

Our Stories

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TEACHER'S BOOK

1



Pearson



Our Stories

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SCOPE AND SEQUENCE

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
0	Characters' names School objects: <i>notebook, pencil, glue, eraser, ruler, book, pencil case, schoolbag</i> Numbers 1–10	<i>I'm ...</i>	<i>Hello! Hi! Goodbye</i>	<i>sunny, cloudy happy, OK Classroom language</i>
1	<i>school, farm</i> Farm animals: <i>pig, sheep, hen, cow, horse, duck</i> Pets: <i>dog, cat, bird, fish</i> Toys and games: <i>ball, action figure, doll, board game, car, building blocks</i>	<i>What's this? It's ... How many ...? Is this / it ...?</i>	<i>What's your name? Great job! Let's play! Help!</i>	<i>sunny, cloudy happy, OK Classroom language</i>
	STEAM CHALLENGE: Build an animal pen PROJECT TIME: A poster of Farm School Primary			
2	Wild animals: <i>tiger, crocodile, elephant, iguana, lion, monkey</i> Parts of the body: <i>head, eyes, ears, legs, nose, mouth</i> Colours: <i>red, blue, green, yellow, black, pink</i> Numbers: 11–20	<i>I like / I don't like Do you like ...? Yes, I do. No, I don't. Plurals</i>	<i>This is me. I love ... Very funny!</i>	<i>sunny, cloudy, rainy, it's raining happy, OK, tired Classroom language</i>
	STEAM CHALLENGE: Measure animals PROJECT TIME: My favourite animal			
3	Descriptive adjectives: <i>big, small, short, tall, plump, slim</i> Numbers: 21–100	<i>I have / I don't have he / she it / they How many ...? Do you have ...?</i>	<i>This is ... He's / She's my ... I love ... I'm a hero!</i>	<i>sunny, cloudy, rainy, it's raining, cold happy, OK, tired, angry Classroom language</i>
	STEAM CHALLENGE: Build a robot PROJECT TIME: Favourite toys			

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
4	The family: <i>mum, dad, brother, sister, uncle, aunt</i> (these are in the unit overview) <i>granny, grandpa</i> Colours: <i>sky-blue, purple, brown, orange, grey</i>	<i>What colour is / are ...?</i> <i>Genitive case</i> <i>How old ...?</i> <i>his / her</i>	<i>Let's go ...</i> <i>Let's help ...</i>	<i>sunny, cloudy, rainy, it's raining, cold, warm, hot</i> <i>happy, OK, tired, angry, sad</i> Classroom language
	STEAM CHALLENGE: Make family puppets PROJECT TIME: A bar chart			
5	Food and drinks: <i>salad, bread, meat, chicken, eggs, chips, orange, ice cream, banana, apple, water, soft drink</i> Furniture and home appliances: <i>table, chair, bed, cupboard, fridge, sofa</i> The house: rooms	<i>Where's...?</i> <i>in + room in a house</i> <i>a / an</i>	<i>Can I have ...?</i> <i>Can I help you?</i>	<i>sunny, cloudy, rainy, it's raining, cold, warm, hot</i> <i>happy, OK, tired, angry, sad</i> Classroom language
	STEAM CHALLENGE: Make pop-up furniture PROJECT TIME: Healthy food poster			
6	Actions: <i>drawing, playing, dancing, riding a horse / bike, singing, running, eating, drinking, writing, reading, listening to (music), making (a house), watching TV, wearing a costume</i>	Present Continuous: <i>I'm, He's, She's</i> <i>They have / don't have</i>	<i>I need a hand.</i>	<i>sunny, cloudy, rainy, it's raining, cold, warm, hot</i> <i>happy, OK, tired, angry, sad</i> Classroom language
	STEAM CHALLENGE: Design a costume PROJECT TIME: 'I am special' poem			

BREAK TIME 1: Integrative board game
BREAK TIME 2: Integrative board game

AREAS OF AWARENESS

Linguistic awareness
Social awareness
ESI / CSE
Inclusive classrooms
Cognitive awareness
Competences

COMPONENTS

Our Stories 1 TEACHER'S BOOK

This Teacher's Book is a teaching resource that has the purpose of helping teachers to plan and organise their lessons to support learners' learning process.

It contains:

- An introduction with ideas and suggestions for the different activities in a lesson and special sections (STEAM CHALLENGE, Project Time, BREAK TIME, Our Show), a Classroom Management section, and an Awareness development section (cognitive, social, language, intercultural, ESI / CSE, and inclusive classrooms)
- Yearly planning (*Planificación anual* in Spanish)
- Lesson plans
- Assessment: Unit tests (with their answer keys)
- Assessment: Progress tests (with their answer keys)
- Photocopyable materials (routine flashcards, photocopyable worksheets)

The lesson plans include:

- An overview of the unit and the lesson
- Learning objectives for each lesson that provide a clear focus and are related to assessment
- Ideas and suggestions for all the activities
- Building confidence activities that help learners in their learning process
- Awareness areas (cognitive, social, language, ESI / CSE, inclusive classrooms)
- Audio scripts
- Answer keys
- Extension activities for the workbook pages

Building confidence activity

Mime! Decide with learners on ways to mime each of the characters. As you name different characters, learners have to mime them. Some may be ready to call out their names, so let them give the instructions to the rest.

Social awareness

Learners need to learn how to be good losers and good winners as well.

Our Stories 1 PUPIL'S BOOK

There are six main units, plus a Welcome Unit, two BREAK TIME sections, and an Our Show section.

Tour of a unit

The story, presented in the form of a comic book, opens and closes every unit, and is also further developed within the unit.

2 Animal fun

1 Look and listen.

20

1 Adventures at Farm School

1 Look and listen.

8

3 I'm a tall hero

1 Look and listen.

32

4 Families at the waterfalls

1 Look and listen.

46

5 A day at Ramona's house

1 Look and listen.

58

6 Carnival!

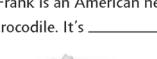
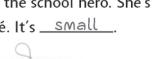
1 Look and listen.

70

Activities for recognition and production, listening, speaking, reading, and writing

Recognition and production

20a Compare the animals. Complete with **small** and **big**.



Ramona is the school hero. She's on a **yangón**. It's small.

Sally Frank is an American hero. She's on a **crocodile**. It's _____.

Paco Bell is an American hero. He's on a **tornado**. It's _____.

Brown-Foot Sue is an American hero. She's on a **fish**. It's _____.

Listening

5a  Listen and complete.

Speaking

15 Pay attention game

How old is your mum, Edu?
How old is your dad, Linda?

How old is Edu's mum?
How old is Linda's dad?

She's thirty.

He's forty-five.

Reading and writing

3b Read and write the name.  

_____ : I like bread. _____ : I like eggs. _____ : I like chicken.
_____ : I like meat. _____ : I like chips.

A STEAM CHALLENGE that provides opportunities to integrate language meaningfully while exploring other areas of the curriculum through hands-on activities.

STEAM
CHALLENGE

Measure animals

3+
x2

Tools:

PREDICTION RESULT

PREDICTION RESULT

PREDICTION RESULT

PREDICTION RESULT

PREDICTION RESULT

PREDICTION RESULT

PROJECT
TIME

Healthy food poster

1 Find out.

2 Cut or draw.

3 Sort.

Healthy food	Sometimes food

WORKBOOK pages at the end of the Pupil's Book to extend learners' practice of language points.

13 Write. 

Choose two members of Luriel's family. Then draw them and complete the descriptions.

3  **I'm a tall hero**

1 Complete the crossword puzzle.  

Across

4	93
9	81
10	40
11	59
12	90

Down

1	60
2	64
3	38
5	27
6	75
7	32
8	76

2 Write the numbers. 

1 twenty, thirty, _____, fifty, _____, _____
 2 thirty, thirty-three, _____, thirty-nine
 3 seven, seventeen, twenty-seven, _____, forty-seven, _____
 4 eleven, twenty-two, thirty-three, _____, fifty-five, _____
 5 one hundred, ninety-nine, _____, ninety-seven, ninety-six, _____
 6 fifty-one, fifty-three, _____, fifty-seven, fifty-nine, _____

3 Count and write.  

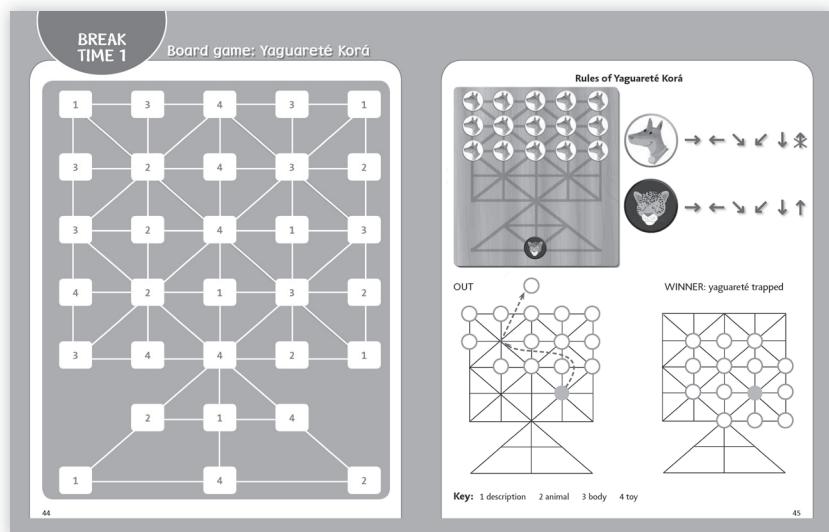
Twenty-one crocodiles and four ducks

1 How many legs? _____	4 How many green heads? _____
2 How many eyes? _____	5 How many noses? _____
3 How many mouths? _____	6 How many ears? _____

Tour of other sections

BREAK TIME

Two board games that can be played on different occasions and which present yet another instance of integration and meaningful language use.



Our Show

Two scripts for the group of learners to perform. Learners are encouraged to organize their roles, learn the lines, make props, design invitations and programmes, and present to others while building their confidence in English.

The 'Our Show' section includes two scripts. 'Show N°1: Our stories' has four activities: 1. Get organised (divide into groups), 2. Characters (Edison, Ramona, Luriel, Loret, Maria, Fluffy, Choike, Mr. MacDonald), 3. Puppet time (make puppets), and 4. Present the characters (read lines, repeat, act out). 'Show N°2: Tall tale heroes' features six characters: David Rocket, Sally Rocket, Sally Frank, Ron Bonyard, Paco Bell, and Brown-Foot Sue, each with a brief description and a small illustration.

Flashcards

All the vocabulary items in the Pupil's book to present them and organise different activities.



Our Stories 1 Digital Book

- The full Pupil's Book in digital format
- All audio embedded into the exercises
- Workbook activities in interactive format with instant correction
- Pupil's performance record for the teacher

INTRODUCTION

Our Stories is a six-level series for primary school learners, ages 6 to 11, which focuses on educating the individual as a whole and, in so doing, helping them to become active and involved 21st century citizens. In order to achieve this, it is based on the following pillars:

- **Education.** The series aims at the cognitive, social, and affective development of the learner. Hence, through the stories and activities that are proposed, *Our Stories* taps into the following areas of awareness:
 - Learning strategies: these help learners to become aware of how they learn, and can be transferred to other areas of the curriculum.
 - Study skills: they enable children to learn more effectively.
 - Organisation skills: often considered part of soft or life skills, they can contribute to more effective and long-lasting learning, and to being more successful in other areas as well.
 - Critical thinking: little by little, and starting at a very young age, children can learn how to evaluate information critically, first with the guidance and help of the teacher and then on a more autonomous level.
 - Collaboration skills: group work and pair work involve different skills that learners develop with the aim of constructing something together with others.
 - Citizenship: learners are helped to understand their role in society, how they can contribute in different ways to construct a better world for all. The focus in *Our Stories* is on 'glocality', i.e. understanding our role in a global world while acting locally, respecting local contexts.
- **Language as social practice.** Language is part of our everyday life, as is culture. Language is related to the cultures and social systems that make up our world of experience. By this token, language is what the members of any society use to participate in it, i.e. a social practice. Language is not used in isolation but embedded as part of our world. Language is about constructing meaning. Therefore, language use has to be meaningful; meaningfulness being different for different groups.
- **Learning.** Teaching is about creating opportunities for learners to learn. Opportunities are created by presenting motivating and meaningful activities and situations in which learners can feel identified with and through which they can also enlarge on their own experiences. By this same principle, the curriculum is spiral and there is permanent integration of content. Learners become active agents who construct meaning in keeping with their age and cognitive, social, and affective development.

• **Stories.** According to John McRae (1994),¹ there are two types of language: referential and representational. Referential language is language that shows, states, and informs. This is the language of survival that only requires, from the student's part, memory and the ability to manipulate grammatical forms.

However, John McRae (*ibid.*) considers that a great amount of the language that we use daily is not only referential but also representational. Unlike referential language, representational language engages the imagination and involves the human being as a whole. It is the language that integrates people to a culture. The idea behind this series is not to use one or the other, but both.

The reason why representational language may be considered challenging is that it has gaps that the reader—and, in the case of *Our Stories Level 1*, the listener—fills in with their imagination. In *Our Stories*, we consider that learners are active and creative, and they can become co-authors of the text by supplying the unstated portions. We believe that representational language is a springboard for thinking and creativity as it stimulates learners to use different areas of the mind. As educators, we hold that by means of representational language, learners will be able to use English creatively in new situations they have never come across before and in a future world that neither they nor their educators may envisage.

In *Our Stories*, language is introduced through meaningful and contextualized stories. Stories are central in our lives and they are crucial in the series. These stories have underlying grammatical and vocabulary teaching points which are used in natural contexts. Moreover, the activities that follow are integrated with the story and many times expand on it creatively. It is precisely through stories that children can understand how characters deal with different conflicts which they solve peacefully, developing their critical thinking and understanding their role as citizens. Stories focus on the social, cognitive, and affective development of children, thus contributing towards the education of the individual as a whole.

¹ McRae, J. (1994). *Literature with a Small 'I'*. London: Macmillan Education.

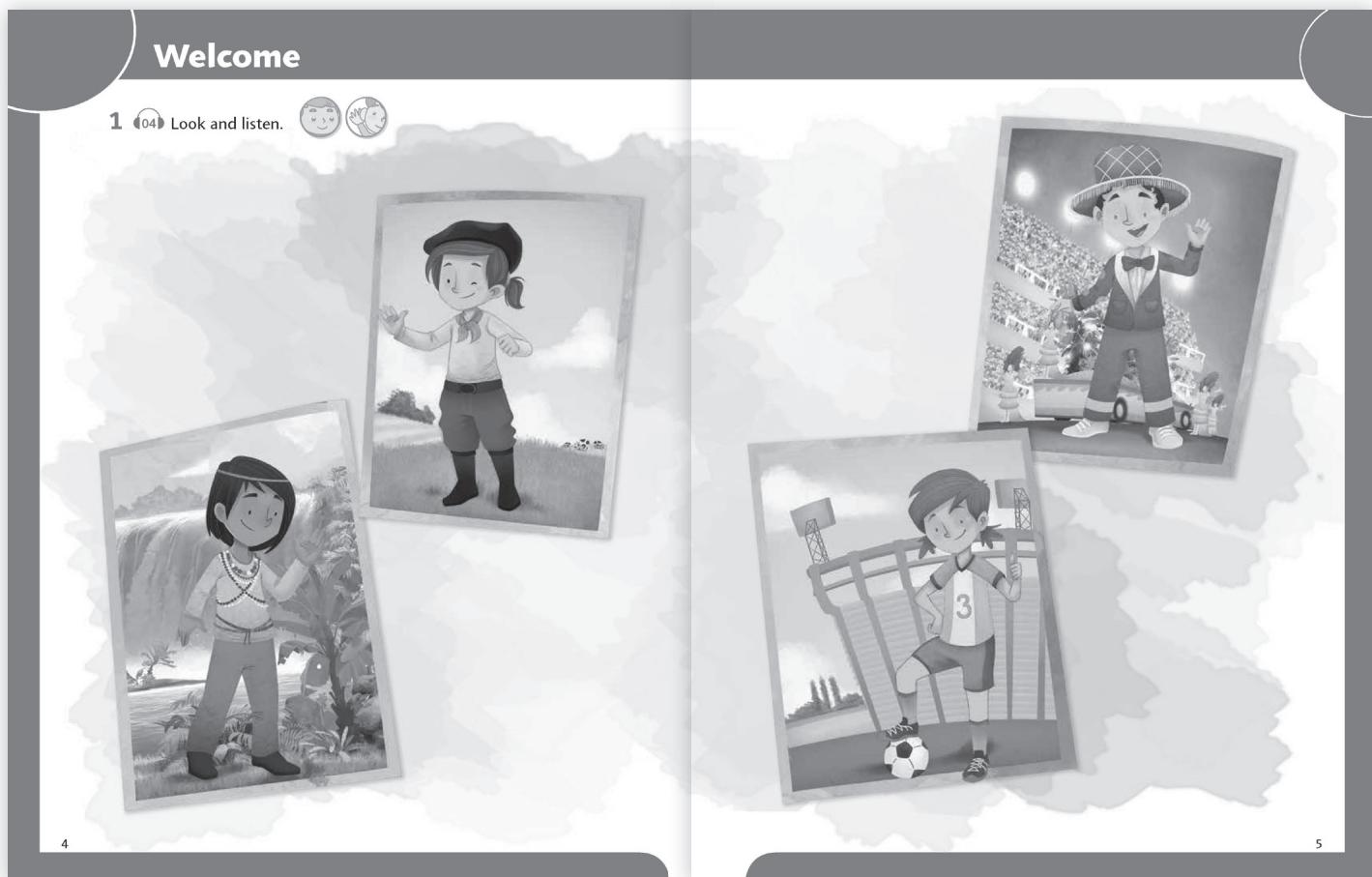
CHARACTERS AND SETTINGS

Each level introduces characters of about the same age as the learners, who interact in different contexts: their school, their homes, and their surroundings. As children grow older, the world opens up to them. The characters in each of the levels come from different cultures and interact with one another creating a rich intercultural environment. The inclusion of children of different ethnic groups not only enriches children's own cultures, but contributes to valuing local cultures as well. There is always one character who is an Other, one who invites us to consider otherness and sameness since they share characteristics with human beings, yet present a different perspective. This character encourages learners to defamiliarize the world they live in and to see it through his or her eyes. This, in turn, contributes to the development of citizenship.

Moreover, in *Our Stories* we seek to challenge gender roles throughout the series. In Level 1, gender roles are transgressed through the characters of Ramona, María, the children's families, and Mr MacDonald, the teacher. By means of the myriad of roles displayed by characters in the series, we hope to encourage more gender equality in our cultures.

Why is the setting a blend of different settings?

The setting in Level 1 compresses the pampas, a sambodromo where people celebrate Carnival, a football stadium, Jesuit ruins, and waterfalls of Latin America. The reason for this blend of settings comes from Michel Foucault's concept of 'heterotopia' (1967),¹ a setting in which diverse settings overlap which are both contradictory and impossible. The different juxtaposed settings belong to different countries in Latin America; yet, they can be perceived as belonging to the same place. All the adventures in the story take place in heterotopic land that is full of local colour—i.e. customs, dress, food, or other typical features of a place and its inhabitants—belonging to a myriad of cultures. The purpose of such setting is for learners to recognize it, identify with it, and understand the heterotopic place as their own.



¹ Foucault, M. (1968) [1967] 'Des espaces autres' [Of Other Spaces], *Árciteturra*, 13: 822–823.

UNIT ORGANISATION

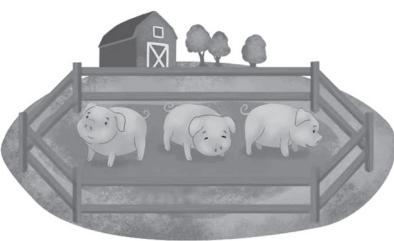
In Level 1, there are six units and a Welcome unit. Each of the six main units is organised as follows:

- An opening story in the form of a comic. This story introduces one of the lexical areas in the unit and / or grammar point. Some ungraded language for communication is sometimes introduced in this opening story.

17                                          <img alt="Icon of a speech bubble" data-bbox="2540 298 254

- A personalised activity that engages learners to express something about themselves and their own experiences

STEAM CHALLENGE Build an animal pen  **3+ x2**



Our animal: _____ How many? 

18 Language focus: (numbers), (farm animals), pen, farm

MY PET

This is _____ I ❤ _____

15

- A STEAM CHALLENGE connected to the topic and that recaps the language learnt in the unit

PROJECT TIME

You're a student at **Farm School Primary**. Complete the poster.

Farm School Primary

Draw the school here

This is the _____

The teacher's name is _____ The name of the school pet is _____

The children's names are _____ The animals are _____

Draw a good school friend

19

1 Adventures at Farm School

1 Look and match.  

			horse
			sheep
			duck
			cow
			hen
			pig

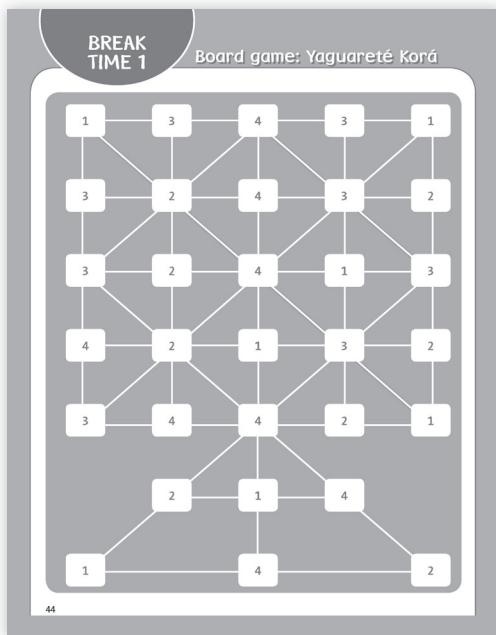
2 Look and write.  

		
_____	_____	_____
		
_____	_____	_____

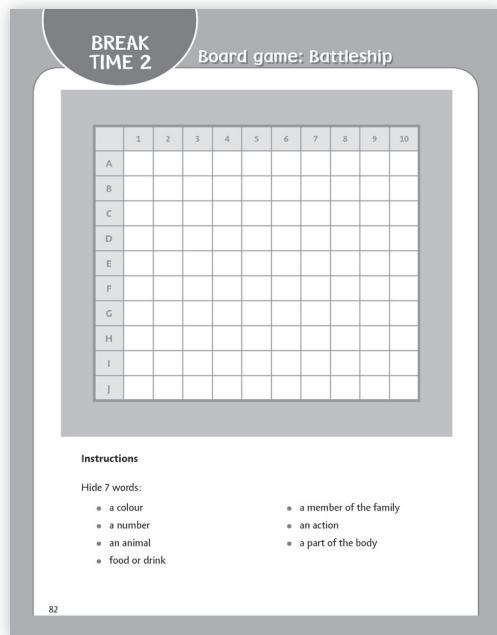
90

- Workbook pages, which provide learners with opportunities to practise and integrate the language in the units

- There are two integration instances:



o BREAK TIME, in which games are presented that help learners to revise and integrate the language in the previous units. In these games, learners also develop other skills, such as being good losers and good winners, turn taking, and patience, among others.



Our Show

Show N° 1: Our stories

1 Get organised.

Divide the different activities. How many students? How many groups?

Activity	Students
Make the invitations	
Make character puppets	
Make the posters	
Make the programme	
Learn the lines	

2 Characters

3 Puppet time

Make the character puppets.

4 Present the characters.

Read and say the lines.

Repeat the lines.

Now, act out!

Show N° 2: Tall tale heroes

Presenter 1: Hello! My friends are wearing tall tale costumes. Tall tales are from the United States. But what is a tall tale?

Presenter 2: What is a tall tale? Many tall tale heroes aren't real.

Presenter 3: The place and time is real.

Presenter 4: Tall tale heroes have a magical animal or instrument.

Presenter 5: Tall tales have humour!

Presenter 6: Here are the heroes!

David Rocket: I'm David Rocket. I love Sally Rocket. I eat a thunderbolt! (mime eating a thunderbolt)

Sally Rocket: I'm Sally Rocket. I love David Rocket. Look at my lasso. (mime lassoing a horse)

Sally Frank: I'm Sally Frank. I'm riding a crocodile! (mime riding a big animal)

Ron Banyard: I'm Ron Banyard. This is my pet, Babe the Ox. I have a big axe. (mime using an axe)

Paco Bell: I'm Paco Bell. I'm a cowboy. I have a lasso. I love Paco Bell. I'm riding a tornado! (mime riding a tornado)

Brown-Foot Sue: I'm Brown-Foot Sue. I have a lasso. I love Brown-Foot Sue. I'm riding a whale! (mime riding a huge fish)

Presenter 7: Thank you, tall tale heroes!

Come to school on _____
at _____

Great fun for all!

o There is also a section—Our Show—with activities and suggestions for learners to perform and show others what they have learnt in the English lessons.

Our Show

7 Make the posters.

Take photos in the classroom or draw situations.

Print the photos or use the drawings.

Glue the pictures on poster paper.

Label the pictures.

8 Make the programme.

English show programme

Our Stories 1

characters presentation

- ★ Tall Tale Heroes presentation
- ★ Song
- ★ Goodbye!

Our show day!

- Posters on the walls
- Say Hello! to families.
- Give families a programme.
- Presentation time!
- Song
- Goodbye!

12 - INTRODUCTION

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PLANNING THE UNITS

Planning a lesson or a unit involves thinking in terms of the learning opportunities that can be created for each group of learners. It encompasses deciding on the objectives we set for each lesson and reflecting, once the lesson is over, in terms of those objectives. The information we collect is the basis for our future decisions: what to review, what to integrate or provide further practice of, how to move on, etc.

At the stage of planning, we make several decisions concerning the following areas:

Working on routines

Routines provide a framework, give learners a sense of confidence, and help them to become more autonomous. Routines also help to save valuable class time and solve some classroom management issues. Moreover, they can be used to introduce vocabulary and work on strategies. Use a corner of the board for routines or have a Routine poster. Each of the levels in *Our Stories* focuses on different routines.

Routines in *Our Stories* Level 1

- Helpers
- Days of the week
- Weather: *sunny, cloudy, rainy, it's raining, hot, cold, warm*
- Feelings: *happy, tired, OK, angry, sad*
- Lesson schedule

Helpers

Helpers can be appointed for each class or week, depending on the number of learners in the group. Write the learners' names on small cards, place the cards in a bag, and remove one or two per class. Put these cards in another bag or envelope until all learners have been selected. As you draw the cards, you might want to show learners the first letter for them to guess who it could be. Have a list of helper duties, e.g. hand out books if they are kept in the classroom and collect them at the end of the class, clean the board, stick the weather and feeling cards on the routine poster or in the designated corner of the board, etc. Once you draw the names, ask these learners if they are ready for the task. It may be the case that a child may not feel ready. If so should happen, tell them they will be the helper next time, and draw another card.

Unit Plan

UNIT	
OBJECTIVES	
HELPER	

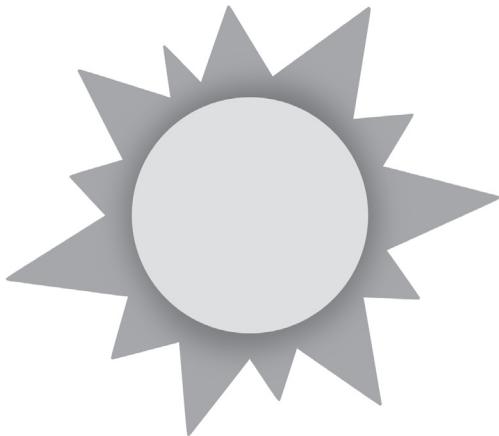
Feelings

After you have sung the *Hello* song, show a happy face and tell learners, *I'm happy today*. Stick the happy face flashcard on the board (see the photocopiable routine cards at the end of this book) and ask, *Who's happy today?* Raise your hand to show what learners are expected to do. You can also ask individual learners, e.g. *Mariana, are you happy today?* As learners raise their hands, draw tally marks on the board. You can work on one or two feelings, e.g. *happy* and *tired*, *happy* and *OK*, etc. At the end, count the number of tally marks (in English) and write the number in the Routine section on the board or on the Routine poster. Follow this procedure to review the different feelings. If a learner says he or she feels sad or angry, ask them why. At this point, learners' language of instruction (e.g. Spanish is schools' language of instruction in many countries in Latin America) may be used as it is important to show genuine interest in your learners' feelings.



Weather conditions

Show the sunny flashcard and ask learners, *Is it sunny today?* *Yes or no?* Invite them to look out the window. When they say *yes*, tell them, *Yes, it's sunny today*, and stick the *sunny* card on the routine section or poster. Do the same with the other weather conditions for the level.



Days of the week

It helps to have a blank monthly calendar. Tell learners you'll point to each day and say them, and they have to say *Stop* when you point to and say today's day. You can use the flashcards at the end of this book to stick on the Routines poster, or you can write it yourself. After a while, learners will be able to write them themselves. Do not always start from Monday, so that you can go over all the days of the week.

Monday

Saturday

Lesson schedule

Every lesson will have different moments: story time, game time, activity time, STEAM time, among others. Each of these moments may require a specific seating arrangement and materials. The procedure suggested is as follows:

- The first time you invite learners to do something, e.g. listen to a story, play a game, do a STEAM CHALLENGE, write the words on the board and show them what they have to do. A picture list on the board may help, e.g. drawing the book and a pencil to show learners what they need.
- Check they have all they need. Invite learners to sit in a circle, at their desks or tables, or go outside if the activity and context allow.
- The first time it will take longer for learners to get ready, but challenge them to do everything faster next time. Remind them that faster does not mean messy. Congratulate learners on their efforts to work fast, quietly, and in an orderly manner.
- Closing time is very important. It gives teachers and learners the opportunity to go over the different activities and evaluate how well everybody did, what needs revising or improving, what worked, and what didn't work and why. When it's time to say goodbye, ask learners to check that their tables or desks are tidy and that their English book is where it should be in—either their schoolbags or a cupboard in the classroom. Go over the lesson with them to evaluate the different steps and sing the goodbye song.

Stories and activities

Look and listen (stories)

In *Our Stories*, new language is introduced through engaging illustrations. Learners construct meaning from the illustrations that appear sequentially. In Level 1, learners are faced with visual texts that range from images comprising texts like the Welcome unit, which is shaped after a picture book, to sophisticated sequential art like the rest of the units, which are framed into a comic. While picture books are a unified artistic whole in which pictures and words are interdependent and work together with the covers and the details of design to tell a story, comic strips are a graphic form of sequential art where very few panels are visually, and usually horizontally arranged and juxtaposed to tell a story in a humorous fashion. Each level aims to also develop learners' visual literacy further: perspective, point of view, variation in the borders of panels, colour, shape, and lines of illustrations, interaction between characters and background, speech and thought bubbles, interjections and

onomatopoeias, symbolia, movement of characters and objects, representation of time, etc., since they all contribute to conveying meaning. As learners listen to stories, they contextualize language which they can then imitate in meaningful situations.

Working with a story

Use the digital version if a projector is available at your school. Have learners look at the screen while either sitting on the floor or at their desks or tables. Alternatively, use your book and have learners look at you or follow the story in their books as you play the audio. If it is not possible to play the audio, listen to it at home and rehearse by repeating after each character, using different voices.

Before the story, engage learners by telling them an anecdote or something related to the topic. This can be done in the school's language of instruction (e.g. Spanish is school's language of instruction in many countries in Latin America) since the focus is on engaging learners. You can also show the illustration and ask meaningful questions, again in the school's language of instruction, if necessary. This will help to activate students' schemata and they will understand better. Avoid language practice questions at this stage since the focus here is for learners to construct meaning, not to practise language. As you engage your learners in the story, guide them to come up with predictions. Keep a record of the learners' predictions on the board. Use drawings if possible. Play the audio and go back to your learners' predictions. If they feel bad that their predictions were not correct, let them know that the important point is understanding, not getting them right.

Invite learners to listen to the story again, this time with a new task for listening. Different tasks will be suggested in the lesson notes.

Every time a new section of the story is presented, remind students of what happened before, even if you have started a new unit. The story will develop all along the six units.

Activities

The activities in Level 1 will focus on learners' development of listening, speaking, reading, and writing.

Some of the activities focus on recognition while others focus on production. In the case of recognition activities, some learners may be ready after a few rounds to play the role of the teacher, i.e. giving instructions (*point to, show me, etc.*) or naming something (*two, look, a book!, etc.*). Let them be in charge. If you have a small group, learners can take it in turns.

Icons and rubrics

Every activity is presented with an icon and rubrics, i.e. the instructions. The icons help learners to understand what they have to do. *Our Stories* includes a set of flashcards with the icons that correspond to the different instructions. Before an activity, you can stick the icon on the board and elicit from learners what they think they have to do. If they answer in the school's language of instruction, recap what

they have said in English, by saying, *Yes, listen and draw*. When activities involve more than one step, it is advisable to write 1, 2, etc., on the board for the different steps and stick the corresponding flashcard next to each step. If, at some point, a learner asks you what to do, refer him or her to the board. This helps them in different ways: they start understanding the notion of reference, they reinforce the concept of symbols and meaning—language—, and this works towards the development of their autonomy: they will not depend on the teacher to provide an answer. Write key words next to the icon flashcards.

It is advisable to ask learners to look at the icons and read the instructions with you as you read them out. This way, they will start understanding the connection between the written and the spoken word, and they will learn how to pronounce these words. If there is an illustration, have them focus on it as well since it will help them to understand what to do.

9  Listen and point. Then, match.



8 Look, think, and match.



4

14  Listen and write the name. Then, read and match.



10 Read and tick (✓).



Listening activities

Begin the activity by focusing the learners' attention on the icons. Ask them if they need any materials. Show a pencil and ask, *Do we need a (pencil)?* Learners will understand the word *pencil* and associate it with your showing it, so the use of the school's language of instruction is not necessary. Do the same with the materials they need and one or two which they don't. As learners gain confidence, they can take it in turns to show different materials and ask their classmates if they are necessary. They can just say, *A pencil?* If learners need to colour in, check they have all the colours they need and that their tips are sharp.

Listening involves some degree of concentration. Ask learners if they prefer to have their desks cleared in case they should get distracted. Work on some ground rules:

- No talking or noises during a listening activity.
- No interrupting. Let them know you'll play the audio more than once.
- No questions while the audio is playing. Tell them you'll answer the questions at the end.

It is advisable to have a dry run before the actual activity to check everybody knows what to do. For the first listening activities, teachers can also decide to do them together with their learners. If possible, do the activity on the board by drawing elements or using the flashcards. This is a good opportunity for think-alouds: through this strategy, show learners your thinking process as you do the listening activity. By way of example, you can repeat a word in your mind while you spot the correct illustration on the page, or you can repeat the colour until you grab the right coloured pencil. It is also better, especially during the first listening activities, to pause the audio after each line and check that everybody is following. When learners feel more confident, go straight into checking at the end. If there are differences in the learners' answers, play the audio again and focus on that part in particular to help learners to understand which is right and which is wrong, and why.

Using the audios: if you decide not to use the audios in class, play them at home and rehearse saying the words if you want to feel more confident. However, it is strongly recommended to use the audios so that students are exposed to different accents (different to that of their teacher's) and voices—children's and adults'.

2a  Listen and do. Then, number. 

2b Write the numbers. 

monkey lion iguana crocodile tiger elephant

2a  Listen and do. Then, colour. 

96 61 27 89 72
43 58
100 35

Speaking activities

Start by working on the icons and rubrics. Check that everybody knows what to do. A few dry runs help in this respect. Unless you have just worked on the language involved in the speaking activity, it is a good idea to conduct a revision activity so that the language is reactivated. It can be any of the activities suggested to be used with the flashcards, or any activity you consider useful for this purpose.

As with listening, work on some ground rules for speaking activities:

- Respect everybody and be silent while somebody else is speaking.
- Everybody makes mistakes so never laugh at or mock somebody.
- Wait your turn and respect others' turns.
- Raise your hand if you want to participate.
- Remain at your desk or spot.

Speaking activities can be done in pairs, in small groups, or with the whole class. Pair and group work involve much more than asking children to work together. It is necessary to model the activity and have a couple of dry runs before learners start working in pairs or groups. If you decide on pair or group work, as a closure activity, have a couple of pairs or groups show the rest what they have done.

20 Read, show, and tell.   

This is Ramona's family. This is her mum. She's twenty-nine. She's short and slim. This is her grandpa. He's seventy-five. He's tall.

21 Write. 

4

Literacy development

In Level 1, learners are expected to be in the last stages of their literacy development or even fully literate depending on their age.

Reading activities

At this stage, learners have their own hypotheses as to reading and writing in the school's language of instruction. Since English shares the same alphabet with the languages spoken at schools in Latin America, we need to help them to confirm some hypotheses and modify or drop others.

Start by reading out the instructions for the first activity, *Look* and *listen*. Ask learners where it says *Look* and where it says *Listen*. Ask them what clues they have used. This discussion, which will be held in the school's language of

instruction, contributes to literacy development and to becoming a good, efficient reader. You can do the same with the characters' names, though this time, help them to notice how the *-r* is pronounced in English (both in Luriel and María). Then, focus on *I'm*: different pronunciation of the letter *-i*. You can encourage them to think of *I'm* as a unit and remember how it is pronounced.

When learners read phrases and sentences, help them to notice some parts do not change, e.g. *I like biscuits, I like blue*. Learners should identify these chunks (sight words) and then focus on what is different. Learners should be given plenty of meaningful reading practice of these chunks (*I like, I have, the, a / an*) since it helps to develop fluency in reading. This reading practice does not involve reading aloud but reading to themselves.

As part of the Routine, you can have a special words section on display in which learners include words they find difficult to read (maybe because their pronunciation is quite different from the language they speak or because of its spelling). You can ask learners to read out the words. Once everybody feels confident, remove the word/s they have no trouble with reading.

Dyslexia and Our Stories

Our Stories parts from the idea that dyslexic learners can perform very well not only in school, but also in a foreign language classroom. One of the aims is to include dyslexia-friendly accommodations in terms of layout and methodology. This course has been designed to provide suitable conditions to support all learners.

Our Stories uses an adapted layout that accommodates for dyslexic learners through:

- Texts that are divided into digestible paragraphs
- Pages that are clean, rather than crowded with information
- Dyslexia-friendly fonts
- Spacing out text
- Text aligned to the left
- Avoiding underlining and italics
- Using bold for emphasis

The methodology adopted in *Our Stories* takes dyslexic learners into account by providing:

- an abundance of audio tracks that accompany exercises and texts
- illustrations and images that support comprehension
- multi-sensory strategies
- frequent recycling and integration of target language

- short, step-by-step instructions
- suggestions for learners to record themselves reading words and short phrases at home to avoid reading aloud in front of the whole class
- alternatives to written responses (i.e. oral possibilities)
- nominating roles during group-work for dyslexic learners to avoid being the scribe or the reader
- pre-teaching and pre-reading / listening steps
- training in listening and reading strategies (e.g. predicting, identifying main ideas, activating background knowledge)
- comprehension checks after each paragraph
- reduction of multiple choice and fill-in-the-gap exercises
- division of audio tracks into parts
- suggestions for developing cognitive skills



Other resources:

- a cut-out frame to help learners to focus on a portion of the coursebook page
- a cut-out reading window to help learners to follow the sentences they are reading

Writing

Learners will start writing words they can read quite easily. Writing is about conveying meaning; therefore, mechanical activities such as copying with no reference to meaning

should be avoided. To ensure meaning is present, you can write (five) words on the board, e.g. *blue, pink, pencil, yellow, schoolbag*, and ask learners to copy only the colour words.

Learners can make classrooms posters or individual cards with the words they are learning. They can also have their own “sight word bag”, “spelling bag”, or “word bag” with cards with the words they are learning. Every time they learn how to spell a new word or find a word tricky to spell, they add it to their bags. It also constitutes a way of building confidence as learners can see visually how many words they can write.

The “word bag” can become a game. Play some music for everyone to shake their bags and when it stops, one learner takes a word out of their bag and reads it out. Another learner is chosen to write the word on the board and check its spelling against the first learner’s word card. Learners need to concentrate: if they take out a word from their bag that has already been used, they should be able to identify it on the board or, if you prefer to add a competitive element in the game, they lose a turn. This constitutes meaningful writing since they will use the poster or their cards to check the spelling or words.

If a learner misspells a word, ask him / her to say the word. If there’s a difference in pronunciation between the learner’s spelling and the correct one, say the word as it’s spelt, e.g. *schoolbag*, **scholbag*. In this way, the learner will understand why he / she has to correct the spelling. If there is no difference in pronunciation, e.g. *blue*, **blu*, you can underline the word in pencil and have the learner check the spelling (using his / her book, notebook, card, or vocabulary posters).

Games

Games offer a unique opportunity for the meaningful use of language and to work on soft skills and educational aspects as outlined in the Introduction above. As with any activity, start by focusing on the icons and rubrics. Focus learners' attention on the information in the activity and ask them if they need any materials, e.g. their cards or realia (pencils, markers, etc.). If this is the case, you can ask them to name what they need if they're ready to do so, or show different items and ask, e.g. *Do you need your cards? Do you need your coloured pencils?* Set the rules for games and keep a record of them, e.g. with pictures.

- No shouting
- If you know the answer, raise your hand and remain at your spot or desk.
- Wait your turn.
- No mocking losers and no undermining winners
- Keep your hands to yourself.

If learners do not follow the rules, stop the game. It is important for them to understand that our actions have consequences. You can show learners how to celebrate in silence, e.g. mouthing *Hurray!* You can set a score in different ways:

- All learners / groups score points, and they have to reach a set number of points. This is a way to instil collaboration.
- Learners play against the teacher.
- Groups play against one another.

It is important to organise games in such a way that anybody can win, not only those students who are faster than others.



Pair and group work

Pair and group work involve much more than asking children to work together. Several steps are necessary if we want the activity to be successful.

Forming groups: if learners are sitting at group tables, then it is sensible to consider each table a group. However, it is advisable to change the members in the groups. To do so, you can do an activity, e.g. ask children to stand up and go to the board if they are nine, if they are wearing a skirt or dress, if they are wearing glasses, if they have long hair, if they have earrings, if they have only one brother or sister or more than one brother or sister, etc. Use gestures so that the school's language of instruction should not be necessary. In this way, the class is divided into two. You can change the criterion until you have small groups.

You can also ask learners to choose one of the cards from a set. Those with the same card will make up a group. These different ideas to form groups tend to prevent children from

wanting to work with their closest friends. For pair work, you can use the same procedure.

Once the groups are formed, model the activity. Have as many dry runs as necessary until everybody knows what to do. You can also model the activity before forming the groups, but then have a dry run to check everybody remembers what to do.

Revise any language that may be necessary.

Remind learners of the ground rules.

You may set a time limit. It is a good idea to play a song in the background. As there are no songs in the PB, teachers could use any song they like, pop songs, among other ideas. Once the song is over (or the songs, if learners need more time for the activity), it means that time's up.

To round off the activity, have different groups show the rest what they have done.



Act out

Ask learners to focus on the icons and rubrics and on the illustrations on the page. You might ask them to predict what the exchange may be about. Play the audio and go back to your learners' predictions.

Once they have an idea of what the situation is about, tell them they'll learn the dialogue. Play one line at a time and have learners repeat, imitating the voices in the recording. Do this several times until learners have learnt the lines.

Have a couple of dry runs before they are ready to act out

in front of the rest of the class. If they need any props—the puppets, their cards, etc.—give them time to collect them.

If several learners want to act out, you can either have two or three children for each of the characters in the situation, or you can spread the performances over a couple of lessons. You can also encourage learners to change some parts in the dialogues so as to create new ones.

Acknowledge their efforts with a round of applause at the end of each performance.



Using the flashcards

In *Our Stories Level 1*, there is a set of cards for the teacher.

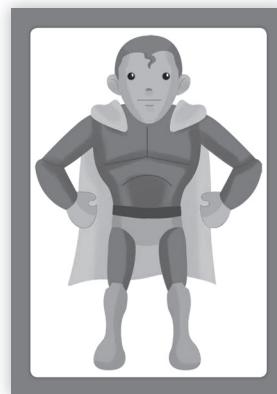
The following are suggested activities to use with the teacher's flashcards:

- Guessing games:

- Flash one of the cards and ask learners, e.g. *Is this a book?*
- Keep a set of cards in your hands, like when you play cards, and move one of your fingers very quickly from the first to the last card until learners shout out *Stop!* Then, ask, e.g. *What's this?*
- Place a number of cards on the board facing the learners. Ask them to take a photo with their mind's cell phone and turn the cards around. Then, point to one and ask learners, e.g. *Is this a pencil?*
- Following the same technique as before, move one of the cards to another place in the same row and then ask the same questions. This can be made more demanding by moving two cards. Every time you move a card, do so slowly so that learners can follow the card. This will help them to remember what it is.
- Once learners have learnt colour words, after showing them the cards, put them face down or to your chest, and say, e.g. *It's purple. What is it?*
- You can also ask learners to choose a number. Go over the cards in your hand numbering them till you get to the number a learner has chosen. Then, ask, e.g. *Is this a book or a pencil?*

- Questions can be asked for learners to say *Yes* or *No*, to say a word you have just said, or to answer directly. You can vary the questions in keeping with the learners' level of confidence, e.g. *Is this (a schoolbag)? Is this (a dog or a cat)? What's this?*

- Place the cards from the same lexical set wide apart on the board and walls and have learners do a *Point to* activity.
- Place cards in different corners of the classroom and ask learners to run, jump, hop, or walk to the cards, e.g. *Run to blue!* If possible, play this in the playground.
- Make a line. You need as many learners as cards. As you name the different elements, e.g. *pencil, book, schoolbag, etc.*, learners with those cards stand up and make a line. You can challenge them to make the line faster the following time you play this game.
- Repeat if correct. Show a flashcard, e.g. *book*, and say the word *book*. Learners repeat. Do the same with another flashcard, e.g. *pencil*. Then, show a (*pencil case*) and say (*marker*). Learners remain silent. Learners can take the leading role using your flashcards when you think they're ready.
- Spot it! Place a set of flashcards on the board (colours, pets, etc.). Have learners look at them. Ask them to close their eyes, remove one, and keeping it to your chest, ask, *What colour / What's this? What's the number?*



Pronunciation and intonation

Young learners are very good at imitating sounds and intonation, so there is no need to work on pronunciation and intonation separately.

Have learners imitate the voices on the recording as closely as they can as this includes both the practice of pronunciation and intonation.

Play with learners by telling them to say something very slowly, then quickly, then as if they were a giant or a little mouse, or using different emotions, among other examples.

Once learners are familiar with the lines of a dialogue—something they will act out—, encourage them to repeat together with the audio and to match their lines as closely as possible to the pronunciation and intonation.

Typical problematic areas for Spanish speakers will be dealt with in each of the lessons when relevant.

12 (64) Listen and act out. 

Can I have some water, please? 

Thank you! 

Here you are. 

5



15 (66) Listen and act out. 

Let's go out, Amy and John. 

Sorry, Mum. I'm writing and John is drawing. 

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Homework

Teachers may decide to give learners some homework. At this stage, it can take the form of making drawings, finding pictures, bringing photos or realia from home, or completing some exercises from the Workbook section. Learners are still too young to see this as their own responsibility, so families need to be informed. Though learners should be responsible for complying with their homework, it is advisable to inform families. Send a note through the Communication book, if there is one, or in the learners' English notebook. In any case, follow the school's regulations as regards communications with families. Take into account that families may need some time to find the materials, so avoid asking for materials from one day to the next.

Project

Each project is based on the topic of the unit and it includes a final product which learners will create and show to the rest. Learners are guided along the process so as to help them to make their production. The six projects can be done individually or collaboratively. Guidelines and suggestions for teachers will be included in the development of the lesson.

PROJECT TIME

My toys

1 Complete the chart. 

TOYS	
Name (action figure / doll)	
Description (tall, short, plump, slim)	
Toys	
Quantity (dolls / action figures)	
	
	

2 Complete and draw. 

My toys

My favourite doll / action figure is _____ (name).
She's / He's _____ (description).
I have _____ (number of dolls / action figures).
I don't have _____ (toys).
I don't like _____ (toys).



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Using a notebook

You may ask learners to keep a notebook for English in which they can do additional activities. Some teachers also want learners to keep a record of what they do in class so that families are acquainted with what is being worked on. Below are some ideas to make the use of a notebook a learning experience.

Whenever learners use their notebooks, they should write the date. Write it on the board and have learners copy it. As learners become more confident, the writing of the date can be in charge of the helpers.

It is very important for learners to have some evaluation at the end of any activity they have done in their notebook.

You can use smiley faces, a stamp, or any other form you consider suitable. If learners should need extra help to complete an activity, keep a record of this, e.g. ☺ (with help). Some families may find it odd to find their child's notebook full of ☺ and yet, not to find an *Excellent* when they receive formal feedback from school (a report card, a performance report, etc.).

The notebook can be used to keep a record of what learners are working on, e.g. asking them to draw what they have learnt during the week or month, for which they can look through their books as a reminder. They can also do this at the end of every unit, which helps towards revision.

Mistakes and error correction

Mistakes are natural in any learning process and provide very useful information for teachers. Young learners focus on meaning and, for them, notions such as verb, noun, and structures in general do not mean much.

Young learners will use a stretch of language—a word, a phrase—from a context and use it meaningfully in another context. Very often, the use is correct but sometimes, it is not. In this case, the best way to correct an error is to offer corrective feedback. This means going on with the conversation but providing the correct phrase or word. For instance, if your question is, *What colour are my books?* And a learner says, *They blue*, go on with the exchange saying, *Yes, they're blue*. Ask somebody else, *So what colour are my books?* or tell learners, *They're black*, for them to correct you by saying, *They're blue*. If they do not use the

correct form, you can ask them, *Do we say 'They blue' or 'They're blue'?* You can have a repetition activity in the form of a meaningful game, e.g. *You're an elephant, say it. Now you're a mosquito*.

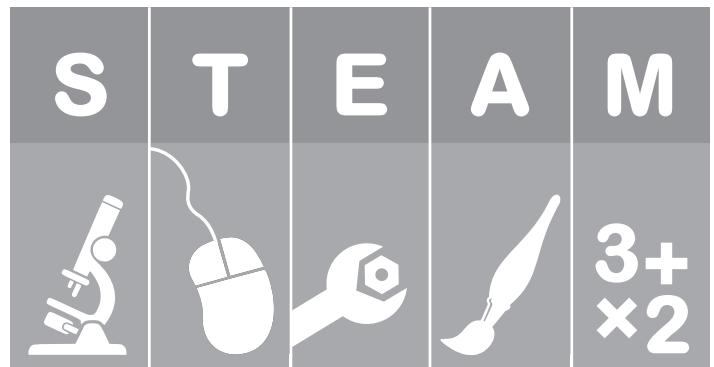
We know that some mistakes are likely to crop up due to the school's language of instruction. We can prevent these mistakes by working on different strategies; e.g. your learners might pronounce the words *school* or *schoolbag* with an initial /ə/. Have students overemphasise the initial /s/ sound. It has proved useful to ask learners to show a finger and move it like a snake. Practise saying 'ssssss' by moving fingers like a snake and attach the word 'school' to the initial 'ssssss' sound. This does not mean that the school's language of instruction or the learners' L1 interferes with English. On the contrary, this acknowledges that the languages learners know will always be at play and are a source of learning for them.



STEAM

Each unit includes a built-in STEAM CHALLENGE connected to the content and stories in the book. STEAM in language learning contexts refers to the application of science, technology, engineering, the arts, and maths to provide a meaningful and contextualised opportunity to explore, experiment, and create while using the language. These STEAM CHALLENGES are made up of the following steps:

- **Contextualise / Demonstrate:** In this first step, the challenge is introduced in connection with the content or the story in the unit. There may be a demonstration carried out by the teacher, but this should not give away any answers to the science experiment, nor a unique solution to the problem, nor a specific model for a creation. The aim of STEAM is to provide hands-on and open-ended activities, not for learners to copy and recreate something the teacher does.
- **Plan / Predict:** Learners, preferably in groups to foster collaboration, plan their creations, draw their sketches, or make predictions about what they think will happen as part of the challenge.
- **Create / Experiment:** Learners carry out the experiment or use their planned designs to make their creations.
- **Present:** Learners are invited to present their creations and experiences, explaining the process and their conclusions. The teacher's notes include possible simple language samples and phrases that can be used by learners in this step.
- **Reflect:** Each STEAM CHALLENGE includes guiding questions for the teacher to help learners to reflect on their experiences.



STEAM CHALLENGE Make pop-up furniture

Step 1: Step 2: Step 3: Step 4: Step 5:

68 Language focus: (furniture), (rooms in a house)

Classroom management

Classroom management is an essential aspect of teaching since it can help towards the success or failure of an activity or lesson. The following are suggestions that teachers can follow in their lessons.

Check that everybody's listening when you or anybody has to say something, be it instructions, a comment, or something to share. Speaking in a loud voice does not always help, especially when most learners are distracted. Establish some routine, e.g. raising one arm and waiting until everybody has raised one arm and are paying attention, playing a song you have already agreed upon with learners as a signal, standing in the middle of the classroom with arms folded and a serious face, a call and response strategy, on the lines of:

Teacher: *Hands on top* (put hands on your head).

Learners: *Now we stop!* (Learners stop what they're doing and put hands on their head)

Or

Teacher: *Hands on your lap* (teacher puts hands on his or her lap and waits for learners' response).

Learners: *Snap, snap, snap* (learners stop what they are doing, snap their fingers, and then place their hands on their laps).

Conduct the call and response exchange one more time but this time as a whisper. This gives those learners who were highly distracted the chance to respond and also creates a soothing atmosphere in the classroom.

What is important is to bear in mind that waiting for learners to keep quiet is not a waste of time but, rather, time invested. Congratulate them if, for instance, when the class begins, they get ready to work quite fast. Praising will be more effective than punishing.

Make sure everybody knows what to do before learners start an activity. Asking, *Is this clear?* very seldom helps. Remember to have dry runs, as many as necessary, until you can see that learners are confident enough to work.

Before the activity starts, learners should have everything they need: a pencil, coloured pencils, an eraser, etc. You can ask learners to dictate the list to you once they've become used to thinking ahead in terms of what they might need for an activity.

Variety is a crucial issue. It is more advisable to carry out more short activities than fewer long activities, since learners' attention will tend to decrease.

Include movement. Even in classrooms in which there is not enough room, learners can be asked to stand up and sit down, to mime something from their spots, to use their fingers to run, walk, and jump on their desks or tables.

Establish a few ground rules. You can use stick figures or find pictures online to remind learners of the expected behaviours. If you work on what learners are not supposed to do, also provide what they should do. You can even elicit this from them. If the ground rules are set collaboratively, there is a higher chance that learners will follow them. Every time a learner breaks a rule, or is about to do so, point to the ground rules poster so as to give this learner time to reconsider.

Involve learners. You can let them choose an activity they like, not as a prize but as part of the lesson schedule. Before playing a game, ask learners if they think they are ready to play. This will give them the opportunity to reflect on what is expected, and will give them some control, which is positive.

As suggested before, let learners know what comes next. In order to do this, focus on the lesson schedule.

Use English in class. Some teachers may be inclined to use Spanish in class when learners are beginners. However, in so doing, they are denying learners the opportunity to use language in meaningful exchanges in which they would be listening to what the teacher says and responding, either doing something or saying something. We should remember that meaning is conveyed in different ways which help interlocutors to construct meaning: gestures, facial expressions, the use of *realia*—real objects—or flashcards. The teacher can also use cognates—words which are very similar in English and in the school's language of instruction. The following are ideas to make English accessible to learners:

When asking a question, include possible answers, e.g. *How many pencils? Two? Three?* as you show the numbers with your fingers or flashcards.

In the case of Yes / No questions, e.g. *Is this OK / correct? Do you like this story?* Use a thumbs up or down gesture and facial expressions to convey the meaning of Yes or No.

Use words learners can identify, e.g. *Do you need a pencil?* (when you're giving instructions and need to check what materials learners will need).

Time management

Managing time is a skill everybody needs and, as any other skill, it can be learnt and developed. Young learners may not have an idea of how long five minutes can be, but they can be helped to develop the notion of time management.

Set a time limit for activities. You can use a clock if there is one in the classroom. Use a pointer—a piece of paper, a sticker—and place it at the number that the long hand has to point, e.g. 4 if the long hand is at 2 and you allot 10 minutes for an activity. Learners will see the hand moving closer to the pointer and will have an idea of how much time they have left. You can also use the songs as a timeframe. At the beginning, you can either tell learners how many songs you will play. As they learn how to ‘feel’ how long an activity may take, you can ask them how many songs they

will need. If they need more or fewer than set, reflect with them why. It may be because the activity turned out to be easier or more challenging, because they got distracted and wasted time, because they did not have their materials ready, etc. If you cannot play the songs and there is no clock in the classroom, you can draw as many tally marks as minutes you allot. Cross out a tally mark after every minute. For young learners, just mentioning *10 minutes*—or any other amount—will mean very little. They need a visual representation of time to learn to manage it.

At the end of the lesson, go back to the lesson schedule and reflect with learners on why it was that you either did everything that was planned or that you could not. This is a great learning opportunity for learners.

RAISING CHILDREN'S AWARENESS

Awareness raising is at the core of the principles which underlie the series and, therefore, it is present throughout: in the stories, the activities, the STEAM CHALLENGE, and the BREAK TIME sections. There are opportunities for teachers to reflect with their learners on the different areas of awareness, which will be signalled in the development of the lessons.

Social awareness and the construction of citizenship

Young learners tend to be self-centred and it is one of the objectives of education to help them to understand their role in society, how their behaviours and attitudes will affect others, and how others' behaviours and attitudes affect them. A child's social experience is usually confined to the child's family and school, so through the stories, learners can enlarge on their view of the world. They will meet characters who find themselves in everyday situations. This can give teachers the opportunity to reflect on it with their learners and to help them to become socially aware. Learning English also gives learners the opportunity to reflect on social habits, which constitute an essential aspect of our culture, such as greetings, ways to show politeness, among other examples. For the sake of brevity, this section will be referred to as Social awareness in the development of the teaching notes for the units.

Social awareness

Edison is using his mum's phone. Show learners they need to ask permission before they can use somebody else's phone.

Cognitive awareness

Cognitive awareness is a process whereby learners become aware of their cognitive skills and of how these can contribute to their learning. At this early stage, it is the job of the teacher to help learners to become aware of what and how much they are learning, of what strategies they can use, and of what strategies prove to be more useful to them. In the lesson plans, there are notes for teachers to focus on raising cognitive awareness in their learners.

Cognitive awareness

Reflect with learners on how and what they can learn from different activities. The characters are solving puzzles. Discuss with learners what they may be learning: visual skills, patience, planning, etc.

Intercultural awareness

Diversity is at the heart of any society, as is culture. Our job as teachers is to lay emphasis on similarities while valuing differences, since it is what makes each of us unique. Learning a language offers a rich opportunity to help learners to understand how people see the world differently depending on their own culture. The focus is not on adopting new cultures, but rather to focus on understanding others. There is no need to learn about distant places to understand the concept of interculturality. We all participate in different cultures: that of our place of origin—i.e. country, province, state or department, city or town, neighbourhood—, our family, our friends, and those with whom we interact, to name but a few. By reading and learning about the characters, learners can enrich their own cultures and become culturally sensitive, which, in turn, contributes to the development of citizenship. In *Our Stories*, there are plenty of opportunities for intercultural awareness, and they are signalled in the lesson plans.

Intercultural awareness

In some cultures, carnival is a very important celebration. Children and adults wear costumes and dance to the rhythm of music. Ask learners to tell the rest if they like wearing costumes at Carnival or what they do to celebrate.

Inclusive classrooms

Inclusive classrooms have been defined as those in which all learners interact and learn together, irrespective of any disability they might have. At present, this term has been expanded to refer to making learning accessible to everybody. This includes the traditional disabilities—cognitive and physical—but any sort of difference as well. A learner who is left aside because of his or her skin colour, origin, religion, or any other reason will find it difficult for learning to be accessible. In an inclusive classroom, therefore, there is a need to make sure every learner's voice can be heard, to make sure that every learner is represented and valued.

We communicate in terms of texts: written, oral, visual, or multimodal. By definition, any text is a cropping of reality and shows only one view of the world. There may be texts that try to include more views, yet it is impossible to consider them all. It is the teacher's job, then, to make everybody feel included. In *Our Stories*, there are suggestions in the lesson plans for teachers to cater for diversity and to make sure every learner is included and can make his or her voice heard.

Inclusive classrooms

Everybody's learning and some may find it more challenging to remember the new words. Focus on the correct attitude towards others' mistakes.

ESI (Comprehensive sexuality education)

ESI refers to the systematic teaching and learning that fosters reflection and making informed decisions with respect to topics related to human development (reproduction, puberty, sexual orientation, and gender identity), relationships, sexual health, society and culture (including gender roles, diversity), and children and youth's rights. ESI is approached differently in educational systems and often there are marked differences between individual schools.

In *Our Stories*, ESI can be approached by focusing on the characters' roles, clothes and families, on the settings, on the visuals that accompany activities, to name but a few. There are suggestions in the lesson plans related to how ESI can be dealt with in class, and it is the teacher in each classroom who will decide how to go about it.

ESI / CSE

Point to the clothes. They may be surprised at seeing Edison wearing a jacket and a hat, Ramona with gaucho-like clothes, Maria with a football T-shirt, and Luriel with a headband and traditional clothes. Reflect on the fact that children should be free to wear what they identify with if they do not have to wear a school uniform.

Language awareness

Language or linguistic awareness is related to knowing how language works. It involves not only knowing its structures, but also the meanings in a context. For instance, linguistic awareness about the Simple Present Tense implies learners understand that when we use it, we're referring to routines or something that does not change, e.g. *I like chocolate*. Then, learners need to focus on how we refer to a routine or something permanent. This means that they need to learn about the use of *-s* for the third person singular and the way to show negative and interrogative forms.

Young learners are not familiar with metalanguage, i.e. language to talk about language, so terms such as verb, adjective, pronoun, or auxiliary may mean very little if anything. Work with concepts they'll know, such as action or activity, characteristic (for adjective), etc.

Awareness raising also means that learners will be guided towards finding answers. The teacher's role is key in guiding learners towards their answers. This means that instead of saying *Correct* or *Incorrect*, if we see the rule or hypothesis they have come up with is still not correct, we need to help them to notice what's wrong about it. If a learner says, *He like milk*, we can ask, e.g. *For he and she, is it like?* If necessary, add the other option, e.g. *Is it like or likes?*

Learners may need something they can identify with and use as reference, in particular when there are differences between English and the school's language of instruction. In the case of noun phrases in which the adjective goes before the noun, we can focus learners' attention on a word they'll know, e.g. *Superman*. Say, *Remember we say super man, not man super. We say spider man, not man spider*.

As learners think about how language works, they're cognitively active and will remember much better.

Language awareness

Learners won't have any difficulty in using plural forms if they're Spanish speakers since both English and Spanish share the same rule. However, there are irregular plurals in English. Show learners that *sheep* is used for both the singular and plural forms.

ASSESSMENT

Assessment is an integral aspect of learning and teaching. Assessment can be defined as the systematic process of collecting information about students' performance—skills, attitudes, knowledge, etc.—to make informed decisions to improve their learning. As such, it cannot be done to mark the end of a process, be it a unit, a term, or an academic year. It should be understood that assessment and testing are not synonyms. Tests are but one form of collecting information, but is not and should not be the only one.

In keeping with a spiral approach, that which underlies *Our Stories*, assessment needs to be permanent and ongoing. All along the lessons, there should be opportunities for informal assessment. This can take the form of observation of several aspects—difficulties that learners seem to have when dealing with a topic, recurrent or common mistakes, participation and collaboration, involvement, among others—, reflection on a learner's comment, presence or absence of mistakes, or their involvement or lack of it. These are examples and the list is by no means exclusive.

Assessment should be based on the learning objectives which teachers set for each lesson and for the unit. This means that assessment, formal assessment in particular, needs to be related to the learning objectives. We should also remember that we need to assess the same way we teach. In other words, at the time of a formal test or any form of evaluation, nothing should be new to learners. This does not mean teaching to the test or having students practise for a test. It does mean approaching formal assessment in the same way that we approach our teaching. Any form of assessment should be an opportunity for learners to become aware of how much they have learnt.

Assessment can be carried out at the end of every lesson or every week. Learners can be asked what they have learnt. This can be done by using flashcards. For instance, learners can place on the board those flashcards that show what they have been dealing with. It is important to focus on communicative objectives as well, e.g. greetings, showing politeness, *please* and *thank you*, or describing, rather than using nouns and adjectives in isolation. This works towards learners' awareness of how much they have been learning. When this form of assessment is carried out at the end of a

unit, learners can be presented with a list of the items in the unit for them to draw a ☺, ☻, or ☹ next to each area. What is important is to reflect with learners on what they can do so as to turn the ☹ and ☻ areas into ☺. Teachers can have a reflection session on strategies or activities to deal with the problematic areas, followed by a revision / integration session of sorts in which these areas are focused on. Learners can go back to their assessment to check if there are any changes. This stresses the importance of assessment for teachers. It would be ideal not to stop here but to go back to these ☻ and ☹ areas after a while to check how the revised planning and teaching has influenced learning.

To keep a record of learners' progress, refer to the learning objectives listed at the beginning of each lesson. They can be transcribed into an assessment checklist and can be used to assess learners as well as to plan lessons.

In Level 1, there are suggested instances of assessment in some of the lessons and at the end of every unit. These instances include ideas to assess recognition and production skills while helping learners to focus on awareness. A test is also presented for each unit, and three progress tests which are more integrative in nature.

1

Assessment Unit 1

1 Recognition and production level

Place the school objects and number flashcards on the board. Organise them into two groups. Draw two columns on the board and tell learners to draw them in their notebooks. Many learners will be at production level in the case of numbers and school objects. Take one of the school objects cards, and have learners say what it is. If they can say it, they should draw the object and draw two ☺ next to each item. If they can't, they should only draw the object. Do the same with the other school object cards and the number cards. After you have gone over all the words in these two categories, carry out a *Report if correct* activity or a *Point to* Exercise, making sure the cards are wide apart on the board and walls. Those learners who point to the correct card but who did not produce the word should draw a ☹ next to the drawing.

For the other categories, most learners will be at recognition level. Ask them to use their workbook pages. Work with Exercise 1 or 2 and ask learners to point to the different farm animals. Then show them the correct flashcard for them to check. Those who have pointed correctly should draw a ☺ next to each farm animal. Use Exercise 4 or 5 for pets and Exercise 6 for toys.

To check which learners are at production level of the different lexical items, use your flashcards. Show each one, and ask, *What's this?* If learners answer correctly, they should draw a second ☺ next to the first one.

At the end of the process, tell learners that in this way they can keep a record of how much they are learning and how much progress they're making. Make sure to tell them what you expect: recognition level of most items, and production level of some, not all. This will motivate them and will emphasize that learning is a process.

Instructions

Number 1 schoolbag
Number 2 fish
Number 3 sheep
Number 4 ball
Number 5 notebook
Number 6 pen
Number 7 board game
Number 8 cow
Number 9 doll
Number 10 horse

2 Communication

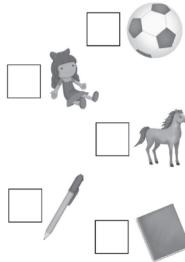
Refer learners to Exercise 14 on page 13. Invite them to work in pairs and act out a similar dialogue. Encourage them to add greetings and *How many ...?* questions as well.

NAME _____ DATE _____

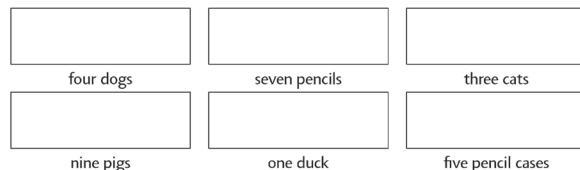
1 Listen and number. Then, match. There's an extra word.



ball
board game
building blocks
cow
doll
fish
horse
notebook
pen
schoolbag
sheep



2 Read and draw.



3 Write.

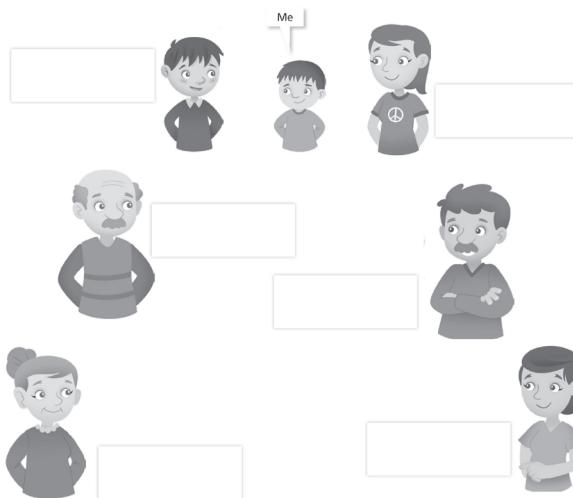


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TEST - 135

NAME _____ DATE _____

1 Listen and write the name and the age.



2 Read and circle.

Hi! I'm Brenda. I **have** / **I'm** ten years old. I **have** / **don't have** a big family: mum, dad, and a sister. My **mum** / **mum's** name is Laura. **She's** / **Her** short and **'slim** / **tall**. **She's** / **Her** ears are **'plump** / **small** and her eyes are **'orange** / **brown**. This is Lucy, my **'sister** / **dad**. She's **'seventy** / **'seventeen**. Look at my dad. **His** / **Her** name's Paul. He's very **'tall** / **long**. Look! My two dogs. **It's** / **They're** black. I **like** / **don't like** my family. It's fantastic!

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PROGRESS TEST - 151

NAME _____ DATE _____

3 Read and match.

Do you have a brother?

Yes, I do. Bob.

Is this your brother?

He's twelve.

How old is he?

How many?

No, he isn't.

Is he long?

Is he tall?

They're sky blue.

What colour's his bird?

What colour are his eyes?

No, I don't. My favourite colour's grey.

Do you like purple?

Do you have purple?



PLANIFICACIÓN ANUAL

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO	PRÁCTICAS DE REFLEXIÓN
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO		
0	Nombres de los personajes. Números 1-10. Útiles escolares Identificar a los personajes Actividades de reconocimiento basadas en la escucha. Actividades de lectura y escritura	<i>I'm ...</i> Saludos: <i>Hello!</i> <i>Goodbye!</i> Presentarse: <i>I'm ...</i> <i>Yes! No!</i>	Lenguaje áulico <i>sunny, cloudy</i> <i>happy, OK</i>	Reflexión intercultural: la otredad, los saludos ESI: roles y cuestiones de género Aulas inclusivas: el respeto por los nombres de otros Respeto por sus útiles escolares Reflexión cognitiva: estrategias para escuchar atentamente	4 hs	
1	Animales de la granja. Mascotas. Juegos y juguetes. Actividades de reconocimiento y producción Construcción de un corral	<i>What's this?</i> <i>It's ...</i> <i>How many ...?</i> <i>Is this / it ... ?</i>	<i>What's your name?</i> <i>Great job!</i> <i>Let's play!</i> <i>Help!</i>	<i>happy, tired, OK</i> Lenguaje áulico <i>sunny, cloudy, rainy, it's raining</i> <i>happy, OK, tired</i> Lenguaje áulico	10 hs	Reflexión lingüística: las predicciones sobre un texto visual. Diferencias fonológicas entre el inglés y el español. El plural ESI: Estereotipos relacionados con el género y la ropa. Los juegos y cuestiones de género Reflexión social y la construcción de la ciudadanía: la escuela, estereotipos. Los saludos. Ser buen perdedor y ganador. Animales que pueden ser mascotas. El valor del trabajo colaborativo Aulas inclusivas Reflexión cognitiva: estrategias para recordar. Toma de conciencia sobre fortalezas y limitaciones propias Competencias: la planificación, resolución de problemas, el trabajo colaborativo, el diseño, pensamiento creativo
2	Animales salvajes. Partes del cuerpo. Colores. Números 11-20 Actividades de reconocimiento y producción La medición de animales	<i>I like / I don't like</i> <i>Do you like ... ?</i> <i>Yes, I do. / No, I don't.</i>	<i>This is me.</i> <i>I love ...</i> <i>Very funny!</i>	<i>sunny, cloudy, rainy, it's raining</i> <i>happy, OK, tired</i> Lenguaje áulico	10 hs	Reflexión lingüística: formas del sustantivo luego de las frases <i>I like</i> y <i>I don't like</i> . Hipótesis sobre la relación letra y sonido en inglés. Relación entre los números 1-9 y 11-19. El orden de las palabras en la frase nominal Reflexión social y la construcción de la ciudadanía: la votación como forma de acuerdos. El respeto por las minorías. El valor de la escucha respetuosa. Las reglas y su importancia. El valor de felicitar a otros por sus logros y producciones. El permiso antes de usar el teléfono de otro ESI: el derecho a dar una opinión. La valorización de la identidad y lo que la representa. Los colores y estereotipos con respecto al género. La confianza en las capacidades de creatividad propias y de otros Reflexión intercultural: estereotipos relacionados con las actividades escolares. La celebración de carnaval Reflexión cognitiva: conciencia de aprendizaje en diferentes actividades. Estrategias para memorizar información Aulas inclusivas Competencias: pensamiento crítico, estimación, medición, medición, colaboración, el registro de datos
	Proyecto: Ficha de mi animal favorito					

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO	
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO		
3	Adjetivos descriptivos Números 21-100 Actividades de reconocimiento y producción Construcción de un robot	<i>I have / I don't have</i> <i>he / she it / they</i> <i>How many ... ?</i> <i>Do you have ... ?</i> Plurales	<i>This is ...</i> <i>He's / She's my ...</i> <i>I love ...</i> <i>I'm a hero!</i> <i>How many ... ?</i> <i>Do you have ... ?</i> Plurales	<i>Sunny, cloudy, rainy, it's raining, cold, happy, OK, tired, angry</i> Lenguaje áulico	<p>Reflexión lingüística: las diferencias entre números terminados en <i>-teen</i> y los terminados en <i>-ty</i>. Las pistas que ofrece un texto oral, escrito o visual. El orden de las palabras en la frase nominal. El uso de los pronombres <i>he</i> y <i>she</i>. Similitudes entre preguntas <i>Do you like?</i> y <i>Do you have?</i> Los epígrafes. El héroe en la sociedad</p> <p>Reflexión social y la construcción de la ciudadanía: saludos. El disfrute de un juego aceptando las reglas. La escucha respetuosa. El derecho a que haya tallas en ropa para todas las personas. El valor de votar. Las minorías. El respeto por la ecología</p> <p>ESI: Los juegos y juguetes y cuestiones de género. La descripción física de las personas. Conciencia de que todos podemos ser héroes. El derecho a tener ayuda de un adulto. El cuidado personal</p> <p>Aulas inclusivas</p> <p>Reflexión intercultural: La figura humana y estereotipos. Las cosmovisiones y las percepciones. Los nombres propios y la distancia o cercanía con los nombres conocidos</p> <p>Reflexión cognitiva: estrategias para recordar cuándo se usa el pronombre <i>it</i> y cuándo el pronombre <i>they</i>, y cuándo <i>he</i> o <i>she</i>. Conciencia sobre el tiempo que puede llevar una tarea</p> <p>Competencias: el uso de herramientas, la creación, los bocetos, pensamiento creativo, la colaboración, comprensión del funcionamiento de una máquina</p>	10 hs
4	La familia. Los colores Actividades de reconocimiento y producción Construcción de una familia de títeres	Genitive case <i>How old ... ?</i> <i>his / her</i>	<i>Be silent, please!</i> <i>Please don't shout.</i>	<i>Sunny, cloudy, rainy, it's raining, cold, warm, happy, OK, tired, Angry sad</i> Lenguaje áulico	<p>Reflexión lingüística: la pronunciación de una misma palabra en inglés y en español. La construcción posesiva en inglés y en español. Diferencias fonológicas entre <i>his</i> y <i>he's</i>. Concordancia con <i>his</i> y <i>her</i> y la comparación con el español. La onomatopeya para la risa en inglés y español</p> <p>Reflexión social y la construcción de la ciudadanía: el cuidado del medio ambiente. La escucha respetuosa. Preguntas que se pueden hacer a los adultos. Las cosmovisiones y la percepción del mundo</p> <p>ESI: el cuidado personal. El derecho a tener ayuda de un adulto. El concepto de familia. El respeto por los mayores. Colores y estereotipos de género. El derecho a formar pareja con quien uno quiera</p> <p>Reflexión intercultural: el papel de los mayores en diferentes sociedades. La diferencia de edad en las parejas. Leyendas locales</p> <p>Reflexión cognitiva: estrategias para recordar qué palabras son femeninas y cuáles masculinas. Estrategias para recordar que <i>her</i> es femenino y <i>his</i> masculino. Estrategias para diferenciar palabras parecidas</p> <p>Aulas inclusivas</p> <p>Competencias: la comunicación, la selección de materiales, la planificación, la estimación, la creación, la presentación</p>	10 hs

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO	
5 Comidas y bebidas. Los ambientes de una casa. Muebles y electrodomésticos Actividades de reconocimiento y producción Muebles desplegables	Where's ...? in + room in a house a / an	Can I have ...? Can I help you?	Sunny, cloudy, rainy, it's raining, cold, warm, hot Happy, OK, tired, angry, sad Lenguaje áulico	Reflexión lingüística: la pronunciación de palabras similares. La entonación en pedidos amables Reflexión social y la construcción de la ciudadanía: reglas sociales para recibir visitas ESL: Cuestiones de género, trabajos en la casa y estereotipos. Formas de alimentarse: vegetarianos, veganos, etc. Reglas de convivencia en la casa. El respeto a la privacidad y espacio personal Reflexión social y la construcción de la ciudadanía: el derecho a un techo. Formas amables de pedir algo. Respuestas a pedidos. Reglas de juego en espacios cubiertos y chicos Aulas inclusivas Reflexión intercultural: dormitorios de mujeres y varones. Competencias: la comprensión y seguimiento de los pasos de una tarea, el pensamiento, la planificación, la creación, la comunicación, la presentación	10 hs
Proyecto: Póster de comida saludable					
6 Acciones Actividades de reconocimiento y producción Diseño de un disfraz	Present Continuous: /m, Hé's, She's They have / don't have	I need a hand.	Sunny, cloudy, rainy, it's raining, cold, warm, hot happy, OK tired, angry, sad Lenguaje áulico	ESL: el derecho a imaginar un futuro acorde a los gustos de cada uno. Los mensajes privados y el derecho a la privacidad. Cuidados online. Todos somos especiales y únicos. Las familias y las celebraciones Reflexión cognitiva: el valor del esfuerzo y la perseverancia. Identificación de fuentes de referencia Reflexión social y la construcción de la ciudadanía: la atención a visitas. La comunicación. El valor de celebrar los logros de los demás Reflexión lingüística: onomatopeyas en inglés y español. Comparación de / have y They have. Diferencias entre it, he y she. El sentido del tiempo verbal Present Continuous. Las pistas que ofrecen los textos para comprender mejor Aulas inclusivas Reflexión intercultural: juegos tradicionales. El carnaval Competencias: colaboración, planificación, diseño, creación, comunicación, pensamiento creativo, presentación	10 hs
				Proyecto: Poema I am special	

BREAK TIME 1

Juego de revisión e integración

BREAK TIME 2

Juego de revisión e integración

The following are suggestions to work on the first week, before learners bring their books to class.

Getting started

Greeting

- Greet learners. Use gestures as you say *Hello!* to them so that they can understand the context. Invite learners to greet you back by saying *Hello!* as they wave their hand.

Building confidence activities

Act out. Bring some pictures of a whale, a small fly, a monster, a princess, a baby, and a very old person. Show one of the pictures, e.g. *small fly*, and say, as if it was a whale, *Hello!* Do a thumbs up saying *OK?* and a thumbs down saying *Not OK?* Use facial expressions. Then, say *Hello* again, this time as if it was a small fly, i.e. a squeaky voice. Do the thumbs up and down again, saying *OK or not OK?* Invite learners to say *Hello* as if they were a small fly. Show another picture and do the same. When you show the third picture, invite learners to say *Hello* imitating the character.

Listen and mime. Agree with learners on a way to mime each of the characters in the pictures you've brought. Say *Hello* imitating the characters for learners to mime the correct one.

Listen and point. Place the pictures you have brought on the board and walls, as wide apart as possible. Say, *Hello!* personifying one of the characters or animals, and point to one of the pictures as you say, *OK?* Point to another one repeating this until you point to the correct one. Say, *Hello* again personifying another character or animal and show learners they have to point to the correct picture. Invite learners to say *Hello* personifying an animal or character and have the rest point to the correct picture.

TEACH THE HELLO SONG

- Tell learners you're going to play a song. They should listen and identify words. As they listen, whenever they identify a word, they should raise their hand.
- Play the song and check if learners are putting up their hand.
- At the end of the song, ask them what words they were able to identify.
- Tell learners they'll sing this song at the beginning of every class. Little by little, they'll learn the lines. You can work on one line or one stanza every class. Gestures will help learners to remember the song.

AUDIO SCRIPT

Hello, nice to see you,
Hello, everyone.
Hello, let's learn English,
And have a lot of fun.

Hello, nice to see you,
Hello, everyone.
Hello, let's learn English,
And have a lot of fun.

INTRODUCE YOURSELF

- Say your name, *I'm (Mercedes)*. You can use Ms, Miss, Mrs, or Mr and your surname, e.g. *Mr Lynch, Ms Williams*. Although it may be a tradition to use a title and your first name in your context, in English, a person's first name is not used with a title.
- Approach a learner and say, *I'm (Mercedes), and you?* Encourage the learners to say *I'm ...* Help learners to pronounce /aɪm/ correctly, exaggerating the final /m/ sound at first. There's a tendency not to pronounce an /m/ in *I'm* when followed by a word which starts with a consonant, e.g. *I'm Lucila, I'm Román*.

INTRODUCE YES AND NO

- Use pictures of well-known characters, e.g. Elsa, Spiderman, Peppa Pig, etc. Show one and say the wrong name, e.g. say, *Elsa* but show Spiderman. Say to learners, using facial expressions and gestures, *Yes?* When they say *No*, repeat the word showing the correct picture. Say, *Elsa* and ask *Yes? No?* for learners to answer. Show other pictures and elicit *Yes!* or *No!*

Building confidence activities

Yes or No. Walk to different learners, point to one and say the wrong or correct name for learners to say *Yes* or *No* accordingly. When they say *No*, ask them to say the correct name. This is a good way to start learning their names.

Show me! Agree with learners on different ways to show *Yes* or *No*, nodding, shaking your head, thumbs up or down, smiling and showing an angry face. As you say *Yes* or *No*, they have to respond with the correct gesture.

Yes or no? This time, use different ways to show *Yes* or *No*, e.g. After a couple of rounds, learners start using gestures for the rest to say *Yes* or *No*!

CLASSROOM LANGUAGE

- Start by teaching *open* and *close*. Using gestures, show learners they have to take out a notebook, e.g. show a notebook and indicate they have to get one and put it on their table / desk. Using your notebook, tell learners, *Open your notebook* as you open yours. Check all the notebooks are open and do a thumbs up gesture as you say, *Great!* or *Very good!* Then, say, *Close your notebooks*, showing what they have to do. Check they all follow your instruction.
- Give these instructions several times, sometimes repeating the same one to check if all the learners are following.

Building confidence activity

Mouth it! Tell learners you'll mouth a word and they have to say which word it is. Mouthing means you move your lips as if you were saying the word, but with no sound. Work with *open* and *close*. After a couple of rounds, you may challenge learners to recognise other words, e.g. *yes, no, hello*.

Building confidence activity

Hello or goodbye? Wave your hand while looking at them to mean, *Hello*, and wave your hand while moving towards the door to mean *Goodbye*. Perform the actions for learners to say either *Hello* or *Goodbye*.

TEACH THE GOODBYE SONG

- Tell learners they'll listen to another song. As before, they'll have to listen and identify words. This time, they can stand up or do something different when they identify words.

AUDIO SCRIPT

Goodbye, everybody,
Goodbye, I say to you.
Goodbye, I've learnt a lot today,
I hope that you have too.

Goodbye, everybody,
Goodbye, I say to you.
Goodbye, I've learnt a lot today,
I hope that you have too.

CLOSING THE LESSON

- Tell learners it's the end of the lesson. Use gestures and facial expressions. Ask them if you'd say *Hello*. When they say *No*, say, *Goodbye!* and wave your hand.

WELCOME

UNIT OVERVIEW

Vocabulary

Numbers 1–10

notebook, pencil, glue, eraser, ruler, book, pencil case, schoolbag

Grammar

I'm ...

Communication

Hello! Hi!

Goodbye

Recognition

Classroom language

Routines

sunny, cloudy

happy, OK

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

I'm ...

Areas of awareness

Intercultural awareness

ESI / CSE

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. See page 13 in this Teacher's Book for suggestions.

1 04 Look and listen.

Possible lead-ins:

- Show learners the cover of your book and then the characters on pages 4 and 5. Ask learners, *Look. Are they important? Yes or no?* Use gestures and facial expressions. There's no need to use the school's language of instruction since *important* will be clear and you'll help them to understand through gestures and facial expressions.
- Point to the illustrations of the settings on the cover of the book and the background of each character on pages

Welcome

1 04 Look and listen.



Look and listen.



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4 and 5 and ask learners, *Is there a connection? What do you think, yes or no?* Again, there is no need to use the school's language of instruction.

- If learners are using their books, tell them to open them at page 4. Ask them to look at the characters and elicit what they're doing. You can give them options, *Are they saying Hello? Goodbye?* Ask them to account for their answers. Play the audio. At the end, go back to their predictions. If they were not right, point out that it's not a question of winning or losing; instead, realising their predictions were not right shows they have understood.

Intercultural awareness

Most probably, learners are used to waving their hands to greet. However, other cultures may use different gestures. For instance, María is showing a thumbs up and yet, she's saying *Hello*.

Who are María, Ramona, Edison, and Luriel? What qualities do they represent?

Ramona is a fierce gaucho girl who loves riding her horse, Thunder, and breaking any wild animal that comes across her path. María is a football player whose great skill may go against boys' expectations that women cannot play football well. Luriel is a Guaraní boy who has



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extraordinary strength. Edison belongs to a *samba* school and spends the whole year designing their costumes and planning dance routines. Like his classmates, he has a special skill he is not yet aware of.

Maria, Ramona, Edison, and Luriel are based on tall tale characters. Originally, tall tales started in the US. They have unbelievable elements, and their characters display exaggerated traits, which involve bravery, hard work, and resilience. In Level 1, these traits are adopted and adapted to Latin American characters and settings.

Luriel's Guarani culture encourages learners to defamiliarize with the world they live in and see it through different eyes.

ESI / CSE

Our Stories seeks to challenge gender roles throughout the series. In Level 1, special emphasis is made on gender roles which are transgressed by the main characters and their families. Ramona is a fearless gaucho who is not afraid to ride a *yacaré*, and Maria is a football player who can kick so hard she can break a wall. On the other hand, Edison gets easily scared by wild animals and does not like to play with a ball. As to the characters' families, Maria is raised by her father, Edison by his mother,

and Luriel by an extended family that includes his grandparents. Are girls and boys equal in ability? What things can either girls or boys do? Is it OK for boys to cry? Can boys fully display their emotions? Are fathers capable of carrying out the duties of mothers and vice versa? By means of the roles displayed by characters in the series, we hope to encourage more gender equality in our cultures.

ESI / CSE

Learners may be surprised to see a girl wearing a football outfit. They may even discuss if she's a girl or not. If learners base their ideas on the character's hair—not long—and the fact that she's not wearing earrings, help them to become aware that long or short hair and earrings are not an indication of gender.

Inclusive classrooms

Learners may be surprised at some of the characters' names. Help them to understand that our names are part of who we are, something that our parents have chosen for us, and therefore, mocking a person because of his or her name can hurt the person and will make him / her feel excluded.

AUDIO SCRIPT

Hi! I'm Luriel.

Hi! I'm Ramona.

Hello! I'm Maria.

Hello! I'm Edison.

Building confidence activities

Mime it. Have learners decide on a way to mime each of the characters. For instance, for Ramona they may mime a bandana round their neck since she's wearing one, for Luriel the belt, etc. As you name the characters, learners do the miming. After a while, they may say the names themselves.

Show the name. You need flashcards with the names of the characters, one name per learner. Hand them out. As you name the characters, those with the name should stand up and show the flashcard to the rest.

Walk to ... Place the characters' names in the corners of the classroom, one in each corner. Show learners what they have to do: *Walk to Ramona. Walk to Luriel.* You may add another action, e.g. *Jump to ...* This is a good opportunity to work on some ground rules for games.

Lesson closing

Before saying goodbye, go over the suggested steps on page 15 in this Teacher's Book.

Aims of the lesson

- To practise and integrate language.
- To expose learners to new language.

Learning objectives

Learners

- can identify some school objects.
- can understand numbers 1–10.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can read and write simple words related to familiar topics.

Key language

Numbers 1–10

notebook, pencil, glue, eraser, ruler, book, pencil case, schoolbag

Areas of Awareness

Cognitive awareness
Inclusive classrooms

Lesson opening

Greet learners and go over the routines. See page 13 in this Teacher's Book for suggestions.

2 Look and complete.

- Ask learners to open their books at page 6. Focus learners' attention on the instructions as you read them out. Elicit what to do, e.g. *Do we have to listen?* (use gestures). If necessary, ask, e.g. *Yes or no?* *Do we have to answer a question?* There's no need to use the school's language of instruction as learners will construct meaning from your gestures and key words they can identify.
- Show learners they have the key in the first two lines, i.e. numbers 1–10 and their spelling.
- Check they understand they have to write the words.
- Check on the board.

3 05 Listen and circle.

- Have learners read the instructions.
- Ask them what they need for this activity: a pencil or something to draw the circles.
- Go over the rules for listening before the activity. You can find suggestions on page 17 in this Teacher's Book.
- As this is the first time they do a circling activity, write the numbers on the board in the same way as in the Pupil's Book. Point to the first pair and play the audio. In either case, have learners circle the correct numbers.
- Show learners they have to go down to the second row for the second pair of numbers.
- Play the audio and check.

2 Look and complete.

7 1 10 5 9 2 8 4 3 6

seven one ten five nine two eight four three six

six + two = eight nine - four = five

seven - one = six five + four = nine

ten - three = seven eight - seven = one

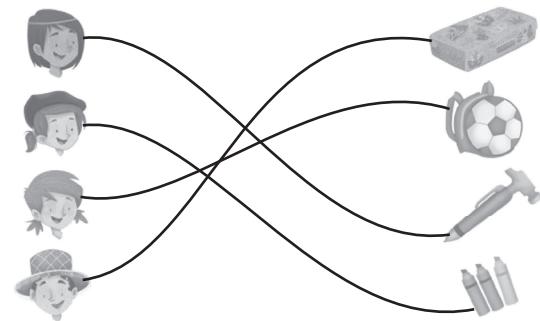
one + three = four eight - five = three

3 05 Listen and circle.



1 8 2 4 4 5 3 6 6 7 5 3 9 7

4 06 Listen and match.



6

AUDIO SCRIPT

one six seven four five
nine two eight three

Building confidence activities

Repeat if correct. See page 22 in this Teacher's book for instructions.

How many? You need a box or tin and up to 10 small objects to place inside, e.g. marker tops. Place a number of marker tops in the box without learners seeing how many, close the box, shake it, and ask, *How many?* Give them options, *One? four? nine?* As learners answer, open the box, take out the objects, and count them one by one.

What's the number? Learners play in pairs. Demonstrate with one of the learners. He / She turns around and with your finger, you draw a number on his / her back and they have to say what number it is. Check that all learners want to play. If one feels uncomfortable having somebody drawing on his / her back, show the rest how he / she has the right to pass. Teach them to say *Pass* if they are not comfortable with this activity.

Cognitive awareness

Discuss with learners how they can listen attentively as a strategy to guess the number of objects inside the box.

5a  Listen and number.  



5b Read and write the number.  

3 notebook	6 glue	2 ruler	1 pencil case
4 pencil	5 eraser	8 book	7 schoolbag

6 Look and complete.  

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
school	school	school	school	school	Family? Club? TV?	Family? Club? TV?

English

7

4  Listen and match.

- You need the school object flashcards: *notebook*, *pencil*, *glue*, *eraser*, *ruler*, *book*, *pencil case*, *schoolbag*. Before this activity, remind learners of the characters. Ask them if they think they go to school, and if they use regular school objects. Draw three columns on the board, one with a tick at the top, one with a cross, and the last one with a question mark. Show the *schoolbag* flashcard and tell learners, *Look, a schoolbag. Do they have a schoolbag? Yes, no, or maybe?* Use facial expressions. Place the flashcards where learners say (yes, no, or maybe). Do the same with the other flashcards.
- Focus learners' attention on the instructions.
- Check they all have a pencil and play the audio.
- Check on the board.
- Go back to the chart on the board and modify accordingly.

AUDIO SCRIPT

I'm Luriel. Look! My pen.
I'm Ramona. Look! My markers.

I'm María. This is my schoolbag.
I'm Edison. Look! My pencil case.

Inclusive classrooms

Some learners may mock the characters' school objects. Show them how this attitude makes others feel excluded.

Building confidence activity

Memory game. Ask learners to look at the characters and their school objects, take a photo with their mind's smartphone, and close their books. Name one of the school objects for learners to say the name of the owner, e.g. *T: schoolbag. L: María!* Make it more challenging by including other school objects. In this case, learners remain silent.

5a  Listen and number.

- Tell learners to follow the instructions as you read them out and elicit what they have to do. Ask them what they need: a pencil or pen.
- Play the audio or give the instructions, then check.

AUDIO SCRIPT

Number 1. Pencil case
Number 2. Ruler
Number 3. Notebook
Number 4. Pencil

Number 5. Eraser
Number 6. Glue
Number 7. Schoolbag
Number 8. Book

Building confidence activity

Memory game. Check the learners' memory by telling them the object for them to say the number.

5b Read and write the number.

- Tell learners to look at the instructions and the picture and elicit what they have to do.
- Ask them where they can get the information: part a.
- When you check, help them to become aware that first sounds will help them to identify the written word.

6 Look and complete.

- Have learners look at the instructions. Point to the calendar and say, *Look, a calendar. Monday: school; Tuesday? school; Wednesday, Thursday, and Friday, school; Saturday? School? Yes or no? And Sunday? When do we have English? On Monday?* (as you point to Monday). When they answer Yes, tell them, *OK, write English.*

Assessment

Start assessing learning. Go to page 31 for suggestions on assessment.

Workbook

Exercises 1, 2, 3, 4

Lesson closing

Close the lesson and say goodbye. Refer to the introduction for suggestions.

Welcome

Working with the workbook

The activities in the workbook section offer further opportunities for learners to use language meaningfully. All the activities designed require learners' understanding to complete them successfully whether they entail receptive or productive skills.

In the lesson plans, reference is made to which activities teachers can use from the workbook section. These activities can be carried out in different ways:

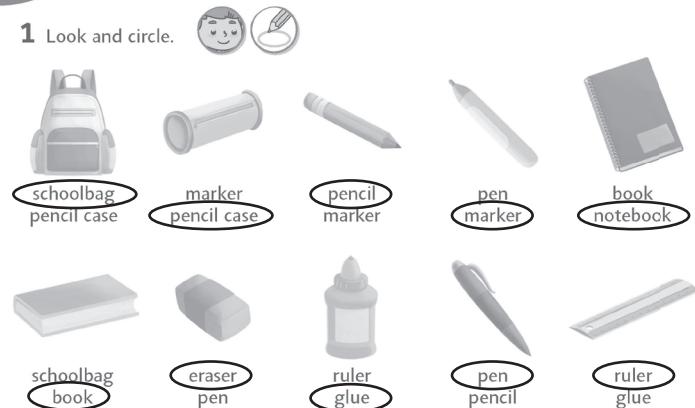
- In class as another activity
- As homework
- As an activity to be started in class before the end of the lesson when there are a few minutes left
- As an activity assigned for fast finishers, who can start completing what will be set as homework

In all of these cases, it is necessary to check learners' answers. The following are different suggestions to go about it:

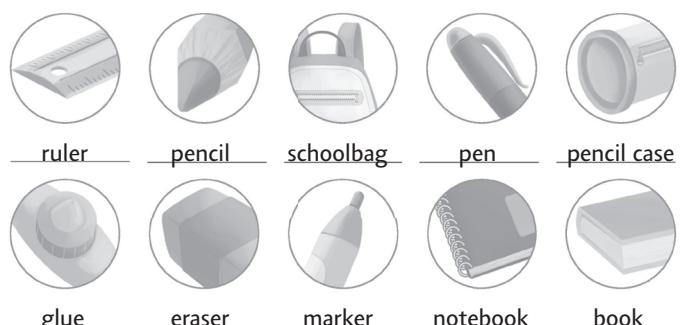
- Call on different learners to read out one answer each. Do not follow a pattern so that everybody is ready to give the answer. It is advisable to also write the answer on the board if it requires written language.
- Check only those answers which you think may pose a higher challenge to learners.
- Ask learners to choose the answers they want to check because they have found them challenging.
- Provide the answer key and then ask learners about the mistakes they have made. Work with them to see if they understand why an answer was wrong. This contributes to their language awareness.

To further exploit the exercises, learners can be asked to work with the items that have not been used—as in circling, ticking, or matching activities. They can draw them if the exercise involves drawing, they can make the necessary changes to use the items which have not been ticked, or they can provide the correct version of crossed items, to name a few examples. The texts in the exercises, whether they are words, phrases, sentences, or short texts, can be used as a model for learners to create new texts. For instance, if there's a description of a girl, learners can create a new text describing a boy, making the necessary changes, or if children are describing what they're wearing, learners can make new drawings and describe what these children are wearing. One word of caution, though. As indicated in the Working with dyslexic learners section, it is not advisable to ask learners to read out full sentences unless they're providing an answer. In these cases, it is better to ask all learners to practise saying each of the sentences to themselves so that they are ready if it is their turn to read one of them. If an answer should require a longer text, i.e. two or three sentences, the suggestion is to divide the text into different learners, with each reading one sentence. Emphasis should be made that reading aloud is a skill in itself which requires plenty of practice if it is to be done properly. Moreover, sometimes learners are asked to read a text aloud once they have worked with it in several forms.

1 Look and circle.



2 Look and write.



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This is to stress that they should never be asked to read out a text they have just been exposed to.

If learners are assigned workbook exercises for homework, it is advisable to keep a record of their work. Keep a form with the learners' names and different columns, two per assignment. Check if learners complete the exercises on time or whether they do not bring it ready. Also keep a record of how well learners did language-wise. When you assign exercises as homework, a good idea is to inform families that learners have some homework to do. Tell them as well when the exercises are due. If a learner does not have the assignment ready, apart from recording this in your form, ask learners to complete it for next class. Inform families as well. This is another way of showing learners that doing the workbook exercises is good for their learning.

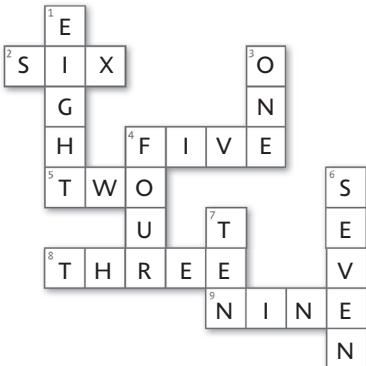
In every unit, after the lesson plans for the STEAM challenge and the project, you will find the workbook pages with the answer keys and some ideas to further exploit the activities. When relevant, you will also find information about points in particular that learners need to pay attention to, and areas that can be challenging for them.

3 Look and write the number.



two	schoolbags
one	pencil cases
three	pens
ten	markers
two	erasers
five	notebooks
six	books
two	rulers

4 Do the crossword.



Across

2 6
4 5
5 2
8 3
9 9

Down

1 8
3 1
4 4
6 7
7 10

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Exercise 1

Learners can be asked to draw the items which have not been circled. You can also play a *Finger on ...* activity.

Exercise 2

Learners can complete the drawings or collect images of the items and stick them next to each word.

Exercise 3

After learners complete all the phrases with the numbers, you can ask them to write them in figures as well. Ask learners whether we say *one (book)* or *(books)*. Once they answer correctly, ask them to go over all the phrases and check if they have to modify any *(pencil cases)*. Ask them to cross out the *-s* or write the word again.

Learners can also be asked to check if there are school objects which they haven't counted. If there are *(pencils)*, they can add the phrase *(six pencils)*.

Exercise 4

Learners can be asked to draw small circles next to each figure in the instructions for the crossword puzzle to show the exact quantity.

Adventures at Farm School

UNIT OVERVIEW

Vocabulary

school, farm

pig, sheep, hen, cow, horse, duck

dog, cat, bird, fish

ball, action figure, doll, board game, car, building blocks

Grammar (answers to ...)

What's this? It's ... How many ...? Is this / it ...?

Communication

What's your name?

Let's play!

Great job!

Help!

Recognition

Classroom language

Routines

sunny, cloudy

happy, OK

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Engineering and Maths

Build an animal pen

Project Time

A poster of Farm School Primary

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can follow short, basic classroom instructions.
- can identify a few farm animals with support.

Key language

school, farm

pig, sheep, hen, cow, horse, duck

Areas of awareness

Intercultural awareness

ESI / CSE

Social awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. See page 13.

Building confidence activity

Mime! Decide with learners on ways to mime each of the characters. As you name different characters, learners have to mime them.

Adventures at Farm School

1 08 Look and listen.



1 08 Look and listen.

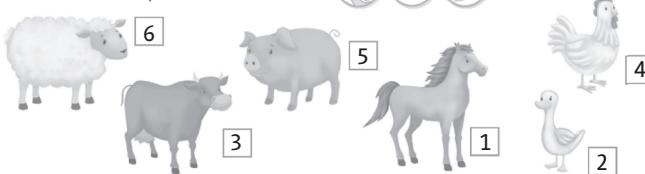
Possible lead-ins:

- Show learners pictures of different types of schools: in rural areas, in the mountain, etc. Include buildings which are not schools, e.g. a shopping centre. Show the pictures and ask if they're schools. Tell them they'll find out after they listen to the story.
- Tell learners to open their books at page 8. Ask, *Who's this?* as you point to the different characters. Point to the teacher and ask them, *Is this the teacher? Is this a school?* (using the school's language of instruction) *How can you tell?*
- Summarize the learners' predictions: *This is / isn't a school. This man is / isn't a teacher.* Write on the board the key words with a question mark at the end, e.g. *at school? a teacher?* Play the audio. Point to the different panels and check that the learners are following. At the end, go back to their predictions. If they weren't right, show it's not about winning or losing; realising their predictions weren't right shows they've understood.

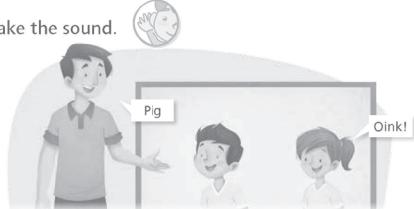


→ See PB page 8.

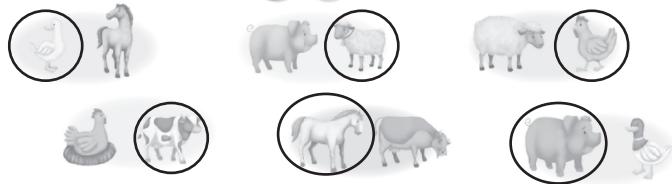
2 109 Listen and point. Then, number.



3 Listen and make the sound.



4a 10 Listen and circle.



4b Look and circle.

**Intercultural awareness**

Learners may think all schools look similar. Help them to discover that schools can be very different in different places. A hut, a boat, an old train wagon, or even a carriage can be turned into a classroom in some places where a big building can't be built.

ESI / CSE

Point to the clothes. Reflect on the fact that children should be free to wear what they identify with if they do not have to wear a school uniform.

Social awareness

The teacher greets every learner and they greet him back. Greetings are a key aspect of our social life.

Building confidence activity

Which school? You need the farm animal flashcards. Draw two columns on the board, one called Farm School Primary and the other, the name of your school. Number the two schools. Show the picture of a cow and ask learners, *In which school are there cows, school 1 or 2?* Do the same with the other animals.

2 109 Listen and point. Then, number.

- Ask learners to follow the instructions as you read them out.
- Place the flashcards wide apart on the board and give the instructions. After a few rounds, name two at a time.
- Ask learners what they need for the second part: a pencil. Play the audio and check after every line.

AUDIO SCRIPT

Number 1 is a horse.

Number 2 is a duck.

Number 3 is a cow.

Number 4 is a hen.

Number 5 is a pig.

Number 6 is a sheep.

Building confidence activity

Memory game. Ask learners to look attentively at the pictures and numbers, and then close their books. Name the animals for them to say which number each one is.

Cognitive awareness

Reflect with learners on ways to remember the animals and the numbers.

3 Listen and make the sound.

- Ask learners to focus on the icons and the instructions.
- Check they all know what sound each animal makes. Teach them the onomatopoeic words for *horse* and *hen*: *neigh* /neɪ/ for horses and *cluck* for hens.

Inclusive classrooms

Point to the two children in the picture. The boy is silent, most probably because he doesn't know the answer. Neither the teacher nor his classmates make him feel uncomfortable for not knowing.

4a 10 Listen and circle.

- Ask learners to focus on the icons and the instructions.

AUDIO SCRIPT

duck

sheep

hen

cow

horse

pig

4b Look and circle.

- Place the two flashcards on the board and write the two words as in the activity. Ask learners where it says 'duck'. Have a learner circle the correct word on the board. Let learners work on their own and then check on the board.

Workbook

Page 90, Exercise 1

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To practise and integrate language.
- To expose learners to new language through a story.

Learning objectives

Learners

- can name some farm animals.
- can answer the question *Is this ...?*
- can answer the question *How many?*
- can write simple words related to familiar topics.

Key language

(*Is this ...?*) Yes, it is. No, it isn't.

How many ...?

Areas of Awareness

Language awareness

Inclusive classrooms

Cognitive awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 13 in this Teacher's Book for suggestions.

5 Look and answer.

- Ask learners to open their books at page 10. Focus on the instructions. Elicit what to do, e.g. *Do we have to listen?* (use gestures). Yes or no? Don't use the school's language of instruction as learners will construct meaning from gestures and key words.
- Take out the flashcards for farm animals. Flash one and ask learners, *Is this a (cow)? Yes or no?* As they answer, encourage them to say, *Yes, it is.* or *No, it isn't.*
- You can challenge learners to say how many they will guess out of, say, 10.
- Remind learners of the rules for playing. You can refer to page 20 in this Teacher's Book.

Building confidence activities

What am I saying? Mouth a word, i.e. move your lips as if you were saying it without making any sound. Have learners detect what word it is.

A farm animals' poster. Groups draw one of the animals and write its name. When they're done, make a poster called *Farm animals*.

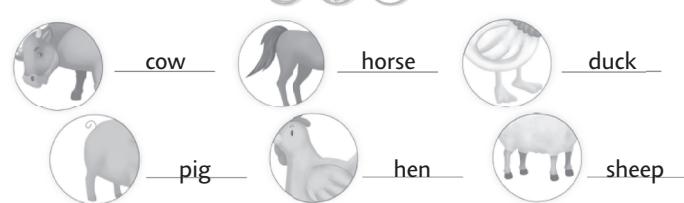
6 Look and say. Then, write.

- Have learners look at the instructions and the pictures, and elicit from them what to do.
- Ask learners where they can check if they can't remember how to spell a word: their books, their notebooks if they have one, posters on the wall if there are any.

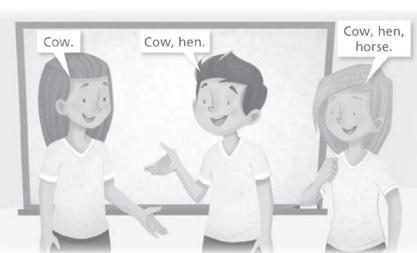
5 Look and answer.



6 Look and say. Then, write.



7 Game



- You can also do a Learners' dictation. They should dictate to you all the farm animals they can remember. Write them on the board without sticking a flashcard next to them. Encourage learners to take a photo of each word with their mind's smartphone and then write it in their notebooks from memory.
- Once the activity is over, check by placing the farm animal flashcards on the board and having different learners write the name below.

Language awareness

Work with the pronunciation of the /ɪ/ sound in *pig* and *fish*. Have learners exaggerate it if necessary.

7 Game

- Focus learners' attention on the icon and the instructions as you read them out. Elicit what the game may be about.
- Remind learners of the rules for playing games.
- Play a few rounds.

Inclusive classrooms

Some learners may find it challenging to remember the sequence. They shouldn't be mocked for this but helped.

8 Look and listen.

9 Look and count.



10 Game

Cognitive awareness

Discuss with learners the different strategies that can help them to remember a sequence.

Social awareness

Learners need to learn how to be good losers and good winners as well.

8 11 Look and listen.

- Tell learners to look at the instructions and the picture, and elicit what they have to do.
- Ask learners what the children may be saying. Play the audio and go back to the learners' predictions.
- You can follow the suggested procedures on page 21 in this book for Act out activities.
- Give learners time to practise and then have different pairs act out for the rest. Encourage them to congratulate their classmates, e.g. *Super! Well done! Good job!*
- You can invite learners to change the farm animals.

 → See PB page 11.

Cognitive awareness

Edison is aware of his limitations as regards farm animals. It's important to acknowledge our strengths and weaknesses so that we can work hard to turn them into assets.

Building confidence activity

Memory game. Check the learners' memory by asking them, *How many (sheep)?*

9 Look and count.

- Tell learners to look at the instructions and the picture, and elicit what they have to do.
- First, ask learners to spot the different animals they can see and have them dictate the names to you. Then, ask learners, e.g. *How many (horses)?* You can ask learners to write the number next to each word on the board.

Language awareness

Learners won't have any difficulty in using plural forms if they're Spanish speakers since both English and Spanish share the same rule. However, there are irregular plurals in English. Show learners that *sheep* is used for both the singular and plural forms.

10 Game

- You need a box, tin, or bag, and classroom objects, between 1 to 10 of each: erasers, markers, pencils, etc.
- As you show one of each of the elements, ask learners, *What's this?* and write the words on the board.
- Without learners looking, place a number of (pencils) in the box. Shake it and ask learners, *How many (pencils)?* Write their answers next to the word on the board. Then, open the box and count the pencils with the learners.

Assessment

Go to page 31 for suggestions on assessment. Ask learners what they have been learning so far. Do this in the school's language of instruction. Invite them to browse their books and notebooks. Learners can start their own list of words they have learnt. Ask them to use blank sheets of paper to create their own dictionaries.

Workbook

Pages 90–91, Exercises 2, 3

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a story.

Learning objectives

Learners

- can identify some pets.
- can identify some games and toys.
- can name pets with guidance.
- can answer *What's this?*

Key language

What's this?

dog, bird, cat, fish

ball, action figure, doll, board game, car, building blocks

Areas of Awareness

Social awareness

Language awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines. See the Introduction.

11a Listen and number.

- Remind learners of the story. Why did Luriel say he was not a farm boy? As learners answer, go on with the conversation by saying, *Yes, Fluffy is a pet, not a farm animal.*
- Ask learners to open their books at page 12 and focus on the instructions and icons as you read them out. Elicit from them what they have to do and what they need: a pencil.
- Remind learners of the rules for listening. Play the audio and check.

AUDIO SCRIPT

Number 1 is a fish.
Number 2 is a dog.

Number 3 is a cat.
Number 4 is a bird.

11b Write the number.

- Focus learners' attention on the instructions and icons and ask them how they can tell which numbers to write.
- Say each of the words first to check learners can follow them, then let them write the numbers.
- Check on the board.

Social awareness

Reflect with learners on how some animals suffer if they're kept as pets. If learners say that Choike, the ñandú, should not be kept as a pet, help them to notice that calling her a pet is a question of love, not that they keep her as a pet.

Building confidence activity

Mime! Tell learners they have to mime the animals you name. Agree on a way to mime each.

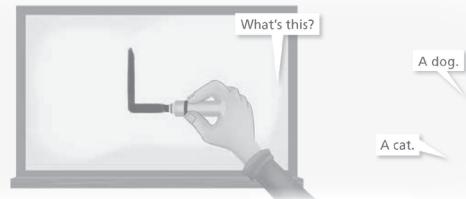
11a Listen and number.



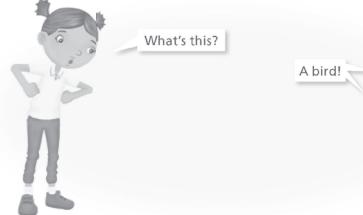
11b Write the number.

3 cat 2 dog 1 fish 4 bird

12 Look and answer.



13 Guess.



Repeat if correct. You need the pet flashcards. See page 22 for instructions.

12 Look and answer.

- Have learners read the instructions.
- Tell them you'll draw a pet, part by part, for them to guess which one it is. As you start drawing, ask the question, *What's this?* Encourage learners to answer *It's ...* Give them only 2 or 3 chances before you complete the drawing.
- Remind learners of the rules for playing.
- After a while, you can invite learners to draw for the rest to guess the pet.

Language awareness

Focus learners' attention on the pronunciation of the vowel sounds in *dog, cat, fish, and bird*. If they're Spanish speakers, they will find these sounds new.

Building confidence activity

Memory game. Tell learners to take a photo of the pets in Exercise 11a using their mind's camera. You can either

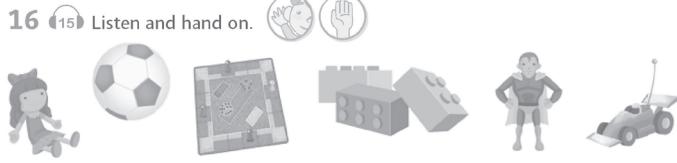
14 13 Listen and act out.



15 14 Look and listen.



16 15 Listen and hand on.



name the animal for them to say what colour it is or say the colours for them to name the animal.

13 Guess.

- Ask learners to look at the instructions as you read them out. Elicit what they have to do.
- Invite learners to mime both farm animals and pets. They can also work in groups.
- To close the activity, ask them if guessing was easy or challenging.

Building confidence activity

A toys poster and a pets poster. Assign different items to different groups. They should make a drawing and write the word below. Collect the learners' productions and, with their help, make two posters.

14 13 Listen and act out.

- Focus learners' attention on the instructions and the picture.
- Point to the boy and ask, *What's he saying?* Do the same with the other two utterances.

- Play the audio for learners to check if their suggested utterances are close to the original.
- Play the audio again for learners to learn the lines. Encourage them to imitate the speakers.
- You can have different pairs act out before the rest. Invite them to change the answers, too.

AUDIO SCRIPT

Boy: What's this? Girl: It's a dog. Boy: No, it's a cat!

15 14 Look and listen.

- Focus learners' attention on the instructions and the picture.
- Elicit from them what is going on. Play the audio and go back to their predictions.
- Point out how the children play without any toys.

14 → See PB page 13.

ESI / CSE

The girls and the boys are playing football together. It is wrong to consider that some sports or activities are for either boys or girls.

16 15 Listen and hand on.

- Before doing the activity, introduce some toys. Tell learners you need to buy a present for a 10-year-old boy or girl. On the board, draw three columns, one that has *Yes* as a title, another one *No*, and a third one with a ? at the top. You need the toy flashcards. Show the ball and ask learners, *A ball, is this OK for a present?* Use gestures and body language. Place the flashcard where learners suggest. Do the same with the other flashcards. At the end, close the activity by making reference to the learners' suggestions. (You'll buy what they suggest, or you may need to look for other options).
- Now, ask learners to read the instructions. You can ask them to put one or two fingers on each of the toys if you find it difficult to check which one their hand is on.
- After a few rounds, you can name two toys for them to remember the sequence.

AUDIO SCRIPT

a doll	a car	a ball
an action figure	building blocks	a board game

Workbook

Pages 92–93, Exercises 4, 5, 6

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify toys and games.
- can name a few toys and games if supported by pictures or *realia*.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can write about their pet with guidance and support.
- can talk about quantity.

Key language

Pets

Numbers 1–10

School objects

Toys and games

Areas of awareness

Language awareness

Cognitive awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

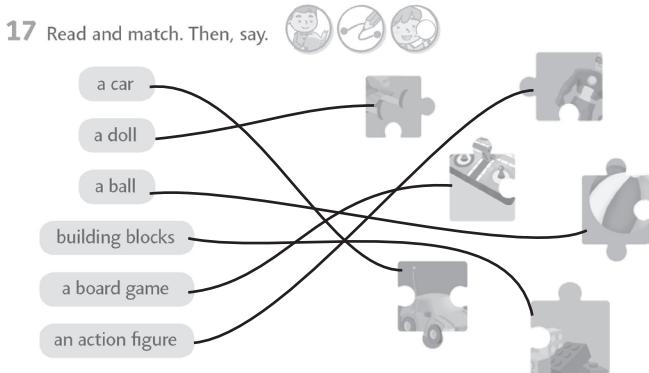
Guess! You need the toy flashcards. Show only a part of one, e.g. a corner, the bottom part, etc., and ask, *Is this a (doll)?* You may decide to show a bigger part of the card and ask again, or challenge the learners to guess as many as they can out of, say, 10.

Follow the sequence. Name one of the toys and mime it. Using gestures, invite a learner to repeat the word, mime it, and add a new one miming it. Invite another learner to start the sequence and add a third toy while miming it. Challenge learners to make the sequence as long as they can.

17 Read and match. Then, say.

- Have learners look at the instructions as you read them out. Ask them if the drawings are complete and say that they will identify them.
- Point to the first picture and ask, *What's this?* Do the same with the other pictures. You can ask learners to match the words and pictures as you go along, or at the end.
- Alternatively, you can write the words on the board and have learners place the correct flashcard next to each word, and then do the matching.
- When learners do the activity, ask them what clues they find in the words to do the matching. Focus their attention on the word *building*, since the letter *u* is not pronounced.

17 Read and match. Then, say.



18 Mime and answer.



19 Game



Language awareness

Help learners to notice the difference in the vowel sounds in *doll* and *ball*. You can mouth the vowel sound for them to see the difference in your mouth. Exaggerate the length of the vowel sound in *ball* to help learners to tell the difference.

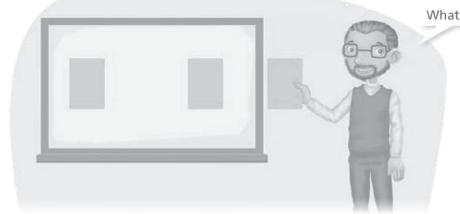
In the case of *action figure*, remind learners of the vowel sound in *cat*, which is the same as the first vowel in *action*.

18 Mime and answer.

- Tell learners to look at the instructions and the picture. Elicit from them what they need to do.
- You can demonstrate by miming one of the toys and asking, *What's this?*
- You can set this activity up as group work.

19 Game

- Have learners focus on the instructions and the picture. Check they all understand what to do. They have to mime one of the words they know and show how many with their hands.

20 Look and answer.

1

21 Write. Show and tell.**MY PET**

This is _____ I ❤ _____

15

- Before playing the game, remind learners of the different words they have learnt. You can have columns on the board, each one with one category: *Toys*, *Pets*, *Farm animals*, *School objects*. Have learners dictate the words to you for each of the categories. You can also ask them to place the flashcards in the correct column instead of writing the words.
- Encourage learners to use words from different categories.

20 Look and answer.

- You need three flashcards for this game. They can be from the same lexical set or different ones. Place them on the board as in the picture so that learners can see them. Turn them around, pick one without showing it to the learners and ask, *What's this?*
- You can make this more challenging by using more flashcards.

Cognitive awareness

Discuss with learners what strategies they find effective to remember which flashcard was removed from the board.

21 Write. Show and tell.

- Have learners look at the instructions as you read them out.
- Have them look at the boy holding the sheet of paper and ask learners what it is about. You can give them options, e.g. *Is it about a pet, a school object, a toy?*
- Have learners focus on the big frame and ask, *What information do you need to write here?* (pointing to the first sentence) *And here?* (pointing to the second sentence). You do not need to use the school's language of instruction since they will understand key words: information, write.
- If they do not have a pet, they can write about the pet they would like to have.
- Give learners time to complete the poster. Once they're ready, tell them they'll have to present it to the rest. Give them time to rehearse saying the lines. You can complete one yourself and present it to the learners. This can be helpful to many.
- Congratulate learners on their presentations. Invite others to make comments, e.g. *Super! Great! Wow!*

Workbook

Page 93, Exercise 7

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

1, 2, 3

dog, cat

Well done!

Help, please!

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

22 16 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the pictures and tell you who they can see. Say, *Look at the first panel. Look, a carrot* (pointing to the big carrot). *Is it small or big?* (use gestures). *Yes, very big.* There may be no need to use the school's language of instruction since they will understand from your gestures and the illustrations.
- Elicit from learners why the children and the animals are there.
- Play the audio and go back to their predictions.
- Learners may find it odd that María should ask, *What's your name?* You may elicit why, e.g. *She may have forgotten his name.*

16 → See PB page 16.

Social awareness

Focus the learners' attention on how they managed to achieve their goal by collaborating. It does not matter how big or small they are; they all helped.

Building confidence activity

Act out. Invite learners to act out the panels. Different pairs will act out different panels, considering that panels 3 and 4 are easier and that panel 1 is the most challenging for learners.

22 16 Look and listen.

Look at the big carrot! Let's pull!

OK!

1, 2, 3, pull. Look, a dog!

Help, dog!

Chuck, chuck.

Woof, woof.

1, 2, 3, pull!

Luriel. That's a big carrot.

Let's stop!

Hey! Help, please. What's your name?

Wow, Luriel! Mr MacDonald, look at the carrot!

Oomph! Oomph! Oomph!

Well done, all of you!

16

23 Look and write the names.

- Have learners look at the instructions, icons, and pictures, and ask them what they have to do.
- Challenge them to write the names without referring back to the story. You may ask them, *Who helped pull the carrot? Mr MacDonald?* for learners to name the different characters. Write them on the board.
- Allot a couple of minutes for learners to write the names, then check.

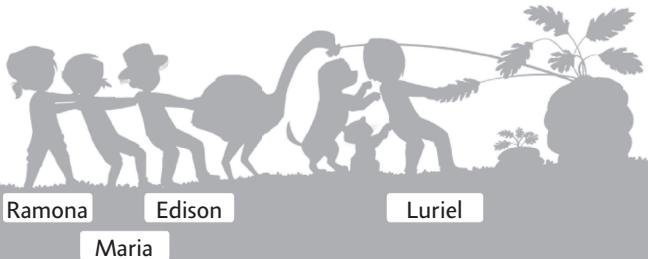
24 My favourite farm animals

- Tell learners to focus on the instructions and the icons. Elicit what they have to do. You can give them options, e.g. *Do you have to colour? Do you have to draw? Do you have to count?*
- Ask them which farm animals they remember and write them on the board.
- If there isn't enough time left, you can assign this activity as homework. Learners will present their favourite farm animal the following class.
- When learners finish, invite them to show their drawings to the rest and say what they are, e.g. *My favourite farm*

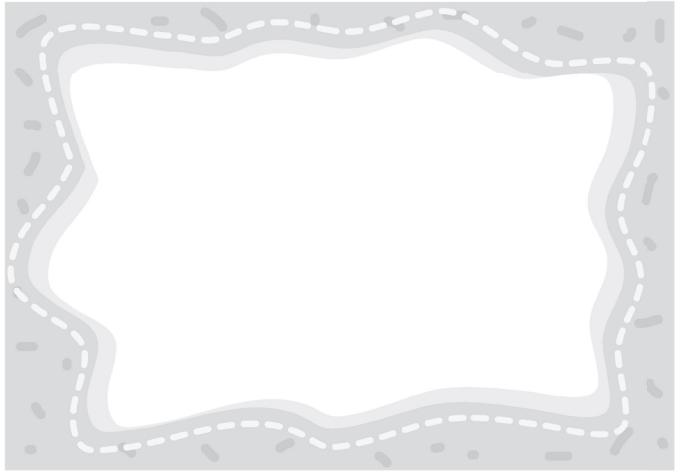
23 Look and write the names.  

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.



24 My favourite farm animals   



animal is ...

Workbook

Page 94, Exercise 8

Assessment

Work on assessment. Go to page 31 for suggestions.

Draw four columns on the board: *School objects*, *Pets*, *Toys*, *Farm animals*. Ask learners to draw the four columns in their notebooks. Make them big. You need the school object, toy, pet, and farm animal flashcards. Take one of the cards and have learners say what it is. They should draw it in the correct column as you place it on the board. If they remember the word, they should draw a ☺ next to it. If they remembered it when the other learners said the word, they should draw a ☺. If they couldn't remember it, they should draw a ☹. Do the same with the other cards.

Once you have gone over all the flashcards, tell learners this is a record of what they're learning. Tell them there's nothing wrong if they have some ☹ or ☺. After a couple of lessons in which you have revised these areas, do an assessment activity and have learners go back to see if there has been any progress.

For assessment activities for Unit 1, go to page 134 in this Teacher's Book.

STEAM CHALLENGE: Build an animal pen

Aims of the lesson

- To make an animal pen for a school farm with assigned material.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name a few animals if supported by pictures or realia.
- can recognise and write isolated words related to familiar topics.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Engineering and Maths

SKILLS:

Designing, problem solving, creative thinking, counting, collaborating, group work

MATERIALS:

- White paper
- Pencils
- A bag for each group (not see-through)
- As many of these materials as possible: craft sticks, clothes pegs, toothpicks, play dough, pieces of cardboard

PREPARATION:

- Cut the white paper into small squares (one for each learner)
- Prepare the bags:
 - Bag 1: craft sticks
 - Bag 2: craft sticks and play dough
 - Bag 3: toothpicks and play dough
 - Bag 4: play dough
 - Bag 5: clothes pegs and pieces of cardboard

Contextualize:

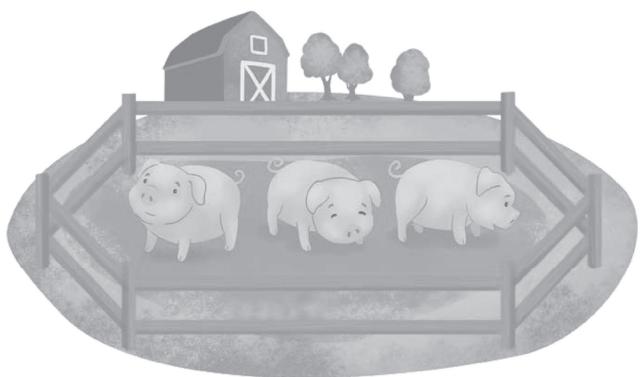
- Explain that the challenge is to build animal pens for the animals on Mr MacDonald's school farm. Look at the picture and explain that pens are enclosures, like fences, to keep animals in.

Draw:

- Learners draw a farm animal on a small piece of paper and save their drawings for later.

STEAM CHALLENGE

Build an animal pen



Our animal: _____

How many?



18 Language focus: (numbers), (farm animals), pen, farm

Material:

- Assign groups. Each group chooses a bag, goes back to their tables, and opens the bag to reveal the material inside.

Create:

- Groups decide on one animal from all the ones the members of their group drew to go in their pen.
- Allow learners to explore how they will create their pen: piling one stick on top of another, using the play dough to help the sticks to stand, attaching the clothes pegs to the cardboard, etc.
- Groups build their pens and label them with the name of the animal they have been built for, e.g. *pigs*.

Visit:

- Invite learners to walk around the classroom farm and see the other pens. They carry their animal drawings and place them in the corresponding pen (if there are two pens with the label for their animal, they can choose where to put it).

Reflect and record:

- Page 18: Learners write the name of the animal they chose for their pen and write the total number of animals in their pens.

PROJECT TIME

You're a student at **Farm School Primary**. Complete the poster.



- Ask,
 - How many animals are in your pen? Learners count and answer, e.g. *four sheep*.
 - Are there more (cows) or more (sheep) in this classroom farm?
 - Which was the most popular animal?

PROJECT TIME: Make a poster

Aims of the lesson

- To make a poster for Farm School Primary.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can write about a school.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

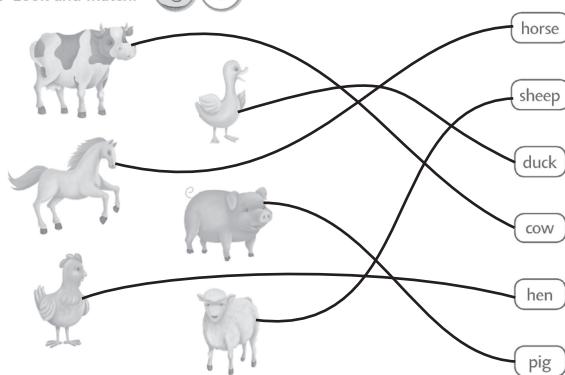
- Explain to learners that now they will imagine they are one of the students at Farm School Primary.
- Have them look at the poster and ask, *Does this poster have information about Farm School Primary?* Use gestures and point to the title of the poster. There's no need to use the school's language of instruction.
- Elicit from them where they can check if they need information to complete the poster: their book, their notebook, posters on the wall if there are any, their personal dictionaries, etc.
- Focus on the first box, the big one at the top. Point to it and ask learners, *What do you have to do here?* Give them options, e.g. *Draw school objects? Draw the school? Draw the children?* Give them time to complete this part. You may ask them to draw an outline in class and to complete it at home.
- Do the same with the other sections of the poster. In the case of the children's names, apart from the characters' names and their own, they can add some more.
- As learners complete the poster, walk around and provide help as needed.
- You can take photos of the learners' posters and post them on the school blog.

Lesson closing

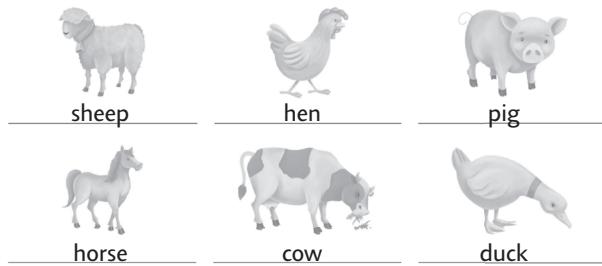
Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Adventures at Farm School

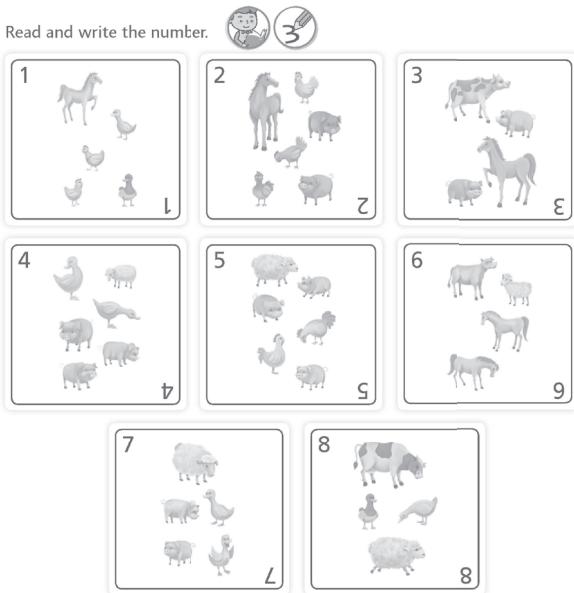
1 Look and match.



2 Look and write.



3 Read and write the number.



3 A cow, a horse, two pigs

6 A cow, a sheep, two horses

8 A cow, two ducks, a sheep

2 A horse, three hens, two pigs

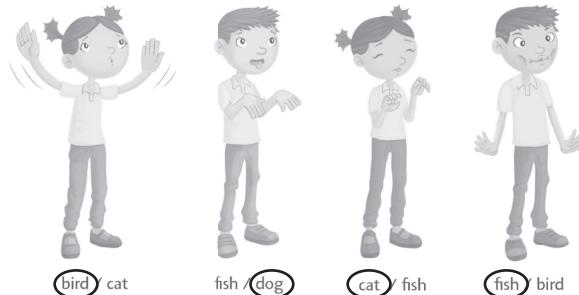
1 A horse, two ducks, two hens

5 A sheep, three pigs, two hens

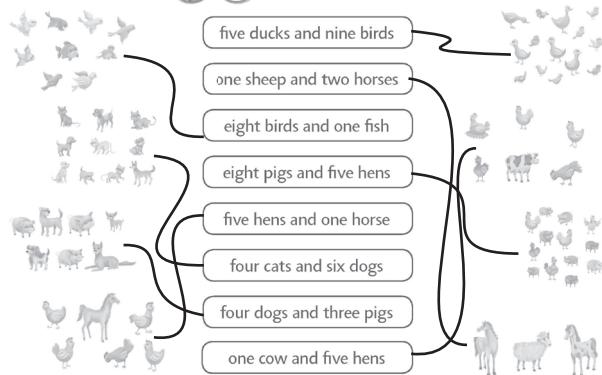
7 A sheep, two ducks, two pigs

4 Two ducks, three pigs, a sheep

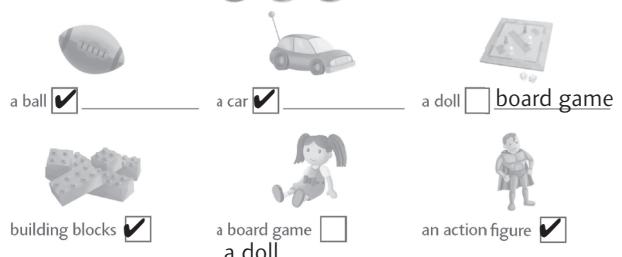
4 Read and circle.



5 Read and match.



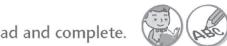
6 Read and tick. Correct.



7 Read and circle.



8 Read and complete.



My name is Fluffy
My friends: four sheep, four pigs,
three cats, one dog and one cow.



Exercise 7

As this is more challenging, work with the whole group. Ask learners to focus on the boy's responses and imagine what the girl is saying. Learners can act out this dialogue.

Exercise 8

Following the two models, learners can create new texts. They have to first design the chart, and then write the text.



I'm four (favourite football player). My friends: two pencils, one erasers, three marker, and one pencil cases.



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Exercises 1 and 2

Learners can find images of different types of sheep, horses, pigs, etc., and either stick them next to the pictures in the workbook or create a poster.

Exercise 3

Play a memory game. First name the quantity of animals for learners to say which card it is, and then, swap roles.

Exercise 4

Have learners draw the animals that have not been circled. Learners can also be video recorded miming the animals. The videos can be uploaded onto the school blog. Encourage learners to mime other animals as well.

Exercise 5

Learners can create new cards for themselves or others to match to the descriptions.

Exercise 6

Learners can create new versions of this exercise by drawing other categories, e.g. farm animals, school objects, numbers, etc.

UNIT OVERVIEW

Vocabulary

tiger, crocodile, elephant, iguana, lion, monkey
head, eyes, ears, legs, nose, mouth
red, blue, green, yellow, black, pink
11–20

Grammar

I like / I don't like.

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

Communication

This is me. I love ...

Very funny!

Recognition

Classroom language

Routines

sunny, cloudy, rainy, it's raining
happy, OK, tired

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Science and Maths

Measure animals

Project

My favourite animal

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand and name a few wild farm animals.
- can understand written instructions.
- can write simple words related to familiar topics.

Key language

tiger, crocodile, elephant, iguana, lion, monkey

Areas of awareness

Cognitive awareness

ESI / CSE

Inclusive classrooms

Social awareness

Lesson opening

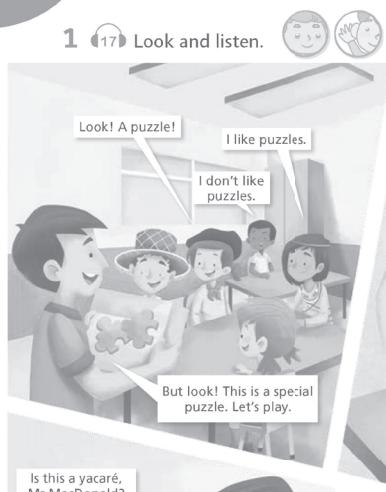
Greet learners and go over the routines.

1 17 Look and listen.

Possible lead-ins:

- Tell learners about some special activities you liked when you were at school.

1 17 Look and listen.



- Follow the suggestions on page 15 to tell stories.
- Tell learners to open their books at page 20. Ask, *Is Luriel happy? Is Ramona happy?* as you point to the characters. Ask why the children are happy. Accept all their ideas.
- Play the audio as learners read and go back to their predictions.
- Show learners what a puzzle is and ask them, *Are puzzles fun or not?* Use a thumbs up and down gesture.



→ See PB page 20.

Cognitive awareness

Reflect with learners on how and what they can learn from different activities. The characters are solving puzzles. Discuss with learners what they may be learning: visual skills, patience, planning, etc.

ESI / CSE

Everybody has the right to express their opinion as long as they do so respectfully.

Inclusive classrooms

Focus on how the teacher welcomes everybody's opinion as to their likes and dislikes.

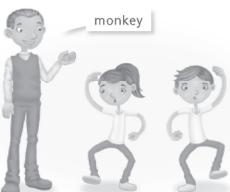
2a  Listen and do. Then, number.

2b Write the numbers.



monkey 1 lion 5 iguana 4 crocodile 2 tiger 6 elephant 3

3 Listen and mime.



4 Look, say, and show.

2a  Listen and do. Then, number.

- Take out the wild animal flashcards. Show the monkey and ask, *Remember the puzzles? Is there a monkey?* Show another animal and ask, *Is there a (tiger)?* Then, ask learners to go back to the story and check.
- Ask learners to read the instructions. Check for suggestions for listening activities on page 17.
- First, tell learners you'll give out different instructions which they have to perform using their fingers: *walk, run, jump*. You may add *fly* as well.
- Ask learners what they need for the second part of the activity: a pencil or pen. Elicit what else they may need. Give them options, e.g. *A ruler? An eraser?* Play the audio and leave your flashcards on the board.

AUDIO SCRIPT

Number 1 is a monkey.
Number 2 is a crocodile.
Number 3 is an elephant.

Number 4 is an iguana.
Number 5 is a lion.
Number 6 is a tiger.

Inclusive classrooms

Everybody's learning and some may find it more challenging to remember the new words. Focus on the correct attitude towards others' mistakes.

Building confidence activity

Memory game. Ask learners to look attentively at the pictures and numbers, and then close their books. Name one of the animals for them to say which number it is.

Cognitive awareness

Reflect with learners on ways to remember the animals and the numbers.

2b Write the numbers.

- Ask learners to read the instructions. Help them to see the connection between Exercise 2a and b.
- Before the activity, ask what clues they'll focus on to do the matching. Help them to see letter-sound correspondence.
- Work on the pronunciation of *monkey*, in particular the vowel sound for letter -o. Reflect on the fact that the same letter in English will be pronounced differently depending on the words.
- Check by asking learners, *What number is the (crocodile)?*

3 Listen and mime.

- Ask learners to read the instructions.
- Agree on a way to mime each animal.
- Give a couple of examples. You can go over the rules for games as suggested in this Teacher's Book on page 20.

Social awareness

When learners vote, there will be a majority but one minority at least, which should have a voice. Show this by telling learners they will go with the majority's suggestion now, and that next class, they'll play the same game miming as the minority has suggested.

4 Look, say, and show.

- Ask learners to read the instructions.
- Demonstrate by mouthing a word, i.e. move your lips as if you were saying it but without making any sound. Learners say which animal it is and show it in their books.

Workbook

Page 95, Exercises 1, 2, and 3

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To practise and integrate language.
- To expose learners to new language through a story.

Learning objectives

Learners

- can name some farm animals.
- can understand and use *I like / I don't like* statements.
- can write simple phrases related to familiar topics.

Key language

I like ... I don't like ...

tiger, crocodile, elephant, iguana, lion, monkey

Areas of Awareness

Language awareness

Social awareness

Cognitive awareness

Inclusive classrooms

Intercultural awareness

Lesson opening

Greet learners and go over the routines.

Building confidence activity

Listen and mime. Agree with learners on a way to mime each wild animal. If you have chosen to do the miming for Exercise 4 last class, use what the minority voted for.

5a 19 Listen and complete.

- Before the activity, tell learners you'll test their memory. Write the following on the board and say, *I like puzzles. Who says this, Edison or Luriel?* Then, write and say, *I don't like tigers*, and ask, *Who says this, María or Ramona?* After learners answer, draw a ☺ and a ☹ on the board and also use a thumbs up and down gesture. Ask learners to match the emojis with the statements.
- Ask learners to open their books at page 22 and read the instructions. Elicit what to do, e.g. *Do we have to listen?* (use gestures). *Yes or no?* *Do we have to answer a question?* Elicit what they need as well.
- Ask learners to predict what the audio will say. Play the first utterance and go back to their predictions.
- Remind learners of the rules for listening.
- Play the first utterance again for learners to complete the faces, then play the rest of the audio. Check they complete the first column and then the second column.
- Check the answers on the board.

AUDIO SCRIPT

I like lions.
I like monkeys.
I don't like iguanas.
I don't like tigers.

I like elephants.
I don't like crocodiles.
I don't like horses.
I like dogs.

5a 19 Listen and complete.



Listen and complete.



5b Read and circle.

- 1 *I like / don't like lions.*
- 2 *I like / don't like monkeys.*
- 3 *I like / don't like iguanas.*
- 4 *I like / don't like tigers.*

- 5 *I like / don't like elephants.*
- 6 *I like / don't like crocodiles.*
- 7 *I like / don't like horses.*
- 8 *I like / don't like dogs.*

6 Game



22

5b Read and circle.

- Ask learners to read the instructions and elicit where they can get the information to decide which to circle.

Language awareness

Focus learners' attention on the need to use a plural noun after *I like* and *I don't like*. Show them the same rule applies in Spanish: *Me gustan los caballos*. Learners have not worked on definite and indefinite articles yet, so don't focus on this linguistic aspect.

Building confidence activities

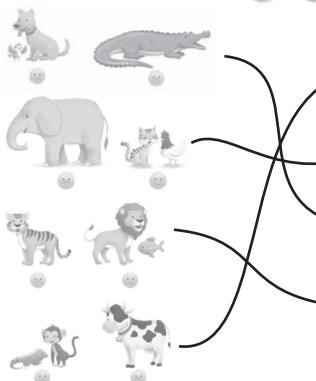
Repeat if correct. Check instructions on page 22.

A survey. Write a chart on the board with 6 columns and the name of a wild animal at the top of each. Learners say which animal they like. Draw a tally mark in the correct column for each statement. At the end of the activity, check which is the most popular animal.

6 Game

- Remind learners of the rules for listening.

7 Look and say. Then, match.



I like monkeys and iguanas.
I don't like cows.

I don't like elephants.
I like cats and hens.

I like dogs and birds.
I don't like crocodiles.

I don't like tigers.
I like lions and fish.

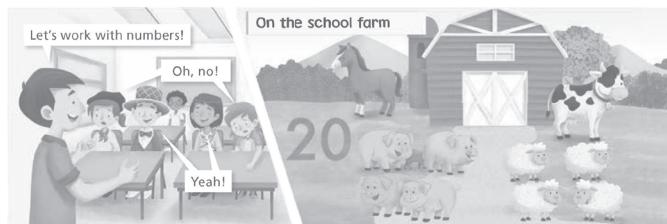
8 Game



Do you like notebooks?



9 Look and listen.



23

Social awareness

Reflect on the need for respectful listening, making sure they allow everybody to listen.

Cognitive awareness

Elicit different strategies that learners can use to remember the sequence.

7 Look and say. Then, match.

- Use your flashcards to show what learners have to do. Place two or three on the board with a ☺ below one or two and a ☹ below the other. Elicit what that means. Start the utterance if necessary. Point to the ☺ and ask, *I like ...? or I don't like ...?* Then, point to the flashcard(s) for learners to complete the utterance.
- Give learners time to practise, then have them speak.
- Give them time to do the matching and check.

Inclusive classrooms

Some learners may find it more challenging to understand what to do, and some may make some mistakes. They should not be mocked.

Cognitive awareness

Help learners to reflect on how mistakes are natural when you're learning.

8 Game

- Demonstrate with one or two learners. Tell them they have to draw something in the air from the words they know. The learners show with their face if they like what they are drawing. Ask, *Do you like (dogs)?* Have learners answer, *Yes, I do* or *No, I don't*.
- Check they're using the right intonation for yes / no questions. Play the audio for Exercise 1 on page 20 and have learners repeat, imitating the teacher.

9 20 Look and listen.

- Tell learners to read the instructions.
- Have learners look at the two panels and predict what the dialogue may be about. Bring learners' attention to the number 20 in the second panel. Ask what they think that number refers to. Help them to spot the little animal behind the pigs and count the number of legs again.
- Play the audio and go back to their predictions.

→ See PB page 23.

Inclusive classrooms

Some children seem to like numbers while others don't. Focus on how the teacher respects everybody's opinion.

Intercultural awareness

Some people consider that not liking maths is part of their school culture since it's considered to be difficult.

Cognitive awareness

Explain that sometimes one may give a different answer if not paying proper attention or looking carefully.

Assessment

Ask learners what they have been learning so far. Do this in the school's language of instruction. Invite them to browse their books and notebooks. Remind them to add the words to their dictionaries.

Workbook

Page 96, Exercises 4 and 5

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a story.

Learning objectives

Learners

- can use numbers 11–20.
- can identify and name parts of the body.
- can answer *How many?*

Key language

head, eyes, ears, legs, nose, mouth

How many ...?

11–20

Areas of Awareness

Language awareness

Cognitive awareness

Social awareness

Inclusive classrooms

ESI / CSE

Lesson opening

Greet learners and go over the routines.

10 Listen and point.

- Ask them to open their books at page 23 and focus on the second panel. Ask *How many cows? One? Two?* Use the *eye* flashcard and ask, *How many eyes? Three, four?* Showing the *leg* flashcard, ask, *How many legs?* Then, ask, *How many pigs?* Showing the *ear* flashcard, ask, *How many ears?* Then, ask showing the *mouth, nose, and head* flashcards, *How many mouths / noses / heads?*
- Ask learners to open their books at page 24 and read the instructions. Place the flashcards on the board and walls.
- Name different parts of the body for learners to point to the correct flashcards. Name two or three in a sequence.

11a Listen and circle.

- Have learners read the instructions.
- Check they all understand the pictures first.
- Play the audio, then check.

AUDIO SCRIPT

Number 1: head
Number 2: legs

Number 3: nose
Number 4: ears

Number 5: eyes
Number 6: mouth

11b Read and write the number.

- After learners read the instructions, elicit which numbers they have to focus on.
- Check on the board.

Language awareness

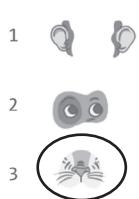
Learners will have developed letter-sound

10 Listen and point.



11a Listen and circle.



11b Read and write the number.



nose [3] mouth [6] legs [2] ears [4] head [1] eyes [5]

12 Read and write the number.



	ANIMAL	PERSON
head	1	1
mouth	1	1
nose	1	1
eyes	2	2
ears	2	2
legs	0/2/4/6/8	2

24

correspondence in English, and may find it difficult to read out *ear, eye, and head*. Elicit different ways for them to remember how to read out these words.

Building confidence activity

Hand on! Tell learners to place their hands on the part of the body you name.

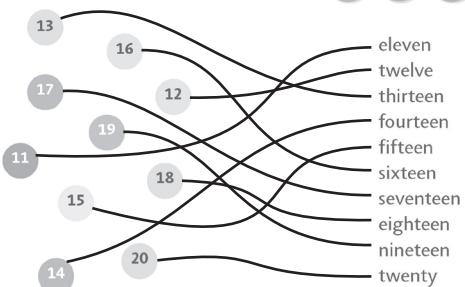
Cognitive awareness

Elicit different strategies to remember this information.

12 Read and write the number.

- Have learners focus on the instructions and the chart.
- If necessary, do the first one with them. Copy the chart on the board and say, *An animal. How many heads? OK, now a person. How many heads?* Write 1 for both.
- When it comes to legs, ask learners, *A bird. How many legs?* OK. *A dog, how many legs?* OK, *a mosquito, an insect. How many legs?* Look, *a spider* (draw one on the board). *How many legs?* And what about a fish? *How many legs?* Help learners to see the answers will vary.
- Check the answers by asking, *How many ...?*

13 (22) Listen and hand on. Then, match.



14 Quickly! Game



15 (23) Look and listen.



13 (22) Listen and hand on. Then, match.

- Before the activity, take out flashcards 11–20. Write on the board: *five pigs* and *four fish*. Challenge learners to pay attention and answer Yes or No. Ask, *How many legs? 14? Yes or no?* as you show the flashcard. Go on, *20 legs, yes or no?* *14 eyes, yes or no?* *18 eyes, yes or no?* *12 heads, yes or no?* Every time you say something, show the corresponding number flashcard.
- Ask learners to read the instructions.
- Place the flashcards on the board and say, *14, 16, 17, 18, 19*. Ask learners if they can identify the number and how. Help them to focus on the first part of the words. Then say, *15*, and ask which one it can be. Do the same with *13* and *12*. Ask them how they can identify *11*. In the case of *20*, both *12* and *20* start with the same syllable. Elicit how they can remember each.
- Play the game.
- Now, ask learners how they can identify which is which.
- Check on the board.

AUDIO SCRIPT

Eleven
Twelve
Thirteen

Fourteen
Fifteen
Sixteen

Seventeen
Eighteen
Nineteen

Twenty

Language awareness

Help learners to become aware of the relationship between numbers 1–9 and 11–19.

Building confidence activities

Stand if ... Assign numbers 11–20 to different learners. Do this in random order so that all 11, 12, etc. are not sitting together. Learners should write the number they've been assigned in their notebooks). As you name different numbers, learners assigned that number have to stand up showing the number to the rest.

Repeat if correct. You need the number flashcards, 11–20. See page 22 for instructions.

14 Quickly! Game

- Focus learners' attention on the instructions and the picture. Elicit what they have to do.
- At the beginning, name animals which have the same number of body parts, e.g. 4 legs. Then, combine animals, e.g. *Three elephants and two ducks. How many legs?*
- Go over the rules for games as suggested on page 20.

Cognitive awareness

Discuss with learners the ways to make counting easier, e.g. picturing the animals in their heads.

Social awareness

Reflect with learners on how important it is to respect rules when playing.

Inclusive classrooms

Nobody should be mocked or shouted at for not getting an answer right.

15 (23) Look and listen.

- Elicit from them what is going on. Remind them to find clues in the pictures to account for their predictions.
- Play the audio and go back to their predictions.

23 → See PB page 25.

ESI / CSE

Edison loves carnival and is proud of his mother's costumes, which he shows to his friends.

Workbook

Pages 96–97, Exercises 6, 7, 8, and 9

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify and name colours.
- can write about their pet with guidance and support.

Key language

red, blue, green, yellow, black, pink

Areas of awareness

Language awareness

Cognitive awareness

ESI / CSE

Social awareness

Lesson opening

Greet learners and go over the routines.

16 (24) Listen and jump to. Then, match.

- You need the colour flashcards: red, blue, green, yellow, black, and pink.
- Challenge learners to answer questions about the story. Remind them that there are costumes in Edison's house. Show them costumes for learners to understand what they are. Ask them, *Is there a yellow costume?* as you show the yellow flashcard. *Is there a pink costume?* Do the same with the other colours. Then, ask learners to open their books at page 25 and check the colours.
- Now ask learners to turn to page 26 and read the instructions. Ask them to jump with their fingers.
- Give out the instructions or play the audio.
- Allot a couple of minutes for learners to do the matching. Ask them to explain how they decided which word to match to each splotch.

AUDIO SCRIPT

Blue	Pink	Red
Yellow	Black	Green

Language awareness

Show learners how they can read colour words. Focus their attention on the quality of the /r/ sound in English, and the /ɪ/ vowel sound, the same as in *pig* and *fish*.

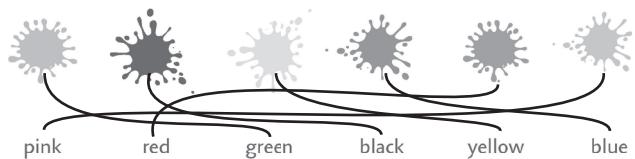
Building confidence activity

Hand on ...! Tell learners they have to put their hand on the colours you name, but this time, they cannot use the colour splotches in Exercise 16.

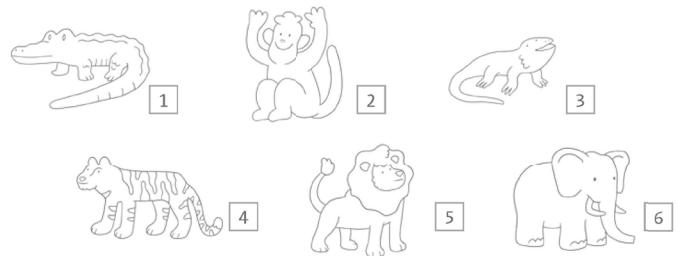
17 (25) Listen and colour. Then, read and number.

- Tell learners to read the instructions.

16 (24) Listen and jump to. Then, match.



17 (25) Listen and colour. Then, read and number.



2 The monkey is red and green.

1 The crocodile is green and yellow.

6 The elephant is pink and black.

3 The iguana is red and blue.

5 The lion is yellow and black.

4 The tiger is pink and blue.

18 Favourite colours. Say.



- Name all the colours for learners to take out and show their coloured pencils or markers.
- Play the audio for learners to colour the animals.
- Check by asking, *What colour's the (crocodile)?*
- Check after learners complete the second part.

AUDIO SCRIPT

The crocodile is green and yellow.

The iguana is red and blue.

The lion is yellow and black.

The monkey is red and green.

The tiger is pink and blue.

The elephant is pink and black.

Cognitive awareness

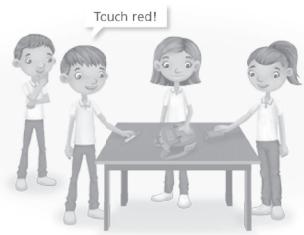
Discuss with learners what strategies they can use to remember which colours to use for each animal.

Building confidence activity

Memory game. First, ask learners to take a photo of the animals with their mind's smartphone and then close their books. Describe the colours of one animal for learners to say which animal it is. Then, name the animals for learners to say what colour they are.

18 Favourite colours. Say.

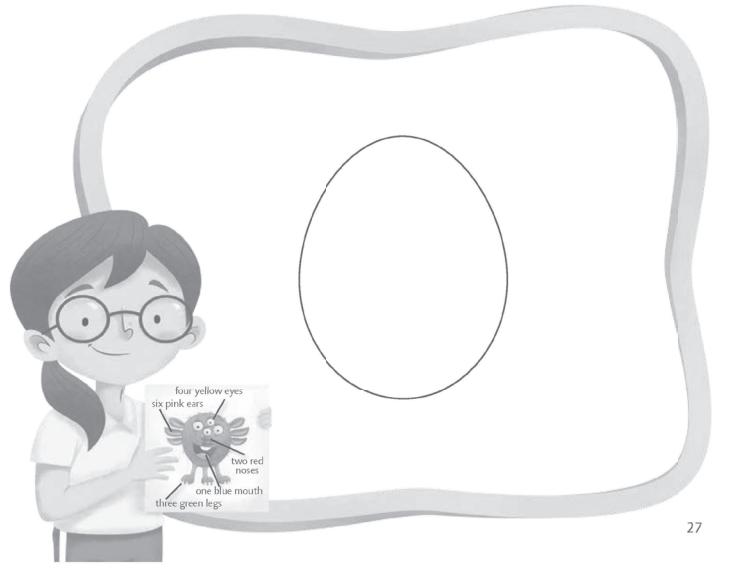
- Have learners focus on the instructions and the chart.



20 Draw and write. Show and tell.



MY SPECIAL PET



- Have learners say what colour they like. Draw a tally mark or a tick every time a learner names a colour.
- Add up the number of marks at the end and check which is the most popular colour.

ESI / CSE

Some learners may make fun of a boy who says he likes pink. Reflect with them on the fact that there is no connection between colours and gender.

Building confidence activity

Spot it! See page 22 for instructions.

Cognitive awareness

Discuss with learners what strategies they find effective to remember which flashcard was removed from the board.

19 Game

- Have learners read the instructions.
- Ask them to take out one element of each colour. If there's a colour they don't have, they should colour a piece of paper.

- Once they're ready, name each of the colours for them to show they have one element that colour.
- Go over the rules for games on page 20 in this Teacher's Book.
- Once the game is over, challenge learners to remember what they've touched, e.g. *a blue schoolbag, a green pen*.

Language awareness

Help learners to notice that in English, first we say the colour and then what it is, e.g. *a red pen*. To help them to visually understand this, place a colour flashcard on the board and draw an object beside it. Point to the colour and say, e.g. *pink ...*, and then point to the object and say, e.g. *... marker*. *Pink marker*. Give a few examples in the same way. Allow learners to create their own short 'code' for the rest to decipher what it says.

20 Draw and write. Show and tell.

- Have learners read the instructions.
- Have them look at the sheet of paper the girl is holding and ask learners what information they can see. Give options if necessary, e.g. *Is it information about the body? Is it information about the family?* Once they say, *information about the body*, ask, *Is there information about numbers? And about colour?*
- Make it clear that the pet they have to draw should be a strange creature.
- Give learners time to draw the creature and complete the information. Show them they can use the poster in the book as a model.
- Ask them to rehearse what they're going to say.
- Have learners present their productions.
- Congratulate learners on their presentations.

Social awareness

It's considered good manners to congratulate others on their productions.

ESI / CSE

Help learners to see how they can all create art even if they feel they cannot.

Workbook

Page 98, Exercises 10 and 11

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

This is me!

I like / I don't like ...

Wild animals

Colours

I love ...

Very funny!

Areas of Awareness

Social awareness

Intercultural awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

21 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 28. Ask them to look at the panels. Point to the different animals and ask, *What's this?*
- Elicit from learners where they think the children are seeing these animals.
- Play the audio and go back to their predictions.

 → See PB page 28.

Social awareness

Edison is using his mum's phone. Show learners they need to ask permission before they can use somebody else's phone.

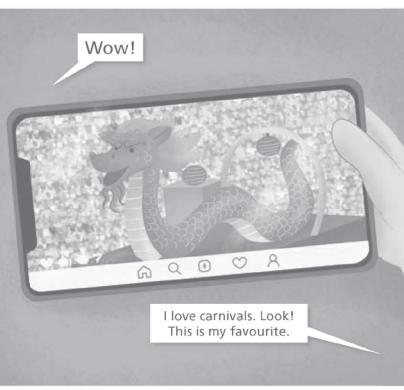
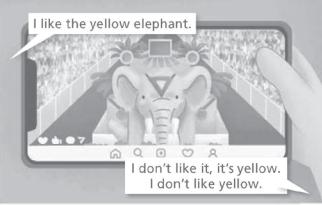
Intercultural awareness

In some cultures, carnival is a very important celebration. Children and adults wear costumes and dance to the rhythm of music. Ask learners to tell the rest if they like wearing costumes at Carnival or what they do to celebrate.

Building confidence activity

Act out. Invite learners to act out the panels. Different pairs will act out different panels.

21 Look and listen.



28

22 Look and tick.

- Have learners read the instructions. Check they understand they have to refer to the story on page 28.
- Let them work individually or in groups. In the case of colours, tell them they have to check if they are present in the animals only, not on the complete phone screen.
- Allot a couple of minutes for learners to tick the elements, then check.

23 My favourite animal

- Tell learners to read the instructions.
- Demonstrate with an example. Draw an animal on the board, e.g. a spider, since it's easy to draw. Below, write, *I like spiders. This is my spider. It's blue and green.*
- Tell learners they can colour the animals any way they want since they're presenting their own. Show them they can use the text on the board as a model.
- Give learners time to complete their drawings and the texts. They can colour their animals at home.
- Take a photo of the learners' productions and upload them onto the school blog.

22 Look and tick.



Animals:

cat	<input type="checkbox"/>	spider	<input checked="" type="checkbox"/>	lion	<input checked="" type="checkbox"/>	elephant	<input checked="" type="checkbox"/>	horse	<input type="checkbox"/>
tiger	<input type="checkbox"/>	crocodile	<input type="checkbox"/>	gorilla	<input checked="" type="checkbox"/>	bird	<input type="checkbox"/>	dog	<input type="checkbox"/>

Colours:

red	<input checked="" type="checkbox"/>	pink	<input type="checkbox"/>	blue	<input type="checkbox"/>	black	<input checked="" type="checkbox"/>	green	<input type="checkbox"/>	yellow	<input checked="" type="checkbox"/>
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23 My favourite animal



Learners' own answers

Workbook

Page 99, Exercise 12

Assessment

Work on assessment. For assessment activities for Unit 2, go to page 136 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

STEAM CHALLENGE: Measure animals

Aims of the lesson

- To learn to estimate and measure using non-standard units of measurement.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name a few animals if supported by pictures.
- can use numbers 1–20.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Science and Maths

SKILLS:

Critical thinking, estimating, measuring, counting, collaborating, recording data

MATERIALS:

- Paper clips, erasers, building blocks (or any non-standard tools that can be used for measuring)

PREPARATION:

- Draw or stick big pictures of each of the animals on the walls around the classroom. Make sure the sizes are the right proportion (e.g. the elephant needs to be bigger than the iguana).

Contextualize:

- Learners walk around the classroom and take a look at the animals.
- Ask which is the biggest animal and which is the smallest. Use your hands to show meaning.
- Ask which is the longest animal and which is the shortest. Use your hands to show meaning.

Estimate:

- Ask learners what they use when they measure things. They will probably mention rulers and tape measures. Show learners the different non-standard measurement tools you have and ask if they think they can measure things with them, too. Ask if they can think of others.
- Explain that the challenge is to guess how long the animals are and to then measure them.
- Learners choose one type of tool and circle it in their book or draw it in the space provided if it is a different one.
- Learners estimate the length of each animal by writing how many paper clips / erasers / building blocks they think the animal will measure.

STEAM CHALLENGE

Measure animals



Tools:



PREDICTION
RESULT

PREDICTION
RESULT

PREDICTION
RESULT



PREDICTION
RESULT

PREDICTION
RESULT

PREDICTION
RESULT

30 Language focus: (animals), (numbers)

Measure:

- Demonstrate how to measure the length of something, explaining that the units of measurement need to be placed side-by-side with no spaces between them to be as accurate as possible. Make it clear that it is the length, not the height they are being asked to measure.
- Learners form groups at the different animals around the classroom. They collaborate to measure the animal by placing the units side-by-side while counting.
- They go back to their books and write down the result.
- Learners repeat for each animal.

Reflect:

- Learners look at their predictions and the results and compare. Ask,
 - *Are they similar? Are they very different?*
 - *How long did you think the (elephant) was?* (Learners answer: 3 paper clips / 4 erasers / etc.)
 - *How long was the (elephant) when you measured it?*

PROJECT TIME

My favourite animal

I like _____ Learners' own answers

Size: big medium small

Colours:    

Food: _____

Body: _____

Number of legs: _____

- o tick the size word that corresponds to their animal.
- o colour in the spaces provided for their animal's colours.
- o write and draw the food their animal eats.
- o write the number of body parts, e.g. two legs. Teach other body words that describe animals if necessary, e.g. tail, fin, trunk, wings, stripes, spots, pouch, beak, feathers, horns, fur, scales, etc.
- o write the number of legs in the space provided.
- o draw or stick a picture of their animal.
- o present their animal record sheet to the class.

- As learners complete the fact file, walk around and provide help as needed.
- You can take photos of your learners' posters and post them on the school blog.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

PROJECT TIME: My favourite animal

Aims of the lesson

- To make an animal fact file.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can write about an animal.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

- If you have books, encyclopaedias, tablets and / or computers at school, learners can do their research in the classroom. If not, the research can be assigned as homework or learners can be asked to bring material about animals to school. In this project, learners:
 - o choose an animal they like and write the name in the space provided after 'I like ...'. Make sure they remember to use the plural form of the noun after *I like*.

Animal fun

2

1 Find the words and circle them.



four guana crocodile book tiger rule elephant two monkey pentiger pencil lion

2 Look and write.



iguana



crocodile



elephant



lion



tiger

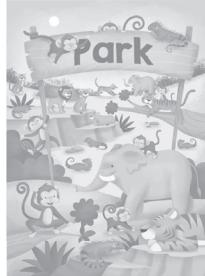


monkey

3 Count and write.



six iguanas



two elephants

four tigers

three lions

seven monkeys

95

7 Write.



six + seven = thirteen

twenty - nine = eleven

fourteen + five = nineteen

one + four + nine = fourteen

twenty - five + two = seventeen

two + twelve + three = seventeen

four + twenty - thirteen = eleven

twenty - two = eighteen

8 How many? Look and write.



eighteen legs
six heads
twelve eyes
eight ears
six mouths
five noses

9 Read and draw.



My robot:

four eyes
five legs
ten ears
three noses
one mouth
one head



97

4 Read and draw emojis.

1 I like books.



free production of drawings

2 I like pens and markers. I don't like pencils.



3 I don't like action figures. I like dolls and building blocks.



4 I like cars and board games. I don't like dolls.



5 I like crocodiles. I don't like iguanas.



6 I like sheep and pigs. I can't like hens.



5 Look and write.



1 I like elephants and crocodiles.

2 I like dogs and fish.

3 I like tigers, lions, and iguanas.

4 I don't like cats.

5 I like monkeys and sheep.

6 I don't like ducks.



6 Complete.



three, six, nine, twelve, fifteen, eighteen

four, eight, twelve, sixteen, twenty

five, ten, fifteen, twenty

ten, twelve, fourteen, sixteen, eighteen, twenty

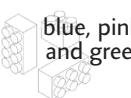
eleven, thirteen, fifteen, seventeen, nineteen

96

10 Read and colour.



blue, pink, and green



The pencil case is green and blue.

pink, blue, and black



The board game is black and red.

red, green, and yellow



The building blocks are blue, pink, and green.

11 Read and circle.



Is this a crocodile?

No, it isn't.



How many eyes?

Yes, it is.



Do you like dogs?

Yes, I do.



Do you like blue?

No, I don't.



Look at the spider. How many legs?

Twelve.



12 Read and complete.



Look at my costumes!
I like my costumes.
Costumes for my friends.



2

Friend 1

Name	Learners' own answers
Colours for the costume	
Favourite parts	

Friend 2

Name	
Colours for the costume	
Favourite parts	



My name is _____.
I'm a _____.
My costume is _____.
I like / don't like the _____
_____ of this costume.
(body part/s)



My name is _____.
I'm a _____.
My costume is _____.
I like / don't like the _____
_____ of this costume.
(body part/s)

99

Exercise 7

Learners can write the words in numbers. They can also create new equations.

Exercise 8

Learners can consider a set of other animals and count the number of heads, eyes, legs, etc.

Exercise 9

After drawing the robot, learners can label the parts.

Exercise 10

Learners can write instructions for classmates to draw and colour.

Exercise 11

First, point to the iguana and point to the boy's question while you read it out. Ask learners, *What should the girl answer? No, it isn't or Yes, it is?* Check that they circle the correct answer and have them do the rest.

Focus learners' attention on the answers that have not been circled. The first one is *Yes, it is*. What could the boy have asked that would have *Yes, it is* as an answer? You can give an option, e.g. *Is this an iguana? Is this blue?* Do the same with the other responses. In some cases, more than one answer is possible.

Exercise 12

Learners can create a third option for which they have to complete a chart first, and then write the text following the two models in the book.

Exercise 1

Learners can draw the words they have spotted.

Exercise 2

Play a memory game. Number the animals for learners to say the name of the animal when you say the number.

Exercise 3

Learners can make a collage following the idea in the poster as homework.

Exercise 4

Learners have to draw the elements in each statement. They can write statements using emojis and drawings for a classmate to write the words.

Exercise 5

Remind learners of the need to use a plural form after *I like* and *I don't like*. Tell learners that *fish* and *sheep* have the same form for singular and plural.

Exercise 6

Learners can create new sequences. They can also write the words in numbers.

UNIT OVERVIEW

Vocabulary

big, small, short, tall, plump, slim
21–100

Grammar

I have / I don't have ... *How many ...?*
He / she *Do you have ...?*
It / they

Communication

This is ... *I love ...*
He's / She's my ... *I'm a hero!*

Recognition

Classroom language

Routines

sunny, cloudy, rainy, it's raining, cold
happy, OK, tired, angry

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Technology and Engineering
Build a robot

Project

Favourite toys

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can use numbers 21–100.
- can understand *How many ...?*
- can understand written instructions.
- can write simple words related to familiar topics.

Key language

21–100

How many ...?

Areas of awareness

Social awareness

ESI / CSE

Language awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines.

1 27 Look and listen.

Possible lead-ins:

- Tell learners about some outdoor games you played when you were a child.

1 27 Look and listen.



I love hide-and-seek! It's my favourite game.

Let's play hide-and-seek!

Hide! One, two, three ...

I have a good idea!

I have a good idea too!

Ahhh. Stop! Look!

... twenty, twenty-one, twenty-two, twenty-three, twenty-four ...

I have a big head and short legs. I have a small nose and a big mouth!

Very funny, Ramona.

32

- Follow the suggestions on page 15.
- Tell learners to open their books at page 32. Ask *Is Luriel happy? Is Ramona happy?* as you point to the characters. Ask why the children are happy. Accept all their ideas.
- Play the audio as learners read and go back to their predictions.
- Ask learners if they play hide-and-seek at school.

27 → See PB page 32.

Social awareness

Reflect with learners on how the characters are having a good time since they all respect the rules.

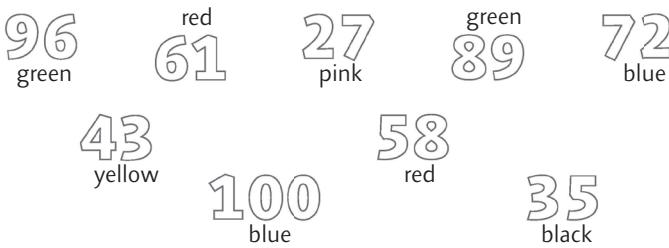
ESI / CSE

Boys and girls are playing together. There are no gender-based games, and everybody can play the games they like.

2a 28 Listen and do. Then, colour.

- Write 7 and 17, 4 and 14, 9 and 19 on the board and ask learners how to say each of those numbers. Emphasize what the words have in common, i.e. **seven** / **seventeen**, **four** / **fourteen**, etc. Take out the number flashcards, from

2a  Listen and do. Then, colour.



2b Write the number.



1 fifty-eight	<u>58</u>	4 one hundred	<u>100</u>	7 twenty-seven	<u>27</u>
2 forty three	<u>43</u>	5 seventy two	<u>72</u>	8 thirty five	<u>35</u>
3 ninety-six	<u>96</u>	6 sixty-one	<u>61</u>	9 eighty-nine	<u>89</u>

3 Quiz



1 How many days in March?
 2 How many days in February?
 3 How many days in June?
 4 How many weeks in a year?
 5 How many letters in the alphabet?
 6 How many students in this classroom?
 7 How many legs in this classroom?
 8 How many toys and games in this classroom?

31
28 or 29
30
52
26

Learners' own answers
 Learners' own answers
 Learners' own answers

33

20 to 100, and place them on the board. Say, 70, and ask learners, *Which is 70? How can you tell?* Do the same with the other numbers.

- Write some numbers on the board, but not ending in 0, but at least 2 starting with the same number. Write them wide apart. Instruct learners to point to one of those numbers. Check they point to the correct number. Ask them how they knew it was that one. Elicit how they can complete the list of numbers from, say, forty to fifty.
- Ask learners to read the instructions. Show them what they have to do: hand on, jump, walk, run, fly, but with their hands.
- Play the audio or give out the instructions yourself.
- Ask learners what they need for the second part of the activity: coloured pencils, markers, or crayons.
- When they're ready, play the audio and then check by asking, *What colour's number...?*

Language awareness

Numbers ending in *-teen* and *-ty* may sound very similar. Help to notice the difference, i.e. /i:/ for *-teen* and /ɪ/ for *-ty*. Ask them to clap when they hear the part of the word which is stressed, (in *-teen* numbers the stress is on *-teen* and in *-ty* numbers the stress is on the first part of the word).

AUDIO SCRIPT

Hand on 27.	Hand on 61.	Number 43 is yellow.
Hand on 58.	Number 61 is red.	Number 96 is green.
Jump to 72.	Number 89 is green.	Number 58 is red.
Run to 96.	Number 27 is pink.	Number 72 is blue.
Walk to 43.	Number 100 is blue.	Number 35 is black.
Jump to 35.		
Run to 89.		
Hand on 100.		

Building confidence activity

Memory game. See instructions on page 59.

2b Write the number.

- Ask learners to read the instructions.
- Ask them what clues they will focus on to do the matching. Help them see the letter-sound correspondence and the connection between related numbers, e.g. 7, 17, 70.
- Check by writing the numbers on the board and asking learners to say what numbers they are.

Building confidence activity

Animal equations. Write *forty-seven ducks* on the board. Tell learners they have to answer your questions, bearing in mind you are thinking about 47 ducks. Ask, e.g. *How many legs? How many noses? How many eyes?* You may change the animal and the number of animals, and even combine animals.

Inclusive classrooms

Reflect that it's important to try to find the answers, not to do so fast.

3 Quiz

- Ask learners to read the instructions.
- Elicit how they can find the information they need.
- Work on timing. Refer to page 28 in this Teacher's Book for ideas.
- Check orally.
- If in an answer they need numbers bigger than 100, show them how to say and spell them.

Workbook

Page 100, Exercises 1, 2, and 3

Lesson closing

Close the lesson and say goodbye.

Note: Bring pictures of some real items you have, e.g. schoolbags, pencil cases, special pens, etc. It can also be photos of pets or toys / games, e.g. soft toys.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can name and describe some animals.
- can understand and use *I have / I don't have* statements.
- can write simple phrases related to familiar topics.

Key language

I have ... I don't have ...

big, small, short, tall, plump, slim, long

Areas of Awareness

Inclusive classrooms

Social awareness

ESI / CSE

Intercultural awareness

Lesson opening

Greet learners and go over the routines.

4 29 Listen and number.

- Tell learners you'll say something about yourself and some possessions. One piece of information is false. Start with something you usually bring to class, e.g. a schoolbag. Tell learners, *I have (3 schoolbags). I have (a dog). I don't have (a cat)*. Then, repeat the first one and ask, *Is it true or false?* Use facial expressions and a thumbs up or down gesture. Then, show the photo that proves if the information is true or false. Repeat procedure.
- Ask learners to open their books at page 34 and read the instructions. Show it's break time, and the characters are ready to have a good time.
- Elicit what they need. Go over the rules for listening.
- Play the first part and ask learners how they can check which of the four pictures is number one. They can focus on the character's voice and the toys he / she says he / she has. Then, check the learners' answers.

29 → See PB page 34.

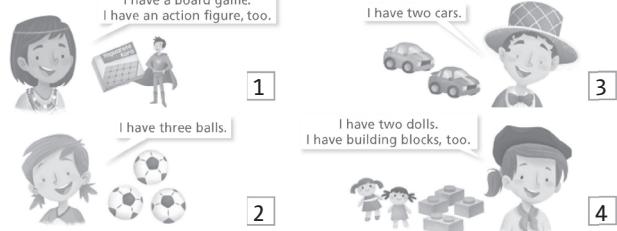
5 30 Listen and number. Then, match.

- Ask learners to read the instructions.
- Ask learners to predict what the audio will say. Play the first utterance and go back to their predictions.
- Play the first utterance again for learners to write number 1 where it should go; then, play the rest of the audio.
- Check the answers on the board.
- Now ask learners to do the matching. Elicit the clues they may find: the school objects and the crossed items.
- Check again.

4 29 Listen and number.

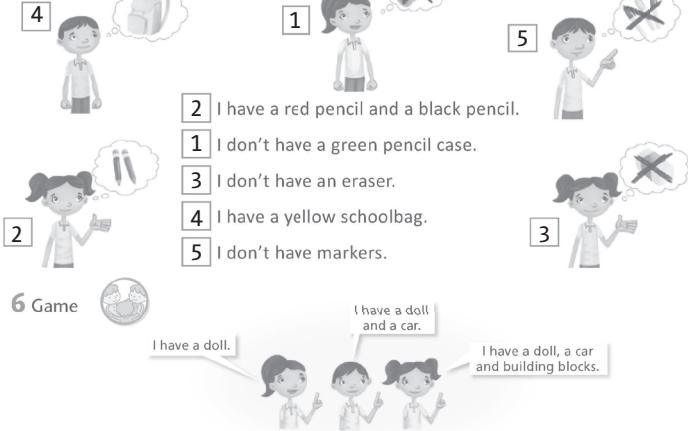
 Listen and number.

BREAK TIME



5 30 Listen and number. Then, match.

 Listen and number. Then, match.



34

AUDIO SCRIPT

Girl: 1. I don't have a green pencil case.

Girl: 2. I have a red pencil and a black pencil.

Girl: 3. I don't have an eraser.

Boy: 4. I have a yellow schoolbag.

Boy: 5. I don't have markers.

Inclusive classrooms

Reflect that having and not having does not affect who you are.

6 Game

- Ask learners to read the instructions.
- Have a first round to check everybody understands.

Building confidence activities

Repeat if correct. See instructions on page 22.

A survey. Draw a chart on the board with four columns and the name of each of the pets at the top of each. Learners say if they have one of those. If learners have some other pet, e.g. a hamster, add another column and include it. Follow the instructions for the survey on page 60.

7  31 Listen and act out.



3

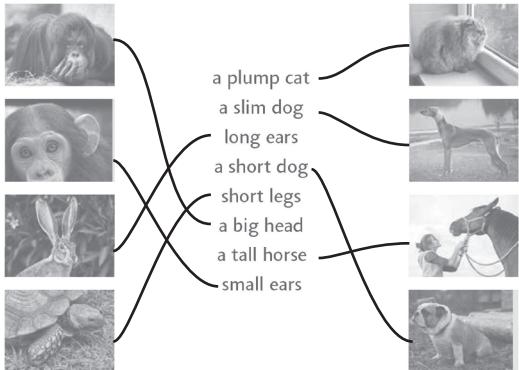
8 Game



No, I don't have an eraser.



9  32 Listen and point. Then, match.



35

9  32 Listen and point. Then, match.

- You need the following flashcards: *big, small, short, tall, plump, slim, long*.
- Point to the cat at the top of the second column or bring a photo of a plump dog or cat. Showing the *plump* and *slim* flashcards, ask, *Look at the cat. Is it slim? Is it plump? Is it tall? Is it short?* (as you show the *tall* and *short* flashcards). *What do you think?* (use gestures and facial expressions). *Is it big or small?* as you show the flashcards.
- Tell learners to read the instructions.
- Play the first utterance and check that learners point to the right picture in their books. Do the same with the rest of the audio.
- Check they understand the difference between *tall* and *long*, and that their opposite is *short*.
- Now ask them to match the pictures and the phrases. Ask them to focus on clues. When checking, ask them which clues were useful for them.

AUDIO SCRIPT

Point to a big head.
Point to short legs.
Point to a plump cat.
Point to a slim dog.

Point to a tall horse.
Point to long ears.
Point to a short dog.
Point to small ears.

ESI / CSE

This exercise deals with adjectives to describe animals, but they apply to human beings as well. Reflect with learners on how important it is to accept our bodies.

Intercultural awareness

Some cultures consider that plump people are beautiful, whereas others consider that slimness is a sign of beauty. You can show them paintings by Goya or Raphael in which the concept of beauty is associated with plumpness.

Social awareness

Everybody has the right to buy clothes their size. In some countries, there are laws to guarantee that clothes come in different sizes.

Assessment

Ask learners what they have been learning so far. Learners can start their own list of words they have learnt. Ask them to use blank sheets of paper to create their own dictionaries. As they learn new words, they can add them to their dictionary.

Workbook

Page 101, Exercises 4, 5, and 6

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

To practise and integrate language.

To expose learners to key language through a story.

Learning objectives

Learners

- can describe an animal physically.
- can understand *it* and *they* pronouns.

Key language

it, they

big, small, short, tall, plump, slim, long

Areas of Awareness

Social awareness

Language awareness

ESI / CSE

Intercultural awareness

Cognitive awareness

Lesson opening

Greet learners and go over the routines.

10 Mime.

- Ask learners to open their books at page 36 and read the instructions.
- Demonstrate with an example. First, agree with learners on a way to mime each of the characteristics.
- Name different adjectives for learners to mime. After a while, some may be ready to give the instructions.

Social awareness

If there are different ideas to mime the same adjective, have learners vote. Remind them of the importance of minorities.

Building confidence activity

What animal? Name different characteristics, e.g. *slim, long*, for learners to say what animal has that characteristic, e.g. *big, elephant*.

11 Read and write S (sheep) or H (horse).

- Have learners read the instructions.
- Allot a couple of minutes for them to complete the activity; then, check.
- As learners say S or H, ask them to explain their choices.

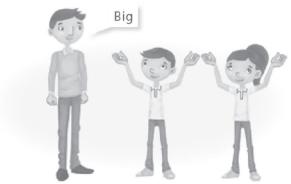
Language awareness

Help learners to notice that, in English, the characteristic is mentioned before the animal, e.g. *tall horses, plump sheep*.

Building confidence activity

What's the animal? Tell learners you'll say something as if you were that animal, e.g. *I have very big ears*, for learners to

10 Mime.



11 Read and write S (sheep) or H (horse).



<input type="checkbox"/> I'm short.	<input type="checkbox"/> I'm slim.	<input type="checkbox"/> I have short legs.	<input type="checkbox"/> I have big eyes.
<input type="checkbox"/> I'm plump.	<input type="checkbox"/> I'm tall.	<input type="checkbox"/> I have long legs.	<input type="checkbox"/> I have small eyes.

12 33 Look and listen.



36

say what animal it is, *an elephant*. After a while, ask learners to provide the description for the rest to say the animal.

12 33 Look and listen.

- Ask learners to read the instructions.
- Point to the board game and ask learners if they know what it is and to predict whose it is.
- Play the audio and go back to their predictions.
- Ask learners what board games they know. Ask them if they have ever played this one.

33 → See PB page 36.

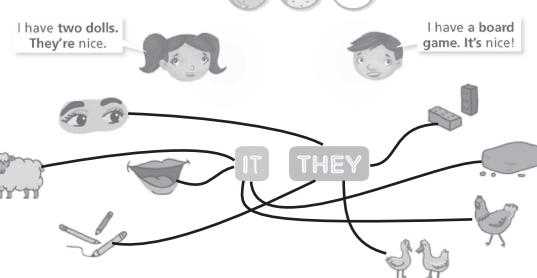
ESI / CSE

Boys and girls play the game since there are no gender-related games and everybody can play the games they like.

Intercultural awareness

First, learners confuse the board game with chess since that's the board game they know. They interpret the world from their own worldview. Second, they're open to learning how to play new games and have a positive attitude towards it.

13 Read, think, and match.



14 Read and circle.



- I have two books. It's **They're** blue.
- I have a car **It's** **They're** red.
- I like pens. It's **They're** nice.
- I have a ruler and a marker. It's **They're** black.
- I like my board game **It's** **They're** nice.
- I don't have green eyes. It's **They're** black.

15  Look and listen.

13 Read, think, and match.

- Have learners read the instructions and look at the icons. Show the meaning of the second icon: think.
- Point to the words in bold in the first speech bubble. Ask learners why they think they're in bold. Then, ask them what *they* refers to. Give options if necessary, e.g. *To the girl* or *to the dolls*? Do the same with the other speech bubble.
- Show learners why pronouns are used. Ask them if it sounds OK to say: *I have two dolls. The two dolls are nice. The two dolls are plump. The two dolls are short.*
- Have learners complete the activity and then check.

Cognitive awareness

Brainstorm with learners different strategies to remember when to use *they* and when to use *it*.

Building confidence activity

Quickly! Tell learners they have to pay attention to what you say and respond saying *it* or *they* (*it* if it's only one, *they* if it's more than one). Demonstrate with an example, e.g. *an elephant, it / two books, they*.

14 Read and circle.

- Have learners read the instructions.
- Ask them how long they think they'll need. See page 28 in this Teacher's Book.
- Have them circle the options they believe are correct; then, check their answers. Ask them to account for their answers, i.e. name the word that *it* or *they* refers to in each case.

Cognitive awareness

Knowing how long you may take to complete a task is of paramount importance in life. Remember to discuss why the time suggested may have been a bit too long or too short.

15  34 Look and listen.

- Focus learners' attention on the instructions.
- Have them look at what Luriel is holding in his hands and ask what the conversation may be about.
- Play the audio and go back to their predictions.
- Refer learners to Ramona's words in the third panel, *They're cool*. Ask learners if she's saying something positive or negative (use gestures and facial expressions). They should account for their answers, e.g. her expression.

 → SEE PB PAGE 37.

Language awareness

Finding clues in a text contributes to understanding and controlling the meanings that learners can assign to words.

ESI / CSE

Remind learners that no games or toys are gender-related.

Intercultural awareness

Focus learners' attention on the names of Luriel's dolls. Is it easy for them to know if Moñai is a boy's or a girl's name? Show learners how some names may be common to us but strange or alien to other cultures. Show them as well how important it is to learn how to pronounce them correctly as a sign of respect.

Workbook

Pages 102 and 103, Exercises 7, 8, 9, and 10

Lesson closing

Close the lesson and say goodbye.

Note: Remind families that learners need to bring a photo or drawing of their pet or somebody's pet.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand the difference between *he* and *she*.
- can understand descriptions of animals and characters.
- can use descriptive adjectives.

Key language

he, she

This is ...

Areas of awareness

Language awareness

Cognitive awareness

ESI / CSE

Social awareness

Lesson opening

Greet learners and go over the routines.

16 Match.

- Remind learners of the story. Tell them, *Maria* says, *I like balls. Is this true or false?* Use gestures and facial expressions. Then, go on, *She* says, *I have 20 balls. Is this true or false?* *Ramona* says, *She's a football player. Is this true or false?* Then, tell learners, *Ramona* says, *She's a football player.* (emphasize *she's*). *Who's a football player? How do you know?* Then, say, *Look at Luriel. He's plump. Is this true or false? I said, he's plump* (emphasis on *he's*). *How do you know I'm talking about Luriel?*
- Write *he* and *she* on the board and ask learners, *Do we use *he* for a boy or a girl? And what about *she*? For a boy or a girl?*
- Now ask learners to turn to page 38 and read the instructions for Exercise 16.
- Give them time to do the matching; then, check.

Language awareness

After working on *he* and *she*, check if learners know you're talking about only one.

Cognitive awareness

Discuss with learners the ways to remember that *he* is for boys and *she* is for girls.

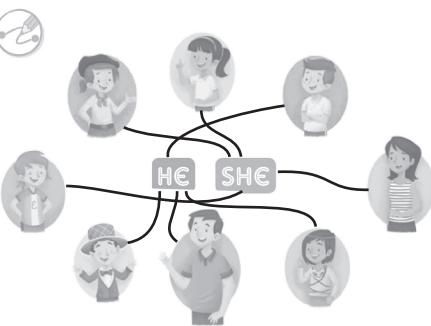
Building confidence activity

Quickly! Demonstrate with an example. Say a person's first name for learners to say *he* or *she*.

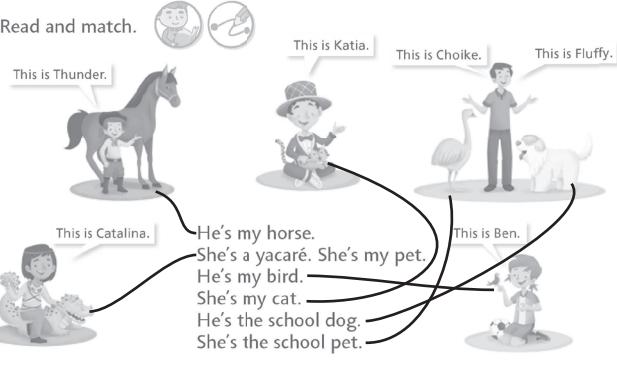
17 Read and match.

- Tell learners to read the instructions.

16 Match.



17 Read and match.



18 Game



- First, focus on the meaning of *This is ...* and ask them to introduce one of their possessions, e.g. *This is my eraser. / This is my schoolbag.*
- Focus learners' attention on the animals. Ask them why the characters use *he* and *she* for animals. You can guide them, e.g. *Are they important or not? Do they have a name or not?*
- Elicit how long they can take to complete the activity and then, check the answers.
- You can invite learners to colour the names and the pronouns, using different colours for *he* and *she*.

Building confidence activity

Let's talk about pets. Using your book, introduce one of the animals in Exercise 17. Learners add information. Demonstrate with an example. Point to an animal and introduce it, e.g. *This is Choike.* Invite learners to add information, e.g. *He's tall. / He's big.* First, have learners dictate a list of characteristics they can use, e.g. *big, small,*

18 Game

- Before the activity, ask one learner to take out a school object and hold it behind his / her back so that you can't see it, but the rest should be able to see it. Tell them you'll

19 Read, show, and tell.

3

20a Compare the animals. Complete with **small** and **big**.Ramona is the school hero. She's on a yacaré. It's small.Sally Frank is an American hero. She's on a crocodile. It's big.Paco Bell is an American hero. He's on a tornado. It's small.Brown-Foot Sue is an American hero. She's on a fish. It's big.**20b** Compare Paco Bell and Ramona. Complete using **he's**, **she's**, **I have**, and **I like**.

This is Paco Bell. He's an American hero. "Hello! I'm Paco Bell. This is Lightning, my pet. He's a good horse. I have a lasso. I like tornados and pumas. They're nice!"



This is Ramona. She's the school hero. "Hello! I'm Ramona. This is Thunder, my horse. He's a nice horse. I like wild animals: yacarés, yaguaretés and pumas. They're great!"

39

try to guess. Ask, *Do you have a (pen)?* Ask until you guess. Encourage learners to say, *Yes, I do. / No, I don't.*

- Learners play in groups. They can use their school objects or they can draw an animal.

Language awareness

Have learners notice that the answer is the same as when you ask, *Do you like ...?* Work on the intonation for *Do you have ...?* You can go back to track 34 (the audio for the story, Exercise 15).

Cognitive awareness

Discuss with learners what they can do to remember the intonation, e.g. clap their hands, show with their hands whether the intonation goes up or down, etc.

19 Read, show, and tell.

- Have learners read the instructions.
- Ask them to take out the photo or drawing they've brought from home. If some forgot, they can draw a pet.
- Have them read what the girl in the picture says. They can rehearse what they want to say about their pet. Invite them to include further information, e.g. big, small, etc.

- Have learners present to the rest.
- Once they have presented, they can stick the photo on a blank sheet of paper and write a caption. They should write what they have said about their pet.
- Take photos of the learners' productions and upload them onto the school blog.

Language awareness

As they write the caption, ask them where they can find this text: an image with a comment.

20a Compare the animals. Complete with **small** and **big**.

- Have learners read the instructions and look at the pictures.
- Ask learners to read the first text. Then, when they read the second text, ask them what word they need to use to complete it. Check after they complete the activity.
- Ask learners why it says *it* (as opposed to *he* or *she*).

Building confidence activity

My hero. Learners can draw their own local hero on an animal, following the examples in the book, and write about them.

ESI / CSE

Show learners how anybody can be heroes.

Social awareness

Brainstorm what heroes there are in society, e.g. doctors and nurses, garbage collectors because without them, our cities would be impossible to live in.

20b Compare Paco Bell and Ramona. Complete using **he's**, **she's**, **I have**, and **I like**.

- Have learners read the instructions.
- Do the first one together with the learners. If necessary, write the text on the board. Focus on the first blank and elicit which of these four options they should use. They should account for their answers. In the case of the second blank, both *He's* and *I have* are possible. Do the same with the other blanks. In the case of *lasso*, write the phrase *a lasso* on the board for learners to complete the blank.
- Ask learners if they're ready to complete the second text on their own. If they are, let them work, but when you check, ask them why they selected each of the options. If they're not, follow the same procedure.

Workbook

Page 103, Exercises 11, 12

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

He's, She's

I love ...

Descriptive adjectives

I have ...

Areas of Awareness

Social awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

21 35 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 40 and to look at the panels. Ask them what's going on.
- Play the audio and go back to their predictions.
- Show learners that Ramona does not ill-treat the animal. In order to help the yacaré back into the water, she has to manage to keep its mouth closed. We can see that the yacaré is not OK in the first panels, but it's fine when it's back in the water.

35 → See PB page 40.

Social awareness

Ramona is taking care of ecology when she helps the yacaré back into its habitat.

ESI / CSE

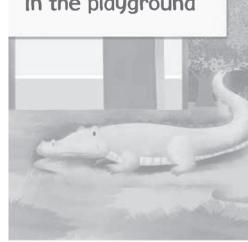
What Ramona is doing can be very dangerous if you don't know how to do it properly, even if you're an adult. This is a story and, in the world of fantasy, anything can happen.

Building confidence activity

Act out. Invite learners to act out the panels. Different pairs or groups will act out different panels.

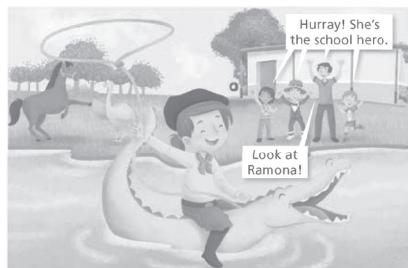
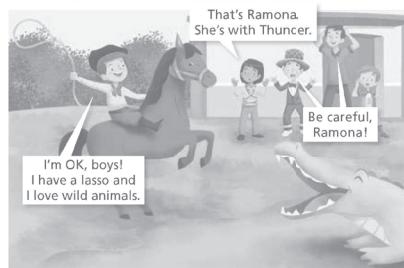
21 35 Look and listen.

In the playground



Look at the yacaré!
It's in the playground.

What a big mouth!
Where's Ramona?



40

22 Look and match.

- Have learners read the instructions. Check they understand they have to refer to the story on page 40.
- Let them work individually or in groups.
- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity; then, check.

Building confidence activity

Sally Frank! In groups, learners look at Sally Frank (Exercise 20a on page 39) and write statements following the examples in Exercise 21. They can exchange the statements with another group for them to decide which statements are about Sally and which about the crocodile.

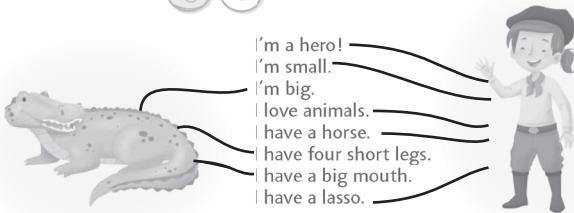
23 My favourite numbers

- Tell learners to read the instructions.
- Ask learners to point to a slim number, to a big one, to a plump one, etc.
- Instruct learners to write their favourite numbers and to make them big, small, etc. Each number should show one of these characteristics.

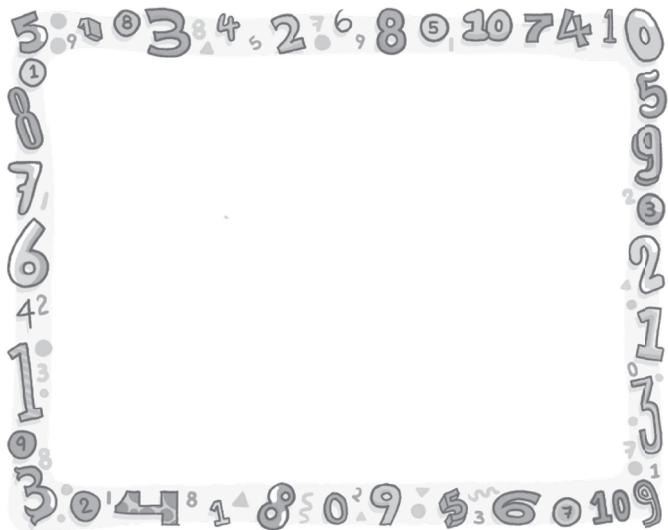
22 Look and match.



3



23 My favourite numbers



41

- When they finish, they should present their numbers to the rest, e.g. *Number 27 is plump*.
- Take a photo of the learners' productions and upload them onto the school blog.

Workbook

Page 104, Exercise 13

Assessment

Work on assessment. For assessment activities for Unit 3, go to page 138 in this Teacher's book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

STEAM CHALLENGE: Build a robot

Aims of the lesson

- To discover what machines are like inside to build a robot with a special feature.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can introduce and describe robots.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Technology and Engineering

SKILLS:

Using tools, sketching, creating, creative thinking, collaborating, understanding how machines work

MATERIALS:

- Recyclables and loose parts: Styrofoam pieces and trays, plastic bottles, yoghurt containers, bottle tops, cardboard rolls, egg cartons, cork, straws, rubber bands, string, paper clips, craft sticks, paper cups, aluminium foil, tins, buttons, balloons, boxes
- Scissors, tape, glue, markers, pencils
- Old appliances (optional): old radios, remote controls, telephones, clocks, VHS tapes, cassettes, light switches, keyboards that don't work
- Metal parts: screws, nuts, bolts
- Screwdrivers (optional)
- Small bowls, muffin tins, or egg cartons
- Strong glue

PREPARATION:

- (Optional) Send a note home to families asking for donations of old appliances that are not working (give the examples from the 'Materials' section). Explain that these are for learners to take apart for your 'STEAM Take-apart session'. (Note: Check batteries have been removed).

Contextualize:

- Ask learners if they have a robot at home. Guide them towards thinking about toy robots: a toy dog that walks, one that changes its shape, wind-up toys, etc. If possible, show some of these toys, and ask your learners how they think they work (what makes them walk, squeak, turn, etc.). Talk about how machines cannot work by themselves—they need people or some kind of power (electricity, batteries, gears, nuts, bolts).

STEAM
CHALLENGE

Build a robot



42

Language focus: *I have ..., This is ..., She's / He's ..., big / small.*

- Explain that the challenge is to build a robot with at least one special feature: a real item from a machine.

Explore materials:

- Display parts that could be found inside a machine (nuts, bolts, screws, lost keys from a computer keyboard, etc.).
- Optional: If collecting old appliances is possible, display them. Model how to use a screwdriver safely and encourage learners to take them apart. This has been coined 'Take-apart sessions' in STEAM teaching. If time is running short or there is only one appliance, take it apart yourself and reveal the inside.

Plan:

- Once learners have seen and handled the materials that can become the special features of their robots, display the rest of the materials.
- Page 42: Learners, in groups, sketch their robots and discuss whether it will be female or male, big or small. Remind them to think about what its special feature will be.

Build:

- Allow time for groups to create their robots. Your help might be needed in case of stronger glue.

PROJECT TIME

My toys

1 Complete the chart.



TOYS	
Name (action figure / doll)	Learners' own answers
Description (tall, short, plump, slim)	
Toys	
Quantity (dolls / action figures)	
Toys	
☺ Toys	

2 Complete and draw.



My toys

My favourite doll / action figure is _____ (name).
 She's / He's _____ (description).
 I have _____ (number of dolls / action figures).
 I don't have _____ (toys).
 I don't like _____ (☺ toys).



43

Present and reflect:

- Learners present their robots. Guide with questions to elicit the following sentences:
 - I have a robot. This is ... (name). She's / He's small / big.*
 - Ask, *Does it have a special feature?* (Allow L1 if necessary).

PROJECT TIME: My toys

Aims of the lesson

- To complete a chart and a description of learners' toys.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can write about a toy.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

- Explain to learners that they will write about their toys.
- Bring to class two or three toys of the same sort (e.g. three dolls). Before looking in their books, show learners one of your toys. Say, *My favourite doll is (name of doll). She's / He's (tall / short / plump / slim). I have three dolls (show the three dolls). I don't have (toy cars) and I don't like (action figures).*
- Next, ask one of your learners, *Do you have an (action figure)? What's its name? Is it tall / short / plump / slim?* (use gestures to support meaning). *How many dolls / action figures do you have? One, two, three ...? Do you have a ...?* Keep asking until there is a toy that the learner does not have and say, *You don't have ... Do you like (dolls)?* Keep asking until there is a toy that the learner does not like and say, *You don't like ...*
- Have learners look at the chart and ask, *Where do you have to write the name of your toy? Where do you have to write the description: tall, short ...?* Help them understand how to read the chart.
- Give learners time to complete the chart.
- Next, have learners focus their attention on the second part. Explain that these are two different ways of documenting or presenting information. As they complete it and draw their toy, walk around and provide help as needed.
- Invite learners to present at the front of the class using their books as assistance to read out the sentences.
- You can take photos of your learners presenting for the school blog.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

I'm a tall hero

1 Complete the crossword puzzle.



Across

4 93
9 81
10 40
11 59
12 90

Down

1 60
2 64
3 38
5 27
6 75
7 32
8 76

2 Write the numbers.

1 twenty, thirty, **forty**, fifty, sixty, seventy2 thirty, thirty-three, **thirty-six**, thirty-nine3 seven, seventeen, twenty-seven, **thirty-seven**, forty-seven, **fifty-seven**4 eleven, twenty-two, thirty-three, **forty-four**, fifty-five, **sixty-six**5 one hundred, ninety-nine, **ninety-eight**, ninety-seven, ninety-six, **ninety-five**6 fifty-one, fifty-three, **fifty-five**, fifty-seven, fifty-nine, **sixty-one**

3 Count and write.



Twenty-one crocodiles and four ducks

1 How many legs? ninety-two	4 How many green heads? twenty-one
2 How many eyes? fifty	5 How many noses? twenty-five
3 How many mouths? twenty-five	6 How many ears? forty-two

100

7 Read and write the number.



I am big.

3



I am plump.

1

I am small.

2

I am tall.

3

I have big ears.

3



3

I have big eyes.

2

I have black eyes.

1

2

3

I have long ears.

2

I have long legs.

3

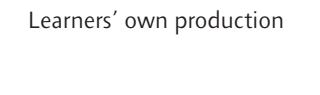
I have small ears.

1

8 Read and draw.



My name's Robby. I'm a robot.
I am tall and slim. I have long legs. I have long ears and small eyes. My nose is small.



9 Look and complete.



My ears are

long



My building blocks are

small



My action figure is

tall

and

slim



My pencil is

plump



My doll is

short

and

plump



My eyes are

big

102

4 Read and draw emojis.



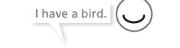
I have a dog and a cat.



I don't have a hen.



I have three action figures.



I don't have dolls.



5 Read and draw.



I'm Itati. I have a green schoolbag and twelve markers.

I'm Juan. I have a red and blue pencil case.
I have two black pens and three yellow pencils.

Learners' own production

6 Look and write.



I have a doll.
I have building blocks.
I don't have a car.



I have two action figures.
I have two board games.
I don't have a ball.



I have a sheep.
I have a duck.
I don't have a cow.



I have two pigs.
I have a horse.
I don't have a hen.

101

10 Read and circle.



- This is my schoolbag. **It's** **They're** green. And look at my pencils.
It's **They're** very short!
- Look at my ruler and my eraser. **It's** **They're** long.
- I like my pen. **It's** **They're** black. I love black.
- I have four books. **It's** **They're** long. I don't like short books.

11 Read and complete. Use **he's** and **she's**.1 This is Roberto. **He's** my horse. **He's** tall and slim.2 Look at Milena. **She's** my favourite doll. **She's** small.3 Agustín is my friend. **He's** short.4 This is Josefina. **She's** a hen. **She's** my pet.

12 Read and circle.



Do you have a pet?



Yes, it is.

Look at my superhero!



Yes, I do.

Is this Carla?



Yes, she's my dog.

Do you like cars?



Yes, it's super.

Yes, they're super.

103

13 Write calligram poems.

This is a calligram poem for EYE.
Write calligram poems for:



LONG	BIG	
Learners' own production		
SMALL	SLIM	SHORT
TALL	PLUMP	

104

Exercise 2

Learners can add two more figures to the sequences.

Exercise 3

Learners can change the number of animals, e.g. twenty-three fish and fifteen dogs.

Exercise 4

Learners have to draw the elements in each statement.

Learners can write statements using emojis and drawings for a classmate to write the words.

Exercise 5

Learners can write about themselves and swap these new texts with classmates, who have to read and draw.

Exercise 6

Learners can add an extra thought bubble to each of the children.

Exercise 7

Learners can write the name of another animal for each characteristic, e.g. *I'm big: a cow.*

Exercise 8

After drawing the robot, learners can label the parts. Then, they can draw a new robot, label the parts, and write a text describing it.

Exercise 9

Learners can think of opposites. Next to each word they have written, they can add the opposite and cross it out to show it's the opposite.

Exercise 10

Once learners have circled all the words, ask them what the text should say to circle the other word, e.g. *my schoolbag, it's / my schoolbags, they're.*

Exercise 11

Learners can add two more statements.

Exercise 12

Focus learners' attention on the answers that have not been circled. The first one is *Yes, I do. What could the girl have asked that would have Yes, it is as an answer?* You can give an option, e.g. *Is this your pet? Is this black?* Do the same with the other responses. In some cases, more than one answer is possible.

Exercise 13

Help learners notice that they can read the word *eye* in the drawing, and that the drawing itself is an eye. For the calligram poems they have to create, they do not need to draw anything in particular: they can just write the words in a way that represents its characteristic. Give them an example for long, e.g.

long

Take photos of the calligram poems, create a digital poster, and upload them onto the school blog.

BREAK TIME 1: Board game: Yaguareté Korá

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can use sentences starting *I have ...* or *I like ...*
- can name some nouns and adjectives.

Key language

Descriptions

Animals

Parts of the body

Toys

Areas of Awareness

Linguistic awareness

Cognitive awareness

Social awareness

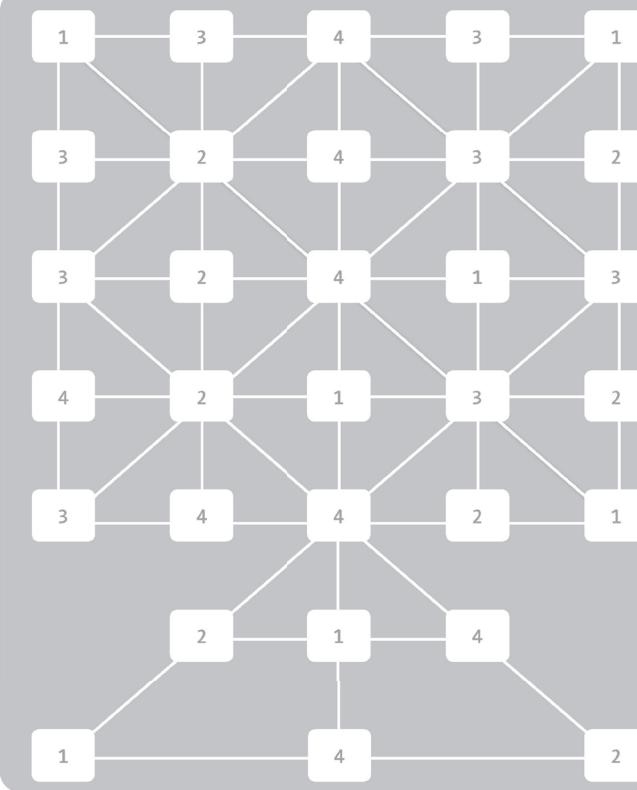
Lesson opening

Greet learners and go over the routines. See page 13 in this Teacher's Book for suggestions.

- Have learners open their books at page 36 and look at the pictures in the story. Check if they remember what was happening (the characters were learning about a board game that Luriel likes playing). Ask questions like, *What is the name of this game? (Yaguareté Korá) Is it chess? (It's similar.) What do the characters need to play this game, dolls? A dice? A ball? (a board, a jaguar, and dog counters)*
- Next, ask learners to open their books at page 44 and say the name of the section as you point to it. Explain that when it's break time, they'll play a game. Name a couple of well-known board games that your learners might know. Tell them that this time they will learn to play Yaguareté Korá just like the characters in the story did. Explain that the name of the game means 'Jaguar's Cave' in the Guarani language.
- Refer to page 45 to explain the rules of the game:
 - The triangular zone in the lower part of the board is the 'cave' ('Korá').
 - Start by placing 15 'dogs' (bottle tops / pebbles / small paper balls) at the top end as indicated. Place the 'jaguar'—'yaguareté'— (a labelled bottle top or of a different colour / a special pebble / a coloured paper ball) —at the bottom of the cave.
 - Refer learners to the arrows that indicate the movements the players can make with their counters (both can move all around the board, except the dogs who cannot move upwards).
 - The dogs' mission is to surround the jaguar. The jaguar's mission is to eat up the dogs by jumping and falling in their spot. When the jaguar falls in the spot of a dog, it

BREAK TIME 1

Board game: Yaguareté Korá



44

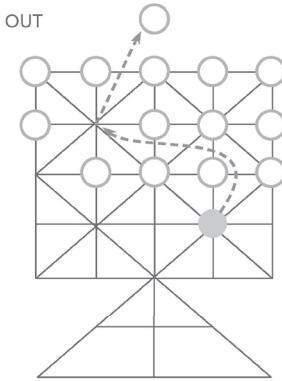
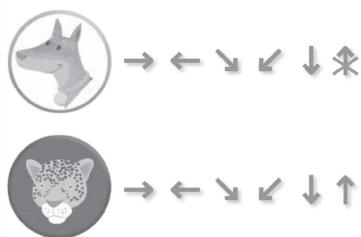
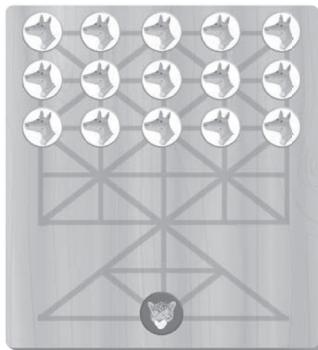
takes its place, and the dog gets removed from the board.

- The jaguar takes the first move. Then, the dogs move in turn.
- This variation for language practise consists of learners saying something in English related to a topic as they land on an intersection. Refer learners to the key at the bottom of page 45: 1 description, 2 animal, 3 body, 4 toy. You might want to elicit descriptions or sentences starting with *I have ...* or *I like ...*
- Demonstrate how to play the game to make sure everyone understands.
- Learners play in groups. Go over the rules for games.

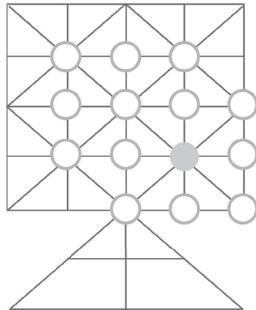
Cultural background

Yaguareté Korá is a traditional Guarani strategy game, a little like Guarani Chess, that was transmitted from generation to generation. Originally, it was played by drawing stripes on the floor and using stones or pebbles as the counters to represent the jaguar and the dogs. The counters evolved into small carved wooden statues.

Rules of Yagureté Korá



WINNER: yagureté trapped



Key: 1 description 2 animal 3 body 4 toy

45

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Linguistic awareness

As you mention the original name of the game in Guarani and its translation into English, build learners' awareness of the fact that there are similarities in the different languages: in both languages, the name of this game contains two words, also *Yagureté* is similar to *jaguar* / *Korá* to *cave*, and the name of the game shares the same word order in both languages.

Cognitive awareness

Explain that this is a strategy game for which learners need to think hard about their next move.

Social awareness

Encourage turn-taking, the proper following of rules, and a positive look towards winners and losers. Encourage learners to use the phrases *My turn* / *Your turn* as they play. Suggest that winners and losers should give a quick handshake after a game like this, just like the players do after a game of chess.

UNIT OVERVIEW

Vocabulary

mum, dad, brother, sister, uncle, aunt, granny, grandpa
sky-blue, purple, brown, orange, grey

Grammar

Genitive case

How old ...?

his / her

Communication

Let's go ...

Let's help ...

Recognition

Classroom language

Routines

sunny, cloudy, rainy, it's raining, cold, warm

happy, OK, tired, angry, sad

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Arts and Maths

Make family puppets

Project

Bar chart

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand family members.

Key language

mum, dad, brother, sister, uncle, aunt, granny, grandpa

Areas of awareness

Social awareness

ESI / CSE

Language awareness

Cognitive awareness

Lesson opening

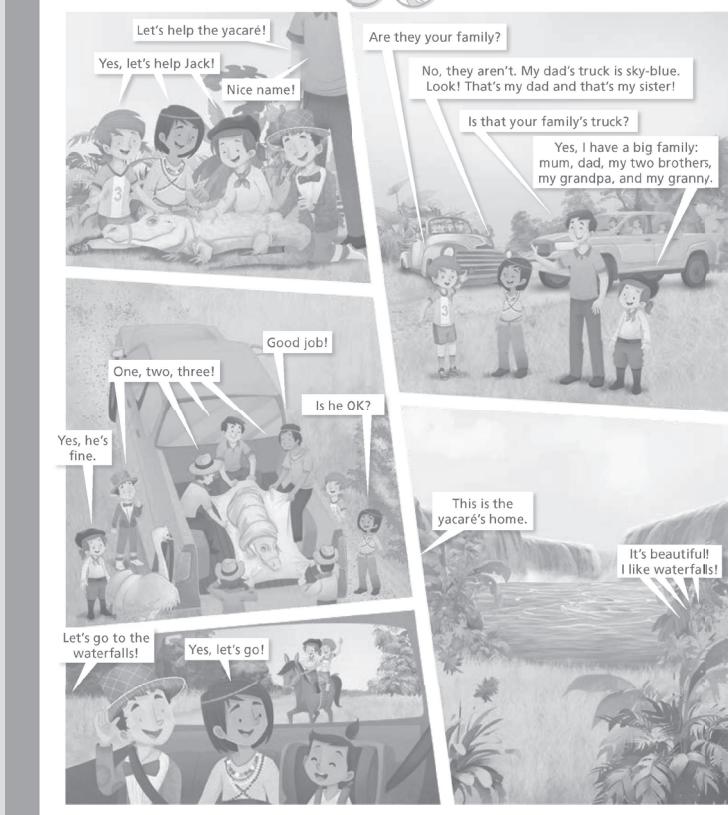
Greet learners and go over the routines.

1 36 Look and listen.

Possible lead-ins:

- Tell learners about an outing or excursion with your family.
- Follow the suggestions on page 15 to tell stories.
- Tell learners to open their books at page 46. Point to the yacaré and say, *Look! A yacaré. Is it the school's pet?*

1 36 Look and listen.



- Play the audio and go back to their predictions.
- Ask learners if they think what the characters and their families did was correct.

36 → See PB page 46.

Social awareness

Reflect with learners on how the characters respect ecology and take the yacaré back to its habitat.

ESI / CSE

The children ask adults for help since it's dangerous for them to try to help the yacaré alone. When they're in the truck, they wear seat belts and thus, they take care of their bodies.

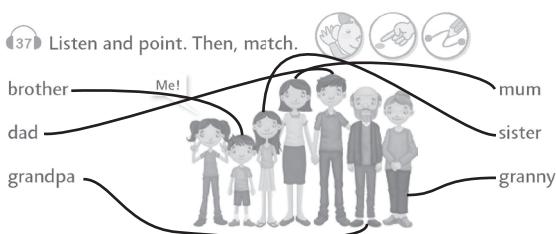
Language awareness

There's no translation for yacaré. Help learners to notice the different pronunciations in Spanish and in English.

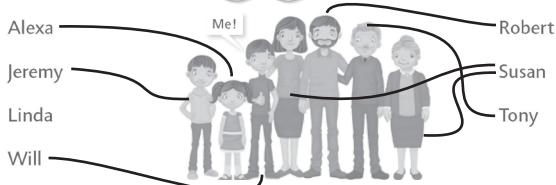
2 37 Listen and point. Then, match.

- Take out the family flashcards. Tell learners you'll test their memories in relation to Ramona's family. Show the mother

2 (37) Listen and point. Then, match.



3 (38) Listen and match.

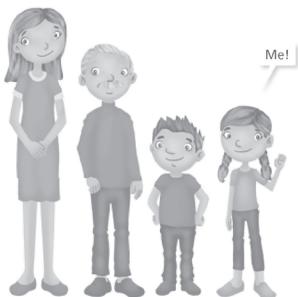


4 Read and tick (✓) or cross (✗).



This is my family:

- 1 I'm short.
- 2 I'm slim.
- 3 My mum is tall.
- 4 She is plump.
- 5 My grandpa is short.
- 6 He's slim.
- 7 My brother is short.
- 8 He's slim.



47

and ask, *Is there a mum in Ramona's family?* Show the father and ask, *What about a dad?* Do the same with the other flashcards.

- Place the flashcards wide apart on the board. As you name each member, learners point to the right flashcard.
- Now, help learners to notice that the little girl is speaking and she'll introduce her family.
- Play the audio or give out the instructions yourself.
- Ask learners to do the second part of the activity. When checking, ask them what clues they focused on.

AUDIO SCRIPT

This is me. This is my mum.
This is my dad. This is my brother. This is my sister. This

is my granny, and this is my grandpa. I love my family.

ESI / CSE

There is no standard family. Some families are big, others are small. In some families there's only one parent, or an elder brother, or grandparents. Some families are blended, others have two parents of the same sex. The family is those who live with you and love you.

Building confidence activity

He and she. Draw two columns on the board and write *He* and *She* at the top. Take one of the family flashcards, hold one up and, without showing it to the learners, say the name, e.g. *Mum*. Learners tell you where to place it, either in the *He* or in the *She* column. Then, show the flashcard.

Cognitive awareness

Brainstorm with learners the different ways of remembering which are feminine and which masculine.

3 (38) Listen and match.

- Ask learners to read the instructions.
- Before they do the activity, ask them what clues they will focus on to do the matching.
- Play the first two statements of the audio and have learners match the name to the right person (the boy who says, *Me!*). Then, play each of the statements. When it comes to the granny, learners may say that the name Susan has been used. Tell them that sometimes a parent and a child share the same name, so there should be two lines coming out of the name Susan.
- Check by pointing to each member of the family and asking, *What's his / her name?*

AUDIO SCRIPT

This is a photo of my family.
I'm Will. This is my mum,
Susan. This is my dad, Robert.
Look at my brother, Jeremy.

And this is my sister, Alexa. My
granny? Here, Susan. And this
is Tony, my grandpa.

Building confidence activity

Who is it? Tell learners to focus on the family in Exercise 3. As you say the family relationship, they have to say who it is, e.g. *Granny, Susan!* After a while, say the name for learners to say the family relationship.

4 Read and tick (✓) or cross (✗).

- Ask learners to read the instructions.
- Check they all understand that the girl is the one talking.
- Check the answers. In the case of 4, some learners may consider she's a bit plump, so accept their answer as ✓. What is important is for learners to understand the meaning, and if to them, the lady is plump, they should indicate so.

Workbook

Page 105, Exercises 1, 2, and 3

Lesson closing

Close the lesson and say goodbye.

Note: Ask learners to bring a photo or collage of their families.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand and use the genitive case.
- can understand *his* and *her*.

Key language

Genitive case

his, her

Areas of Awareness

Language awareness

Inclusive classrooms

Cognitive awareness

Lesson opening

Greet learners and go over the routines.

Building confidence activity

My family. Ask learners to take out the photos they've brought from home and introduce their family.

Inclusive classrooms

Provide the lexical items as needed, e.g. *blended family, step-mum / dad / half-brother / sister, adopted*.

5 39 Listen and write the name. Then, match.

- Before the activity, tell learners you'll say something about the learners and their school objects. They have to spot the wrong information. If what you say is correct, they should show a thumbs up; otherwise, they should say, *Wrong!*
- Describe what you can see, e.g. *Mila's schoolbag is red. / Vicente's notebook is yellow. / Alfonsina's pen is pink.*
- Write one of the phrases on the board, e.g. *Leon's markers*. Ask learners, *Whose are the markers? Leon's?* Write other examples for learners to notice the pattern.
- Play the first utterance and ask learners to write the name in the correct box. Do the same with the other three utterances; then, check.
- Now instruct learners to match the pictures to the statements; then, check their answers.

AUDIO SCRIPT

Boy: My cat's name is Pepo.
Girl: My dog's name is Ana.

Boy: My duck's name is Tim.
Girl: My bird's name is Pat.

Language awareness

Compare the possessive constructions in English and in the school's language of instruction. Work on the pronunciation of names ending in an /s/ sound, e.g. *Alex*, and on the spelling of those ending in *-s*, e.g. *Andrés'*.

5 39 Listen and write the name. Then, match.



Ana



Pepo



Tim



58



72

6 Read and write the number.



64



27



11



Maria's favourite number is twenty-seven.

Edison's favourite number is fifty-eight.

The teacher's favourite number is seventy-two.

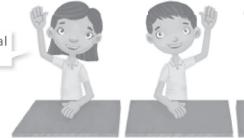
Ramona's favourite number is eleven.

Luriel's favourite number is sixty-four.

7 Game

Lucila's favourite animal is a monkey, and my favourite animal is an elephant.

My favourite animal is a monkey.



Lucila's favourite animal is a monkey, Nacho's favourite animal is an elephant, and my favourite animal is a crocodile.

48

Building confidence activity

My family's names. Ask learners to tell the rest about their families. They can use the photos or collages as well.

Inclusive classrooms

Some names may sound weird to learners, yet they should never mock them as a sign of respect. Names are part of our identity.

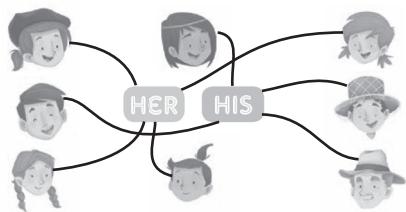
6 Read and write the number.

- Ask learners to read the instructions.
- Have learners say how long they think they'll take.
- Allot the time agreed upon and then check.

7 Game

- Ask learners to read the instructions.
- Have a first round as an example.
- Remind learners of the rules for listening.
- Challenge learners to make long sequences.
- Invite them to use other lexical areas, e.g. numbers, clothes, etc.

8 Look, think, and match.



9a Listen and number.



9b Read and match.



1 Her mum
4 Her dad

2 Her brothers

3 Her grandpa
5 Her granny

10 Read and tick (✓).



1 This is Jack.
2 His head is big.
3 His eyes are blue.

4 His ears are small.
5 His legs are short.
6 His mouth is small.



49

- Have learners read the instructions.

- Let them do the activity; then, check.

Language awareness

Help learners to notice the difference in pronunciation between *he's /hi:z/* and *his /hiz/*.

Cognitive awareness

Brainstorm different strategies to remember that *his* is for boys and *her* is for girls.

9a Listen and number.

- Tell learners to read the instructions. Point to Ramona and ask, *Who's this?* as you point to her family.
- Go over the rules for listening.
- Play the audio and check.

AUDIO SCRIPT

This is Ramona and her family. Number 1 is her mum. Number 2 is her brothers. Number 3 is her grandpa. Number 4 is her dad. Number 5 is her granny.

Language awareness

Help learners to notice that we use *her* (and *his*) for singular and plural nouns, e.g. *her brother*, *her brothers*, which might be different in the learners' mother tongue, e.g. Spanish: *su hermano, sus hermanos*.

Cognitive awareness

Discuss different strategies learners can use to remember the sequence.

Building confidence activities

Do you know your classmates? Learners have to remember what others had said about their families and report back, e.g. *Romina's mum is Ema. Pedro's dad is Ignacio*.

8 Look, think, and match.

- Before the activity, have learners take a photo of Exercise 6 with their mind's smartphone, and then close their books. Tell them you'll test their memory. Use the cover of your book. Point to Luriel and say, *His favourite number is 64*. Do the same with the other characters
- Write *Maria* and *Luriel* on the board, and then, *Her favourite number is twenty-seven* and *His favourite number is sixty-four*. Then, write, *Her favourite colour is blue* and *His favourite colour is pink*. Point to the first sentence and ask learners who you're talking about, and how they can tell. If they refer to twenty-seven, which they know is her favourite number, point to the two statements about colours. Help them to notice the difference between *his* and *her*.

9b Read and match.

- Tell learners to read the instructions.
- Ask them how long they may take. Allot the period of time agreed upon and check their answers.

10 Read and tick (✓).

- Ask learners to read the instructions.
- Remind them that the characters have grown fond of the yacaré and they've named him: Jack.
- Let them work and then check their answers.
- Ask learners to correct the statements they have not ticked.

Assessment

Ask learners what they have been learning so far. Invite them to browse their books and notebooks, and add the new words to their dictionary.

Workbook

Pages 106-107, Exercises 4, 5, 6, and 7

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can talk about age and answer *How old ...?* questions.
- can recognise colours.

Key language

How old ...?

sky-blue, purple, brown, orange, grey

Areas of Awareness

Social awareness

Intercultural awareness

Language awareness

ESI / CSE

Inclusive classrooms

Lesson opening

Greet learners and go over the routines.

11 41 Look and listen.

- Ask learners to open their books at page 50 and read the instructions.
- Ask learners to predict what is going on.
- Play the audio and go back to their predictions.

41 → See PB page 50.

Social awareness

Edison and Luriel ask Luriel's grandpa about the yacaré. They both show respect for the elderly.

Intercultural awareness

In some cultures, elderly people are considered wise. In others, they aren't respected.

Language awareness

Focus on how to show laughter in English and compare it with other languages learners may know.

12 42 Listen and do. Then, match.

- Take out these flashcards: *white, purple, brown, orange, sky-blue, and grey* and do a *Touch!* activity.
- Have learners read the instructions and elicit what to do.
- Play the audio or give out the instructions yourself.
- Have learners match the colours to the written words.

AUDIO SCRIPT

Hand on sky-blue.
Hand on brown.

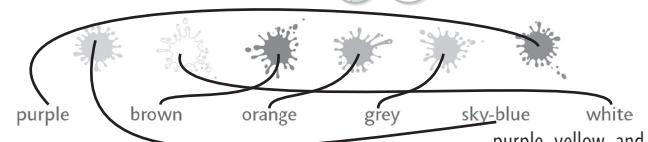
Run to orange.
Walk to grey.

Jump to purple.
Run to white.

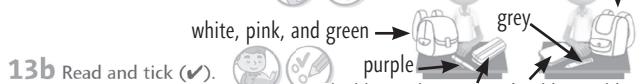
11 41 Look and listen.



12 42 Listen and do. Then, match.



13a 43 Listen and colour.



13b Read and tick (✓).

<input checked="" type="checkbox"/> 1 Ana's pen is purple.	<input type="checkbox"/> 4 His pencil case is red and brown. <input type="checkbox"/>
<input checked="" type="checkbox"/> 2 Tommy's pen is grey.	<input type="checkbox"/> 5 Her schoolbag is white, pink, and green. <input type="checkbox"/>
<input type="checkbox"/> 3 Her pencil case is sky-blue and orange.	<input checked="" type="checkbox"/> 6 His schoolbag is purple, yellow, and white. <input type="checkbox"/>

50

ESI / CSE

Remind learners that colours are not gender or age related. Anybody can like and wear the colours they like.

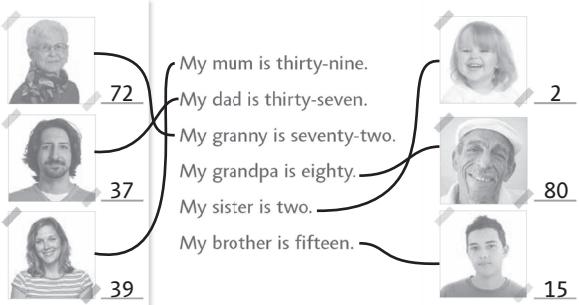
13a 43 Listen and colour.

- Ask learners to read the instructions.
- Show them there's a boy and a girl, and they have to colour their school objects, so they have to find clues that will tell them which item to colour. Revise colours first.
- Play the first line of the audio. Ask them what clues they've heard. Do the same with the other statements.
- To check, ask, *What colour's Tommy's / Ana's pen? What colour's his / her ...?*

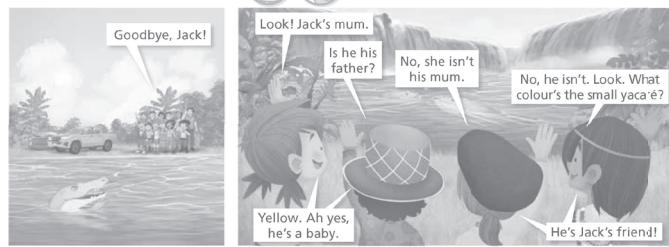
AUDIO SCRIPT

Ana's pen is purple.
Tommy's pen is grey.
Her pencil case is sky-blue and orange.
His pencil case is sky-blue and brown.

Her schoolbag is white, pink, and green.
His schoolbag is purple, yellow, and black.

14  Listen and write the number. Then, match.

15 Pay attention game

16  Look and listen.**Building confidence activity**

Quickly! As you describe something, learners have to say whose school object it is, e.g. *It's grey. Tommy's pen.*

13b Read and tick (✓).

- Have learners read the instructions.
- Ask learners to correct the statements they haven't ticked.

14  Listen and write the number. Then, match.

- Have learners read the instructions.
- Tell learners, *Ramona asks Luriel, How old is your granny? And Luriel answers, She's 75. Is this correct?* Invite learners to check the story on page 50. Elicit what we want to know when we ask, *How old ...?*
- Play the audio for learners to write the number.
- Check by asking, *How old is ...?* Encourage learners to use *He's ... or She's ...* in the answers.
- Once you've checked, ask learners to complete the second part; then, check again.

AUDIO SCRIPT

Girl: How old is your mum?

Boy: She's thirty-nine.

Girl: How old is your dad?

Boy: He's thirty-seven.

Girl: How old is your granny?

Boy: She's seventy-two.

Girl: How old is your grandpa?

Boy: He's eighty.

Girl: How old is your sister?

Boy: She's two, she's a baby.

Girl: How old is your brother?

Boy: He's fifteen.

Girl: How old are you?

Boy: I'm nine. No more questions, please!

Language awareness

Work on three possible *How old ...?* questions and their answers. *How old are you? How old is (your mum / your dad)?*

Social awareness

In some cultures, it is not polite to ask an adult about his or her age.

Intercultural awareness

Age differences are cultural and there's nothing wrong in a mum being older or younger than a dad.

15 Pay attention game

- Have learners read the instructions.
- Demonstrate with two learners, A and B. Ask each, *How old is your (mum, dad, granny, etc.)?* Then, ask the rest, *How old is A's (mum)? and How old is B's (grandpa)?*

16  Look and listen.

- Remind learners of the story. Ask, *What colour is an adult yacaré? What colour is a baby yacaré?*
- Point to the yacarés in the river and ask *Are they adults?*
- Play the recording and go back to their predictions.



→ See PB page 51.

Intercultural awareness

The characters know what a family is, and they apply this idea to the yacarés, thinking that if one is bigger, that should be the yacaré's mum or dad.

Inclusive classrooms

Luriel doesn't mock his friends when they make a mistake.

Workbook

Pages 107-108, Exercises 8, 9, and 10

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand different questions and their answers.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can describe their family.

Key language

Questions

Descriptions

Areas of awareness

Language awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

Repeat if correct. You need the family and colour flashcards. Show one, say what it is, and have learners repeat. Show another one, this time say something different and learners remain silent. When using the family flashcards, describe them, e.g. showing the mum, say, *Her nose is big*, for learners to repeat or remain silent depending on the woman's nose.

17 Read, think, and match.

- Ask learners to open their books at page 52 and read the instructions.
- Write, *What colour? / What? / Who? / How old? / How many?* one under the other on the board; and in a different column, write, *Person / Object / Number / Colour*.
- Point to *What colour?* And ask learners what information they need to provide in the answer, *colour*. Have a learner match the question and the answer. Do the same with the other questions. In the case of *How many* and *How old*, both require a number in the answer.
- Ask learners how long they need to complete the first part of the activity; then, check their answers.
- For the second part, help them to notice what the difference is between the first group of questions and the second one. Do not refer to *auxiliary* or *verb* since those may be terms that they don't know. Focus on the answers, *yes / no*, or a certain item of information.
- Ask learners to match the questions and the answers; then, check their answers. Ask them what clues they focused on to find the answers.

17 Read, think, and match.



What colour ...? 3, 79, ...
Who's this / that? A book, a pencil case ...
What's this / that? He's twenty, she's nine.
How old is ...? My dad, my sister ...
How many ...? Red, blue, green ...

Is Tom / Dad / Luriel / Mr MacDonald ...? Yes, she is. / No, she isn't.

Is María / Mum / Granny / Ramona's mum ...? Yes, he is. / No, he isn't.

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

Do you have ...? Yes, I do. I have a big schoolbag.

18 Listen to the questions and number the answers.



1

4 She's four.

2

3 Yes, I do. It's my favourite colour.

1 It's a photo of my family.

1 Yes, I do. I have a big schoolbag.

3 No, she isn't. She's short.

2 It's grey.

2 She's my sister.

19 Game



52

Building confidence activities

True questions. Help learners to notice that we ask questions when we don't know the answer. Place a pen or pencil or any other school object in a bag or box, shake and ask learners, *What's this?* Encourage them to say, *It's ...* when they answer. Ask other questions which answers are not obvious. Then, invite learners to ask this type of questions and have the rest answer focusing on whether to use *it's*, *she's*, or *he's* in the answer.

Let me guess. Demonstrate with an example. Tell learners to choose one of the women or girls on page 47. They should not tell you who it is. You need to find out by asking questions, e.g. *Is she tall? Is she slim? Is her nose big? Are her eyes big?*

18 Listen to the questions and number the answers.

- Tell learners to read the instructions.
- Ask learners to read the first answer and think about possible questions that would have that as an answer. Do the same with the other answers. Focus their attention on the information provided in the answers and the use of pronouns as well.

20 Read, show, and tell.

This is Ramona's family. This is her mum. She's twenty-nine. She's short and slim. This is her grandpa. He's seventy-five. He's tall.



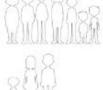
4

21 Write.

Complete the poem. Use the words.

a mum / mums a dad / dads a grandpa / grandpas a granny / grannies
 a sister / sisters a brother / brothers big small family

FAMILIES

Families are big 

Families are small 

a mum and a dad / mums

Families have and dads 

a brother and a sister / brothers and sisters

Families have brothers and sisters 

a granny and a grandpa / grannies and grandpas

Families have grannies and grandpas 

All families are different. 

I love my family 

53

- Remind them of the rules for listening.
- Help learners to notice there are two parts.
- Play the audio for learners to complete the activity; then, check.

AUDIO SCRIPT

Number 1. What's this?

Number 2. Who's this?

Number 3. Is she tall?

Number 4. How old is your sister?

Number 1. Do you have a schoolbag?

Number 2. What colour's your schoolbag?

Number 3. Do you like grey?

Building confidence activity

New questions. Learners come up with other possible questions for each of the answers.

19 Game

- Before the activity, ask learners to draw a school object, an animal, or toy on a piece of paper. They should colour it, too.
- Demonstrate by using one of your flashcards. Flash it so that learners find it challenging to see what it is and ask, *What's this?* After they answer, ask, *What colour is it?*

Building confidence activity

A dialogue. Encourage learners to add questions and create a conversation, e.g. *Do you like (ducks)? Do you have (a duck)? Is it (big)?* Learners can then act out the situation.

20 Read, show, and tell.

- Have learners read the instructions and look at the picture and the text. Check they understand what to do.
- Learners can write about the characters' families. They can also describe the teacher's family or choose any of the children which are depicted in the book and write about their family, e.g. the boy or the girl in Exercise 19.
- Show them they can use the text as a model to write their own. Once they write theirs, they need to rehearse presenting it.
- Once they have presented, they can draw the family on a blank sheet of paper and draw a caption. They should write what they have said about that family.
- Take photos of the learners' productions and upload them onto the school blog. Share the posters with the rest of the school if there's a notice board or make a display in the classroom.

Language awareness

Remind them of what a caption is.

21 Write.

- Have learners follow the instructions as you read them out.
- Have learners look at the poem and the pictures. Show them they can use the phrases in the boxes to complete the poem. The illustrations next to each line guide them into deciding which phrase to choose.
- Ask learners to read the whole poem first. Help them to notice they can say a (mum) / or (mums).
- Let them complete the poem and have them present it to the rest.

ESI / CSE

Show learners how all families are different and there is no model or standard family.

Workbook

Page 108, Exercises 11 and 12

Lesson closing

Close the lesson and say goodbye. Refer to the introduction for suggestions.

Note: Remind families that learners need to bring a collage, photo, or drawing of their family.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can understand a legend.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

Descriptive adjectives

I have ...

Family members

Areas of Awareness

Intercultural awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

22 47 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 54. Ask them to look at the panels. Ask them what's going on.
- Play the audio and go back to their predictions.
- Play the audio again, panel by panel, and check learners understand the story.
- Tell learners that this is a legend. Ask them if they know any other legends.



→ See PB page 54.

Intercultural awareness

Legends are used in many cultures to explain a natural phenomenon. Sometimes two or more countries share the same legend since they were created before the land was politically divided into countries. For instance, Argentina and Uruguay share the legend of the *ceibo* flower.

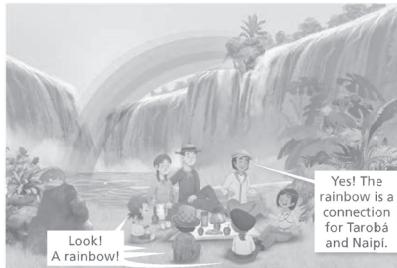
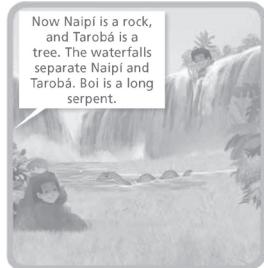
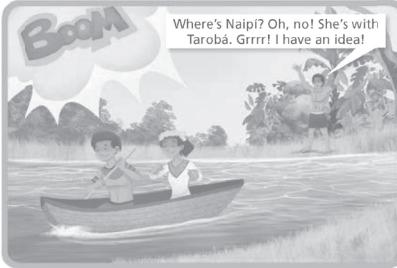
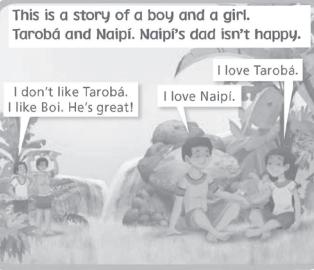
ESI / CSE

Discuss with learners how, sometimes, families want their children to marry somebody in particular though they may not be in love. Everybody has the right to marry whom they want.

Building confidence activity

Act out. Invite learners to act out the panels. Different pairs or groups will act out different panels.

22 47 Look and listen.



54

23 Look and number.

- Have learners read the instructions. Check they understand they have to refer to the story on page 54.
- Let them work individually or in groups.
- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity; then, check.
- Write these captions on the board for learners to write them below the correct picture:

'I love you, Naipi'. 'I love you, Tarobá'.

'Let's escape'.

'I have an idea'.

Naipi is a rock and Tarobá is a tree.

24 My family

- Tell learners to read the instructions.
- Show them they have to write about their family. Instruct them to take out their photo, drawing, or collage.
- Ask them to go over Unit 4 and check where they can find sample texts that they can use as a model.

23 Look and number.



This is the waterfalls story.



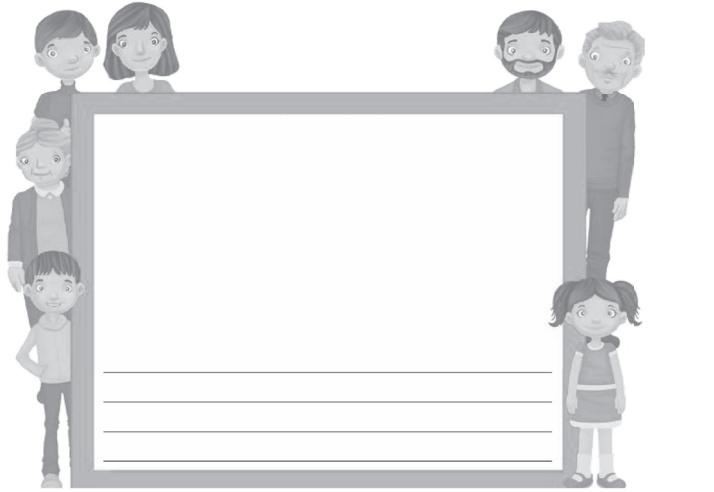
4

1

3

2

24 My family



- Write on the board the information they have to include: name of the person, family relation, age, and description. You may set a limit, e.g. write about two members of your family and nametag the rest, i.e. a box with a line coming from the person in which you write the person's name and family relation, e.g. *Camila, my sister*.
- When they finish, they should present their productions to the rest.
- Take a photo of the learners' productions and upload them onto the school blog.

Workbook

Page 109, Exercise 13

Assessment

Work on assessment. For assessment activities for Unit 4, go to page 140 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the introduction for suggestions.

STEAM CHALLENGE: Make family puppets

Aims of the lesson

- To create puppets to learn about classmates' families.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can introduce and describe their family.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Arts and Maths

SKILLS:

Communicating, selecting materials, planning, estimating age, counting, creating, presenting

MATERIALS:

- Paper bags, wooden spoons, plastic spoons, old socks, toilet paper rolls
- Pieces of fabric, coloured paper, wool, string
- Markers, pencils, glue, scissors, tape

Contextualize:

- Say that you have been learning about different types of families and that today you are going to continue finding out about the different families in the classroom. Explain that the challenge is to create puppets of their family members using the material they like, but they must show one characteristic, e.g. if their grandpa is eighty-nine years old, age could be portrayed through drawing wrinkles or adding a walking stick / If their mum is tall, the puppet could be made from a wooden spoon rather than a toilet paper roll.

Plan:

- Page 56: Look at the pictures and ask questions like, *Is the mum tall or short? Is the grandpa twenty-two or eighty-nine?* for learners to notice how those special characteristics are made visible.
- Learners explore the material that is available and decide which material they will want to make their family / family member out of.
- Remind them to think about that one characteristic they want to show. Ask them if they know how old their family members are, for example. Practice estimating age, e.g. *I don't know how old my grandpa is. He is old ... I think he is eighty-five.*

STEAM CHALLENGE

Make family puppets

3+
x2



56

Language focus: (family members), (descriptions), (numbers), *her / his, she's / he's*

Create:

- Learners create their puppet(s).

Communicate:

- In pairs, learners show their puppet(s) to their partner and say, *This is my ... (mum, dad, etc.). She's / He's ... (tall / thirty-five, etc.)* and point to the special characteristic.

Present:

- Learners present their partner's puppet family / family member. Elicit this type of sentences: *This is (Maria's) family. This is her dad. He's thirty-nine. He's tall. This is her grandma. She's seventy-nine. She's slim.*
- Count how many of each family member has been made, e.g. *seven sisters.*

Reflect:

- With each presentation, ask if the characteristic is visible and have the rest of the class guess what it is.
- Ask, *Was it easy or difficult to show age / characteristics? Was your puppet(s) similar or different to what you imagined?*

Extension:

Learners can have dialogues using their puppets.

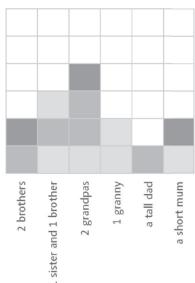
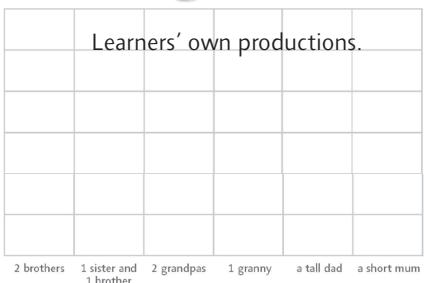
PROJECT TIME

Bar chart

1 Find friends who ...

Find 2 friends who ...	Names
have 2 brothers	Learners' own productions.
have 1 sister and 1 brother	
have 2 grandpas	
have 1 granny	
have a tall dad	
have a short mum	

2 Make a bar chart.



- Invite learners to the front of the class to present their findings, e.g. *Catalina has two brothers. Juan has one granny* ... When they present, just tell them to use *has*. Do not provide any explanation.
- As learners present, have them stick a paper square on the graph above the corresponding sentence.
- Ask learners to help you to analyse the data they have collected on the graph. Count the number of squares for each sentence and write the total number above each column.
- Say, *7 classmates have 2 brothers, 1 classmate has 1 sister and 1 brother.*
- You can take photos of your learners presenting for the school blog.

Lesson closing

Close the lesson and say goodbye. Refer to the introduction for suggestions.

PROJECT TIME: Bar chart

Aims of the lesson

- To complete a chart and a bar chart of learners' families.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can write about their families.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

- Check you have the necessary materials: poster board, paper squares, glue, or tape.
- Learners mingle with their 'Find friends who ...' tables and write down the name of their classmates.
- Copy out these sentences at the bottom of the poster board, one next to the other to create a bar chart:
2 brothers / 1 sister and 1 brother / 2 grandpas / 1 granny / a tall dad / a short mum.



Choose two members of Luriel's family. Then draw them in the boxes and complete the descriptions.



This is Luriel's Learners' own production .

She / He _____ (tall, short, slim, plump)

His / Her eyes are _____.

His / Her nose is _____.

His / Her mouth is _____.



This is Luriel's _____.

She / He _____ (tall, short, slim, plump)

His / Her eyes are _____.

His / Her nose is _____.

His / Her mouth is _____.

Exercise 6

Learners can create a new chart and write about this other child. In this case, as they have described a boy, it should be a girl.

Exercise 7

Learners can colour the cat's name and the word *her* using the same colour, and the dog's name and *his* using another colour.

Exercise 8

Learners can colour all the splotches. Next to the resulting colours, they can write the name of something or draw something which is always that colour, e.g. the sky for sky-blue, a tree trunk for brown.

Exercise 9

Learners can do the same for other colours. In the case of a river, they can say it's green or brown as well.

Exercise 10

Ask learners to account for each of the choices. Once you finish checking, they can write the same text, but this time, they introduce Richard (a boy) and his cat (Martha).

Exercise 11

First explain to learners that this is a complete text, not isolated sentences. For each phrase on the left, elicit what type of information you need to add. For instance, *My name's* requires a proper name. There are two proper names. You can tell learners to use a pencil and join the two names with this first part. As they go on working with the other phrases, they will know which one is the correct answer. Do the same with the rest of the phrases. When they have finished the activity, ask them to copy the statements into lines for them to understand it's a complete text. They can then create another text using this one as a model but changing the information.

Exercise 12

Focus learners' attention on the answers that have not been circled. The first one is, *My pencil case. What could the girl have asked that would have, My pencil case as an answer?* You can give an option, e.g. *Is this your pencil case? What's this?* Do the same with the other responses. In some cases, more than one answer is possible.

Exercise 13

Learners can draw and write about more members of Luriel's family.

Exercises 1 and 2

You can play a memory game after learners complete the names and family relation.

Exercise 3

Learners can correct the crossed statements, and they can add more information about all the members. To some learners, the children may be tall or short when compared with the adult members. What is important is that the meaning should be clear to them, so if they consider that the girl is tall and you consider she's short, it does not matter.

Exercise 4

Learners can colour *she* and *her* using one colour, and *he* and *his* using another one. They can create a new text using this one as a model. They can swap texts with another learner and make the drawing following the description in the text.

Exercise 5

If the school's language of instruction is Spanish, learners may find some of these blanks quite challenging. Without using metalanguage, focus on blank 2. Ask learners, *Whose dad is it? Is it Emma's dad or a boy's dad? So, as it is Emma's dad, we say it's her dad.* The same thing may happen with blank 7. In the case of blank 8, ask learners, *Whose name is it, Ron's or a girl's? It's Ron's, so the right word is his.*

UNIT OVERVIEW

Vocabulary

salad, bread, meat, chicken, eggs, chips, orange, ice cream, banana, apple
water, soft drink
table, chair, bed, cupboard, fridge, sofa
Rooms in a house

Grammar

Where's ...?
in + room in a house
a / an

Communication

Can I have ...?
Can I help you?

Recognition

Classroom language

Routines

sunny, cloudy, rainy, it's raining, cold, warm, hot
happy, OK, tired, angry, sad

Awareness

Cognitive, social, intercultural, inclusive classrooms, ESI / CSE, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Engineering and Arts
Make pop-up furniture

Project

Healthy food poster

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand food items.
- can understand *I like* statements.

Key language

salad, bread, meat, chicken, eggs, chips

Areas of awareness

Social awareness
ESI / CSE

Lesson opening

Greet learners and go over the routines.

1 48 Look and listen.

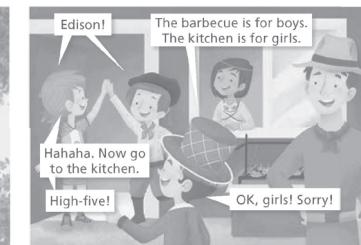
Possible lead-ins:

- Tell learners about a visit to a friend's house when you were at school. Tell them if families made barbecues or if you had a picnic.

1 48 Look and listen.



At the weekend



- Follow the suggestions on page 15 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 58. Point to the box at the top that says *At the weekend* and ask learners, *Is it Monday, Tuesday, or Saturday and Sunday?* Point to Ramona's mum and ask learners, *Who's this? How can you tell?*
- Play the audio as learners read and go back to their predictions.

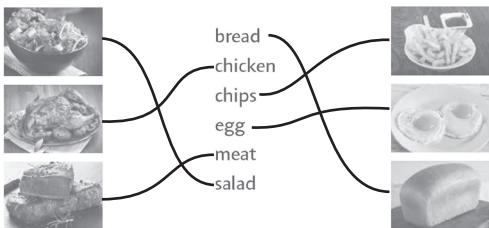
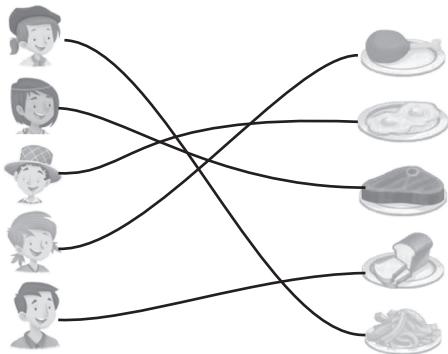
48 → See PB page 58.

Social awareness

Reflect with learners on how Ramona's mum welcomes everybody by saying *Welcome!* Elicit in what other situations one says *Welcome!*

ESI / CSE

Luriel makes a comment about barbecue being for boys and the kitchen for girls. Both men and women should share responsibilities at home; no house chore is gender dependent.

2  Listen and do. Then, match.3a  Listen and match.

3b Read and write the name.



Mr McDonald: I like bread. Edison: I like eggs. Maria: I like chicken.
Luriel: I like meat. Ramona: I like chips.

59

2  Listen and do. Then, match.

- Take out the food flashcards: *salad, bread, meat, chicken, eggs, chips*. Tell learners you'll test their memories in relation to the story. Show the salad and ask, *Is there salad?* Do the same with the other flashcards.
- Place the flashcards wide apart on the board and walls. As you name the food, learners have to point to the right flashcard.
- Now tell learners they have to follow your instructions (or the audio): hand on, jump, run, walk.
- Play the audio or give out the instructions yourself.
- Ask learners to do the second part of the activity. When checking, ask them what clues they focused on.

AUDIO SCRIPT

Hand on the chips.
 Run to the chicken.
 Jump to the bread.

Walk to the meat.
 Hand on the eggs.
 Jump to the salad.

ESI / CSE

Reflect with learners that some people do not eat meat of any sort—vegetarians—while others do not eat anything that comes from animals, e.g. eggs. We should respect everybody, but we have to make sure that what we eat will keep us healthy.

Building confidence activity

Mime. Agree with learners on a way to mime each of the foods. As you name them, they have to do the correct miming.

3a  Listen and match.

- Ask learners to follow the words as you read out the instructions.
- Before they do the activity, tell them they have to listen carefully to identify which of the four characters is speaking.
- Play the first line and ask learners to match the speaker to the food. Then play the rest of the audio.

AUDIO SCRIPT

Ramona: I like chips.
 Luriel: I like meat.
 Edison: I like eggs.

María: I like chicken.
 Mr MacDonald: I like bread.

3b Read and write the name.

- Ask learners to read out the instructions. Elicit where they can get the information.
- Agree on a time limit, then check by asking, *Who says 'I like (chips)'?*

Building confidence activities

Who is it? Impersonate each of the characters saying what they like for learners to say who it is.

Act out. Play each of the lines in the audio and ask learners to impersonate the character as they imitate what they say.

Workbook

Page 110, Exercises 1, 2, and 3

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand and name parts of the house.
- can understand and answer *Where* questions.

Key language

bedroom, garden, bathroom, dining room, kitchen, living room

(It's) in + part of the house

Where's ...? Where are ...?

Areas of Awareness

Inclusive classrooms

Social awareness

Language awareness

Cognitive awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines.

Building confidence activity

Repeat if correct. See instructions on page 22.

4a Listen and point. Then, number.

- Take out the house flashcard. Remind learners that the characters are visiting Ramona at home. Ask them, *Do you remember Ramona's house? Did we see the garden?* (pointing to the garden). *Did we see the kitchen?* Do the same with the other parts of the house. Then, ask learners which rooms they can see on page 58.
- Now ask learners to open their books at page 60 and read the instructions for Exercise 4a.
- Play the audio for learners to number the pictures. Check by asking, *What number's the (garden)?*

AUDIO SCRIPT

Point to the kitchen.
Point to the garden.
Point to the bathroom.
Point to the living room.
Point to the dining room.
Point to the bedroom.

Number 1. garden
Number 2. kitchen
Number 3. bedroom
Number 4. living room
Number 5. bathroom
Number 6. dining room

Inclusive classrooms

Discuss that not every house has a garden, or one bedroom for each child. Some children may live in a one-room house. Tell them that the part in which they have their bed is the bedroom, since that is its purpose, even if it's not a separate room.

4a Listen and point. Then, number.



4b Read and write the number.



bedroom garden bathroom
dining room kitchen living room

5 Guess!

Is this the kitchen?



6 Game



60

Social awareness

It's everybody's right to be able to live indoors. Everybody should value their home, even if it's one room.

Language awareness

Work on the difference in pronunciation between bedroom /'bedru(:)m/ and bathroom /'ba:θru(:)m/.

4b Read and write the number.

- Instruct learners to read the instructions.
- Check their answers.

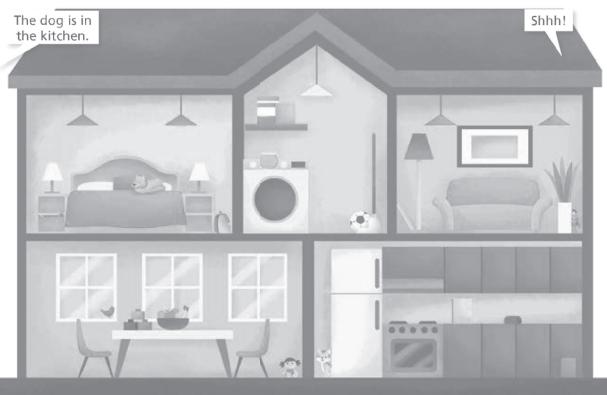
5 Guess!

- Flash one of the flashcards and ask, *Is this the (kitchen)?* Once learners answer, show them the card. Encourage them to use *Yes, it is* and *No, it isn't* for their answers.

Language awareness

Ask learners why they should use *it* in the answer. Work on the intonation of yes / no questions as well.

7a Listen and clap (yes) or shush (no).

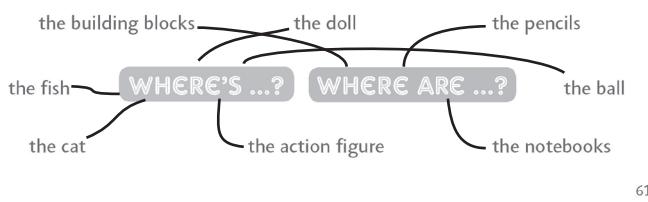


7b Memory game



Are the building blocks in the bedroom? Where's the cat?

8 Look, think, and match.



6 Game

- Ask learners to read the instructions.
- Remind learners of the rules for playing.

Cognitive awareness

Help learners to notice that they have to focus on key activities in each room.

ESI / CSE

Reflect on some ground rules around the house. If the bathroom door is closed, they should knock to check if there's somebody inside to respect their privacy. If they share a bedroom with a sibling, they should respect their privacy and space, and should also demand respect for their own privacy and space.

7a Listen and clap (yes) or shush (no).

- You need the food flashcards and a bag. Take one of the flashcards and put it in the bag without learners seeing which one it is. Place the other flashcards on the board and say, e.g. *The chicken is in the bag, yes or no?*
- Now, instruct learners to read the instructions.

- Do a *Point to* activity to check they know the rooms.
- Then, demonstrate with an example. Put the flashcard inside the bag quickly, then say, *The bread is in the bag* for learners to clap or shush.
- Describe the picture including false information as well.

7b Memory game

- Tell learners to read the instructions.
- Ask a few yes / no questions, e.g. *Is the dog in the kitchen? Is the fish in the bathroom?*
- After a few rounds, change the question. Ask, *Where's the dog?* Give them options: *In the bedroom or in the bathroom?* Provide the full answer when they say, *In the bedroom*, e.g. Yes, it's in the bedroom.

Building confidence activity

Guess! Learners play in pairs. They have to draw an egg in one of the rooms. The partner has (3) chances to guess by asking *Is it in (the bedroom)?*

8 Look, think, and match.

- First, ask a learner to draw 3 pencils in one of the rooms. This learner should show to the rest where the pencils are. Tell them they have 3 chances. Ask, *Are the pencils in the (kitchen)?* Elicit whether the answer is Yes, it is or Yes, they are (or the negative form). Ask learners to account for their answers.
- Now, instruct learners to read the instructions.
- Check their answers.

Language awareness

Work on the answer to the two questions.

Assessment

Ask learners what they have been learning so far. Invite them to browse their books and notebooks. Learners add the new words to their dictionary.

Workbook

Pages 111–112, Exercises 4, 5, 6, and 7

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can make and respond to requests.
- can identify and name some food items.
- can recognise when to use *a* and when to use *an*.
- can identify some basic furniture and home appliances.

Key language

orange, ice cream, banana, soft drink, water, apple
can I have ...? Here you are!

a / an
table, fridge, sofa, chair, bed, cupboard

Areas of awareness

Language awareness

ESI / CSE

Intercultural awareness

Lesson opening

Greet learners and go over the routines.

9 52 Look and listen.

- Ask learners to open their books at page 62 and read the instructions.
- Point to the first panel and ask what the characters are doing. Then, point to the last one and ask what the problem is.
- Play the audio and go back to their predictions.

52 → See PB page 62.

Social awareness

Show how the characters ask for food and drinks politely. Ask learners how they make a polite request in the school's language of instruction.

Show learners how to show somebody they've done something wrong without being rude.

Language awareness

Focus learners' attention on the way to make a request and to respond to one. Help them notice the intonation, which is crucial to show politeness. Use the audio for this.

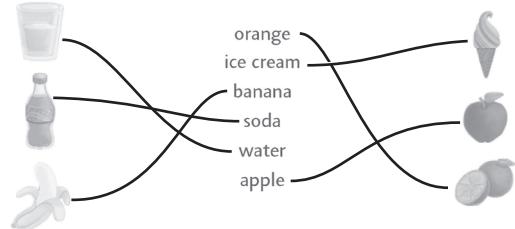
10 53 Listen and take a photo. Then, match.

- Take out these food flashcards: *orange, ice cream, banana, soda, water, apple*.
- First, ask learners to focus on the food in Exercise 9. Show them the orange flashcard and ask, *Is there an orange?* Do the same with the other food items.

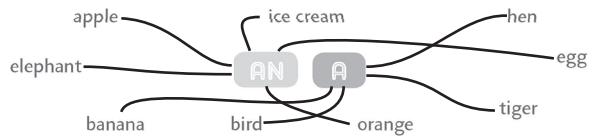
9 52 Look and listen.



10 53 Listen and take a photo. Then, match.



11 Look, think, and match.



- Have learners read the instructions and elicit what to do.
- Place the flashcards wide apart on the board and walls and tell learners to take photos.

Note: *soft drink* is wider in scope than *soda* since *soda* can be understood as *soda water* in British English.

AUDIO SCRIPT

Take a photo of ice cream.
Take a photo of an apple.
Take a photo of an orange.

Take a photo of a banana.
Take a photo of water.
Take a photo of soda.

11 Look, think, and match.

- You need the following flashcards: *apple, elephant, egg, ice cream, orange, eraser*, and 6 other flashcards of items that do not start with a vowel, e.g. *book, duck, bird, etc.*
- Ask learners to read the instructions.
- Show any of the flashcards in the second group and say, *An book or a book?* Show the *eraser* flashcard and say, *A eraser or an eraser?* Write the two words on the board, one to the left and the other one to the right and stick the flashcards next to each word. Do the same with two other flashcards. Then, show a third one from each group and check if learners can apply the rule correctly. Do the same with the rest of the flashcards. Every time you stick

12 154 Listen and act out.

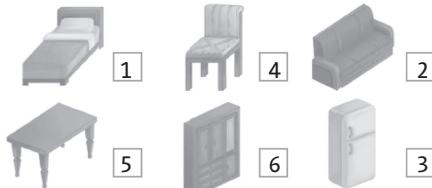


Can I have some water, please?
Thank you!
Here you are.

13 155 Look and listen.



14a 156 Listen and number.



14b Read and number.

table	5	fridge	3	sofa	2
chair	4	bed	1	cupboard	6

63

the flashcard on the board, write the word so that learners can notice more easily they all start with a vowel or with a consonant.

- Once you've gone over all the flashcards, write *An* on top of one group and *A* on top of the other. Ask learners to come up with a rule. Let them work in groups.
- Now, ask learners to complete the activity; then, check.

12 154 Listen and act out.

- Have learners read the instructions.
- Show the meaning of *Can I have ...?* by requesting a school object, e.g. *Can I have an eraser, please?*
- See suggestions for Act out activities on page 21.
- Encourage learners to request other items, e.g. food items, drinks, school objects, etc. Check they use *a / an* correctly.

AUDIO SCRIPT

Girl: Can I have some water, please?
Boy: Here you are.
Girl: Thank you!

13 155 Look and listen.

- Have learners read the instructions.

- Point to Edison's facial expression in the second panel and ask learners what feeling he's showing.
- Play the audio and elicit what may happen next.

155 → See PB page 63.

ESI / CSE

Help learners to notice how boys and girls are playing together without a problem. María suggests playing football. No game is gender related. Edison does not want to play with girls, most probably, because of the stereotype that girls are bad at football.

Intercultural awareness

In some cultures, it may be considered inappropriate for boys to be in a girl's bedroom and vice versa.

14a 156 Listen and number.

- Take out these flashcards: *bed, sofa, fridge, chair, table, cupboard*. Ask learners to check if they can see them in Ramona's house (Ex. 1, 9, and 13). Show the bed and tell them, *Find a bed in Ramona's house*. Do the same with the other flashcards. Show them they can find cupboards in the kitchen (for pots and pans, food, etc.), in the living room (for dishes, glasses, etc.), and in the bedroom (for clothes).
- Play the audio and check by asking, *What number's the (chair)?*

AUDIO SCRIPT

Number 1 is a bed.

Number 2 is a sofa.

Number 3 is a fridge.

Number 4 is a chair.

Number 5 is a table.

Number 6 is a cupboard.

Language awareness

Work on the pronunciation of *cupboard* /'kʌbəd/. Focus on the final sound in *fridge* /frɪdʒ/.

14b Read and number.

- Have learners read the instructions.
- Check the answers.

Building confidence activities

Repeat if correct. See instructions on page 22.

Spot it! See instructions on page 22.

Workbook

Pages 112–113, Exercises 8 and 9

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand descriptions of a house.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can write a food poem.

Key language

Food items

Descriptions

Areas of awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

15a (57) Listen and draw.

- Ask learners to open their books at page 64 and read the instructions.
- Elicit possible instructions. Provide options or guidance, if necessary, e.g. *Draw ...*
- Play the first instruction and go back to learners' predictions.
- Play the rest of the audio. Check by asking, e.g. *Where's the (small bed)?* Remind learners to use *It's* or *They're* as necessary.
- Make sure learners are only drawing and not colouring inside their drawings as that is what they will do in the second part of the exercise.

AUDIO SCRIPT

Draw a small bed in the bedroom.

Draw a big sofa in the living room.

Draw a small fridge in the kitchen.

Draw a small chair in the bedroom.

Draw a table in the living room.

Draw a cupboard in the kitchen.

Building confidence activity

Repeat if correct. Describe the house, e.g. *The small bed is in the bedroom.* If it's correct, learners repeat it; otherwise, they remain silent. After two or three examples, encourage learners to think about one statement to say to the rest.

15b Read and colour.

- Tell learners to read the instructions. Elicit what they need to do and what materials they need.
- Ask them how they can tell which coloured pencils or markers they need.

15a (57) Listen and draw.



a small bed. - white

Bedroom

a small chair- sky-blue

Bathroom

a cupboard. - orange

a big sofa brown

Kitchen

a small fridge. - grey

Living Room

a table purple

15b Read and colour.

The bed is white.

The sofa is brown.

The table is purple.

The fridge is grey.

The cupboard is orange.

The chair is sky-blue.

16 Game



A bed!

64

- Agree on a time limit and when learners finish, check by asking, e.g. *What colour's the fridge?*
- Reflect with learners on how long they needed to complete the activity.

Building confidence activity

New instructions. Learners come up with more instructions to draw.

16 Game

- Ask learners to read the instructions and elicit what to do.
- Start by miming different furniture and home appliances. Then, ask learners to do the miming for the rest to say what it is.

17 Read, show, and tell.

- Have learners read the instructions and the text. Check they understand what to do.
- Learners can write about the characters' houses, inventing the information they do not have.
- Elicit where they can find information if they don't remember a word.

17 Read, show, and tell.

This is Ramona's house: a big living room, a small dining room, a kitchen, a beautiful garden, two bathrooms and three bedrooms. I like this house.

**18** Write.

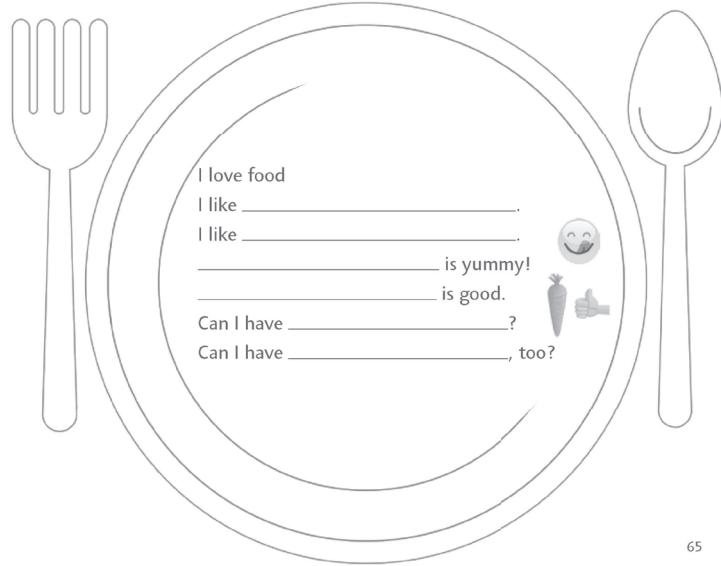
Complete the food poem.

1 Make a list of food you know.

2 Draw a ☺ or ☹ or OK.

3 Complete the poem. Use the ☺ food.

Learners' own productions

**Inclusive classrooms**

Show learners how important it is to make everybody feel proud of their productions.

Workbook

Page 113, Exercises 10 and 11

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Note: Remind families that learners need to bring a collage, photo, or drawing of their house.

- Show them they can use the text as a model to write their own. Once they write theirs, they need to rehearse presenting it.
- Once they have presented, they can draw the house, either from the outside or in the form of a floor plan as in Exercise 15a.
- Take photos of the learners' productions and upload them onto the school blog. Share the posters with the rest of the school if there's a notice board or make a display in the classroom.

18 Write.

- Have learners follow the instructions as you read them out.
- Have learners read the three instructions and look at the poem. Elicit where they can find food words if they have a query.
- Ask learners to read the whole poem first.
- Let them complete the poem and have them present it to the rest.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can write about their house.

Key language

Colours

Parts of the house

Furniture and home appliances

Areas of Awareness

Social awareness

ESI / CSE

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

19 58 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 66. Remind learners the characters are going to play football.
- Focus on the last panel and ask learners why they're celebrating. Ask them to refer to clues to support their answers.
- Play the audio and go back to their predictions.

58 → See PB page 66.

Social awareness

Discuss with learners what they need to take into account if they want to play football or any other game that requires a ball.

ESI / CSE

Remind learners that Edison thought that girls can't play football, yet he's proved wrong.

Inclusive classrooms

Edison doesn't display a positive attitude and he mocks the girls' team because the school's pets are going to play for their team. When you mock others, in a way you're discriminating against them. Then, Edison feels sad because he thinks he's not special. Reflect with learners that everybody is special in his or her own way.

19 58 Look and listen.



Building confidence activity

Act out. Invite learners to act out the panels. Different pairs or groups will act out different panels.

20 Look and write the name.

- Have learners read the instructions. Check they understand they have to refer to the story on page 66.
- Let them work individually or in groups.
- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity. Then, check.

21 My home

- Tell learners to read the instructions.
- Show them they have to write about their home. Instruct them to take out their photo, drawing, or collage.
- Tell them that home is where you live, whether it's a house, a flat, or a room.
- Invite them to write labels for each part of their home, e.g. *My bedroom.*

20 Look and write the name.



an excellent player Maria a hero Luriel a sad boy Edison

21 My home



Learners' own productions

- When they finish, they should present their productions to the rest.
- Take a photo of the learners' productions and upload them onto the school blog.

Workbook

Page 114, Exercise 12

Assessment

Work on assessment. For assessment activities for Unit 5, go to page 142 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

STEAM CHALLENGE: Make pop-up furniture

Aims of the lesson

- To learn to do paper engineering to build a collaborative paper house.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can introduce and describe furniture.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Engineering and Art

SKILLS:

Understanding and following steps, thinking, planning, creating, communication, presenting

MATERIALS:

- Construction paper
- Markers, scissors, and glue

Explain:

- Explain that you are going to make some furniture to fill a paper house.
- Note for teachers: Paper engineering refers to the pulling, moving, and folding of paper. Origami is a well-known paper engineering activity. In this activity, learners will turn a two-dimensional piece of paper into a three-dimensional design.

Think:

- Page 68: Learners look at the steps and see the pop-up shape. Ask them what they think that shape could become to be placed in a house, e.g. a chair, a sofa, a bed, a table.
- Have learners draw the furniture they have decided it could become in the box and circle the room they would place it in. Monitor and ask about the furniture and the room they have chosen.

Try:

- Have learners look carefully at the steps and analyse them to try to figure out how to do it.
- Give out a small piece of construction paper to each learner. Have learners follow while you give instructions and demonstrate, always making reference to the visual steps in the book:
 - Step 1: Fold the piece of construction paper in half.

STEAM CHALLENGE

Make pop-up furniture



Step 1:



Step 2:



Step 3:



Step 4:



Step 5:



Learners' own productions

living room

bedroom

bathroom

dining room

kitchen

68

Language focus: (furniture), (rooms in a house)

- Step 2: Make two parallel cuts that are the same length. Explain that 'parallel' means that the lines are going the same direction and stay exactly the same distance apart.
- Step 3: Open up the paper and push the fold in towards you so that it pops out.
- Step 4: Fold it back the other way to make the creases.
- Step 5: Open it up and see how it pops out.

Create:

- Ask learners how they think they can make it look like the piece of furniture they suggested before. They can draw the piece of furniture on the fold or draw it on a different piece of paper and attach it to the pop-up fold with glue.
- Give time for learners to create their furniture. If time allows, ask your learners to try some more pop-up designs to make some more house furniture.

Collaborate:

- Learners mingle and find others who have made furniture for the same room as they have. They group and stand their designs together to create the room, e.g. a learner with a bed groups with a learner with a cupboard and a night table.

PROJECT TIME

Healthy food poster

1 Find out.



2 Cut or draw.



3 Sort.



Healthy food	Sometimes food
Learners' own productions	

69

Present and reflect:

- Groups present their rooms and describe the furniture they have made.
- Ask, *Was it easy or hard to make pop-ups? Do you like these pop-ups? What else can you make? (anything really!)*

- Explain the difference between eating healthy food, which you can eat every day, and 'sometimes food' that you shouldn't eat everyday as that would make an unhealthy diet. It's OK to eat a little bit of junk food sometimes. This helps learners to notice that while a given food may be unhealthy, it does not mean we should never eat it, e.g. a chocolate cake at a birthday party.
- Talk about what makes food healthy or unhealthy and what effect it has on our bodies.
- When we eat lots of good, healthy foods:
 - We have lots of energy.
 - We grow big and strong.
 - We can run faster.
 - We feel better and less grumpy.
 - We look better.
 - We stay healthier. We don't get as sick and don't catch as many germs.
- Ask learners which foods they remember how to say in English. Write them on the board.
- If possible, have learners do some research about those foods and how they help us to stay healthy or whether they should be eaten only sometimes. Either in the classroom or at home, learners find out about healthy food and 'sometimes food' using a computer, tablet, magazines, reference books, asking people in their family, etc.
- Learners draw different foods or cut them out of magazines and make their healthy vs. 'sometimes food' poster. Ask them to add one more food that they really like. Monitor to ask them about it and extend their vocabulary of food words in English.
- Learners present their posters. They describe what they placed in each column and which their additional favourite food is by saying *I like ...* or *I love ...*
- You can take photos of your learners presenting for the school blog.

PROJECT TIME: Healthy food poster

Aims of the lesson

- To complete a poster with *Healthy* and *Sometimes* food.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can write about food.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

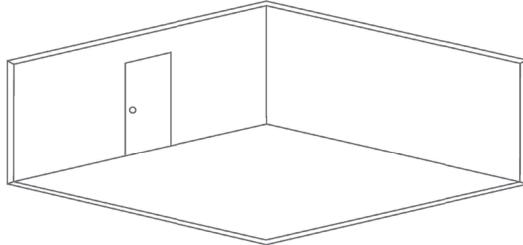
12 Write.**A special bedroom**

1 Complete.

Learners' own productions

This is _____'s bedroom.
Is it big or small? What colour is it? _____
What colour's the bed? Is it big or small? _____
What colour's the cupboard? Is it big or small? _____
Toys in a box? _____

2 Draw the bedroom.



3 Describe the bedroom.

This is _____'s bedroom. It's _____ (description: big / small).
 It's _____ (colour).
 The bed is _____ (description). It's _____ (colour).
 The cupboard is _____ (description). It's _____ (colour).
 Look at the toys: _____.

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Exercise 1You can play a *Follow the sequence* game.**Exercise 2**

Learners can add true statements about the food they like and the food they don't like. You can focus on the words they know, add transparent words, e.g. pizza, hamburger, or teach a few as necessary.

Exercise 3

You can make a bar chart with the food learners like and the food they don't like. Every time a learner says what he / she likes and doesn't like, draw a tally mark; then, count the number of tally marks to see which the most popular food is in the group and which is the least popular.

Exercise 4

Learners can add a plan of a house for others to describe. They can make a collage as well instead of drawing the plan.

Exercise 5

Ask learners what clues they focused on to decide on each room and its owner. Learners can also draw another room for each character and write a caption for it.

Exercise 6

Learners can add further questions using the information in Exercise 7a.

Exercise 7Learners can ask *Where* questions using the information in Exercise 7a on page 61 of the Pupil's Book. They can also answer these questions.**Exercise 8**

Learners can add drawings, write the description, and colour them.

Exercise 9Learners can play a memory game. Say, *I like oranges* for learners to say, *True!* or *False!***Exercise 10**

Ask learners to account for each of the choices. Once you finish checking, they can write the same text, but this time, a girl talks about her family and changes the information. Then, she also talks about the food she likes.

Exercise 11Focus learners' attention on the answers that have not been circled. The first one is 'My pencil case'. *What could the girl have asked that would have My pencil case as an answer?* You can give an option, e.g. *Is this your pencil case? What's this?* Do the same with the other responses. In some cases, more than one answer is possible. Learners can also act out the conversation.**Exercise 12**

Learners can draw and write about another room in the house.

UNIT OVERVIEW

Vocabulary

drawing, playing, dancing, riding a horse / bike, singing, running, eating, drinking, writing, reading, listening to (music), making (a house), watching TV, wearing a costume

Grammar

Present Continuous: I'm, He's, She's

They have / don't have

Communication

I need a hand.

Recognition

Classroom language

Routines

sunny, cloudy, rainy, it's raining, cold, warm, hot
happy, OK, tired, angry, sad

Awareness

Inclusive classrooms, cognitive, social, intercultural, ESI / CSE, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Technology and Art

Design a costume

Project

'I am special' poem

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand food items.
- can understand I like statements.

Key language

salad, bread, meat, chicken, eggs, chips

Areas of awareness

Social awareness

Intercultural awareness

Language awareness

Lesson opening

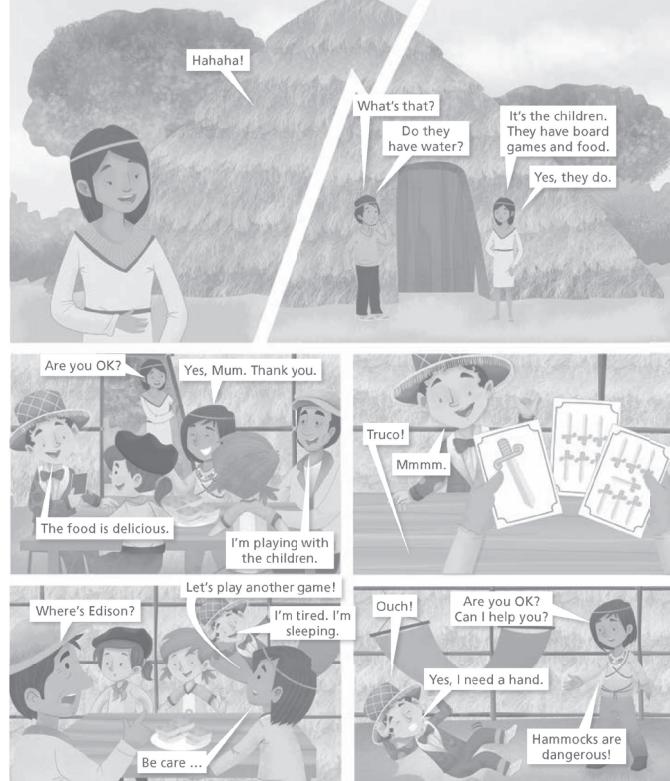
Greet learners and go over the routines.

1 59 Look and listen.

Possible lead-ins:

- Tell learners about playing games with friends when visiting them.
- Follow the suggestions on page 15 in this Teacher's Book to tell stories.

1 59 Look and listen.



- If learners are using their books, tell them to open them at page 70. Point to the woman in panel 1 and ask learners, Who's this? Then, point to the man in panel 2 and ask, Who's this? Point to the other panels and ask, Where are the characters? Give options if necessary, Are they in the house? In the classroom?
- Point to Edison in the last panel and ask, What's the problem? Accept all the learners' answers.
- Play the audio as learners read and go back to their predictions.
- Point to the hammock in panels 5 and 6 and ask learners if they have one at home, or if they have used one.
- Refer learners to Edison's comment, I need a hand. Ask them if the meaning is the same as Help, please!



→ See PB page 70.

Social awareness

Reflect with learners on how the children are all playing together. Luriel's dad is worried that the children may not have enough food or water. This shows how he cares for all of them since they're guests at his house. His mum wants to check that everything is alright, again showing she cares.

2 60 Listen and say 1 or 2. Then, read and number.



They have chicken.
They have soft drinks.
They have meat.
They don't have meat.

1
2
2
1



They don't have bread.
They have eggs.
They don't have apples.
They don't have salad.

1
1
2
1

3 Read and circle.



1 They ~~have~~ / don't have a doll.
2 They ~~have~~ / don't have an action figure.
3 They ~~have~~ / don't have a board game.
4 They ~~have~~ / don't have building blocks.

5 They ~~have~~ / don't have a car.
6 They ~~have~~ / don't have a ball.
7 They ~~have~~ / don't have pencils.
8 They ~~have~~ / don't have pens.

4 Read and complete. Use **They have / They don't have.**

They have _____ a big living room.
They don't have _____ a big dining room.
They don't have _____ a big kitchen.
They don't have _____ a garden.
They don't have _____ three bedrooms.
They have _____ two bathrooms.



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Intercultural awareness

The children are playing *Truco*, a typical card game. They can ask at home if their family know how to play it. Ask learners what other card games they know.

Language awareness

Ask learners to listen and read again when Edison falls from the hammock. He says, *Ouch!* Ask learners what they say in their home language when they fall.

2 60 Listen and say 1 or 2. Then, read and number.

- Before the activity, tell learners, *The children have water, Yes or no? They have food, yes or no? They have a table and chairs, yes or no? They have a fridge, yes or no?* If the answer is *No*, say the complete answer, *No, they don't have a fridge.*
- As learners listen to the audio, they have to look at the two pictures and say if the statement is about picture 1 or 2. Provide an example before you play the audio. One of the statements should be negative for learners to understand the concept, i.e. if you say, *They don't*

have chicken, then they should select the picture with no chicken in it.

- Play the audio or give out the instructions yourself.
- Ask learners to do the second part of the activity. When checking, ask them what clues they focused on.

AUDIO SCRIPT

They have chicken.

They have soft drinks.

They have meat.

They don't have meat.

They don't have bread.

They have eggs.

They don't have apples.

They don't have salad.

Language awareness

Help learners to notice if there are any differences in *have* when you say *I have* and *They have*.

Building confidence activity

Quickly. Tell learners you'll work with picture 1 first. Name different food items for learners to say *They have ...* or *They don't have ...* Do the same with picture 2.

3 Read and circle.

- Ask learners to follow the words as you read out the instructions.
- Show them that the toys belong to both children.
- Ask them how long they need to complete the activity. When they finish, reflect on the timing they predicted if it ended up being incorrect.
- Check the answers.

Language awareness

Ask learners what *he*, *she*, and *it* refer to. Then, ask if *they* is only used for animals and objects or for people as well.

4 Read and complete. Use **They have / They don't have.**

- Ask learners to read the instructions and elicit what to do.
- Give them time to complete the activity.
- After checking, ask them to correct the negative statements.

Workbook

Pages 115–116, Exercises 1, 2, 3, 4, and 5

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can understand actions in progress.

Key language

Present Continuous: *I'm ...*

drawing, dancing, singing, playing (football), riding (a horse), running, writing, reading, drinking (water), eating (an apple), making (a house)

Areas of awareness

ESI / CSE

Cognitive awareness

Language awareness

Lesson opening

Greet learners and go over the routines.

5 61 Look and listen.

- Ask learners to open their books at page 72 and read the instructions.
- Point to a speech bubble and ask, *What's this? Speaking* (use gestures) or *listening*? Then, point to a thought bubble and ask, *What's this? Speaking or thinking?* Use gestures again.
- Ask learners to look at the thought bubbles and predict what is going on.
- Play the audio and go back to learners' predictions.

61 → See PB page 72.

ESI / CSE

Every child has the right to imagine the future they'd like.

Cognitive awareness

It's important to work hard so as to help our dreams come true, it's not a question of luck but a question of persevering and trying hard.

6a 62 Listen and number.

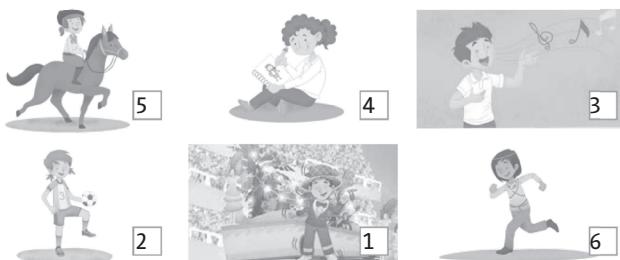
- Instruct learners to read the instructions.
- Play the first line for learners to write number 1. Ask them what clues they found to decide which one is number 1. They may say it's Edison's voice. Accept all their ideas.
- Play line 2 and ask learners how they know which one is number 2. They may refer to María's voice and the word football. Do the same with the other lines.

5 61 Look and listen.



6a 62 Listen and number.

Farm School children



6b Read and number.

I'm drawing.	4	I'm dancing.	1	I'm singing.	3
I'm playing football.	2	I'm riding a horse.	5	I'm running.	6

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AUDIO SCRIPT

Number 1. Edison: I'm dancing.

Number 2. María: I'm playing football.

Number 3. Boy: I'm singing.

Number 4. Girl: I'm drawing.

Number 5. Ramona: I'm riding a horse.

Number 6. Luriel: I'm running.

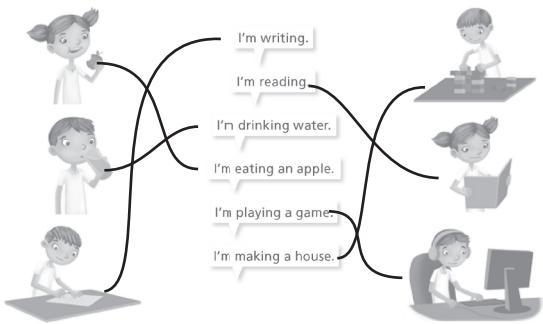
Language awareness

Check that learners understand that the children are performing the actions as they speak.

6b Read and number.

- Ask learners to follow the instructions as you read them out. Elicit what to do.
- Remember to ask them how long they'll need and then to reflect on the time they actually needed.
- To check, say, *I'm (drawing). What number is it?* Ask learners what clues helped them to number the statements.

7 Read and match.



8 Look and clap (yes) or shush (no).



9 Game

**Building confidence activity**

Guess. Take out these action flashcards: *dance, play, sing, draw, ride, run*. Hold one to your chest and without showing it to learners, say, e.g. *I'm dancing. Is it true or not?*

7 Read and match.

- Ask learners to read the instructions and elicit what they have to do.
- Agree on a time limit and get learners to work.
- When checking, ask learners what clues in the speech bubbles helped them to match the picture and the words.

Language awareness

Help learners to notice that in texts there are clues that can help us to understand.

8 Look and clap (yes) or shush (no).

- Ask learners to read the instructions.
- Instruct them to go over Exercises 5, 6, and 7 to check they know all the actions.

- Demonstrate with an example. Mime eating and say, *I'm eating*; learners clap. Then, mime writing and say, *I'm dancing*; learners shush.
- Remind learners of the rules for games.

Building confidence activity

The right card. Place the action flashcards on your desk or on one side of the board. Describe one of the actions, e.g. *I'm drinking water*. Call on a learner to go to the board, select the right card, and place it on the other side of the board. Do the same until there are no flashcards left on your desk or on the first side of the board.

9 Game

- Tell learners to read the instructions and look at the picture. Elicit what to do.
- As they start the sequence, they have to mime each of the actions.
- Play a few rounds. To make this less challenging, you can place all these action flashcards on the board.

Cognitive awareness

Discuss with learners what strategies they can use to remember the sequences.

Assessment

Ask learners what they have been learning so far. Invite them to browse their books and notebooks. Learners add the new words to their dictionary.

Workbook

Pages 116–117, Exercises 6, 7, and 8

Lesson closing

Close the lesson and say goodbye.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can understand actions in progress.
- can understand statements with *wearing*.

Key language

Present Continuous: *He's / She's ...*

watching TV, jumping, riding a bike, wearing a costume

Areas of awareness

Language awareness

Cognitive awareness

ESI / CSE

Intercultural awareness

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

Finger on. Describe the actions in Exercise 10a for learners to place one finger on the correct photo, e.g. *I'm drinking a soft drink*.

10a 63 Listen and hand on.

- Ask learners to open their books at page 74 and read the instructions.
- Play the first statement or give the instruction and ask learners to put their hand on the picture. Ask them how they know which picture it is.
- Play the rest of the audio or give the instructions.

AUDIO SCRIPT

He's eating chicken.
She's playing.
He's watching TV.

He's drinking a soft drink.
She's listening to music.
She's jumping.

Language awareness

Focus learners' attention on the use of *He* and *She* in the description of the photos.

10b Read and tick (✓) or cross (✗).

- Have learners read the instructions and elicit what to do.
- Agree on how long they'll need and check after they finish.

10a 63 Listen and hand on.



Hellen



Frank

Alan



Bruno

Susie



Brenda



10b Read and tick (✓) or cross (✗).

1 Frank is eating an apple.	<input checked="" type="checkbox"/>	4 Alan is watching TV.	<input checked="" type="checkbox"/>
2 Bruno is running.	<input checked="" type="checkbox"/>	5 Brenda is drinking water.	<input checked="" type="checkbox"/>
3 Hellen is listening to music.	<input checked="" type="checkbox"/>	6 Susie is jumping.	<input checked="" type="checkbox"/>

10c Correct the (✗).

1 Frank is eating chicken.	_____
2 Bruno is drinking a soft drink.	_____
3 _____	_____
4 _____	_____
5 Brenda is jumping.	_____
6 Susie is playing.	_____

74

10c Correct the (✗).

- Ask learners to read the instructions.
- Elicit where they can find information if they can't remember one of the actions.
- Now, ask learners to complete the activity; then, check.

Cognitive awareness

Becoming aware of the sources they have to check contributes to learning. If there are posters on the wall with information they can use, help them to notice these are references as well.

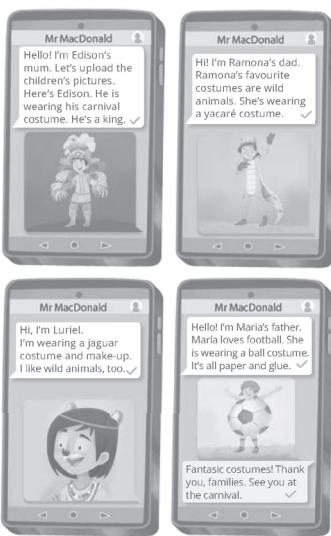
11 Game

- Have learners read the instructions.
- Demonstrate with an example. Ask a learner to come to the front, give his / her back to the rest and perform an action. Describe the action, e.g. *(Vera) is riding a bike*. The rest of the learners have to say, *Yes!* or *No!*
- After a few rounds, encourage learners to describe the action themselves.

12  Look and listen.

On the school chat, one week before the carnival party

The school chat, thirty minutes before the carnival party



Building confidence activities

Act out. Demonstrate with a learner. Say, *(Pedro), come here please!* *(Pedro)* says, *Sorry! I'm (writing)* as he mimes the activity. Invite learners to use other actions as an excuse.

Repeat if correct. Use the action flashcards. Use *He's* or *She's* and an action for learners to repeat if it's correct or to remain silent if it isn't. It can be the wrong action or the wrong pronoun.

12  Look and listen.

- Have learners read the instructions.
- Point to the different phone screens and ask learners if they're phone conversations or text conversations. If learners make reference to social media messages, accept their idea.
- Point to the top of the screen and ask learners who the messages are for. Ask them what they may be about.
- Play the audio and check their predictions.

AUDIO SCRIPT

Mr MacDonald: Next Friday: Carnival Party! Bring your costumes.

Edison's mum: Hello! I'm Edison's mum. Let's upload the children's pictures. Here's Edison. He is wearing his carnival costume. He's a king.

Ramona's dad: Hi! I'm Ramona's dad. Ramona's favourite costumes are wild animals. She's wearing a yacaré costume.

Luriel: Hi! I'm Luriel. I'm wearing a jaguar costume and make-up. I like wild animals, too.

Maria's father: Hello! I'm María's father. María loves football. She is wearing a ball costume. It's all paper and glue.

Mr MacDonald: Fantastic costumes! Thank you, families. See you at the carnival.

ESI / CSE

We all have a right for privacy, and we should not read somebody else's messages. Online messaging and social media can be dangerous, and children should not access them. In the same way that children can't drive, they shouldn't use social media. If some do, they should do so under adult supervision.

Intercultural awareness

Tell learners about Carnival. In some cities it is still celebrated. Children and adults wear costumes and sometimes there are parades. A very famous Carnival is the one in Rio de Janeiro, in Brazil.

Social awareness

Reflect with learners on how we communicate at present and how people used to communicate before. Discuss how important it is to keep in touch with friends and family.

Workbook

Pages 117–118, Exercises 9, 10, and 11

Lesson closing

Close the lesson and say goodbye.

Note: Have blank sheets of paper cut into halves, one half for each learner.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand *wearing* statements.
- can make an excuse.

Key language

costume

wearing

Areas of awareness

Social awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines.

13 Read and circle.

- Go back to the text messages on page 75, show Luriel, and ask, *Look. Is this his uniform?* When learners say *No*, tell them, *Yes, it's a costume. It's a jaguar costume.* Then, ask, *Who's wearing a yacaré costume? Who's wearing a king costume? Who's wearing a pencil costume?*
- Ask learners to open their books at page 76 and read the instructions.
- Encourage learners to circle the words without going back to the story.
- Before checking, let them read the text messages to see if they would change anything; then, check.

14 65 Listen and write the name. Then, read and match.

- Tell learners to read the instructions. Elicit what they need to do.
- Instruct them to predict what the audio may say based on clues. Play the first line and check their predictions.
- Play the rest of the audio and then, check by pointing to each of the children and asking, *What's his / her name?*
- Now, tell learners to match the children to what they say. Check by saying, *I'm wearing (a duck) costume* for learners to say who it is.

AUDIO SCRIPT

Brenda is wearing a doll costume.

Peter is wearing a duck costume.

Alice is wearing a pencil costume.

Max is wearing an ice cream costume.

Kate is wearing a crocodile costume.

13 Read and circle.

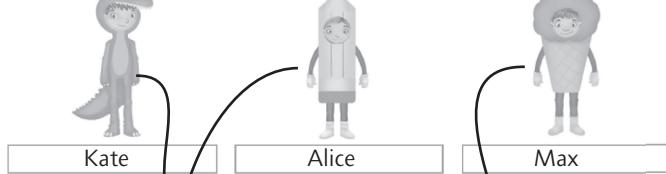


- 1 I'm Luriel. I'm wearing a king / jaguar costume.
- 2 I'm María. I'm wearing a ball / princess costume.
- 3 I'm Ramona. I'm wearing a yacaré / jaguar costume.
- 4 I'm Edison. I'm wearing a jaguar / king costume.

14 65 Listen and write the name. Then, read and match.



Then, read and match.



I'm wearing a crocodile costume.
I'm wearing a doll costume.
I'm wearing a duck costume.
I'm wearing a pencil costume.
I'm wearing an ice cream costume.

Peter

Brenda

15 66 Listen and act out.



Let's go out, Amy and John.

Sorry, Mum. I'm writing and John is drawing.

76

Building confidence activity

Masks. Hand out the blank sheets of paper to learners. They should draw the face of an animal or a character. When they're ready, they should wear the mask and say, *Look! I'm wearing a (dog) mask.* You can take a photo of all the learners wearing their masks.

15 66 Listen and act out.

- Ask learners to read the instructions and elicit what to do.
- Follow the suggestions on page 17 in this Teacher's Book.
- Play the audio once only. Ask, *What is the girl's / boy's name? What is Amy / John doing?* Then, assign roles in groups of three so that one is mum, one is Amy, and the other is John.
- Play the audio again for learners to only mime the actions while the audio is playing. Once they have learnt the actions, ask them to add the dialogue.
- Ask them to perform in front of the rest. Invite them to change the activities.

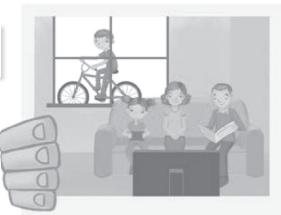
AUDIO SCRIPT

A mum's voice: Let's go out, Amy and John.

Amy: Sorry, Mum. I'm writing and John is drawing.

16 Read, show, and tell.

This is a photo of my family. Mum's watching TV, dad's reading, my sister's playing, and I'm riding a bike.

**17** Write.

Look into the crystal ball. What are you doing?

- 1 I'm Learners' own productions.
- 2 I'm _____.
- 3 _____.
- 4 _____.

Social awareness

Remind learners it's a sign of good manners to congratulate others on their performances.

16 Read, show, and tell.

- Have learners read the instructions and the text. Check they understand what to do.
- Instruct learners to draw their families performing different activities.
- Elicit where they can find information if they don't remember a word.
- Show them they can use the text as a model to write their own. Once they write theirs, they need to rehearse presenting it.
- Take photos of the learners' productions and upload them onto the school blog. Share the posters with the rest of the school if there's a notice board or make a display in the classroom.

17 Write.

- Have learners follow the instructions as you read them out.
- Refer them to the story on page 72 in which the characters see themselves in the future. Explain that this is what they have to do.
- Learners may not be aware of what a crystal ball is; explain to them.
- Let them draw and write; ask them to share their productions. Remind them where they can find different actions in case they need 'inspiration'.

Inclusive classrooms

Show learners how important it is to make everybody feel happy about their own ideas.

Workbook

Page 118, Exercise 12

Lesson closing

Close the lesson and say goodbye.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can write about their favourite activities.

Key language

Present Continuous
wearing

Areas of Awareness

Social awareness

ESI / CSE

Inclusive classrooms

Lesson opening

Greet learners and go over the routines.

18 67 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 78. Ask learners what the characters are celebrating.
- Focus on the last panel. Point to the crown that says KING and ask learners what is going on.
- Play the audio and go back to their predictions.



→ See PB page 78.

Social awareness

Reflect with learners on how all of Edison's classmates are happy for him.

ESI / CSE

We're all special in our own way. We should not try to be somebody else.

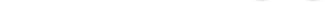
Inclusive classrooms

Edison makes it a point that we're all different, yet we're all special. Different does not mean less good in any way.

Building confidence activity

Act out. Invite learners to act out the panels. Different pairs or groups will act out different panels.

18 67 Look and listen.



Can I have a sandwich, please?

Yes, of course, Maria! Where's Edison?

It's hot. Can I have some water please, Mrs Pérez?

Yes, here you are, Luriel.

He's dancing. He's never tired.

Edison, you are the king of the school carnival.

Neigh! Neigh!

Chuck! Chuck!

Edison! Edison!

You're special, Edison!

Listen! It's your name!

We're all different and special. Thank you, friends!

78

19 Look and write in the correct column.

- Have learners read the instructions. Check they understand they have to refer to the story on page 78.
- Let them work individually or in groups.
- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity; then, check.

ESI / CSE

Only Ramona's and Luriel's mums can be seen at the celebration, yet it may be the case that the other parents are somewhere else and were not included in this picture. A school celebration is for all the members of the family.

20 My favourite activities

- Tell learners to read the instructions.
- Show them they have to write about their favourite activities. Tell them they can draw stick figures. Check they include key elements, e.g. a microphone, a ball, a TV, etc.
- Invite them to write captions for each of the activities, e.g. *I'm (singing)*.

19 Look and write in the correct column.



Edison Mr MacDonald Luriel Choike Fluffy

Edison's mum Ramona Thunder María Ramona's mum

Costume	No costume
Edison	Fluffy
Luriel	Choike
Ramona	Thunder
María	Mr MacDonald Edison's mum Ramona's mum

20 My favourite activities



79

- When they finish, they should present their productions to the rest.
- Take a photo of the learners' productions and upload them onto the school blog.

Workbook

Page 119, Exercise 13

Assessment

Work on assessment. For assessment activities for Unit 6, go to page 144 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye.

STEAM CHALLENGE: Design a costume

Aims of the lesson

- To learn about recycling and basic costume design.
- To revise and integrate language.

Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can introduce and describe furniture.

Lesson opening

Greet learners and go over the routines.

STEAM AREAS:

Technology and Art

SKILLS:

Collaboration, planning, design, creating, communication, creative thinking, presenting

MATERIALS:

- Glue, tape, scissors
- Craft supplies: pencils, markers, coloured paper, glitter, coloured glue, etc.
- Recyclable material: toilet paper rolls, newspaper, paper bags, egg cartons, toilet paper, string, magazines, fabric scraps, plastic bottles
- Computer or tablet (optional)

Prepare:

- Ask learners to gather items from around their homes that they will normally throw away. Give them a list of possibilities from the materials section.

Contextualize:

- Remind learners that the characters in the story had a Carnival Party. Ask them to remember what costume each one wore. Explain that today they are going to become costume designers to create the costume worn by the characters in the story.
- Talk about what costume designers do: they design and create costumes for actors in movies or characters in music videos.

Research:

- Use a computer or tablet to search for *newspaper clothing*. If these technological devices are not accessible in the classroom, learners can be asked to research at home and show or say what they found.
- Mention the word *mannequin* and explain that it is a full-size human figure made of wood that is used to show clothes in shop window displays. Mannequins are also used by clothes designers for designing and making clothes.

STEAM CHALLENGE

Design a costume



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Language focus: *I'm wearing a ... costume.*



Explore:

- Show different types of recyclable materials that learners might use. Talk about why these are called *recyclables* and how they connect to the newspaper clothing that you researched.

Organize:

- Assign four groups and their character:
 - Edison: king costume
 - Ramona: yacaré costume
 - María: ball costume
 - Luriel: jaguar costume
- Group members decide on their roles. One learner in each group will be the mannequin while the costume is being created, who then will model the finished costume for the class. The rest will be the designers.

Design:

- Page 80: Learners sketch out their designs. Remind learners to create shoes or feet if they need them for their character (e.g. yacaré's feet).

Create:

- Learners put together their designs using one of their members as a mannequin.

PROJECT TIME

'I am special' poem



1 Read the poem and complete the chart.

Name	Rachel
Age	9
Family	mum, dad, sister
Description	tall, slim, brown eyes, small ears, small nose, big mouth
Pet?	dog, Pipo, plump, and small
😊 (colours)	blue and pink
☹ (colours)	brown
❤ (food)	chicken
Favourite toy	doll

2 Complete the table with your information.

Name	
Age	
Family	
Description	
Pet?	
😊 (colours)	
☹ (colours)	
❤ (food)	
Favourite toy	

3 Write your 'I am special' poem. Use Rachel's poem as a model.

Learners' own productions

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Present:

- Organize a Carnival Party. Learners play their roles. Some will present the costumes as if in a carnival and others will play the part of the audience in the street watching the carnival parade. Play carnival music and have learners do a simple choreographed performance in the parade. They present their costumes saying, *I'm (Edison)*. *I'm wearing a (king costume)*. Learners might also describe what they used to make their costume, e.g. newspaper, cardboard, egg cartons.

Note: You need copies of the fingerprint on page 155 in this Teacher's Book, one per child.

PROJECT TIME: 'I am special' poem

Aims of the lesson

- To write an 'I am special' poem.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can write a poem.

Lesson opening

Greet learners and go over the routines.

1 Read the poem and complete the chart.

- First, paint one of your fingerprints with a marker (or chalk if you have a chalk board) and press it against the board. Tell learners, *This is my fingerprint. It's unique* (use gestures). Point to a learner and say, *Your fingerprints are different*. Point to several and say the same for them to understand the concept of *unique*.
- Ask learners to read Rachel's fingerprint. Ask, *Is this information about her or not?*
- Focus their attention on the chart. Go over all the categories on the left and check they all understand them. Point to the first line, *Age*, and the answer. Write, *I'm nine* on the board and help learners to notice that in the chart, you only include key information.
- Let them complete the chart in groups. Walk around and provide help as needed.
- Remind learners that in English we say, *a big nose*, not *a nose big*. Check they write the information in the right way so that it's easier when they write the poem.
- Check on the board.

2 Complete the chart with your information.

- Ask learners to read the instructions and elicit what to do.
- Ask them if they will include key information as in Rachel's chart or not.
- Give them time to complete the charts.

3 Write your 'I am special' poem. Use Rachel's poem as a model.

- Now they're ready to write their poem. Elicit what they can use as a guide.
- Notice with your learners that they are asked to first write the poem in their books so that they can plan it before writing their final piece of work. Writing drafts, or planning, is always an important step to check spelling, vocabulary, grammar, to organize the text, and to get the final piece right.
- Once they've finished, hand out the copies of the fingerprints, one per child.
- Ask learners to write the lines of the poem into the fingerprint. They can use different colours or just one.
- When they're ready, instruct them to colour one of their fingerprints and press it against the sheet.
- Make a classroom display of the poems. Take photos and upload them onto the school blog.

Lesson closing

Close the lesson and say goodbye.

Carnival!

6

1 Read and tick (✓) or cross (✗).



Paul and Glen are twins.



They have a mum.



They have two grandpas.



They don't have a sister.



They don't have a dad.



They have a big brother.



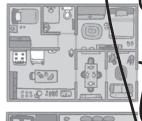
They have two grannies.



2 Read and match.



Mr and Mrs Kent have a nice house. They have a big living room and a big dining room. They don't have a big kitchen. They have a bathroom and a bedroom. They don't have a garden.

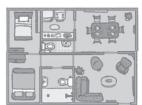


Mr and Mrs Parker have a nice house. They have a big living room. They don't have a big dining room. They have a small kitchen. They don't have two bathrooms, they have one. They have a big bedroom and a small bedroom.



Mr and Mrs Lancer have a beautiful house. They have a small living room and a small dining room. They don't have a small kitchen, they have a big one. They have one bathroom and two bedrooms.

3 Look at the plan and write about Mr and Mrs Wilson.



Learners' own productions

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7 Read and circle.



- I'm dancing a book tango
- I'm drawing football a car
- I'm riding horse / a pencil.
- I'm singing a pencil the hello song.

- I'm jumping in the garden a notebook.
- I'm playing an action figure / football

8 Read and complete. Use the words in the box.



dancing drawing jumping playing riding a bike singing



I'm jumping



I'm drawing



I'm dancing



I'm riding a bike



I'm singing



I'm playing

9 Read and number.



- I'm drinking.
- I'm eating.
- I'm making a house.
- I'm playing a game.
- I'm reading.
- I'm writing.



6



5



1



2



3



4

117

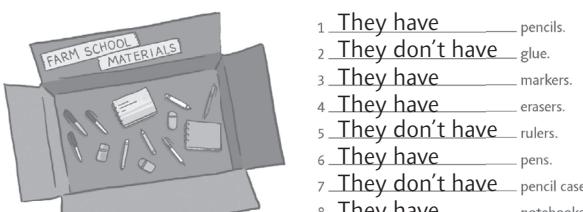
6

4 Read and circle.



- Elephants have / don't have big ears.
- Lions have / don't have a big head.
- Cats have / don't have long ears.
- Crocodiles have / don't have a big mouth.
- Iguanas have / don't have long legs.
- Birds have / don't have four legs.
- Fish have / don't have ears.
- Jaguars have / don't have blue eyes.
- Monkeys have / don't have a big nose.
- Pigs have / don't have short legs.

5 Read and complete. Use **they have / they don't have**.



- They have _____ pencils.
- They don't have _____ glue.
- They have _____ markers.
- They have _____ erasers.
- They don't have _____ rulers.
- They have _____ pens.
- They don't have _____ pencil cases.
- They have _____ notebooks.

6 Read and circle.



Kangaroos is / are big animals. They're They have brown. They have / don't have a small head. They have / don't have big ears. They have two long legs and two short / tall legs. I like / don't like kangaroos. 'She's a They're my favourite animal.'

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10 Read and match.



Maggie is writing	a car.
Mike is playing	a horse.
Bob is listening to	a story.
Alice is watching	chips.
Andrew is eating	nice music.
Susie is drinking	TV.
Melanie is riding	water.
Paul is making	<i>Yaguaré Korá</i> .

11 Read and complete. Write two options.



- Roberta is playing _____
- Bruno is drawing _____
- Linda is eating _____
- Ken is drinking _____
- Brian is reading _____
- Ana is making _____

Learners' own productions

12 Read and colour.



Chris	Nick	Meg
		
orange, yellow, and green	red and sky-blue	black, brown, and grey
Mike	Maggie	Meggie
		
Mike is wearing a blue and white costume.	Chris is wearing an orange, yellow, and green costume.	Maggie is wearing a pink and purple costume.
Maggie is wearing a pink and purple costume.	Meg is wearing a black, brown, and grey costume.	Nick is wearing a red and sky-blue costume.

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13 Write.



1 Read the example.



2 Look at the characters, circle, and write.



Tall tale character	Description
	This is Peter Potato-couch. He's short / tall and slim / plump . Look! He's watching TV.

Tall tale character	Description
	This is John Lightning. He's slim plump and short / tall . Look! He's running.
	This is Hungry Vicky. She is slim plump and short / tall . Look! She's eating an ice cream.
	This is Bonnie Bookworm. She is slim / plump and short / tall . Look! She's reading.

3 Now, describe your tall tale character.



Draw the character. Then, complete the description.

Tall tale character	Description
Learners' own productions	My name is _____. I'm plump / slim and short / tall . Look! _____.

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Exercise 1

Focus on 3: Spanish speakers, among others, typically think, '*no, they don't have a sister, so it's false (X)*'. Help them to see how this is correct because they don't have a sister. Learners can correct the (X) statements.

Exercise 2

Learners can draw another floor plan and describe it using these texts as a model. They can also change the information in these texts, e.g. if it says *big*, they change it to *small*, if it says *two*, they change it to *one* or *three*. Then, they draw the floor plan.

Exercise 3

Learners can bring a floor plan from home, which they can download from the Internet or cut out from a magazine or newspaper and write about it.

Exercise 4

Learners can rewrite the sentences changing the animal but sticking to the characteristic, e.g. *Rats have big ears*. They can also make changes to use the phrases that are not circled, e.g. *Crocodiles don't have big ears*.

Exercise 5

Learners can add new statements about what they don't have. They can also draw another box and write about it.

Exercise 6

Reflect with learners on each of the options, i.e. why one is correct while the other isn't. Learners can write about other animals, e.g. cats, dogs, tigers, etc.

Exercise 7

Learners can change the first part of each sentence to use the words that have not been circled, e.g. *I'm reading a book*.

Exercise 8

Ask learners what they can do to reduce the number of options still available. Elicit if it's better to cross them out in pencil or in ink as they have used them. Also, help them to notice they don't have to start at 1, but with the ones they're sure about or find easier.

Exercise 9

Learners can add information, e.g. *I'm reading (a book)*. After numbering the statements, they can play a memory game.

Exercise 10

Work on strategies. It's better to use a pencil than a pen so that if they have to change any of the arrows, they can erase them easily. They should start with the ones they're sure about, e.g. *TV goes with watching*. When they finish, learners can add a second phrase, e.g. *I'm writing my name*.

Exercise 11

Ask learners if they can add a third option. Then, you can play a memory game, e.g. *Who's playing?*

Exercise 12

Learners can draw another boy or girl in a costume, colour it, and write a caption.

Exercise 13

Check that learners understand what to do: cross out or circle when there are options, and complete with information about an action. Ask them when to use *he's* and *she's*. Let learners decide if the characters are tall or short, slim, or plump since sometimes it's a question of comparison. In the case of ice cream, tell them in English we say, *eat an ice cream*.

BREAK TIME 2: Board game: Battleship

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can ask questions starting *Is it a ... (colour)?*
- can name some nouns.

Key language

Colours

Numbers

Animals

Food or drinks

Family members

Actions

Parts of the body

Areas of awareness

Language awareness

Cognitive awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 13 in this Teacher's Book for suggestions.

- Ask learners to open their books at page 82 and say the name of the section as you point to it. Remind them that when it's break time, they'll play a game, like in Break Time 1 when they played *Yaguareté Korá*. Tell them that this time they will play Battleship. Elicit what the words *ship* and *battle* mean; ask if they know this game in their own language (*Batalla Naval* in some Spanish-speaking countries).
- Refer to the grid and help learners to notice the numbers and the letters of the alphabet. Read along both lines while pointing to the numbers and the letters, saying each one as you go along, learners joining in with you.
- If your learners have played this game before, ask them if they know how to use the numbers and letters as a code: e.g. D3, F4. These codes are used to find the opponents battleship locations. If necessary, drill the letters if your learners are having trouble with their names, or assign a word to each letter, e.g. A = apple, B = bed, so then the code would be: *Apple 7, Bed 5*.
- Explain the rules of the game while referring to the instructions on each of the pages:
 - Say that by playing this game, they will practise the words they have learnt this year. Elicit from your learners what they remember they have learnt as a reflection exercise and brainstorm their answers on the board.
 - Bring learners' attention to the list of lexical sets on page 82. Read them out one by one and have learners

BREAK TIME 2

Board game: Battleship

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Instructions

Hide 7 words:

- a colour
- a number
- an animal
- food or drink
- a member of the family
- an action
- a part of the body

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name words that relate to that set, e.g. *Say, A colour!* for your learners to say, *Yellow! Blue!* / *A number!* for your learners to say, *Seven! Three!*

- Refer to the word *hide* in the instructions. This is the way in which the battleships are marked to be secretly hidden from the opponent. The objective of the game is to find the opponent's battleship.
- Draw a quick grid on the board and write a word in it, using one square for each letter. Say that this is what it means when it says, *Hide 7 words*. Make sure they understand that they have to hide seven words related to those lexical sets (*red, seven*), not the lexical sets themselves (*colour, number*). Explain that for numbers, they have to write the written word.
- Go to page 83 and focus attention on the rules and the example: the words can be written vertically or horizontally, not diagonally, and there must be blank cells around the words.
- Then, look at the language that will be used: e.g. *C4, hit, missed, Is it a (colour)?* If it is a hit, the learner who is hit marks this on their grid. The attacking player marks the hit or miss on their grid too, using different colours or an *H* and an *M*, to keep a record of the codes that have been used already.

Social awareness

Encourage learners to take turns properly and to respect the rules. Encourage learners to use the phrases *My turn / Your turn* as they play.

Lesson closing

Close the lesson and say goodbye.

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Rules

- Words: vertical or horizontal. No diagonal.
- Blank cells around the words.

1	2	3	4	5	6
A					W
B					A
C	R	E	D	T	
D				E	
E			R		
F					



Example 1:

Jeremy: C4

Vicky: Hit.

Jeremy: B4

Vicky: Missed.

Example 2:

C2, C3, and C4, hit, C1 and C5, missed.

Jeremy: Is it a number? Is it an animal?

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- Demonstrate how to play the game to make sure everyone understands. There are two grids for each learner: one grid is to arrange the battleships (words) and to record the shots by the opponent player and the other grid is to record their own shots.
- Learners play in pairs. Go over the rules for games.

Language awareness

Build learners' awareness of the similarities and differences between their own language and English: in both languages the name of this game contains two words, the word *battle* is similar to the word *batalla*, and the name of the game shares the same word order in both languages.

Cognitive awareness

Guide learners to understand the instructions on the page so that they can refer to them if they need to, building their independence. This helps them to gain awareness that games come with their own instruction manuals and they are there to be understood, followed, and referred to if in doubt.

Our Show

OVERVIEW

Language

Introduction of characters
Description of characters

Aim of the section

To show how much learners have learnt.

Learning objectives

Learners

- can introduce characters.
- can describe characters.
- can make invitations.
- can make a poster.
- can make a show programme.

Lesson opening

Greet learners and go over the routines.

Show N° 1: Our stories

- Tell learners that they're going to get ready to show families how much they've learnt. Make it a point that everybody will participate and contribute to the show.

1 Get organised

- Instruct learners to open their books at page 84. Point to the name of the section, *Our Show*, and help them to notice there are two parts to this show.
- Ask learners to read the tasks in the chart. Everybody will need to contribute to the writing of the texts, i.e. the invitations, the programme, and the posters.
- With respect to the character puppets, ask the technology or the arts teacher if they can make them with the learners. They can draw them themselves or use the templates on the teacher's website. When they're ready, stick a lollipop stick or a straw on them so that learners can hold them, as shown in line 2 of the chart.
- Copy the chart onto a poster board and write the learners' names.
- In all, 19 learners will be needed to introduce the characters. Most probably, there are more learners in the group, so the introductions can be divided into two learners. This can help shyer learners, or learners who may need extra help. For instance, when learners introduce the school pets, they can divide the introductions so that each should remember only one line. This makes nine learners instead of three. Some characters' introductions can also be divided into two so that every learner has something to say.

Our Show

Show N° 1: Our stories

1 Get organised.

Divide the different activities. How many students? How many groups?

Activity	Students
Make the invitations	
Make character puppets	
Make the posters	
Make the programme	
Learn the lines	

2 Characters



84

2 Characters

- Learners read the characters' introductions. Ask them to try to remember as much about them as they can.
- Play a *Who?* game. Say something as if you were a character for learners to say who it is, e.g. *I have a small family. Luriel!*
- Discuss with learners the different strategies to remember the lines, e.g. using prompts such as drawings, realia (a real object like a ball) and gestures (e.g. the strong gesture with your arm).



- Help learners to learn the lines. Each learner can underline or colour the lines he or she needs to say.
- Remember to take photos of the learners as they're learning the lines.

3 Puppet time

- If learners make the puppets in class with you, tell them to get whatever materials they need and give them time to work. Learners can also add the name to the characters.

- When the puppets are ready, take a photo of all of them. Remember to take photos as learners are working.

4 Present the characters

- Inform learners that this is a rehearsal. As each presents his or her part, the other should listen respectfully and give them feedback.
- If necessary, each presenter may have a chart with the key information they'll say about the character, e.g.

Name	Ramona, <i>gaucha</i>
Horse	Thunder, fantastic
Family	2 brothers

Show Nº 2: Tall tale heroes

- Help learners to understand what the presenters do: introduce the topic since families may not know about tall tale heroes. Some lines are longer and can be divided into two learners. Some are simpler and can be assigned to learners who may need extra help.
- Ask learners to read the first hero's introduction. Refer them to the phrase between brackets in italics. Show learners these are instructions for them to follow when they introduce the characters, they are not for them to say.
- Play a *Who?* game, this time giving information about the heroes.
- The illustrations for learners to present the heroes can be found on the Teacher's Site.

5 Present the tall tale characters.

- As suggested for Exercise 4, this is a rehearsal.
- Learners can have prompts to remember what to say, i.e. key words, not the full text.
- When each learner presents to the rest, they should listen attentively and give constructive feedback to the presenter.

6 Make the invitations.

- Ask learners to read the instructions. Elicit what to do.
- You can use the invitation in the book as a template. Each learner can draw the invitation on a sheet of paper, decorate it, and complete it.
- Elicit what information they need to include on each of the lines.
- The last line is for the grade, e.g. 3rd A, 4th B, etc.
- Learners can give their own invitation to their families.

7 Make the posters.

- Ask learners to read the instructions.
- Focus their attention on the steps:
 - Take photos in the classroom or draw situations.
 - Print the photos or use the drawings.
 - Glue the pictures on poster paper.
 - Label the pictures.
- Decide on how many posters learners are going to make. It can be one poster per group. Groups can be assigned different situations: making the invitations, rehearsing the characters' part, rehearsing the tall tale heroes' part, and making the programme.
- Tell learners to use the poster in the book as a model.

8 Make the programme.

- Tell learners to read the instructions and the two programmes.
- Ask learners which is the programme they have to give families when they arrive. Ask them to account for their ideas.
- There should be at least one programme per family so each learner can make one. Collect all the programmes so that they're ready for the day of the show.
- Agree with learners if they want to write the second poster on poster board for them to remember or if they'll use their books as a checklist the day of the show.

Note: You can make a special book for the occasion. Give families one sheet of blank paper as they arrive (half an A4 sheet). When the show is over, they can write comments for the learners.

Collect all the sheets and staple them together. Take photos of the pages and upload them onto the school blog so that all families can read them. You can ask the IT teacher or team for help to make the photos into an animated book.

1 Recognition and production level

Place the school object and number flashcards on the board. Organise them into two groups.

Draw two columns on the board and tell learners to copy them in their notebooks. Many learners will be at production level in the case of numbers and school objects. Take one of the school object cards and have learners say what it is. If they can say it, they should draw the object and draw two ☺ next to the object. If they can't, they should only draw the object. Do the same with the other school object cards and the number cards. After you have gone over all the words in these two categories, carry out a *Repeat if correct* Activity or a *Point to Exercise*, making sure the cards are wide apart on the board and walls. Those learners who point to the correct card, but who did not produce the word, should draw one ☺ next to the drawing.

For the other categories, most learners will be at recognition level. Ask them to use their Workbook pages. Work with Exercise 1 or 2 and ask learners to point to the different farm animals. Then, show them the correct flashcard for them to check. Those who have pointed correctly should draw a ☺ next to each farm animal. Use Exercise 4 or 5 for pets and Exercise 6 for toys.

Use your flashcards to check which learners are at production level of the different lexical items. Show each one and ask, *What's this?* If learners answer correctly, they should draw a second ☺ next to the first one.

At the end of the process, tell learners that in this way they can keep a record of how much they are learning and how much progress they're making. Make sure to tell them what you expect: recognition level of most items and production level of some, not all. This will motivate them and will emphasize that learning is a process.

Instructions

Number 1 schoolbag
 Number 2 fish
 Number 3 sheep
 Number 4 ball
 Number 5 notebook
 Number 6 pen
 Number 7 board game
 Number 8 cow
 Number 9 doll
 Number 10 horse

2 Communication

Refer learners to Exercise 14 on page 13. Invite them to work in pairs and act out a similar dialogue. Encourage them to add greetings and *How many ...?* questions as well.

NAME _____ DATE _____

1 Listen and number. Then, match. There's an extra word.

- ball
- board game
- building blocks
- cow
- doll
- fish
- horse
- notebook
- pen
- schoolbag
- sheep

**2** Read and draw.

four dogs

seven pencils

three cats

nine pigs

one duck

five pencil cases

3 Write.

1 Recognition and production level

Recognition will be formally assessed with the test on page 137. However, there are also opportunities to assess this in class, especially the listening skill. What follows is suggestions to assess oral production:

Have the list of flashcards ready:

- Colours
- Parts of the body
- Wild animals
- Numbers 11–20

First, tell learners to go over Unit 2 to check if they remember all the new words. Focus their attention in particular on:

- Exercise 2 (animals)
- Exercise 10 (parts of the body)
- Exercise 13 (numbers 11–20)
- Exercise 16 (colours)

Have learners look at each of the pictures and say the word to themselves. Ask them where they can find help if they don't remember a word: the written form.

After a few minutes, tell learners you'll start with wild animals.

Show one of your flashcards for learners to say what it is. If they remember the word, they can write a *P* next to the picture in their books. If they don't, they should do nothing. Once you've shown the 6 flashcards, ask learners if there is any word they did not remember. If there is, go over each of the flashcards and ask, e.g. *Is this a lion?* for learners to say *Yes* or *No*. If they answer correctly, they should draw an *R* next to the picture, but only if there was no *P*.

Do the same with the other lexical areas.

Ask learners to open their books at page 90 and focus on Exercises 1 and 2. There may be some learners who drew only one ☺. Ask them to focus on these pictures and say the words to themselves. Then, use your flashcards and ask, *What's this?* Those learners who can answer should draw the second ☺ if they had only one.

Do the same with Exercise 4 or 5 for pets (the one that learners had worked with) and Exercise 6 for toys.

Show everybody how they're making progress. There may be words they did not remember before, but now they do, or there are many *P*'s and *R*'s and very few if any blanks.

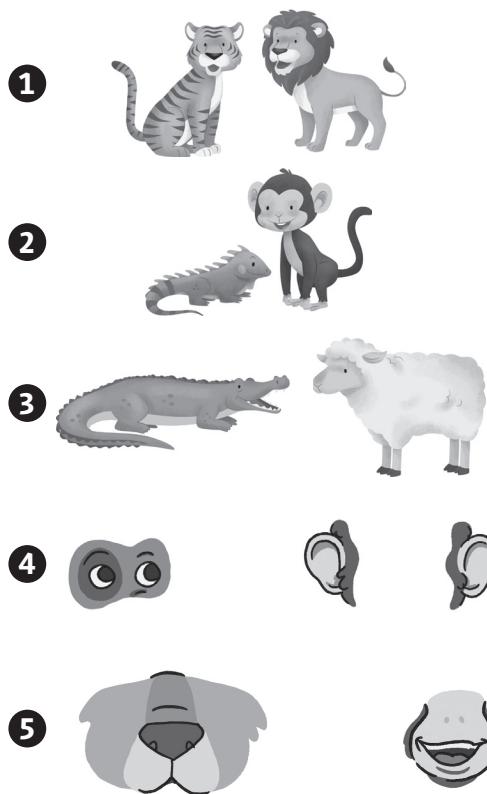
Instructions

- Number 1 lion
- Number 2 monkey
- Number 3 crocodile
- Number 4 ears
- Number 5 nose
- Number 6 head
- Number 7 eighteen
- Number 8 twelve
- Number 9 fifteen
- Number 10 seventeen

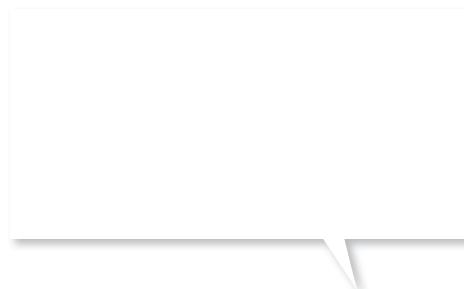
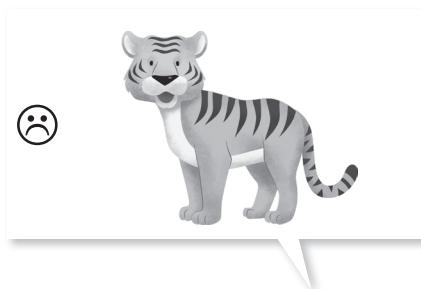
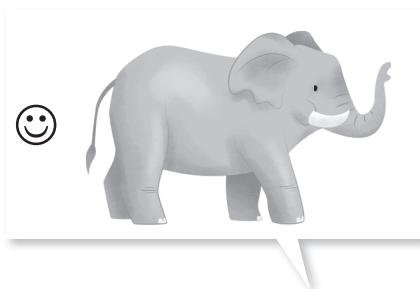
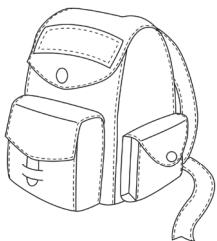
2 Communication

Refer learners to Exercise 3. Invite them to say what they like and don't like, but this time, they can refer to colours.

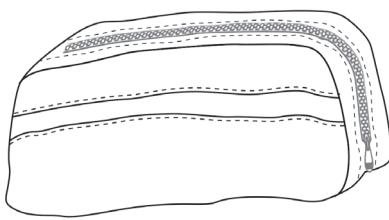
NAME _____ DATE _____

1 Listen and circle. Then, match. There's an extra word.

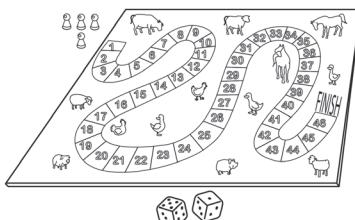
head	<input type="checkbox"/>
lion	<input type="checkbox"/>
monkey	<input type="checkbox"/>
nose	<input type="checkbox"/>
seventeen	<input type="checkbox"/>
twelve	<input type="checkbox"/>

**2** Look and write.**3** Read and colour.

The board game is pink, blue, and black.



The pencil case is green and red.



The schoolbag is red and blue.

1 Recognition and production level

Recognition will be formally assessed with the test on page 139. However, there are also opportunities to assess this in class, especially the listening and speaking skills. What follows is suggestions to assess oral production:

Have the list of flashcards ready:

- Size
- Numbers 20–100

First, tell learners to go over Unit 3 to check if they remember all the new words. Focus their attention in particular on:

- Exercise 2a and b (numbers)
- Exercise 9 (size adjectives)

Have learners look at each of the pictures and say the word to themselves. Ask them where they can find help if they don't remember a word: the written form.

After a few minutes, tell learners you'll start with numbers. Show one of your flashcards for learners to say what number it is. If they remember the word, they can write a *P* next to the picture in their books. If they don't, they should do nothing. Once you've shown the flashcards, ask learners if there is any word they did not remember. If there is, go over each of the flashcards and ask, e.g. *Is this thirty?* For learners to say Yes or No. If they answer correctly, they should draw an *R* next to the picture, but only if there was no *P*. Next, you can write some numbers on the board for learners to say them.

Do the same with the other lexical areas.

Go back to these exercises:

- Exercise 2 (animals)
- Exercise 10 (parts of the body)
- Exercise 13 (numbers 11–20)
- Exercise 16 (colours)

If learners had drawn only one ☺, ask them to say these words to themselves. Go around the class and ask a few students, *What's this?* when you see there's only one ☺. If they can answer, or if they remember how to say those words, they can draw a second ☺. Tell them to draw this second face using a different colour for them to see their progress more easily. If they had annotated using *R* and *P*, they should stick to the same criteria, but again, the *P* should be added using a different colour.

Instructions

Number 1. I have 89 books.
 Number 2. I have 56 building blocks.
 Number 3. I have 30 balls.
 Number 4. I have 49 pencils.
 Number 5. I have 17 notebooks.

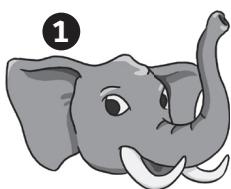
2 Communication

Refer learners to Exercises 7, 13, and 17. Invite them to say what they have and don't have, what they like, and to add information as in the examples.

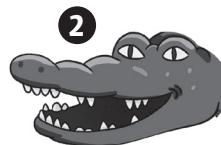
NAME _____ DATE _____

1 Listen and circle.

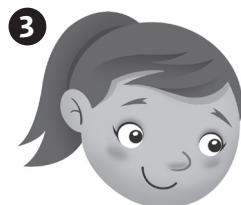
1 89 98
 2 67 56
 3 13 30
 4 49 45
 5 71 17

2 Read and circle.

I'm an elephant. I **have** / **don't have** four legs. My ears are **big** / **small**. I'm **plump** / **slim**.



I'm a crocodile. I'm green and **tall** / **long**. Look at my mouth. It's / They're **big**!



I **like** / **have** two action figures. It's / They're **plump** and **short** / **slim**.



This is Carla. He's / She's my cat. I **like** / **have** my cat.



Look at Pepe. He's my friend. He's / She's very **tall** / **long**!

3 Read and complete. Use I like, I have, it's, they're, he's, she's. You can use the words more than once.

Hello! I'm Rhianna. _____ a dog. _____ dogs. _____ very nice.

This is Perlita. _____ my fish. And this is my favourite board game. _____
fantastic!

Mr Kelly is the new teacher. _____ very tall. _____ Mr Kelly ☺.

Hi, I'm Mr Kelly. _____ a special soft toy: a yacaré. _____ red! _____ red,
it's my favourite colour.

1 Recognition and production level

Recognition will be formally assessed with the test on page 141. Here, we present suggestions to assess oral skills.

First, tell learners to go over Unit 4 to check if they remember all the new words. Write the lexical areas on the board:

Family members

Colours

Ask learners to go over Unit 4 and check if they remember all the new words. They can try saying them to themselves. You can follow the procedure suggested for Unit 3, or you can implement this new way.

First, ask learners to concentrate on Exercise 2 on page 47 and say the words to themselves covering the written part. Then, show the family flashcards one by one for learners to say the words. They should write a *P* (production) next to each of the words they know. Do the same with colours. If there's a word they can't remember, they should let you know. Walk to them and provide them with a choice, e.g. *Is this granny or grandpa?* If they recognise the word, they should write an *R* (recognition) next to the drawing or the word.

Go back to these exercises from Unit 2:

- Exercise 2 (animals)
- Exercise 10 (parts of the body)
- Exercise 13 (numbers 11–20)
- Exercise 16 (colours)

And these from Unit 3:

- Exercise 2a and 2b (numbers)
- Exercise 9 (size adjectives)

If there are cases of only one ☺, ask learners to say the words to themselves. If they can, they should add the second ☺, this time using a different colour. If they had used *R* and *P*, they should stick to the same criteria, but again, the *P* should be added using a different colour.

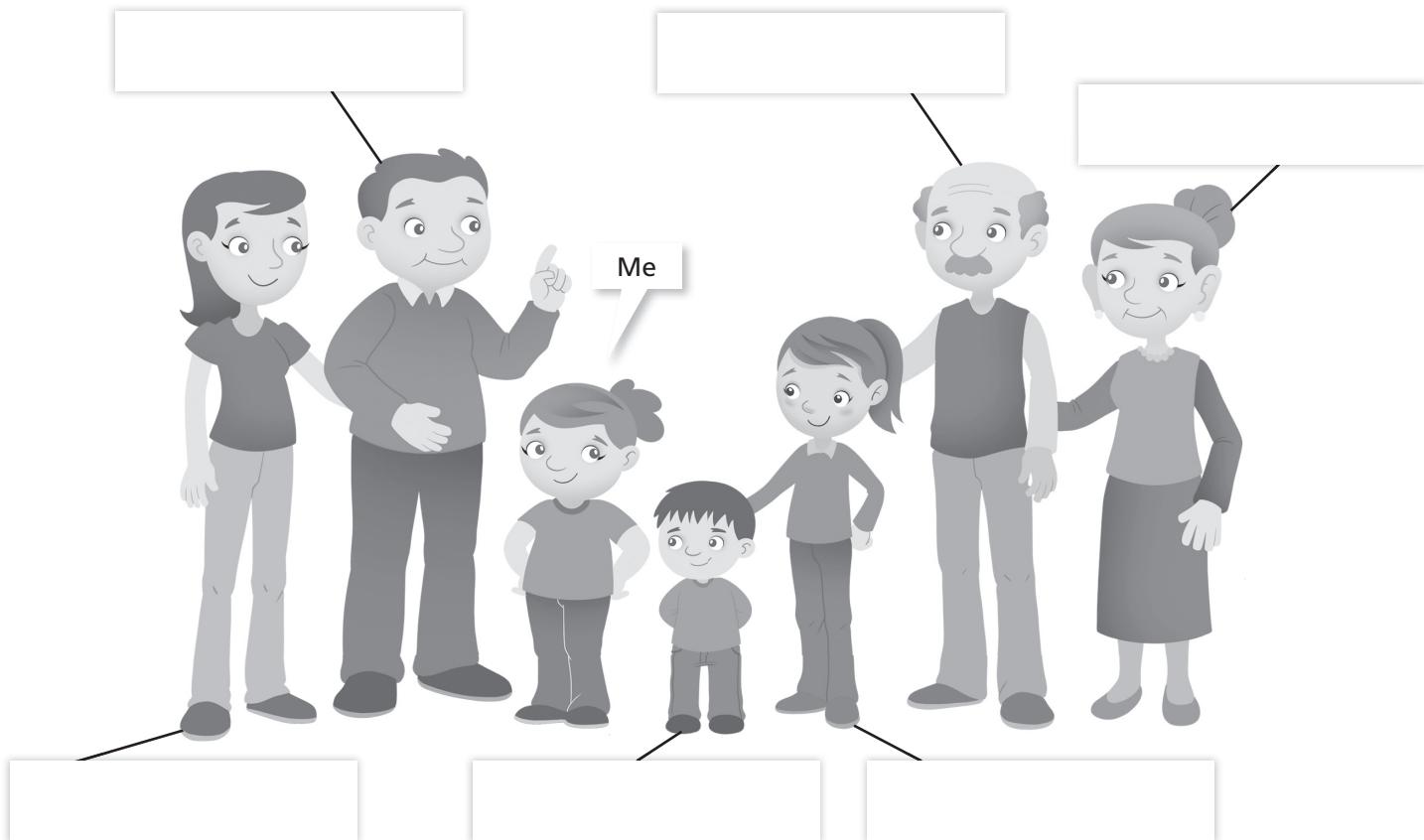
Instructions

Hi, my name's Ann and this is my family. This is my mum. Her name's Sofía. My dad's name is Richard. I have a brother, Nick, and a sister, Maggie. I have a granny and a grandpa, too. Her name is Cata and his name's Ed. I love my family!

2 Communication

Refer learners to Exercises 5, 10, 14, and 17. Invite them to describe their families or a pet orally, and to create dialogues in pairs.

NAME _____ DATE _____

1a Listen and write the name.**1b** Read and circle.

This is a photo of ¹**Ann / Ann's** family. ²**Her / His** dad's name is Richard. ³**He's / His** tall. ⁴**He's / His** favourite colour is grey. This is Maggie. ⁵**She's / Her** twelve. ⁶**She's / Her** eyes are big. Her ⁷**grandpa / grandpa's** name is Ed. ⁸**He's / His** nose is big! This is her ⁹**mum / granny**. She's seventy-five. ¹⁰**She's / Her** ears are very big.

2 Read and circle the correct answer.

1 Who's that?	My brother.	My doll.
2 How old is he?	Five.	His favourite number's five.
3 Is that his schoolbag?	Yes, it is.	It's purple.
4 What's this?	Her new action figure.	His new action figure.
5 How many blocks?	One hundred.	I like building blocks.
6 Do you have building blocks?	Yes, I do. They're great.	Yes, it is. It's great.

1 Recognition and production level

Recognition will be formally assessed with the test on page 143. What is presented here is suggestions to assess oracy skills.

As suggested before, tell learners to go over Unit 5 to check if they remember all the new words. Write the lexical areas on the board:

Food

Rooms in a house

Furniture and home appliances

Ask learners to go over Unit 5 and check they remember all the new words. They can try saying them to themselves.

Ask learners to concentrate on Exercise 2 on page 59 and say the words to themselves covering the written part. Then, show these food flashcards one by one for learners to say the words. They should write a *P* (production) next to each of the words they know. Do the same with the rooms in the house (Exercise 4), more food and drinks (Exercise 10), and furniture and home appliances (Exercise 14).

If there's a word they can't remember, they should let you know. Walk to them and provide them with a choice, e.g. *Is this chicken or meat?* If they recognise the word, they should write an *R* (recognition) next to the drawing or the word.

Go back to these exercises from Unit 3:

- Exercise 2a and b (numbers)
- Exercise 9 (size adjectives)

And these from Unit 4:

- Exercise 2 (family)
- Exercise 13 (colours)

Go over the exercises in Unit 2 if there are still words learners can't produce.

If there are cases of only an *R*, ask learners to say the words to themselves. If they can, they should write *P* using a different colour.

Instructions

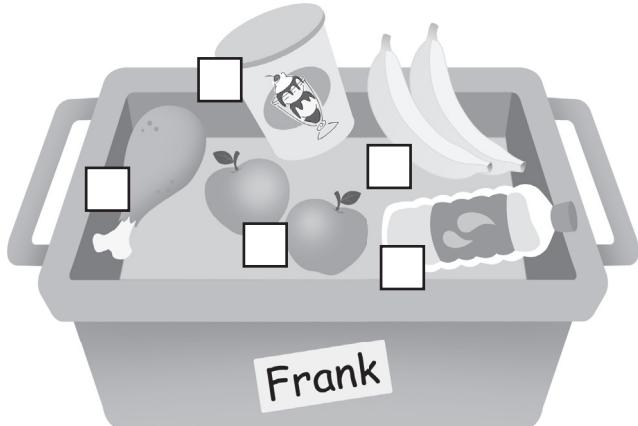
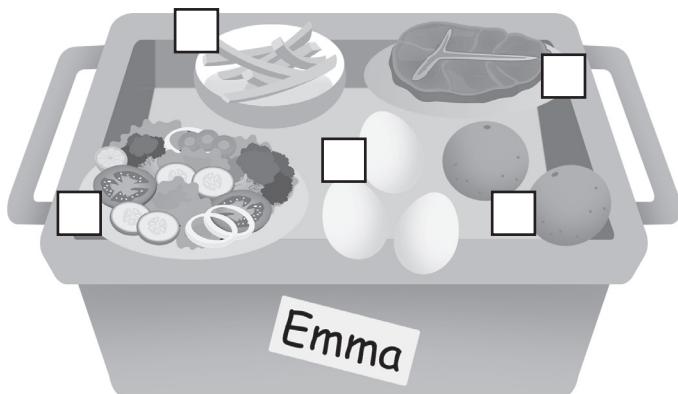
Hello! I'm Emma. For my picnic, I have oranges, eggs, meat, and salad. I don't have chips. I don't like chips.

My name's Frank. Look at my picnic: ice cream, chicken, water, and bananas. I don't have apples. I don't like apples.

2 Communication

Refer learners to Exercises 7, 12, and 17. Invite them to describe their house orally, to talk about their likes and dislikes as regards food, to make requests orally, and to create dialogues in pairs.

NAME _____ DATE _____

1 Listen and tick (✓) or cross (✗).**2a** Read and circle.**2b** Read and draw.

Draw a plump dog in the living room.

This is ¹**Andy / Andy's** house: a living room, a big ²**dining room / kitchen**, a dining room, and two ³**bathrooms / bedrooms**. Look! ⁴**A / An** elephant in the living room!

3 Read and circle.

1 Where's your sister?

She's in the garden.

He's in the garden.

2 Is she happy?

Yes, it is.

Yes, she is.

3 Where are your brothers?

They're in the bedroom.

He's in the bedroom.

4 Are they happy?

Yes, they are.

Yes, it is.

5 Can I have a soft drink?

Yes, I do.

Here you are!

6 Do you like soft drinks?

Yes, I like meat.

No, I don't.

1 Recognition and production level

Recognition will be formally assessed with the test on page 145. What is presented here is suggestions to assess oracy skills.

As suggested before, tell learners to go over Unit 6 to check if they remember all the new words.

First, ask learners to concentrate on Exercises 6, 7, 10, and 12 and say the words to themselves covering the written part. Then, show the action flashcards one by one for learners to say the words. They should write a *P* (production) next to each of the words they know.

If there's a word they can't remember, they should let you know. Walk to them and provide them with a choice, e.g. *Is this chicken or meat?* If they recognise the word, they should write an *R* (recognition) next to the drawing or the word.

Go back to these exercises from Unit 5

- Exercise 2 (food)
- Exercise 4 (rooms in a house)
- Exercise 10 (more food and drinks)
- Exercise 14 (furniture and appliances)

And these from Unit 4

- Exercise 2 (family)
- Exercise 13 (colours)

Go over the exercises in the previous units if there are still words learners can't produce.

If there are cases of only an *R*, ask learners to say the words to themselves. If they can, they should write *P* using a different colour.

Instructions

Hi! My name's Rick. My family's special. My mum's singing. My dad's writing. My brother's drinking and my sister's listening to music. My granny? She's making a house with my baby sister, and my grandpa's playing.

2 Communication

Refer learners to Exercises 2, 3, and 15. Invite them to describe what food children have or don't have for a picnic, or what toys a brother and a sister (two brothers or two sisters) have and don't have. Ask them to create a dialogue as in Exercise 15 explaining why they can't do something.

NAME _____ DATE _____

1a Listen and circle.

1



2



3



4



5



6

**1b** Read and write have or don't have.

Rick's family

- 1 They _____ a garden.
- 2 They _____ a big living room.
- 3 They _____ a big dining room.
- 4 They _____ a big kitchen.
- 5 They _____ two bathrooms.
- 6 They _____ two bedrooms.

2 Read and match. There's an extra option.

- 1 Ronnie's drinking
- 2 Meg's eating
- 3 Lucy's riding
- 4 Tom's writing
- 5 Anna's playing
- 6 Bob's reading
- 7 Brenda's watching
- 8 Rhonda's wearing

his favourite book.
a soft drink.
her new bike.
chicken.
her favourite board game.
his name.
her new costume.
his new costume.
TV.

Unit Tests Answer Key

Unit 1

Ex 1: 1 schoolbag, 2 fish, 3 sheep, 4 ball, 5 notebook, 6 pen, 7 board game, 8 cow, 9 doll, 10 horse
Ex 3: ruler, sheep, action figure, bird, hen, car

Unit 2

Ex 1: 1 lion, 2 monkey, 3 crocodile, 4 ears, 5 nose, 6 head, 7 eighteen, 8 twelve, 9 fifteen, 10 seventeen
Ex 2: I like elephants. I don't like tigers.
Ex 3: Board game: pink, blue, and black. Pencil case: green and red. Schoolbag: red and blue.

Unit 3

Ex 1: 1 89, 2 56, 3 30, 4 49, 5 17.
Ex 2: 1 have, big, plump 2 long, it's 3 have, They're, short 4 She's, like 5 He's, tall
Ex 3: I have, I like, They're, She's, It's, He's, I like, I have, It's, I like

Unit 4

Ex 1a: Mum: Sofia, Dad: Richard, brother: Nick, sister: Maggie, Granny: Cata, Grandpa: Ed.
Ex 1b: 1 Ann's, 2 Her, 3 He's, 4 His, 5 She's, 6 Her, 7 grandpa's, 8 His, 9 granny, 10 Her

Ex 2: 1 My brother, 2 Five, 3 Yes, it is, 4 His new action figure, 5 One hundred, 6 Yes, I do. They're great.

Unit 5

Ex 1: 1 tick: oranges, eggs, meat, salad, cross: chips; 2 tick: ice cream, chicken, water, bananas, cross: apples
Ex 2a: 1 Andy's, 2 kitchen, 3 bedrooms, 4 An
Ex 2b: a plump dog in the living room, a slim doll in the small bedroom
Ex 4: 1 She's in the garden. 2 Yes, she is. 3 They're in the bedroom. 4 Yes, they are. 5 Here you are! 6 No, I don't.

Unit 6

Ex 1a: 1 microphone, 2 pen, 3 glass, 4 radio, 5 building blocks, 6 ball
Ex 1b: 1 don't have, 2 have, 3 don't have, 4 have, 5 don't have, 6 have
Ex 2: 1 Ronnie's drinking a soft drink, 2 Meg's eating chicken. 3 Lucy's riding her new bike. 4 Tom's writing his name. 5 Anna's playing her favourite board game. 6 Bob's reading his favourite book. 7 Brenda's watching TV. 8 Rhonda's wearing her new costume.

The progress tests' main aim is to collect information about how well a class as a whole and individual learners are doing. They are based on the learning objectives stated for the lessons and units keeping with the way lessons are taught. Progress tests provide valuable information for teachers, learners, and, in turn, for the learners' families as well. When accompanied by other forms of assessment, as the ones suggested for each unit, they contribute to learning and to motivating learners to keep on going.

Each of the units in Our Stories focuses on receptive skills—listening and reading—, productive skills—speaking, interacting, and writing, —and reflecting skills—language awareness, cognitive awareness, social awareness, inclusive classrooms, and ESI / CSE. True as it is that all these reflecting skills cannot be tested formally, language and cognitive awareness will be present in formal instances of assessment.

Progress tests will focus on listening, reading, and writing. Teachers can resort to the activities suggested for assessing speaking and interaction in each of the units as well for the progress assessment to be complete.

How to go about progress tests

Very often, teachers inform learners and their families that there's going to be a test, which means that learners have to study. Even more often, teachers insist that learners should study. To many young learners, studying is not an activity they find meaningful, which means they usually resort to learning something by heart. It may be the case that families do not know English, but what sometimes happens is that if they do, what they ask their children to do to prepare for a test does not contribute much to it. What can be done, then? Before a test, work with learners in class for them to understand what it means to prepare for one. Ask them to go over the units you will focus on, i.e. Units 1 and 2 for the first progress test, Units 3 and 4 for the second one and finally, Units 5 and 6 for the last one. As learners go over the units, tell them to dictate to you what they have learnt. If they say, e.g. *black, blue, pink*, elicit the lexical set as well. The assessment record they have been keeping for the different units can help. For instance, for Progress Test 1, ask them to concentrate on the following exercises from Unit 1:

- Exercise 2 or 3 (farm animals)
- Exercise 11 or 13 (pets)
- Exercise 17 (toys)

and these from Unit 2:

- Exercise 2 (animals)
- Exercise 10 (parts of the body)
- Exercise 13 (numbers 11-20)
- Exercise 16 (colours)

Go over the lexical areas as suggested for the assessment instances (pages 134 and 136 in this Teacher's Book). You can also advise learners to use the audio in their digital

book. As they listen to the instructions in the exercises suggested, they have to draw the items and write them. They can then check in the PB pages if the drawings are correct, i.e. if they remember what the words mean. This technique can be used to revise lexical areas. They can also compare the spelling (theirs and the one in the book) and check if they need to be more careful about the spelling of some words. As to grammar topics, learners can use the same exercises in the Workbook section of the interactive book; and then, compare the answers in their hard copy. If the answers are the same, then, there's no problem. If there are some differences, but they understand where the mistake is or why something is not correct, that's fine as well. If they do not understand why something is wrong, they should consult you the following class.

This revision process should be done with enough time to make decisions regarding learners' performance. In other words, learners need to be able to go over lexical sets and activities at home and, if possible, more than once. Two or three weeks in advance seems to be a logical time span before the actual administration of each progress test. Families should be advised as well, though reminding them that the revision process will be done at school, and that learners have specific activities to carry out at home for revision purposes.

Marking and grading tests

Tests can offer a learning opportunity even after learners have completed them. When handing them back to learners, go over the different items to analyse them with the learners. For every blank to be filled or word / phrase to be circled, elicit why one option is correct while the other is wrong. In the case of writing, different types of mistakes can be found: spelling mistakes, incomplete question / sentence, or incomplete even if the meaning is conveyed. It is advisable to focus on what learners can do and help them improve on their versions by focusing their attention on what is wrong. Support needs to be given, e.g. exercises or pages in which they can find references. This time allotted for learners to improve on their answers should be done in class so that learners see this is a valuable activity and as such, needs to be done at school.

Should there be an item that every learner has got wrong, it means that for some reason, they would have needed more time or more practice. It is advisable not to consider this in the final grade.

A good follow up is to design an exercise which contains the most typical mistakes. Learners can do it in class or as homework and then, compare the items in this exercise with those in the test. Even if this last step is skipped, it can give you a good panorama of learners' progress.

Progress Tests Answer Key

Progress Test 1

Ex 1: 1a dog, fish, duck, pig, lion, sheep
1b 11, 9, 16, 20

Instructions

Welcome to Farm School Primary. Look at the school objects. Eleven pencils, nine rulers, sixteen erasers, and twenty books.

1c monkey: black and yellow, hen: red and blue, crocodile: green and pink

1d: complete the monster with three ears, four eyes, one mouth, two noses, three legs

2 What's this? / Is it your schoolbag? / How many pens? / Do you like pens?

Progress Test 2

Ex 1: boy: Tony, 9; Mum: Ann, 39; Dad: Richard, 42; Granny: Maggie, 75; Grandpa: Andy, 84; brother: Nick, 5; sister: Emma, 17

Instructions

Hi, My name's Tony, and I'm 9 years old. I have a big family. My mum's name is Ann. She's 39. My dad's 42. His name's Richard. I have a brother, Nick. He's five, and my sister's seventeen. Her name's Emma. I have a grandpa, Andy. He's eighty-four. My favourite member of the family? Granny Maggie. She's seventy-five. She's super!

Ex 2: 1 I'm, 2 don't have, 3 mum's, 4 She's, 5 slim, 6 Her, 7 small, 8 brown, 9 sister, 10 seventeen, 11 His, 12 tall, 13 They're, 14 like

Ex 3: Do you have a brother? / How old is he? / Is he tall? / What colour are his eyes? / Do you like purple?

Progress Test 3

Ex 1 a and b: soft drink (in the fridge), apples (in the dining room cupboard), chips (in the big bedroom), salad (in the kitchen), table (in the bathroom), cupboard (in the living room)

Ex 1c: 1 Amy's, 2 It's, 3 bedrooms, 4 dining room, 5 don't have, 6 A, 7 an

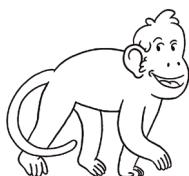
Ex 2: wearing, listening, playing, drinking, making (extra option: bike)

Instructions

This is Amy's house. The soft drink is in the fridge. The apples are in the cupboard in the dining room. The chips are in the big bedroom. The salad is in the kitchen. The table is in the bathroom. The cupboard is in the living room.

1 Complete the poster.

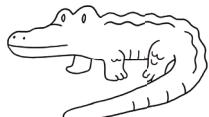
Farm School Primary

1a Write the names of the animals.**1b** Listen and write the number.**School objects** pencils rulers erasers books**1c** Read and colour.**Our productions**

The monkey is black and yellow.



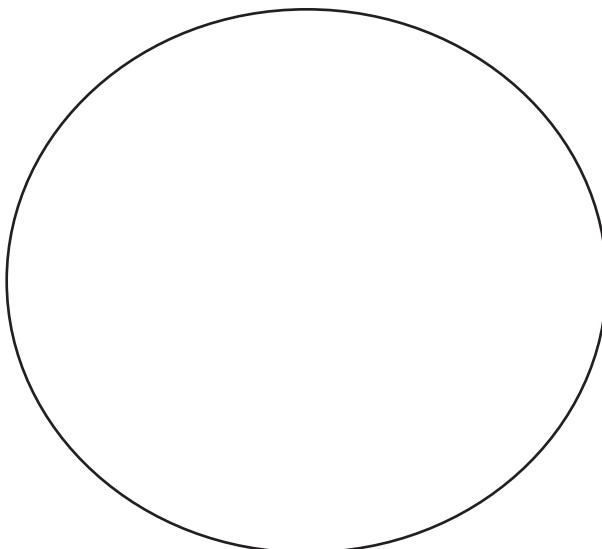
The hen is red and blue.



The crocodile is green and pink.

1d Read and draw.**Farm School special pet**

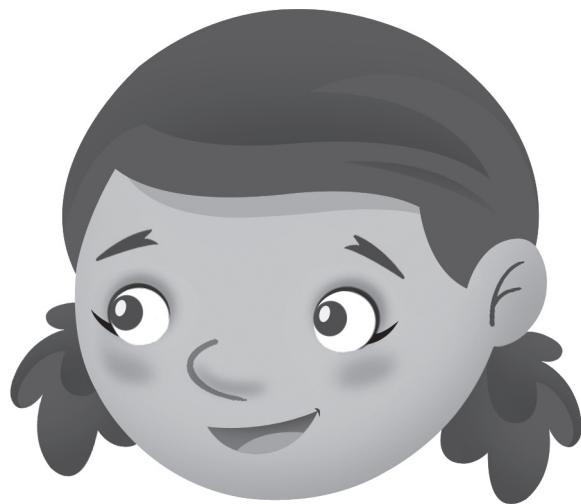
Three ears, four eyes, one mouth, two noses, and three legs



Progress Test 1

NAME _____ DATE _____

2 Read and circle.



What's this?

Is this a notebook?

Is it your schoolbag?

What's this?

Look! How many pens?

Is this a pen?

Is this a pen?

Do you like pens?

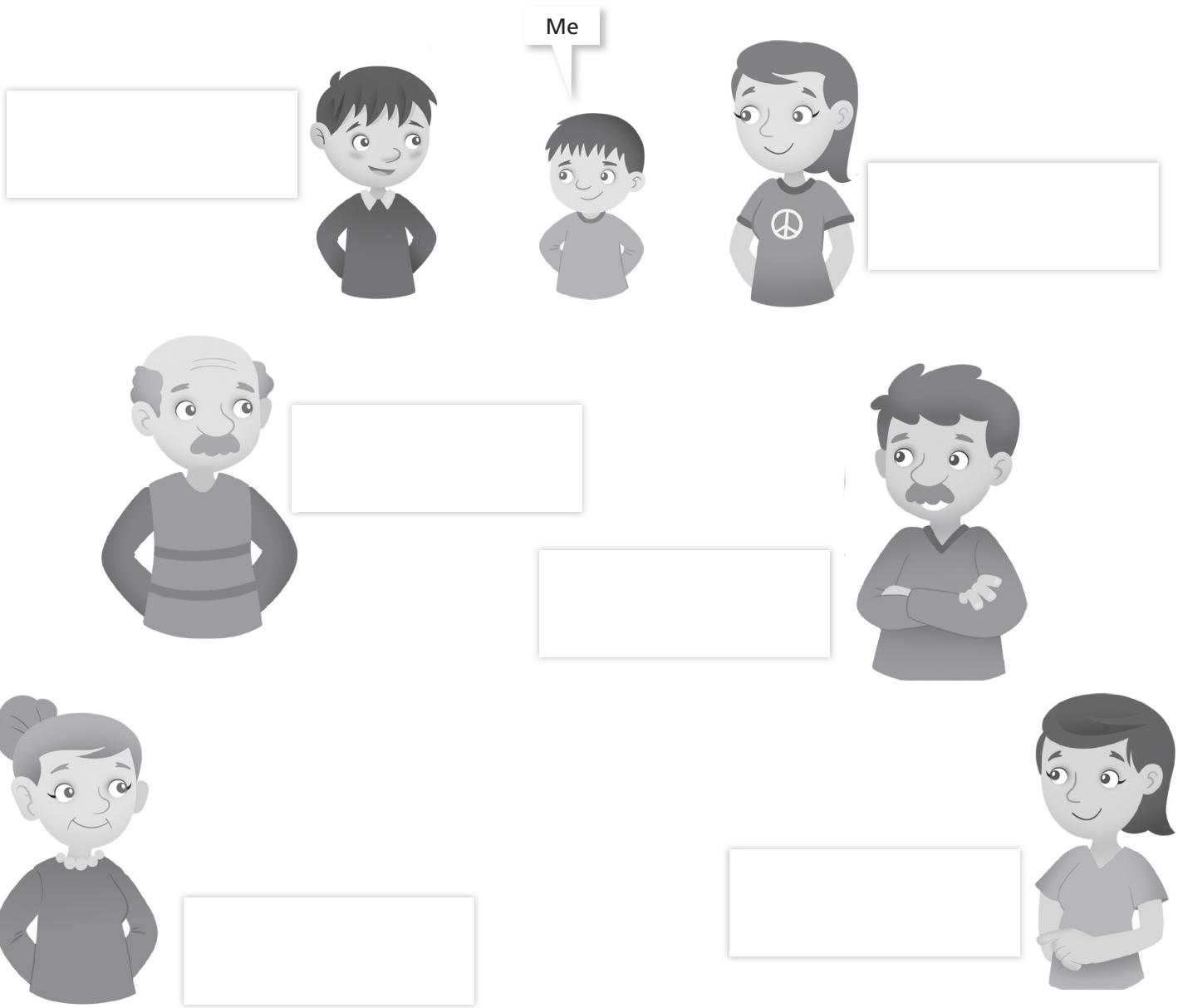
A schoolbag.

No, it isn't.

Eighteen.

Yes, I do.

1 Listen and write the name and the age.



2 Read and circle.

Hi! I'm Brenda. ¹I **have** / **I'm** ten years old. I ²**have** / **don't have** a big family: mum, dad, and a sister. My ³**mum** / **mum's** name is Laura. ⁴**She's** / **Her** short and ⁵**slim** / **tall**. ⁶**She's** / **Her** ears are ⁷**plump** / **small** and her eyes are ⁸**orange** / **brown**. This is Lucy, my ⁹**sister** / **dad**. She's ¹⁰**seventy** / **seventeen**. Look at my dad. ¹¹**His** / **Her** name's Paul. He's very ¹²**tall** / **long**. Look! My two dogs. ¹³**It's** / **They're** black. I ¹⁴**like** / **don't like** my family. It's fantastic!

Progress Test 2

NAME _____ DATE _____

3 Read and match.

Do you have a brother?

Yes, I do. Bob.

Is this your brother?

How old is he?

He's twelve.

How many?

Is he long?

No, he isn't.

Is he tall?

What colour's his bird?

They're sky blue.

What colour are his eyes?

Do you like purple?

No, I don't. My favourite colour's grey.

Do you have purple?



NAME _____ DATE _____

1a Listen and match.



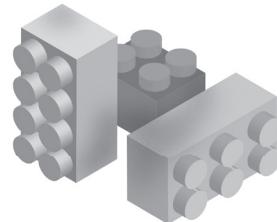
1b Write the names in the boxes.

1c Read and circle.

This is ¹**Amy / Amy's** house. ²**It's / They're** a big house: two ³**bedrooms / bathrooms**, a small bathroom, a living room, a kitchen and a ⁴**bedroom/ dining room**. They ⁵**have / don't have** a garden. Look! ⁶**A / An** schoolbag in the kitchen and ⁷**a / an** egg in the bathroom!

2 Read, circle, and match. There's an extra picture.

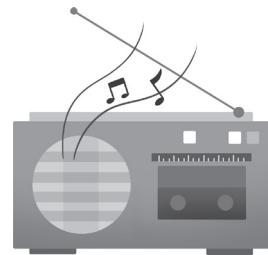
a I'm **wearing / riding** a costume.



b Bob's **listening / watching** to music.



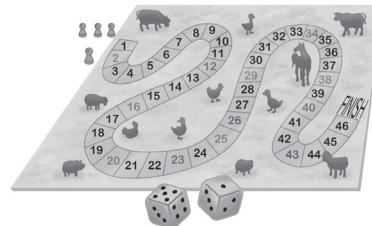
c Amy's **playing / singing** a board game.



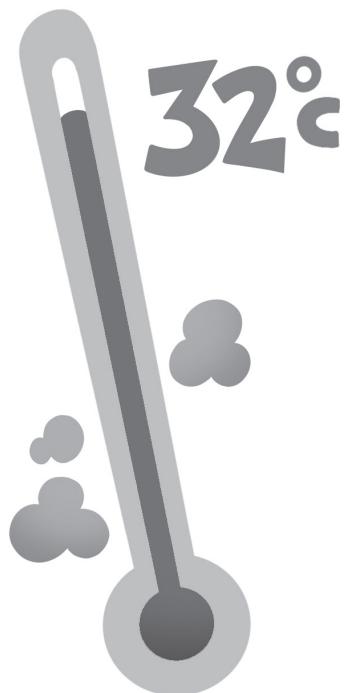
d Emma's **eating / drinking** a soft drink.



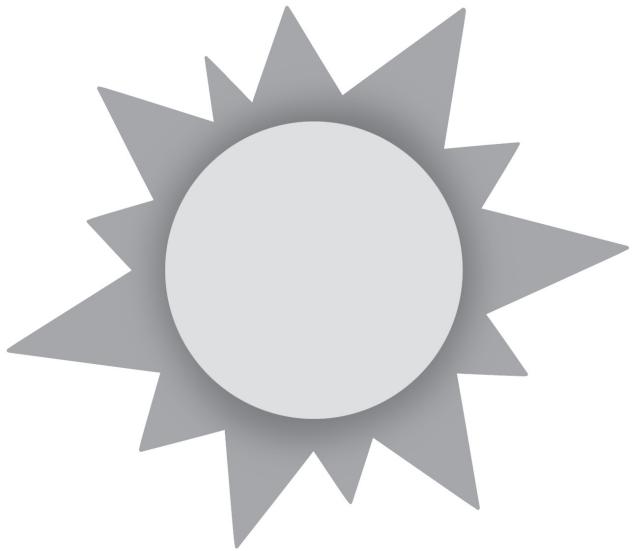
e Paul's **writing / making** a house.







hot



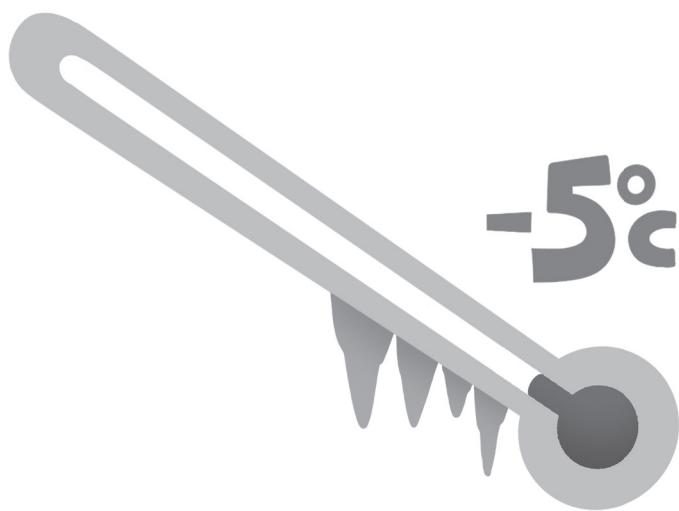
sunny



rainy



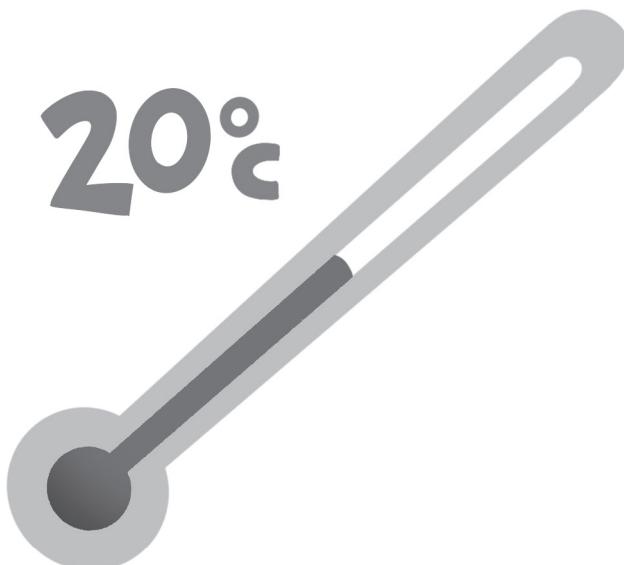
cloudy



cold



it's raining



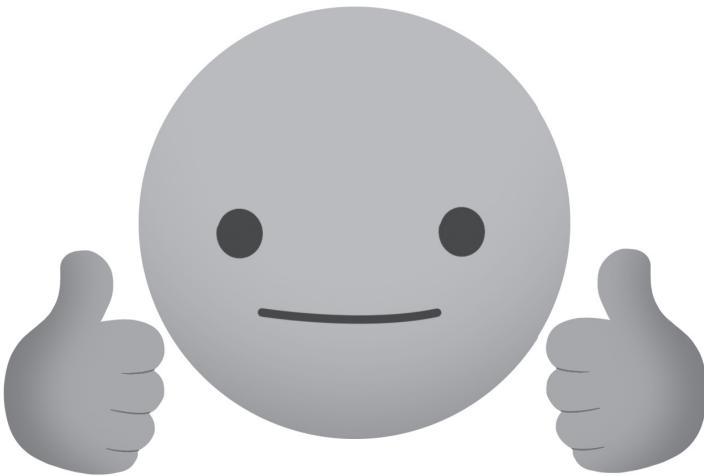
warm



happy



tired



OK



angry



sad

Monday

Wednesday

Tuesday

Thursday

Saturday

Friday

Sunday

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