

Happy Street Culture and Writing Companion 1

1 Simon Says

Language

Core: Austria, Croatia, Hungary, Italy, Slovenia; hello, goodbye

Materials

Culture and Writing Companion page 1; Online worksheet 1

Culture and Writing Companion

My country

Warmer

- Greet the class and explain that these English lessons will focus on cultural life in Slovenia. Ask children to turn to page 1 of the Companion.

1 Say *hello* and *goodbye* in Slovene.

- Go around the class asking children to say *hello* and *goodbye* in Slovene.

2 Look and read. Say *hello* and *goodbye* in different languages.

- Look at the map and ask children to identify the neighbouring countries. If necessary, model the English names for them to repeat.
- Ask children to look at the map of Slovenia and locate the place where they live.
- Read the text to the class for them to listen and follow. Check understanding.
- Choose confident children to model some exchanges of *hello* and *goodbye* in the different languages shown on the map.
- Put children in pairs to say *hello* and *goodbye* in the different languages.

DID YOU KNOW? Read the text with the class and ask children if they know about this day. It was established in 2001 by the Council of Europe. It celebrates linguistic diversity across Europe and lots of different events are held across Europe on the day. You may like to find some more information about it on the internet before the lesson to share with the class.

Online worksheet

My country

1 Choose and write.

- Children read the greeting in the speech bubble and complete the country.

ANSWERS

1 England 2 Austria 3 Italy 4 Croatia 5 Hungary
6 Slovenia

2 Read and match.

- Children read the English phrases and match them to the Slovenian.

ANSWERS

1 c 2 a 3 b 4 e 5 f 6 d

2 Simon Says

Language

Core: *break, double lesson, primary school, students, timetable*

Materials

Culture and Writing Companion page 2; Online worksheet 2

Culture and Writing Companion

My school

Warmer

- Remind the class about the character of Simon and explain that today, children will learn about his school day. Ask what their favourite lesson is. Help with English vocabulary as needed.

1 Read about Simon's school time.

- Turn to page 2 of the Companion. Read the text to the class for them to listen and follow. Check understanding.
- Make comparisons with their own class by asking questions, e.g. *How many students are in your class? How many lessons do you have a day?*
- Point out the different features which Simon describes on the timetable, e.g. *a double lesson, a class lesson*.

2 Talk to your school friend about your timetable.

- Put children in pairs to talk about their school timetable. Encourage them to think about what lessons they have on each day.
- Monitor the class as children work, and provide help as needed.

3 Draw and write your timetable in your notebook.

- Ask children to turn to their notebooks. They copy the timetable structure and complete it for their own week.
- Children can compare their work in pairs.

DID YOU KNOW? Read the text with the class and check understanding.

Online worksheet

My school

1 Choose and write.

- Children look at the picture and answer the question.

ANSWERS

1 a book 2 a ruler 3 a pencil 4 a pen

2 Read. Draw and write.

- Children read the model text and look at the picture to locate each object.
- Then they draw and write about their own pencil case.

ANSWERS

Children's own answers

3 Simon Says

Language

Core: *castle, hill, market, museum, statue, trip*

Materials

Culture and Writing Companion page 3; Online worksheet 3

Culture and Writing Companion

My favourite places in Ljubljana

Warmer

- Depending on where the children live in Slovenia, ask them if they have visited Ljubljana, or how well they know the city.

1 Read about Simon's favourite places.

- Turn to page 3 of the Companion. Read the text to the class for them to listen and follow. Ask them to point to the correct photos each time.
- If your class is confident, you can ask different children to read out individual captions. You may prefer to do this as a pairwork activity.
- Check understanding with comprehension questions, e.g. *What is on top of a hill? Where can you buy clothes and toys?*

2 What are your favourite places in Slovenia? Share in class.

- Have a class discussion about the children's favourite places. These can be in Ljubljana or anywhere else in Slovenia.
- If you would like to extend this activity, ask children to draw a picture of their favourite place and label it, or write a short caption as on the Companion page.

DID YOU KNOW? Read the text with the class and check understanding. Ask if anyone has visited this exhibition. It shows the skeleton of a female fin whale which was found in Piran Bay in 2003. The exhibition has video footage, audio effects and other images, texts and presentations to help educate visitors about whales and how to protect them.

Online worksheet

My favourite places in Ljubljana

1 Match.

- Children look at the picture and write the names of the toys.

ANSWERS

- 1 a rocking horse 2 a rattle 3 a weather vane
4 a spinning top 5 a yo-yo 6 a whistle

2 Read and choose.

- Children look at the different stages of making a weather vane and choose the best answer.

ANSWERS

- 1 Yes 2 Yes 3 No 4 Children's own answers
5 Yes 6 Yes

4 Simon Says

Language

Core: *cream cake, elder juice, sauté potatoes, sweet bread*

Materials

Culture and Writing Companion page 4; Online worksheet 4

Culture and Writing Companion

Famous food

Warmer

- Ask children to name some typical Slovenian dishes. These can be local to their region, or national dishes. Ask children to say which ones they like and dislike.
- Elicit ideas at this stage, but don't go into too much detail as there is a discussion activity on this topic at the end of the lesson.

1 Read about special food and drink from Slovenia.

- Turn to page 4 of the Companion. Read the text to the class for them to listen and follow. Ask them to point to the correct photos each time.
- If your class is confident, you can ask different children to read out individual captions. You may prefer to do this as a pairwork activity.
- Check understanding with comprehension questions, e.g. *Where can you pick elderflowers? What is the most famous kind of potica?*

2 Talk about your favourite Slovenian food.

- Put children into pairs to talk about their favourite Slovenian food. This can be something from the page or a different dish.
- When children have discussed their ideas in pairs, open this up to a class discussion.

DID YOU KNOW? Read the text with the class and check understanding. Ask the class if they enjoy eating sauté potatoes, and if anyone at home enjoys cooking them. Ask if they have heard of the Potato Feast, which is held in June in the central Gorenjska region.

Online worksheet

Famous food

1 Read and put a ✓.

- Children look at the pictures and tick the correct column.

ANSWERS

1 Slovenian 2 English 3 Slovenian 4 English
5 Slovenian 6 English

2 Choose and write. Draw Simon's lunch.

- Children read the text and complete it with words from the box.
- Then they complete the picture with the correct items of food and drink.

ANSWERS

1 sandwich 2 bread 3 bread 4 juice 5 biscuits

5 Simon Says

Language

Core: album, card, earring, fantasy creature, piggy bank, stamp, sticker, plastic animal

Materials

Culture and Writing Companion page 5; Online worksheet 5

Culture and Writing Companion

My family's collections

Warmer

- Ask around the class to see if children have any collections. Provide any English vocabulary as needed.
- If you collect anything at home, you may like to bring it in for display.
- Elicit ideas at this stage, but don't go into too much detail as there is a discussion activity on this topic at the end of the lesson.

1 Read about collecting things.

- Turn to page 5 of the Companion. Read the text to the class for them to listen and follow. Ask them to point to the correct pictures each time.
- If your class is confident, you can ask different children to read out individual captions. You may prefer to do this as a pairwork activity.
- Check understanding with comprehension questions, e.g. *Where are the wooden earrings from? How many albums has Simon's grandpa got?*

2 Think and answer.

- Put children in pairs or groups to discuss their ideas.
- You may like to let children draw pictures of their collections, or bring some items in to discuss in a later lesson.

Online worksheet

My family's collections

1 Look, read and match.

- Children look at the pictures and read the beginning of each sentence. They match them to the correct endings.

ANSWERS

1 d 2 a 3 b 4 c

2 Read. Draw and write.

- Children read the model text and look at the picture to locate each object.
- Then they draw and write about their own collection. If they don't collect anything, they can use their imagination.

ANSWERS

Children's own answers

6 Simon Says

Language

Core: *creative, floor, front door, ladder, model, rocking chair, room, stairs, wooden*

Materials

Culture and Writing Companion page 6; Online worksheet 6

Culture and Writing Companion

A model house

Warmer

- If possible, bring in a traditional Slovenian item made of wood – a toy, a bowl or a model. Discuss with the class how wood is an important material for craft items in Slovenia.

1 Look and read.

- Turn to page 6 of the Companion. Read the first text to the class for them to listen and follow. Ask them to look at the main picture of the house and point to the different features of the model house as they are described.
- If your class is confident, you can ask different children to read out individual captions. You may prefer to do this as a pairwork activity.
- Check understanding with comprehension questions, e.g. *How many rooms are there? Are there any stairs?*
- Read the second part of the text to the class for them to listen and follow. Read out the captions for the pictures and ask them to point to each chair.
- Ask if they have any chairs like this at home, or if they have seen any.

2 Draw and write in your notebook.

- Read the task with the class and explain that the children can design their own chair. It can be made of wood, or any other material. Help with vocabulary as needed.
- Children can design their chairs individually, then compare in pairs. Remind them to think about what the chair is made from, and what name they want to give it. You may like to copy their work for a class display.

Online worksheet

A model house

1 Look and write.

- Children look at the picture. They write the names of the rooms in boxes 1–4, and the names of the items of furniture in boxes a–f.

ANSWERS

1 bedroom 2 bathroom 3 sitting room 4 kitchen
a bed b wardrobe c sofa d rug e bookcase
f cupboard

2 Read, look and write.

- Children read the sentences. Then they look at the main picture again and find the objects in the wordpool.

ANSWERS

1 a bag 2 books 3 a painting

7 Simon Says

Language

Core: *beehive, farm, field, hayrack, meadow, vineyard*

Materials

Culture and Writing Companion page 7; Online worksheet 7

Culture and Writing Companion

The countryside

Warmer

- Discuss the part of Slovenia in which the children live. Do they live in the countryside, a town or a city? Ask what they like about where they live.
- Explain to the class that today's lesson is about the countryside in Slovenia.

1 Look at the pictures. What is in each picture?

Make a bilingual list.

- Turn to page 7 of the Companion. Ask children to look at the photos and name the items they can in Slovenian.
- In their notebooks, children write the English and Slovenian words for the items shown in each photo.

2 Look and read.

- Read the text to the class for them to listen and follow. Ask them to point to the correct pictures each time.
- If your class is confident, you can ask different children to read out individual captions. You may prefer to do this as a pairwork activity.
- Check understanding with comprehension questions, e.g. *What are Slovenian farms like? How are beehives decorated?*

DID YOU KNOW? Read the text with the class and check understanding. Ask the class if they have ever seen or heard a *klopotec* in action.

Online worksheet

The countryside

1 Read and write A or B.

- Children look at the pictures and read the sentences. They write the correct letter for each sentence.

ANSWERS

1 A 2 B 3 A 4 B 5 B 6 A

2 Read and match.

- Children read the text and look at the pictures. They match each sentence to the correct ending.

ANSWERS

1 b 2 a

8 Simon Says

Language

Core: *autumn, cold, hot, season, snow, spring, summer, warm, winter*

Materials

Culture and Writing Companion page 8; Online worksheet 8

Culture and Writing Companion

My summers and winters

Warmer

- Discuss the current season and ask what the weather is like today.
- Ask children to say what they are wearing and why, e.g. *I'm wearing a T-shirt because it's hot.*

1 Read about different seasons in Slovenia.

- Turn to page 8 of the Companion. Read the text about winter to the class for them to listen and follow. Ask them to look at the picture of Simon in winter and point to the different clothes he is wearing as they are described.
- Repeat with the remaining texts and pictures.
- Put children in pairs to take turns describing one of the pictures for their partner to say the season.

2 What do you do in different seasons? Where do you go? Ask and answer.

- Discuss the first part of the question with the class. Recap the activities Simon describes for each season, e.g. *make a snowman* in winter, *ride a bike* in summer. Ask children to suggest further activities.
- Read the second part of the question and ask children to suggest different places, e.g. *I go to the beach in summer. I go to the forest in autumn.*
- You can do this first as a class discussion to generate ideas, then let children ask and answer in pairs.

DID YOU KNOW? Read the text with the class and check understanding. Ask the class when Fat Tuesday is and what they do to celebrate it. Point to the picture and ask children to describe what they can see. The Kurent costume is made up of a big sheepskin garment with a belt around the middle which has bells on it. The noise of the bells represents the act of scaring winter away. The Kurent wears boots, red or green leggings, and a large furry hat and mask. He may also carry a club.

Online worksheet

My summers and winters

1 Read and write.

- Children look at the pictures and write the letters in the correct order.

ANSWERS

1 shorts 2 trousers 3 swimsuit 4 jacket 5 T-shirt
6 jumper 7 scarf 8 cap

2 Draw and write.

- Children use the model outlines to design and write about a Slovenian school uniform for boys and girls.

ANSWERS

Children's own answers

9 Simon Says

Language

Core: *basketball club, fan, ice skates, helmet, hockey, outfit, pads*

Materials

Culture and Writing Companion page 9; Online worksheet 9

Culture and Writing Companion

My basketball club

Warmer

- Ask children what sports they enjoy doing. Ask whether they need any special clothes or equipment to do these sports. Help with vocabulary as needed.

1 Read about sports in Slovenia.

- Read the text to the class for them to listen and follow. Ask them to point to the correct pictures each time.
- If your class is confident, you can ask different children to read out individual captions. You may prefer to do this as a pairwork activity.
- Check understanding with comprehension questions, e.g. *What colour are Simon's trainers? What colour is Nataša's helmet?*

2 Answer the questions.

- Ask children to read through the questions silently, then check understanding.
- Children turn to their notebooks and write answers.
- They can then compare their answers in pairs.

ANSWERS

Children's own answers

DID YOU KNOW? Read the text with the class and check understanding. Ask the class what they do on Sports Day and what their favourite activities are. Discuss with the class how important it is to do regular exercise in order to stay healthy and have fun.

Online worksheet

My basketball club

1 Read and choose.

- Children look at the characters and complete the text with the words in the box.

ANSWERS

1 legs 2 eyes 3 thin 4 fingers 5 body 6 hair
7 ears

2 Look and write.

- Children look at the picture and write the parts of the body.
- Challenge the children to name any more parts of the body that they know. They can use a dictionary if these are available.

ANSWERS

1 nose 2 head 3 hair 4 arm 5 leg 6 eye
7 mouth 8 finger 9 body 10 foot

Writing

Unit 1

Companion page 11

1 Read.

- Children read the model dialogue.

2 Write *True or False*.

- Children look at the pictures and answer in their notebooks.

ANSWERS

1 True 2 True 3 True 4 True

3 Draw and write about you and a friend.

- Children follow the example texts to draw and write their own conversations in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 2

Companion page 11

1 Read.

- Children read the model text.

2 Read and match.

- Children look at the items and the colours and answer in their notebooks.

ANSWERS

1 c 2 d 3 a 4 e 5 b

3 Draw and write about your pencil case. Colour.

- Children follow the example text to draw write their own descriptions in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 3

Companion page 12

1 Read.

- Children read the model sentences.

2 Write *True or False*.

- Children look at the pictures and answer in their notebooks.

ANSWERS

1 False 2 True 3 False 4 True 5 False

3 Draw and write about a toy.

- Children follow the example text to draw and write their own descriptions in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 4

Companion page 12

1 Read.

- Children read the model text.

2 Look and ✓ or X.

- Children look at the pictures and answer in their notebooks. They put a tick for the items Jack likes and a cross for those he doesn't like.

ANSWERS

1 ✓ 2 ✓ 3 X 4 X 5 ✓ 6 ✓

3 What's your favourite meal? Draw and write.

- Children draw and write about their own favourite meal in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 5

Companion page 13

1 Read.

- Children read the model text.

2 Read and ✓ or X.

- Children read the notes and answer in their notebooks. They put a tick for the items Daisy has got, and a cross for the ones she hasn't got.

ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X

3 What have you got? What's your favourite toy? Draw and write.

- Children follow the example text to draw and write about their possessions and their favourite toys in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 6

Companion page 13

1 Read.

- Children read the model dialogue.

2 Write *True or False*.

- Children look at the pictures and answer in their notebooks.

ANSWERS

1 False 2 False 3 False 4 True 5 True 6 False

3 What's in your sitting room? Draw and write.

- Children follow the example text to draw and write about their own sitting rooms in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 7

Companion page 14

1 Read.

- Children read the model webpage.

2 Read and write *Sara or Ellie*.

- Children read the text again and answer in their notebooks.

ANSWERS

1 Sara 2 Ellie 3 Sara 4 Ellie 5 Sara 6 Ellie

3 Write about you and a friend.

- Children follow the example text to write a description of themselves and one of their friends in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 8

Companion page 14

1 Read.

- Children read the model text.

2 Read and draw 😊 or ☹️.

- Children read the notes and answer in their notebooks. They put a happy face for the items Polly likes and a sad face for those she doesn't like.

ANSWERS

1 😊 2 😊 3 ☹️ 4 😊 5 😊

3 What do you like? What don't you like? Draw and write.

- Children follow the example texts to draw and write about which clothes they like and dislike in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

Unit 9

Companion page 15

1 Read.

- Children read the model webpage.

2 Write *True or False*.

- Children read the sentences and answer in their notebooks.

ANSWERS

1 True 2 False 3 True 4 False 5 True 6 False

3 Have you got a friend who likes sport? Draw and write.

- Children follow the example text to draw and about a friend in their notebooks.

ANSWERS

Children's own answers

Ask children to turn to page 15 and complete the Self Evaluation section for this unit.

End-of-year project

Companion page 16

1 Read.

- Children read the model letter.

2 Read and draw 😊 or ☹️.

- Children read the notes and answer in their notebooks. They put a happy face for the items Hannah likes and a sad face for those she doesn't like.

ANSWERS

1 😊 2 😊 3 ☹️ 4 😊 5 ☹️ 6 😊

3 Complete the sentences.

- Children read the letter again and complete the sentences in their notebooks.

ANSWERS

1 seven 2 tall, brown 3 sport, dive, tennis
4 black, grey 5 jumper, trousers

4 Draw and write about you. Answer the questions.

- Encourage children to read the letter again and to think about the information it contains.
- Focus on the questions and show how they can use these to structure their letters. Children can write notes first before they write a final version of their letter.
- Put children in pairs to discuss their letters.

ANSWERS

Children's own answers

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