

TEACHER'S BOOK

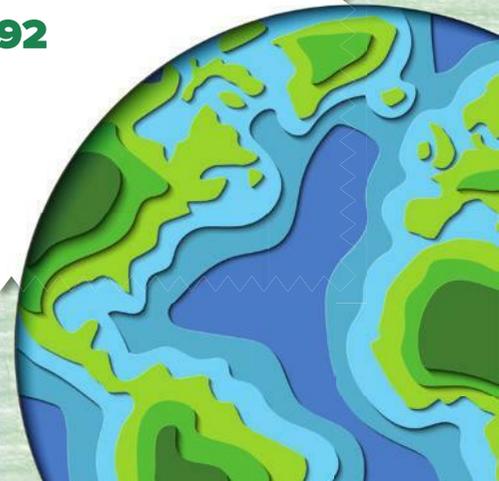


PLANET WARRIORS

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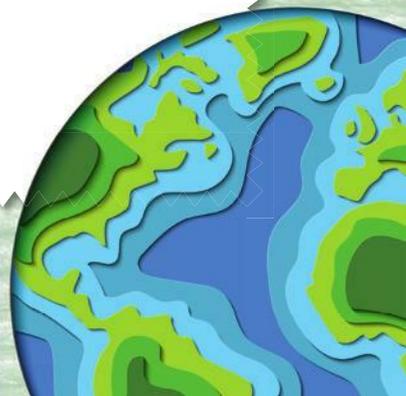
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The logo features the word "PLANET" in large, green, 3D-style letters on a light green, cloud-like shape. Below it, the word "WARRIORS" is written in dark green, outlined letters on a brown, banner-like shape with a small green vine and leaves growing from the top.

- Unit 1**
ALL ABOUT ME
- Unit 2**
MY FAMILY, MY WORLD
- Unit 3**
HOME SWEET HOME
- Unit 4**
SPECIAL ABILITIES
- Unit 5**
MY PREFERENCES
- Unit 6**
WILD ANIMALS
- Workbook**



INTRODUCTION

Planet Warriors is a three-level series for children in primary schools with one to three teaching periods of English per week. It takes learners from a beginner to an elementary level. The series provides both teachers and students with a wide variety of clear and easy to use material within a simply-structured and integrated programme. Each level consists of six thematic units in correspondence with the official syllabus and aligned with the Sustainable Development Goals (SDGs), a set of 17 global goals established by the United Nations to address various social, economic and environmental challenges by 2030.

While still focusing primarily on the teaching of English as a foreign language, the activities and topics have been designed to embrace the whole child emotionally, socially, physically, creatively and cognitively.

Planet Warriors has been formulated on the premises that:

- Students should acquire the language by playing an active role in their own learning process, where the focus is meaningful communication.
- Learners need to experience language as a whole, by reading, writing, speaking and listening to natural discourse.
- STEAM projects, which stand for Science, Technology, Engineering, Arts and Mathematics are crucial to encourage creativity, critical thinking and problem-solving skills.
- the integration of cultural and cross-curricular content (CLIL) provides a more engaging and enriched educational journey and is vital to enhance the language learning experience.
- Students should be able to express their opinions and feelings, experiment, make predictions, draw conclusions, interact with peers and discover the rules underlying language structures, thus paving the way for a deeper comprehension of the language.

COMPONENTS AND RESOURCES

For the student

Student's Book + Workbook



The **Student's Book**, equipped with an integrated **Workbook**, features six topic-based units, each comprising four lessons that systematically develop key language and vocabulary topics aligned with the official syllabus. The organisation aims to present, practise, and systematise the target language within meaningful contexts. Additionally, specific sections have been incorporated in each unit to support students' learning processes in various ways.

A **Workbook** section has been added at the end of the Student's Book to reinforce and revise all the language items and vocabulary introduced in each unit.

It also provides an **Extra Practice** section to offer students even more opportunities to learn and practise the language.

3 Look and answer.

- Where is your mother?
She is in the _____.
- Where is your brother?
He is in the _____.
- Where is your father?
_____.
- Where is your grandfather?
_____.
- Where is your sister?
_____.



4 Look at exercise 3 and match.

- Is your sister in the garage?
Yes, she is.
No, she isn't.
- Is your grandfather in the garden?
Yes, he is.
No, he isn't.
- Is your brother in the study?
Yes, he is.
No, he isn't.
- Is your mother in the kitchen?
Yes, she is.
No, she isn't.
- Is your father in the bathroom?
Yes, he is.
No, he isn't.

Is she in the attic?
Yes, she is. / No, she isn't.
Is he in the garden?
Yes, he is. / No, he isn't.
Are you in the kitchen?
Yes, I am. / No, I'm not.



5 Draw yourself in your favourite place in the house. Then answer.



6 Now ask questions to your classmate to know their location in the house.

Are you in the dining room?
No, I'm not.
Hmm, Are you... ?

Where are you? I'm in the _____

UNIT 3 29

Comprehension activities provide further practice and check students' understanding.

An Eco Warrior presents clear grammar and vocabulary boards to introduce, expand, and / or revise key language concepts.

Speaking skills are practised in varied activities and games.

1 Read the list and label.

Get ready for the eco-trip! Remember to pack these things:

- torch
- sleeping bag
- first-aid kit
- water bottle
- tent
- compass
- backpack
- binoculars



2 Listen and read. Then answer.

Last weekend, I went camping in the forest with the eco-club. On Friday, I checked that I had everything I needed: a torch, a water bottle, a compass and a pair of binoculars. I almost forgot my sleeping bag!

We travelled by an electric bus and arrived at the eco-friendly campsite on Saturday morning. The place was really cool! There were solar panels for electricity, recycling bins for different types of rubbish and rainwater collectors for storing water. There was also a vegetable garden and we ate locally grown food. First, we worked in teams to put up the tents. Then, we collected sticks for the fire. After that, we swam and played games in the lake. We were very active and a bit hungry, too. So, we had lunch at 1 pm.

In the afternoon, we cycled to the forest near the campsite and then we went hiking. There were very tall trees and there were beautiful flowers and some insects. The teachers gave us a list of plants and animals and asked us to find them and take photos of them. That was a great experience and my team was the first to complete the list!

After all the activities, we were really tired and we went to bed right after dinner. It was quiet at night and I only heard the sound of crickets at a distance. I think that we immediately fell asleep. But, in the middle of the night, a strange sound near my tent woke me up. It was very dark and I was scared. What was there outside?

What activities did Sally do?

- Swam
- Hiked
- Played games
- Swam
- Played games
- Swam
- Swam
- Swam
- Swam

Remember! Add -ed or -d at the end of some infinitive verbs to form the past tense of regular verbs.

We travelled by an electric bus.

Some verbs have an irregular form in the past: go - went. I went camping in the forest.
have - had. We had lunch.
eat - ate. We ate locally grown food.

60 UNIT 6

Reading and listening passages not only expose learners to vocabulary and grammar but also enhance comprehension, pronunciation, as well as language repertoire and skills.

Sustainable Development Goals are linked to the topic of each unit in order to raise students' awareness and to prepare them for future challenges in our world.

1 Listen and read.

Dan loves travelling to the mountains in winter because he does a lot of activities.

I went ice skating yesterday...

... skiing the day before yesterday...

... and snowboarding three days ago.

I'm exhausted now so I'm relaxing on the snow.

I rode my bike three days ago.

Use past adverbs of time to describe when something happened.

Monday	Tuesday	Wednesday	Thursday	Friday
four days ago	three days ago	the day before yesterday	yesterday	today

2 Look and complete.

the day before yesterday last week five days ago yesterday

Today is December 25.

- Dan made a snowman _____.
- Dan went to the top of the mountain with a chairlift _____.
- Dan went sledding _____.
- Dan brought presents _____.

64 UNIT 6

SEL (Social and emotional skills) activities aim at reflecting on personal emotions, relationships and values.

Grammar boards and comic strips effectively introduce, expand, or revise grammar points within meaningful contexts, providing clear and concise explanations.

CLIL SCIENCE AND ART: Sustainable Fashion

1 Read and complete the table. Fashion and the Environment

Today people buy a lot of clothes and use the items for a short time. Fast fashion makes this possible, but it also has a big negative impact on the environment.

The fashion industry produces up to 10% of carbon emissions and it uses a lot of water in the different stages of production – from collecting the fibres to making the products.

The rubbish that comes from the industry also has a disastrous effect. Numerous companies use synthetic fibres like polyester and nylon to make clothes. These fibres contain very small plastics. When people throw out their clothes, these microplastics go to the land. It is estimated that the equivalent of a lorry full of clothes goes to landfill every second. Microplastics pollute water, too. Washing clothes releases these microplastics and they end in the ocean. This results in the equivalent of 50 billion plastic bottles in the ocean every year.

Fast fashion affects workers' conditions and health because they work for long hours and they are in contact with toxic chemicals to produce cheap clothes.

To change the situation, some fashion companies are sustainable. They make clothes by recycling materials, help customers to repair their clothes, and use natural fibres and cultivate them with traditional methods.

As consumers, we can also do our part. For example, we can buy second-hand clothes, exchange our clothes with other people, donate clothes we don't use any more and even rent clothes for special occasions instead of buying them and using them only once.

FASHION INDUSTRY	
PROBLEMS	SOLUTIONS
• produces up to 10% of carbon emissions	

2 Make a sustainable accessory for your friend.

STEAM PROJECT

You need:

Follow these steps:

- Decide what accessory to make.
- Make your design on paper.
- Create your accessory.

UNIT 4 45

The concluding section of each unit incorporates tasks related to **CLIL (Content and Language Integrated Learning)** and **STEAM (Science, Technology, Engineering, Art, Mathematics)**. Here, students solidify the contents of the unit by engaging in a project connected to a specific subject, simultaneously using language to expand their knowledge.