

# Unit 1 My Cool School

1 Listen and stick.  

Monday	Tuesday	Wednesday	Thursday	Friday
English 	Music 	English 	IT 	Math 
Break	Break	Break	Break	Break
Math 	PE 	Science 	Art 	Geography 
Lunch	Lunch	Lunch	Lunch	Lunch



2 Listen again and answer the questions.

1. What is Mike's favorite subject? IT

2. What is Kate's favorite subject? PE

3. What is their favorite day? Friday

◆ Ask and answer.

What's on Mondays?

English and Math.

# Unit 1 My Cool School

## Objectives of the day:

1. Learn to name different school subjects.
2. Identify school subjects on a weekly schedule.

**Materials:** *School Subjects* Flashcards, Flashcard Activity 1A on page XIV.

## Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Flashcard Activity 1A.

Use this activity to present vocabulary related to school subjects. At the end of it, ask students which subjects they like and do not like, and why.

## Open the book!

### 1 Listen and stick.

Draw students' attention to the schedule and ask them if they use a similar one. Read the days of the week aloud with students and ask them: *Why aren't Saturday and Sunday on the schedule?* They are expected to realize that they do not usually go to school on those days. Then tell students that they are going to listen to two classmates talking about their school schedule. Invite them to listen to the audio once for general comprehension while they look at the schedule. Play Track 5. When the audio is over, have students fetch the Unit 1 stickers on page 137 of the Student's Book. Then point at the first row of the schedule (the classes that happen before the break) and elicit the names of those school subjects. Draw students' attention to the fact that there is a picture missing and elicit which of the stickers they should place in the space marked with number 0. (the one with the computer) Allow students some time to decide which sticker they should place in each space in the second row. When they are done, check the activity with the whole class.

### 2 Listen again and answer the questions.

Read the questions aloud and explain that you are going to play the audio again so that students can answer them. Play Track 5. When the audio is over, have students compare their answers in pairs. Then invite volunteers to read their answers aloud. If necessary, play Track 5 once more after the correction, so that students can identify pieces of information they may have missed.

### ◆ Ask and answer.

Invite a pair of volunteers to read aloud the question and the answer in the speech bubbles. Guide students to realize that the information in the answer was taken from the schedule in Activity 1. Then ask a student: *What's on Tuesday?* and help him or her answer: *Music and PE*. Once students have understood what they are supposed to do, organize them into pairs and tell them to ask each other questions about the schedule. When students are done, invite volunteers to ask and answer questions about all the days of the week. Answers: *What's on Wednesday?* (English and science) *What's on Thursday?* (IT and art) *What's on Friday?* (math and geography)

## Close the day

- ◆ Have students sit in a circle on the floor and invite them to stand up if they like a subject that you will call out. If they do not like it, they should remain seated. If you have a large group or students with mobility restrictions, you may ask them to raise their hands if they like a subject or keep them down if they do not. You may include subjects that are not in the book, but that your school offers.



Practice Book: Assign page 8 as homework.

## Objectives of the day:

1. Talk about what students like doing in each class.
2. Talk about students' favorite school subjects.

**Materials:** *School Subjects* Flashcards, Flashcard Activity 1B on page XIV; a song (optional).

## Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Review school subjects by showing students the *School Subjects* Flashcards and eliciting their names. Then explain that you are going to mime activities that are done during a class and that students should guess which class you are in. Pretend you are using a computer and guide students to say that you are in IT. Invite volunteers to do the same with other classes.

## Open the book!

### 3 Read, look and find.

Draw students' attention to the pictures and ask them to describe what is happening in each one. After that, tell them that the *My Cool School Chant* is a song about activities that students do at school. Read aloud the lyrics to the chant or play Track 6 and have students read along. Then ask students to identify which picture relates to each of the activities in bold. Check the activity with the whole class.

- ◆ **Listen and sing.**  

Play Track 6 and have students point at the corresponding picture when they listen to one of the activities in bold. Encourage them to sing along. After that, play the track once more and have students mime the activities in bold as they hear them. You may play the chant more times until students can sing and dance confidently. Finally, remind students to visit the online platform for more practice at home.

## My Space

- ◆ **Ask and answer about your favorite subjects.**

Write on the board: *What's your favorite subject?* Then tell students what your favorite school subject is and why. For instance, *My favorite subject is geography. I like looking at maps.* Next, ask a student: *What's your favorite subject?* Help him or her answer in the same way that you did. After that, explain that students should walk around the classroom asking and answering about their favorite school subjects. If you see fit, play a song while students do the activity and tell them to stop when the song is over. To wrap up, have a few volunteers ask and answer about their favorite school subjects in front of the whole class.

## Open Day Tip **Being Safe**

It is important to make sure that any activity that includes students moving around the classroom is safe. Students should clear the space around the desks, so that there is nothing on the floor that could cause someone to trip. If there is not enough space in the classroom, you can do the activities that involve movement in the school yard.

## Close the day

- ◆ Flashcard Activity 1B.

We recommend you use this activity to review school subjects and activities done in different classes.

  Practice Book: Assign page 9 as homework.



3 Read, look and find.

My Cool School Chant

I like art and (1) **painting pictures**,  
 I like music and (2) **playing the guitar**.  
 I like my school! My school is cool!  
 I like science and (3) **doing experiments**,  
 I like math and (4) **doing additions**.  
 I like my school! My school is cool!  
 I like IT and (5) **using computers**,  
 I like English and (6) **reading books**.  
 I like my school! My school is cool!  
 I like PE and (7) **playing basketball**,  
 I like geography and (8) **looking at maps**.  
 I like my school! My school is cool!



6



5



1



3



8



4



7



2

◆ Listen and sing.  

◆ My Space

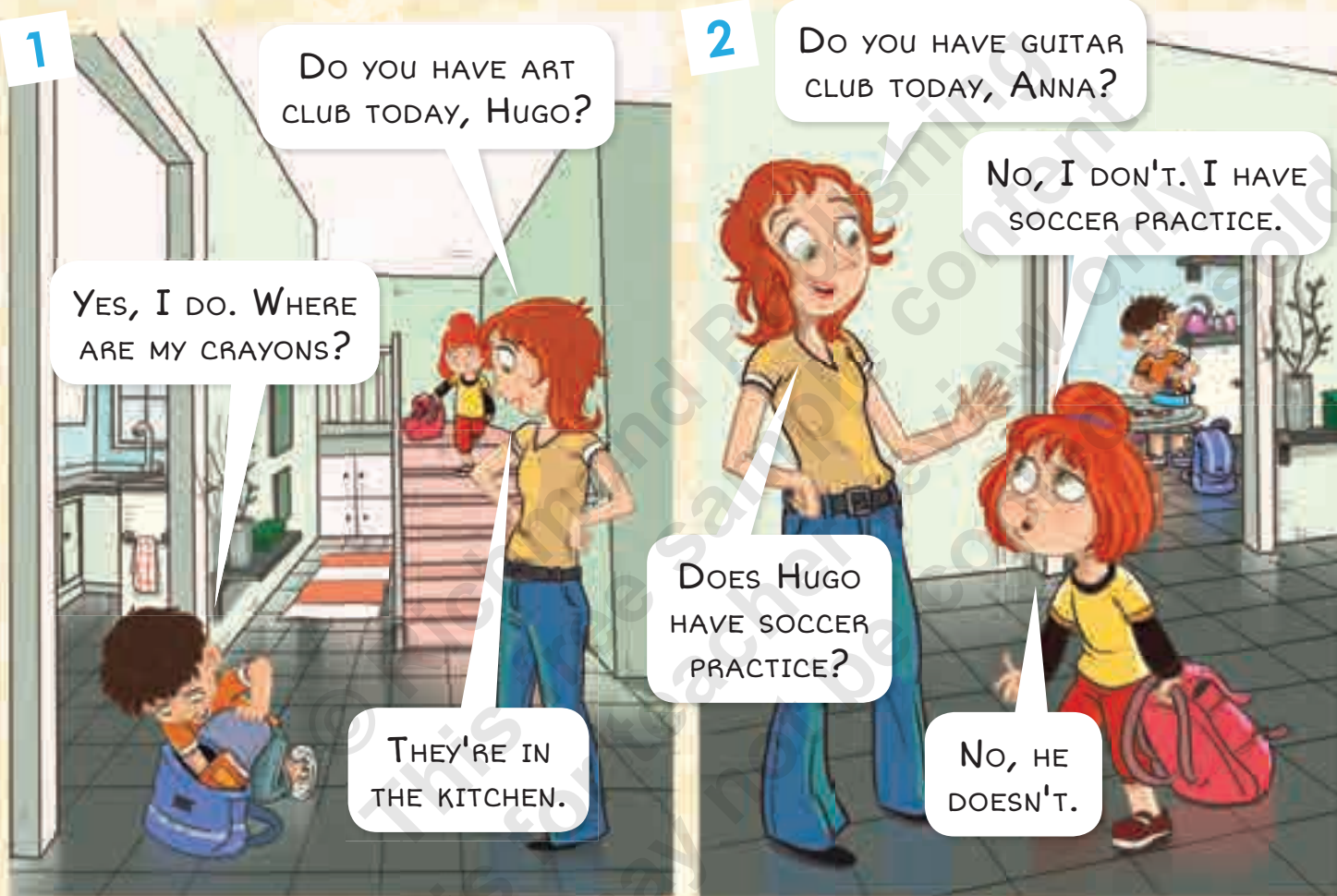
◆ Ask and answer about your favorite subjects.

What's your favorite subject?



It's PE. I like playing basketball.

1 Listen and follow. 

**Good Buddies** Ready for School?



2 Read and circle.

-  I **have** / **don't have** guitar club, but I **have** / **don't have** soccer practice.
-  I **have** / **don't have** soccer practice, but I **have** / **don't have** art club.

◆ Read, choose and write a true sentence about your day.

math   science   PE   IT   art   geography   English



**Objectives of the day:**

1. Read and listen to a comic strip introducing the *Good Buddies* characters.
2. Use *have* and *don't have* to talk about a daily schedule.
3. Use *but* to connect contrasting ideas.

**Materials:** masking tape.

**Open the day**

- ◆ "Tiptoeing Turtles" practice.
- ◆ Ask students what they remember about the comic strip they read in the Welcome Unit. Help them by asking the following questions: *Who are the characters?* (Bertha, Cliff, Gaby, Star and the baby turtles) *What does Bertha do?* (she goes to the beach and lays her eggs) *What do the baby turtles do?* (they see some lights and walk in that direction) Next, ask students where they think the baby turtles arrive. After listening to their ideas, say that they are going to continue reading the story and find it out.

**Open the book!****1 Listen and follow.** 

Point at the turtles in Scene 4 (page 17) and ask students if they recognize them. Then ask students if they believe that the turtles will make friends with the boy and the girl. Next, play Track 7 and have students read along. When the audio is over, ask them: *What's the boy's name?* (Hugo) *What's the girl's name?* (Anna) *What are the turtles' names?* (Pocket and Shelly)

**2 Read and circle.**

Elicit who the children in the pictures of this activity are. (Anna and Hugo) Explain that students should read the sentences and circle the correct options according to the first part of the comic strip (the one on page 16). Allow them time to do the activity. After that, invite volunteers to read their answers aloud. Draw students' attention to the use of *but* to connect contrasting ideas. You may provide other examples, such as: *I like science, but I don't like math.*

**◆ Read, choose and write a true sentence about your day.**

Have students talk about their daily schedule, asking them: *What do you have today? Do you have PE? Do you have music? Do you have art?* You may draw a table on the board and categorize the classes into two columns: *Have Today* and *Don't Have Today*. Then take one of the classes students have and one they do not and write a model sentence on the board. For instance, *We have IT, but we don't have PE.* After that, tell students to write a similar sentence on the line, but using different classes than the ones in the model sentence. Finally, invite a few volunteers to read their sentences aloud.

**Close the day**

- ◆ Use masking tape to make a line on the classroom floor. Have students stand on the line. Explain that you are going to say some sentences. If a sentence is true, students should take a step to the right of the line. If it is false, they should take a step to the left of the line. In case your group is too large for this, you may ask students to stand in front of their own desks and follow the same procedure. Some ideas for sentences are: *Today's Monday. We have music today. We have IT today. Today's Thursday. We don't have PE today. We have English today.*



 Practice Book: Assign page 10 as homework.

## Objectives of the day:

1. Use *has* and *doesn't have* to talk about someone else's daily schedule.
2. Ask and answer questions about someone else's daily schedule.

**Materials:** School Subjects Flashcards; Poster 1 with Cutouts, Poster Activity 1A on page XXI; sheets of paper (1 per student).

## Open the day

- ◆ "Tiptoeing Turtles" practice.

## Language Presentation

### The Use of *Has*

You may use Poster Activity 1A to review days of the week and school subjects and to introduce structures such as: *Does he/she have (math) on (Mondays)? Yes, he/she does. / No, he/she doesn't.*

## Open the book!

### 3 Read, look and complete.

Say a few sentences from the comic strip and challenge students to remember who said each one. Some ideas are: *Do you have art club today, Hugo?* (mom) *Where are my crayons?* (Hugo) *Does Hugo have soccer practice?* (mom) *I have soccer practice.* (Anna) *I'm ready!* (Hugo) *I can't find my boots.* (Anna) *Hurry up!* (mom) *We're turtles!* (Pocket) *We're twins!* (Anna) Then play Track 7 for students to check their answers. After that, draw their attention to the picture of the open backpack. Tell students that this is Hugo's backpack, but that it is prepared for a different day than the one in the comic strip. Elicit what is inside the backpack. (a flute, a math book and a soccer ball) Based on the objects inside Hugo's backpack, ask students to guess what classes he has. Then read sentence number 1 aloud and elicit how students should complete it. Guide them to notice that we know Hugo does not have IT because there is not a laptop or a tablet inside his backpack, for example. Have students complete the other sentences. Finally, invite volunteers to read their answers aloud.

### ◆ Ask and answer.

Ask students: *Does Hugo have art today?* Guide them to notice that the correct answer would be: *No, he doesn't.* because there are no art materials inside his backpack. Then organize students into pairs and encourage them to follow the same procedure with other school subjects. If you think it is necessary, brainstorm and write names of school subjects on the board before students start the activity. After some time, invite a few volunteers to ask and answer questions about Hugo's day in front of the whole class.

### 4 Draw your backpack with objects for your ideal day.

Ask students: *What classes do you like the most?* Next, ask them: *What do you need to put into your backpack for the classes you like?* After listening to students' answers, distribute the sheets of paper and explain that they should draw an open backpack. Encourage students to use the one in Activity 3 as a model. Then tell them to draw inside their backpack objects that they need for the classes they like.

### ◆ Compare your day with your friends.

Invite two volunteers to read the model dialogue in the speech bubbles. Then tell students to stand up and walk around the classroom asking each other about the classes they have. Clarify that they should answer according to their drawings. When students are done, you may check which the most and the least popular classes are by asking: *Do you have (geography)?* and telling students to rise their hand if the answer is Yes.

## Close the day

- ◆ Collect students' drawings, shuffle and redistribute them. Explain that students should ask each other questions in order to find out who has their "backpack." Tell them to ask similar questions to the ones they have been asking, such as: *Do you have (English)?* Once they find the student who has their backpack, they should swap drawings. The activity should go on until all students recover their drawings.



Practice Book: Assign page 11 as homework.

3



I'M READY!

I CAN'T FIND MY BOOTS.

THEY'RE OUTSIDE, NEXT TO THE DOOR. HURRY UP!

4



OH! WHO ARE YOU?

MY NAME'S POCKET, AND THIS IS MY SISTER, SHELLY. WE'RE TURTLES!

HI. I'M ANNA AND THIS IS HUGO. WE'RE TWINS!

3 Read, look and complete.

has      doesn't have

1. Hugo doesn't have IT.
2. He has PE.
3. He doesn't have geography, but he has math.
4. He has music, but he doesn't have English.



◆ Ask and answer.

Does Hugo have art today?

Yes, he does. / No, he doesn't.

4 Draw your backpack with objects for your ideal day.

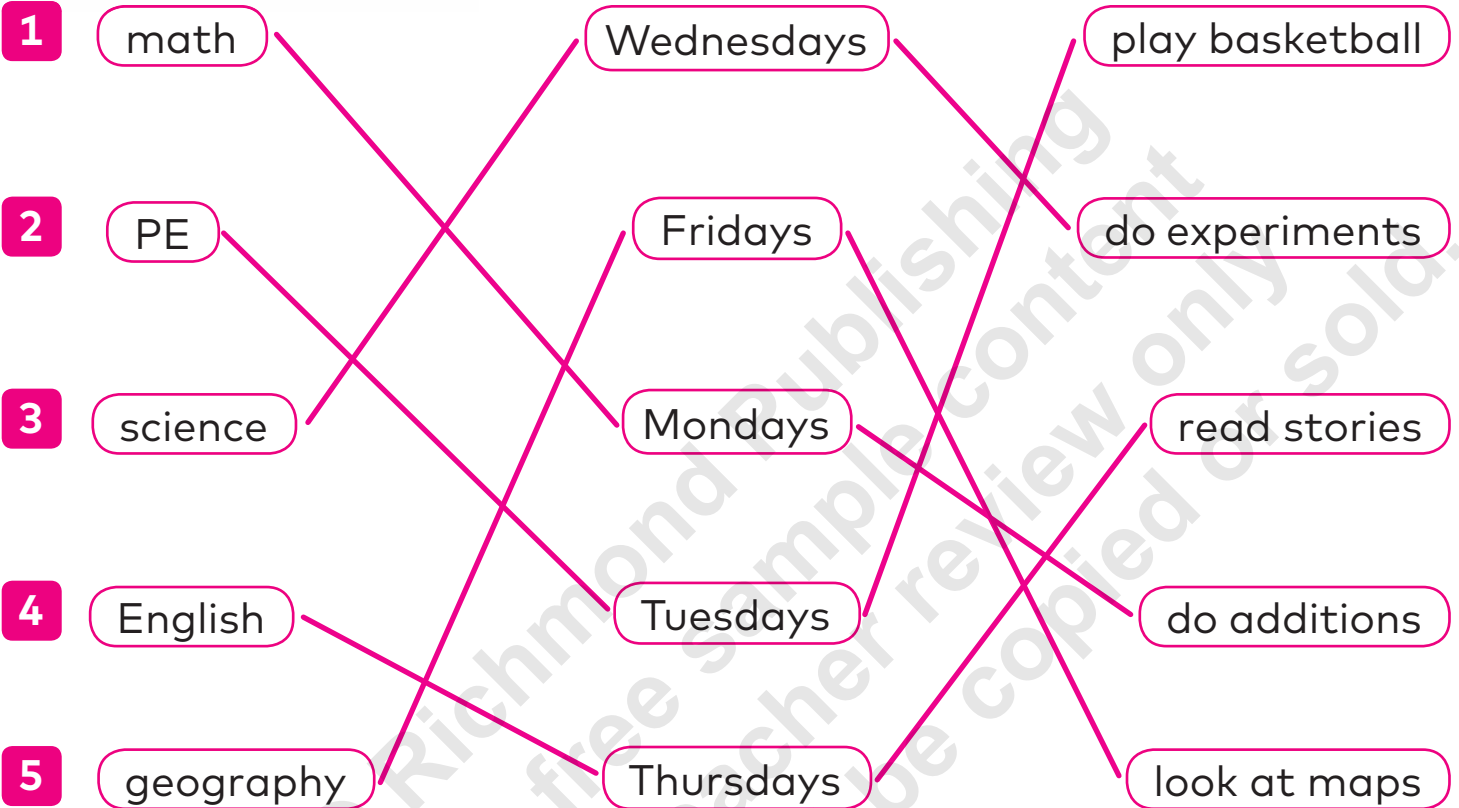
◆ Compare your day with your friends.

Do you have art?

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



5 Listen and match. 



◆ Answer the questions.

1. When do Anna and Hugo have geography? On     Fridays    .
2. What do they do in geography? They     look at maps    .

◆ Act out an interview. Follow the example. 

 **Play a Memory Game!**

**Objective of the day:**

1. Ask and answer questions about weekly school schedules and class activities.

**Materials:** Poster 1 with Cutouts, Poster Activity 1B on page XXI.

**Open the day**

- ◆ "Tiptoeing Turtles" practice.
- ◆ Poster Activity 1B.

We suggest you use this activity to review asking and answering questions about school schedules.

**Open the book!****5 Listen and match.** 

Draw students' attention to the words in the first column of the table and elicit what they are. (school subjects) Follow the same procedure with the words in the second and the third columns. (days of the week and class activities) Play Track 8 and pause it after *We have math on Mondays. We do additions.* Guide students to notice that they should draw a line from *math* to *Mondays*, and then from *Mondays* to *do additions*. Then play the rest of Track 8, so that students do the same with the other school subjects. Play the track twice if necessary. In order to check the activity, you may copy the columns on the board and invite volunteers to match the words.

◆ **Answer the questions.**

Organize students into pairs and allow them some time to answer the questions. Tell them to use the information in the previous activity for support. When students are done, elicit the answers. Then invite students to ask similar questions about the other subjects. Model by asking them: *When do Anna and Hugo have math?* (on Mondays) *What do they do in math?* (they do additions) This will help students get prepared for the following activity.

◆ **Act out an interview. Follow the example.** 

Organize students into groups of three. Explain that one of the group members will be Pocket, and that the other two will be Hugo and Anna. Have students act out an interview using the information in Activity 5 to answer the questions. After some time, have the group members exchange roles. Wrap up by inviting a few volunteers to act out the interview in front of the whole class.

Finally, remind students to visit the online platform for more practice at home.

◆ **Play a Memory Game!**  

Have students close their books. Write on the board: *Yes, that's right.* and *No, they don't.* Then say: *On Mondays, Hugo and Anna have PE. They play football.* Ask students if the sentences you said are true or false. (false) Guide them to notice that in this case, they should respond with: *No, they don't.* You may challenge students to correct the sentences. (On Mondays, Hugo and Anna have math. They do additions.) Follow the same procedure with more sentences. If you see fit, organize students into pairs and have them play the game simultaneously.

**Close the day**

- ◆ With students' help, draw a table on the board with information about their own weekly schedule. For example, in the first row, write: *geography—Mondays—look at maps.* Then ask students a few questions, such as: *When do you have geography? What do you do in geography?* and encourage them to answer using the information on the board. Organize students into pairs and have them carry on with the activity. Finally, invite a few volunteers to ask and answer questions for the whole class to hear.

  Practice Book: Assign page 12 as homework.

## Objectives of the day:

1. Listen for specific information.
2. Review days of the week, school subjects, class activities, clothes and prepositions of place.

**Materials:** index cards (1 per student); pieces of paper in different colors (3 per student) (optional).

## Open the day

- ◆ “Tiptoeing Turtles” practice.
- ◆ Play a game with students to review days of the week, school subjects, class activities, clothes and prepositions of place. Distribute the index cards and have students draw a big *T* on one side of them and a big *F* on the other side. Say a sentence, for example: *Today’s Wednesday*. If the sentence is true, students should show the face of the card with a *T* on it. If it is false, they should show the face of the card with an *F* on it. Follow the same procedure with sentences, such as: *On Thursdays, we have IT. I’m wearing a blue shirt. In English classes, we do additions. Olivia’s backpack is under her chair*.  
Remind students that in this section of the book, all the activities are geared towards their preparation for international certifications. Draw their attention to the symbol next to each instruction, so that they always recognize this type of activity. Finally, tell students that only these activities will have an example marked with number 0.

## Open the book!

## Listening

### International Certification: Listening

Before doing an activity like this one, encourage students to look carefully at the pictures and to think about what they are illustrating. In addition, remind them to listen to the whole dialogue before checking a box, since the information they need may be at the beginning, in the middle or at the end of the conversation.

## 1 Listen and mark (✓) the correct box.



Before playing the audio, allow students time to read the questions and look at the pictures. Ideally, they should remain in silence for the whole of the activity, so that they gradually get used to a real examination situation. Play Track 9. When the activity is over, you may invite students to compare their answers in pairs if you see fit. Otherwise, just check the activity with the whole class. Play the track once more, so that students can identify pieces of information they may have missed. If necessary, pause the track after every dialogue and discuss the answers with the class.

## Speaking

### Speaking Strategy

#### Formulating Answers

Encourage students to provide complete answers in Speaking activities. Advise them to speak slowly as well. This allows them time to think of and formulate their answers as they speak.

## 2 Look, ask and answer.

Organize students into pairs and have them discuss the questions. Encourage students to provide complete answers, expanding on the topics whenever possible. Finally, invite volunteers to answer the questions. (1. These subjects are English, art and math. 2. Answers will vary. 3. Answers will vary.)

## Close the day

- ◆ Give each student three pieces of paper in different colors (e.g. blue, red and yellow). Alternatively, have each student pick three crayons or markers in different colors. It is important that all students use the same three colors, though. Explain that each color corresponds to a group of words (e.g. blue – school subjects, red – days of the week and yellow – prepositions of place). Call out words and have students show you the piece of paper, marker or crayon in the color that corresponds to that group of words. Alternatively, have volunteers take turns calling out the words.



## Listening

1 Listen and mark (✓) the correct box.  

0. What do children do in Ms. Good's class?



A



B

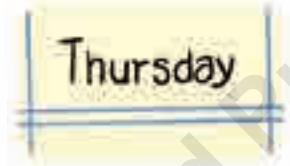


C

1. What day of the week is it?



A



B



C

2. Who is Terry's art teacher?



A



B



C

3. What is Julie's favorite subject?



A



B



C

4. Where is the boy's backpack?



A



B



C

## Speaking

2 Look, ask and answer.



$$2 + 3 = 5$$

1. What subjects are these?


2. When do you have them?

3. Do you like these subjects? Why?

# Mindful Calm

**1** Look at the picture for ten seconds.



- ◆ Close your eyes and listen. 
- ◆ Open your eyes and circle how you feel.



I feel calm.



I feel stressed.

**2** In groups, talk about ways to feel calm.

I count to ten.

I close my eyes and take five deep breaths.

I sit still.



I ask a friend for a hug.

I draw a picture.

- ◆ Choose one and act it out with a classmate.

**Objectives of the day:**

1. Talk about how certain sounds can make people feel calm or stressed.
2. Measure how students feel.

**Materials:** audios of different sounds (optional); a stopwatch (optional).

**Open the day**

- ◆ "Tiptoeing Turtles" practice.
- ◆ If possible, play some audios of different sounds for students to hear. Some ideas are: birds singing, car honks, dogs barking, the wind blowing on tree leaves, rain, an airplane flying, etc. After hearing each sound, ask students to describe how they feel. If it is not possible to play the audios, ask students to imagine each sound and describe how it makes them feel.

**Open the book!****Mindful Calm** **1 Look at the picture for ten seconds.**

Ask students if they like going to the beach and what activities they do there. Then draw their attention to the picture of the beach and tell them to just look at it. Emphasize that everyone should remain silent. Use a stopwatch to time the activity or just count to 10 slowly.

- ◆ **Close your eyes and listen.** 

Immediately after the ten seconds are over, tell students to close their eyes. Then play Track 10. It could be a good idea to skip the introduction of the track, playing it from 0:03 on, when the sound of the ocean starts. This way, the flow of the activities will not be interrupted.

- ◆ **Open your eyes and circle how you feel.**

When the audio is over, calmly tell students to open their eyes. Draw their attention to the line with numbers 0 to 5 in it and encourage them to circle how they feel after looking at and listening to the ocean. Have students compare their answers in small groups. Then invite a few volunteers to describe how they feel. Explain that sounds have the power to make us feel calm or stressed. When we listen to a sudden or loud noise, we tend to feel stressed because our brain thinks that we are in danger. But when we listen to the sounds of nature or calm music, we tend to feel safe and relaxed.

**2 In groups, talk about ways to feel calm.**

Organize students into groups. Tell them that listening to relaxing music or sounds of nature is not the only way in which we can feel calm. Read or invite volunteers to read aloud the sentences in the speech bubbles. Then have students tell their groups if they use any of those strategies to feel calm, or if they do something different. After some time, invite volunteers to share with the class what they do to feel calm.

- ◆ **Choose one and act it out with a classmate.**

Organize students into pairs. Tell the pairs to pick one of the ways to feel calm and act it out. Explain that it may be one of the strategies in the speech bubbles, or any other that they mentioned during the previous activity. Alternatively, tell students to take turns miming the strategies so that their partners guess which one it is. Wrap up by encouraging students to try the strategies they have learned about in this class the next time they feel stressed.

**Close the day**

- ◆ Invite students to make rain using their hands. Have them stand up in a circle. Then explain that you are going to do some things with your hands and that students should gradually start imitating you, from the one standing on your left until the one standing on your right. Start by rubbing your hands. When the last student starts rubbing his or her hands, start snapping your fingers. Then start clapping on your thighs. If you are standing on a wooden floor, you may jump once to imitate thunder. Slow down your claps and then go back to snapping your fingers. Gradually stop snapping your fingers. Finally, ask students how this activity made them feel and invite them to teach it to other people.



## Objectives of the day:

1. Learn to decode /r/ following a consonant in the beginning of a word.
2. Identify and practice pronouncing words with the learned sound.

**Materials:** sheets of paper (1 per student). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Review the letters of the alphabet by playing *Hangman* with students. Use words such as names of school subjects and days of the week. After a few rounds, you may have students carry on with the game in pairs.

## Open the book!

### 1 Listen and complete the words.

Have students keep their books closed. Explain that they are going to listen to some words and that they should try to find out what sound all of them have in common. Play Track 11. Students are expected to realize that all of the words contain the sound /r/. Then have students open their books to page 21. Draw their attention to the letter *R* in the middle of the page and say that all of the words they heard begin with a consonant followed by /r/. Next, encourage students to look at the pictures and choose a letter from the top of the activity to complete each word. If you see fit, have students do the activity in pairs. Then play Track 11 again, so that they can check their answers.

### ◆ Listen again and repeat.

Play Track 11 one more time and have students repeat the sounds and the words as they listen to them. Next, invite students to stand up in a circle with their books open to page 21. If the group is too large, have students stand up by their own desks. Then promote a repetition chain. One student should start saying the first word, *tree*. The student next to him or her should say the following word, *prize*, and so on. Encourage students to gradually increase the speed. Keep the activity going until every student has participated a few times.

### 2 Read, listen and write the number.

Draw students' attention to the pictures and invite them to describe what they see. Then tell students to read along as they listen to children saying what classes they have after the break. Play Track 12. After that, ask students to identify which picture relates to each paragraph. Check the activity with the whole class.

### ◆ Circle the sounds from Activity 1. Then practice.

Elicit from students which sound they are practicing in this class. (a consonant followed by /r/) Then draw their attention to the paragraph in Activity 2, item 1, and challenge them to find at least one word with that sound. When they do, invite them to circle it. Explain that you are going to play the audio again and that students should circle all of the words that start with a consonant followed by /r/. It may be a good idea to tell them how many words they should find in each paragraph. Play Track 12 one or two more times, as you see fit. Then invite volunteers to share with the class which words they circled. Finally, remind students to visit the online platform for more practice at home.

## Close the day

- ◆ With students' help, brainstorm words beginning with a consonant followed by the sound /r/ and write them on the board. Ideally, the number of words should be the same as or bigger than the number of students in the class. Then distribute the sheets of paper. Have each student choose a word from the board, or assign the words yourself. Explain that each student should make a drawing that illustrates his or her word. After that, tell students to write the word below their drawing, and underline the consonant + /r/ sound. Decorate the classroom with students' drawings.

1 Listen and complete the words. 

**t b c d F g p**



◆ Listen again and repeat.

2 Read, listen and write the number. 

1. After break, we're drawing a tree in art with Ms. Drake. Can you give me a brown and a green crayon?

2. After break, it's French with Mr. Troy. There's a quiz with a great prize. Let's try to win!

3. After break, it's English with Ms. Price. We're reading a story about dragons. It's crazy, but is it true?



◆ Circle the sounds from Activity 1. Then practice. 

Reading

1 Read and write the best title.

Schools in Japan      Classes in Japan

Schools in Japan

by Aiko, 8

1 In Class

Our schools have very big classes. There are 30 or 40 students in a class. We don't wear a uniform, but we change our shoes in school. We wear special shoes called *uwabaki*. Students use the same backpacks, too. They are called *radoseru*. In traditional schools, girls have red backpacks and boys have black backpacks. In a Japanese school, there are five or six classes a day.



2 Write the numbers in the pictures.

3 Read and write Yes or No.

- 1. Classes in Japan are small. No
- 2. The children wear special shoes. Yes
- 3. Students eat what they want. No
- 4. The teacher cleans the class in Japan. No
- 5. Students do a lot of homework. Yes



**Objectives of the day:**

1. Practice the following reading strategies:
  - Read for general information.
  - Summarize a text by giving it a title.
  - Read for specific information.
2. Learn about schools in Japan.

**Materials:** a world map; pictures of Japan (optional); sheets of paper (1 per group) (optional); a pair of scissors (for the teacher's use) (optional); small prizes for the winning group (optional).

**Open the day**

- ◆ "Tiptoeing Turtles" practice.
- ◆ Display the world map and invite students to locate their country on it. Then tell them to locate Japan on it. Ask them questions such as: *Is Japan far from our country? What do you know about it? Do you know anyone who comes from Japan? Do you know anyone who has visited Japan? What do you imagine schools in Japan are like?* If possible, show students some pictures of Japan to enrich the discussion.

**Open the book!****Reading****Reading Strategy****Choosing a Title for a Text**

Choosing the best title for a text means understanding its main idea. Tell students that even though a text mentions many pieces of information, there will always be a main point that connects all the ideas in it.

**1 Read and write the best title.**

Guide students through the exploration of the pictures on pages 22 and 23. You may ask them questions such as: *Do you recognize this mountain? What's its name? (Mount Fuji) Where is it? (in Japan) Where are the children? (at school) What are they doing in each picture? (They're cleaning the classroom. They're having a class. They're eating.)* After that, tell students that they are going to read something that Aiko, an eight-year-old boy from Japan, wrote. Allow them time to read the three paragraphs of the text.

Advise students not to worry about words that they do not know at the moment. When they are done, draw their attention to the two options of titles for the text. Ask them which title they believe is the most appropriate one and why. After listening to students' answers, clarify that *Schools in Japan* is more appropriate than *Classes in Japan* because the text is about different aspects of schools in Japan, not only the classes. ◆ If students mention that they have seen pictures or videos of Japanese students wearing uniforms or behaving differently from what the text describes, you may clarify that the text describes elementary public schools. Rules may be different for secondary and private schools.

**2 Write the numbers in the pictures.**

Draw students' attention to the pictures again and say that each picture relates to a paragraph in the text. Ask students to decide which picture relates to each paragraph and allow them time to do so. When students are done, invite volunteers to share their answers with the class.

**3 Read and write Yes or No.**

Tell students to read the text one more time and write *Yes* or *No* next to each sentence, according to the text. Advise them to underline the parts of the text that help them decide if each sentence is true or false. When students are done, invite volunteers to share and justify their answers.

**Close the day**

- ◆ Write sentences about the text in sheets of paper. Then cut the sentences into pieces and shuffle them. Alternatively, write the scrambled sentences on the board. Some ideas are: *Classes in Japan are big. Students in Japan wear special shoes. Students in Japan use the same backpacks. Students in Japan eat lunch in the classroom. Students in Japan clean the classroom. Students in Japan do homework every day.* Organize students into groups and give each group a set of scrambled sentences. Tell students that they should unscramble the sentences. Alternatively, have the groups look at the scrambled sentences on the board and write them in their notebooks in the correct order. The first group to correctly unscramble the sentences is the winner. You may give each group member a small prize if you see fit.



Practice Book: Assign page 13 as homework.

## Objectives of the day:

1. Practice the following reading strategy:
  - Read for specific information.
2. Compare students' school with schools in Japan.

**Materials:** sheets of paper (1 per student); 1 sheet of construction paper (optional); 2 more sheets of paper; adhesive tape.

## Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Tell students to look around their classroom for a minute and notice different characteristics, such as the size of the classroom, the number of students, their clothes and materials, etc. Then explain that you are going to say a few sentences about their classroom and school. If a sentence is true, students should raise their right hand. If it is false, they should raise their left hand. Some ideas are: *Our classroom is big. There are 20 students in our class. The students in our school wear a uniform. All the students in our class wear similar shoes. All the students in our class have similar backpacks. We eat lunch in the classroom. We do sports at school. We do homework every day.*

## Open the book!

### 4 Read and complete the table with information about Aiko.

Before students open their books, ask what they remember about the text they read in the previous class. You may ask them questions such as: *What's the name of the boy who wrote the text? (Aiko) How old is he? (Eight) Where is he from? (Japan) What do you remember about his school? (Answers will vary.)* Then have students open their books to page 23 and draw their attention to the table. Say that they should read the text one more time and find information in it to complete the table. Check the activity by copying the table on the board and inviting volunteers to complete it.

### ◆ Copy the table and write information about your school.

Distribute the sheets of paper and tell students to copy the chart from Activity 4 on them. Then explain that they should complete the table with information about themselves. When students are done, have them compare their tables in pairs. Next, invite volunteers to share the information in their tables with the class. If time allows, take the construction paper and, with students' help, make a table for the whole class. You may make a few changes, such as substituting *Name* for *Class*, and adding all of the after-school clubs students in your class go to. When the table is ready, you may display it on a classroom wall. Finally, remind students to visit the online platform for more practice at home.

## Close the day

- ◆ Write *Aiko's School* on one sheet of paper and *Our School* on the other one. Stick each of the sheets of paper onto different classroom walls (or take students somewhere else for this activity). Explain that you are going to say a sentence. If it refers to Aiko's school, students should walk and stand close to the sheet of paper that reads *Aiko's School*. If it refers to their own school, they should stand close to the the sheet of paper that reads *Our School*. Follow the same procedure with some sentences.



Practice Book: Assign page 16 as homework.

1



2

## School Lunch

We eat lunch in our classroom. Everyone eats the same meal. Our teacher eats with us and students serve the food.

3

## After School

After school, we clean and tidy our classroom. Then we do an activity in an after-school club. I do sports. I like participating in my club. I also do homework every day. In Japan, we have a lot of homework—even during vacations!

2



### 4 Read and complete the table with information about Aiko.

Name	Aiko
Number of students in class	30 to 40 students
Lunch	eats lunch in the classroom
After-school club	sports club

◆ Copy the table and write information about your school. 



Writing

1 Look at part of a schedule. Say how your Wednesday schedule is the same or different.

Tuesday			
Wednesday	Art	English	Science
Thursday			

Teacher  
Ms. Sanchez

◆ Read the text. Choose a word from the box. Write the correct word. There is one example.



Sally Jones

My Favorite Day!

My favorite day at school is (0) Wednesday. I have (1) art, English and science. My favorite class is (2) science. I like doing (3) experiments. My (4) teacher is great. Her name is Ms. Sanchez.



~~Wednesday~~



crayons



USA



teacher



science



additions



art



experiments

**Objectives of the day:**

1. Practice the following writing strategy:
  - Predict which words could fill in each blank in a text.
2. Compare school schedules.

**Materials:** Poster 1 with Cutouts, Poster Activity 1A on page XXI.

**Open the day**

- ◆ "Tiptoeing Turtles" practice.
- ◆ Poster Activity 1A.

We suggest you use this activity to review school subjects and days of the week. Extend it by eliciting from students which activities they do in each class and what they like doing at school.

**Open the book!****Writing**

**1 Look at part of a schedule. Say how your Wednesday schedule is the same or different.**

Elicit from students which classes they have on Wednesdays and, with their help, draw their Wednesday schedule on the board. Then draw their attention to the schedule at the top of the page. Organize students into pairs and tell them to find similarities and differences between Sally's Wednesday schedule and their own. When they are done, invite volunteers to share their observations with the class. Remind students to use *but* when contrasting ideas. For instance, *Sally has art on Wednesdays, but we don't.*

**International Certification: Writing**

When doing activities like the following one, students should try to predict which kinds of words could go in each blank (for instance, school subjects, days of the week, etc.). Afterwards, they can confirm their predictions by choosing from the options underneath the text. Remind students that they should write only one word in each blank. Advise them to cross out a word when they use it, since each word can only be used once.

- ◆ **Read the text. Choose a word from the box. Write the correct word. There is one example.**

Write on the board: *My favorite day at school is \_\_\_\_\_*. Elicit from students the kind of word that could be used to complete this sentence. They are expected to realize that it should be a day of the week. Then draw their attention to the beginning of the text *My Favorite Day!* Show students that the word that completes the sentence is *Wednesday*, which is a day of the week, as predicted. Tell them that they should use this strategy to try to predict which kind of word could fill in each blank. Advise them to read the whole text for general comprehension before starting to fill in the blanks. Allow students time to do the activity individually. Ideally, they should do it in silence. When students are done, invite volunteers to share and justify their answers. For instance, in item 1, we know the answer is *art* because it is the only school subject that is not mentioned in the sentence. Consequently, in item 2, we know we should use *science* because *art* has already been used. In item 3, we know the answer is *experiments* because we do experiments in science classes. Finally, in number 4, we know the answer is *teacher* because it is the only word that refers to a person (Ms. Sanchez).

**Close the day**

- ◆ It may be a good idea to have students relax after doing activities geared towards international certifications, since some of them may feel stressed. Play Track 6 and encourage students to sing and dance to the *My Cool School Chant*. Remind them to mime the activities that they do at school.

## Objectives of the day:

1. Practice the following writing strategy:
  - Fill in the blanks to complete a text.
2. Talk about students' favorite day of the week and school subjects.

### Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ With students' help, write the class's complete weekly schedule on the board. In order to do so, first ask students to name the days when they come to school and write them on the board in a row. Then ask them: *What do you have on (Mondays)?* and write the subjects under the days. Leave the schedule on the board for reference.

### Open the book!

#### 2 Circle your favorite school day.

Organize students into pairs and have them discuss what their favorite school day is. Encourage them to use the schedule on the board to help them make a decision. Then tell students to circle their favorite school day at the top of the page. Invite volunteers to share and justify their answers. Encourage them to say sentences such as: *I like Thursdays because we have art. I like painting pictures.*

#### ◆ Circle your three favorite subjects.

Elicit from students what school subjects the pictures represent. (English, geography, math, IT, music, PE, art and science) Then tell them to circle the pictures that represent the three school subjects that they like the most. Check the activity by saying: *Stand up if you like (English).* You may comment on which subjects are the most and the least popular, but remind students that it is OK to have their own preferences, even though they are different from their peers'.

#### ◆ Write one thing you do in each subject.

Brainstorm with students activities that they do in each class. Then draw their attention to the lines and ask them to write an activity they do in each of the classes they circled in the previous activity. Invite volunteers to share their answers with the class.

#### 3 Write about your favorite day.

Draw students' attention to the incomplete paragraph and say that they are going to complete it with information about themselves. Before students start writing, read the text aloud with them and elicit how they could fill in each blank. Allow students time to do the activity.

#### ◆ Tell your classmates.

When students are done, organize them into pairs and have them compare their texts. Finally, invite volunteers to read their texts aloud to the class.

### Close the day

- ◆ Write on the board: *days of the week – dance; school subjects – jump; class activities – raise both hands.* Explain to students that you are going to call out words and that, depending on the word, they should do one of the actions on the board. In order to check if students understood the rules, call out the word *art* and expect them to jump. Then call out *Saturday* and expect them to dance. Finally, call out *do experiments* and expect them to raise both hands. Some ideas for words are: *music, painting pictures, math, Monday, do sports, do additions, IT, Wednesday, play the guitar, Thursday, Friday, English, read books, use computers, geography, Tuesday, PE and read books.*



Practice Book: Assign page 14 as homework.



**2 Circle your favorite school day.**

Monday    Tuesday    Wednesday  
 Thursday    Friday

**◆ Circle your three favorite subjects.**



**◆ Write one thing you do in each subject.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**3 Write about your favorite day.**

Name: \_\_\_\_\_

My favorite day at school is (1) \_\_\_\_\_.

I have (2) \_\_\_\_\_, (3) \_\_\_\_\_ and (4) \_\_\_\_\_.

My favorite class is (5) \_\_\_\_\_.

I like (6) \_\_\_\_\_ . My teacher is great.

(7) \_\_\_\_\_ name is (8) \_\_\_\_\_.



**◆ Tell your classmates.**

## Listening

1 Listen and number the pictures in order. 



◆ Listen again and circle the correct answer.

1. How old is Oskari?

Eight. / **Nine.**

2. How many students are in his class?

**12.** / 20.

3. How many classes does Oskari have in a day?

**Three.** / Five.

4. Does Oskari have a lot of homework?

Yes. / **No.**

5. What is Oskari's favorite subject?

**Art.** / Science.

2 Act out an interview with Oskari. 

**Objectives of the day:**

1. Practice the following listening strategy:
  - Listen for specific information.
2. Ask and answer questions about school routine.

**Materials:** a world map.

**Open the day**

- ◆ "Tiptoeing Turtles" practice.
- ◆ Display the world map and ask students if they know where Finland is. Invite a volunteer to locate this country on the map. Then ask students what they know about Finland. You may ask: *Is Finland far from our country?* (Answers will vary.) *What are Finland's official languages?* (Finnish and Swedish) *What's the capital of Finland?* (Helsinki) *Is it cold there?* (yes)

**Open the book!****Listening****Listening Strategy****Numbering Items**

For activities that include listening and numbering pictures in order, advise students to look at the pictures beforehand and try to predict words that may be mentioned in the audio and that relate to the pictures somehow.

**1 Listen and number the pictures in order.** 

Draw students' attention to the pictures and ask: *What city is this?* (Helsinki) *What are the children doing in each picture?* (Playing. Eating. Taking off their shoes.) Then tell students that they are going to listen to a podcast in which a boy called Oskari is interviewed. Explain that they should listen and number the pictures in the order that Oskari mentions them. Play Track 13. Check the activity with the whole class. If necessary, play the track again.

**◆ Listen again and circle the correct answer.**

Tell students to read the questions and try to remember the answers. After some time, play Track 13 again, so that they can check the activity. If you see fit, have students compare their answers and then invite volunteers to share them with the class.

**2 Act out an interview with Oskari.** 

Organize students into pairs and say that they are going to act out an interview with Oskari. Draw their attention to the first question in the previous activity and elicit what changes they would have to make to ask the question directly to Oskari. They are expected to notice that they should change the question to *How old are you?* Follow the same procedure with the other questions and write them on the board. Then elicit what other questions students could ask Oskari, writing them on the board as well. Keep the questions on the board for reference. Have the pairs act out the interview. Clarify that one student should be the interviewer and that the other one should be Oskari. When students are done, have them exchange roles and act out the interview one more time. Wrap up by inviting a few volunteers to act out the interview in front of the whole class.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- ◆ If you see fit, organize students into new pairs. Say that they are going to use the questions on the board to interview each other. Clarify that, this time, they should provide real answers about themselves. Add that one student in each pair should be the interviewer and that the other one should be the interviewee. When students are done, have them exchange roles and act out the interview again. Finally, invite volunteers to act out the interview in front of the whole class.



 Practice Book: Assign page 15 as homework.



## Objectives of the day:

1. Practice the following speaking strategy:
  - Take turns in asking and answering questions.
2. Compare weekly schedules.

**Materials:** a soft ball; sheets of paper (1 per student and 1 for the teacher); Practice Book (pages 17 and 18).

## Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Have students stand up in a circle. Throw a soft ball to a student and call out a category. For example, *school subjects*. The student who got the ball should name a school subject. Then he or she should throw the ball to a classmate and call out another category, such as: *days of the week*. Some other categories students could call out are: *class activities, school objects, colors, farm animals* and *clothes*. If you see fit, write the categories on the board before starting the game. Keep the activity going until all students have participated.

## Open the book!

### Speaking

#### 1 Look at your schedule. Ask a classmate questions and find six differences.

Organize students into pairs and draw their attention to the weekly schedules. Explain that one student in each pair is going to be Student A and should look at the top schedule. Add that the other student is going to be Student B and should turn his or her book upside down to look at the bottom schedule. Say that students should ask each other questions in order to find out six differences between their schedules. Advise them to use the questions in the speech bubbles as models and to take notes of the differences in their notebooks. Answers:  
 Mondays: Students A have geography after break. Students B have English after break. Tuesdays: Students A have music after break. Students B have PE after break. Wednesdays: Students A have English, geography and science. Students B have IT, geography and math. Thursdays: Students A have math after lunch. Students B have science after lunch. Fridays: Students A have English after break. Students B have music after break.

#### ◆ Tell your classmate about the differences.

When all students are done finding the differences, draw their attention to the sentences in the speech bubble at the bottom of the page. Encourage them to use these as models to tell their classmates about the differences they found out during the previous activity. When students are done, invite volunteers to share their findings with the class. Help them produce sentences such as: *I have PE after break on Tuesdays, but Monica doesn't have PE. She has music.*

## Close the day

- ◆ Before the class starts, draw a picture of yourself as a student doing a school activity you enjoy. Then write three sentences about your drawing, such as: *I like geography. I have geography on Mondays. I like looking at maps.* Show your drawing and sentences to students. Then distribute the sheets of paper and invite students to draw themselves doing a class activity they enjoy. Add that they should write three sentences about their drawing, just like you did. Display their drawings on the classroom walls and have them admire each other's work.

## Time to Practice

You have now finished the first part of the Topic "A Busy Day." This is a good moment to practice some skills using the international certifications' format. On pages 17 and 18 of the Practice Book, there are activities that develop students' Reading, Writing and Listening skills. For the activities on page 17, advise students to notice the details in the pictures in order to answer the questions. They should also read the questions carefully. In Activity 1, students should write only one word in each blank, so it is important that they learn how to identify key information. For Activity 2, remind students that a sentence is only true if all the information it contains is true. For the activity on page 18, tell students that names which they are required to write are going to be spelled out for them. Where a number is required, students should be encouraged to write digits rather than words to avoid spelling mistakes. Therefore, they should be extensively trained in recognizing letters of the alphabet and numbers from 1 to 20.

## Speaking

1 Look at your schedule. Ask a classmate questions and find six differences.

What do you have on Mondays?



I have art.



Do you have English on Wednesdays?



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



### Student A

Monday	Tuesday	Wednesday	Thursday	Friday
Art	Science	English	Music	PE
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
Geography	Music	Geography	English	English
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
Math	Art	Science	Math	IT

IT	Science	Math	Art	Math
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
Music	English	Geography	PE	English
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
PE	Music	IT	Science	Art
<b>Friday</b>	<b>Thursday</b>	<b>Wednesday</b>	<b>Tuesday</b>	<b>Monday</b>

### Student B

◆ Tell your classmate about the differences.

I have geography on Mondays, but you don't have geography. You have English.