO
Bow-Wow here! Bow-Wow there!
Bow-Wow, Bow-Wow everywhere!
Old MacDonald has a farm. EIEIO
Old MacDonald has a farm. EIEIO
And on his farm he has a cow. EIEIO
Moo, Moo here! Moo - Moo there!
Moo, Moo, Moo, Moo everywhere!

63 Track

Karaoke version

UNIT 4

62 63 LISTEN AND CIRCLE. SING.

OLD MACDONALD HAS A FARM. E I E I O
AND ON HIS FARM HE HAS A DOG. E I E I O
BOW-WOW HERE. BOW-WOW THERE.
BOW-WOW, BOW-WOW EVERYWHERE.
OLD MACDONALD HAS A FARM. E I E I O

10 READ AND CIRCLE.

1 THIS IS MY FARM. YES NO
2 I'VE GOT FIVE COWS. YES NO
3 THE COWS ARE BIG. YES NO
4 I'VE GOT TWO PIGS. YES NO
5 THE PIGS ARE PINK. YES NO
6 THE CAT IS WHITE. YES NO
7 THE DOG IS SMALL. YES NO

52 FIFTY-TWO

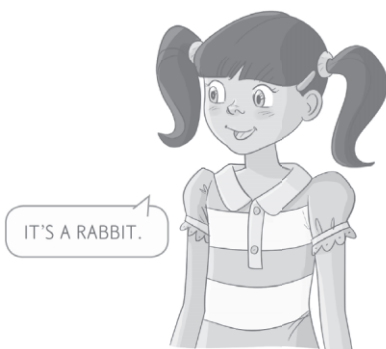
10 READ AND CIRCLE.

- Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the picture of the farm. Go over the animals there.
- Focus their attention on the speech bubble and read the first sentence all together. Ask them to look at the picture and decide if the sentence is correct or circle YES for correct and NO for incorrect. Ask them to be ready to justify their choices.
- Allow some time for the children to work on their own with the rest of the sentences. Monitor as children work on their books.
- To check, read the sentences aloud and ask the children to provide the answer, justifying their choice.

GUESS TIME

UNIT
4

11 64 LISTEN AND GUESS. PLAY.



FIFTY-THREE 53

WORD BANK ACTIVITY

Tell the children to open the book at page 103. Make an interactive colour dictation. Go over each animal, and ask the children about its colour: *Find the pig. What colour is it? Pink! OK. Colour the pig pink.* Once they have finished the colour dictation, ask children to label the pictures. Remind them they can use the Classroom Word Bank as a reference.



Page 97, activity 1 and page 98, activity 1 ► TB pp. 92-93

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.

GUESS TIME

► 11 LISTEN AND GUESS. PLAY.

- Tell the children to open the book at page 53. Draw their attention to activity 11. Show them the icons and elicit what they have to do.
- Tell the children to help the girl guess the animal. Listen to the audio (track 64) to check.
- Pair work game. The children play in pairs following the model dialogue between the girl and the wizard.

64 Track

Man: It's brown.

Girl: It's a rabbit.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

Wendy and Friends "A Trip to the Farm".

12 LOOK AND LISTEN.

- Tell the children to open the book at page 54. Elicit who they can see in the pictures, where they are, what the children are singing and what animals they can see.
- Point to activity 12. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Listen together to the story and elicit the problem with the donkey (Track 65).
- As a follow-up, ask the children in Spanish if they have ever ridden a horse or donkey and how they felt (scared, happy ...)

65 Track

Picture 1

Children: Old MacDonald has a farm. EIEIO
And on his farm he has a cow. EIEIO
Moo, Moo here! Moo, Moo there!
Moo, Moo Moo, Moo everywhere!
Old Macdonald has a farm. EIEIO
Man: Let's visit the farm!

Picture 2

Max: Look! What is it?

Patty: I don't know.

Picture 3

Max: Is it a horse?

Fred: No.

Picture 4

Fred: It's a donkey.

Max: Let's go!

Picture 5

Max: Come on! This is fun!

Picture 6

Patty: Look! It's Spooky!

Wendy: Hi, Spooky!

Picture 7

Max and Fred: Oh, no!



13 CHOOSE, CUT AND GLUE.

- Point to activity 13. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the empty frame on p. 55 and then direct them to p. 109. They cut and glue one of the endings on p. 55.
- 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: ANGRY DONKEY. OPTION 2: HAPPY DONKEY.** Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.



13 CHOOSE, CUT AND GLUE.



14 ACT OUT!



15 LOOK AND CIRCLE.



HORSE

PIG

CHICKEN

SHEEP

DONKEY

WHAT ANIMALS CAN YOU SEE?



FIFTY-FIVE 55

WB Page 86, activities 5 and 6 ► TB p. 90

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.

► 14 ACT OUT!

- Point to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Invite three volunteers to act out the story.
- Alternatively, the children can use the puppets (flashcards) to act out. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

► 15 LOOK AND CIRCLE.

- Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the question Spooky is asking. Read it and tell them to circle the farm animals in the story.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING PETS

- Draw a big Venn diagram with two sets and write **HOME** and **FARM** above each set. Ask the children to help you classify the animals according to the place they live in. Some of them can live in both places (e.g. *cat*, *dog*, *rabbit*, *pig*). Be ready to accept different answers depending on where the children live. Introduce the word *pet* for those that can live in a house.

1 IS IT A PET? LISTEN AND TICK.

- Draw the children's attention to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the photos and elicit the animals. Introduce the word *fish*.
- Play the first item in the audio (Track 66), make a pause to give the children time to identify the dog and write a tick. Play the rest of the audio following the same procedure. Be ready to accept different answers depending on where the children live.
- To check, go over each animal and listen to the children's options.

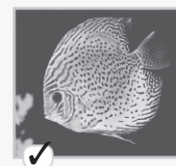
66 Track

Dog - cat - fish - pig - rabbit - cow - sheep



PETS OR NOT PETS?

1 IS IT A PET? LISTEN AND TICK.



2 READ AND WRITE.



MY NAME IS BEN.
THIS IS MY PET.
IT'S A **CAT**



MY NAME IS ANN.
THIS IS MY PET.
IT'S A **DOG**

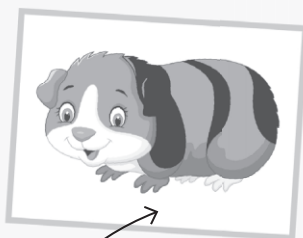
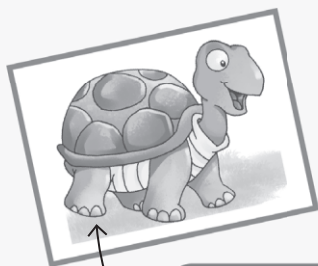
56 FIFTY-SIX

2 READ AND WRITE.

- Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the photos and elicit the pets.
- Give the children some time to work on their own. Remind them they can use the Classroom Word Bank as a reference.
- Monitor as children work on their books.
- To check, ask two children to read the texts aloud and focus on the answer. Write the answers on the board.
- As a follow-up, ask the children: *Have you got any pet? What is it?* You can keep a record of the pets in the class to see the most popular one.



3 READ AND MATCH.



IT'S BLACK, BROWN AND WHITE.
IT'S A SMALL RODENT. IT'S A PET.

IT'S A REPTILE. IT'S GREEN OR
BROWN. IT ISN'T BIG. IT'S NOT A PET.

IT'S NOT A PET. IT'S SMALL AND
BROWN. IT'S A REPTILE.



FIFTY-SEVEN 57

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.

3 READ AND MATCH.

- ▶ Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the pictures and elicit the animals. Provide the English words for the new animals (*TORTOISE*, *GUINEA PIG*, *LIZARD*, *BIRD*). Write the words on the board.
- ▶ Count the pictures and the texts together to help them notice there is an extra picture.
- ▶ Go over the first text, read it aloud and elicit what information is important for them to identify the animal. Tell the children to underline the colours, animal family (rodent) and type of animal (pet or not pet). Tell them to match the animal. Follow the same procedure with the other two texts.
- ▶ As a follow-up, you can ask the children to help you write the missing text on the board.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

1 LISTEN AND NUMBER.

- Write the words **ANIMAL CARE** on the board and explain the concept in Spanish. Brainstorm what pets need. As the children come up with different ideas, provide the English words for them and write on the board, for example: **FOOD, WATER, LOVE, A VET, etc.**
- Tell the children to open the book at page 58. Point to activity 1. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the photos, read the captions together and refer back to the ideas on the board.
- Play the first item in the audio (Track 67), make a pause to give the children time to identify the photo and check number 1.
- Play the rest of the audio making a pause after each item. Tell the children to number the photos as they listen. Play it more than once if necessary.
- To check, ask about the numbers in the photos: *What number is (food and water)? (Three.)*

67 Track

Pets need ...

1 Exercise

2 Vet care

3 Food and water

4 Love

COOL KIDS

TAKING CARE OF ANIMALS

1 67 LISTEN AND NUMBER. 2

3
FOOD AND WATER

2
VET CARE

1
EXERCISE

4
LOVE

2 LOOK AND WRITE. A

PROJECT WORK

ADOPT A PET

THIS IS MY NEW PET.

IT'S A (Pupils' own answers)

IT'S

58 FIFTY-EIGHT

PROJECT WORK

2 LOOK AND WRITE.

- Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the photo. In Spanish, discuss with the children about the importance of adopting cats and dogs. You can also make reference to Non-Governmental Organisations that take care of cats and dogs and even horses. Invite them to tell the class if they have ever adopted a cat or a dog and



TEACHING TIP!

Once their Project Work is checked, give out slips of paper for the children to make a final copy. They draw the pictures of the pets and copy the text above or below their drawings. Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

3 READ AND CIRCLE.



EXERCISE / DON'T EXERCISE
YOUR DOG.



PLAY / DON'T PLAY
WITH YOUR DOG.



3 **ABANDON** / **DON'T ABANDON**
YOUR DOG.



WASH / DON'T WASH
YOUR DOG.



5 **GIVE** / **DON'T GIVE**
SWEETS TO YOUR DOG.

FIFTY-NINE 59

3 READ AND CIRCLE.

- ▶ Draw the children's attention to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Go over the pictures and ask the children if the situations show good or poor care of the animals. To make yourself clear, use gestures (thumbs up and down) *Is this GOOD or POOR care?* They can answer showing their thumbs.
- ▶ Go over the first one together as an example. Read the options with the children and elicit the right option. Ask them to justify their choice.
- ▶ Give the children some time to work on their own while you monitor.
- ▶ To check, go over each item asking which is the correct option: *Exercise or don't exercise your dog?*

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.

refer to that experience.

- ▶ Read the gapped text all together and elicit what information is missing. Ask the children to complete it.
- ▶ To check, ask one child to read the text aloud and write the phrases on the board.
- ▶ For their Project Work, children can use the text as a model text. They can write about the pet they would like to adopt.
- ▶ Give the children some time to work on their own while you monitor their work. If you are short of time you can ask them to draw their pet.


**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 or the Word Bank.




AT THE FARM


1 READ AND WRITE YES OR NO.




IT'S A HORSE. **YES**




IT'S A COW. **NO**




IT'S A DONKEY. **YES**



IT'S A CAT. **NO**

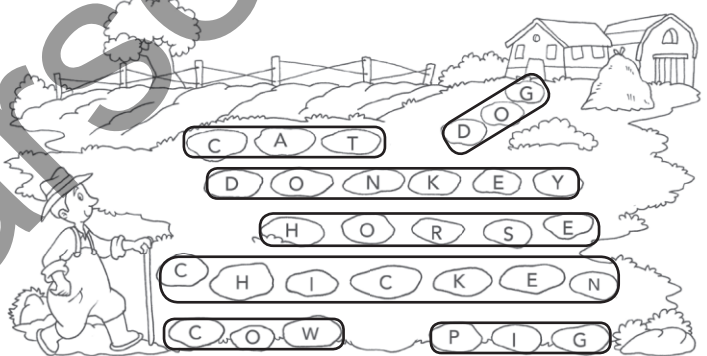


IT'S A PIG. **YES**



IT'S A CHICKEN. **YES**

2 FIND AND CIRCLE.



84
EIGHTY-FOUR

3 READ AND CIRCLE.



IT IS A COW / DONKEY.
IT **IS** / **ISN'T** A HORSE.
IT'S **BIG** / **SMALL**. IT'S WHITE
AND **PINK** / **WHITE** AND **BLACK**.



IT'S A SHEEP / RABBIT.
IT **IS** / **ISN'T** A DOG.
IT'S **BIG** / **SMALL**.
IT'S **WHITE** / **BROWN**.

4 LISTEN, TICK AND COLOUR.



<p>1 (brown)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>2 (blue and green)</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>3 (yellow and orange)</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>4 (black)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>

EIGHTY-FIVE 85

4 LISTEN, TICK AND COLOUR.

Track 85

One: What is it? It's a horse. What colour is it? It's brown.

Two: What is it? It's a schoolbag. What colour is it? It's blue and green.

Three: What is it? It's a ball. What colour is it? It's yellow and orange.

Four: What is it? It's a dog. What colour is it? It's black.

MY PROGRESS CHECK

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

• Give them a scale to evaluate each item:


✓✓ = I can do it!

✓ = I can do it with some help.

✗ = I can't do it yet.


REFLECTION TIP!

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




UNIT 4

5 READ AND TICK.



✓



MY FAVOURITE ANIMAL
 HELLO! I'M MATÍAS, FRED'S UNCLE. THIS IS MY FARM.
 THIS IS MY FAVOURITE ANIMAL. IT'S MY HORSE. IT'S
 BIG AND BLACK. MY HORSE IS FANTASTIC!

6 DRAW AND WRITE.

(Pupils' own answers)


HELLO! I'M

THIS IS MY FAVOURITE ANIMAL.

IT'S A

IT'S

IT'S FANTASTIC!



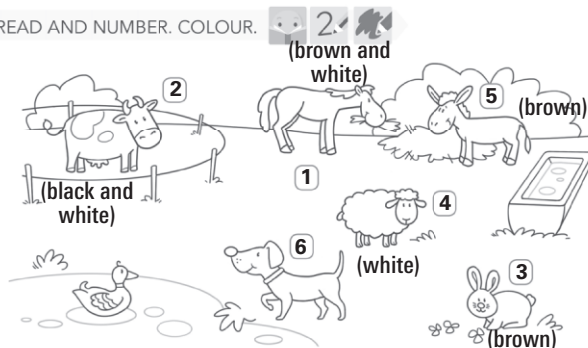
MY PROGRESS CHECK
 I CAN TALK ABOUT PETS AND FARM ANIMALS.
 I CAN DESCRIBE MY FAVOURITE PET OR FARM ANIMAL.

86 EIGHTY-SIX

LET'S READ AND WRITE

WORKSHEET 7 - UNIT 4

1 READ AND NUMBER. COLOUR.



- 1 IT'S A HORSE. IT'S BROWN AND WHITE.
- 2 IT'S A COW. IT'S BLACK AND WHITE.
- 3 IT'S A RABBIT. IT'S BROWN.
- 4 IT'S A SHEEP. IT'S WHITE.
- 5 IT'S A DONKEY. IT'S BROWN.
- 6 IT'S A DOG. IT'S (colour).

2 LOOK, READ AND WRITE.

IT ISN'T A HORSE.
 IT IS A PIG.
 IT ISN'T SMALL.
 IT ISN'T YELLOW.
 IT IS PINK.



TEACHING TIP!

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

WORKSHEET 8 - UNIT 4

LET'S READ
AND WRITE

1 LOOK, READ AND CIRCLE YES OR NO.



1 I'VE GOT TWO RABBITS.

☒ YES ☐ NO

2 THE COW IS SMALL.

☐ YES ☒ NO

3 I HAVEN'T GOT A DOG.

☐ YES ☒ NO

4 THE HORSE IS BIG.

☒ YES ☐ NO

5 I'VE GOT FIVE CHICKENS.

☐ YES ☒ NO

6 I HAVEN'T GOT A CAT.

☒ YES ☐ NO

LET'S READ
AND WRITE

WORKSHEET 9 - UNIT 4

1 DRAW AND WRITE.  A.



THIS IS MY FARM.

I'VE GOT _____.

IT'S _____.

I HAVEN'T GOT A _____.

I'VE GOT A _____.

IT ISN'T _____.

(Pupils' own
answers)



Unit 5

My Favourite Food

LINGUISTIC CONTENTS:

Food and drink. *I like (fruit). I don't like (meat). I'm hungry / thirsty. Do you like (fish)? Yes. / No. My favourite food is ...* (Metalinguistic reflection)

CLIL: A healthy diet. (Natural Science)

Project work COOL KIDS: Good manners at the table. (Citizenship)

STARTING THE CLASS

- Do the routine suggested in the Introduction.

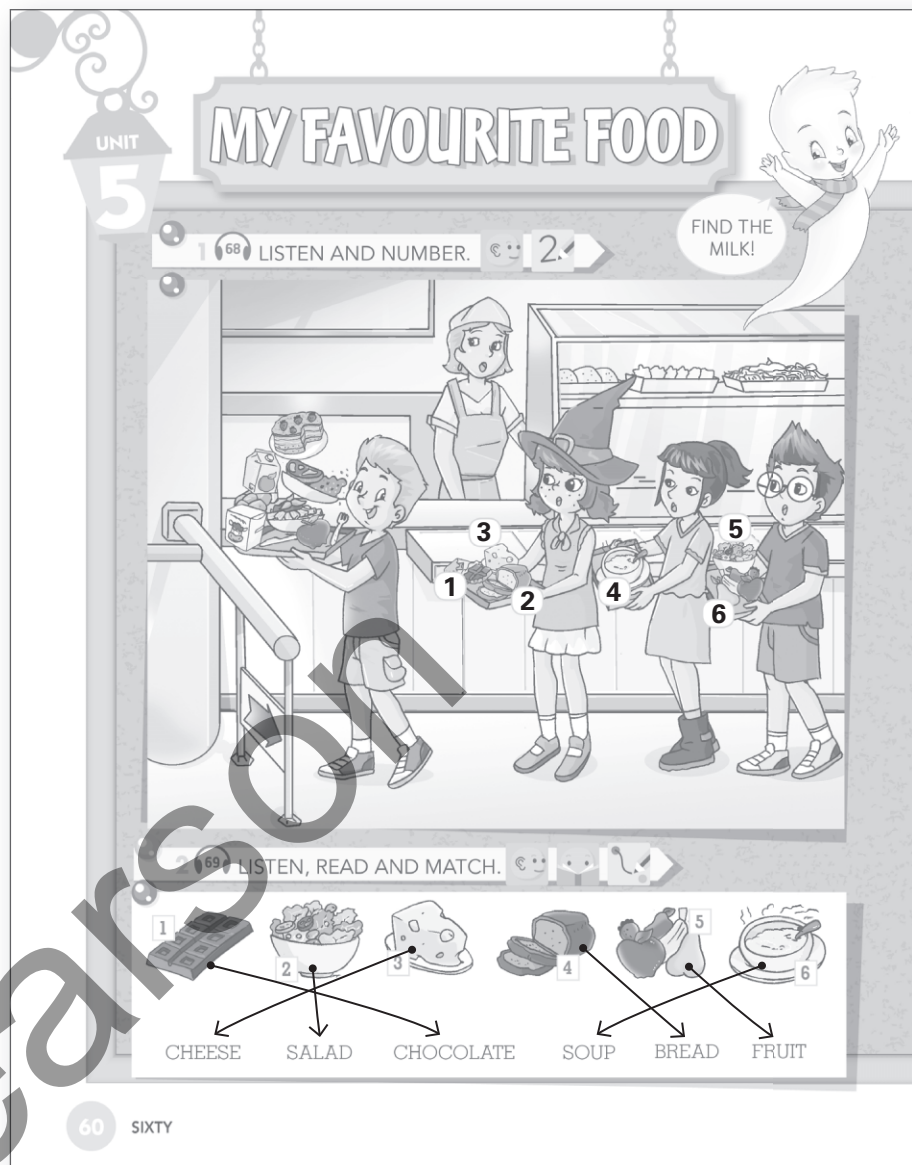
INTRODUCING FOOD ITEMS

• Brainstorm what their favourite food items are. Write **MY FAVOURITE FOOD** on the board. The children will say the words in Spanish and you can provide the English for them. Make sure **BREAD, CHEESE, CHOCOLATE, SALAD, FRUIT** and **SOUP** are on the board. You can interact with the children. Ask: *Do you like (chocolate)?* Use gestures and interjections like *Yummy! Yuck! Mmmm, delicious!*

- Pick up the seven **FOOD** flashcards, shuffle them and show one flashcard at a time for the children to find that food item written on the board. Stick the flashcards next to the correct word. Now you can erase the rest of the words.
- After going over the seven food items, mix them and stick them back face down to play memory game (option 3, see p. 13).
- Once the game is over, leave them on the board as a reference.

1 LISTEN AND NUMBER.

- ▶ Tell the children to open the book at page 60. Point to activity 1. Show them the icons and elicit what they have to do.
- ▶ Focus on the characters. Elicit where they are and what they are doing. If the children have lunch at school, talk about the similarities and differences between the two cafeterias.
- ▶ Point to Wendy, Patty and Max and elicit the food on their trays.
- ▶ Play the first item in the audio (Track 68), make a pause to give the children time to identify chocolate and number it.
- ▶ Play the rest of the audio making a pause after each item.
- ▶ To check, ask about the numbers: *What is number (1)? (Chocolate).*



68 Track

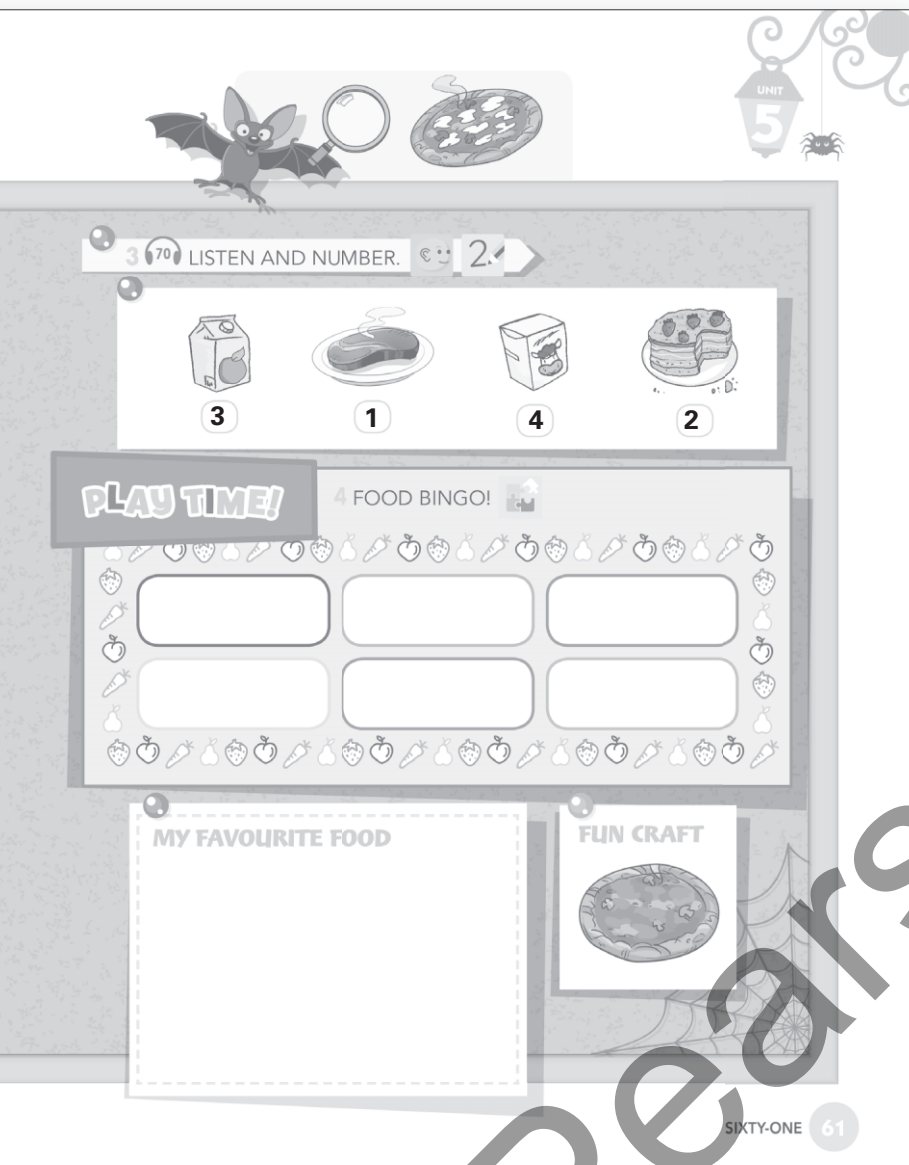
chocolate - bread - cheese - soup - salad - fruit

2 LISTEN, READ AND MATCH.

- ▶ Point to activity 2. Show them the icons and elicit what they have to do.
- ▶ Play the first item in the audio (Track 69), make a pause to give the children time to identify the chocolate and do the matching.
- ▶ Play the rest of the audio making a pause after each item. Tell the children to match the food items and the words as they listen.
- ▶ To check, invite one child at a time to the board to number the words as they are in the book.

69 Track

chocolate - salad - cheese - bread - fruit - soup



INTRODUCING MORE FOOD ITEMS

- Go back to page 60. Point to Fred's tray, show the other four **FOOD** item flashcards and, as you name them, tell the children to find them in the picture: (*Milk*). *Where's the (milk)?*
- As you go over the four food items, stick the flashcards on the board next to the previous six food items and write their names above.
- Remove the new cards and distribute them to 4 children who will keep them secret. Play memory game (option 2) with the class (see p. 13). Then you can play with all the food items.
- Once the game is over, ask the children to help you match the flashcards back to the words.
- Point to Spooky. Read the speech bubble together and give them some time to find the milk on pages 60 and 61.
- Go to page 61. Point to the bat and find and count all the pizzas in the unit.

3 LISTEN AND NUMBER.

- ▶ Point to activity 3. Show them the icons and elicit what they have to do.

- ▶ Play the first item in the audio (Track 70), make a pause to give them time to identify the meat and number it.
- ▶ Play the rest of the audio making a pause after each item. Play it more than once if necessary.
- ▶ To check, ask about the numbers of the animals: *What is number (1)? (Meat).*

70 Track

meat - cake - juice - milk

BUILDING UP LITERACY ACTIVITY

- Divide the class in nine small groups. Assign an animal to each group, distribute slips of white construction paper and ask them to copy the name of the animal and draw it.
- Make a class display.

PLAY TIME!

4 FOOD BINGO!

- ▶ Point to activity 4. Show them the icons and elicit what they have to do.
- ▶ Tell them to choose six out of the ten food items and write the word in the box.



TEACHING TIP!

Continue the game to have three winners. You can draw a simple podium on the board to keep record of their names.

MY FAVOURITE FOOD

- Elicit from the children what they have to do in the frame by reading the title together. Assign a time limit for the children to complete the activity.
- When the children finish, invite them to come to the front and present their favourite food: *My favourite food is (soup).*

FUN CRAFT: Animal masks

- Run copies of the templates on pp. 139, 140, 141, 142.
- Assign a time limit to cut and colour. If you are short of time, ask them to finish it at home.



Page 87, activities 1 and 2 ▶ TB p. 108

FINISHING THE CLASS

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

STARTING THE CLASS

- Do the routine suggested in the Introduction.

5 READ AND MATCH. WRITE.

- Tell the children to open the book at page 62. Point to activity 5. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the food items in each photo and tell them that the words in the fridge are scrambled.
- Go over the first word, and elicit what it is and where they should write the unscrambled word.
- Allow some time for the children to work on their own. Remind them they can use the Classroom Word Bank as a reference.
- Monitor as children work on their books.
- To check, go over the photos and invite a child at a time to write the words on the board.

6 LISTEN. MATCH AND SAY.

- Draw a fridge and a cupboard on each side of the board, write the words **FRIDGE** and **CUPBOARD** above. Discuss what food is kept in each. Allow for different alternatives.
- Show the children the *milk* and *bread* flashcards and ask: *What is in the fridge? What is in the cupboard?* Play the audio (track 71) and invite one child to stick the flashcards in the right place.
- Go to page 62. Point to activity 6. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Read the speech bubble together to check the matching.
- Allow some time for the children to match the rest of the items. Monitor as they work on their books.
- To check, ask: *What is in the fridge / cupboard?* The children can dictate the items or you can invite them to stick the flashcards in the corresponding side of the board.



Track

The milk is in the fridge. The bread is in the cupboard.

7 LISTEN AND TICK. SING.

- Go to page 63. Point to activity 7. Show them the icons and elicit what they have to do. Ask

UNIT 5

5 READ AND MATCH. WRITE.

1 CAKE

2 JUICE

3 SOUP

4 MILK

5 MEAT

6 FRUIT

6 LISTEN. MATCH AND SAY.

WHAT IS IN THE FRIDGE?

THE MILK IS IN THE FRIDGE. THE BREAD IS IN THE CUPBOARD.

WHAT IS IN THE CUPBOARD?

62 SIXTY-TWO

the children to find the instructions in the icons display in the English Corner.

- Point to the pets and their feelings. Elicit *THIRSTY* and *HUNGRY* and write the words on the board. Use gestures and interjections to make the meaning clear.
- Play the song (Track 72) and tell them to tick the animal in the song.
- Play the song again. Invite the children to sing along (see p. 9) following the lyrics in the book.
- Once the children feel confident enough with the song, you can challenge them to sing the karaoke version (Track 73).

Track

I'm hungry, very hungry. Yes, I am. (x2)
I'm hungry, very hungry. (x 2)
I'm hungry, very hungry. Yes, I am.

Track

Karaoke version

8 SING.

- Point to activity 8. Show them the icons and elicit what they

7 72 73 LISTEN AND TICK. SING.



8 74 SING.



9 75 LISTEN AND TICK.



SIXTY-THREE 63

have to do. Ask the children to find the instructions in the icons display in the English Corner.

- Point to the picture and ask: *Is he hungry or thirsty?* Use gestures and interjections to make the meaning clear.
- Play the audio (Track 74). Invite the children to sing along (see p. 9) following the lyrics in the book.

74 Track

Karaoke version

INTRODUCING I LIKE / I DON'T LIKE

- Make a class survey. Draw a chart, stick the *FOOD* and *DRINK* flashcards in the top row and draw two rows below, one with a happy face with the phrase *I LIKE ...* and the other with an angry face with the phrase *I DON'T LIKE ...*
- Introduce each food item at a time: (Fruit). *I like (fruit). Yummy!* (Soup). *I don't like (soup). Yuck!* Ask the children about their likes: *Do you like (cake)?* Invite some of them to give their opinions before the class votes. Point to the phrases in the chart to help

them. Then, tell the class to raise their hands for *YES* and count them out and how many don't like it. At the end, conclude on the most popular food.

REFLECTION TIP!

Point to the bat's signpost on page 63. Invite one of the children to read the speech bubbles and elicit the meaning of *I LIKE / I DON'T LIKE*: ¿El nene está hablando de lo que tiene o de lo que le gusta? ¿En qué parte de la oración indica que le gusta? ¿La nena está hablando de lo que le gusta o de lo que no le gusta? ¿En qué parte de la oración dice que NO le gusta? Invite the children to circle these words in the speech bubbles.

- Write a collaborative text on the board about one child's likes and dislikes. Then, tell the children to dictate to you the text while you copy it on poster paper. Put it up in the Classroom Word Bank. *I'm ... I like ... I don't like ...*

9 LISTEN AND TICK.

- Point to activity 7. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the food items in the pictures.
- Listen to the first speaker in the audio (track 75) and make a pause to give the children time to tick the correct option.
- Play the rest of the audio making a pause after each speaker. Play it more than once if necessary.
- To check, ask about each speaker: *Number 1, I like fish or I don't like fish?*

75 Track

One: *I don't like fish.*
Two: *I like fruit.*
Three: *I like ice cream.*
Four: *I don't like cheese.*
Five: *I like pizza.*

WB Page 88, activity 3 ► TB p. 109

LR & W Page 99, activities 1 and 2 ► TB p. 111

FINISHING THE CLASS

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

STARTING THE CLASS

- Do the routine suggested in the Introduction.

10 LOOK AND WRITE.

- Tell the children to open the book at page 64. Point to activity 10. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the food in each picture and whether the children like or don't like it.
- Go over the first picture and check the example.
- Allow some time for the children to work on their own. Remind them they can use the Classroom Word Bank as a reference.



TEACHING TIP!

Draw the children's attention to the fact that some sentences have the first word already written, but the last two have to be written completely by them.

- Monitor as children work on their books.
- To check, go over each picture and invite one of the children to read the sentence.

11 LISTEN AND DRAW.

- Point to activity 11. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Elicit the food items next to each child. Remind them that the happy faces refer to the food they like and the angry faces refer to the food they don't like.
- Play the audio (track 76) making a pause after each sentence to give the children time to draw the faces. Play it more than once if necessary.
- To check, go over each food item and elicit the answer, e.g. *I don't like sweets.*

UNIT 5

10 LOOK AND WRITE.

1 I LIKE FRUIT.

2 I DON'T LIKE FISH.

3 I LIKE ICE CREAM

4 I DON'T LIKE CHEESE

5 I DON'T LIKE SWEETS

6 I LIKE SALAD

11 76 LISTEN AND DRAW.

64 SIXTY-FOUR

76 Track

Hi, my name's David. I don't like sweets. I like fruit. I like bread but I don't like fish.

Hello! I'm Helen. I like salad and cheese. I don't like chocolate but I like cake.

GUESS TIME

UNIT
5

12 77 LISTEN AND GUESS. PLAY!



SIXTY-FIVE 65

WORD BANK ACTIVITY

• Tell the children to open the book at page 103. Make an interactive colour dictation. Go over each food item, and ask the children about its colour: *Find the cake. Let's choose a colour for the cake. What colour is it? White and red! OK.* Colour the cake white and red. Once they have finished the colour dictation, ask children to label the pictures. Remind them they can use the Classroom Word Bank as a reference.



Page 88, activity 4 ► TB p. 109



Page 100, activities 1 and 2 ► TB p. 112

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.

GUESS TIME

► 12 LISTEN AND GUESS. PLAY!

- Tell the children to open the book at page 65. Draw their attention to activity 12. Show them the icons and elicit what they have to do.
- Tell the children to help the wizard guess what the boy's favourite food is. Listen to the audio (track 77) to check.
- Pairwork game. The children play in pairs following the model dialogue between the boy and the wizard. Tell the children they will have three chances to guess.

77 Track

Man: Do you like fish?

Boy: No.

Man: Do you like soup?

Boy: Yes.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

Wendy and Friends "Time for Lunch"

13 LOOK AND LISTEN.

- Tell the children to open the book at page 66. Elicit who they can see in the pictures, where they are and how they are feeling.
- Point to activity 13. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Listen together to the story and elicit the problem with the waiter (Track 78).
- As a follow-up, ask the children in Spanish if they like pizza and what their favourite pizza toppings are.

78 Track

Picture 1

Max: I'm hungry!

Fred: Me, too!

Picture 2

Max: Do you like pizza?

Fred: Yes.

Picture 3

Patty: Do you like fish?

Wendy: No.

Picture 4

Max: Two pizzas, please.

Wendy: And two salads, please.

Picture 5

Patty: Hi, Spooky!

Spooky: I'm hungry, too!

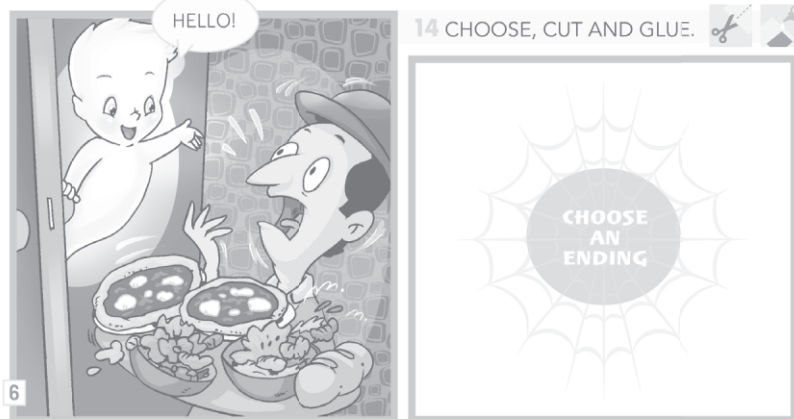
Picture 6

Spooky: Hello!



14 CHOOSE, CUT AND GLUE.

- Point to activity 14. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Point to the empty frame on p. 67 and then direct them to p. 109. They cut and glue one of the endings on p. 67.
- 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: CHILDREN EATING PIZZA.** **OPTION 2: OUCH! PIZZA ON THE FLOOR.** Ask the children to put up their hands for the options they have chosen. Count all together and write the numbers below the options.



15 ACT OUT!



16 LOOK AND CIRCLE.



PIZZA

SALAD

BREAD

CHEESE

CAKE

 WHAT
FOOD CAN
YOU SEE?


SIXTY-SEVEN 67

16 LOOK AND CIRCLE.

- Point to activity 16. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus on the question Spooky is asking. Read it and tell them to circle the food items in the story.



Page 89, activities 5 and 6 ► TB p. 110



Page 101, activities 1 and 2 ► TB p. 113

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.

15 ACT OUT!

- Point to activity 15. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Invite five volunteers to act out the story.
- Alternatively, the children can use the puppets (flashcards) to act out. Encourage them to imitate the pronunciation and intonation, to mimic voices, use gestures, etc.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING HEALTHY DIET

- Ask the children what they eat at home. Provide the English words and write the words on the board as they tell you. Try and include items such as **CHIPS - HAMBURGER - CHICKEN - CRISPS - TOMATOES - OLIVES - VEGETABLES - YOGHURT**. Write the phrases **HEALTHY FOOD / NOT HEALTHY FOOD** on the board and in Spanish ask them to classify the food items. Write **H** for **HEALTHY** and **NH** for **NOT HEALTHY** next to each item.

1 IS IT A HEALTHY? LISTEN AND TICK.

- Draw the children's attention to activity 1. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the photos and elicit the food.
- Play the first item in the audio (Track 79), make a pause to give the children time to write a tick in the healthy food item (*salad*). Play the rest of the audio following the same procedure.
- To check, go over each food item and ask: *Chips, healthy or not healthy?*

79 Track

One: chips - salad

Two: ice cream - yoghurt

Three: fruit - sweets

Four: cheese - hamburger


2 READ AND CIRCLE.

- Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the pictures and the words. Tell the children to circle the *healthy food*.
- Give the children some time to work on their own and monitor while they work.
- To check, go over each item and ask the children if it is healthy or not. Be ready to accept different answers, depending on the children's diet or culture.

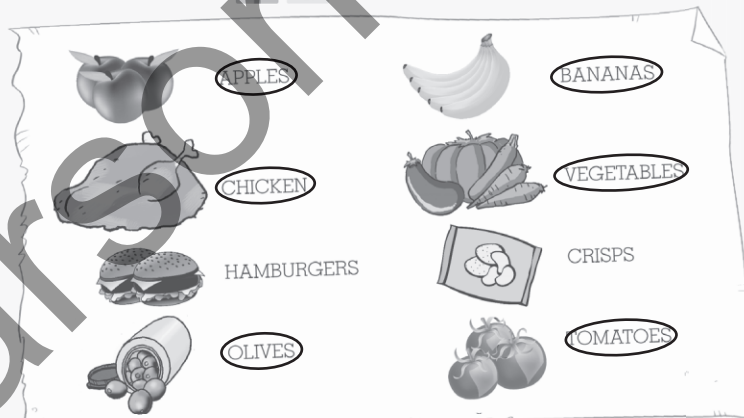


A HEALTHY DIET

1 79 IS IT HEALTHY? LISTEN AND TICK.

 <input type="checkbox"/> CHIPS	 <input checked="" type="checkbox"/> SALAD	 <input type="checkbox"/> ICE-CREAM	 <input checked="" type="checkbox"/> YOGHURT
 <input checked="" type="checkbox"/> FRUIT	 <input type="checkbox"/> SWEETS	 <input checked="" type="checkbox"/> CHEESE	 <input type="checkbox"/> HAMBURGER

2 READ AND CIRCLE.



68 SIXTY-EIGHT

3 READ AND MATCH.

- Point to activity 3. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the pictures and elicit the food items.
- Count the pictures and the speech bubbles together to help them notice there is an extra picture.
- Go over the first text, read it aloud and elicit what information is important for them to identify the correct box. Tell the children to underline the food items and *like / don't like*. Tell them to match the first text to the correct box.
- Give the children some time to work on their own on the second text and monitor while they work.
- To check, read the text together and point to the correct box.
- As a follow-up, you can ask the children to help you write the missing text collaboratively on the board.



3 READ AND MATCH.



HI! MY NAME IS SANTIAGO. I LIKE VEGETABLES AND YOGHURT, BUT I DON'T LIKE CHEESE. MY FAVOURITE FRUIT IS PEARS. YUMMY PEARS!

HELLO! I'M CECILIA. I DON'T LIKE BANANAS, BUT I LIKE APPLES AND ORANGES. MY FAVOURITE FOOD IS FISH. FISH IS GREAT!

4 DRAW AND WRITE.



THE HEALTHY FOOD I LIKE

I LIKE PEARS AND APPLES, BUT I DON'T LIKE BANANAS.



HI!
 I LIKE (Pupils' own answers)
 AND
 BUT
 MY FAVOURITE

SIXTY-NINE 69

4 DRAW AND WRITE.

- ▶ Draw the children's attention to activity 4. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- ▶ Draw the children's attention to the frame and the text they will have to complete. Point to the bat and remind them of the use of **AND** and **BUT**.
- ▶ Copy the gapped text on the board and complete it with your information with the help of the children so as to provide a model text.
- ▶ Give the children some time to work on their own while you monitor their work. If you are short of time, you can ask them to draw at home.

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.

REFLECTION TIP!

Draw the children's attention to the words **AND** and **BUT** in the texts and tell them to circle them using two different colours. Elicit their meaning by reading together the sentences where they are used, asking them if they are used to add information or to contrast information: *¿Se usan para sumar dos cosas que nos gustan o para contrastar lo que nos gusta y lo que no nos gusta?* You can elicit the Spanish equivalents. Encourage the children to use them to link ideas in the collaborative text. If they find it hard, you can focus their attention on two sentences and prompt the use of the linkers.

STARTING THE CLASS

- Do the routine suggested in the Introduction.

INTRODUCING GOOD MANNERS AT THE TABLE

- In Spanish, ask the children if it is important to have good manners at the table. Brainstorm with them what those good manners or bad manners are. Provide the English for them and write the ideas on the board, e.g. *No toys. Eat with your mouth closed. Don't play with the food.* etc.
- Tell the children to open the book at page 70, go over the pictures and see if they coincide with the ideas brainstormed.

1 READ. TICK OR CROSS?

- Point to activity 1. Show them the icon and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Go over the picture together and refer back to the ideas on the board.
- Read the speech bubble together and tell them to draw a tick for the good manners and to draw a cross for the bad manners in the boxes next to the children.
- Give the children some time to work on their own while you monitor their work.
- To check, go over the children at the table one at a time and ask about the numbers in the photos: *Good manners or bad manners? Good / Bad.*



GOOD MANNERS AT THE TABLE



USE A NAPKIN.



NO ELBOWS.



NO TOYS.



EAT WITH YOUR MOUTH CLOSED.

1 READ.  TICK (✓) OR CROSS (X)?



70 SEVENTY



WHO HAS GOT GOOD MANNERS?

2 LISTEN AND WRITE. SING.

- Tell the children to open the book at page 71. Point to activity 2. Show them the icons and elicit what they have to do. Ask the children to find the instructions in the icons display in the English Corner.
- Focus the children's attention on the photos and elicit the situations. Draw their attention to the phrases above and ask them if they recognise them. Elicit situations of use.
- Play the song (Track 80) and tell them to identify the photos (they can number them as they listen). Then, they write the corresponding phrases.
- Play the song again, inviting the children to sing along (see p. 9) following the lyrics in the book.



2 LISTEN AND WRITE. SING.

THANK YOU!

PLEASE.

EXCUSE ME.



EXCUSE ME.



THANK YOU!



PLEASE.

GOOD MANNERS ARE ALWAYS IMPORTANT!

I SAY, 'THANK YOU'. I SAY, 'PLEASE.'
I SAY, 'EXCUSE ME', WHEN I SNEEZE.

3 GOOD MANNERS ARE IMPORTANT!
WRITE YOUR GOOD MANNERS POSTER.

PROJECT WORK



SEVENTY-ONE 71

80 Track

I say, 'Thank you'.
I say, 'Please.'
I say, 'Excuse me',
When I sneeze. ATCHOO!
(x 2)

PROJECT WORK

3 GOOD MANNERS ARE IMPORTANT! WRITE YOUR GOOD MANNERS POSTER.

- ▶ Point to activity 3. Focus on the frame and the instructions. In Spanish, discuss with the children about the importance of having good manners.
- ▶ The children can make the poster with good manners in the classroom or, if they have breakfast, lunch or a snack at school, they can include good manners at the table.
- ▶ For their Project Work, children can use the ideas brainstormed on the board or their own books as reference.
- ▶ Give the children some time to work on their own while you monitor their work.



TEACHING TIP!

Once their Project Work is checked, give out slips of paper for the children to make a final copy. Alternatively, they can draw some simple pictures to illustrate the phrases (a napkin, a toy, etc). Publish their productions in the classroom or school board. Later on they can also be included in the Portfolio (see p. 12).

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.

BOARD GAME 2

- Draw the children's attention to the board game on pages 72 and 73. 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 with the class as a whole and they have to make groups to play. Each group will need just one token.
- Elicit from them where they will start and where they will finish. Draw their attention to the purple and red boxes and explain what happens if they land on them.
- When a group lands in a box, they must name the item.
- The children could also play the game in small groups.





**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 or the Word Bank.

MY FAVOURITE FOOD

 UNIT
5


1 READ AND WRITE.



SWEETS
SOUP
PIZZA
MEAT
FISH
ICE CREAM
CHOCOLATE
BREAD
JUICE



CHOCOLATE



FISH



MEAT



SWEET



BREAD



ICE CREAM



JUICE

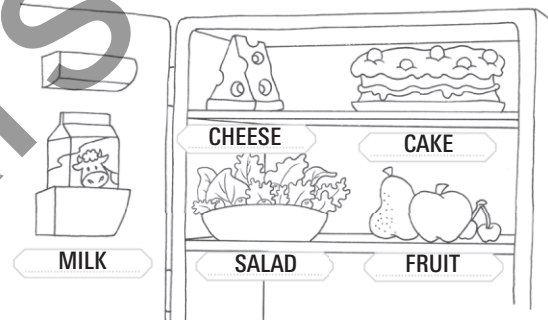


PIZZA



SOUP

2 LOOK AND WRITE.



EIGHTY-SEVEN 87

UNIT
5

3 READ AND NUMBER.

- 1 I LIKE FRUIT.
- 2 I DON'T LIKE JUICE.
- 3 I DON'T LIKE CHEESE.
- 4 I LIKE CAKE.
- 5 I LIKE PIZZA.



4 LOOK AND WRITE LIKE / DON'T LIKE.

- 1 I MILK.
- 2 I CHEESE.
- 3 I CAKE.
- 4 I FRUIT.
- 5 I SALAD.
- 6 I CHOCOLATE.
- 7 I MEAT.
- 8 I BREAD.
- 9 I JUICE.
- 10 I SOUP.

(Pupils' own
answers)



MY PROGRESS CHECK

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

• Give them a scale to evaluate each item:

✓✓ = I can do it!

✓ = I can do it with some help.

✗ = I can't do it yet.

REFLECTION TIP!

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

5 LOOK AND READ. WRITE YES OR NO.



DO YOU LIKE MEAT?

NO

DO YOU LIKE CAKE?

YES

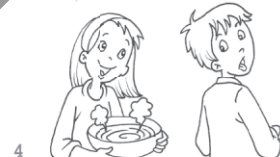


DO YOU LIKE FRUIT?

YES

DO YOU LIKE SOUP?

NO



MY PROGRESS CHECK

I CAN TALK ABOUT FOOD.


I CAN TALK ABOUT THE FOOD I LIKE AND I DON'T LIKE.


I CAN TALK ABOUT HEALTHY AND NOT HEALTHY FOOD.


WORKSHEET 10 - UNIT 5


LET'S READ AND WRITE




1 LOOK, READ AND TICK.   

1 
 I LIKE FRUIT. ☒
 I DON'T LIKE FRUIT. ☐

2 
 I LIKE CHEESE. ☐
 I DON'T LIKE CHEESE. ☒

3 
 I LIKE MILK. ☐
 I DON'T LIKE MILK. ☒

4 
 I LIKE CAKE. ☒
 I DON'T LIKE CAKE. ☐

2 LOOK, READ AND WRITE.   

I LIKE CAKE  
 I DON'T LIKE ICE CREAM  

I LIKE MEAT  
 I DON'T LIKE CHEESE  



TEACHING TIP!

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

LET'S READ
AND WRITE

WORKSHEET 11 - UNIT 5

1 LOOK AND WRITE. 😊 A

I LIKE FRUIT
BUT I DON'T LIKE
CHEESE



I LIKE MILK
BUT I DON'T
LIKE JUICE.



I LIKE MEAT
BUT I DON'T
LIKE FISH.



2 LOOK AND CIRCLE. 😊 C



HELLO!
THIS IS MY FAMILY.
IT'S SMALL. I'VE GOT A
SISTER / BROTHER A GRANDMA
AND A GRANDPA. THIS IS MY
FARM. IT'S BIG. I'VE GOT
TWO / THREE BIG COWS AND
TWO HORSES / CHICKENS.
I HAVE GOT / HAVEN'T GOT A
DONKEY. IT'S MY BIRTHDAY.
I'VE GOT A BIRTHDAY CAKE.
IT'S BIG / SMALL! YUMMY!
LIKE / DON'T LIKE CAKE.
I DON'T LIKE CHEESE BUT
I LIKE FRUIT. FRUIT
IS / ISN'T GREAT!

100 ONE HUNDRED


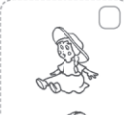








WORKSHEET 12 - UNIT 5

LET'S READ
AND WRITE

1 LOOK, READ AND TICK.



HI! I'M GILDA AND I'M 8. I'VE GOT AN OLD SCHOOL BAG AND A NEW RULER. THIS IS MY FAVOURITE TOY: IT'S A BIG DOLL. I LIKE ANIMALS. I'VE GOT A DOG, BUT I HAVEN'T GOT A CAT. I LIKE FRUIT AND VEGETABLES. I DON'T LIKE CHEESE BUT I LIKE MILK.

 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>

2 DRAW AND WRITE.



(Pupils' own answers)

HELLO! I'M _____. I'M _____. I'VE
GOT A _____. IT'S _____. IT ISN'T
_____. I HAVEN'T GOT A _____.
I DON'T LIKE _____ BUT I LIKE
_____ IS GREAT!

ME

FOOD

TOYS

FRED'S PARTY

TEST UNIT 1

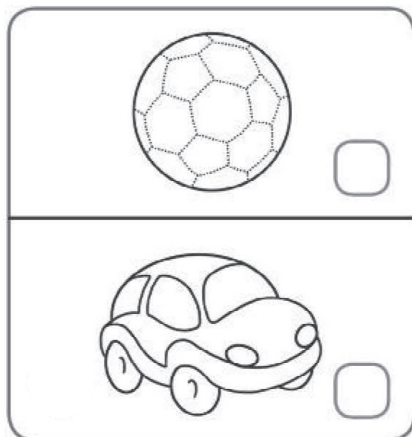
NAME:

GRADE:

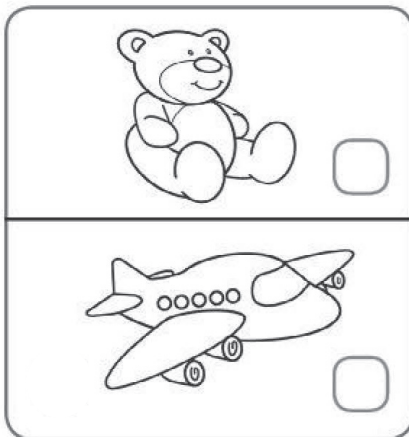
1 LISTEN, TICK AND COLOUR.



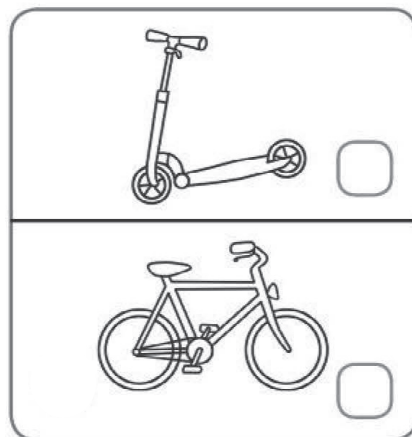
1.



2.



3.

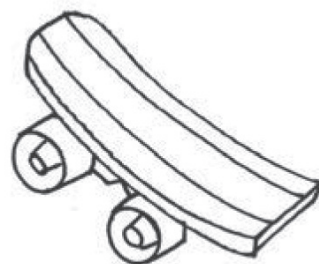


...../3

2 READ, MATCH AND COLOUR.

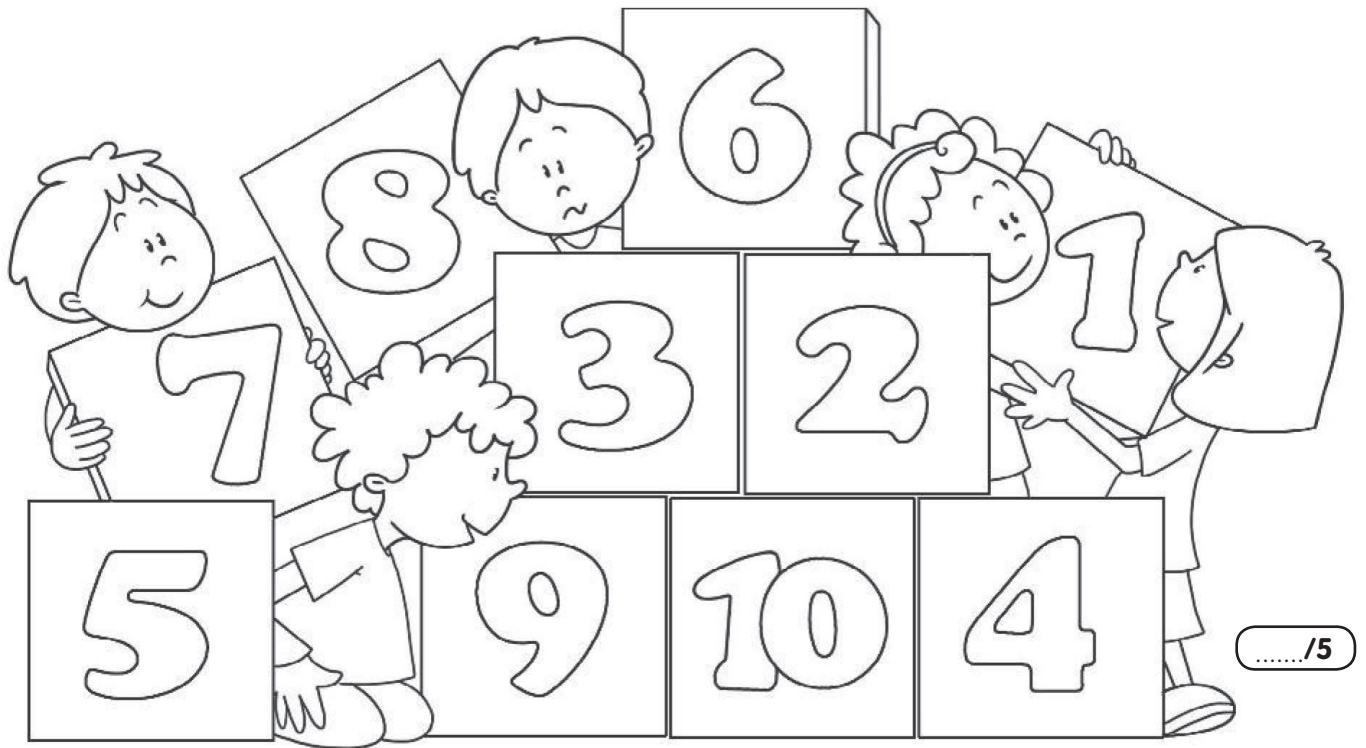


1. IT'S A DOLL. IT ISN'T PURPLE. IT'S RED.
2. IT'S A TEDDY BEAR. IT ISN'T BLACK. IT'S PINK.
3. IT'S A BALL. IT IS ORANGE. IT ISN'T GREEN.
4. IT'S A SKATEBOARD. IT IS YELLOW. IT ISN'T BROWN.



...../6

3  LISTEN AND COLOUR.



4 LOOK, READ AND CIRCLE.

1. I'M **FOUR** / FIVE.

2. I'M **SEVEN** / EIGHT.

3. I'M **THREE** / SIX.

4. I'M **NINE** / TEN.

5

6

7

9

...../6

...../20

AT SCHOOL

TEST UNIT 2

NAME:

GRADE:

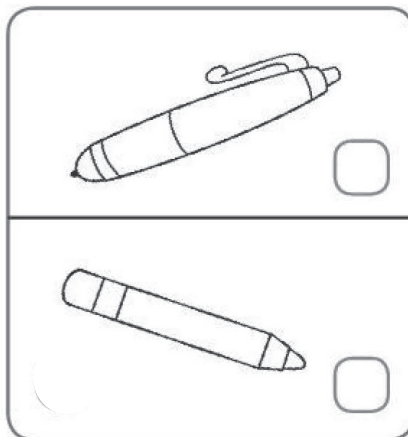
1  LISTEN, TICK AND COLOUR.



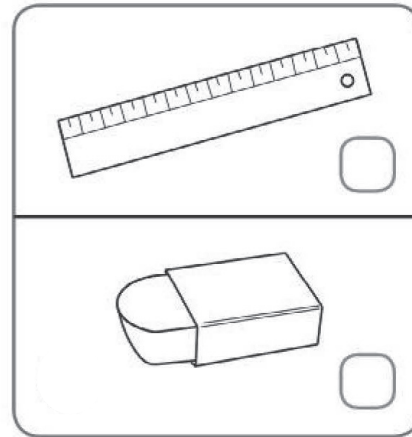
1.



2.



3.



...../6

2 READ, FIND AND COLOUR.



1. I'VE GOT A
YELLOW RULER

2. I'VE GOT
A GREEN
SCHOOLBAG.

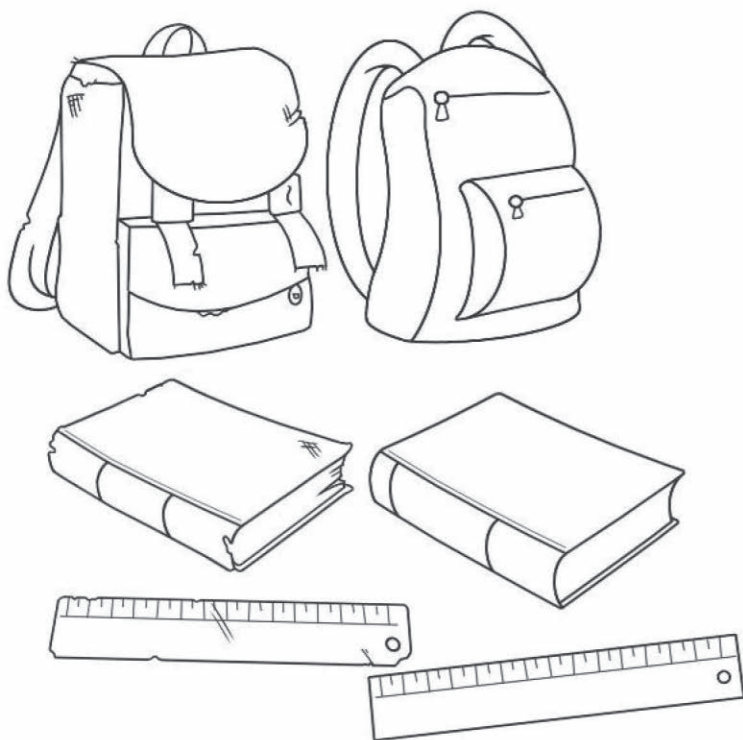
3. I'VE GOT A RED
PENCIL CASE.

4. I'VE GOT A
BLUE PENCIL.



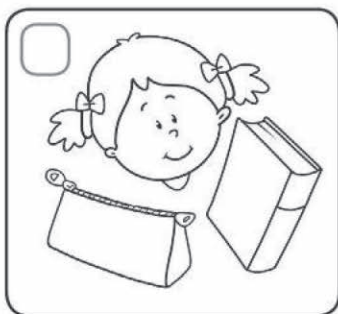
...../4

3  LISTEN, FIND AND COLOUR.



...../6

4 READ AND NUMBER.

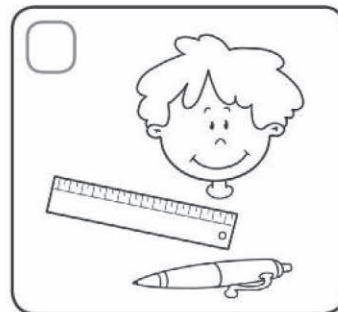


1. I'VE GOT A RULER AND A PEN. I HAVEN'T GOT A SCHOOLBAG.

2. I'VE GOT A SCHOOLBAG AND A RULER. I HAVEN'T GOT A PEN.

3. I'VE GOT A BOOK AND A PENCIL CASE. I HAVEN'T GOT A RULER.

4. I'VE GOT A RULER AND A PENCIL CASE. I HAVEN'T GOT A BOOK.



...../4

...../20

MY FAMILY

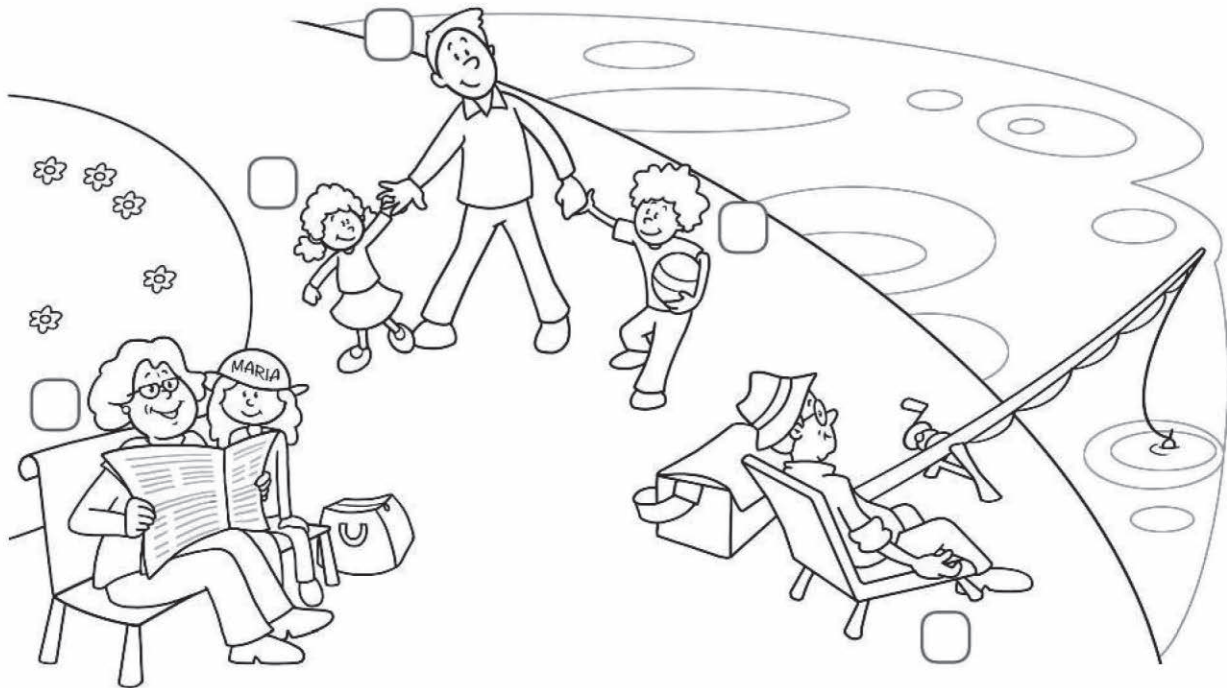
TEST UNIT 3

NAME:

GRADE:

1  LISTEN AND NUMBER.

 2 



...../5

2 READ AND TICK.  


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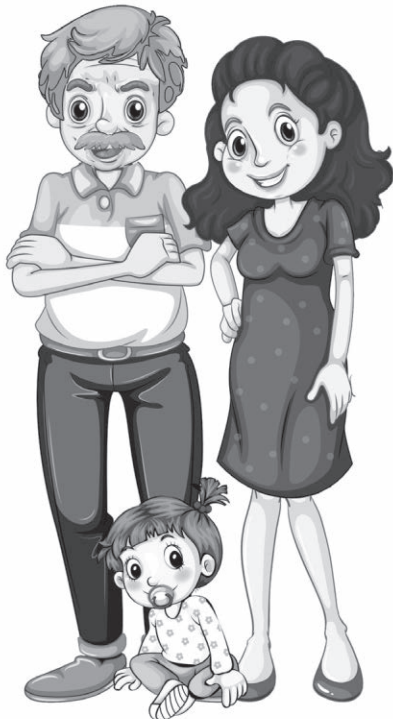
1. WHO'S THAT?
IT'S MY UNCLE.

2. WHO'S THAT?
IT'S MY SISTER.

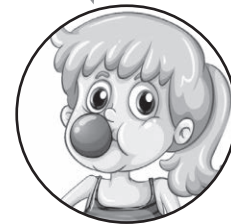
3. WHO'S THAT?
IT'S MY FATHER.

...../3

3 LOOK, READ AND WRITE.



HELLO! I'M LUCAS. THIS IS MY FAMILY.
I'VE GOT A **MOTHER / DAD**. I'VE
GOT / HAVEN'T GOT A BROTHER,
BUT I'VE GOT A SISTER. I'VE GOT A
GRANDMOTHER / GRANDFATHER.



...../6

4 LOOK, READ AND WRITE.



WHI! I'M JULIA. LOOK AT MY FAMILY.
I'VE GOT A
AND A

I'VE GOT A
AND A I HAVEN'T
GOT A BUT I'VE
GOT A



...../6

...../20

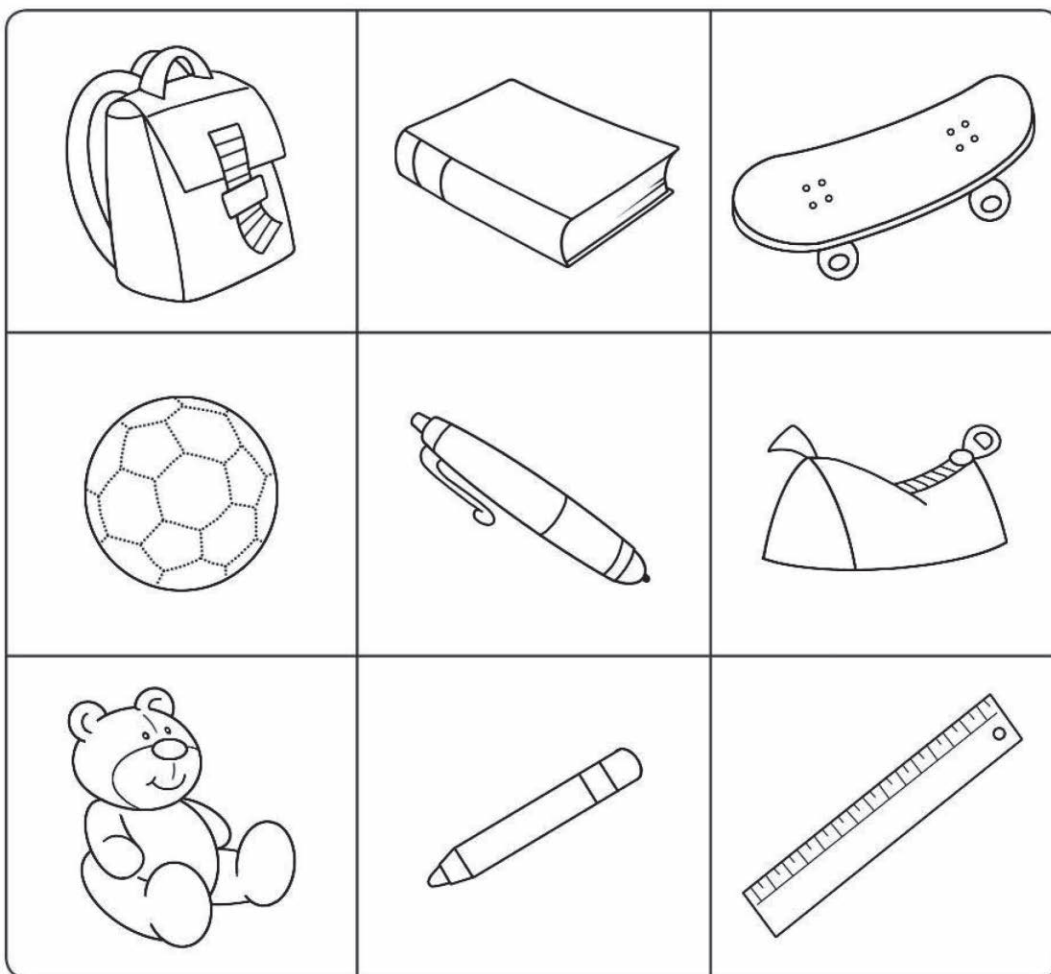
MID-YEAR TEST

TEST
UNITS
1-3

NAME:

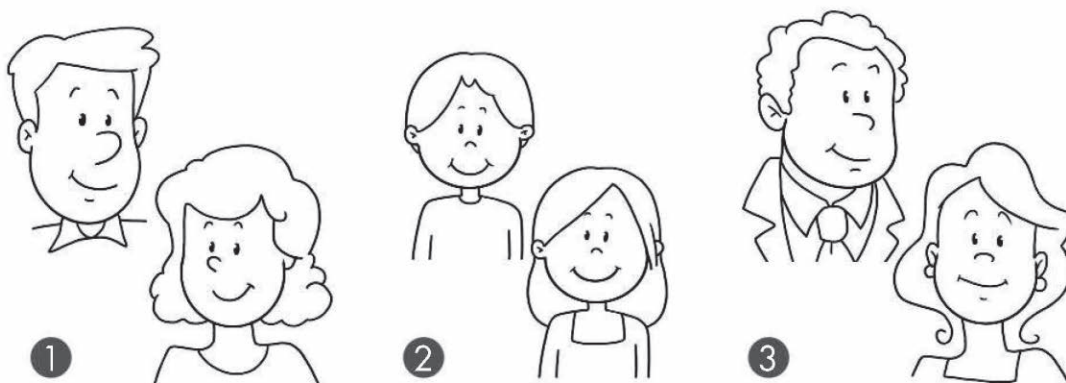
GRADE:

1  LISTEN, FIND AND COLOUR.



...../9

2  LISTEN AND CIRCLE.



...../3

3 LOOK, READ AND WRITE.



BIKE - SISTER - DOLL - GRANDFATHER
MOTHER - PEN - PLANE - RULER - SCHOOLBAG
SCOOTER - SHARPENER - UNCLE

TOYS	SCHOOL OBJECTS	FAMILY
PLANE	MOTHER
.....
.....
.....

...../5

4 LOOK, READ AND COLOUR.

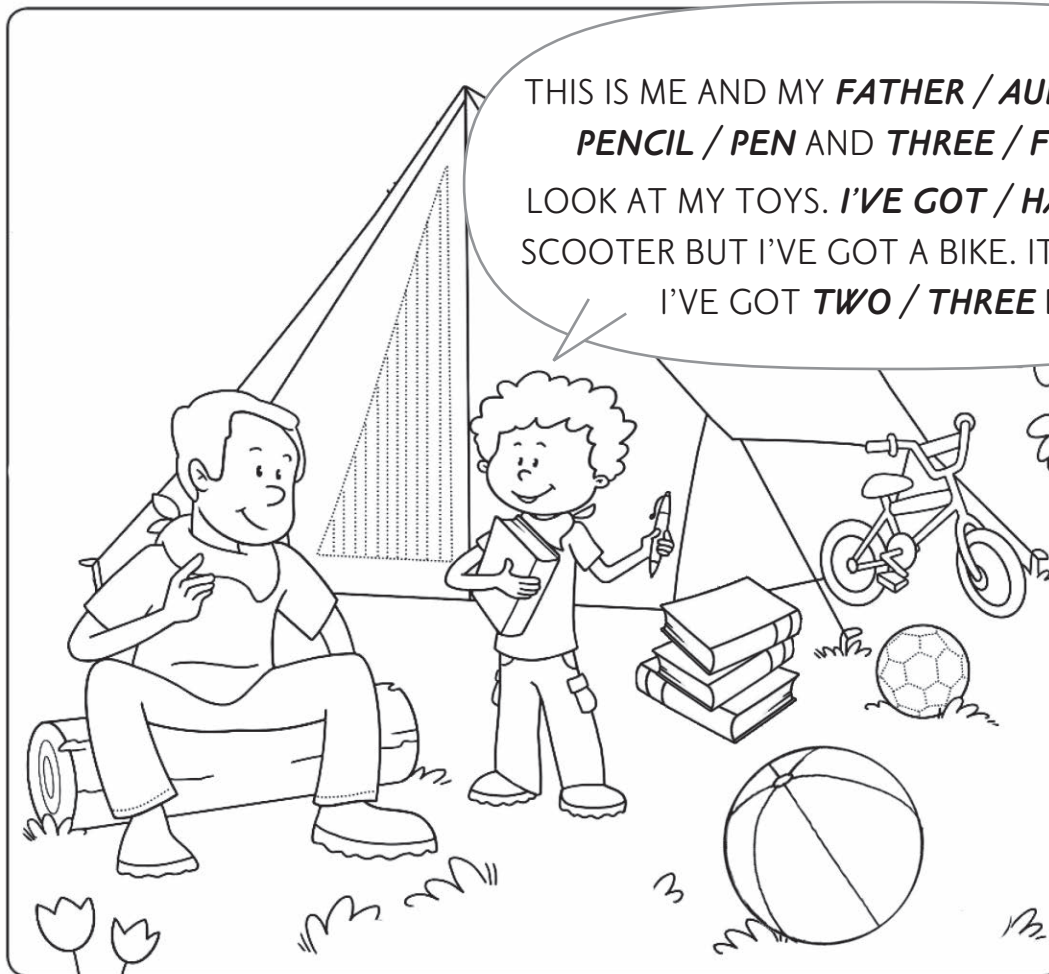


I'VE GOT A PENCIL.
IT'S BLUE
I'VE GOT A BOOK.
IT'S YELLOW.
I'VE GOT A PENCIL CASE.
IT'S PURPLE AND GREEN.
I'VE GOT A BALL.
IT'S RED AND BLACK.
I'VE GOT A SKATEBOARD.
IT'S ORANGE.



...../15

5 LOOK, READ AND CIRCLE.



...../6

6 LOOK, READ AND WRITE.



MY NAME IS THIS IS
MY FAMILY. I'VE GOT A,
..... AND A
LOOK AT MY TOYS! I'VE GOT A
AND A
I'M READY FOR SCHOOL.
I'VE GOT A



...../7

...../45

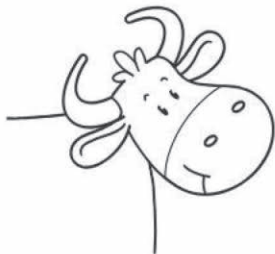
THE FARM

TEST UNIT 4

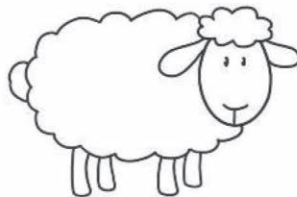
NAME:

GRADE:

1  LISTEN AND CIRCLE YES OR NO.   



1. YES / NO



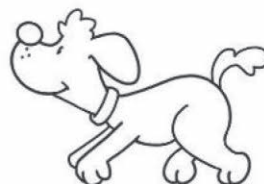
2. YES / NO



3. YES / NO



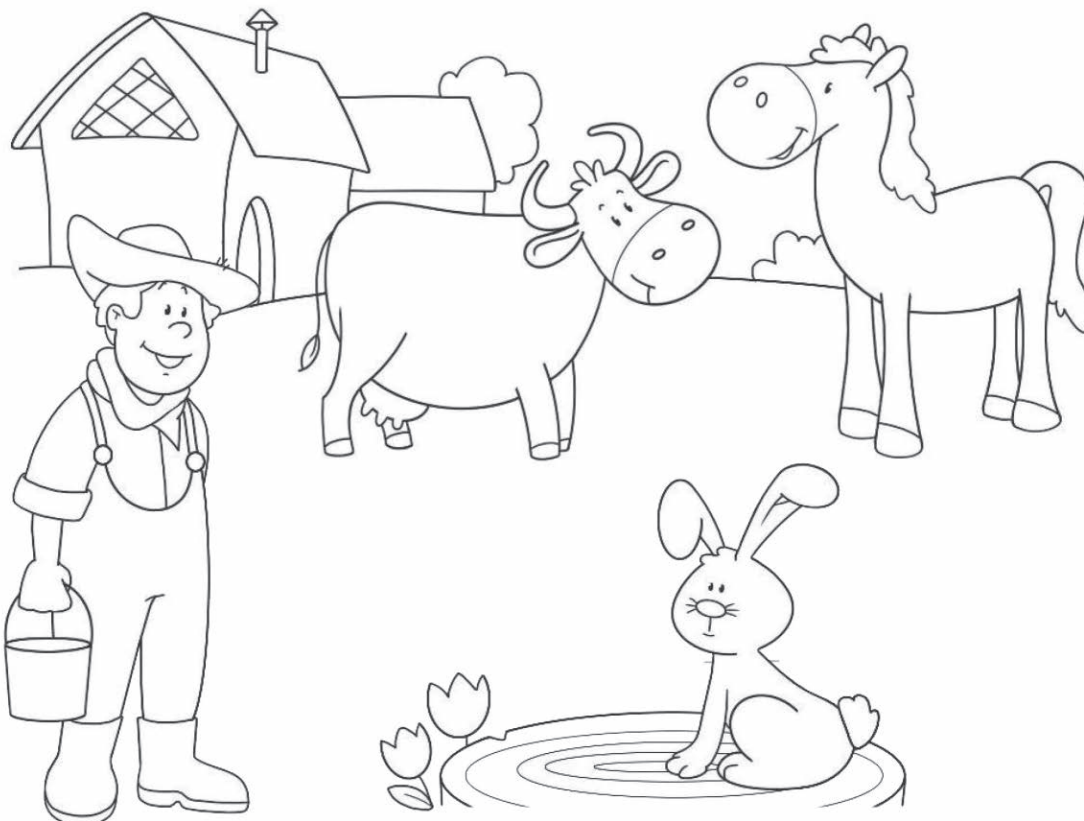
4. YES / NO



5. YES / NO

...../5

2  LISTEN, FIND AND COLOUR.    



...../6

3 READ, CIRCLE AND COLOUR.



...../4

4 READ, WRITE AND DRAW.



THIS IS MY FAVOURITE
FARM ANIMAL.

IT IS A

IT ISN'T

IT IS

IT IS

...../5

...../20

MY FAVOURITE FOOD

TEST UNIT 5

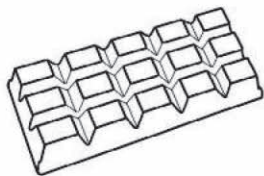
NAME:

GRADE:

1 LOOK, READ AND WRITE.



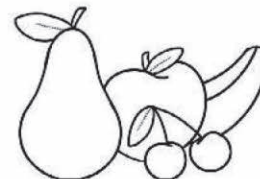
FRUIT - MEAT - SALAD - CHOCOLATE - SOUP - BREAD



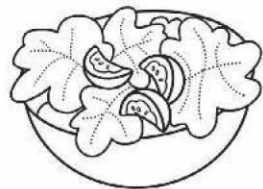
1.



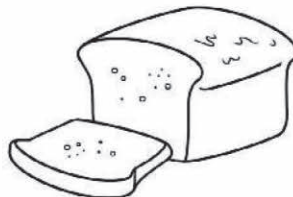
2.



3.



4.



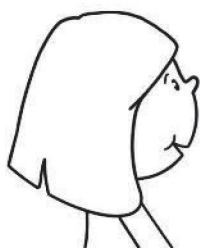
5.



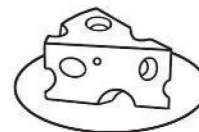
6.

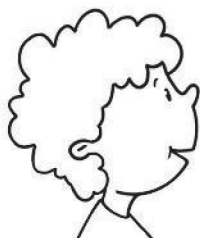
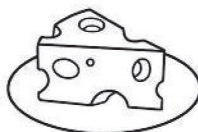
...../6

2 READ AND TICK.

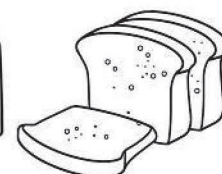

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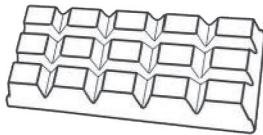
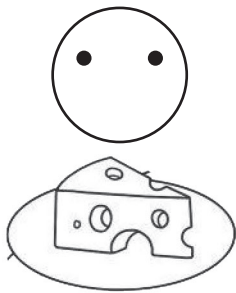
☐

☐

...../5

3 READ AND DRAW.

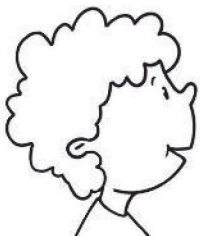
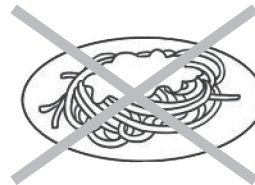
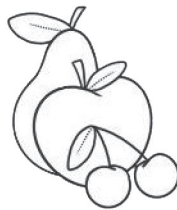
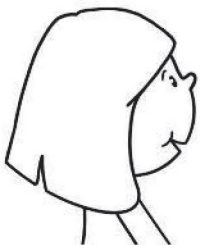


I LIKE CAKE AND ORANGE JUICE. I DON'T LIKE CHEESE.
I LIKE CHOCOLATE BUT I DON'T LIKE FRUIT.



...../5

4 LOOK, READ AND WRITE.



...../4

...../20

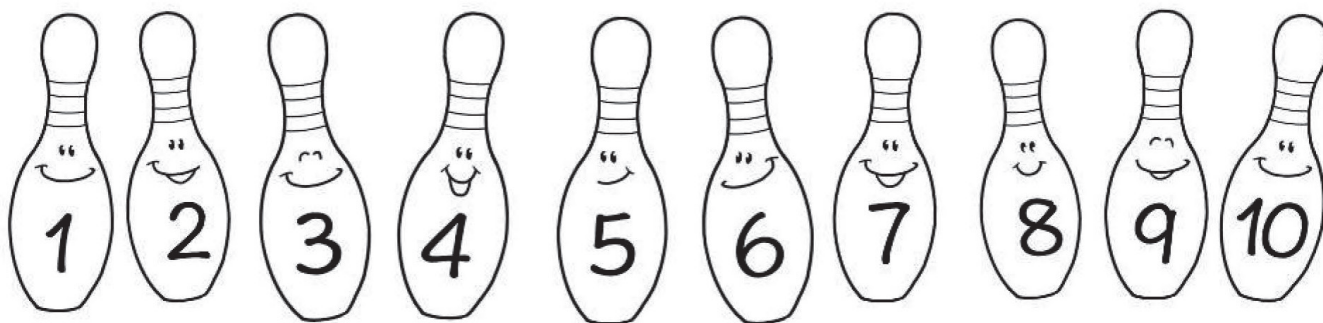
END-OF-YEAR

TEST
UNITS
1-5

NAME:

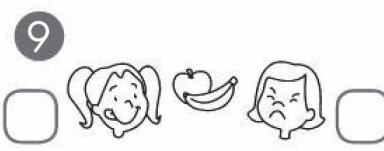
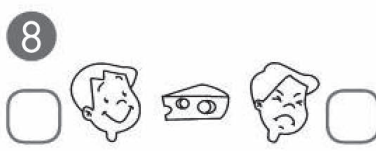
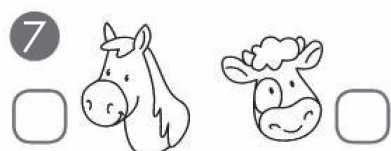
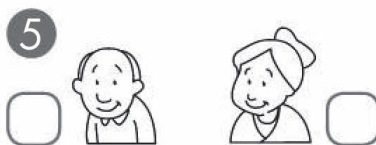
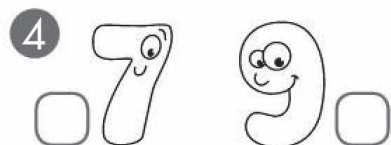
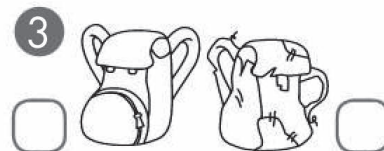
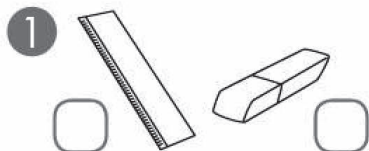
GRADE:

1  LISTEN, FIND AND COLOUR.



...../4

2  LISTEN AND TICK.



...../9

3 LOOK, READ AND WRITE.



TRAIN - BOOK - BROTHER - COW - MILK - DOG
FATHER - TEDDY BEAR - GRANDMOTHER - MEAT
PENCIL - BALL - RABBIT - PIZZA - RUBBER

TOYS	SCHOOL OBJECTS	FAMILY	FARM ANIMALS	FOOD
.....
.....
.....

...../6

4 LOOK, READ AND CIRCLE.



HELLO! I'M LILY. THIS IS
MY FAMILY. IT'S SMALL.
I'VE GOT A **MOTHER**
/ **FATHER** AND A
BROTHER / **SISTER**.

THIS IS MY CAT. IT ISN'T
SMALL / **BIG**. IT'S SMALL
AND WHITE. I **HAVE GOT**
/ **HAVEN'T GOT** A DOG.

I **LIKE** / **DON'T LIKE**
FRUIT. YUMMY! I DON'T
LIKE **VEGETABLES** /
PASTA.











...../6

5 READ, LOOK AND TICK.



HI! I'M AXEL AND I'M 7. THIS IS MY
FAVOURITE TOY: IT'S A CAR. IT'S NEW.
I LIKE ANIMALS. I'VE GOT A RABBIT BUT
I HAVEN'T GOT A DOG.
I LIKE ICE CREAM AND CAKE. I DON'T
LIKE SOUP BUT I LIKE FISH.

6 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
7 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

...../10

6 WRITE. DRAW AND COLOUR.



FARM ANIMAL - TOY - FOOD

I'M

THIS IS MY FAVOURITE FARM
ANIMAL. IT'S A

LOOK AT MY TOYS!
I'VE GOT A
IT'S

THIS MY FAVOURITE FOOD!
I LIKE
YUMMY!

...../10

...../45

TESTS KEY



TEACHING TIP!

In this level the children are still in the early stages of the development of their reading and writing skills. Therefore, when correcting their written production, it is important to focus on it as a whole. Minor spelling mistakes which do not hinder comprehension should not be penalised.

TEST UNIT 1: FRED'S PARTY

1 LISTEN, TICK AND COLOUR.

1 Black and blue car, 2 Yellow plane, Red and green scooter.

2 READ, MATCH AND COLOUR.

Yellow skateboard, red doll, pink teddy bear

3 LISTEN AND COLOUR.

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

4 LOOK, READ AND CIRCLE.

1 five, 2 seven, 3 six, 4 nine

TEST UNIT 2: AT SCHOOL

1 LISTEN, TICK AND COLOUR.

1 green and orange schoolbag, 2 black pencil, 3 pink rubber

2 READ, FIND AND COLOUR.

1 yellow ruler, 2 green schoolbag, 3 red pencil case, 4 blue pencil

3 LISTEN, FIND AND COLOUR.

New orange book, old green ruler, new purple and pink schoolbag

4 READ AND NUMBER.

A3, B2, C4, D1

TESTS KEY

TEST UNIT 3: MY FAMILY

► 1 LISTEN AND NUMBER.

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

► 2 READ AND TICK.

1 uncle, 2 sister, 3 father

► 3 READ AND CIRCLE.

mother, haven't got, grandfather

► 4 LOOK, READ AND WRITE.

HI! I'M JULIA. LOOK AT MY FAMILY. I'VE GOT A
MOTHER / MUM AND A FATHER / DAD.

I'VE GOT A BROTHER AND A SISTER. I HAVEN'T
GOT A GRANDFATHER / GRANDPA BUT I'VE GOT
A GRANDMOTHER / GRANDMA.

IMPORTANT! Be ready to accept any order in
the family members in the affirmative sentences.
The suggested option for the negative sentence is
"grandfather", but uncle, aunt or cousin should be
accepted too.

MID-YEAR TEST: UNITS 1, 2 and 3

► 1 LISTEN , FIND AND COLOUR.

red and blue schoolbag, orange book, red and yellow
skateboard

yellow and green ball, blue pen, purple pencil case

brown teddy bear, orange pencil, brown ruler

► 2 LISTEN AND CIRCLE.

1 aunt, 2 brother, 3 father

► 3 LOOK, READ AND WRITE.

Toys: plane, bike, doll, scooter

School objects: pen, ruler, schoolbag, sharpener

Family: grandfather, mother, sister, uncle

► 4 LOOK, READ AND COLOUR.

blue pencil, yellow book, purple and green pencil
case, black ball, orange skateboard

► 5 LOOK, READ AND CIRCLE.

father, pen, four, haven't got, new, two

► 6 LOOK, READ AND WRITE.

MY NAME IS BEN. THIS IS MY FAMILY. I'VE GOT A
MOTHER, GRANDMOTHER AND GRANDFATHER
(any order).

LOOK AT MY TOYS! I'VE GOT A BIKE / BALL AND A
BIKE / BALL.

I'M READY FOR SCHOOL. I'VE GOT A SCHOOLBAG.

TESTS KEY

TEST UNIT 4: AT THE FARM

► 1 LISTEN AND CIRCLE YES OR NO.

1 yes, 2 yes, 3 no, 4 no, 5 yes

► 2 LISTEN, FIND AND COLOUR.

white and brown horse - brown rabbit - black and white cow

► 3 READ, CIRCLE AND COLOUR.

black and white rabbit

► 4 READ, WRITE AND COLOUR.

Suggested answer:

THIS IS MY FAVOURITE FARM ANIMAL. IT IS A (HORSE) . IT ISN'T (PINK). IT IS (BROWN AND WHITE) . IT IS (BIG).

TEST UNIT 5: MY FAVOURITE FOOD

► 1 LOOK, READ AND WRITE.

1 chocolate, 2 meat, 3 fruit, 4 salad, 5 bread, 6 soup

► 2 LISTEN AND TICK.

María: meat, cheese, ice cream

Anthony: cheese, cake, milk, bread

► 3 READ AND DRAW.

- cake, orange juice, chocolate
- cheese, fruit

► 4 LOOK, READ AND WRITE.

I LIKE FRUIT BUT I DON'T LIKE PASTA.

I LIKE SOUP BUT I DON'T LIKE SALAD.

TESTS KEY

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

► 1 LISTEN, FIND AND COLOUR.

4 yellow, 10 red, 8 purple, 1 blue

► 2 LISTEN AND TICK.

1 rubber, 2 yellow, 3 new schoolbag, 4 nine,
5 grandmother, 6 dog, 7 horse, 8 don't like, 9 like

► 3 LOOK, READ AND WRITE.

Toys: train, teddy bear, ball

School objects: book, pencil, rubber

Family: brother, father, grandmother

Farm animals: cow, dog, rabbit

Food: milk, meat, pizza

► 4 LOOK, READ AND CIRCLE.

father, brother, big, haven't, like, pasta

► 5 READ, LOOK AND TICK.

number 7, new car, rabbit, ice cream and cake, soup

► 6 WRITE. DRAW AND COLOUR.

Suggested answer

I'M (LEO) . THIS IS MY FAVOURITE FARM
ANIMAL. IT'S A (PIG).

I'VE GOT A (PLANE). IT'S (BLUE).

I LIKE (CAKE).

TESTS AUDIOSCRIPTS

TEST UNIT 1: FRED'S PARTY

Track 02

- 1 What is it? It's a car. What colour is it? It's black and blue.
- 2 What is it? It's a plane. What colour is it? It's yellow.
- 3 What is it? It's a scooter. What colour is it? It's red and green.

Track 03

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

TEST UNIT 2: AT SCHOOL

Track 04

- 1 What is it? It's a schoolbag. What colour is it? It's green and orange.
- 2 What is it? It's a pencil. What colour is it? It's black.
- 3 What is it? It's a rubber. What colour is it? It's pink.

Track 05

- Carla, have you got a book? Yes. It's new. What colour is it? It's orange.
- Have you got a ruler? Yes. It's old. What colour is it? It's green.
- Have you got a schoolbag? Yes. It's new. What colour is it? It's purple and pink.

TEST UNIT 3: MY FAMILY

Track 06

- 1 Who's that? It's my grandfather.
- 2 Who's that? It's my sister.
- 3 Who's that? It's my father.
- 4 Who's that? It's my grandmother.
- 5 Who's that? It's my brother.

MID-YEAR TEST: UNITS 1-2-3

Track 07

- Find the book. Colour the book orange.
- Find the ball. Colour the ball yellow and green.
- Find the schoolbag. Colour the schoolbag red and blue.
- Find the teddy bear. Colour the teddy bear brown.
- Find the pencil case. Colour the pencil case purple.
- Find the pencil. Colour the pencil orange.
- Find the ruler. Colour the ruler brown.
- Find the pen. Colour the pen blue.
- Find the skateboard. Colour the skateboard red and yellow.

Track 08

- 1 Mark, who's that? It's my aunt, Linda.
- 2 Mark, who's that? It's my brother, Carl.
- 3 Mark, who's that? It's my father.

TESTS AUDIOSCRIPTS

TEST UNIT 4: AT THE FARM

Track 09

- 1 What is it? It's a cow.
- 2 What is it? It's a sheep.
- 3 What is it? It's a cat.
- 4 What is it? It's a horse.
- 5 What is it? It's a dog.

Track 10

- 1 What is it? It's a horse. What colour is it? It's brown and white.
- 2 What is it? It's a rabbit. What colour is it? It's brown.
- 3 What is it? It's a cow. What colour is it? It's black and white.

TEST UNIT 5: MY FAVOURITE FOOD

Track 11

Maria, do you like meat? Yes, I like meat.
Do you like fruit? No, I don't like fruit and I don't like vegetables.
Do you like cheese? Yes, I like cheese and I like ice cream, too. Yummy!
Anthony, do you like soup? No, I don't like soup.
Do you like cheese? Yes, I like cheese and I like cake.
Do you like milk? Yes, I like milk.
Do you like bread? Yes, I like bread.

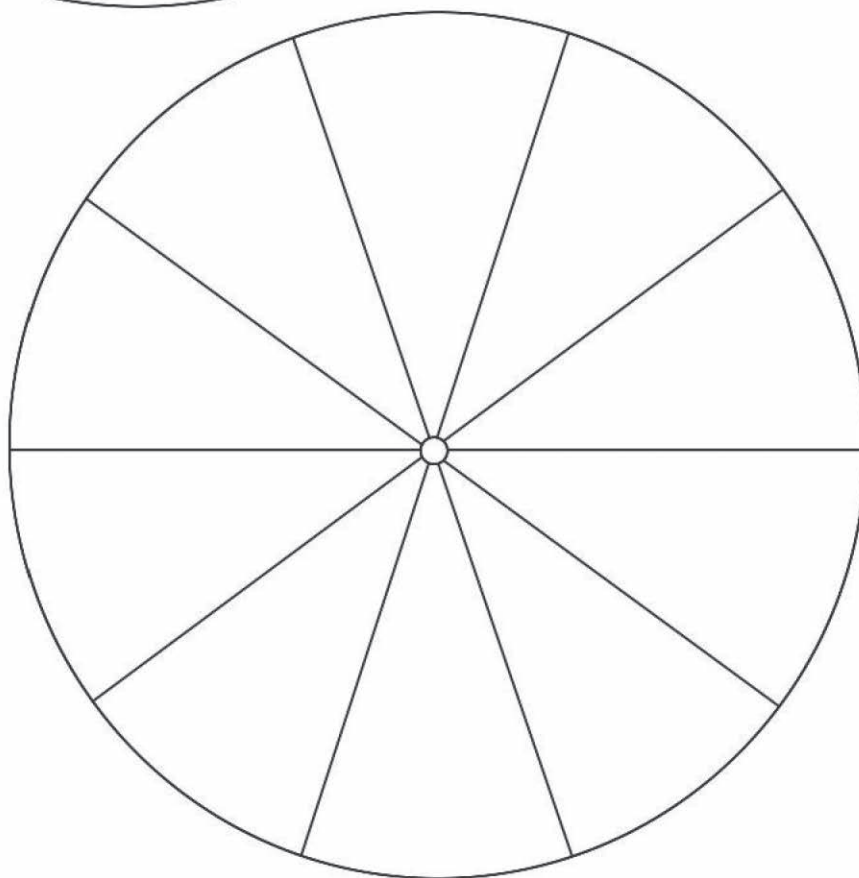
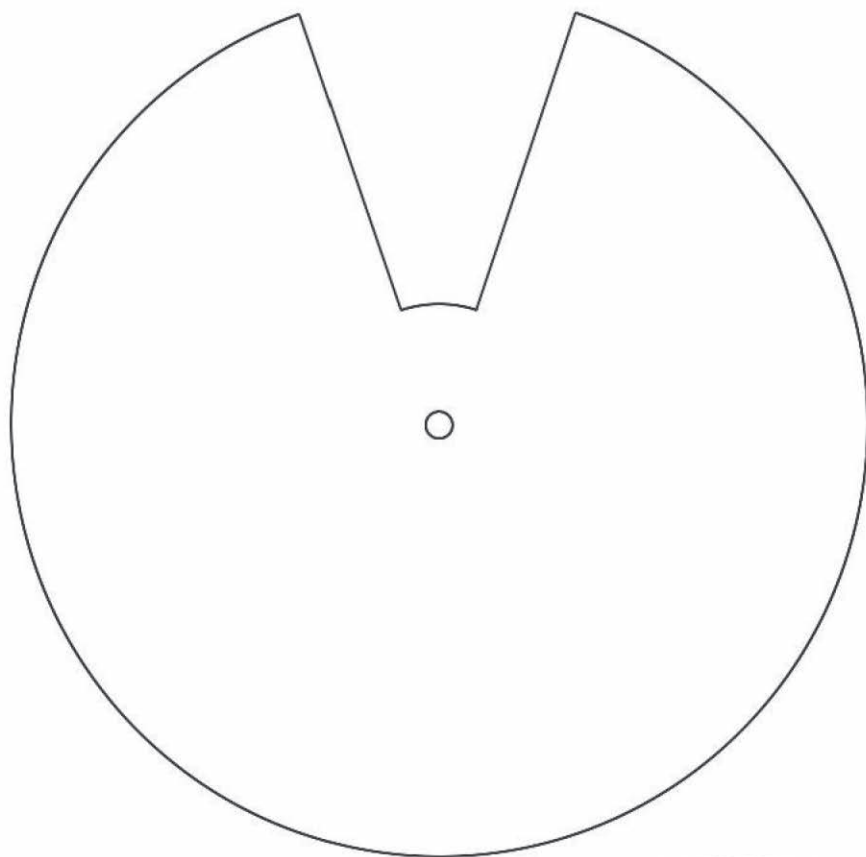
END-OF-YEAR TEST: UNITS 1-2-3-4-5

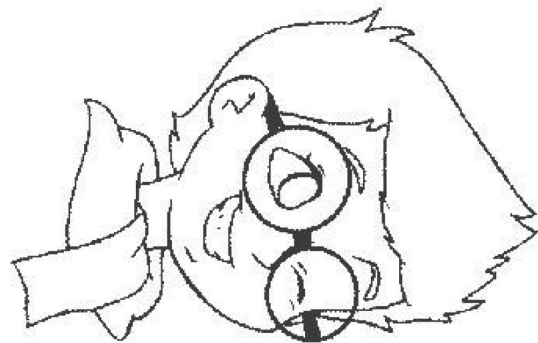
Track 12

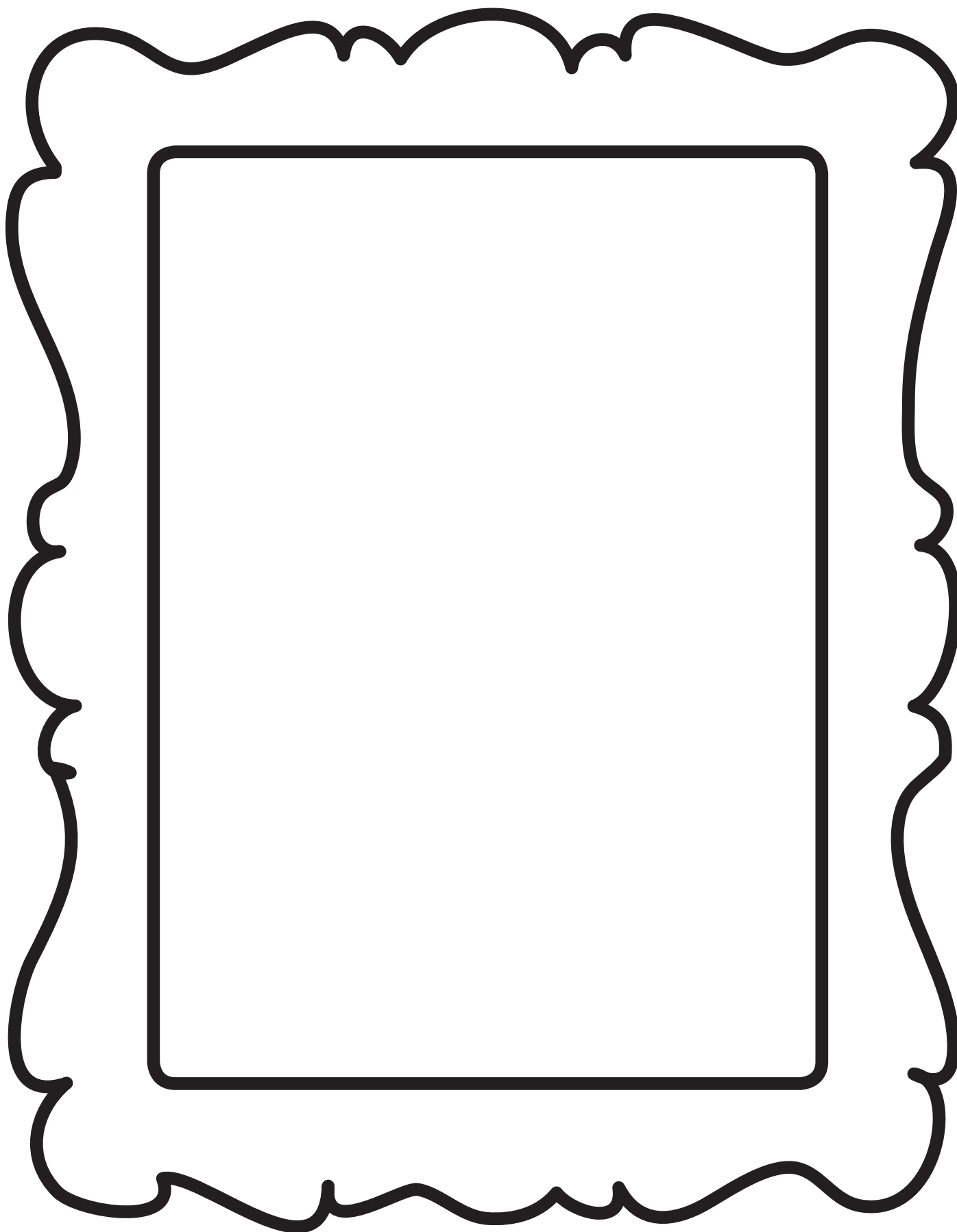
What number is it? It's number four. What colour is it? It's yellow.
What number is it? It's number ten. What colour is it? It's red.
What number is it? It's number eight. What colour is it? It's purple.
What number is it? It's number one. What colour is it? It's blue.

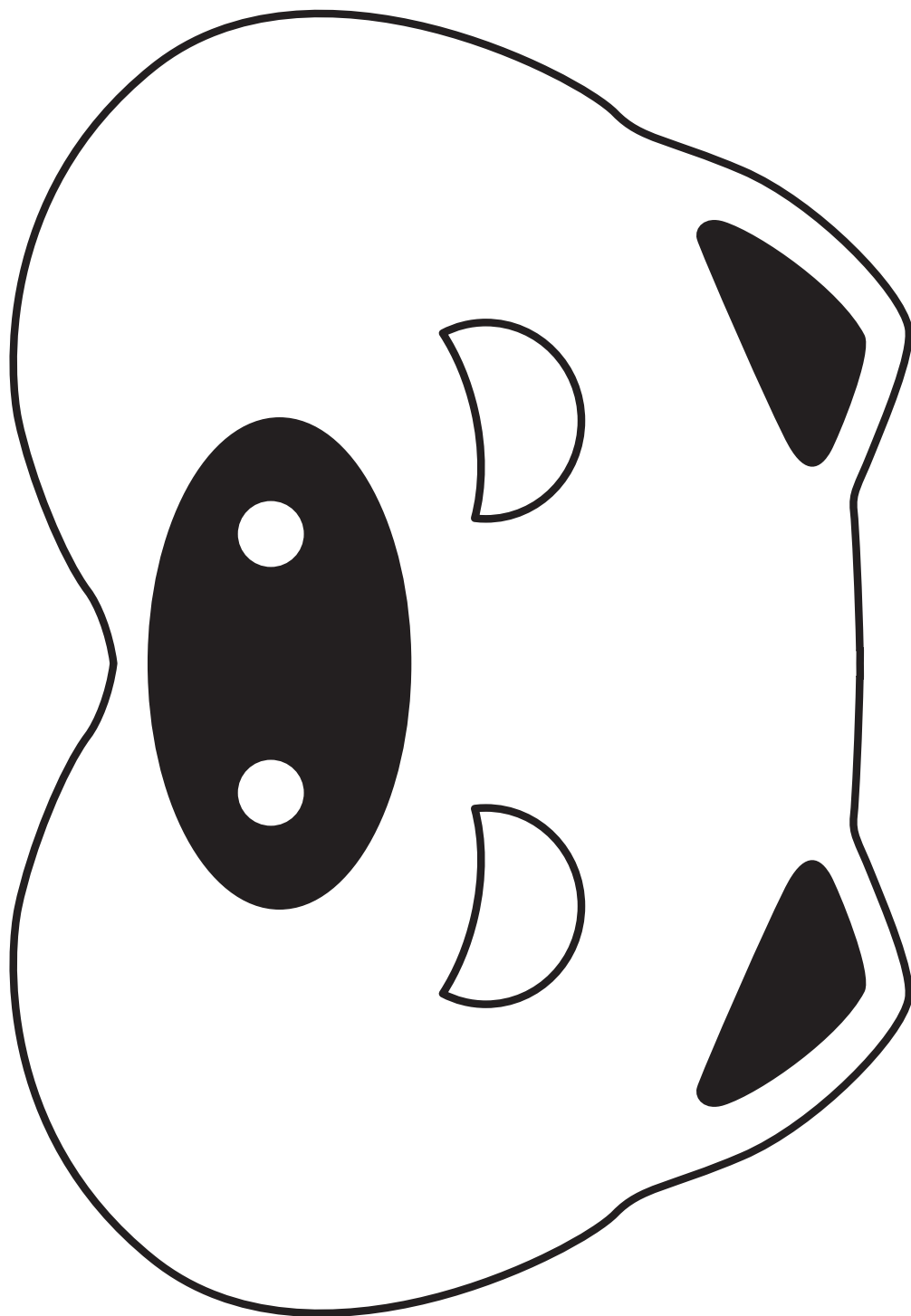
Track 13

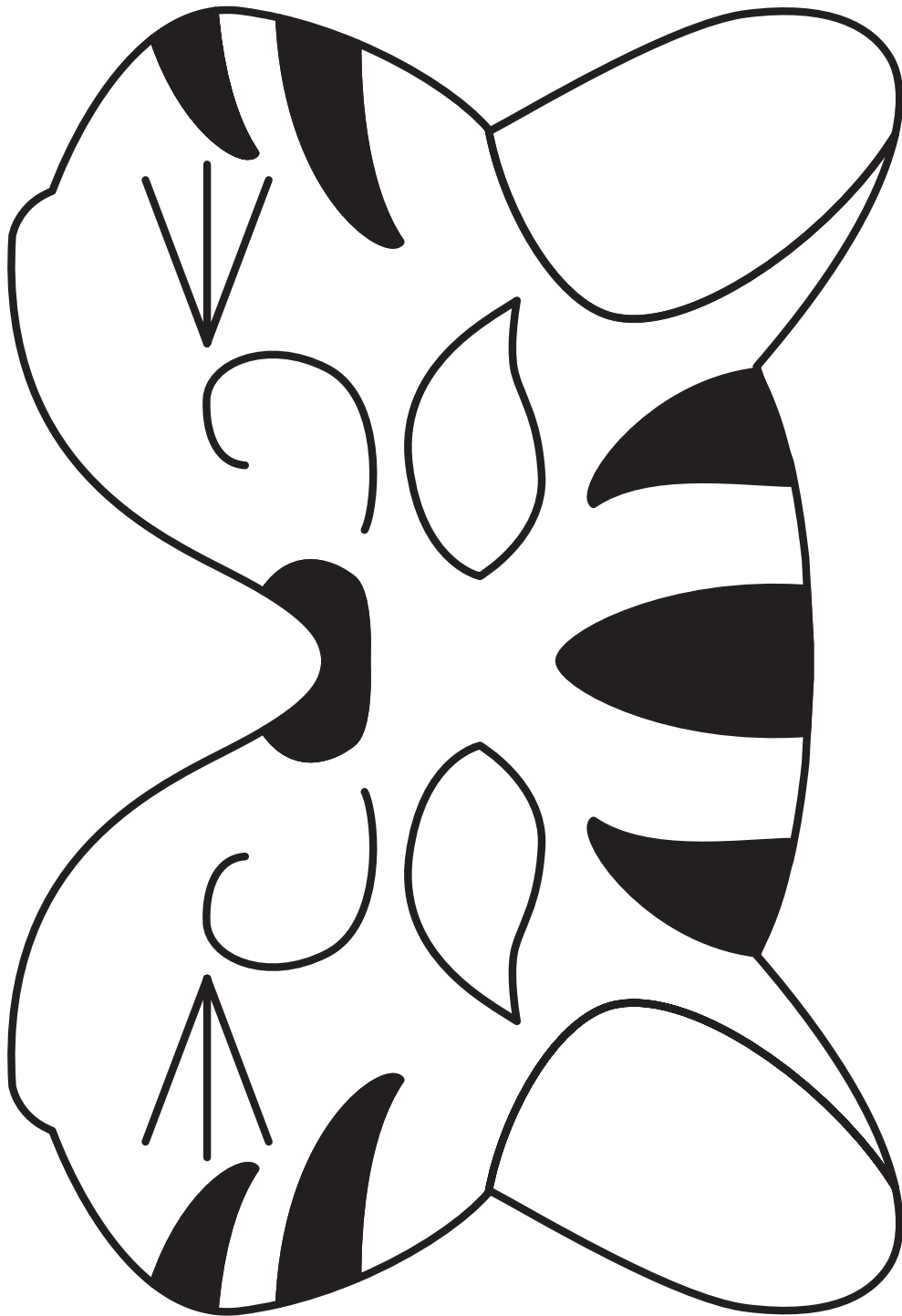
- 1 What is it? It's a rubber.
- 2 What colour is it? Is it green? No, it's yellow.
- 3 Have you got a schoolbag? Yes, it's new.
- 4 What number is it? It's number nine.
- 5 Who's that? It's my grandmother.
- 6 What is it? It's a dog. It's big.
- 7 What is it? It's a horse.
- 8 Do you like cheese? No, I don't like cheese.
- 9 Do you like fruit? Yes, I like fruit.

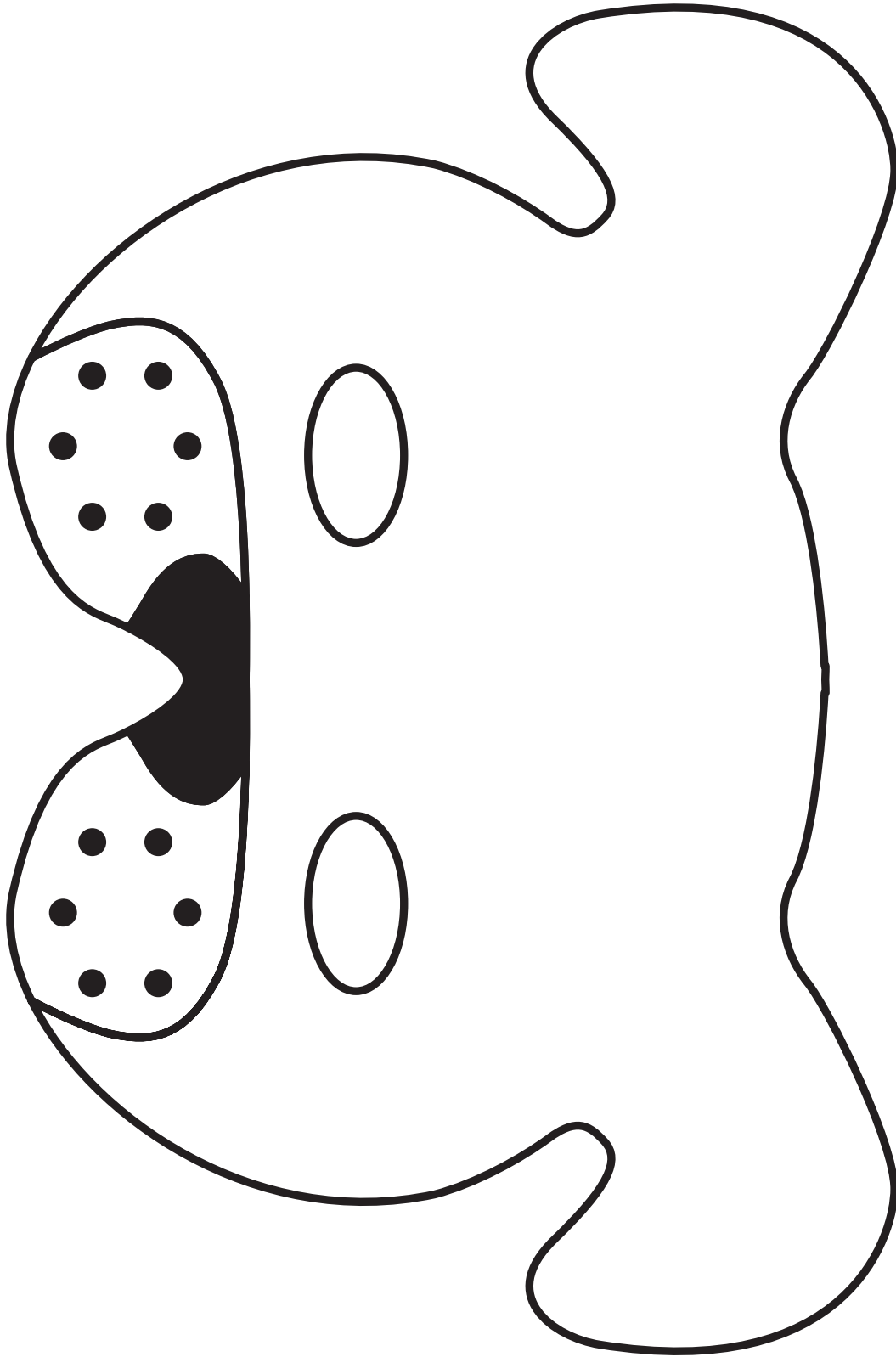


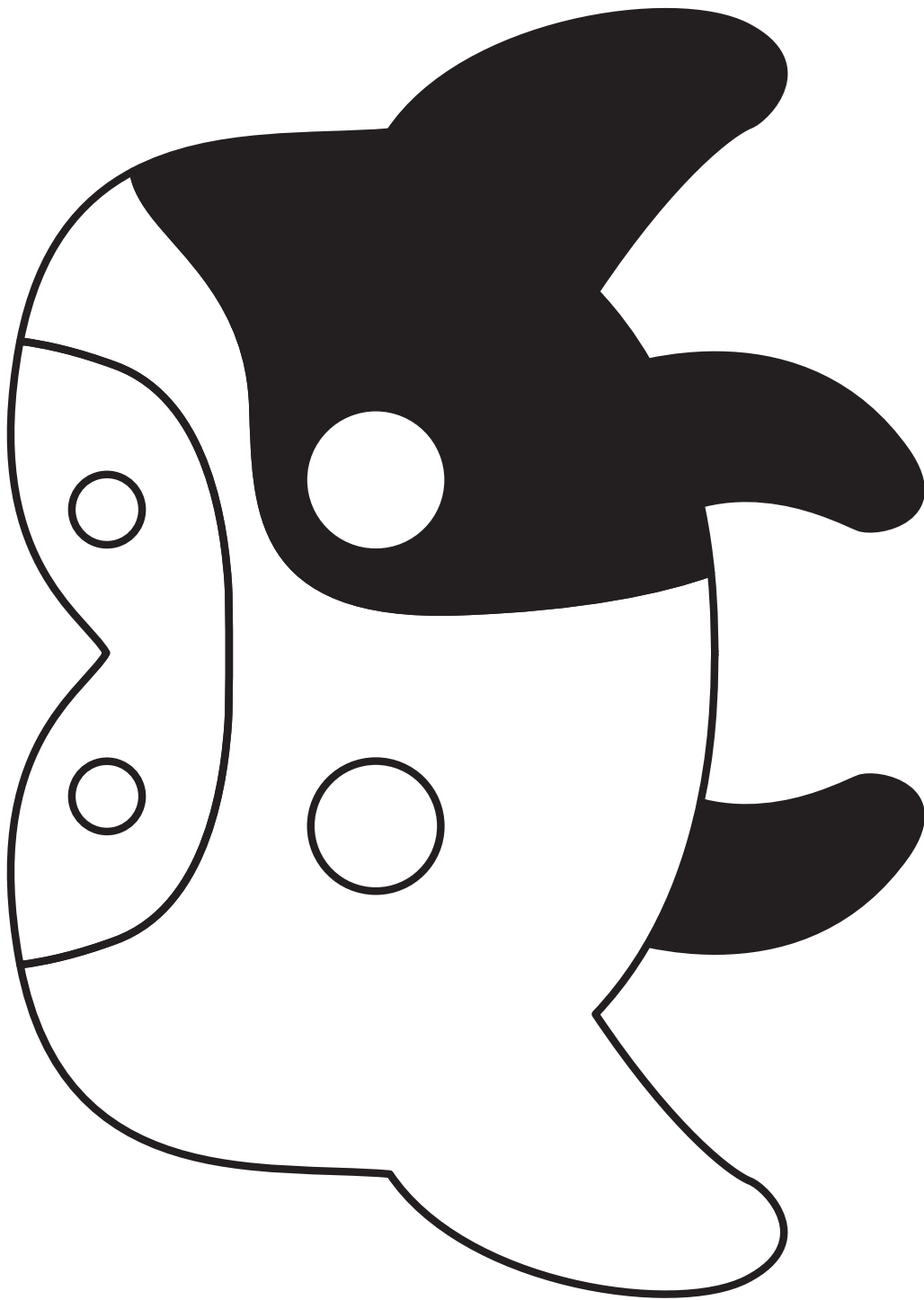


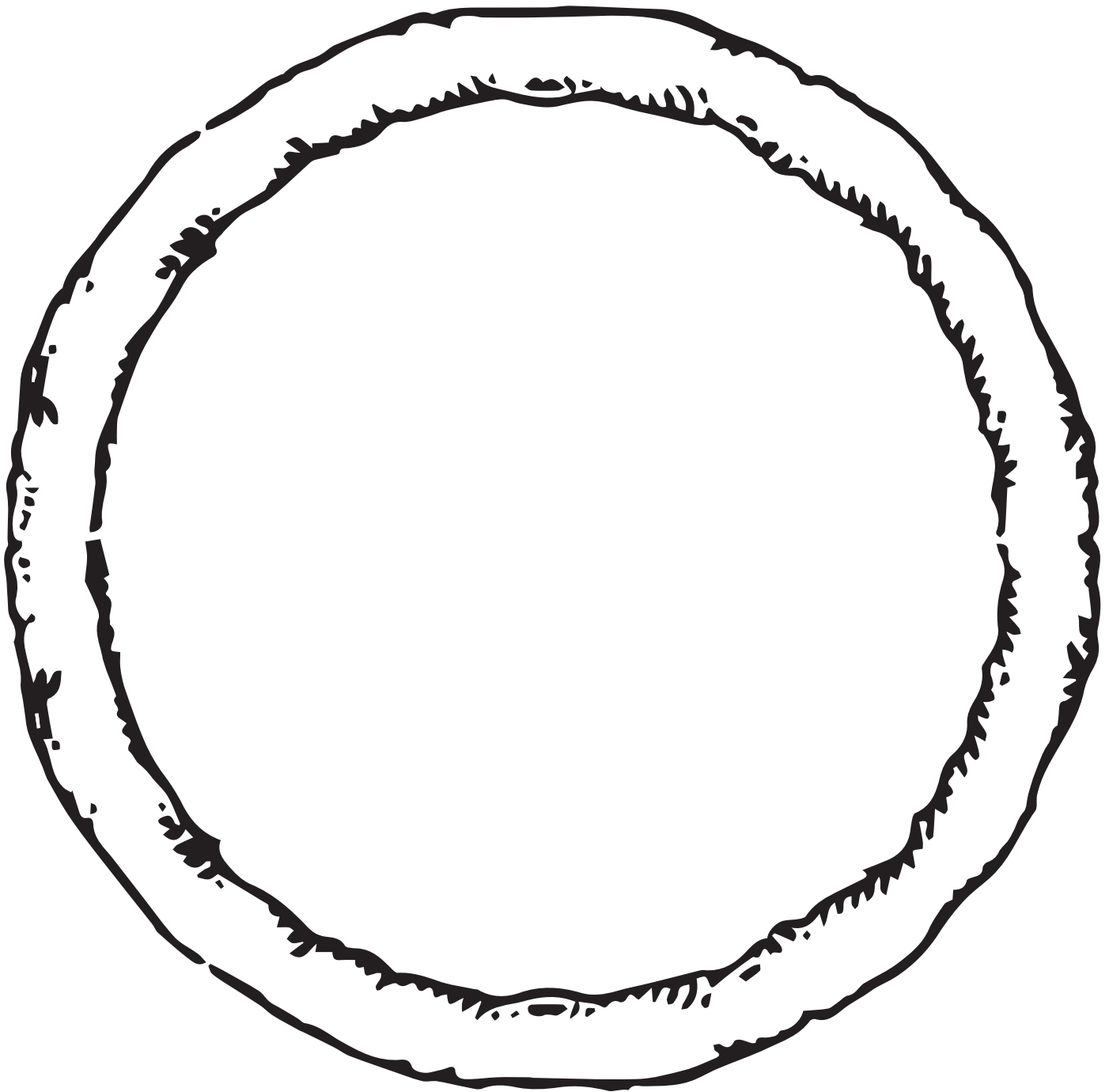


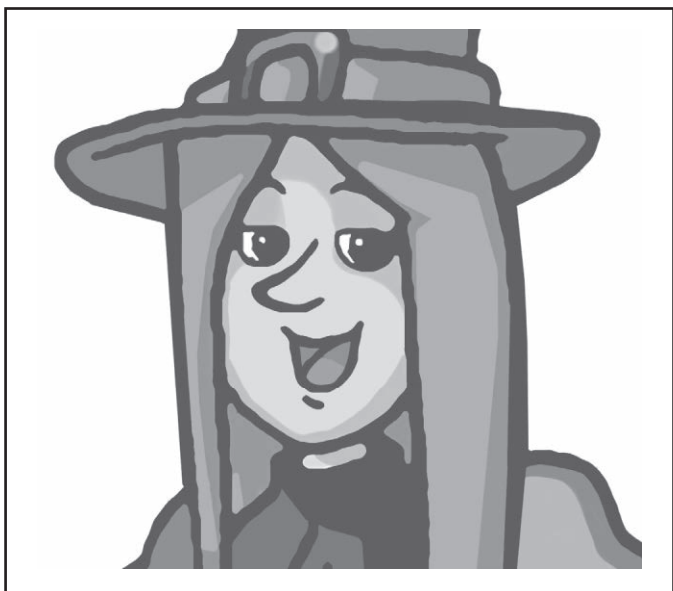


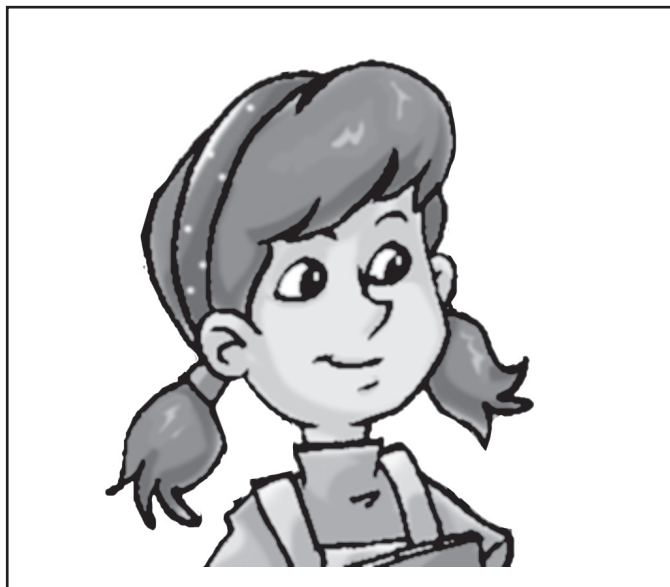
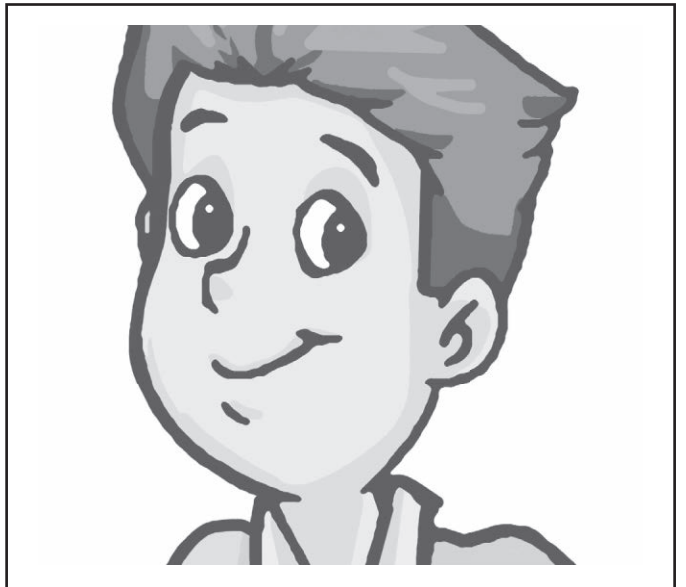












TODAY IS

DAY

DATE

MONTHS

THE WEATHER IS

THE SEASON IS

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

JANUARY

JULY

FEBRUARY

AUGUST

MARCH

SEPTEMBER

APRIL

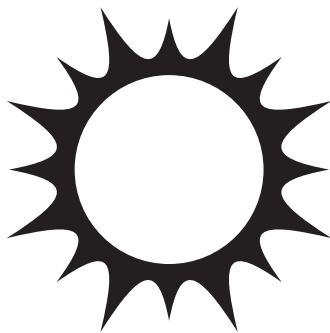
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MAY

NOVEMBER

JUNE

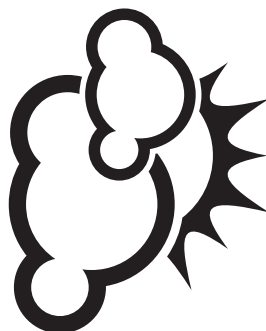
DECEMBER



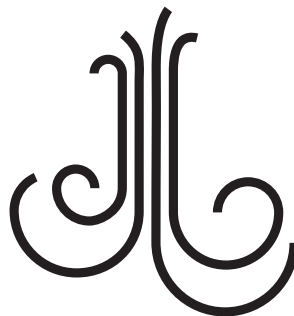
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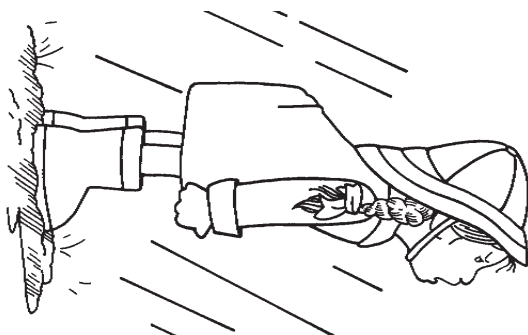
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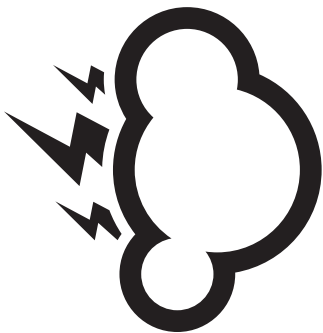
**PARTLY
CLOUDY**



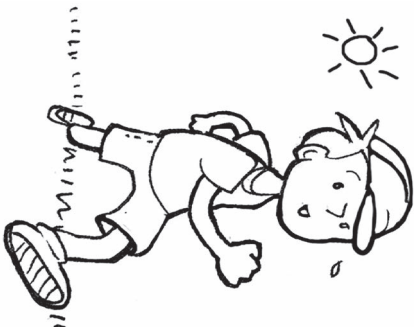
WINDY



RAINY



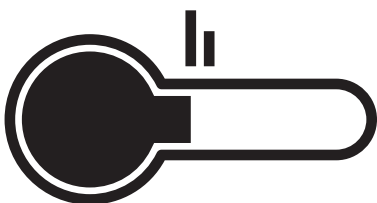
STORMY



HOT



WARM



COOL



COLD



SUMMER



AUTUMN



WINTER



SPRING

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