



STORYLINE

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Teacher's Companion

Pearson

Contents

Introduction	4	
The rationale underlying the series and NAP	10	
How to go about the posters	13	
Planificación anual	14	
The  poster and Meeting Point	16	
First week	17	
UNIT	VOCABULARY	GRAMMAR
HELLO!	Names of characters Desert vocabulary Cardinal points	from + city / town in the (north) of (Argentina)
1 WE LIVE IN THE MILKY WAY	School subjects Solar system: <i>the Moon, the Earth, star, Venus, Milky Way, satellite</i>	Time prepositions: <i>in, on, at</i>
An astro...what?	Integration through a story	
2 I CAN SEE MARS!	Verbs of perception: (<i>hear, see</i>); Activities (<i>fly, run, jump, climb</i>) Adverbs: <i>well, fast</i> Space vocabulary: <i>clouds, galaxies, the Sun, craters</i>	can (all forms)
A light in the sky	Integration through a story	
3 DANIEL LIKES READING UFO STORIES	Shops: <i>butcher's, greengrocer's, baker's, supermarket, grocer's</i> Food: <i>butter, meat, sausages, vegetables, bread, sugar, peaches, croissants, yoghurt</i> Shopping vocabulary: <i>buy, need, litre, kilo, half, dozen</i> Types of food: <i>fruit, vegetables, meat, grains, drinks, dairy products</i>	like + ing
Is it a person or an animal?	Integration through a story	
4 SOME FRIENDS FROM PLANET OMEGA	Nationality adjectives	Countable and uncountable nouns <i>Where... from?</i> <i>Some / any / no</i> <i>Why...? Because...</i> <i>Our</i>
A special invitation	Integration through a story	
Storyline Mag	Integration and Consolidation	
5 EMPANADAS FOR A SPECIAL FAMILY	Family members: <i>parents, daughter, son, aunt, uncle, cousin, wife, husband</i> Typical dishes / desserts <i>a bottle / cup / glass / tin of... onion, olives</i>	<i>Is there...? / Are there...?</i> <i>It / them</i> <i>How much / many...?</i>
A lovely meal	Integration through a story	
6 WOULD YOU LIKE CHOCOLATE BISCUITS?	<i>plate</i> <i>pills</i>	Simple past tense (affirmative): <i>was, saw, went, made, ate, drank, played, bought, had</i>
Tixit's teacher	Integration through a story	
7 THEY VISITED TIXIT'S UFO	Town facilities: <i>cinema, bank, train station, park, library, museum, restaurant, theatre, hospital, bus station, hotel</i>	Simple past tense (affirmative): <i>rode, listened, watched, read, wrote, liked, was, were</i> (negative): <i>wasn't / weren't, didn't its ago</i>
I didn't eat any food pills!	Integration through a story	
8 THE UFO WENT UP AND UP	Clothes and accessories	Simple past tense: <i>did, gave, got up, helped, put, sat, studied</i> Questions: <i>Did...?</i>
Time to say goodbye	Integration through a story	
Storyline Mag	Integration and Consolidation	
Posters 100	The Magic Lamp: End-of-year play 101	New sections Answer Key 103

RECOGNITION	COMMUNICATION	INTEGRATION	
	<i>Hello! Hi! I'm / My name's... I'm + age I am / have ...</i>	Vocabulary Clothes Nature Greetings	Grammar <i>I'm wearing... I have... / don't have... Physical description, Age, I like...</i>
Language from the routine.	<i>Over there. I don't understand. Let's... Of course!</i>		Grammar Simple present tense: <i>I, we, they, you</i> <i>There is / are</i>
			26
	<i>Perhaps</i>	Vocabulary Space vocabulary: <i>planet, extraterrestrials, the Earth, the Moon, the stars</i>	Grammar Simple present tense: <i>he, she, it</i> Present continuous tense
			36
	<i>Buying Prices</i>	Vocabulary Food	Grammar <i>like + ing</i>
			46
Language from the routine.	<i>Don't be scared! Amazing! I see. Spooky!</i>	Vocabulary Actions Food	Grammar Present continuous tense (affirmative): <i>I, he, she</i>
			56
			57
Language from the routine.	<i>I wonder...</i>	Vocabulary Food	Grammar Countable and uncountable nouns
			66
Language from the routine.	<i>Thank you for... Don't get (sad). I'd like... / Would you like...? Yes, please. / No, thank you. Want to</i>	Vocabulary Food	Grammar Simple present tense
			76
Language from the routine.	<i>It's strange... It's amazing! Sorry, (Grandpa)!</i>	Vocabulary Everyday activities	Grammar Past forms
			86
Language from the routine.	<i>Of course!</i>	Vocabulary Activities	Grammar Past forms
			96
			97

STORYLINE

Storyline is a six-level series for learners between the ages of six and eleven which aims at actively involving children as whole persons in learning English, both effectively and in an entertaining manner.

The rationale underlying the series

Storyline goes beyond the teaching of English alone. It **aims at educating children**, that is, preparing them for the rapidly changing and increasingly complex society they will have to live in, by helping them develop independent, critical thinking and ethical behaviours in order to become caring and productive 21st century citizens. The following four principles are at the core of the series as parts of an integral whole: a focus on **meaning**, a focus on **learning**, a focus on **education** and a focus on **stories**.

1. Focus on meaning

In order to learn, we all need to make sense of what somebody is trying to teach us. Consequently, **English should be taught** as a means to an end, **as a means to construct and understand meanings**. Meaningfulness should be present at every stage. In this respect, stories and story telling are a must in a series for children, both to trigger their interest, to integrate language and content in meaningful and significant social situations, and to start the learning process.

Language is graded according to learners' needs and interests. While in levels Starter A and B there is more emphasis on lexical areas than on structures, in Levels 1 and 2 learners are mature enough to become aware of how language works and, hence, they are ready to work on both lexis and structure, and to reflect on how meaning can be conveyed through structures. In Levels 3 and 4, learners are guided into becoming more autonomous by providing them with questions that will help them draw conclusions regarding the structure of the English language in relation to the similarities and differences with Spanish.

2. Focus on learning

The series **aims at fostering learning rather than at teaching**. This means orientating teaching to learners' abilities, styles, interests, cognitive and linguistic development and educational contexts so that they learn effectively. There are plenty of opportunities for learners to learn by discovery, by making connections, by being able to relate what they are learning to their own lives.

The series **follows a spiral approach** in which there is **permanent integration**. The language skills are systematically practised in natural and meaningful contexts and are developed to deeper levels as the students grow older.

The **approach is multi-sensory** (including visual, auditory and kinaesthetic activities), and there is room for the development of multiple intelligences. There are also opportunities for teachers to develop intercultural awareness and cross curricular links.

3. Focus on education

Storyline provides learners with **opportunities to learn and develop life skills**, which are put into practice in the activities proposed for the six levels. The series includes the development of:

- › **Learning strategies** - to help children become aware of how they learn
- › **Study skills** - to help them learn effectively
- › **Organisational habits** - to help them develop their autonomy
- › **Thinking skills** - to help them evaluate information critically

- › **Respect** - for oneself, for others' opinions and feelings, and for personal and classroom materials
- › **Group awareness** - to help them learn how to work in groups
- › **Conflict resolution skills** - to help children gain autonomy as individuals and as members of groups

The series grows together with the learners. This growth is reflected in the choice of characters, in the activities proposed, and in the level of demand and challenge through the series.

4. Focus on stories

Stories play a crucial role in the series as they provide learners with meaningful situations in which English is used naturally. Getting imaginatively involved in stories enables learners to shift their focus of attention from the language proper to the stories, which, in the case of **Levels 3 and 4**, are presented through a medium which aims at fostering independent reading: **the illustrated narrative**. The pedagogical reasons for such a choice are twofold. Firstly, though children are still in need of some visual scaffolding, at these stages they can already access larger amounts of text, alongside a single illustration or, at most, two. Normally, the images show a key moment in the narrative, often from a character's particular angle, in order to accompany that character's gaze or stream of thought as it surfaces in the prose pieces of the story. Secondly, the more sparing use of illustrations than in the former *Storyline* textbooks is geared at empowering students to create their own mental images as they read on, in the belief that picturing is perhaps the most potent mechanism the reader activates during the reading process. According to language specialists, when children enter the imaginary world of a story, they are learning more about the language than when a teacher resorts to decontextualized activities. **Stories involve children as whole persons. They appeal to their intelligence, their imagination and their feelings, and broaden their capacity to understand and empathize with others.**

THE PUPIL'S BOOK

There are **eight main units in *Storyline 3***, each one functioning as a self contained chapter within the plot line of the text.

Every unit consists of four lessons:

- › Lessons 1, 2 and 3 are two pages long and contain work for approximately two to three teaching periods each.
- › Lesson 4 is a story-time lesson. In this lesson, the main teaching points in the unit are integrated into a story and consolidated in the activities which follow. The story-time lesson contains work for approximately two teaching periods.
- › There are **two consolidation units -*Storyline Mag***- one every four units. These consolidation units provide integration of language presented in the previous units in the form of games Ss are familiar with, once again integrating previously taught topics, and a **Test your Memory** section (TC page 103) before the CLIL section.
- › There is a new story on pages 74-77 which provides a new opportunity for the integration of language (TC page 103).
- › **Let Me Think**, a new section in the series, is in Spanish and is aimed at helping Ss understand how English works.
- › There is also an **End-of-year play** that can either be exploited as a story to read in class, or performed by the children as part of the end-of-the-year festival (TC pages 101 and 102).
- › **CLIL section**: eight units which provide a link with one of the subjects in the curriculum and integrated language use (TC pages 103 and 104).
- › At the end of the Pupil's Book there are eight workbook units, each with a number of activities aimed at providing Ss with further opportunities to reflect on how language works and to use it meaningfully. At the end of this section there is a **Further Practice** area, one for each unit (TC pages 104-105).

THE TEACHER'S COMPANION

The *Teacher's Companion* has been designed to help teachers maximise the use of the textbook and make their task friendlier, more enjoyable, more effective and less tiring. It contains:

- › suggestions on annual planning in the *Planificación anual*
- › ideas on how to approach different aspects of teaching
- › clear and easy-to-follow lesson plans and teaching notes
- › story lead-ins and tips to elicit learners' predictions and inferences
- › reflections on learners' expected levels of performance and areas of difficulty
- › suggestions for further exploitation of the workbook pages

The teaching notes for each of the four lessons in every unit include:

- › a guided lesson plan
- › notes related to the specific teaching point in the lesson: expected mistakes, areas of difficulty, etc.
- › *Building confidence* (BCA), *Expansion*, *Language awareness* and *Homework* activities
- › the scripts for every listening activity
- › answers to activities in the Pupil's Book

The more general aspects of teaching, such as how to go about activities or songs, are described in the section *From the coursebook to the learners*.

FROM THE COURSEBOOK TO THE LEARNERS

In this section, teachers will find information about the objectives of each of the sections in *Storyline 3*. It includes a *How to go about it* section with suggested procedures for the Pupil's Book activities. The suggestions in this section apply to all the units in the book and, therefore, are not repeated in the individual lesson plans. Teachers are advised to refer back to this section when necessary.

a. Routines

Routines **provide a framework for the lesson and help children become autonomous**. At the beginning of the year, teachers organize the routine. After a few months, children can be in charge of organizing it themselves.

How to go about the routine

- › Write a sketchy plan of the day's lesson on one corner of the bb.
- › Start the lesson greeting Ss.
- › Elicit the date from Ss. After some time, they can write the date.
- › Ask Ss about the weather and their feelings.
- › Ask Ss about the school subjects today.
- › When you finish the routine, go to the plan on a corner of the bb and ask Ss which steps you can tick off (Calendar, Weather, Feelings, School subjects).
- › Before the end of the lesson, go back to the plan and reflect with Ss (in Spanish) on why you have been able to cover it or not. This is a good opportunity to show Ss that sometimes, some activity may take longer because they need more time, and this is OK, but if the lesson has to be stopped because they misbehave, that will be a point to be improved.
- › These are some language suggestions to exploit routines:

Units 1 and 2

Weather: **cold, hot, warm, sunny, cloudy, raining, snowy, windy**

Calendar: days of the week

Feelings: **happy, tired, OK, sad, angry, nervous, exhausted, scared, surprised, in love**

School subjects: this can vary, e.g. **Subjects today? Subjects tomorrow?**

Dates: **Today is Tuesday, July 6th**

Units 3 and 4

Food: **Today I have (chicken) for lunch**

Feelings: **Why are you (happy)? Because...**

Units 5 and 6

Calendar: **Yesterday was... It was (sunny) yesterday**

Food: **Yesterday I had (sausages) for dinner**

Weekend news: **Last weekend, I (went) to my granny's house**

Units 7 and 8

Clothes: **Today I'm wearing...**

Weekend news: **Yesterday I went to the zoo. Did you see...?**

b. The story sections: Read. Then, listen

The **dialogues** in *Storyline 3* **present the linguistic and communicative teaching points of the unit** through characters that learners can easily identify with. *Storyline 3* contains a fully-fledged story in dialogue and narrative form.

The story hinges on the *What if?* premise. What if extraterrestrials were to come to Earth in search of new plants for their highly polluted planet? What if the first meeting between ETs and humans took place among children? Would they be less prone to discriminatory behaviour than adults?

The meeting between **Tixit**, a female pre-adolescent ET, and **Emily** and **Daniel**, two twelve-year-old humans, seems to prove so. It occurs on a cactus park close to the children's homes. To Emily and Daniel, this is their dream come true. At school, **Mr Smith**, their teacher, has transmitted to his students his passion for astronomy. They've made a mobile of the solar system, and, of course, after learning about the immensity of the universe, Daniel has started to wonder whether there is life beyond Earth. For Emily, talking about planets and stars is part of her daily routine. Her mother, **Mrs Davies**, is an astronomer who works at an observatory. But for both children to come face to face with Tixit, however friendly she may look, is an experience they never thought would happen!

At first, they are scared of Tixit but, little by little, they learn that, in spite of their physical appearance being so different, Tixit's thoughts and feelings are very much like theirs. Soon the children's teacher and their parents will get to meet Tixit's family and they will all profit from the acquaintance. Mr Smith and Mrs Davies will deepen their knowledge of what is beyond our solar system. Daniel's mum will show Tixit's parents which plants from their arid, but, as yet unpolluted region, can thrive on Omega, the ETs' planet. In turn, Tixit's family will teach their human friends how important it is to look after the environment so that an ecological disaster similar to theirs does not take place on Earth. But the ones who will make the most of such an unusual experience will be Tixit, Emily and Daniel: they will learn to respect and value other children regardless of the colour of their skin, their physical abilities and their cultural background.

How to go about the stories

As teachers, we all want to make the reading of a story an enjoyable experience. To attain our end, it is advisable to:

- › practise reading beforehand with expression and enthusiasm. You can also try making each character sound different. Read at a leisurely pace.
- › whet the children's appetite for the story by including it in the daily plan. Stick to a routine before starting with the story: sit on your desk if the school permits it, or just write 'Story time' on the blackboard.
- › engage Ss with the topic of the story by chatting to them about some anecdote or experience (either yours or theirs) related to the story. The more links you can establish between the world of the story and the children's world, the better. As the purpose of this stage is to motivate learners and to activate their schemata, teachers can resort to their mother tongue. You will find possible lead-ins for the different stories in the lesson notes of each unit of the book.

- › Ask relevant questions aimed at predicting what is going on in the illustration of the story. Avoid 'language practice' questions, e.g. *What's this?* to practise vocabulary if it is not relevant to the development of the story. In every story, there are suggestions on how to elicit predictions and inferences from learners.
- › Have Ss read the story first to check their predictions.
- › Invite them to read and listen to the story a second time. Remember to give them a second task for the activity to be meaningful.

c. Activities

Activities are aimed at the development of both comprehension and production skills. They are organized into recognition activities, following the presentation of a teaching point, and then guided practice activities. There are *Building Confidence* activities in the Teacher's Companion which provide further opportunities for students to use the language meaningfully. As the name indicates, they are to be used by teachers to help their Ss develop confidence in using the language. This Teacher's Companion also includes *Expansion* activities, following some of the exercises of the Workbook Section to provide a further opportunity to reflect on how language works.

How to go about *listening activities*

- › Elicit from Ss what materials, if any, they need to carry out the activity: black pencils, coloured pencils, a rubber, etc.
- › Check that Ss have their materials ready.
- › You should go over some listening rules with the Ss:
 - Do not make any noise while the listening is on.
 - Do not interrupt the recording. Wait until the end of the recording if you want to ask a question or make a comment.
- › It is advisable to have a *dry run* (an example you come up with yourself which is not included in the book and that you do with the Ss) so as to check that everybody knows what to do.
- › Play the recording or read the lines yourself.
- › Check the Ss' answers on the blackboard.
- › Listen to the audio at home for ideas on how to imitate different voices or sound effects to make the listening livelier.

How to go about *speaking activities*

- › Check Ss understand what they have to do.
- › Have a few dry runs.
- › It may be advisable to go over the vocabulary that Ss need to use, especially if it was not used in the previous activity or if you start the lesson with a speaking activity. This will reduce the number of questions Ss may come up with while they are working.
- › All the activities can be done in different ways, as outlined below.
 - In pairs.
 - In small groups.
 - Dividing the class into two big groups.
 - With the whole class being one member of the pair and you the other.
- › If Ss have worked in pairs or small groups, ask one or two pairs to show what they have done to give closure to the activity.
- › Work on some speaking rules:
 - Be silent while somebody else is speaking.
 - Do not correct another student if he or she makes a mistake.
 - Wait for your turn.
 - Raise your hand to participate.
 - Remain at your desk / at your spot.

How to go about *games*

- › Ask Ss to tell you what they have to do.
- › If they need materials, make sure they have everything ready.
- › Have as many dry runs as you consider necessary.
- › Work on some rules:
 - Wait for your turn.
 - If you know the answer, raise your hand, do not shout the answer from your desk.
 - Celebrate without shouting. You can whisper *Hurray!* and make the corresponding gesture.
 - Never mock the losers.
 - Never mock or undermine the winners.
- › You can play games by adding a score.
 - The class can be divided into random teams (with a new team per class), you can have different groupings (e.g. boys and girls, odd numbers and even numbers according to their position in the roll), there can be regular teams or Ss can play against the teacher.
 - Draw a tally mark (I) every time a group scores a point. At the end of the game or the lesson, invite Ss to help you count the number of points each group has scored.
 - This is a good opportunity to show Ss that everybody can contribute to their group. When a student wins, all the group benefits from it. Ss can get the help of the other members of the team as well.
 - If Ss misbehave or do not follow the rules of the game or activity, some points can be deducted from their score. In this way, Ss learn that their actions will affect others.
 - You can give Ss 10, 20, 50 and even 100 points so that they are exposed to bigger numbers.

How to go about *acting out activities*

- › Ideas for acting out can be found in the *Building Confidence* activities.
- › Tell Ss they are going to learn the lines and rehearse them all together first.
- › Have Ss repeat the lines after you or after the recording. Invite them to imitate voices, the intonation and speed. Encourage them to add sound effects and gesture as well.
- › Tell Ss they can use memory aids, drawings, etc. to remember the lines.
- › If several Ss want to act out in front of the rest, you can group roles together or you can spread the performances over a couple of lessons.

How to go about *reading*

- Since reading is an interactive process (interaction between the ideas and language of the writer and ideas and language of the reader) which involves the construction of meaning as from a text and its paratext, it should be approached bearing this in mind.
- › Ss should be helped to see a text as a whole, following a genre, fulfilling a purpose (argumentative, informative, etc.), using a register (formal, neutral, informal) and meant for a general or specific audience. Becoming aware of these features helps Ss understand any text better or more deeply.
 - › Before asking Ss to read a text, ask them to have a look at its graphic layout and its paratext (photos, titles, graphs) and elicit from Ss what type of text it is, what it may be about and the type of information they may find in it. Ss will create predictions by doing so, which they can then check by reading the text a first time. This first reading is quite quick for its purpose is to check general ideas, to get the gist of the text.
 - › It is important to give Ss different tasks every time they re-read the text. Help them become aware that sometimes we need to read quite fast, scanning the text to find some specific information: the name of a place or person, a date or a time.

- › Help Ss see that we do not 'read' every word but go quickly over the text focusing on relevant words, e.g. words with capital letters if we need to find the name of a place or a person, numbers up to 31 if it is a date, or four-figure numbers if it is a year, and so on.
- › At other times, we read more slowly since we need to find specific and detailed information, e.g. entertainment options in a brochure, important events in a decade, possible holiday activities, etc.
- › **A word about reading aloud:** it is an oral skill which involves having worked with a text deeply. Therefore, it is highly discouraged as a way to develop reading comprehension in Ss. Besides, it makes little sense to insist on reading aloud as a learning practice since, outside school, we seldom need to read aloud in our everyday life activities.
- › After working on the text as a whole, Ss can also reflect on the use of pronouns and conjunctions to signal cohesion and coherence in a text. In this way, they will also be working towards writing.
- › **Text files:** Ss can keep a file with information about different text types, which they will complete every time they find a new genre. They can complete the following chart:

Type of text	Formal or informal?	Reader/audience?	Information about	Characteristics/elements

- › It is advisable to ask Ss to keep this chart on a separate sheet or a filing card for ease of use.

How to go about writing

Writing is the process of conveying a message in written form, and as such, it is an interactive process for the writer needs to have the reader/audience in mind when creating a text.

- › Whenever we write, we always follow a model. Ss should do this as well. It is important to distinguish activities in writing, i.e. exercises, from writing activities, in which Ss are writing to convey a message.
- › Ss should be helped to see that writing involves several stages: getting ideas, organizing them, drafting, editing, redrafting if necessary and editing again until the final version is reached. The stages of drafting and editing also involve the use of resources: the Ss' book, their notes, posters which they may have created, the text file.
- › A good way of helping Ss become aware of these processes is to use a chart which will show the 'skeleton' of a text. Ss can then complete a chart with the information they want to include in their own text. Ss can go back to the first text to see the relationship between the plan/skeleton of the text and its full version.
- › Since the focus of writing is both communicating and using language, Ts should grade writing pieces taking these two aspects into account. The final mark should reflect not only Ss' use of language but also the organization and features of the text as well.
- › Ss can be asked to submit drafts and the final version for Ts to mark the writings. This way, they will see that the process is as important as the result.

WB How to go about Workbook activities

- › Each exercise has a clear linguistic focus. However, they are not mechanical since no exercise can be completed unless Ss understand what it says.
- › Ask Ss to check what they have to do by focusing on the instructions. Ss can be given the opportunity to do the exercises orally before they start writing the answers, even if they have to do the exercise for homework.
- › When there are options, encourage Ss to account for their choices.
- › Check the answers on the bb. If the exercise is open, i.e. there may be different answers, check that Ss understand this. You may write on the bb the part of the answer which will be the same for all Ss.
- › Some exercises are followed by an *Expansion* activity, which uses the exercise as a springboard for further opportunities to use the language and reflect on it.

How to go about songs, poems and tongue twisters

Songs

- › Go over the vocabulary (lyrics) of the song. You can elicit the words of the song from Ss.
- › Ask Ss to do what is required in the song: complete, circle the correct option, etc.
- › Play the song once for Ss to check their answers.
- › Rehearse the song with the Ss (most probably, more slowly than the recording).
- › Play the song again and invite Ss to sing along with you.
- › Encourage Ss to add some dance routines to the song. This way, they'll remember the words better.
- › Play the karaoke version for Ss to sing.
- › Depending on the type of song, Ss can be invited to either change some words in the lyrics or to add new lyrics.
- › As a follow-up activity, Ss can make a poster or a collage representing the song. They can also design a comic strip or do a writing activity: a dialogue, a poem, an email, graffiti, etc.
- › The bonus tracks lyrics can be found at the end of this book on p. 118.

Poems

- › Ask Ss to predict what the poem will be about by looking at its title and illustrations.
- › Play the recording or read the poem yourself. Remember that the reading pace of a poem is slower than that of prose. You can listen to the poem at home to practise saying the poem.
- › Have Ss check their predictions.
- › Have Ss go over the vocabulary of the poem and elicit the meaning of the words they may not know.
- › Play the recording again and invite Ss to recite it with you.
- › Encourage Ss to discuss the features which make the poem attractive to the ear, e.g. the repetition of sounds or phrases, the use of rhyme, etc.
- › Make Ss decide on the tone they wish to use to read the poem, e.g. humorous, serious, eager, etc.
- › In groups, have students rehearse the reading of the whole poem or of separate stanzas.
- › Use the poem as a springboard for creative writing either by adding some lines to it or by borrowing its pattern to write a new one.

Tongue twisters

- › Ask Ss to read the tongue twister silently for them to notice what will make its reading difficult (tongue twisters combine the repetition of similar but distinct sounds).
- › First, have Ss read the tongue twister slowly. Then, ask Ss to increase their reading pace.
- › Ask Ss whether they are acquainted with tongue twisters in their mother tongue. Encourage them to recite them.
- › Remind Ss that tongue twisters are humorous linguistic games. They may be neither grammatically correct nor meaningful.

d. Pronunciation and intonation

Pronunciation and intonation are not worked on separately from activities, but should be an integral part of them. Specific problem areas for Spanish speakers are dealt with on a unit by unit basis.

How to go about *pronunciation and intonation*

- › Invite Ss to repeat, imitating the pronunciation and intonation of the characters in the book.
- › Ask Ss to play different roles when saying something, e.g. *Imagine you're a huge elephant, a beautiful princess, a small mouse or an ant.*
- › Encourage Ss to say the lines together with the recording once they are familiar with the utterances. This should be done only with short stretches of language, e.g. one line at a time, not the complete dialogue.
- › Help Ss use the correct intonation in *Yes / No* and *Wh-* questions.

e. Evaluation

- › Evaluation is an integral part of learning since any person who learns is at the same time evaluating to what degree he/she can understand and how much progress he/she is making. Instances of assessment constitute a source of information for Ss which can shed light on their intuitions related to their own evaluation of their learning process. Moreover, they also provide teachers with valuable information as to how far objectives have been fulfilled and what areas need revisiting or remedial work.
- › Ts are invited to permanently assess their learners while they are working individually and in groups, while they are doing exercises or are engaged in communicative activities.
- › *Storyline* also offers several instances of formal testing: **Quick unit checks**, and **Mid-term** and **End-of-year tests**. In all these instances, language is integrated into exercises. Each check/test presents two versions (**versions A and B**) which can be used in two different ways: either as paper A and B, or one for revision and mock test and the second one as the test proper. Version A checks/tests can be found at the end of this book on pages 106-117. Version B of these checks/tests can be found at our companion website at <http://storyline.pearsonelt.com.ar/>. 

f. Language awareness and *Let Me Think* section

We should bear in mind that becoming aware is much more powerful and effective for learning than being told. Since *Storyline* is oriented towards learning, a new section has been included in the Pupil's Book, pages 78-81, which, together with the T's guidance, will help Ss understand how English works. This is signalled in the Pupil's Book with the icon  and the page number Ss should go to.

Ts are strongly advised against working on language before or while Ss are exposed to a new language topic or item. In the Pupil's Book, the **LMT icon** is placed after Ss have worked with a text and when they have to do an activity for which they need to reflect on language.

Ts can also let Ss work with the tools they have, and after a few examples or rounds, they may focus Ss' attention on how language works.

The questions in the **LMT section** are in Spanish to help Ss reflect on a feature of the language. They are sometimes asked to compare English and Spanish to enhance their understanding of both languages.

How to go about Language awareness and *Let Me Think* sections

The **LMT section** is associated with a text the Ss have just dealt with to avoid talking about language and its structure (grammar) without any reference to meaning.

- › Ss are first invited to work on the meaning the new structure has, and secondly on its formal aspect.
- › Ts are advised to work together with the Ss the first time they focus on language. For this purpose, the posters are a useful resource since they will be completed collaboratively with the Ss and can be pinned on a wall as further reference for them.
- › In some cases, e.g. objective pronouns, possessive adjectives, past tense forms, Ss will complete their charts as they encounter new instances of these language items.
- › Encourage Ss to use this section as a permanent reference. For ease of use, Ss can make filing cards with the areas presented in the book and any other area which they or the Ts find relevant or interesting.
- › Allow Ss to use their own codes (colours, abbreviations, etc.) so as to make this section as personal as possible.
- › Once each area has been covered, Ss can be given a further task: think about how to remember what they have just reflected upon. Encourage Ss to come up with strategies and to try out different ones to see which one(s) each of them finds more effective.
- › To see suggestions on using the **LMT poster**, go to page 16.

g. Building learner autonomy

How to go about *the level of challenge*

- › Ss can be invited to decide on which level of challenge they want to work.
- › You can change the level of challenge by giving Ss more or less guidance when working with activities.

How to go about *the use of resources*

The more aware Ss are of the resources they have to help them, the less they need to resort to the T and the more autonomous they will become.

- › Some resources are personal, like the Pupil's Book, its Workbook section and the Ss' own notebooks or files etc., while others are a group construction, e.g. wall posters made by the Ss and the **LMT poster**.
- › Ss can be encouraged to create their own files to keep a record of salient features of the language, areas of vocabulary, useful language for oral communication, and even a personal dictionary. It is advisable that these files should be kept on separate sheets or filing cards.

How to go about *self-checking*

- › Ss can be given the chance to check before the T does the final checking on the bb. In order to do so, they should know where they can find answers. For instance, when working on an exercise, they can use their files to check if their answers are correct.
- › Ss can create their own checklists. Every time the T conducts a language awareness session, i.e. writing a number of sentences with errors on the bb and working with Ss to decide what is wrong and why it is wrong, Ss can go to their own exercises and find which mistakes they make more often.

- › These are the ones they need to record on their checklist. Before submitting any activity or exercise, the T can give Ss a few minutes to go over the checklist. Ss can be encouraged to make the corrections in colour so that the T can see the process in action. This will also help Ss see that mistakes are helpful for learning.

How to go about the management of time

- › Ss need to learn how to manage time.
- › Writing the daily plan on the bb and going back to it at the end of the lesson gives Ss an idea of how much they can do in a given amount of time.
- › It is very important to give Ss something concrete for them to measure time. If you tell them '10 minutes', it won't mean anything.
 - If there is a clock in the classroom, tell Ss when they will have to stop. Every now and then, ask Ss to look at the clock and ask them if they need to hurry up or not.
 - If there is no clock in the classroom, you can use songs to measure time. Tell Ss how many songs you'll be playing. Longer activities will require three or four songs and shorter ones only one or two. You can use any song in English.

OUR POSTER

- › At the end of every unit, you can make a poster with the Ss to show different aspects of the unit, e.g. new words and expressions, words and expressions they like, a list of verbs to remember, among others.
- › Ask Ss to bring cut-outs from magazines or drawings from home.
- › Depending on the number of Ss, you'll need one or more sheets of poster or cartridge paper.
- › Make a classroom display of the posters. Ss can use these posters as wall dictionaries.

END-OF-YEAR PLAY

- › *The Magic Lamp* can be exploited as a story to read in class as you have done with the story of the coursebook. It can also be performed by the children to their families or as part of the end-of-the-year festival.
- › On pages 101-102 of this Teacher Companion, you will find ideas on how to go about the play, teaching notes to prepare Ss for the performance, and suggestions on how to get costumes and scenery ready.

DEVELOPING COGNITIVE, SOCIAL AND INTERCULTURAL AWARENESS

There are plenty of opportunities throughout the series to develop awareness in Ss. There are no specific or separate worksheets or activities since these educational objectives are at the core of the approach which underlies the series.

Cognitive awareness

This umbrella term refers to the **knowledge and self-awareness that a learner has of his/her own language learning process**. It has come to be regarded as key to successful learning.

Learners need to be helped to see what languages are meant for, i.e., as a means to construct and understand meanings. Learners need to be helped to see which strategies they use to remember new words and their pronunciation, linguistic chunks, etc. They have to be able to evaluate how much they have learnt.

Young learners may not be ready yet to reflect on their learning process; nevertheless, they can be initiated into this reflective process. When teachers elicit from learners what materials they need, they are focusing on cognitive awareness: they become aware of what they need and can plan and organize themselves if they have to do activities on their own. Teachers can help learners to monitor their progress and their performance by making them reflect on how much they remember from previous lessons, how they can use songs and raps as a source of reference when they can't remember a word. Learners can also start reflecting on the similarities between English and Spanish, which they can use to learn better. This does not mean that they or teachers will be resorting to constant translation. It is by focusing on similarities and differences that learners can start contrasting and comparing elements from either language, which in turn engages them into processing information, thus leading them to a better knowledge of both their mother tongue and the target language.

Social awareness

Children at the age of ten to eleven may be used to working together, which does not mean they are used to working in teams. It takes time for them to learn how to do so.

In order to work in pairs or groups, the first thing Ss need to know is what exactly they have to do. It is easier for them to start working as a member of a group or pair when the rules are very clear, there is no ambiguity and they know what is expected from every member.

Children need to be able to see the effects of their own actions on others. It is through stories and their characters that Ss are provided with the opportunity to see how somebody's positive behaviour can make other people's lives easier and happier, and how by being inconsiderate one can hurt feelings or cause embarrassment. Stories we read in childhood have a profound effect on our attitude and behaviour by broadening our understanding of ourselves and the people around us.

Moreover, **participating in the telling of a story is a shared social experience.** Ss respond both to the teacher's tone of voice, gestures and miming as well as to their friends' laughter, silence and interest.

Intercultural awareness

The world is characterised by human diversity and cultural diversity. Awareness of similarities and differences among cultures is a first step away from ethnocentrism, which only finds value, rightness and sense in one's own cultural patterns. **Children need to be able to see how diversity contributes to making other people and the world itself more attractive, to helping us understand others and the concept of otherness.** As teachers of English, we need to help Ss focus on diversity, for which a good starting point is the inclusion of children from different ethnic groups to be found in the story. They accept each other without asking, or forcing others to change, which is the essence of acceptance and social harmony. **It is through the development of intercultural awareness that human beings can develop understanding and a disposition of openness towards others, and understanding of our own culture.**

The rationale underlying the series and NAP: Núcleos de Aprendizajes Prioritarios

The 'Núcleos de Aprendizajes Prioritarios' for foreign languages (NAP-LE, available at http://www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf) were issued in 2012 and apply in every jurisdiction in the country. They refer to learnings that all students have to be able to construct during their school years. The emphasis is on learning, and on teachers and institutions providing opportunities and creating the right learning environment for learning to take place. The NAP-LE cover both instrumental and formative aspects of language learning organized around six areas:

- › Listening
- › Reading
- › Speaking
- › Writing
- › Reflection on language – language awareness involving English and Spanish, the language of instruction
- › Intercultural reflection – intercultural awareness

Language is conceived of as a social practice, rather than a composite of skills, which entails the following:

- › Language cannot be separated from culture
- › The natural and meaningful unit is the text – written or oral – which is always embedded in a context.

In the *Storyline* series, the text is the means by which learners are exposed to the language. All the texts are embedded in a context in which language is used meaningfully to construct meanings. The message to convey is clear, in keeping with the type of participants involved in the communicative situation.

What is meant by instrumental and formative aspects? Instrumental aspects refer to children learning and being able to use the language meaningfully, whereas formative aspects have to do with the learners' construction of citizenship, in which literacy development and language practices play a key role.

How are instrumental and formative aspects dealt with in *Storyline*? In this approach, structures, tenses, conjuncts and other elements are tackled as linguistic discursive elements that help the construction of meaning. Therefore, they are not the starting point of any teaching unit. When young learners are helped to become aware of how English works, they do so by always making the connection between meaning in context and form. They will also be encouraged to establish comparisons between English and Spanish, the language of instruction, since these comparisons can aid in incorporating or remembering linguistic rules, in understanding why some sounds may present a challenge to Spanish speakers, and in seeing the connection between the spoken and the written forms of words, among other instances. Metalanguage is not used at all since, it would be a further concept to learn. In every unit, under the heading 'Language Awareness', teachers are presented with areas of linguistic reflection, both inter and intra language, which will help young learners become aware of how English works. In many cases, as they compare and contrast English and Spanish, they will gain a better understanding of how Spanish works as well. There are also teaching notes in green boxes which focus either on difficulties young learners may have – for instance the tendency of Spanish speaking children to understand the word 'brothers' meaning both brothers and sisters– or on aspects to consider, e.g. how to conduct the lead-in stage.

The following is a synthesis of how the practices of language – listening, reading, speaking and writing – are approached in the *Storyline* series, in keeping with the NAP-LE.

Listening

As stated before, the text is the natural unit of language. However, it should not be understood that a text means at least two or three sentences. Instructions such as *Listen* are examples of texts: there is a message to convey, there is an intended interlocutor, there is a purpose to the text, and it has a name. In this case, the message is clear, the intended interlocutor is the Ss in the classroom, the purpose is to draw their attention to the teacher who has something to say to them, and the text has a name: it is an instruction.

We stress the importance of Ss understanding what they have to do before they start any listening activity. They can read the instructions, use the icons to support their understanding and also pay attention to the teacher's gesture. There is always a first listening task that aims at global understanding, usually to check the children's hypotheses on the text they are going to listen to. These hypotheses are based on predictions from illustrations, from titles or other elements and help children activate their schemata as to the topic. It is not important if their hypotheses were right or wrong. Even if they were not close to the topic of the text, the fact that children realize this is evidence that they have understood the text. This first global listening also has the purpose of showing learners that they may understand the text even if they do not know all the words. By the same token, they may know all the words and yet, not understand a text, usually because children could not activate their schemata.

Ss are exposed to a variety of text types, either read by the teacher or recorded by children and adults, including conversations, poetry, songs, stories, guessing games, among others. All of these are accompanied by illustrations that help them understand the text. At this stage, Ss will be more aware of the elements they can resort to that can help them understand better, apart from illustrations. They can make connections with their background knowledge, they can ask for repetition, clarification or reformulation, among other options. When listening, activities are proposed for Ss to identify the communicative situation, the interlocutors and the possible topic of conversation. Depending on the task, Ss are also helped to become aware of the type of listening they should tune in to: global or for specific information. As part of the reflection, they will focus on paraverbal features of the text such as intonation and volume, as well as on some characteristics of oral texts, e.g. formal and informal features, intonation in questions and exclamations, or elements that signal the beginning or end of oral exchanges.

Reading

In some way, reading is a mirror of listening since they are both based on a text, oral in the case of listening while written in the case of reading. In the same way that children can find clues in paraverbal features, when reading, they can find clues in the paratext – titles, illustrations, graphs, and the layout, among others. These clues will help readers understand the text. Moreover, they will be the source of the predictions Ss will come up with before they read the words in the text. As they read, these clues, together with other linguistic discursive elements, will help them construct more accurate meanings, which will prove a positive motivating activity that will contribute to learning. At this stage, Ss can also identify the text type and its purpose, which aids comprehension as well.

With the teacher's support, Ss can become aware of the way they have to approach a text, depending on the focus, i.e. whether they have to understand the general meaning of a text – skimming –, or whether they need to identify specific information – scanning. They are also in a position to solve some obstacles they may find when reading by using different strategies: they can reread more carefully what they didn't understand, they can consult the teacher, peers, a dictionary or any other source.

Through the variety of text types Ss are exposed to, they will get to know other worlds, other realities, and reflect on their own.

In the earlier stages, the use of visual support will be necessary. As Ss progress in their learning process and gain autonomy, there will be less visual support since they can resort to linguistic discursive clues in the text. Apart from learning about other worlds, they will also approach texts to find information and carry out different tasks.

Ss are also frequently asked to explore a variety of texts, which are analysed and serve as models when they start writing their own texts.

Speaking

In the early stages, speaking will be approached as part of an interaction between different participants, usually the children and the teacher, as a more able peer who will lead the conversation and, little by little, will invite learners to join in and gain autonomy.

In *Storyline*, teachers are presented with ideas for classroom interaction with Ss, e.g. greetings, talking about feelings and asking permission, among other ideas for the routine stage. These interactions are carefully structured so that Ss can have the scaffolding they need. They are also invited to participate in rhymes, songs, tongue twisters, and other text types of the sort. As they become more confident language learners, they will participate in dialogues, dramatizations and will even produce spontaneous utterances which will, most probably, be imitations of what the *Storyline* characters say along the stories, or something the teacher frequently says. Some Ss will make use of linguistic discursive elements they have learnt and will combine them to create meanings. Though these utterances may not be grammatically accurate, they provide excellent instances for teachers to see where Ss are in their learning process and what hypotheses are at stake. It is better not to correct them, but to offer the correct version as natural feedback in the course of conversation, e.g. Ss: *You like hamburgers?* T: *Yes, do you like hamburgers?* or Ss: *Is a TV in my bedroom.* T: *Oh, there's a TV in your bedroom. Is it small?*

In *Storyline*, there is strong emphasis on language and meaningfulness and therefore, every speaking instance is presented as part of an interaction in which there is one or more messages to convey, participants who either construct the message or are the intended recipients of the message, in a clear, communicative context. It is these contexts that teachers will refer to when they work on language and help Ss become aware of how language works. As stated before, grammar, structures and vocabulary are tackled as linguistic discursive elements that help construct meanings.

Ss are asked to produce different meaningful oral texts, such as descriptions and retellings of personal experiences related to their daily routine, free time, preferences, etc. This entails there will be a context and a framework that provides guidelines as to what to say and how to say it. As for every presentation, they will be given time to create and rehearse their oral productions.

Writing

In *Storyline*, there are activities to be solved in writing and writing activities. In the latter, there is a message to be conveyed and a set audience for our message. There is also a clear and meaningful intention to write. All these elements are present in every writing situation outside school.

Ss are invited to write texts such as blogs or diary entries, emails, fact files or short narratives. In order to do this, they need to be exposed to several samples which they can use as models. Ss are asked to reflect, guided by the teacher, on the characteristics as well as the purposes of the texts. They can now think about the audience, the topic and the purpose of writing. The teacher can ask them to write a plan or guide together with him/her. This plan can take on different forms: it can be a chart, a fact file, a list of ideas, and even a storyboard organizer.

Ss will be invited to write a first draft, which they will submit to the teacher and a few peers to get feedback. Using this feedback, they will write a second or the final draft, most probably depending on the type of improvements and corrections that need to be incorporated.

A good instance of writing is the creation of a new text changing some of its elements, e.g. characters or their description, the setting, what characters do, among other examples. This can be done with the teacher's help first. Following Vygotsky's *Zone of Proximal Development*, we should remember that what children can do today with the help of a more able peer – the teacher in this case, they will be able to do on their own tomorrow.

No matter the type of texts Ss create, it is very important to socialize these productions, both inside and outside the classroom. The following are ideas for this: school noticeboards, the school or the group's blog, a 'travelling folder', among others.

Finally, it is essential for Ss to see the relationship there exists between reading and writing, which will favour the development of writing.

Language awareness

As stated before, language as a system is not the starting point. There is also an important distinction to be made between explanations and awareness. An explanation is something a teacher provides, which only requires learners to listen. Awareness, on the other hand, places the learner in a cognitively active role since it is the learner who will become aware. The teacher's role is key in this respect since he/she will need to ask questions that will help Ss reflect on how language works.

Learners should be asked to reflect at two levels, intra- and inter-language. Intra-language reflection refers to comparisons and contrasts considering examples or cases in English. For instance, the similarity there exists between *I don't like* and *I don't have*, or the fact that there are three pronouns for the third person singular – *he, she, it* – while only one for the plural – *they*. Inter-language reflection, on the other hand, is related to those instances in which comparisons and contrasts are established between two – or more – languages. We know that children for some their mother tongue may not be Spanish, but since it is the language of instruction at school, comparisons in *Storyline* are related to English and Spanish. If children should speak or know any other language, this inter-language reflection would apply as well. The idea behind this is not to ask Ss or teachers to translate, but to use Spanish as a source to learn and understand how English – and even Spanish – works. When there are regularities and similarities, e.g. the 's' for plural nouns, learning is made easier and faster by making reference to what Ss already know, e.g. how to form the plural in Spanish. Phonologically speaking, the same rule applies in both languages, though -es is pronounced differently. In the case of differences, focusing on them makes learners bear in mind what they have to pay attention to, as in the tendency for Spanish speakers to add a /ə/ sound before words starting with an /s/ sound followed by a consonant, e.g. *school*, or to place the adjective after the noun.

Though they are detailed at the beginning of each unit, the following is a summary of the points Ss will be reflecting upon. The list is not exhaustive at all as there are plenty of opportunities for teachers to go beyond what is proposed.

Intra-language

- › Print sound relationship, finding patterns and irregularities
- › Adjective before the noun
- › Intonation, in particular in Yes/No and Wh- questions
- › Some English vowels and diphthongs
- › Final /ŋ/ sound
- › /ð/ and /θ/ sounds
- › Short answers

- › Subject/verb agreement
- › Third person pronouns
- › Comparison between *he/his, she/her*
- › Similarities between *have/don't have* and *has/doesn't have*
- › Similarities between *don't have/don't like* and *don't + other verbs, and doesn't have and doesn't + other verbs*
- › Genitive case ('s)
- › Difference between *have* and *wear*
- › Meaning of conjunctions *and, but*
- › Time prepositions *on, in, at*
- › Simple present tense to indicate routines and typical behaviour
- › Present continuous tense to indicate an action in progress
- › Different meanings of *can* and its pronunciation
- › Different *wh-* words for questions
- › *Like + noun* and *like + -ing*
- › Countable and uncountable nouns, *some, any, no*
- › Ways to denote nationality
- › Agreement of possessive adjectives
- › Subjective and objective pronouns
- › Quantity
- › Past forms
- › Different ways to express courtesy and politeness
- › Similarities between the negative and interrogative in the Simple Present and Simple Past tenses
- › Regularity of past forms

Inter-language

- › Intonation in questions
- › Quality of the following sounds: /p/, /k/, /t/, /d/, /b/, /r/, /dʒ/
- › The sound of the letter *h* in English and in Spanish
- › Words which are very similar in both languages with different pronunciations (*chinchilla/Daniel/Doris/cactus/names of countries*)
- › Presence of the subject
- › Structure to speak about age
- › Gender and number agreement, including possessive adjectives (agreement with the possessor in English, with the possession in Spanish)
- › Constructions to denote possession
- › The construction *there is/are* and *hay*
- › The use of capital letters
- › Prepositions *on* and *en, on the table, en la mesa*
- › Prepositions *in* and *a, in the afternoon, a la tarde, on and 0 preposition, on Saturdays, los sábados*
- › The organization of the day: *morning, afternoon, evening/mañana, tarde, noche*
- › *Can*: its equivalents in Spanish, e.g. *I can see, / Veo; I can't swim / No sé nadar / Can I go out? / ¿Puedo salir?*
- › *Like + -ing vs. me gusta + infinitive* to indicate actions/activities
- › Equivalents of *some, no, any* in Spanish
- › Past forms in English and in Spanish

Ss are presented with a variety of activities or exercises both in the main section and in the Workbook section of their books. None of the activities can be solved unless learners understand. All these activities provide a source to revise and integrate language, and for learners to reflect at different levels: language, strategies, text characteristics, etc.

Intercultural awareness

As to intercultural reflection, opportunities stem from the context, from the situations and illustrations. It is the teacher's choice to decide which aspects of intercultural awareness he/she will focus on. In *Storyline 3*, intercultural awareness revolves around the concepts of politeness, diversity and differences, traditions and the notion of foreignness. The purpose behind the situations and the illustrations is twofold: for young

learners to become acquainted with other realities, with other ways to organize the world around them, and to become aware of their own reality and to value it. This will help them develop a sense of belonging in the different cultures they are immersed in. Ideas are presented below that can be starting points to work on these concepts.

In the Introductory Unit, teachers can focus on what information we tend to include when we introduce ourselves, information that may vary depending on culture. For instance, Mrs Davies does not say how old she is while the other characters do.

In Unit 1, diversity can be discussed as from the actual choice of the characters, their background and families. The inclusion of the legend of *Mama Quilla* – the moon –, which can be the starting point of the discussion of legends children are familiar with, and how some legends try to explain natural phenomena, as is the case of *Mama Quilla*.

In Unit 2, we see Daniel communicating with his granny by email. The topic of communications and families can provide a good opportunity for intercultural awareness. Moreover, in this unit Daniel goes on an outing and we see him and his classmates singing on the bus. Is this what our children do when they go out on a school excursion? What do other children do? This, together with the subjects at school, also provides a good source for children to be aware of similarities and differences among cultures.

Unit 3 presents several topics that can raise cultural awareness: life in the past, shops in towns and cities and typical activities. Children can contribute different examples of these topics in connection with their families. Moreover, a page from a personal diary is presented. Who keeps a diary, boys or girls? Do they keep them at present or is it something that parents and grandparents used to do? What other text types are culturally related to boys and girls? These are all questions that can set children into thinking about these topics from a new perspective, leading to intercultural awareness. At the end of the unit a new character is introduced: Tixit. Culturally, Daniel cannot decide if Tixit is a plant, an animal or a person, since he considers this from his own culture: animals do not wear clothes, so it cannot be one. But he cannot tell if it is a 'he' or a 'she' since he cannot find any of the cultural signals he would normally resort to tell a boy from a girl.

Unit 4 focuses on what is alien and strange to us, which provides an excellent opportunity to discuss how we all feel when we encounter something which is not present in our cultures. The topic of gender is also present when Emily cannot tell which of the aliens is Tixit's dad and which is her mum. We see how the two friends establish a relationship with Tixit because they try to find things in common. Tixit is worried since pollution has devastated her planet. This willingness to communicate and a careful and responsible attitude towards the environment are crucial in the construction of citizenship.

In Unit 5, typical dishes is a good source of intercultural awareness, as is the meal that both Daniel's and Tixit's families share. Children can compare traditions in their families, what they do when they have people over for a meal, when we tend to have people over – usually for dinner or lunch, but very seldom for breakfast in our cultures.

Unit 6 presents another family celebration: Daniel's family visit the spaceship, a different type of home, which is a good topic to discuss cultural issues. Education is also present since Tixit shows her new friends how she learns.

In Unit 7 we learn about a new place: Omega, Tixit's planet. Children are made aware of the importance of taking care of the environment. We can compare how different cultures relate with the natural environment.

Finally, in unit 8, Daniel and Emily say goodbye to Tixit. They feel sad, which we may consider natural. However, attitudes towards parting friends may differ from culture to culture. Children can become aware of how they say goodbye differently, depending on the situation.

How to go about the posters

Both posters in *Storyline 3* can be written on with a board marker, and erased afterwards. In order to protect them, you can do the following:

- Paste it on a sheet of cardboard.
- Stick it to a plastic hanger, or to the plastic hanger of a shopping bag. This will be useful since you can hang the poster anywhere in the classroom.
- You can also laminate it by applying four coats of equal parts of glue mixed with water.

Each poster can be used in different ways, which will be described below. However, some points are common to both:

- You can appoint poster helpers, who will be in charge of placing it on the board when you use it, and then putting it back where it is kept. You can use the helper badges downloadable from <http://storyline.pearsonelt.com.ar>
- You can make flashcards with icons, illustrations or words to include other elements. These flashcards can be laminated. To stick them on the poster, you can use either a flexible adhesive substance (such as Blue Tack © or UhuTac ©) or masking tape.
- You can work with the poster on the board and the Ss dictate to you what they want to write. You can also appoint different Ss to come to the front and work with the posters. The past activities poster can be photocopied (see page 100) or downloaded from <http://storyline.pearsonelt.com.ar> and printed. Ss can work in groups, in pairs or individually completing their own posters. There is also the possibility of downloading a bigger version of the poster. Ss can use this version when they work in groups. In groups, they can also use a sheet of poster paper and make a classroom display.

Past activities poster (TC page 100)

The idea for this poster is for Ss to be able to identify verbs in the past and sort them into regular and irregular verbs. It is very important to make sure Ss understand and remember the meaning of each verb. You can ask them to draw a situation for each verb. You can use these pictures to play BINGO. Ss write the verbs in the past in their grids and the teacher draws out these pictures for them to either name the infinitive verb and look for the past tense in their grid or look at the picture and directly circle the verb in the past.

You can also play TIC-TAC-TOE with these verbs. Draw the typical 3x3 grid of squares and write a verb in the infinitive on each space. In order to mark the X or O in the space, Ss should choose a square and provide the past tense. If you think Ss are ready for something more challenging, ask them to provide a true sentence. To make it more challenging, you can ask them to tell everybody something that can be checked. For instance, if a S says, e.g. *Yesterday I drank coke*, there is no way to check it. They may resort to what they ate at school, or to some activity everybody knows about.

If Ss still find it difficult to associate the infinitive and the past tense form, you can also prepare sets with verbs in the infinitive and the past tense and you can play MEMO TEST and ask them to find a match.

It is very important to make the difference between regular and irregular verbs. After you have worked on the rule, tell them you are going to sort out the verbs in the poster. Write two columns on the board – regular and irregular – and ask Ss to write each verb on the poster under the correct heading. Once ready, you can ask them how to show whether the verb is regular or irregular on the poster. Let them think of different options. One option could be to choose two colours – one for regular and the other for irregular verbs – and colour the background of each verb.

Later on, you could prepare sentences or short paragraphs where the verb is missing for Ss to infer the verb they need from the context and

write the correct form in the blank. Avoid writing the sentence and providing the infinitive form next to each blank. Instead, you could write the sentence and provide them with a box with five verbs (*drink – wake up – put – like – eat*).

If you have five minutes left in any lesson, you can play HANGMAN. On the board, draw a parachute, and a little stick person underneath. Then draw lines from the person to the parachute (the parachute strings). Under the person, draw a large, hungry-looking shark with its mouth open ready to eat the little person. Then play hangman as usual.

Draw a snowman little by little (three circles, hat, eyes, nose, mouth, buttons). Ss lose if the drawing is completed before they guess the word.

Draw a spider's web and a little stick person in the centre. Play hangman as usual, but when Ss make a wrong guess, draw a spider coming closer until it gets to the centre where the stick person is.

Daily planner poster (TC page 100)

The idea for this poster is to help Ss organize their daily lesson, so that they can anticipate what the class will be like, the activities they will carry out, or the materials they will need.

First, point to the first title on this poster: 'Hello'. Before Ss get ready to start, they should greet their teacher and peers. Point out that it is good manners.

The second item is 'calendar'. The idea is to write the date on one side of the board. Write the month, day and the end of the ordinal number for Ss to complete. Once a week, you can ask different Ss to name the days of the week, the months and the seasons, too. This should be a quick revision.

Next, you will find 'feelings'. It is very good for Ss to be able to identify how they feel and why. It is also good for you as a teacher since you can get to know your students better, too. You can draw some faces on the board – first you can start by the easiest ones: *happy, sad, angry, tired* (you can teach the song 'If you're happy and you know it'). Ask students *Who's feeling happy today?* and tell them to put up their hands. Count these Ss and write that number below the happy face. You can ask some of them why they are feeling this way. Follow the same procedure with the rest of the feelings. At the end, you can count the number of Ss and the numbers on the board to see if they match – this means everyone has expressed his/her feelings that day, even though they just put up their hands. Another possibility is to ask some Ss to share their feelings that day and say why. Little by little, they become more familiar with the language involved and they will be able to produce most of their ideas in English.

The following item is 'weather'. Ask Ss about the weather conditions – *sunny, cloudy, rainy, hot, cold, partly cloudy, foggy, warm, freezing cold, boiling hot*.

Next, Ss can be in charge of writing the subjects they have the day they have an English lesson. Next, you can complete the poster with the activities for the day.

Before the end of the lesson you can go back to the activities and tick off the ones you have carried out. This provides a good opportunity for Ss to reflect on why they have been – or have not been – able to carry out all the activities. The most frequent reasons for not completing all the activities are the following: they needed more time, they may have been restless and the lesson had to be stopped several times, they may have been worried, too tired, a problem may have cropped up, etc. Ss should come up with a plan to know what to do if this happens again.

You can choose helpers in different ways: you can follow the order on the list, you can draw names, among other procedures.

Planificación anual

UNIDAD	LENGUAJE			APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA	
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN				
1 Hello	Personajes. Vocabulario del desierto. Los puntos cardinales. Revisión de ropa. Descripción física. Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada.	Origen: <i>from</i> + ciudad / pueblo <i>wearing</i> <i>Have / don't have</i> <i>I like...</i> La edad. <i>In the (north) of...</i> Preposiciones de tiempo: <i>in, on, at</i> . Revisión del presente de indicativo: <i>I, we, you, they</i> <i>There is / are</i>	Saludos. Presentarse y hablar sobre uno. <i>Over there.</i> <i>I don't understand.</i> <i>Let's...</i> <i>Of course!</i>	Vocabulario relacionado con el espacio. Clima: <i>cold, hot, warm, sunny, cloudy, raining, snowy, windy</i> Calendario: <i>days of the week.</i> Sentimientos: <i>happy, tired, OK, sad, angry, nervous, exhausted, scared, surprised, in love.</i> Áreas curriculares (materias). Fechas.	Interpretar las consignas. Identificar convenciones de escritura. Resolver problemas. El valor comunicativo de una grilla. Tipos textuales: diálogos, cronograma, blog, leyenda, ficha. El uso de una guía para organizar la escritura de un texto.	La identidad. La diversidad. Familias diferentes. Seguimiento de consignas y órdenes. Actitud de aprendizaje frente al juego: saber ganar y perder. La colaboración y la cooperación. El valor de la tarea. Cumplimiento con la tarea y consignas. Tradiciones y culturas.	Diferencias fonológicas entre el inglés y el español. La posición del adjetivo con respecto al sustantivo. El presente de indicativo. Diferencia entre <i>there is</i> y <i>there are</i> . Preposiciones de tiempo.
2	Verbos de percepción. Actividades. El espacio. <i>well, fast</i> Actividades de reconocimiento a partir de la escucha y la lectura, de producción guiada y de integración.	<i>Has / doesn't have</i> <i>Can</i> (afirmativo, interrogativo y negativo). El presente simple del indicativo: <i>he, she, it</i> . El presente continuo.	<i>Perhaps</i>	Revisión e integración de lo conocido.	Generar juegos en grupos. Reconocer pistas en las oraciones para identificar el sentido. Reconocer tipos textuales y sus características. El valor de la tecnología. El pasado y su relación con el presente. El uso de una guía para organizar la escritura de un texto.	Diferencias fonológicas entre el inglés y el español. El presente de indicativo: uso y forma. El presente continuo: uso y forma. <i>Can</i> : comparación con el español.	
3	Negocios. Comidas y bebidas. Tipos de comidas. El verbo <i>need</i> . Expresiones de cantidad. Actividades de reconocimiento a partir de la escucha y la lectura y de producción guiada. Actividades de integración.	El verbo <i>like + ing</i>	Revisión e integración: situaciones de compras. Precios.	Revisión e integración de lo conocido. Comidas: <i>food today (for breakfast, or for lunch)</i>	La comunicación. La tecnología y lo que nos permite. Aprender a pedir ayuda a los adultos. Respeto por costumbres diferentes a las nuestras. Formas de mostrar respeto por el otro.	Diferencias fonológicas entre el inglés y el español. Diferencia entre <i>like</i> seguido por sustantivo y por gerundio.	
4	La nacionalidad. Adjuntos gentilicios. Actividades de reconocimiento a partir de la escucha y la lectura, de producción guiada y de integración.	Sustantivos contables y no contables. <i>Where... from?</i> <i>Some, any, no</i> <i>Why? Because...</i> <i>Our</i>	Revisión e integración: <i>Don't be scared! Amazing! I see. Spooky!</i>	Revisión e integración de lo conocido.	Identificar pistas para encontrar respuestas. Tipos textuales: FAQs. Artículos de diarios y revistas. Poemas y poesías. Adivinanzas. Canciones. El uso de una ficha para organizar la escritura de un texto.	La noción de lo que se puede contar y no. El uso de <i>some, any</i> y <i>no</i> y comparación con el español. Concordancia del adjetivo posesivo. Comparación con el español. Comparación y clasificación de sufijos en adjetivos gentilicios.	

UNIDAD	LENGUAJE			APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN			
5	Miembros de la familia. Platos típicos. Contenedores. Comida: <i>onion, olive</i> . Actividades de reconocimiento a partir de la escucha y la lectura, de producción guiada y de integración.	<i>There is / are</i> . Formas interrogativas. Pronombres objetivos: <i>it / them</i> . <i>How much / many?</i>	Revisión e integración: <i>I wonder...</i>	Revisión e integración de lo conocido.	Respeto por los gustos y preferencias de los otros. Respeto por tradiciones culturales. Diferentes tipos de familias. La nutrición. Celebraciones familiares tradicionales. Formas de integración familiar. Consciencia ecológica. La colaboración y la cooperación.	Diferencias fonológicas entre el inglés y el español. Diferencia entre pronombres subjetivos y objetivos. La cantidad. Sustantivos contables y no contables.
6	<i>plate</i> <i>pills</i> Actividades de reconocimiento a partir de la escucha y la lectura, de producción guiada y de integración.	El pasado simple, forma afirmativa: <i>was, saw, went, made, ate, drank, played, bought, had</i> . <i>Last...</i>	<i>Thank you for...</i> <i>Don't get (sad)</i> . Calendario: <i>Yesterday was...</i> Noticias del fin de semana: <i>Last weekend, I (went) to my granny's house.</i> <i>I'd like... would you like...?</i> <i>Yes, please. / No, thank you. / Want to</i>	El conocimiento del mundo. Tipos textuales: el mapa. Mails y cartas informales. El uso de una grilla para organizar la escritura de un texto.	El cuidado de los animales y la naturaleza. La amistad. Celebraciones. Respeto por otras culturas. La diversidad. Respeto por tradiciones y culturas diferentes. El aprendizaje y el rol del que guía. Aprendizaje con pares.	Diferencias fonológicas entre el inglés y el español. El pasado, comparación con el español. Formas de expresar cortesía y amabilidad.
7	Negocios y lugares de una ciudad. Actividades de reconocimiento a partir de la escucha y la lectura, de producción guiada y de integración.	El pasado simple del modo indicativo, afirmativo y negativo: <i>listened, watched, read, wrote, liked, rode, wasn't, weren't, didn't</i> <i>ago</i> <i>its</i>	Revisión e integración: <i>It's strange...</i> <i>It's amazing!</i> <i>Sorry, (Grandpa)!</i>	Tipos textuales: agendas. Artículos. Redes para organizar información. Búsqueda de pistas en los textos para resolver problemas. El uso de una red para organizar la escritura de un texto.	El respeto por la naturaleza y su cuidado. Valoración del trabajo. Respeto por culturas diferentes. La comunicación. Valoración de los ancianos y su sabiduría. El valor de la experiencia.	Similitud entre el presente y el pasado simple para formar el negativo. Formas regulares e irregulares. El adjetivo posesivo <i>its</i> : concordancia.
8	Ropa y accesorios. Actividades de reconocimiento a partir de la escucha y la lectura, de producción guiada y de integración.	El pasado simple del modo indicativo, forma interrogativa y respuestas cortas: <i>got up, helped, studied, sat, did, put, gave</i>	Revisión e integración: <i>Of course!</i>	Reflexión sobre lo aprendido. Identificación de formas similares. Identificación de pistas para resolver problemas. Tipo textual: el chat, mensajes. El uso de una guía para organizar la escritura de un texto.	Compartir. La colaboración. La generosidad personal. Respeto por el ambiente. El valor de la comunicación. El esparcimiento.	Revisión e integración. Similitud en las preguntas utilizando el presente simple y el pasado simple.

Contenidos transversales

Resolución de conflictos.

Las reglas y las consignas.

El respeto.

El desarrollo de la autonomía.

El uso de recursos y fuentes de información.

Reflexión/Toma de conciencia:

Lingüística: ver planificación.

Cognitiva: autoevaluación, control del tiempo, identificación de los materiales que se necesitan, identificación de pistas que ayudan a resolver problemas, manejo de fuentes de información.

Social: el trabajo en grupos, las reglas de convivencia, las reglas en la escuela y en el hogar, el valor de la comunicación.

Intercultural: reglas de cortesía, la diversidad, la diferencia. Tradiciones culturales. Noción de extranjería.

THE LMT POSTER

This poster aims at helping Ss synthesize the main considerations to bear in mind for each language area they have dealt with. The poster comes with stickers to be completed by the T or the Ss with their conclusions as to how language works.

How to go about using the LMT poster

- The poster can be used after Ss have been working on any language area, using the LMT section in the Pupil's Book, and their own filing system. The difference between the LMT section questions and the poster is that the former guides Ss little by little into how a certain language area works, while the latter aims at helping Ss synthesize what they have been analysing.
- Ts are advised to present Ss with the stem of the final synthesis of an area, e.g. *Entonces, a veces uso 'do' porque... y otras uso 'does' porque...* Even though Ss are becoming more autonomous, they are still in need of scaffolding in this area, hence it is not recommended that Ss should be told to come up on their own with a synthesis or conclusion about a certain language point.
- Once the group consider the synthesis is correct in that it reflects what needs to be born in mind about a certain topic, either the T or the Ss can write it in one of the stickers provided in the adoption pack, and then stick it on the poster.
- It is advisable to make this a group construction. It shows Ss how each one can contribute to the synthesis while, at the same time, it helps them understand that the result will be better or more complete than when working alone.
- Ss will need copies of the LMT template on page 119 of this Teacher Companion. Ts can decide whether to give the necessary copies (5) at the beginning of the year or to wait till Ss need a second sheet. Encourage Ss to keep these synthesis templates together with their own notes.
- Ss may copy the synthesis as has been decided upon by the group, or each S can make changes for the sake of better understanding. The important point is to see the interaction between a group's and an individual S's construction.
- You will notice that there is a space at the top of the Ss' template for them to write a title. Discuss possible titles with Ss for each of them to write the one they like best.
- The LMT poster can be kept on the wall for Ss to use as reference whenever necessary.

Meeting point

An easy guide to digital tools for the classroom

Meeting Point is a guide for teachers to learn about digital tools in an easy way. Our Ss were born in the digital era, and they find the use of ICT and digital resources part of their everyday life. Why not, therefore, combine the world of learning with the digital world?

In this guide, teachers will find instructions to create a blog, a tool which they will be able to use as from unit 1. The use of blogs will enable communication between the T and Ss outside school. As shown in the guide, Ts can post comments, homework activities, news, to name but a few, and Ss can communicate back to the T, thus creating real, authentic communication.

Ss who need further practice in any area can access the blog, where the T can post extra activities. In the same way, if a S has been absent, the T can post what has been done in class, or he or she can put Ss in charge (in turns) to post a summary of what has been done in each class.

Ts will also be introduced to three digital tools: a digital poster, a digital animated character and a digital book, with an example of how to use them connected with tasks in *Storyline 3*. These digital products can be posted on the school page (if there is one), or the T can create a blog which families can access to view what the children have been doing.

At the beginning of the year, the T can send a note to parents informing them about the use of the class blog. In this letter, the T can write each S's account and password to access the blog. A model letter is provided below.

To sum up, *Meeting Point* is aimed at guiding Ts into using digital tools that will help enhance Ss' learning.

Estimada familia:

Mi nombre es y soy el/la profesor(a) de inglés. Vamos a tener clases los días Para estos días, los chicos tienen que tener en sus mochilas el libro Storyline 3 y una carpeta con hojas/ cuaderno de 50 hojas/ cuaderno A4 para inglés.

Los chicos van a tener tarea los días, la cual va a estar explicada en la carpeta. Les pido que los ayuden para asegurarse de que tengan su material listo la clase siguiente.

Este año vamos a trabajar con un blog de clase, para lo cual cada alumno y alumna va a tener su cuenta de usuario y clave. La misma es, La plataforma que vamos a utilizar es Kidblog.org. Se trata de una plataforma segura que ha sido diseñada para alumnos de nivel primario, y es de muy fácil uso.

El blog nos va a permitir seguir trabajando fuera de la escuela aprovechando los beneficios de las nuevas tecnologías.

En caso de que necesiten comunicarse conmigo, pueden acercarse al colegio los días en el siguiente horario

Un saludo cariñoso,

[firma del/de la docente]

First week

Getting started

As this is the first lesson, start by greeting the Ss. You can wave your hand and ask them to provide the words. You can also walk to the door as if you were leaving, and ask them what you have to say.

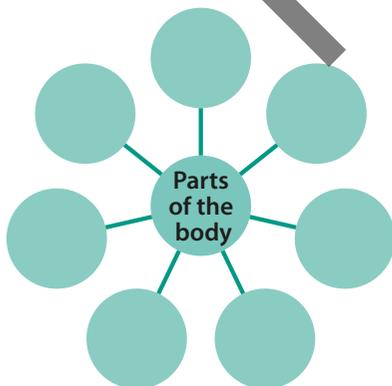
Revision of *he, she, his, her*

- Introduce yourself. Tell Ss your name, e.g. **I'm Laura**. If you prefer, you can use *Miss, Mrs* or *Mr* –i.e. *titles*– and your surname, e.g. *Mrs Davidson*.
- Then invite Ss to say their names. You can play a chain game. Ss have to point to the Ss who have introduced themselves before saying their names, and then introduce themselves, e.g. S1: **I'm Joaquin**. S2: (pointing to Joaquin) **His name's Joaquin, and I'm Lucila**, and so on.
- Before playing the game, elicit when to use *his* and when *her*.
- If you think Ss are ready, you can combine *he, she, his* and *her*, e.g. **He's Joaquin, she's Lucila, his name's Nacho, her name's Mariana, etc.**

In English, *Miss, Mr* or *Mrs* aren't used with one's first name as they are in Spanish. However, Argentina has a strong tradition of using *Miss, Mr* or *Mrs* with the teacher's first name as a sign of affection.

Revision of vocabulary areas

- You can play Hangman .
- Choose one word from each lexical set that you want to revise, e.g. *parts of the body, descriptive adjectives, numbers, fruits, clothes, etc.*
- Tell Ss beforehand how many words from the chosen lexical set you'll include, e.g. **head, body, arms, legs**.
- If the first word is, for instance, *head*, elicit from Ss which group it belongs to. If necessary, give them options, e.g. **Is it a part of the body or a job?** Once you do this you can organize Ss into groups and ask them to make webs as shown in the graph. (You can assign different lexical sets to each group).



- The groups can draw the webs on cartridge paper (*cartulina*) and then you can hang them on the walls.
- You can work on two or three lexical sets per class. As homework, ask Ss to draw the vocabulary items or find cut-outs.

Building confidence

To revise vocabulary, try some of these activities.

Repeat if correct. Tell Ss they have to repeat if what you say is correct. As an example, point to your hair and say **Hair**. As it is correct, Ss repeat. Then touch your ears and say **Mouth**. Ss should remain silent since it's incorrect.

Flash it! You can use flashcards and flash them for Ss to guess.

Unfinished drawings. You can either draw a part of a vocabulary item on the bb or you can make drawings in the air.

Mime it! Mime words for Ss to say the target language.

Mouth it! Mouth a word for Ss to first identify the word and second, for them to either draw it or show what it means. At this stage, it is advisable to discourage translation. However, it is necessary to check that Ss know what it means.

Show me... Tell Ss that as you name different school objects, they have to show them. You can invite them to give the orders themselves.

What's in the box? You need a box (a shoe box will do). Place a school object inside, shake the box so that Ss can hear the sound and ask them **Is this a pencil?** Once Ss say **Yes, it is**, or **No, it isn't**, show them what's inside.

Picture dictation. Tell Ss to draw and colour as you say, e.g. **Draw a fat man. He's wearing a brown hat.**

A memory chain. Tell Ss you'll start a chain which they have to remember. They have to repeat what has been said and add another object, e.g. **A pencil. A pencil and two apples**. You can start with objects in the singular, and then challenge Ss to include the quantity as well, or use a different lexical set.

Revision of description and personal information

- You can start revising one piece of information at a time.
- Tell Ss they'll have to stand up if what you say applies to them. Start by saying, e.g. **I have brown eyes**. Those with brown eyes should stand up. Ss who are sitting down should check on the others. Ss then can take it in turns to do the same. If a S says, for instance, **I have two ears**, guide them into realising that it may be grammatically correct but ridiculous unless you characterise your ears, e.g. **I have (big/small/nice) ears**.
- You can include *tall, short, fat, thin* in the description, following the same procedure as before. Include affirmative and negative statements, e.g. **I'm not tall**.
- You can now play a guessing game. You'll describe a person in the classroom for Ss to guess who it is, e.g. **It's a boy. He has short brown hair and he's tall**. You can encourage Ss to describe a classmate.
- Focus Ss' attention on the difference between the verbs *have* and *be*. You can draw two boxes on the bb, one named **I AM – HE/SHE IS – THEY ARE** and the other one named **I/THEY HAVE – HE/SHE HAS**. Ask Ss to place the different words to describe a person in the right box. Ask them to copy the two boxes in their copybooks or ring binders.

Remind Ss that they should not call out the answers from their desks, but that they should raise their hands and wait until the teacher invites them to do so. To give everybody the time they need, you can ask the early finishers to write the answers down while they wait for the rest to finish.

VOCABULARY

New

Names of characters: *Daniel, Emily, Mrs Davies, Mr Smith*

Desert vocabulary: *condor, cactus, armadillo, llama, chinchilla, rat, camel*

Cardinal points

Revision

Clothes

Nature

Greetings

GRAMMAR

New

from + city / town

In the (north) of (Argentina)

Revision

I'm wearing...

I have / don't have...

Physical description

Age

I like...

COMMUNICATION

Hello! Hi!

I'm + name

I'm + age

My name's...

I am / have...

LANGUAGE AWARENESS

Phonological differences between English and Spanish (the pronunciation of the letter *d* in English and in Spanish; the pronunciation of the combination *th*: /ð/ as in **mother, father, the, and /θ/ as in Smith, Thursday, three, south**)

Difference in pronunciation of words which are similar in both languages (**Daniel, Doris, condor, chinchilla, cactus**, names of countries)

Adjective before the noun (**green eyes, brown hair**)

Verb **to be** for age

1 See Introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Hello!

1 Read. Then, listen. ▶ T2

Daniel: Hi! My name's Daniel. I'm new here.

Emily: Hello! I'm Emily. Daniel is a new friend at school.

Mrs Davies: Good morning! My name's Mrs Davies, Doris Davies. I'm Emily's mother.

Mr Smith: Good morning! I'm Mr Smith. I'm the teacher.



4 four

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. ▶ T2

Possible lead-ins (you may choose):

- Ask Ss if they met during their holidays. Ask them where they went, what they did.
- Ask them what places they visited and ask them to describe these places.

Remember that the lead-in stage can be conducted in Spanish since its aim is to lead Ss into the story. However, you can conduct an interaction in English by holding the lead of the conversation so that Ss should follow your lead.

- Ask Ss to look at the picture of the characters on page 4 and ask them who they think they are.
- Elicit from Ss what the characters may be saying. You can give them options if necessary.
- Focus Ss' attention on the dialogue. Elicit from them who is who. Help them become aware of the clues they based their predictions on.
- Have Ss read to check their predictions as to what they're doing. Then you can play the recording for Ss to work on pronunciation and intonation.
- If Ss do not notice the UFO in the sky, ask them to look at the picture to see if they can find anything unusual. Ask Ss to predict what this is and what the connection may be between this UFO and the characters. Keep a record of their predictions.

2 Tick the elements from the desert. Then, listen and check. ▶ T3

- Ask the Ss to open their books at page 5 and read the instructions.
- Ask Ss what they think they can and can't find in a desert. Then ask them to tick the elements on the page.
- First go over the words to see which ones Ss have ticked. As you say them, they can hear the pronunciation. You can also help them become aware how words which are spelt the same in both languages may be pronounced differently. Elicit from Ss what other words they know that follow the same pattern.

BUILDING CONFIDENCE

Chain game. Ss should name desert words. Each Ss adds a new word. Before doing this activity, you can brainstorm other desert words.

3 Who? Emily (E) or Daniel (D)?

- › First ask Ss to look at the instructions. Then ask them to focus on the speech bubbles to see what they refer to. You can give them options, e.g. **routines or personal information?** Ask them how they can decide on which character it is.
- › Check Ss' answers on the bb.

BUILDING CONFIDENCE

Who? Encourage Ss to work in groups and think about further statements. They can also write speech bubbles for Mrs Davies and Mr Smith.

4 Read and write the correct name.

- › Ss should tell you what they have to do. Elicit from them what clues they can find to decide on who is speaking in each case.
- › Check the answers on the bb.
- › Ask Ss to read the texts again and to tell you when they use *to be* and when they use *have*.
- › Focus Ss' attention on the statements showing origin (*from...*). Elicit from them what the meaning is.

BUILDING CONFIDENCE

- 1 True or false.** Ask Ss to close their books. Read out some of the statements including some false information for Ss to say whether they are true or false.
- 2 A survey.** Ss should tell you where they are from. Write the names of the cities, towns or neighbourhoods on the bb to see how many Ss come from the same place.

2 Tick the elements from the desert. Then, listen and check. T3

puma	<input checked="" type="checkbox"/>	tiger	<input type="checkbox"/>	waterfall	<input type="checkbox"/>
tree	<input type="checkbox"/>	llama	<input checked="" type="checkbox"/>	armadillo	<input checked="" type="checkbox"/>
cat	<input checked="" type="checkbox"/>	camel	<input type="checkbox"/>	condor	<input checked="" type="checkbox"/>
rat	<input type="checkbox"/>	chinchilla	<input checked="" type="checkbox"/>	cactus	<input checked="" type="checkbox"/>

3 Who? Emily (E) or Daniel (D)?

1 E I'm wearing long pants.

2 D My pants aren't long.

3 E I have long hair.

4 E My eyes are big.

5 D I don't have brown hair.

6 E I love my trainers.

7 D I'm not wearing black shoes.

8 D Look at my new school bag.

4 Read and write the correct name.

1 I have two children, a boy (he's two) and a girl (she's ten). I like this place.
My name's Mrs Davies.

2 I'm ten. I'm short and I have long hair. I have a brother, Andy. He's two. My mum is from Arequipa, a region in the south west of Peru, and my father is from Santa Marta, a city in the north of Colombia. I like school!
My name's Emily.

3 I'm thirty. I'm very tall and thin, and my hair's short. I like school!
My name's Mr Smith.

4 I'm eleven. My hair's short. I have black eyes. I'm from Purmamarca, a small town in the north of Argentina. I like my new school.
My name's Daniel.

five 5

- › Play the recording for Ss to check.
- › You can tell Ss to number the words they don't remember and to write the number next to the correct drawing in the picture.

MP3 TRACK 3

- Mr Smith:** *Let's see, children. What information do you have about the desert? Are there tigers in the desert?*
- Emily:** *No, there aren't, but there are other animals.*
- Mr Smith:** *Very good, Emily! What animals?*
- Emily:** *Condors, llamas, camels, pumas, armadillos, cats and chinchillas.*
- Brian:** *What are chinchillas?*
- Daniel:** *They are small rodents.*
- Brian:** *Ah, they're rats.*
- Mr Smith:** *No, they aren't rats. There are no rats in the desert.*
- Daniel:** *No tigers, no rats.*
- Mr Smith:** *Yes, true, Daniel. Are there plants in the desert?*
- Brian:** *No, there aren't.*
- Emily:** *Well, there are no trees, but there are cactuses.*
- Mr Smith:** *Yes, good! What about waterfalls? Are there waterfalls in the desert?*
- Daniel:** *No, there aren't.*
- Mr Smith:** *Super, well done, children!*

WB EX 3 a) AND b) PAGE 95

Homework

Ask Ss to bring cut outs from newspapers or magazines illustrating the new words they have seen. They can also look for names of deserts in Argentina and in different parts of the world.

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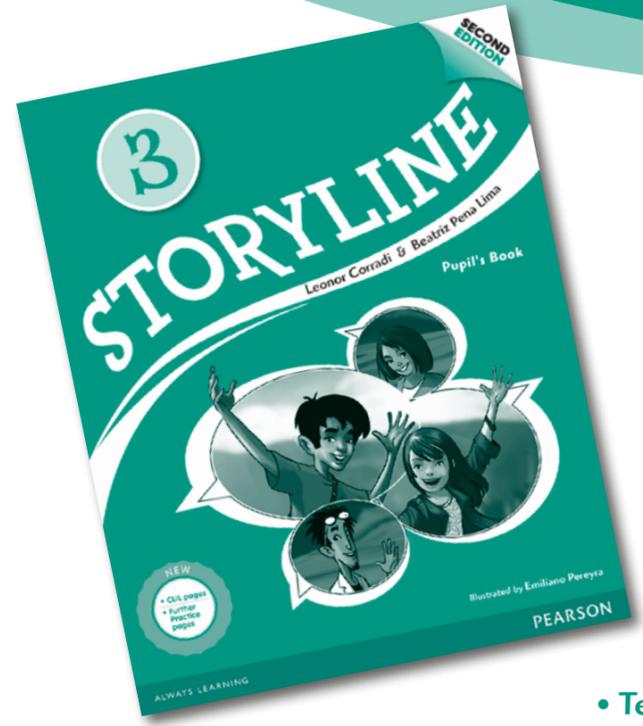
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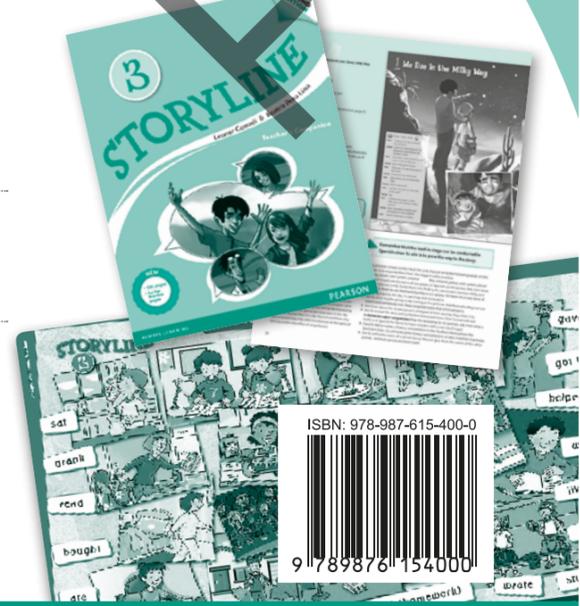
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3

STORYLINE

Teacher's Companion

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PEARSON

STORYLINE

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Teacher's Companion



ALWAYS LEARNING

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Track	Unit	Page (PB)	Exercise
1	Introduction		
2	Hello!	4	1
3	Hello!	5	2
4	1 We live in the Milky Way	6	1
5	1	7	3
6	1	8	6 a
7	1	9	7
8	1	11	12
9	1	11	13 b
10	An astro...what?	12	Story
11	2 I can see Mars!	14	1
12	2	15	3 a
13	2	16	4 b
14	2	19	10 a
15	2	19	10 b
16	2 A light in the sky	20	Story
17	2	21	2
18	3 Daniel likes reading UFO stories	22	1
19	3	24	5 a
20	3	24	5 b
21	3	24	6
22	3	26	10
23	3 Is it a person or an animal?	28	Story
24	4 Some friends from planet Omega	30	1
25	4	31	5
26	4	34	10 a
27	4 A special invitation	36	Story

Track	Unit	Page (PB)	Exercise
28	5 Empanadas for a special family	40	1
29	5	42	4 a
30	5	42	5
31	5	43	6 a
32	5	45	12
33	5 A lovely meal	46	Story
34	6 Would you like chocolate biscuits?	48	1
35	6	49	3
36	6	49	4
37	6	51	11
38	6	52	15
39	6 Tixit's teacher	54	Story
40	7 They visited Tixit's UFO	56	1
41	7	57	3 c
42	7	58	4
43	7	59	10
44	7	60	14 a
45	7	60	14 b
46	7 I didn't eat any food pills!	62	Story
47	8 The UFO went up and up	64	1
48	8	65	3 a
49	8	66	7 a
50	8	67	9
51	8 Time to say goodbye	70	Story
52	Benjie Chapter I	74	Story
53	Benjie Chapter II	75	Story
54	Benjie Chapter III	76	Story
55	Benjie Chapter IV	77	Story
56	The Magic Lamp	82	Play
57	The End		

VOCABULARY

New

School subjects

Solar system: *the Moon, the Earth, star, Venus, Milky Way, satellite*

GRAMMAR

New

Time prepositions: *in, on, at*

Revision

Simple present tense: *I, we, they, you*

There is/ are

RECOGNITION

Language from the routine (See introduction, page 5)

COMMUNICATION

Over there.

I don't understand.

Let's ...

Of course!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Simple present tense: meaning (routine), use (when it is meaningful to talk about routines and frequent activities) and form (the use of auxiliaries for the negative and interrogative)

Difference between *there is/ are*

Time prepositions, contrast with Spanish

Analysis of text types and their characteristics

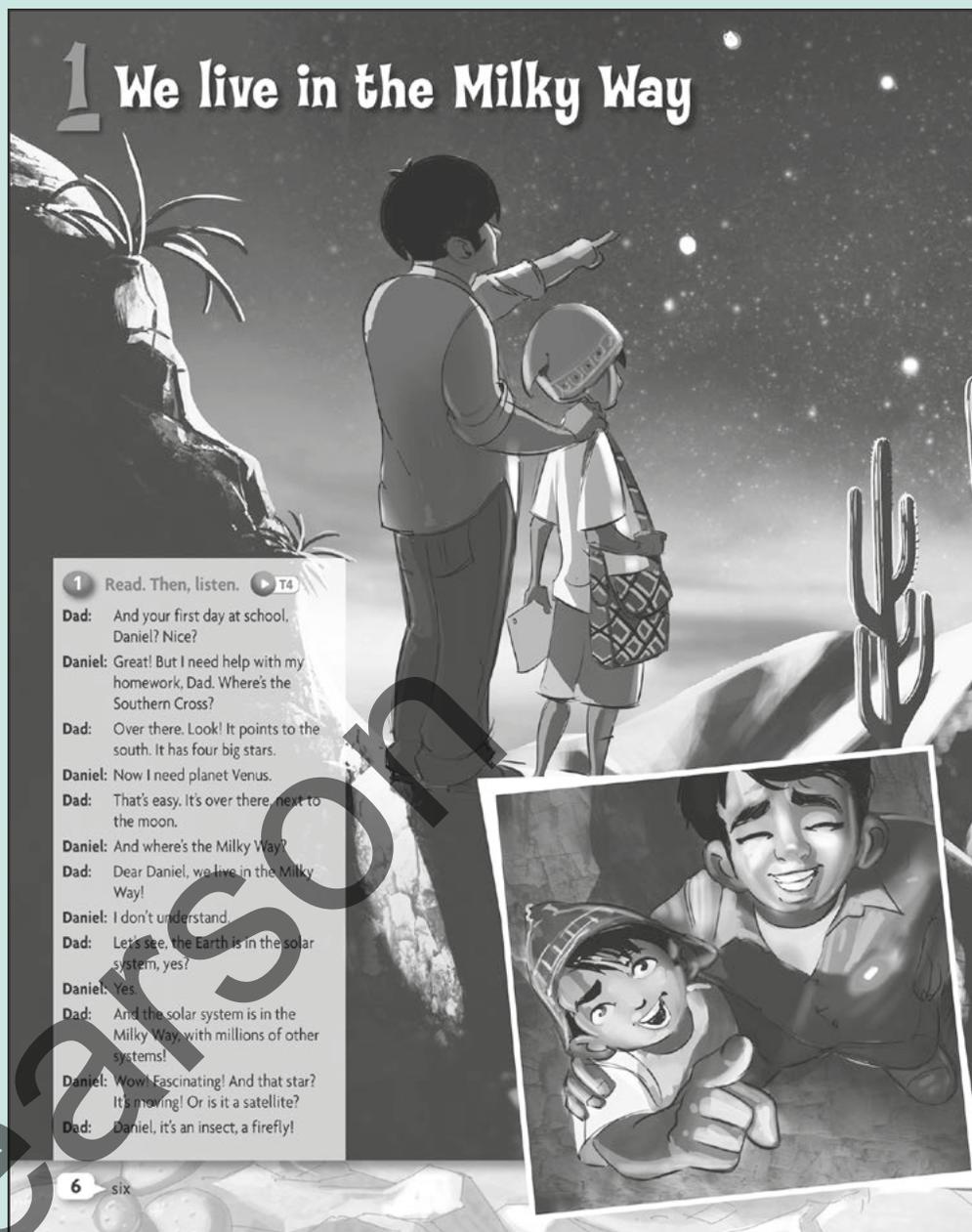
The use of cards to record and organize information

CLIL

The solar system

I See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

1 We live in the Milky Way



1 Read. Then, listen. **T4**

Dad: And your first day at school, Daniel? Nice?

Daniel: Great! But I need help with my homework, Dad. Where's the Southern Cross?

Dad: Over there. Look! It points to the south. It has four big stars.

Daniel: Now I need planet Venus.

Dad: That's easy. It's over there, next to the moon.

Daniel: And where's the Milky Way?

Dad: Dear Daniel, we live in the Milky Way!

Daniel: I don't understand.

Dad: Let's see, the Earth is in the solar system, yes?

Daniel: Yes.

Dad: And the solar system is in the Milky Way, with millions of other systems!

Daniel: Wow! Fascinating! And that star? It's moving! Or is it a satellite?

Dad: Daniel, it's an insect, a firefly!

6 six



Getting started

Start the lesson with the routine suggested in the Introduction.

1 Read. Then, listen. **T4**

Possible lead-ins (you may choose):

- Ask Ss if they ever go out at night and look at the sky. Do they like it? What can they see? Have they ever used a telescope to look at the sky?
- You can elicit from them what they know about stars and planets. You can ask them whether they've studied them in their Natural Sciences class. In either case, you can contact the teachers and let them know you will be dealing with a textbook that contains fictional and non-fictional texts about space, in case you could plan some cross-curricular activities together. It may be interesting for Ss to learn that we get to see more stars in the sky in the countryside than in a city. You can ask them why that is so and they may infer it is because of the lights of the city and/or the effect of air pollution.

Remember that the lead-in stage can be conducted in Spanish since its aim is to pave the way to the story.

- Ask children to look at the title of the unit. You can write the following words on the bb for Ss to organize them from the biggest to the smallest: *galaxy, planet, solar system, universe* Key: *universe, galaxy, solar system, planet*
- Ask Ss if they know the name of our galaxy (in Spanish: *La Vía Láctea*). Ask them what '*láctea*' refers to (milk). Guide them into finding the connection between *Milky* and *Láctea* for them to see that the Milky Way is our galaxy. Tell them it's a hazy band of white light across the sky, in case they wish to locate it.
- Ask Ss what may be going on by looking at the pictures. Ask them who they can see: Daniel and somebody else. They can predict who that other person is.
- Ask them about the landscape and what part of their country they relate it to.
- Ask Ss to read the story and go back to their predictions. Give Ss a second task: **Is Daniel an expert on galaxies?** Play the recording for Ss to check. Ask them what a firefly is in Spanish for Daniel to have mistaken it for a star (*luciérnaga*).
- Daniel's father names a famous constellation in the Southern hemisphere: the Southern Cross. Ss can name other famous constellations or stars that they may know.
- Ask Ss to find the name of a planet: Venus. You can give them the names of the other planets. Tell them we live on *Planet Earth*.

2 Read again and tick. Then, draw icons for the school subjects.

Daniel's homework is for...

<input type="checkbox"/> 1 Maths	<input type="checkbox"/> 6 ICT
<input type="checkbox"/> 2 Language	<input type="checkbox"/> 7 Arts
<input type="checkbox"/> 3 English	<input checked="" type="checkbox"/> 8 Natural Sciences
<input type="checkbox"/> 4 Music	<input type="checkbox"/> 9 Social Studies
<input type="checkbox"/> 5 PE	

1 2 3

4 5

6 7 8 9

3 Listen and complete the timetable. 

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8	Language	French	Arts	Maths	ICT/Technology
8.40	Language	French	PE	Maths	French
9.30	Maths	Natural Sciences	Language	Social Studies	French
10.30	Maths	Natural Sciences	Language	Social Studies	Maths
11.20	ICT	Social Studies	Natural Sciences	PE	Maths
12.00	Natural Sciences	Music	ICT	PE	Language

4 Play a memory game in pairs.

On Mondays at 8.

Language.

seven 7

Introduction of school subjects

- Ask Ss why Daniel is asking his father so many questions: he has to do his homework. Ask them if Daniel's homework is about Maths, Natural Sciences or Social Studies. You can write these words on the bb.

2 Read again and tick. Then, draw icons for the school subjects.

- Ask Ss to read the instructions and tell you what they have to do.
- Once they tick the correct subject, tell them you'll go over the list of subjects. First ask them for each subject, whether they have it at school or not, and if they do, when they have it. Make sure they understand all of them. In case they call them by another name, *ICT* is Information and Communication Technology and *PE*, Physical Education.
- Ask them how they would represent *Maths*. Elicit different options, e.g. *additions*, *problems*, *equations*, *shapes*, *solids*, etc. Check they understand that this is what they have to do in the boxes.
- Give Ss time to do the drawings and then check the different options on the bb.

BUILDING CONFIDENCE

- A survey.** Ask Ss to tell you which they think the most popular subject is. Then ask them which their favourite subject is. Keep a record on the bb with a double entry chart, and go back to Ss' predictions.
- Memory game.** Tell Ss you are going to name different Ss for the rest to say which their favourite subject is, e.g. *Carolina's favourite subject is...*

3 Listen and complete the timetable.

- First ask Ss to read the instructions and tell you what they have to do. Then remind them of the rules for listening.
- Play the recording as many times as necessary and check the answers on the bb.
- Focus Ss' attention on the preposition we use to say the time of the day they have a subject: *at*.



MP3 TRACK 5

Mr Smith: *OK, children... Quiet, please, and let's go on with the timetable. Mondays. You have ICT at 11.20. On Tuesdays, you have Music at 12.00. You have Arts on Wednesdays at 8.00 and PE, that is, Physical Education, at 8.40, and ICT at 12.00. Thursdays? PE at 11.20 and 12.00. Are you all following?*

Children: *Yes, Mr Smith.*

Mr Smith: *OK, finally, Technology on Fridays at 8.00.*

Daniel: *And French?*

Mr Smith: *Sorry! You have French on Tuesdays at 8.00 and 8.40 and on Fridays at 8.40 and 9.30. Ready?*

Children: *Yes, Mr Smith, thank you.*

4 Play a memory game in pairs.

- Ask Ss to read the exercise and tell you what to do.
- You can elicit from them what techniques they can use to remember the timetable. They can use the one in the book or their own.

BUILDING CONFIDENCE

- Our timetable.** You can make a poster with the Ss' own timetable.
- Check the teacher's memory.** Ss can give you prompts using their own timetable, as in Exercise 4, for you to say which subject it is.

WB

EX 1, 2 a) AND b) PAGE 94



Homework

Ask Ss to bring cut-outs or drawings related to a subject.

Getting started

Start the lesson with the routine suggested in the introduction.

5 a) Read and write ✓ (true) or X (false).

- Ask Ss to open their books at page 8 Ex 5. Ask them what they can see. Help Ss focus on how we can identify text types and their information without actually reading. You can start a text file: Ss can keep a record of different text types. Below is a chart that you can use:

Name of the text	Formal?	Reader/audience/to...	Information about	Characteristics/elements
blog	informal	friends/selected readers	everyday topics	date

- Focus Ss' attention on the two sentences below the instructions. As suggested in the introduction, ask them if they need specific or general information to answer the two questions.

LMT LANGUAGE AWARENESS: LMT page 81

- Ask Ss what information we get about Daniel's routine, if he mentions his activities or any other information.
- Ask Ss what further information Daniel includes.
- Ask Ss what prepositions we use - *in, at, on* - and whether we can find a pattern, e.g. *at* is used with the time. You can ask Ss to compare them with Spanish.
- You can ask Ss to add months and years, e.g. *in March, in 2007*.
- Ss still need information to answer the last question (at weekend/on weekdays). You can either give them examples or tell them they'll go back to this when they see an example in the book.

b) Now, read again and tick what Daniel mentions.

- Ask Ss to read the information on the card. Ask them if they are topics or examples from the blog.
- Have Ss read and tick the correct boxes. Check on the bb.

LMT LANGUAGE AWARENESS: LMT page 78, part 1

Read the introduction for suggestions. Remember the fundamental aspect of this is for Ss to **become aware** of how language works.

- Ask Ss what information we get about Daniel. Focus on his routine. **How does he express his routine?**
- Ask Ss why Daniel is referring to his routines. **Are they different now, and that is why he's writing about them? Would it be natural to tell somebody what we all know?**

BUILDING CONFIDENCE

Cut-outs game. Ask Ss to take out the cut-outs. Each Ss shows his/her cut-out for the rest to say which subject it represents.

5 a) Read and write ✓ (true) or X (false).

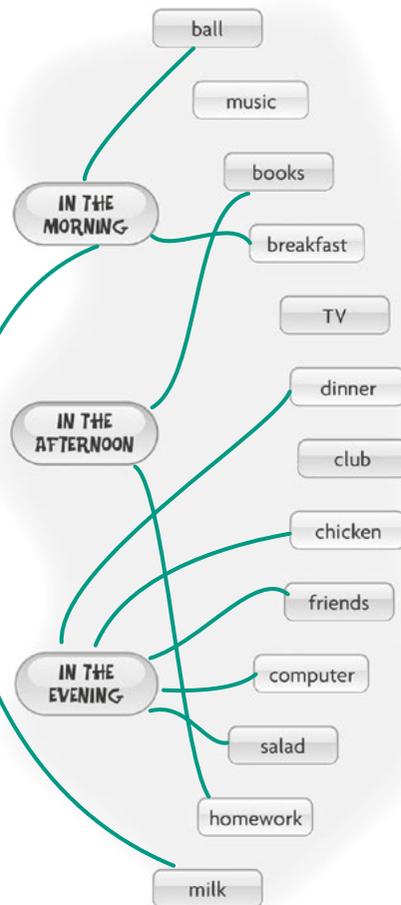
- This blog is informal. ✓
- Daniel is writing to his teachers. X

b) Now, read again and tick what Daniel mentions.

DANIEL			
AGE:	<input type="checkbox"/>	FAVOURITE SUBJECT:	<input checked="" type="checkbox"/>
FAMILY:	<input checked="" type="checkbox"/>	PROBLEM:	<input checked="" type="checkbox"/>
ROUTINES:	<input checked="" type="checkbox"/>		

8 eight

6 a) Listen to a conversation between Daniel and his grandmother and match. There are three extra words.



- b) An interview. Imagine you are Daniel's grandmother. Ask Daniel five new questions. Work in groups.

6 a) Listen to a conversation between Daniel and his grandmother, and match. There are three extra words.

- After checking the answers, go over the words and ask Ss what verb they would use with each of the words, e.g. *play with a ball, listen to music, etc.*

MP3 TRACK 6

Narrator: Daniel's grandma lives in Tarija, in the south of Bolivia. Listen to her telephone conversation with Daniel.

Grandma: Danny, tell me about your week. Do you get up at seven?

Daniel: No, I don't. I get up at 6.

Grandma: Poor boy... It's cold at 6... Please, have a good breakfast!

Daniel: Yes, grandma. I have milk and biscuits with the family.

Grandma: That's nice! And do you walk to school?

Daniel: Yes, I do. I have a bike, but I don't use it.

Grandma: What do you do at school?

Daniel: Well... I study and I play football with my friends!

Grandma: And in the afternoon?

Daniel: I do my homework and I read books. I love books.

Grandma: Do you visit your friends?

Daniel: Yes, in the evening.

Grandma: And what time do you have dinner?

Daniel: At 8.30. We have chicken and salad, or spaghetti, or pizza.

7 Listen to Kate. What's different? 

Kate, Daniel's sister, is talking about her brother's activities on Saturdays. Find the differences.

(get up) Daniel doesn't get up at 9.

He gets up at... 10

(have breakfast) They don't have breakfast in the garden. They have breakfast in the kitchen.

(make) Daniel doesn't make orange juice, he makes sandwiches.

(do homework / watch TV) Daniel watches TV in the afternoon/ He doesn't do his homework in the afternoon.

(visit friends / watch the sky) Daniel doesn't visit his friends in the evening, he watches the stars.

8 Imagine you're Kate. Write about Daniel.

9 Read and write ✓ (true) or X (false).

Young Astronomers
ARE YOU A SPACE EXPERT?

1 There are ten planets in the solar system. <input checked="" type="checkbox"/>	6 There is water on planet Earth. <input checked="" type="checkbox"/>
2 The Milky Way is a planet. <input checked="" type="checkbox"/>	7 There is water on the moon. <input checked="" type="checkbox"/>
3 We live on a perfect planet. <input checked="" type="checkbox"/>	8 There are trees on planet Mars. <input checked="" type="checkbox"/>
4 The sun is a big star. <input checked="" type="checkbox"/>	9 There are people on Venus and Mercury. <input checked="" type="checkbox"/>
5 The moon is a star. <input checked="" type="checkbox"/>	10 The Southern Cross has five stars. <input checked="" type="checkbox"/>

Key:
10-9: An expert!
8-7: Very good!
6-5: Not bad.
4-3: Mmmm...
2-0: Ask your teacher!

Grandma: Do you use your computer in the afternoon?

Daniel: No, it's Kate's turn. My turn is in the evening.

Grandma: That's a good boy!

BUILDING CONFIDENCE

Memory game. Ask Ss to close their books and ask them questions, e.g. **Does Daniel listen to music in the morning?** or **When does Daniel listen to music?**

LMT LANGUAGE AWARENESS: LMT page 78, part 2

- Ask Ss to read the boxes and the questions. They can work in groups.
- Check the answers on the bb. Work on the intonation in questions, for which you can use the recording.

b) An Interview.

- Remind Ss of the questions Daniel's grandma has asked him.
- Organise Ss in groups and encourage them to impersonate Daniel's grandma and ask him questions.
- When checking, you can play the role of Daniel and answer the questions.
- You can also challenge Ss to come up with at least 20 different questions.

WB EX 4 AND 5 PAGE 95

7 Listen to Kate. What's different? 

- Ask Ss what may be different.
- Play the recording and check the answers on the bb.

MP3 TRACK 7

Kate: Hi, Grandma, this is Kate. You know, Daniel gets up at 10 on Saturdays and he has breakfast in the kitchen. He likes sandwiches, and he makes sandwiches for lunch. In the afternoon, he watches TV. He doesn't do his homework on Saturdays. In the evening he goes to the garden and watches the sky. He loves the stars and the moon. He's a space expert! School? Well, he doesn't like it really, but he loves Natural Sciences. A good student? Yes, he is. And he's a fantastic brother!

8 Imagine you're Kate. Write about Daniel.

- Help Ss become aware of the resources they have to write the blog: Daniel's blog on page 8 and the differences in Exercise 7.
- Give Ss time to write the blog.

BUILDING CONFIDENCE

Kate's blog. Ss can use the previous model and write about Kate.

9 Read and write ✓ (true) or X (false).

- Elicit from Ss if they think they're space experts.
- Give them time to answer the questions. Ss check the score with the key.
- This is a good opportunity to work on respect. Remind Ss not to mock or undermine their classmates as regards their score.

WB EX 4 AND 5 PAGE 95
EX 6, 7 AND 8 PAGE 96

Homework

Ask Ss to bring a card as the one in Exercise 6, page 96 with their personal information.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Who is it? Collect all the personal cards Ss did for homework. Choose one and talk about the S, impersonating him/her. The rest should guess. Later on, Ss can be in charge of talking about the other Ss.

10 a) Read and circle five mistakes.

- Elicit from Ss what they have to do. Ask them what they think this blog is about.
- Ask them to read and check their predictions.
- Ask Ss what type of mistakes they can find: information mistakes. Give them time to find them and then check on the bb.



LANGUAGE AWARENESS: LMT page 80

- Ask Ss when we use *there is / are*: to describe places.
- After Ss answer the questions, check answers on the bb.
- Ask Ss how they say *there is* and *there are* in Spanish: *hay*.

BUILDING CONFIDENCE

A correct blog. Ss can rewrite the blog correcting the false information.

b) Look at Daniel's plan and circle.

- Elicit from Ss what they have to do.
- Give Ss time to do the activity and check on the bb.

BUILDING CONFIDENCE

- 1 Memory game.** Ss look at the plan, close their books and answer your questions about Daniel's house.
- 2 A quiz.** Tell Ss you will test how much they know about their country. Keep a record of their answers to see if there are any experts. Possible sentences: *In Argentina there are 24 provinces. There are mountains in Misiones. There is a very long river in Tucumán.*

11 Read and circle.

- Ask Ss what they can infer from the illustrations prior to reading the story (setting, characters, conflict or problem, etc.).
- Ask Ss to focus on the instructions and tell you what they have to do.
- Ask Ss to read the text and do the exercise.
- Go to the Text File and complete another line (see BCA 1).
- Ask Ss if they know any myth or story of origins and to tell you what it is about.

10 a) Read and circle five mistakes.

TUESDAY, APRIL 12

... I live in a beautiful area. There are cactuses, rocks and a lot of trees. The sky is blue and the sun is strong. In the afternoon it's very hot. It rains a lot here.

There are a lot of animals in this area. There are three types of felines: pumas, jaguars and llamas. There's a very special bird, too: the condor. Condors are small and grey. They live in the Andes mountains and eat small dead animals. They eat rats and chinchillas. What are chinchillas? They're huge rats. Here's a picture of the area, and a plan of my house. Do you like it? Tell me.

ARCHIVE

- ▶ 2016 (24)
 - ▶ March 2016 (10)
 - ▶ February 2016 (8)
 - ▶ January 2016 (6)
- ▶ 2015 (142)
 - ▶ December 2015 (3)
 - ▶ November 2015 (5)
 - ▶ October 2015 (4)
 - ▶ September 2015 (12)
 - ▶ August 2015 (8)
 - ▶ July 2015 (5)
 - ▶ June 2015 (10)
 - ▶ May 2015 (14)
 - ▶ April 2015 (14)
 - ▶ March 2015 (18)
 - ▶ February 2015 (24)
 - ▶ January 2015 (25)
- ▶ 2014 (267)

8 COMMENTS

b) Look at Daniel's plan and circle.

- 1 In Daniel's house there's a small / big garden.
- 2 There's a big kitchen and there isn't / is a living room.
- 3 There are two / three bedrooms.
- 4 There are two / three wardrobes.
- 5 There are three / six chairs in his bedroom.
- 6 There's a desk in his bedroom / the living room.
- 7 There's a TV in his bedroom / the living room.
- 8 There is a cupboard in the garage / living room.
- 9 He sleeps with his brothers / parents.
- 10 They watch TV in the kitchen / living room.

10 ten



LANGUAGE AWARENESS: LMT page 81

- Tell Ss they won't be able to complete the list, but that they will do so as they go on learning.

BUILDING CONFIDENCE

- 1 A story.** Ask Ss how many parts the story is divided into. Ask them what each part is about, or give them headings to match, e.g. *introduction, problem/conflict, ending*. They can record this information in their Text File.
- 2 New images.** Ss can illustrate, or make collages, of the moments in the story which aren't already illustrated.
- 3 A project on legends and myths.** Ask Ss to look for information about myths and legends from different cultures. They can make a poster indicating the name of each myth or legend and where it comes from, e.g. *The Pombero is a legend from the northeast of Argentina and Paraguay*. Ss can work with their classroom teacher and find information about each myth or legend.

WB

EX 3 a) AND b) PAGE 95

11 Read and circle.



- A good title for this text is *The Big Puma* / *Mama Quilla*.
- This is *a story* / *an article* in the newspaper.

A big puma lives in a mountain next to a small town. The people are scared, but Quilla, a beautiful young girl, isn't scared.

One evening the puma comes to the town. The people run home. They close all the doors and all the windows. But Quilla doesn't. She has an idea.

She runs to the mountain and the puma runs after her. She's happy: her people are not scared now. She runs and runs but the puma is ready to attack. He opens his big mouth. But, where is she? The puma sees a beautiful white ball. It's going up and up! It's going to the sky!

This is the story of Mama Quilla, the moon. She is the people's friend. She protects her small town and all the small towns in the world.



(Adapted from a Quechua myth)

12 Listen and circle.



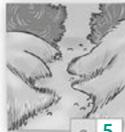
- Quilla is *young* / *old*.
- Her house is *big* / *small*.
- She has *long* / *short* hair.
- Her hair and eyes are *aren't* / *are* black.
- Her mouth and nose are *aren't* / *are* big.

13 a) Put the actions in order and talk about the children's routine.

The puma is not here, and the children are happy. They get up...



a 6



e 5



b 7



f 8



c 2



g 3



d 1



h 4

b) Now, listen and check.



13 a) Put the actions in order and talk about the children's routine.

- Tell Ss to read the instructions and elicit from them what to do.
- First they should interpret the pictures. Either in groups, individually or with the class as a whole, they can talk about the children's routine now that the puma is gone. If there are differences, write them on the bb.

b) Now, listen and check.



- Tell Ss to read the instructions and elicit from them what to do.
- You can check which version was the closest.



MP3 TRACK 9

Narrator: *The puma is not here, and the children are very happy. They get up at 6.30 on Mondays and have breakfast. They drink milk and eat an apple. Then they go to school. In the afternoon, they swim in the river with friends. It's great fun! Then they walk home, they do their homework and they have dinner. They eat chicken and salad. Then they go to bed and read beautiful stories. Life is great now!*

BUILDING CONFIDENCE

Class blog. Ss can use the information in Exercise 13 a) and write about the children in Quilla's town, now that the puma is not there.

WB

EX 9 PAGE 96 AND EX 10 PAGE 97



Homework

Ask Ss to bring a plan of a house, with a description of it on a separate sheet of paper.

12 Listen and circle.



- Elicit from Ss what to do. You can ask them to predict the answers.
- Play the recording and then check the answers on the bb.



MP3 TRACK 8

Narrator: *Quilla is twelve years old. She lives in a small town in a big house. She's beautiful. She doesn't have short hair. It's long and black. Her eyes are big and black, too. She has a small red mouth and a small nose. She isn't tall. She's a very happy girl.*

BUILDING CONFIDENCE

Quilla. Ss can make a drawing of Quilla and write a description of her to publish in the class blog.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Find the plan. Collect the Ss' plans and descriptions. You can make a display of the plans and the descriptions. Ss have to walk around, read them and match them with the correct plan. Depending on the number of Ss you have, you can also show a few plans, read one of the descriptions for Ss to identify its plan.

An astro... what?

- Ask Ss to open their books at page 12. Ask Ss what they remember about Daniel and the other characters. Refer them to the opening on page 4 in which Mr Smith says *I'm the teacher*. Whose teacher is he? Remind Ss of Daniel's blog. He's new at school. What about Emily?
- Tell Ss to look at the illustrations and the title and to predict what may happen.
- Play the recording and ask Ss to read as they listen for them to check their predictions.
- Ask Ss if they think there are extraterrestrials in some other parts of the universe. You can also ask them if they have seen any film/read a novel or a story about extraterrestrials, usually abbreviated *ETs*.
- Ask them to predict how the story goes on.
- As a follow up, you can ask Ss to make a mobile of the solar system or arrange for them to make one with you and the Natural Sciences teacher as a cross-curricular activity.

BUILDING CONFIDENCE

- 1 Memory.** Tell Ss to close their books and to tell you what information they remember.
- 2 Text file.** Ss can include a dialogue as another text type.

1 Read and write ✓ (true) or X (false).

- Have Ss read the instructions and tell you what they have to do. You can challenge them to do the activity without going back to the text, and then to go back to the text to check.
- Check the answers on the bb.

2 Match. There is one extra answer.

- Tell Ss to read the instructions and tell you what to do.
- Tell Ss they can work in pairs. Focus their attention on the clues they have in each question to decide on the answer.
- Some of these topics are debatable. Give Ss time to think of the possible answers. If there are different answers, ask Ss to check and bring their findings to the following class.

An astro... what?



- Mr Smith:** Children, let's hurry. We have a very special visitor today, Emily's mum. She's an astronomer.
- Brian:** An astro... what?
- Emily:** Astronomers study the planets and the stars, and they work in an observatory.
- Daniel:** Wow! I have a lot of questions for her. Here's my homework, too!

Ten minutes later...

- Mr Smith:** Welcome Mrs Davies! Look at the mobile of the solar system.
- Daniel:** The Earth is over there.
- Emily:** And that's the moon.
- Mrs Davies:** What a good idea, Mr Smith. Let's start with the questions then.
- Brian:** Do the planets have moons?
- Emily:** Is Venus yellow?
- Mrs Davies:** Well, Mars has two moons and... Mr Smith, let's take the children to my observatory next Monday.
- Emily:** There is an enormous telescope!
- Kids:** Please, Mr Smith...
- Mr Smith:** Of course! It's a wonderful opportunity. Thanks a lot, Mrs Davies.
- Daniel:** A last question... Do extraterrestrials exist?
- Brian:** There's one behind you!
- Mr Smith:** That's not nice, Brian.
- Brian:** Sorry!
- Mrs Davies:** Let's talk about your question next week. It's an interesting subject!
- Mr Smith:** Yes, children, write down all the questions you have for the visit to the observatory.

TO BE CONTINUED...

12 twelve

BUILDING CONFIDENCE

Questions for Mrs Davies. Ss can write further questions for Mrs Davies. They can check later on if they find the answers to them. If they don't, they can consult their Natural Sciences teacher.

3 Complete this comment on Daniel's blog.

- Tell Ss to read the instructions and elicit from them what to do. Ask them to read the text first to see what it is about.
- Give them time to complete the text and then check it.

4 Use the information in the fact file to write Brian's comment on Daniel's blog.

- Elicit from SS what they have to do.
- Focus Ss' attention on the type of language we use in a fact file: key words, not full sentences.
- Help Ss see the connection between this information and the information on Daniel's blog, which they can use as a model.
- Give Ss time to write their blogs.

1 Read and write ✓ (true) or X (false).

- 1 Mrs Davies is Emily's mother. ✓
- 2 Mrs Davies is a school teacher. X
- 3 Mrs Davies has a mobile. X
- 4 There's a telescope in Emily's house. X
- 5 The children are happy. ✓

2 Match. There is one extra answer.

Questions for Mrs Davies

- 1 Is the moon a satellite? a
- 2 Do people live on the moon? d
- 3 Is Mars next to the sun? b
- 4 Is Pluto a satellite? b
- 5 Do planets have stars? c
- 6 Do stars have satellites? d
- 7 Are stars white? f
- 8 Are planets blue? f
- 9 Are the stars next to the sun? f
- 10 Is Mars next to Venus? b

Answers:

- a Yes, it is.
- b No, it isn't.
- c Yes, they do.
- d No, they don't.
- e Yes, they are.
- f No, they aren't.



3 Complete this comment on Daniel's blog.

Hi, Daniel

We are students at ¹ _____. We are in class ² _____. We go to school in ³ _____. We have lunch at ⁴ _____. In the afternoon, we ⁵ _____ and ⁶ _____. We don't ⁷ _____.

We like Natural Sciences. Here's some information for you. ⁸ _____ nine planets in the solar system. Well, eight planets and Pluto. ⁹ _____ special groups of stars (constellations), the Southern Cross, the Three Marys and Pegasus. They're fascinating! The sun is a big star, but the moon isn't. It's a satellite, it's Earth's satellite. Is this OK?

Write back!

THURSDAY, APRIL 14 4.33 PM

4 Use the information in the fact file to write Brian's comment on Daniel's blog.

NAME: Brian

AGE: 10

FAMILY: mother, father, 1 sister, 1 brother, grandma

ROUTINES: school (8 AM), lunch home (1 PM).

Afternoon: football ✓, TV ✓, music X, homework ✓. Dinner (9 PM).

FAVOURITE SUBJECT: PE and language 😊, arts 😊

Quick check

Unit 1 A, page 106

Activity 1: Down: 1. Natural Sciences 7. Music Across: 2. ICT 3. Arts 4. Language 5. Maths 6. English 8. Social Studies

Activity 2: 1. I am Mr Smith's girlfriend. 2. I get up at seven in the morning. 3. What time do you start classes? 4. There are two bedrooms at home. 5. We don't have lunch at the club on Saturdays.

Activity 3: 1. live 2. They're 3. sister's 4. is 5. has 6. her 7. have 8. Their 9. They're 10. don't

REMEMBER

Quick check Unit 1 B can be downloaded at <http://storyline.pearsonelt.com.ar>

CLIL and Further Practice Answer key on pages 103-105.

Pearson

Our Poster

Ss can start a poster with the vocabulary they have learnt in the unit. They can decide to draw something next to each word or glue a cut-out.

1

1 Match. There are two options in some cases.

2 a) Complete the timetable with your information.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

b) Now, correct the wrong statements.

- | | |
|--|--|
| 1 We have Natural Sciences on Mondays. | 5 We don't have ICT on Fridays. |
| 2 We don't have Maths on Tuesdays. | 6 We don't have Portuguese at school. |
| 3 We have Social Studies at 10.30. | 7 We have Language on Thursdays in the afternoon. |
| 4 We don't have Music in the morning. | 8 We don't have PE on Fridays at 2 in the afternoon. |

1

3 a) Write the words in the correct column.

beautiful big big nose green eyes
long hair old short small small ears
tall ten-years-old young

	have / has	am / are / is
<input type="checkbox"/>	big nose	beautiful
<input type="checkbox"/>	green eyes	big
<input type="checkbox"/>	long hair	old
<input type="checkbox"/>	small ears	short
<input type="checkbox"/>		small
<input type="checkbox"/>		tall
<input type="checkbox"/>		ten years old
<input type="checkbox"/>		young

b) Complete with the correct verb.

Students in 5A
I'm Alma. I ¹ am ten. I ² have long hair and my eyes ³ are small.
Hi! My name's Harry. I ⁴ am short and thin. I ⁵ have a small nose and a big mouth.
Hello! I'm Maggie. My hair ⁶ is black and my eyes ⁷ are black, too. I ⁸ am tall, very tall.
I'm Pete. I ⁹ am a young boy. I ¹⁰ am nine! I ¹¹ have big blue eyes and my hair ¹² is black.

4 Write. In, On or At?

- At seven thirty
- In the afternoon
- On Saturdays and Sundays
- At eleven fifteen
- At weekends
- At midday (12, 12.30)
- On weekdays (Monday to Friday)
- In the morning

5 Circle.



¹ I am. We are Max and Tom. ² Daniel Daniel's brothers. We are have twelve years old. We're twins!
We go to school in at the afternoon. We get up at on 8 and we have ⁴ lunch breakfast tea and biscuits. We ⁷ not don't like milk. We study and read speak books.
In the evening, we do exercises for homework and we watch TV or play with friends.
We love the weekend! We do lots of things at weekends. Saturday is a family day, and ⁸ on in Sundays we go to the club or visit friends.

1 Match. There are two options in some cases.

Focus: finding icons that represent school subjects

EXPANSION

You can ask Ss to draw further icons to represent school subjects.

2 a) Complete the timetable with your information.

Focus: school subjects

EXPANSION

Ss can make another grade's timetable.

b) Now, correct the wrong statements.

EXPANSION

Ss can add two more statements which they will give to a classmate to correct if wrong.

3 a) Write in the correct column.

Focus: to be and have for physical description

EXPANSION

Ss can add further phrases.

b) Complete with the correct verb.

Focus: to be and have for physical description

EXPANSION

Ss can add new lines.

4 Write. In, On or At?

Focus: time prepositions

EXPANSION

Ss can add more phrases.

5 Circle.

Focus: language awareness

EXPANSION

Ask Ss to write new sentences using the option they haven't circled, making the necessary changes.

1
1

6 Complete the fact file with your information.

NAME: _____
AGE: _____
FAMILY: _____
ROUTINES: _____
FAVOURITE SUBJECT: _____

7 Correct the wrong statements.

- I do my homework in the kitchen.
- I don't walk to school.
- I don't watch TV in my bedroom.
- I go to bed at ten.
- I visit friends in the afternoon.
- My friends and I have lunch at school.
- On weekdays, I get up at ten.
- We have dinner at nine.

8 a) Write three more sentences about your routine.

music

books

computer

- _____
- _____
- _____

b) Now, write the sentences in Exercise 7 and your new sentences in the correct sequence.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

10 Match questions and answers. There is one extra answer.

- Do you have Music on Mondays?
- What time is Music?
- Is Music in the morning or in the afternoon?
- Do students in 5A play football?
- Do you have a computer in the classroom?
- Who is the ICT teacher?

- At 9.30.
- In the morning.
- Mrs Williams.
- No, they don't.
- No, we don't.
- On Mondays.
- Yes, I do.

11 Complete with the words in the box. There are two extra words.

am (x2) are (x2) cook do don't go have (x2) is (x3) like live study work

Hil¹ **am** Brian. I² **go** to Junior Elementary school.
We³ **have** five teachers. They⁴ **are** nice teachers. We⁵ **study**
English and French **like** school. I⁶ **don't** like French. It⁷ **is** difficult!
I⁸ **am** eleven years old. My sister⁹ **is** seven.
I¹⁰ **have** a brother, too. We¹¹ **live** in a small house next to the school.
There¹² **are** two bedrooms in my house, and there¹³ **is** a small
garden. I¹⁴ **do** my homework in the garden. I love my garden. It's great!

12 Unscramble the following.

- on - my friends - the garden - Sundays - have lunch - in -
My friends have lunch in the garden on Saturday.
- at - get up - we - weekends - don't - six - at -
We don't get up at six at the weekend.
- your homework - in - do - your bedroom - you - do - ?
Do you do your homework in your bedroom?
- short - have - big - I - hair - eyes - and -
I have big eyes and short hair.
- my house - in - there's - a small garden -
There's a small garden in my house.
- my bedroom - are - beds - in - there - two -
There are two beds in my bedroom.

13 Answer the questions.

- What's your name?
- How old are you?
- What is your best friend's name?
- How old is he/she?
- Do you go to school in the morning?
- Do you wear a uniform?
- Do you use a computer at home?
- Do your friends help you with your homework?

96 ninety-six
ninety-seven 97

6 Complete the file with your information.

Focus: personal information, the use of cards

7 Correct the wrong statements.

Focus: simple present tense and time prepositions

EXPANSION

Ss can add further phrases.

8 a) Write three more sentences about your routine.

Focus: simple present tense and time prepositions

b) Now, write the sentences in Exercise 7 and your new sentences in the correct sequence.

Focus: simple present tense and time prepositions

9 Match. There is one extra ending.

Focus: language awareness, simple present tense

EXPANSION

Ss can write the first part for the extra ending.

10 Match questions and answers. There is one extra answer.

Focus: questions

EXPANSION

Ss can write the question for the extra answer.

11 Complete with the words in the box. There are two extra words.

Focus: activities, simple present tense

EXPANSION

Ss can add sentences using the two extra words.

12 Unscramble the following.

Focus: language awareness

EXPANSION

Ss can make the sentences true for themselves.

13 Answer the questions.

Focus: personalization, integration

VOCABULARY

New

Verbs of perception: **hear, see**

Activities: **fly, run, jump, climb**

Adverbs: **well, fast**

Space vocabulary: **clouds, galaxies, the Sun, craters**

Revision

Space vocabulary: *planet, extraterrestrials, the Earth, the Moon, the stars*

GRAMMAR

New

Can all forms

Revision

Simple present tense: *he, she, it*

Present continuous tense

RECOGNITION

Language from the routine (See introduction, page 5)

COMMUNICATION

Perhaps

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Simple present tense third person singular (meaning, use and form)

Present continuous tense (meaning, use and form)

Can: comparison with Spanish equivalents

CLIL

Mars, the red planet

I See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

1 Read. Then, listen. **T11**

Mrs Davies: Are you ready? This telescope is fantastic.

Daniel: Good! We can see Mars...

Mrs Davies: Brian, stand here, please. Can you see the moon?

Brian: Yes, I can. And I can hear music from the moon... Wow!

Mrs Davies: Sorry, it's my mobile phone!

Brian: Oh!

Mrs Davies: Now it's your turn, Emily. Look over there. Can you see Mars?

Emily: I can see a big ball and two very small balls.

Mrs Davies: Good! That's Mars. It has two moons.

Daniel: And the extraterrestrials, Mrs Davies?

Mrs Davies: Well, there are no extraterrestrials in the solar system, but perhaps in other galaxies...

Daniel: Can we go there?

Mrs Davies: No, we can't. We need new technology, but the extraterrestrials can come here...

Daniel: Wow!

14 fourteen

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. **T11**

Possible lead-ins (you may choose):

- Ask Ss if they have ever been to an observatory. You can ask them where there are observatories in their country. You can ask Ss what scientists use to look at space: *a telescope*. You can show Ss photos of the Hubble.
 - Ask Ss what planet they'd like to see. Do they believe that ETs exist? Would they like to see ETs? Would they be afraid of them? What would they do if they saw one?
- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
 - Ask Ss to open their books at page 14 and to look at the title and the illustrations. What is going to happen?

- Ask Ss to read to check their predictions.
- Focus Ss' attention on Mrs Davies's attitude towards Daniel. She doesn't make fun of him, but is open about what may happen somewhere else in the universe, which we know nothing about.

Introduction of *see* and *hear*

- Go back to Brian's words: *I can hear music*. Ask Ss if he uses his ears, his eyes or his mouth to hear.
- Ask Ss to be silent for 1 minute and to tell you what they can hear (birds, voices).
- Ask Ss to read what Emily says: *I can see a big ball and two very small balls*. Is she using her ears, her eyes or her mouth to see?
- Ask Ss what they can see on the way to school (*buses, cars, people*, etc).
- If Ss ask you about *can*, tell them you'll go back to it when you finish working with the story.

2 Read again and circle what the children can see. Then, match.

- Ask Ss to read the instructions and tell you what they have to do. Check the first part of the activity on the bb. Then give them time to do the matching. Elicit from them what they can do if they are not sure about some of the photos.
- Check answers on the bb.

2 Read again and circle what the children can see. Then, match.

- 1 a **the moon**
- 2 c clouds
- 3 d craters on the moon
- 4 e an extraterrestrial
- 5 i galaxies
- 6 f the Earth
- 7 g **a planet**
- 8 h the stars
- 9 b the sun



3 a) Listen and circle Neytiri's abilities.

- 1 Neytiri **can** / can't speak English.
- 2 Neytiri **can** / can't read.
- 3 Neytiri **can** / can't write.
- 4 Neytiri **can** / can't cook.
- 5 Neytiri **can** / can't swim.
- 6 Neytiri **can** / can't play football.
- 7 Neytiri **can** / can't use a computer.
- 8 Neytiri **can** / can't ride a bike.

b) Now, complete Neytiri's fact file.

NAME: **Neytiri**

ABILITIES:

YES ✓ **speak English, read, write, play football, use a computer (ride a dragon)**

NO X **cook, swim, ride a bike**

3 a) Listen and circle Neytiri's abilities. T12

- First, ask Ss to read the instructions and tell you what they have to do. Then remind them of the rules for listening.
- Ask Ss to read the statements first.
- Play the recording as many times as necessary and check the answers on the bb.
- Play the recording again and ask Ss to concentrate on the pronunciation of *can*.



MP3 TRACK 12

Daniel: Tell me about extraterrestrials in films, Mrs Davies.
Brian: They aren't real, Daniel.
Daniel: Yes, I know one! She can speak English. She can read and write, too, but she can't cook. Swim? No, she can't swim. But she can play football, and use a computer. She can't ride a bike, but she can ride her dragon.
Mrs Davies: Mmm, what's her name?
Daniel: Neytiri!
Mrs Davies: Daniel, Neytiri is a character in Avatar, she isn't human!
Daniel: But her dragon is real! It can run and fly...
Mrs Davies: Daniel, dragons aren't real animals...

LANGUAGE AWARENESS: LMT page 79

- Ask Ss to look for examples with *can* on pages 14 and 15 to see if anything changes depending on the subject.
- Ask Ss if *can* is the same in Spanish in all cases. You can give them examples, e.g. **I can see the moon / veo la luna; I can swim / se nadar; I can't speak Italian / no hablo italiano.**

b) Now, complete Neytiri's fact file.

- First ask Ss to read the instructions and tell you what they have to do. Remind them of the language we use in cards.
- Give Ss time to do the activity and then check on the bb.

BUILDING CONFIDENCE

- 1 **Famous characters.** Tell Ss you'll describe famous people talking about their abilities for them to identify wrong information, e.g. **Batman can't speak.**
- 2 **Personal cards.** Students can add a line for abilities in their own card. You can read one out for them to guess who you're describing. Focus Ss' attention on the fact that you do not say the category, e.g. **age, her age is... abilities, her abilities are...**

WB EX 1, 2, 3 AND 4 PAGE 98

Homework

Ask Ss to bring a cut-out or drawing of an animal. Encourage them to look for unusual animals.

Introduction of *can*

- Tell Ss you're going to play a game with them. You are going to challenge them into carrying out instructions. Ask them **Can you touch your nose with your tongue?** as you show them what the tongue is. When you see they can't, express this. **So, you can't touch your nose with your tongue. Can you touch your hair with your mouth?** As some Ss can while others can't, say **Martin can't touch his hair with his mouth. Mili can touch her hair with her mouth.**
- Write these two examples on the bb and ask Ss what you mean by *can*. At this point, translation can be OK. Make sure Ss understand we use *can* to express ability.
- Go back to the story and ask Ss to find examples of *can*.

BUILDING CONFIDENCE

Repeat if correct. You can talk about your abilities, and Ss have to repeat if it is true for them, e.g., if you say **I can speak Spanish**, everybody will repeat, but if you say **I can drive**, nobody will.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Memory game. Test Ss' memory by asking questions about Neytiri. You can encourage Ss to come up with questions as well.

4 a) Read and write ✓ (true) or X (false). Then, help Daniel do his homework.

- Ask Ss if they can identify the text type by looking at the layout and images.
- Ask them if they need to pick out specific information from the text to answer 1 and 2.
- Ask Ss to answer the questions to help Daniel. If they are not sure about the answer, ask them what/who they can consult.
- Work on part B. Do Ss think they're experts? Ask them to do the exercise and check their answers on the bb.

b) Now, listen and check. T13

- Remind Ss of the rules for listening.



MP3 TRACK 13

Mr Smith: OK, children, let's check homework.

Kids: OK, Mr. Smith.

Mr Smith: Question 1. Can armadillos run very fast? Daniel.

Daniel: No, they can't.

Mr Smith: Correct. Can they fly, Brian?

Brian: No, they can't, but they can jump. Ah! They can't climb.

Mr Smith: Good! Now Emily, can they swim?

Emily: Yes, they can swim.

Mr Smith: Yes, that's correct. Can they eat insects?

Daniel: Yes, they can.

Mr Smith: OK. Now questions 7 and 8. Yes, Emily.

Emily: They can't see well, but they can hear well.

Mr Smith: Mmmm, are you sure?

Daniel: Can I help?

Mr Smith: OK, Daniel. Tell us.

Daniel: They can't hear well.

Mr Smith: OK. Ready everybody?

BUILDING CONFIDENCE

Chain game. Without looking at the pictures, Ss have to make a chain about *armadillos*, e.g. **Armadillos can't run fast. Armadillos can't run fast and they can't fly. Armadillos...**

5 What can the children do? Play a guessing game.

- Ask Ss to read the instructions and tell you what to do.
- Go over the chart and work on the notion of useful questions.

4 a) Read and write ✓ (true) or X (false). Then, help Daniel do his homework.

1 This is an email.

2 This text is about Social Studies.

MONDAY, MAY 2

Hello! I have a special activity for homework, again! Natural Sciences. We are reading about animals. Can you help me? Here's the activity. Thank you! Daniel

A. Answer the questions. You can find information in books and on the Internet.

- Can mammals swim?
- Can parrots speak English?
- Can cows eat hot dogs?
- Can monkeys use a computer?
- Can camels live in a house?
- Can all birds live in a house?
- Can condors climb trees?
- Can monkeys walk?

B. Are you an expert on armadillos? Tick (✓) what they can do.

run fast <input checked="" type="checkbox"/>	fly <input checked="" type="checkbox"/>	jump <input checked="" type="checkbox"/>
climb <input checked="" type="checkbox"/>	swim <input checked="" type="checkbox"/>	eat insects <input checked="" type="checkbox"/>
see well <input checked="" type="checkbox"/>	hear well <input checked="" type="checkbox"/>	

b) Now, listen and check. T13

Mr Smith and the children are talking about armadillos. Check your answers.

5 What can the children do? Play a guessing game.

	RIDE A BIKE	RUN	SWIM	JUMP	CLIMB
MAX	✓	X	X	✓	X
DANIEL	✓	✓	X	X	✓
BRIAN	X	✓	✓	X	✓

Can he ride a bike?

Yes, he can.

Can he run?

No, he can't.

Max!

6 A quiz.

Write five questions about animals. Work in groups.

16 sixteen

- For example, if they ask about Max and Daniel riding a bike and the answer is yes, asking about their swimming is not useful because it's obvious from the chart that they don't have that ability.
- Give Ss time to do the activity. You can give them a time limit to see how many times they can guess.

6 A quiz.

- Ask Ss to read the instructions and tell you what to do.
- Give Ss time to do the activity, then check the answers on the bb.
- You can give the quizzes to different groups for them to find the answers for the following class.

BUILDING CONFIDENCE

Flash it. Ss need the photos or cut-outs they've brought. They can flash their animal while making a comment about characteristic behaviour, e.g. while showing a penguin, Ss can say **This animal can fly**. The rest have to say **Yes** or **No**.

7 a) Read Daniel's email to his grandma and number the photos.



New Message

To: grandma@popmail.com
Subject: Hi Grandma!

Hi Grandma!

Here are the photos from the observatory. They're fantastic. Look! In this photo 'we are making and eating sandwiches. Here 'one of the girls is reading about astronomy. And here 'one of the boys is using Mrs Davies's computer. This photo is great! 'We are watching a programme about space. And here I am. 'I'm looking at the stars!

Write to me,
Love,
Daniel

b) Who? Circle.

- Emily / Brian is making sandwiches.
- Brian and Daniel / Emily and Brian aren't reading a book.
- Emily and Daniel / Brian and Daniel are watching a programme on TV.
- Daniel / Brian isn't using a computer.
- Brian / Daniel is looking at the stars.

8 a) Read Grandma's email to Daniel.



New Message

To: daniel@popmail.com
Subject: Re: Hi Grandma!

My dear Daniel,

I can't see the photos very well, they aren't clear. Tell me, 'who is watching the stars? 'Are the children eating cake? 'What are they eating? 'Where is the girl reading? 'Who is using the computer? 'How old is he? 'Is this you, Daniel? 'What are you doing?

Please, write back soon.
Grandma

b) Match Grandma's questions and the following answers. There is one extra answer.

- Brian.
- They're eating sandwiches.
- I'm looking at the stars.
- Yes, they are.
- I'm watching a programme about space.
- In the observatory.
- No, they aren't.
- He's ten.
- Yes, I am.

c) Write Grandma's questions in the correct category.

yes / no	object	person	place	activity
2	3	1	4	8
7		5		

BUILDING CONFIDENCE

- What's x doing?** Ask a S to come to the front and show her / him a card with an action he/she has to perform but not so overtly. While the S is performing the action, Ss can guess, e.g. **He/She's riding bike, he/she's eating pizza.**
- Clap if correct.** Tell Ss you're going to test their memory. Use the info in exercise 4 a, part B, e.g. **In picture 1, the armadillo is running...**

8 a) Read Grandma's email to Daniel.

- Ask Ss to read the instructions and tell you what to do. Elicit from them what type of information they think they'll find. Let them read to check their predictions.
- Ask them if their grandmas or grandpas write to them and if they are so inquisitive. Do they like it? This is a good opportunity to work on respect towards others, especially older people, who show this way how much they care about us.

b) Match Grandma's questions and the following answers. There is one extra answer.

- Elicit from Ss what they have to do. Ask them what clues there are in the questions to find the correct answer.
- They can write the question for the extra answer.



LANGUAGE AWARENESS: LMT page 78

Ask Ss when they use the present continuous tense. You can give them options, e.g. **when somebody calls us and we're busy, we tell them what we're doing, as captions, to describe actions in pictures.**

c) Write Grandma's questions in the correct category.

- Elicit from Ss what they have to do.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

A new chart. Ask Ss if Grandma's asking about Daniel's routines.

WB WB EX 6 AND 7 PAGE 99



Homework

Ask Ss to make a quiz about animals as in Exercise 4 a.

WB

EX 5 a) AND b) PAGE 99

7 a) Read Daniel's email to his grandma and number the photos.

- Ask Ss to read the instructions and tell you what they have to do. Elicit from them if the email will be formal or informal. You can ask them to complete another line in the text file. Ask Ss what he may be writing about.
- Have Ss read the email to check their predictions.
- Ask Ss if they find any information about the photos in the email: Daniel is describing the photos. Many of the sentences in Daniel's email can function as captions, that is, as short texts under a picture in a book, magazine or newspaper which describe the picture or explains what the people in it are doing or saying.

b) Who? Circle the correct option.

- Ss can do the exercise without going back to the text and then check by re reading it.
- Check the answers on the bb.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Quiz. Ask Ss to take out their quizzes. Check if some of them have written about the same animal so as to group them together. Collect them and hand them out to different groups.

9 Read and circle.

- Ask Ss to open their books at page 18 and look at Exercise 9. Ask them what type of text they think it is and what information it may have.
- Ask them to read the title of the text and to look at the drawing. Who was Galileo Galilei? Was Galileo a scientist/an astronomer or an architect/engineer? Was he important? Why?
- Ask them to go over the text to check their predictions. They can complete another text type in their files.
- Ask Ss to read the statements and to circle the correct option. They may do so without going back to the text.
- Check the answers on the bb.

10 a) Listen and answer. T14

- Elicit from Ss what they have to do.
- Ask them to predict if Marco's life is interesting.
- Play the recording and check. There can be different answers: **yes, no, a bit interesting or a bit boring.**
- Ask Ss if the text is about Marco's abilities or his routines.



MP3 TRACK 14

Narrator: *Marco is a carpenter. He's Galileo's assistant. Marco gets up early every day and has breakfast. He drinks tea and eats cake, sandwiches, biscuits and an apple. He likes apples. In the morning, he goes to Galileo's house and works there. He makes tables and chairs, and he helps his friend. They have lunch together. In the afternoon, Marco goes to the river and swims there. He walks home and reads books. In the evening, he makes dinner. He has dinner at 7.30 and then he goes to bed.*



LANGUAGE AWARENESS: LMT page 78, part 3

- Elicit from Ss when they'd talk about their routines.

b) Now, listen again and write ✓ (true) or X (false). T15

- Elicit from Ss what they have to do.
- Play the recording, then check on the bb.

BUILDING CONFIDENCE

Similarities and differences. Tell Ss you're going to play the recording again and they have to find similarities and differences between Marco's life and their lives.

9 Read and circle.

The screenshot shows a webpage with the following text:

Galileo Galilei: the father of modern astronomy

We're in Padua, Italy, in 1609. Galileo Galilei and his friend Marco are making a telescope.

Galileo is a teacher at the University of Padua. He teaches maths and astronomy. He's a very intelligent man. He can speak four languages. He can understand the characteristics of the planets. He can teach the solar system to his students, but he can't make a tube for his telescope! He needs Marco's help.

Marco is a carpenter. He's a very intelligent man, too. He makes tables and chairs. He can make houses, too! In this illustration Marco is making the tube and Galileo is studying astronomical maps.

The telescope is ready! Galileo is very excited. Now he can see the spots on the moon and the sun.

Today is a very important day in the history of astronomy but Galileo doesn't know that.

- 1 This text is about astronomy. Galilei
- 2 Galileo and Marco are working playing.
- 3 Galileo works studies at the University of Padua.
- 4 Marco is making a tube table.
- 5 Galileo is drawing looking astronomical maps.
- 6 With the telescope, Galileo can can't see the sun.
- 7 He can can't see the craters of the moon with his telescope.

18 eighteen

11 Interpret the photos and talk about Galileo.

- Ask Ss to read the instructions and tell you what to do. If Ss are doubtful about Galileo's routines, you can tell them to add *I think* at the end of each utterance, e.g. **Galileo doesn't eat salad, I think.**
- Ss can work in groups and then, as they tell you their ideas, they can find how many similar interpretations they have come up with.

BUILDING CONFIDENCE

- 1 A teacher's life.** You can either bring elements (realia) or you can draw on the bb something that represents a person's routines, e.g. *a watch, a book, a train/ bus ticket*, etc. Ss have to interpret the elements and talk about the person's routine. They can ask you questions.
- 2 Memory game.** Tell Ss to look at the pictures in Exercise 11 for one minute and then close their books. They can speak about Galileo.

10 a) Listen and answer. T14

Is Marco's life interesting? _____

b) Now, listen again and write ✓ (true) or X (false). T15

- | | |
|--|---|
| 1 Marco has a big breakfast. ✓ | 5 Marco can swim. ✓ |
| 2 He doesn't like apples. X | 6 There are books in Marco's house. ✓ |
| 3 He is in Galileo's house in the morning. ✓ | 7 He doesn't make dinner. X |
| 4 Galileo has lunch with Marco. ✓ | 8 At 8 in the evening, he's in his bedroom. ✓ |

11 Interpret the photos and talk about Galileo.

Galileo gets up at 6.20.

He doesn't watch TV.

12 Write about Galileo for the *Young Astronomers* magazine. Use the information in Exercise 11.

nineteen 19

12 Write about Galileo for the *Young Astronomers* magazine. Use the information in Exercise 11.

- › Elicit from Ss what to do.
- › Ask Ss how they'd organize the information: from the morning to the evening. Draw a chart on the bb with three rows: *in the morning*, *in the afternoon* and *in the evening*. Ss should write the activities in the correct cells.
- › Once Ss are organized, they can start writing. Elicit from them what resources they can use if they have any queries.

BUILDING CONFIDENCE

My best friend. Tell Ss they can write about their best friend and post it in their blog. Have them complete the chart first.

WB

EX 8 a), b) AND c) PAGE 100

Homework

Ask Ss to complete a file about a friend as the one on page 96, also including abilities.

Getting started

Start the lesson with the routine suggested in the introduction.

A light in the sky

- Ask Ss to open their books at page 20. Elicit from them what has happened in the story so far. Ask them to look at the first picture. Where are the children? What is Mr Smith doing? Do the children like it?
- Ask Ss to read the title and look at the other pictures. What is going to happen?
- Have Ss read and then play the recording for them to check. Go back to the Ss' predictions at the beginning (page 4). Were they right?
- Ask them to predict how the story continues.
- Ask Ss what they would do in that situation. This gives us the possibility to show that there are things/situations that scare us, and there is nothing wrong about being scared.

1 Read again and write ✓ (true) or X (false).

- Have Ss read the instructions and tell you what they have to do.
- Challenge them to do the exercise without rereading or listening to the story.
- Check the answers on the bb.

2 Match. Then, listen and check.

- Tell Ss to read the instructions and tell you what to do.
- Ask Ss to look at the picture. Who are the children talking to? Ask them if they like asking their teachers questions.
- Give Ss time to do the activity, then check on the bb.
- Play the recording and check again.

BUILDING CONFIDENCE

1 Guessing who it is. Collect the cards Ss need to bring. Choose one of them and talk about the S without saying who it is. Ss have to guess. Invite a couple of Ss to do so themselves.

2 My best friend. Give the cards back to the Ss. They should write about their friend's life for the school blog, but they shouldn't write their friend's name for the others to guess who it is. Display the writings on the walls for Ss to walk around and guess.

A light in the sky

 T16

The children are on the bus now. They're going home. They're tired, but happy. Mr Smith is playing the guitar. He can play very well.

The children and the bus driver are singing, but Daniel isn't singing. He is thinking about the telescope, Mars, and the solar system. Now he can understand lots of things.

An hour later...

Now Daniel is walking home. Oh! He can see a light in the sky. Is it a plane? No, planes can't fly in small circles. They can't move in zig-zags.

Now it's landing in the cactus park! It's round. It has lots of windows... Daniel is running home. He is scared.

TO BE CONTINUED...



20 twenty



MP3 TRACK 17

Emily: Please, Mr Smith. We have a lot of questions.

Mr Smith: OK.

Emily: Can you play the piano?

Mr Smith: No, I can't. I can play the guitar.

Daniel: Can you ride a bike?

Brian: Can you swim and climb trees?

Emily: Can you cook?

Mr Smith: One at a time... I can ride a bike and swim, but I can't climb trees. Oh! I can cook very well.

Maggie: Do you make your dinner?

Mr Smith: Yes, I make my dinner.

Emily: Where do you have dinner?

Mr Smith: In the kitchen.

Maggie: What do you have for dinner?

Mr Smith: I have chicken and salad, or cheese, eggs and fruit.

Daniel: What time do you have breakfast?

Mr Smith: I get up at 6 and I have breakfast at 6.30, but at weekends, at 9.

Emily: Do you read books?

Mr Smith: Yes, I do. I read lots of books.

Daniel: What do you do at weekends?

Mr Smith: I visit my girlfriend or play football with my friends.

1 Read again and write ✓ (true) or X (false).

- 1 The observatory is nice.
- 2 The children are walking home.
- 3 The bus driver can't sing.
- 4 The children are happy.
- 5 Daniel is sad.
- 6 The children can see a light in the sky.
- 7 There's a plane in the sky.

2 Match. Then, listen and check. 



Questions for Mr Smith:

- 1 Can you play the piano?
- 2 Can you ride a bike?
- 3 Do you make your dinner?
- 4 Where do you have dinner?
- 5 What do you have for dinner?
- 6 What time do you have breakfast?
- 7 What do you do at weekends?

Answers:

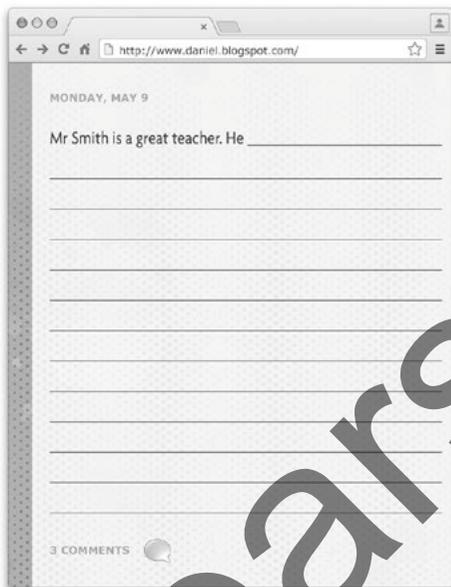
- a At 6.30.
- b Chicken and salad.
- c I visit my girlfriend.
- d In the kitchen.
- e No, I can't.
- f Yes, I can.
- g Yes, I do.

3 Play a memory game in pairs.



4 Write a blog entry about Mr Smith.

Use the information in Exercise 2. Include his description and his likes.



Our Poster

Ss can make a poster with the vocabulary they have learnt in the unit. They can decide to draw something next to each word or glue a cut-out.

Quick check

Unit 2 A, page 107

Activity 1: 1. Earth 2. planet 3. moon 4. sun
5. extraterrestrial

Activity 2: 1. i 2. b 3. f 4. j 5. l 6. a 7. k 8. h 9. d 10. c

Activity 3: 1. loves 2. can 3. but 4. doesn't 5. her
6. is studying 7. There's 8. isn't 9. like 10. are you doing

REMEMBER

Quick check Unit 2 B can be downloaded at <http://storyline.pearsonelt.com.ar>

CLIL and Further Practice Answer key on pages 103-105.

A story: Benjie, Chapter I (TC page 103).

BUILDING CONFIDENCE

Acting out. Ss can act out this conversation. Play the recording several times for Ss to remember the questions and answers, and to imitate the characters as much as they can.

3 Play a memory game in pairs.

- › Tell Ss to read the instructions and tell you what to do.
- › Tell Ss they can work in pairs or in small groups.

4 Write a blog entry about Mr Smith.

- › Elicit from Ss what they have to do.
- › Remind Ss of the charts they've been using. Ask them to make a chart first, complete it and then write the blog.

1 Cross the odd one out.

- 1 condor armadillo camel chinchilla
- 2 planet star sun river
- 3 PE ICT galaxy kitchen
- 4 chair bed cupboard beautiful
- 5 thin yellow young plane bike
- 6 bus teacher waterfalls pampa
- 7 desert jungle woman teacher
- 8 girl boy

2 Circle.

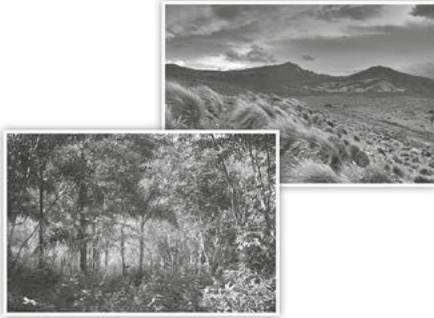
In the desert...

- 1 we can can't see trees.
- 2 we can't see camels.
- 3 we can't see rats.
- 4 we can't see cactuses.
- 5 we can't see llamas.
- 6 we can't see waterfalls.
- 7 we can't see chinchillas.
- 8 we can't see parrots.

3 Write about the jungle.

In the jungle...

- 1 we can see _____.
- 2 we can't see _____.
- 3 we can see _____.
- 4 we can't see _____.
- 5 we can see _____.
- 6 we can't see _____.



4 Correct the wrong statements with your information.

- 1 I can't climb trees. _____
- 2 My mother can cook. _____
- 3 My English teacher can't speak Italian. _____
- 4 My baby brother can walk. _____
- 5 I can't swim. _____
- 6 My father can't ride a bike. _____
- 7 I can't see the sun in the morning. _____
- 8 I can see Mars. _____

5 a) Write the activities in the correct column.

	ANIMALS	PEOPLE	ANIMALS AND PEOPLE	
climb				sing
cook	fly	cook	climb	sleep
drink		read	drink	study
eat		ride (a bike)	eat	swim
fly		study	hear	use (a computer)
hear		use (a computer)	jump	visit (friends)
jump		visit (friends)	run	walk
read		watch TV	see	watch TV
ride (a bike)		wear (clothes)	sing	wear (clothes)
run		work	sleep	work
see		write	swim	write
			walk	

b) Complete with the verbs in Exercise 5 a).

- 1 Birds can fly, but they can't climb trees.
- 2 Mammals can swim in the river, but they can't fly, except for bats.
- 3 Insects can't walk, but they can swim.
- 4 Fish can swim, but they can't run.
- 5 Pumas can't _____, but they can _____.
- 6 Penguins can't _____, but they can't _____.
- 7 Kangaroos can't _____, but they can _____.
- 8 Armadillos can't _____, but they can't _____.

6 Complete with the correct verb.

- 1 Brian and Daniel are at home. They are watching TV and listening to music.
- 2 Maggie is in the kitchen. She is making a cake.
- 3 Emily is in her bedroom. She is reading a book, writing on the computer and doing her homework.
- 4 Emily's brother, Andy, is in his bedroom. Shhh! He's in bed. He is sleeping.
- 5 Mr Smith is in the park. He is riding his bike. His dog is playing with a ball.
- 6 Emily's mother is in the observatory. She is working.

7 Match the following sentences with the correct category.

- 1 Brian can sing very well.
- 2 Emily doesn't have a sister.
- 3 Daniel likes astronomy.
- 4 Mr Smith can't climb trees.
- 5 Daniel has short black hair.
- 6 Daniel is doing his homework.
- 7 The children have lunch at school.
- 8 Brian doesn't watch TV in the morning.
- 9 The children are having lunch in the park.
- 10 Emily's mother is an astronomer.

ABILITY

ROUTINES

PERMANENT STATES

ACTIONS NOW

PHYSICAL DESCRIPTION

1 Cross the odd one out.

Focus: vocabulary

EXPANSION

You can ask Ss to add three words that belong together with the odd one out.

2 Circle.

Focus: can see

EXPANSION

They can add a further statement.

3 Write about the jungle.

Focus: can see

EXPANSION

They can write about the pampas.

4 Correct the wrong statements with your information.

Focus: can

5 a) Write the activities in the correct column.

Focus: actions and activities. Note: Some Ss may notice people are also animals. Explain that the distinction has been made just for the sake of practice.

EXPANSION

Ss can add more verbs.

b) Complete with the verbs in Exercise 5 a).

Focus: actions and activities, can

EXPANSION

Ss can write two sentences combining can and two of the verbs they have not used.

6 Complete with the correct verb.

Focus: present continuous

7 Match the following sentences with the correct category.

Focus: language awareness

EXPANSION

Ss can add further phrases.

VOCABULARY

New

Shops: *butcher's, greengrocer's, baker's, supermarket, grocer's*

Food: *butter, meat, sausages, vegetables, bread, sugar, peaches, croissants, yoghurt*

Shopping vocabulary: *buy, need, litre, kilo, half, dozen*

Types of food: *fruit, vegetables, meat, grains, drinks, dairy products*

Revision

Food vocabulary

GRAMMAR

New

like + ing

RECOGNITION

Language from the routine (See introduction, page 5)

COMMUNICATION

Buying

Prices

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Difference between *like + noun* and *like + ing*

CLIL

Food and culture

1 See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

3 Daniel likes reading UFO stories

1 Read. Then, listen. T18

Daniel: Mum! Dad! There's a UFO in the cactus park!

Mum: A what?

Daniel: An unidentified flying object. It's round and huge... Please, come and see it!

Mum: Danny, are you OK? Let's have a quick dinner and then you can go to bed. You're tired.

Dad: The problem is his science fiction comics. He likes UFO stories, he likes TV programmes on UFOs. And now, this trip to the observatory...

Daniel: But Dad! The UFOs there! It's true.

Dad: Tomorrow, no comics, no TV, no computer.

Mum: Danny dear, your dad's right. Back to this planet! Here's the shopping list for tomorrow. Look... From the baker's, half a kilo of bread, a cake...

Baker's: 1/2 kg bread, a cake, 1 kg biscuits, a dozen croissants
Butcher's: 1 kg beef, a chicken, three sausages
Greengrocer's: 1/2 kg potatoes, 1 kg tomatoes, 3 peaches, 2 apples
Grocer's: 1 litre milk, 1/2 kg cheese, 1 litre yoghurt, 1 kg sugar, 2 bottles of water, a box of cereal, 1/2 kg butter

22 twenty-two

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T18

Possible lead-ins (you may choose):

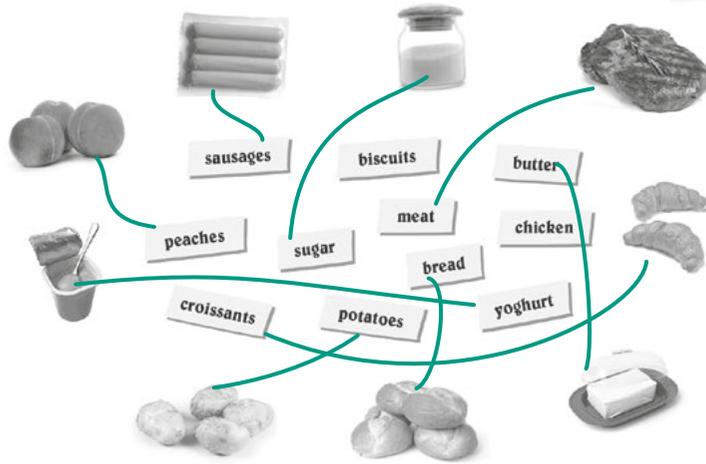
- Ask Ss if they have ever seen or heard something that adults found difficult to believe. Encourage them to share these stories. If none have gone through this experience, you can ask them why adults do not believe unusual stories and how they feel when they don't.
- You can also ask Ss if parents or adults tell them to go to bed or think they're sick when children tell them something unusual.
- Ask Ss whether they have ever seen anything unusual in the sky or whether they know anybody who says he/she's seen a UFO. If so, tell them to retell the stories.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 22 and to look at the title and the illustration. How are Daniel's parents feeling? Why? Is Daniel sick? Have Ss read the title of the unit and predict what is going to happen.
- Tell Ss to read to check their predictions.
- It is important to point out that Daniel's parents do not think he's lying, only that there is something wrong with him. Reflect with children on how important this attitude of trust is to all of us.

Introduction of food vocabulary

- You'll need cut-outs of the vocabulary items you have to teach: *sausages, peaches, butter, sugar, meat, yoghurt, bread, potatoes, croissants*.
- Tell Ss you're organizing a party and you're going to cook. You're going to make hamburgers, and a fruit salad for dessert. Your fridge is empty, so you're making your shopping list. On the bb, write *Shopping list*, and write *hamburgers* and *fruit salad* for Ss to remember what you're going to make. As you show each cut-out, ask Ss **Sausages, are they necessary or not? What about peaches, necessary or not?** Do the same with all the items. Under *shopping list* stick those which are necessary, and write the word next to each one.

2 Match. There are two extra words.



3 Write and draw in the correct column.

apples bananas carrots cereals cheese hamburgers
lemons lettuce milk orange juice oranges water



4 Circle. Then, match.

- 1 We can buy meat, cheese at the grocer's. 3 We can buy lettuce, meat at the greengrocer's.
2 We can buy cake, sugar at the baker's. 4 We can buy chicken, bread at the butcher's.



a 4 b 1 c 3 d 2

twenty-three 23

3 Write and draw in the correct column.

- First ask Ss to read the instructions and tell you what they have to do.
- Ask Ss what sources of reference they have in case of doubts.
- Go over the categories to make sure they understand them all. Focus their attention on the image behind each category to help them get the meaning.
- Give Ss time to do the activity in their binders or notebooks and then check the answers on the bb.

BUILDING CONFIDENCE

1 **More food.** Ask Ss to draw and write more words for each category.

2 **Vocabulary tennis.** Divide the class into two groups. Name a category and one of the groups has to say a word belonging to the category. Do the same with the other group. They cannot repeat the words. You can use a ball to play.

Introduction of shops

- Ask Ss to focus on the shopping list on page 22. Ask Ss to read the food Daniel has to buy in the first shop, the *baker's*. What shop can it be? Do the same with the other shops. You can tell Ss that the *baker's* is the one that sells bread, cakes, biscuits and that all these shops end in 's' because you're referring to a *baker's shop*, a *greengrocer's shop*, etc. At the end of the activity, they can include the list in their text file.

BUILDING CONFIDENCE

1 **Where...?** Tell Ss you're going to name shops for them to either say the name of one or where there is one near the school.

2 **Shop tennis.** Name food items. Ss have to say the name of the shop where you can buy them.

BUILDING CONFIDENCE

1 **Repeat if correct.** Use the cut-outs. As you show each one, say a word. If it is what you're showing, Ss have to say the word, otherwise they should remain silent.

2 **Mime it.** Tell Ss you are going to name different food items, and they have to mime them. Agree on how to mime each food item.

2 Match. There are two extra words.

- Ask Ss to read the instructions and tell you what they have to do. Give them time to do the matching. Elicit from them what they can do if they are not sure about some of the words. Ask them how they can make the matching very clear.
- Check answers on the bb.

BUILDING CONFIDENCE

1 **Mouth it!** Tell Ss you're going to mouth one of the words for them to say what it is.

2 **Flash it!** Flash the cut-outs for Ss to say what each word is.

4 Circle. Then, match.

- First ask Ss to read the instructions and tell you what they have to do.
- Give Ss time to do the activity, then check on the bb.

WB EX 1, 2, 3 AND 4 PAGE 102

Homework

Ask Ss to bring cut-outs or drawing of food items.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Show me. Name a shop. Ss have to show a food item that is sold in this shop.

5 a) Listen and answer. T19

- > Tell Ss to read the instructions and tell you what to do. Help them go over the list and the question. Do they need to focus on specific information or do they need to get a general idea of what they're going to listen to?
- > You may play the recording once to check Ss' predictions as to global or detailed listening. Play it again and pause it after each price is mentioned so that they can complete each box with the corresponding price.
- > Play the recording again for Ss to answer the question.

b) Listen again and complete. T20

- > Focus Ss' attention on the question. Remind them of the situation: **Daniel is doing the shopping and he has \$50.** If Ss do not get it right, offer them options, e.g. **price or quantity?**
- > Remind Ss of the rules for listening.



MP3 TRACKS 19 AND 20

Daniel: Good morning, Mr Benson.
Mr Benson: Good morning, Daniel. How's your family?
Daniel: Fine, thanks. Can I have a litre of milk, please?
Mr Benson: Here you are.
Daniel: How much is it?
Mr Benson: 3.50.
Daniel: I need ½ kg cheese and 1 l. vanilla yoghurt.
Mr Benson: That's 18 and 5. Anything else?
Daniel: Yes. Two bottles of water, 1 kg sugar and a box of cereals.
Mr Benson: Sorry, no sugar. 2 bottles of water 7, and 10 for the cereals.

BUILDING CONFIDENCE

The price game. Have Ss do mental operations to calculate prices, e.g. **How much is two litres of milk, half a kilo of cheese and two boxes of cereal?** Ss can take it in turns to ask the questions.

c) Act out.

- > Ask Ss to read the instructions and tell you what to do.
- > Play the recording for Ss to learn the lines, to imitate intonation and pronunciation.
- > Give Ss time to rehearse. If needed, write some guidelines on the bb. Ss can perform and vote for the best performance. If you do this, establish the criteria first.

5 a) Listen and answer. T19

grocer's:
 1 litre milk 3,5, ½ kg cheese 18,
 1 litre yoghurt 5, 1 kg sugar □,
 2 bottles of water 7, a box of
 cereal 10

Daniel is at the grocer's. He has \$50. Does he need extra money? **No, he doesn't.**

b) Listen again and complete. T20

How much is...?

- | | |
|-----------------------|-----|
| 1 a litre of milk? | 3,5 |
| 2 a kilo of cheese? | 36 |
| 3 a litre of yoghurt? | 5 |
| 4 a bottle of water? | 3,5 |
| 5 a box of cereal? | 10 |

c) Act out.



6 Listen and circle. T21

- Emily ~~needs~~ / doesn't need eggs.
- She needs / ~~doesn't need~~ milk.
- She ~~needs~~ / doesn't need cheese.
- She needs / ~~doesn't need~~ bread.
- She ~~needs~~ / doesn't need orange juice.

24 twenty-four

7 Read and tick.

Emily, Daniel and Brian are cooking. What do they need?

- Emily's making a cake. She needs:



- Daniel's making hamburgers. He needs:



- Brian's making hot dogs. He needs:



6 Listen and circle. T21

- > Ask Ss to read the instructions and tell you what to do.
- > Give Ss time to read the items and to infer what type of dialogue they're going to listen to.
- > Play the recording once for Ss to check their predictions, and a second time for them to do the activity.
- > Check the answers on the bb.



MP3 TRACK 21

Mrs Davies: Emily, can you go to the supermarket? I'm making dinner and I need eggs and milk.
Emily: OK, Mum. What are you cooking?
Mrs Davies: Cheesy chicken.
Emily: Delicious! Do you need cheese?
Mrs Davies: No, I don't. But please, buy some bread.
Emily: Can I buy orange juice?
Mrs Davies: There are two bottles of orange juice in the kitchen.
Emily: OK, Mum.
Mrs Davies: Thanks, sweetie.

8 a) Read and write ✓ (true) or X (false).

- 1 This is an email. 2 A good title for this text is *Life in 1950 and Today*.



It's 1950. Joe Evans, Daniel's grandad, is 10 years old. There are no supermarkets in his town. On Tuesdays and Fridays, Joe and his mother go to the butcher's, then to the grocer's and finally to the greengrocer's. They buy fruits, vegetables, drinks and meat. They don't buy milk, cheese or butter. The milkman goes to Joe's house every day. His mother needs milk, butter and cheese for the family. Joe likes drinking fresh milk for breakfast.



Now Joe is 76 and Daniel, his grandson, is 10. Joe and Daniel love doing the shopping at the supermarket. They buy fruits, vegetables, grains, dairy products... everything! On Friday evenings, Joe phones a pizzeria and orders two pizzas for the family. They love eating pizza. Life's very different now!



b) Read again and tick.

It's 1950. In Joe's town...

- 1 there's a butcher's.
- 2 there are supermarkets.
- 3 there's a pizzeria.
- 4 there's a grocer's.
- 5 there's a milkman.
- 6 there's a greengrocer's.

9 Look and circle.

Daniel is doing the shopping with his grandad. Find out what he likes.

- 1 He likes / doesn't like playing tennis.
- 2 He likes / doesn't like reading.
- 3 He likes / doesn't like watching TV.
- 4 He likes / doesn't like having mate.
- 5 He likes / doesn't like wearing blue.
- 6 He likes / doesn't like cooking.



twenty-five 25

BUILDING CONFIDENCE

Act out. Ss can act out this second dialogue. Follow the procedure as before, playing the recording for Ss to learn the lines, and imitate the intonation and pronunciation.

WB EX 7 PAGE 103

7 Read and tick.

- > Ask Ss to read the instructions and tell you what they have to do.
- > Ss can work in groups. Check the answers on the bb.

BUILDING CONFIDENCE

New lists. Ss can make new lists of food for the other Ss to check, following the lists in Exercise 7.

8 a) Read and write ✓ (true) or X (false).

- > Ask Ss to read the instructions and look at the illustrations to predict what the text may be about. Ask them to read the two statements and to solve them before reading. They can then read and check if they were right.
- > Ask them who does the shopping, if they ever go shopping with their parents or if they help their parents.

b) Read again and tick.

- > Ss can do the exercise without rereading the text and go back to it to check.
- > Check the answers on the bb.

9 Look and circle.

- > Elicit from Ss what they have to do.
- > Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

1 Memory game. Have Ss memorize the contents of the shopping cart and close their books. You can talk about Joe's likes and dislikes for them to say if they're true or false, or you can encourage them to talk about Joe.

2 Personal file. Have Ss complete a line about their likes on their own cards.



LANGUAGE AWARENESS: LMT page 79

- > You can start by giving a task to Ss to see how much they know about you. Tell them you're going to name five things about you and they have to discover if they're true or false, e.g. *I like coffee, I love making cakes, I don't like playing tennis, I like watching tennis matches, I hate cats.*
- > Ask Ss to compare, e.g. *I like cake and I like making cakes.* The important thing is for Ss to realize they're both likes, but one refers to objects while the other one to actions. You can ask Ss how we say this in Spanish.

WB EX 8, 9 AND 10 PAGE 104

Homework

Ss have to bring a collage or drawing of a shopping cart as the one on page 25 in which they represent what they like doing, and a short text describing what they like doing. The collage and the text should be on different sheets of paper.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Matching. Collect the Ss' collages or drawings and place them on the walls or bb. Depending on the number of Ss, you can show a few only. Collect the texts and hand them out. Ss have to read the texts and identify the correct shopping cart.

10 Guess! Then, listen and check.

- Before they open the book, ask Ss what they think Daniel likes doing. Once they do this, they can focus on Exercise 10. After reading the instructions, they can find similarities and differences between their ideas and the objects in the drawing.
- Ss can be in charge of writing the statements on the bb to check them later.
- Play the recording and check the answers.



MP3 TRACK 22

Daniel: *I like doing my homework in the garden. I love it! And I like sleeping in the garden, too. I like playing sports, but I don't like playing football. Hockey? Yes, I like playing hockey, and I like running and riding my bike. Oh! Swimming! I love swimming. It's my favourite sport. I have an MP4, I like listening to music and playing computer games. I'm an expert!*

BUILDING CONFIDENCE

- 1 Similarities and differences.** Tell Ss to find five similarities between what Daniel likes doing and what they like doing.
- 2 Memory game.** Ss can look at the image for 30 seconds, close their books and say what they remember.
- 3 Chain.** Ss can take turns to name one of Daniel's likes and add one more when their turn comes.

11 Look at the chart and play a guessing game in pairs.

- Elicit from Ss what they have to do. Remind them of the notion of useful questions, and of the rules of games.
- You can have them play until they guess once, or you can allot some time and see how many guesses can be completed in the given time.

12 Match. There is one extra answer.

- Elicit from Ss what they have to do. Help them reflect on the clues in each question to decide on the answer.
- Check the answers on the bb.

10 Guess! Then, listen and check.

Daniel likes doing his homework in the garden.



11 Look at the chart and play a guessing game in pairs.

	COOKING	WALKING	PLAYING GAMES	GETTING UP EARLY	DRAWING	DOING THE SHOPPING
Emily and Maggie	😊	😞	😞	😊	😞	😊
Daniel and Brian	😊	😊	😞	😞	😊	😞
Max and Tom	😞	😊	😊	😞	😊	😞
Matt and Megan	😊	😞	😊	😊	😞	😊

Do they like cooking?

Yes, they do.

Do they like walking?

No, they don't.

Emily and Maggie?

No.

12 Match. There is one extra answer.

- | | |
|---|---|
| 1 Does Daniel like reading about UFOs? | a In the garden. |
| 2 Does Maggie like cooking? | b Max and Tom. |
| 3 What does Emily like doing? | c No, they don't. |
| 4 Where does Daniel like sleeping? | d On Sundays. |
| 5 Who likes playing games? | e She likes doing the shopping and cooking. |
| 6 Do Max and Tom like getting up early? | f Yes, he does. |
| | g Yes, she does. |

26 twenty-six

BUILDING CONFIDENCE

A survey. Ss can decide on the most popular activities for children their age, e.g. *play on a console, play on a computer, play a sport or game*, etc. Divide the class into groups, each group being in charge of one of the questions, which they have to ask everybody in the classroom. Record the results by asking each group how many Ss like (playing video games) and compare the results with Ss' original ideas.

13 a) Read Joe Evans's diary and find similarities and differences with your life. Complete.

- Ask Ss to look at the text and its paratext and ask them what type of text it is. Ask them if they keep or have ever kept a diary, or if they know why people keep one and what they write in it. This opportunity is fantastic to work on gender issues and respect towards other people's likes and dislikes.
- Remind Ss of who Joe Evans was (Daniel's grandfather). Elicit from Ss some similarities and differences between Joe Evans's life and theirs. Then have them read the text and do the exercise.
- After checking, go back to Ss' predictions.

13 a) Read Joe Evans's diary and find similarities and differences with your life. Complete.

3

WB

EX 11, 12 AND 13 PAGE 105

May 8, 1950

Dear diary,

Today is my birthday. I'm ten years old. Wow! I'm very happy. I like this new town and I love my new house. The town is very small. Twenty families live here. My brother, Paul, my sister, Sue, and I get up at 6 and walk to school. We have breakfast at school: bread and milk. Delicious! At school we have Maths, Language, Science and PE. I can play the piano, the guitar and the recorder (my favourite), but we don't have music at school.

I have lunch at home with my family. We have chicken or beef and salad. We drink water. In the afternoon, I do my homework and then I do the shopping with my mum. We go to four different places: the butcher's, the baker's, the grocer's and the greengrocer's. Mum can cook very well and she loves cooking. In the evening, we listen to music and then we have dinner. I go to bed at 8.30. Now I'm in my bedroom. I'm tired, but I'm really happy...

- 1 Joe lives in a small town, I live _____.
- 2 He gets up at 6, I _____.
- 3 He has breakfast at school, I _____.
- 4 They have Maths, Language, Science and PE at school. We _____.
- 5 Joe can play three musical instruments. I _____.
- 6 He likes playing the recorder. I _____.
- 7 He has lunch at home. I _____.
- 8 He doesn't like doing his homework. I _____.
- 9 He does the shopping with his mum. I _____.
- 10 His mum can cook very well. My mum _____.
- 11 His mum loves cooking. My mum _____.
- 12 He goes to bed at 8.30. I _____.
- 13 He's writing now. I _____.
- 14 He loves writing in his diary. I _____.

b) Now, complete your personal file.

ME

NAME: _____

AGE: _____

FAMILY: _____

ABILITIES: _____

LIKES 😊: _____

DISLIKES ☹️: _____

EVERYDAY ACTIVITIES: _____

NOW: _____

14 a) Complete.

Imagine it's 1950 and you meet Sue, Joe's sister. Complete her personal file.

SUE

NAME: _____

AGE: _____

FAMILY: _____

ABILITIES: _____

LIKES 😊: _____

DISLIKES ☹️: _____

EVERYDAY ACTIVITIES: _____

NOW: _____

b) Now, write about Sue.

twenty-seven 27

Homework

Ask Ss to write a page of their diary using Joe's diary page as a model.

b) Now, complete your personal file.

- Elicit from Ss what to do. Remind them of the language we use in a card.
- Check Ss' answers in general, since there will be differences.

14 a) Complete.

- Elicit from Ss what to do.
- Check Ss' answers in general, since there will be differences.

b) Now, write about Sue.

- Elicit from Ss what to do. Ask Ss if they have any model to guide their writing.
- You can make a classroom display of the Ss' writings.

BUILDING CONFIDENCE

Different Sues. Ss can read their writings about Sue to find similarities and differences in the writings.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Guessing who it is. Collect the Ss' writings. Read one out without saying whose diary page it is for the rest to guess.

Is it a person or an animal?

- Ask Ss to open their books at page 28. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is happening?
- Ask Ss to read to check their predictions.
- Ask Ss to discuss why the ET knows Emily's name. You can also ask them whether they think it's a he or a she. This is a good opportunity to discuss gender issues.
- Focus Ss' attention on the ET's expressions. Why is it puzzled at the sight of the cactus? Why is it happy to see the kids?
- Ask them to predict how the story continues.
- Ask Ss what they would do in that situation.

1 Read again and circle.

- Have Ss read the instructions and tell you what they have to do.
- Check the answers on the bb.

2 Match. There is one extra answer.

- Ask Ss to discuss the clues in each of the questions to find the answer.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

1 Act out. Ss can act this out as a conversation between Emily and Daniel and the ET.
2 Further questions. Ss can ask more questions of ET.

3 Play a chain game in groups.

- Tell Ss to read the instructions and tell you what to do.
- Make sure they use the correct pronunciation of *can*.

4 Complete. Then, write.

- Elicit from Ss what they have to do.
- Remind Ss of the charts they've been using. Ask them to make a chart first, complete it and then write the blog.

Is it a person or an animal?

 T23

Daniel: It's true, Emily. There's a UFO in the cactus park. Hurry up!

Emily: You like reading sci-fi books. You love watching sci-fi TV series. It's your imagination!

Daniel: No, it isn't. Look!

Emily: Wow! You're right! And look! There's a strange person next to that cactus.

Daniel: This can't be true. Amazing! Is it a person or an animal?

Emily: It's wearing strange clothes. Animals don't wear clothes.

Daniel: Is it a he or a she?

Emily: I don't know. What's it doing?

Daniel: It's inspecting the cactus. Perhaps it likes the plant, or the fruit...

Emily: Let's go. I'm scared!

E. T.: Emily, don't be scared!

Daniel: It can talk and it knows your name!

TO BE CONTINUED...



Our poster

Ss can make a poster with the vocabulary they have learnt in the unit dividing it into types of food: *fruit, vegetables, meat, grains, drinks, dairy products*. They can decide to draw something next to each word or glue a cut-out.

1 Read again and circle.



I'm Emily. I'm going to the 'zoo / cactus park with Daniel / Brian. He loves reading 'sci-fi / history books. He also likes watching 'nature / 'sci-fi programmes. He has a great 'imagination / intelligence. He sees 'UFOs / planes in the sky. I don't like 'UFOs / bicycles.

Now Daniel and I are at 'school / the cactus park. He's 'right / wrong! There is a UFO here! And next to the UFO there is a strange creature. It's wearing 'clothes / shoes. It's 'eating / looking at a cactus. I'm 'happy / scared...

2 Match. There is one extra answer.

Questions for 'It':

- 1 Can you speak English?
- 2 Can you swim?
- 3 Can you run?
- 4 Can you climb a tree?
- 5 Can you fly?
- 6 Do you go to school?
- 7 Where do you live?
- 8 Do you like playing?

- d
f
e
b
c
i
a
h

Answers:

- a On a small planet with my family.
- b No, I can't, but I can climb a mountain.
- c No, I can't. I'm not a bird.
- d Yes, I can, and I can speak Omegan, Sigman, Spanish, French, Italian...
- e Yes, I can. I can run very well.
- f Yes, I can. I love swimming.
- g No, I don't.
- h Yes, I do. Sports, board games, computer games...
- i Yes, I do. I like studying.

3 Play a chain game in groups.

It can speak English.

It can speak English and it can run.

It can speak English, it can run and it can swim.

4 Complete. Then, write.

Imagine you are Emily. Complete the personal file for the strange creature. Then, write an entry for Daniel's blog.

STRANGE CREATURE

NAME: _____

AGE: _____

DESCRIPTION: _____

HOME: _____

ABILITIES: _____

LIKES 😊: _____

DISLIKES ☹️: _____

EVERYDAY ACTIVITIES: _____

Quick check

Unit 3 A, page 108

Activity 1 a): 1. Butcher's 2. Baker's 3. Butcher's 4. Grocer's 5. Baker's 6. Grocer's 7. Baker's 8. Butcher's 9. Grocer's 10. Greengrocer's 11. Greengrocer's 12. Greengrocer's

Activity 1 b): 1. b 2. b 3. d 4. c 5. c 6. c

Activity 2: 1. is making 2. can 3. cooking 4. There is 5. needs 6. dozen 7. How much

REMEMBER

Quick check Unit 3 B can be downloaded at <http://storyline.pearsonelt.com.ar>

CLIL and Further Practice Answer key on pages 103-105.

1 Look and write the shop.



2 Write the words in the correct column.

- meat biscuits bread butter
- chicken croissants peaches sausages
- strawberries sugar yoghurt

BUTCHER'S meat chicken sausages	GREENGROCER'S peaches strawberries
GROCER'S butter sugar yoghurt	BAKER'S biscuits bread croissants

3 Circle.

- We can can't buy butter at the butcher's.
- We can can't buy carrots at the greengrocer's.
- We can can't buy cereals at the baker's.
- We can can't buy sugar at the grocer's.
- We can can't buy bread at the baker's.
- We can can't buy lettuce at the grocer's.
- We can can't buy cheese at the greengrocer's.
- We can can't buy cheese at the butcher's.

4 Write about shopping.

- At the supermarket, I can see _____, but I can't see _____.
- At the baker's, I can't see _____, but I can see _____.
- At the butcher's, I can see _____, but I can't see _____.
- At the grocer's, I can't see _____, but I can see _____.
- At the greengrocer's, I can see _____, but I can't see _____.

5 a) Unscramble the dialogue.

Good afternoon, Mr Archer. It's 7:30.

a 1 **b 6**

Here you are. Good afternoon, Becky. How are you?

c 4 **d 2**

How much is it? Here you are.

e 5 **f 7**

Fine, thanks. I need a bottle of orange juice and 1/2 kg of butter. **g 3**

b) Circle.

Where is Becky?
At the grocer's greengrocer's / butcher's / baker's.

6 Look and answer the questions.

apples kg \$8	sausages kg \$20
bananas kg \$9	bread kg \$5
peaches kg \$7	butter kg \$10
lettuce kg \$11	cheese kg \$32
carrots kg \$7	milk l \$3.5
meat kg \$36	water l \$1.5
chicken kg \$10	yoghurt l \$6

- How much is 2 kg cheese, 1/2 kg apples and 2 l milk? **\$75**
- How much is 1/2 kg sausages, 2 kg chicken, 1 l water and 1/2 kg butter? **\$36.50**
- How much is 1 1/2 kg peaches, 1 kg cheese, 1/2 kg bread and 1/2 kg lettuce? **\$26.50**
- How much is 2 l yoghurt, 1/2 kg carrots, 2.5 kg beef and 1/2 kg bananas? **\$110**

7 Complete.

1 Look and write the shop.

Focus: shops

2 Write in the correct column.

Focus: shops and food items

EXPANSION

Ss can include further items.

3 Circle.

Focus: food and shops, can

EXPANSION

Ss can add a comment to each statement, e.g. 1. We can't buy butter at the butcher's, but we can buy sausages.

4 Write about shopping.

Focus: can see, food items

EXPANSION

Students can add one item to each sentence.

5 a) Unscramble the dialogue.

Focus: shopping dialogues

b) Circle the correct option.

Focus: shopping dialogues, shops

EXPANSION

Ss can write dialogues for the other shops.

6 Look and answer the questions.

Focus: How much...?

EXPANSION

Ss can ask more questions about prices.

7 Complete.

Focus: need

8 Complete with the correct verb.

- Daniel's brothers like **listening** to music.
- Maggie likes **making** cakes.
- Emily likes **wearing** blue pants and T-shirts.
- She doesn't like **watching** TV.
- Emily's brother doesn't like **playing** football, but he likes **playing** board games.
- Mr Smith likes **visiting** his girlfriend, and she likes **going** to the club.
- Emily's mother loves **looking** at the planets.
- Daniel and Brian don't like **studying** Maths, but they like **reading** books about astronomy.

9 Circle.

- Do **Does** your sister like reading? Yes, she does.
- What **Where** does she like reading? In the garden.
- What **Where** does she like reading? Romantic novels.
- When **Where** does she do her homework? In the afternoon.
- What **When** does she like doing in the evening? She likes watching TV or listening to music.



10 Write the following sentences in the correct category.

- Maggie is cooking.
- She loves cooking.
- She cooks at weekends.
- She doesn't cook in the morning.
- She likes PE and Natural Sciences.
- She doesn't like studying.
- Maggie and her friends are playing in the park.
- They don't like playing with dolls.
- They hate playing football, but they like playing hockey.
- The PE teacher plays football with the boys and hockey with the girls.

	Routines	Actions now	Likes and dislikes (actions)	Likes and dislikes (things)
	3	1	2	5
	4	7	6	
	10		8	
			9	

11 Circle.



12 Complete with phrases in the box. There is one extra ending.

Emily Harris her homework in the evening
 does your homework her homework a sister
 is doing her homework new bikes nine
 the living room very well

- My name's **Emily Harris**.
- I have two brothers and **a sister**.
- My brothers are **nine**.
- They have **new bikes**.
- They can ride **very well**.
- It's seven and my sister is **in the living room**.
- She **is doing her homework**.
- She does **her homework in the evening**.
- She doesn't like doing **her homework**.



13 Complete.

At weekends, I like _____ but in the evening, I don't like _____

I don't like _____ but I like _____

My friend _____ likes _____ My friend doesn't like _____

_____ but he/she doesn't like _____ but he/she likes _____

My father/mother likes _____ My father/mother doesn't like _____

but he/she doesn't like _____ but he/she likes _____

8 Complete with the correct verb.

Focus: like + ing

EXPANSION

Ss can add a comment to each sentence about their own likes, e.g. *1 Daniel's brothers like listening to music, and I like listening to music, too, but I don't like listening to music.*

9 Circle.

Focus: language awareness

EXPANSION

Ss can work in pairs and ask each other questions about a family member.

10 Write the following sentences in the correct category.

Focus: language awareness, difference between likes and dislikes + object or activity, simple present and present continuous. Ss can be asked how they can tell one from the rest

EXPANSION

Ss can include one true sentence about themselves for each category.

11 Circle.

Focus: language awareness

EXPANSION

Ss can write sentences using the option they have not circled.

12 Complete with phrases in the box. There is one extra ending.

Focus: language awareness

EXPANSION

Ss can write the first part for the extra phrase.

13 Complete.

Focus: personalization, integration

VOCABULARY

New

Nationality adjectives

GRAMMAR

Countable and uncountable nouns

Where... from?

Some/any/no

Why...? Because...

Our

RECOGNITION

Language from the routine (See introduction, page 5)

COMMUNICATION

Don't be scared!

Amazing!

I see.

Spooky!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Notion of countable and uncountable nouns, comparison with Spanish

Ways to denote nationality: where from or nationality adjective

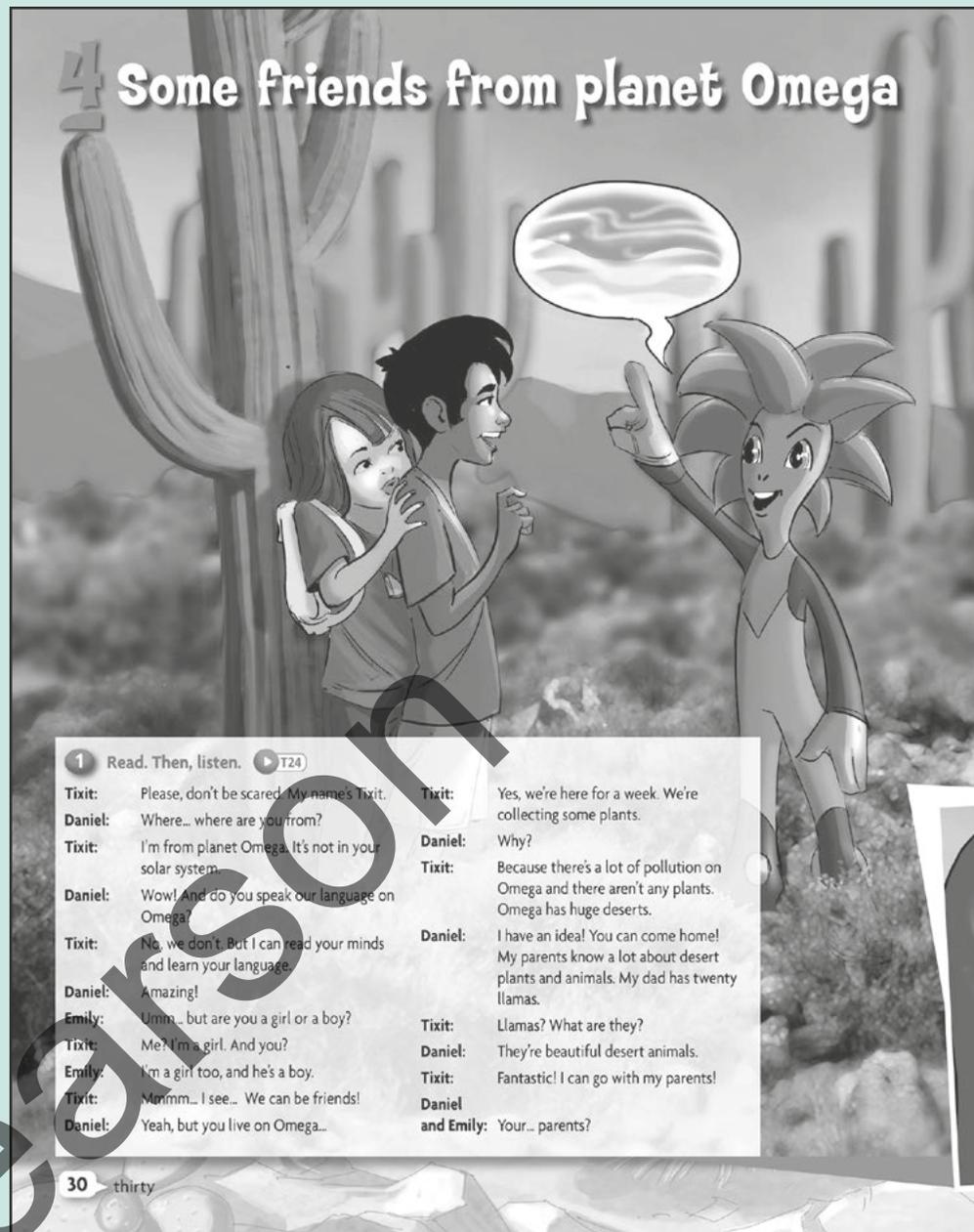
Use of *some/no* and *any*, comparison with Spanish

Agreement of possessive adjectives

CLIL

The South Puna

1 See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.



4 Some friends from planet Omega

1 Read. Then, listen. T24

Tixit: Please, don't be scared. My name's Tixit.
Daniel: Where... where are you from?
Tixit: I'm from planet Omega. It's not in your solar system.
Daniel: Wow! And do you speak our language on Omega?
Tixit: No, we don't. But I can read your minds and learn your language.
Daniel: Amazing!
Emily: Umm... but are you a girl or a boy?
Tixit: Me? I'm a girl. And you?
Emily: I'm a girl too, and he's a boy.
Tixit: Mmmm... I see... We can be friends!
Daniel: Yeah, but you live on Omega...

Tixit: Yes, we're here for a week. We're collecting some plants.
Daniel: Why?
Tixit: Because there's a lot of pollution on Omega and there aren't any plants. Omega has huge deserts.
Daniel: I have an idea! You can come home! My parents know a lot about desert plants and animals. My dad has twenty llamas.
Tixit: Llamas? What are they?
Daniel: They're beautiful desert animals.
Tixit: Fantastic! I can go with my parents!
Daniel and Emily: Your... parents?

30 thirty

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T24

Possible lead-ins (you may choose):

- Ask Ss if they remember meeting somebody new, maybe at school, when they were on holiday, or ask them if they've ever been new in a place, e.g. *school*, *the club*. Ask them how they felt and what could have made them feel happier.
 - Tell them about an experience of yours when you started working at this school, or in a new place, or any situation in which you were the new one. Tell Ss what contributed to helping you feel part of the group. You can also tell them what you do when somebody new arrives at school so as to make that person feel welcome.
- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.

- Ask Ss to open their books at page 30 and to look at the title and the illustration. Are the children scared? Why/ Why not? Would you be scared? What is the ET referring to? Have Ss read and check their predictions.
- Ask Ss how the children feel about Tixit's parents. Play the recording for them to check.
- Ask Ss if 'Tixit' is a regular name. Where is it from? Ss can do some research to find out the origin of their names, which you can use later on when you teach nationalities.
- Ask Ss if either Tixit's clothes or hairstyle would have told them she's a girl. You can add that much of what we take for granted regarding male or female markers/features is culture-bound and that we must learn to respect and appreciate other cultures' customs.

2 Read again and circle.

- Ask Ss to read the instructions and tell you what they have to do. Give them time to do the exercise. They can circle the words before reading the story again.
- Check answers on the bb.

3 Match. There is one extra answer.

- First ask Ss to read the instructions and tell you what they have to do.
- Ask Ss what clues they have to decide on the answers.
- Give Ss time to do the activity and then check the answers on the bb.

2 Read again and circle.

- 1 Tixit / Daniel is scared.
- 2 Omega is / isn't a planet in the solar system.
- 3 People speak / Omegan English in Tixit's planet.
- 4 There are / aren't a lot of plants on Omega.
- 5 Tixit can / can't see a llama.

3 Match. There is one extra answer.

- 1 Why is Daniel scared? **a**
 - 2 Why is Tixit collecting plants? **c**
 - 3 Why are there no plants on Omega? **d**
 - 4 Why is the cactus ideal for Omega? **b**
- a Because there's an extraterrestrial in the cactus park.
 b Because there are huge deserts on Omega.
 c Because there are no plants on Omega.
 d Because there is a lot of pollution.
 e Because there is a lot of rain.

4 Read and write ✓ (true) or X (false).

Daniel and Emily are telling Tixit about their school.



- | | |
|--------------------------------|---|
| 1 We are in class 5A. | ✓ |
| 2 We like our school. | ✓ |
| 3 Our classroom is huge! | X |
| 4 Mrs Davies is our teacher. | X |
| 5 Brian is one of our friends. | ✓ |

5 Listen and complete.



- 1 Brian and his family live in a house.
- 2 Brian's parents are from South America.
- 3 Brian's father is from Venezuela.
- 4 His mother is from Uruguay.
- 5 Rocky is Brian's dog/pet.

thirty-one 31

BUILDING CONFIDENCE

Find reasons! Ask Ss why they think Tixit is a nice ET, e.g. **because she has beautiful hair, because she's small, because she's friendly.** You can do the same with characters from the book or other characters Ss are familiar with, e.g. *Gaturo, Mafalda, Superman.*

LMT LANGUAGE AWARENESS: LMT page 81

- You can focus Ss' attention on the story, when Daniel asks Tixit why she's collecting plants. Ask Ss if Daniel is asking about time, reason/cause or quantity.
- Ask Ss to focus on Tixit's answer and what it starts with.

WB EX 1, 2, 3 AND 4 PAGE 106

Introduction of our

- Tell Ss you're going to do a quiz with them. They can predict how many statements they'll get right out of five. You can choose to talk about school or the city or the country, e.g. **Argentina, our country, has 23 provinces. There are big mountains in our city. In our school there are 14 classrooms. In our classroom there are 27 chairs.** Keep the score to see how close Ss were in their predictions.

- Ask Ss if you were talking about something that is part of all of you or part of somebody else. Ask what they'd say if they were speaking about something which is theirs, eg. **My, and about something that belongs to all of us? Our.**

4 Read and write ✓ (true) or X (false).

- First ask Ss to read the instructions and tell you what they have to do. Refer Ss to the tail of the speech bubble.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

Our... Challenge Ss to describe their school, classroom, teachers, etc. You can have them working in groups. The aim is to come up with as many statements as possible in the time you allot, e.g. five minutes.

LMT LANGUAGE AWARENESS: LMT page 81

Tell Ss you're going to complete this chart as they learn different forms. Ask them to give you examples in context to show the meaning of each possessive adjective.

WB WB EX 9 PAGE 108

5 Listen and complete.

- Tell Ss they're going to listen to information about Brian, one of the children's friends at school.
- Ask Ss to read the statements to predict what information they'll listen to.
- Play the recording first for Ss to check their predictions.
- Play the recording again for Ss to complete the sentences.

MP3 TRACK 25

Brian: *Hi, Tixit. My name's Brian, and these are my sister and my brother. Can you see that small house over there? It's our house. Our parents are from South America. Our father is from Venezuela, and our mum is Uruguayan.*

Tixit: *What's that?*

Brian: *Our dog, Rocky. He loves running in the park. Rocky, come here!*

Tixit: *Do dogs eat children?*

Brian: *No! Don't be scared, Tixit.*

BUILDING CONFIDENCE

Act out. Ss can act out the dialogue, trying out different voices for Tixit.

Homework

Ask Ss to bring information about neighbouring countries, e.g. capital cities, nationality adjectives, etc.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Memory game. Ask Ss what they remember about Brian's family, e.g. **His dog's name is...**, **His father's from...**, **His mother's from...**

6 a) Choose the correct nationality from the box and complete. There are four extra nationalities.

- Once Ss read the instructions, have them look at the words. Ask them if they find any similarities between the country and the words surrounded by the flags.
- Give them time to do the matching, then check their answers.
- Go over the four nationalities they haven't chosen and ask them to tell you the name of the country.

b) Write the nationalities in part a) in the correct column.

- Once Ss read the instructions, have them look at the suffixes in the columns. Tell Ss to focus on the ending of the nationality adjectives and to write them in the correct place.

BUILDING CONFIDENCE

- A quiz.** You can do a nationality quiz on famous people that Ss will know, e.g. T: **Germán Garmendia**. Ss: **Chilean!**
- Nationality tennis.** Tell Ss they'll have to complete your ideas as soon as they can, e.g. T: **A person from Peru is...** Ss: **Peruvian!**
- South America.** Tell Ss you'll make a poster with information about neighbouring countries. Ss can complete this skeleton:
 is a country in the of South America. The capital city is People from are
 You can do the first example with them, and then they can complete as many as they can with the information they've brought from home.



LANGUAGE AWARENESS: LMT page 81

- You can point out that we can use *from* to show any type of origin, continent, country, city.

7 Play a memory game in pairs.

- Ask Ss to read the instructions and tell you what to do. Give them one minute to memorize the flags.
- Ss can play in small groups.
- As a round up, you can ask questions to see how much they remember.

6 a) Choose the correct nationality from the box and complete. There are four extra nationalities.

1 People from Paraguay are Paraguayan.

2 People from Bolivia are Bolivian.

3 People from China are Chinese.

4 People from Japan are Japanese.

5 People from Brazil are Brazilian.

6 People from Italy are Italian.

7 People from the USA are American.

8 People from Spain are Spanish.

9 People from Peru are Peruvian.

10 People from France are French.

11 People from England are English.

12 People from Argentina are Argentine.

b) Write the nationalities in part a) in the correct column.

... an	... ese	... ish	... other
--------	---------	---------	-----------

7 Play a memory game in pairs.

32 thirty-two

Introduction of Where... from?

- Tell Ss you are going to do another quiz about famous people. Ask them **Where is (Hanna Montana) from?** You can give them two options, e.g. **England or the USA?**
- Ask Ss what you want to know when you ask **Where ... from?** If necessary, give them options, e.g. **place or nationality?**

BUILDING CONFIDENCE

A survey. This survey will be about their (mothers'/ fathers'/ grandparents') nationality. Ask them if they think most / all of them are Argentine. Ask each child **Where's your mother from?** You can also organize this so that each child asks about a classmate's mother. When they have finished asking, they report the answers to you, e.g. **Juan's mother is from Argentina/ Argentine.** You can show the results on a poster. In advance, find out if any of the Ss has lost a close family member so as not to hurt his/her feelings.



EX 7 AND 8 PAGE 107



EX 5 AND 6 PAGE 107

8 a) Read and complete the fact file.

The screenshot shows a web browser window with the URL 'http://www.llamaslive.com/faqs'. The page title is 'FAQs on Llamas' and it lists 'Frequently Asked Questions'. The questions and answers are as follows:

- Q: Are llamas from the camel family?
A: Yes, they are but they don't have humps (camels have two humps and dromedaries have one).
- Q: Where are llamas from?
A: From South America. There are llamas in the puna in Bolivia, Peru and the north of Chile and Argentina.
- Q: Are there any llamas in Asia or Africa?
A: No, there aren't. Well, perhaps in zoos!
- Q: Can llamas live in desert areas?
A: Yes, they can. They like eating grass and they love tunas (cactus fruit).
- Q: Are llamas ugly?
A: No, they're beautiful animals. They're very elegant! Their legs are thin, and their eyes are very big.
- Q: Are there any white llamas?
A: Yes, some are completely white. There are brown and black llamas, too.
- Q: Why are llamas popular?
A: Because they are very sociable animals. They like people and they love playing with children!
- Q: Do children like llamas? Why?
A: Yes, they do because they're sweet animals.
- Q: Some llamas spit. When do they spit?
A: When they're scared or very angry. It's their defence.

Below the FAQ is a fact file form:

NAME	Llama
FAMILY	Camel family
HABITAT	South America / deserts
FOOD	grass and tunas
DESCRIPTION	thin legs / big eyes / brown, white, black

Exercise 9: Read and write ✓ (true) or X (false).

In the Puna desert...

- there are some plants. ✓
- there is a lot of water. X
- there are some llamas and vicuñas. ✓
- there is some snow. X
- there aren't any condors. X
- there aren't any armadillos. X
- there isn't any rain. ✓
- there isn't any pollution. ✓

Exercise 8b: Circle the wrong word in the wrong statements.

- Llamas are small animals. (circle small)
- Their eyes are big.
- Their legs are short. (circle short)
- Their ears are big.
- Their mouth is huge. (circle huge)
- Their head is small.
- They live in the desert.

BUILDING CONFIDENCE

Correct statements. Ss can change the circled words for the correct ones.



LANGUAGE AWARENESS: LMT page 81

➤ Focus Ss' attention on sentence 2 in Exercise 8 b) and ask them whose eyes this sentence refers to, and how they know.

WB EX 10 PAGE 108

9 Read and write ✓ (true) or X (false).

- Ss can do the exercise without rereading the text and go back to it to check.
- Check the answers on the bb.

Introduction of *some, any*

➤ At this stage, focus Ss' attention on three important facts: *some* with countable nouns to indicate a small quantity, as opposed to *a lot of*; *any* having no special meaning and no equivalent and no translation in Spanish, e.g. **there isn't any snow, no hay nieve** and *some* being used in affirmative sentences while *any* is used in negative ones.

BUILDING CONFIDENCE

The jungle. You can do the same type of activity as in Exercise 9 about the jungle.



Homework

Ss have to bring a quiz on the pampas following Exercise 9.

8 a) Read and complete the fact file.

- Ask Ss to read the instructions and tell you what to do. Ask them what type of text this is and what type of information they'll get. You can ask them what they know about llamas.
- Have Ss read to check their predictions.
- Go over the categories in the fact file, make sure they all understand them. Then give them time to complete it.
- Check the answers on the bb.
- If you've asked them what they know about llamas, you can ask now what was included in the text and what new information they now have about llamas.

BUILDING CONFIDENCE

New questions. Ss can expand on the FAQs on llamas using the information they have about them.

b) Circle the wrong word in the wrong statements.

- Ask Ss to read the instructions and tell you what they have to do. You may do the first example together so that they know exactly what they have to do.
- Ss can work in groups. Check the answers on the bb.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

True or false? Collect the Ss' quizzes. You can choose one and say the statements for Ss to tell you if they're true or false, or you can hand them out for Ss to complete individually.

10 a) Listen to Tixit and tick what you can find on Omega.

- Ask Ss to read the instructions and the list. What do they think they can find on Omega?
- Play the recording and check the answers.
- You can ask them what contributes to pollution and damages our planet.



MP3 TRACK 26

Daniel: Do you like this place, Tixit?

Tixit: Yes, it's beautiful! There isn't any pollution here.

Emily: Is there pollution on your planet?

Tixit: Yes, a lot. There isn't any rain, but there is some snow.

Emily: Are there any mountains and rivers?

Tixit: Well, there are some mountains, and there are a lot of rivers, but there aren't any fish in the rivers.

Daniel: Does Omega have any moons?

Tixit: No, we don't have any moons, but we have some stars.

Daniel: In our galaxy there are a lot of stars. Are there any animals on Omega?

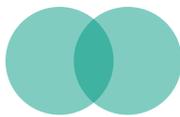
Tixit: Yes, there are some big animals, but there aren't any insects.

Daniel: That's terrible. I love playing with insects.

Emily: I don't! Insects are horrible!

BUILDING CONFIDENCE

Similarities and differences. Tell Ss to find similarities and differences between Omega and Earth. You can record the answers in a Venn diagram.



b) Circle. Then, complete the chart on page 35.

- Elicit from Ss what they have to do. You can play the recording again if necessary, or as a way of checking.

BUILDING CONFIDENCE

Memory game. Tell Ss you're going to name a nature or space word for them to say something about Omega, e.g. T: **pollution**, Ss: **There's a lot of pollution on Omega.**

10 a) Listen to Tixit and tick what you can find on Omega.

1 pollution	<input checked="" type="checkbox"/>	6 fish	<input type="checkbox"/>
2 rain	<input type="checkbox"/>	7 moons	<input type="checkbox"/>
3 snow	<input checked="" type="checkbox"/>	8 stars	<input checked="" type="checkbox"/>
4 mountains	<input checked="" type="checkbox"/>	9 big animals	<input checked="" type="checkbox"/>
5 rivers	<input checked="" type="checkbox"/>	10 insects	<input type="checkbox"/>

b) Circle. Then, complete the chart on page 35.

On Omega...

- 1 there is some / isn't any pollution.
- 2 there is some / isn't any rain.
- 3 there is some / isn't any snow.
- 4 there are some / aren't any mountains.
- 5 there are some / aren't any stars.
- 6 there are some / aren't any insects.

11 a) Read and circle.

Our town

Our town is small and beautiful. There are some shops (a butcher's, a grocer's, a greengrocer's and a baker's), but there aren't any cinemas. There's a nice park. We play with our friends there. Our town is nice because there isn't any pollution. The sky is fantastic. At night, you can see a lot of stars, but you can't see any planets. Well, you can visit the observatory, and see a lot of interesting things about space.

There isn't any rain, but there's snow in winter.

There aren't many trees because this is a desert area, but there are some typical plants: cactuses. There are some cactuses in the park. In autumn, you can see their fruit, the tuna. It's a nice fruit.

34 thirty-four

- 1 This text is about the children and their school town.
- 2 This text is a story an article.
- 3 There is a cinema park.
- 4 In winter it's snowy / rainy.
- 5 There aren't any / are some trees.
- 6 Cactuses have some / don't have any fruits.
- 7 There are some tunas in winter autumn.
- 8 There's / There isn't an observatory in the children's town.



LANGUAGE AWARENESS: LMT page 80

- Focus Ss' attention on sentences 2 and 4, and on whether the noun following *some* or *any* is singular or plural.
- Go to the chart on page 35, and ask Ss to do the activity. Once they do this, go back to the previous point (singular or plural nouns) and ask Ss if they can see a pattern (uncountable nouns are never plural).

11 a) Read and circle.

- Elicit from Ss what the text may be about. Since this is an article, they can complete another line in their text file.
- Have Ss read and check predictions.
- Give Ss time to do the exercise, then check on the bb.

b) Read the newspaper again and answer.

- Ss can answer the questions without re-reading the text.
- Check Ss' answers on the bb.

CAN WE COUNT...?

ENVIRONMENT

Yes, we can. No, we can't.

plant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
water	<input type="checkbox"/>	<input checked="" type="checkbox"/>
animal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
snow	<input type="checkbox"/>	<input checked="" type="checkbox"/>
rain	<input type="checkbox"/>	<input checked="" type="checkbox"/>
pollution	<input type="checkbox"/>	<input checked="" type="checkbox"/>

FOOD & DRINK

Yes, we can. No, we can't.

bread	<input type="checkbox"/>	<input checked="" type="checkbox"/>
butter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
carrot	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tuna	<input checked="" type="checkbox"/>	<input type="checkbox"/>
milk	<input type="checkbox"/>	<input checked="" type="checkbox"/>
orange juice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sausage	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PARTS OF THE BODY

Yes, we can. No, we can't.

hump	<input checked="" type="checkbox"/>	<input type="checkbox"/>
eye	<input checked="" type="checkbox"/>	<input type="checkbox"/>
leg	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
hair	<input type="checkbox"/>	<input checked="" type="checkbox"/>

b) Read the newspaper again and answer.

- How many shops are there in town?
There are four shops in town
- Why is the town beautiful?
Because there isn't any pollution
- Where can you see planets?
You can see planets at the observatory
- Where can you find cactuses?
You can find cactuses in the park
- What is the tuna?
It is the fruit of the cactus

12 a) Complete this file about your town or city.

MY ...

NAME: _____

OPINION (beautiful, nice, etc): _____

SHOPS: _____

PLACES OF INTEREST (park, club, etc): _____

WEATHER: _____

PLACES TO VISIT: _____

b) Write about your town or city.

Homework

Ask Ss to bring cut-outs or drawings of items that would go in the categories on page 109 of the Workbook.

BUILDING CONFIDENCE

Memory game. You can write a few sentences about the town, including some false information. When you read them aloud, Ss have to spot the wrong information. Ss can also be in charge of writing a few statements.

12 a) Complete this file about your town or city.

- › Elicit from Ss what to do. Make sure they remember what each category means.
- › Check Ss' answers in general, since there will be similarities.

b) Write about your town or city.

- › Elicit from Ss what to do. Ask Ss if they have any model to guide their writing.
- › You can make a classroom display of the Ss' writings. You can encourage them to find photographs to illustrate their writings.

Getting started

Start the lesson with the routine suggested in the introduction.

A special invitation

- Ask Ss to open their books at page 36. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. *What is going to happen?*
- Ask Ss to read to check their predictions. They can then predict how the story goes on.
- You can use this as an opportunity to discuss acceptance of differences, and the fact that we do not need to think about extraterrestrials to find differences among people. Actually, what makes our world so interesting is diversity.
- Again, as in Tixit's case, there's no way of inferring who's Tixit's mum or dad through their clothing and hairstyle, but if you ask Ss to look carefully, they may pick out a clue: Tixit's mum's pregnant.

1 Read again and circle.

- Have Ss read the instructions and tell you what they have to do.
- Check the answers on the bb.

2 Match. There is one extra answer.

- Tell Ss to read the instructions and tell you what to do.
- Ask Ss to discuss the clues in each of the questions to find the answer.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

1 Acting out. Ss can act out this as a conversation between Emily and Daniel and then between Tixit, her parents and the children.

2 Further questions. Ss can ask more questions about Tixit.

3 Ask and answer in pairs. Do it quickly!

- Tell Ss to read the instructions and tell you what to do. Give them time to write questions. Encourage them to use different question words, *why, what, who*, etc. and to ask different questions, e.g. focusing on Tixit's routine, her life on Omega, her abilities, likes and dislikes, etc.
- You can divide the class into two or into small groups or pairs to carry the activity out. Remind Ss of the correct intonation for *yes/no* and for *wh-* questions.

BUILDING CONFIDENCE

Tixit. Ss can draw a personal card for Tixit and write in the information they already know about her.

A special invitation

 T27

- Emily:** Look! She can jump ten metres!
- Daniel:** Can she fly?
- Emily:** I don't know... Daniel, let's go...
- Daniel:** Why?
- Emily:** Because I don't like this place. There aren't any people here.
- Daniel:** Please, Emily, don't go. We can talk to real extraterrestrials from... Where's she from?
- Emily:** O... M... E... G... A.
- Daniel:** Spooky... Look at her parents! They're short and thin. Our parents aren't short.
- Emily:** Their heads are very big! Our heads are small...
- Daniel:** She's next to her mother. Or is it her father?
- Emily:** I don't know. They're very similar. Look! Tixit has a toy in her hands. Or is it a cat?

Tixit's parents accept Daniel's invitation. Now, they meet the children.

- Tixit's mum:** Hello children!
- Emily:** He... hello!
- Tixit's dad:** Thank you, Daniel, for your invitation!
- Daniel:** You're welcome! We can go home now.
- Parents:** Good! Let's go!
- Emily:** Tixit, can I play with your toy? Or is it a cat?
- Tixit:** It's my pet. It's a comet and his name's Oogly. In Omega some kids have comets and some have asteroids.
- Oogly:** Hello, Emily!

TO BE CONTINUED...

36 thirty-six

WB

EX 12 AND 13 PAGE 109

Our poster

Ss can make two posters, one showing countable nouns and the other uncountable nouns.

1 Read again and circle.

- 1 Daniel Emily likes the situation. 3 Daniel's Tixit's parents aren't tall. 5 Emily Tixit has a pet.
 2 Emily Tixit can jump ten metres. 4 Tixit's Daniel's parents have big heads.

2 Match. There is one extra answer.

- | | |
|---------------------------------------|---|
| 1 Why is Emily scared? | a A comet. |
| 2 Where is Tixit? | b Because she doesn't like extraterrestrials. |
| 3 Who is Oogly? | c Because they are going to Daniel's house. |
| 4 Does Tixit have a pet in her hands? | d No, he can't. |
| 5 What does Tixit have in her hands? | e She's next to her parents. |
| 6 Who is next to Tixit? | f Tixit's father. |
| 7 Can Tixit's mother speak English? | g Tixit's pet. |
| 8 Is Tixit's father short? | h Yes, he is. |
| 9 Are Tixit's parents happy? | i Yes, she can. |
| 10 Why are Tixit's parents happy? | j Yes, she does. |
| | k Yes, they are. |

3 Ask and answer in pairs. Do it quickly!



REMEMBER

Quick check Unit 4 B and Mid-Year Test B can be downloaded at <http://storyline.pearsonelt.com.ar>
CLIL and Further Practice Answer key on pages 103-105.

A story: Benjie, Chapter II (TC page 103).

STORYLINE MAG

EVERYBODY KNOWS I LOVE MY TOES  T2

- Ask Ss what they think they need to do. Encourage them to fill in the blanks first, then listen and check.
- Go over the parts of the body to check everybody understands the meaning of each one.
- Give them time to learn the song. They can sing it in groups, each group being in charge of one stanza.

Answer Key

1. hands 2. head 3. legs 4. mouth 5. ears 6. hair

POEM CORNER  T3

- You can ask Ss to read the poem or read and listen to it. Ask them if there's anything in common (food and days of the week).
- Focus them on the skeleton and the images they have. Elicit from them how they can complete each of the lines (school subjects).
- Encourage Ss to write further poems with different areas of vocabulary. They can also change the name 'Solomon Grundy' for their own name adding likes + ing, e.g. *Paula likes watching TV on Monday.*

TONGUE TWISTERS  T4

- Make sure Ss are familiar with the concept. They can learn them one line at a time, listening to the recording or the T first.

LAST LETTER, FIRST LETTER

- Check that Ss know how to play. You can have several rounds over different lessons.

WHAT'S THE ANIMAL?

- Have Ss read the riddles. You can ask them about different animals that can either rhyme with the word in the riddles or that have the same characteristics, e.g. *What animals can climb trees?*

Answer Key

1. fiber → tiger 2. funky → monkey 3. wish → fish
 4. elegant → elephant

Quick check & test

Unit 4 A, page 109

Activity 1: Countable: sausages, apples, sandwiches, hamburger; Uncountable: milk, butter, bread, sugar, tea, rice

Activity 2: 1. e / America 2. d / not 3. a / from 4. b / she's 5. g / French

Activity 3: 1. because 2. can't 3. Why 4. their 5. are you doing 6. Our 7. any 8. some 9. no 10. some 11. no

Mid-Year Test A, page 110

Activity 1: 1. Natural Sciences 2. Earth 3. butcher's / greengrocer's 4. fly

Activity 2: Down: 1. peach 2. sugar 4. bread

Across: 3. P.E. 5. grocer's

Activity 3 a): Fruit: apple; Vegetables: lettuce; Meat: chicken, sausages; Grains: croissants, biscuits; Drink: orange juice; Dairy products: milk, yoghurt, butter

Activity 3 b): Countable: apple, sausages, croissants, biscuits; Uncountable: lettuce, chicken, orange juice, milk, yoghurt, butter.

Activity 4: 1. i 2. b 3. c 4. l 5. a 6. j 7. d 8. f 9. h 10. k

Activity 5: 1. Venezuela 2. don't 3. Our 4. In 5. reading 6. There are 7. at 8. some 9. any 10. can 11. can't 12. are doing

Activity 6: Students' own answers

1 Match questions and answers. There is one extra answer.

- Why is Brian wearing a jacket?
- Why is Daniel wearing shorts?
- Why does Emily have a ball in her hands?
- Why does Maggie have a book in her hands?
- Why does Mrs Davies have an egg in her hand?
- Why does Mr Smith have an apple in his hand?

- a
b
c
d
e
f
g

- Because he's eating.
- Because he's playing football.
- Because it's cold.
- Because she's making a cake.
- Because she's playing tennis.
- Because she's writing.
- Because she's reading.

2 Circle.

- Brian walks to the park because he has a bike. (doesn't have)
- Matt rides his bike to the park because he likes it. (doesn't like)
- Daniel has four books on astronomy because he likes them. (doesn't like)
- Emily has a blue T-shirt, blue pants and a blue dress because blue is her favourite colour. (isn't)
- Emily's mother can speak Quechua because she isn't from Peru. (is)
- Daniel's brothers get up early because they go to school in the morning. (afternoon)
- Mr Smith's sister goes to secondary school because she's seventeen eleven. (eleven)
- Brian is at the grocer's because he needs fruit. (butter)

Emily's father is at the greengrocer's because he needs peaches.
Daniel's sister is at the butcher's because she needs chicken.

3 Unscramble the following.

- at the greengrocer's - because - Daniel - he - is - lettuce - needs
Daniel is at the grocer's because he needs lettuce.
- Matt - at the butcher's - meat - because - he - needs - is
Matt is at the butcher's because he needs meat.
- because - at the grocer's - sugar - he - is - needs - Max
Max is at the grocer's because he needs sugar.
- needs - at the baker's - because - croissants - is - Tom
Tom is at the baker's because he needs croissants.
- milk - at the grocer's - because - is - Mrs Davies - needs - she
Mrs Davies is at the grocer's because she needs milk.
- is - at the baker's - because - bread - he - Mr Smith - needs
Mr Smith is at the baker's because he needs bread.
- he - at the greengrocer's - because - Emily's father - is - needs - peaches
Emily's father is at the greengrocer's because he needs peaches.
- at the butcher's - because - needs - chicken - Daniel's sister - is - she
Daniel's sister is at the butcher's because she needs chicken.

4 Complete. Use the verbs in the box. There is one extra verb.

draw eat play sleep work watch

- Matt has a pencil in his hand because he is drawing.
- Maggie is next to the television because she is watching a film.
- Tom and Max are in the kitchen because they are eating.
- Brian and Daniel are in the garden because they are playing.
- Emily's parents are in the bedroom because they are sleeping.

5 Read and complete the fact files.

Emily's mother is an astronomer. Her name's Doris. She is Peruvian. She's thirty-seven. She has two children, Emily and Andy.
Brian's father is a teacher. His name's Vic. He's from Venezuela. He's forty-two. He has three children, two boys and a girl.
Matt's mother is a vet. Her name's Marcia. She's from Brazil. She's forty-four. She has two children, a boy and a girl.

Name: **Doris**
Occupation: **astronomer**
Nationality: **Peruvian**
Age: **37**
Family: **two children**

Name: **Vic**
Occupation: **teacher**
Nationality: **Venezuelan**
Age: **42**
Family: **three children**

Name: **Marcia**
Occupation: **vet**
Nationality: **Brazilian**
Age: **44**
Family: **two children**

6 Answer the questions.

- Are tigers from Asia or Europe? **Asia**
- Are camels from America or Africa? **Africa**
- Are llamas from America or Africa? **America**
- Are condors from Europe or America? **America**
- Are koalas from Africa or Australia? **Australia**
- Are gorillas from Africa or Australia? **Africa**

7 Read and answer.

QUIZ
Today's Quiz: Where are they from?

- Where is Lionel Messi from?
He is from Argentina.
- Where is Katy Perry from?
She is from the United States.
- Where is Harry Potter from?
He is from England.
- Where is Germán Garmendia from?
He is from Chile.
- Where is Selena Gomez from?
She is from the United States.



8 Complete with the words in the box. There is one extra word.

Brazil China Egypt Italy
Mali South Africa Venezuela

- Melanie can speak English because she's from **South Africa**.
- Rodrigo and Celeste can speak Spanish because they're from **Venezuela**.
- Ornella can speak Italian because she's from **Italy**.
- Ronaldo can speak Portuguese because he's from **Brazil**.
- Marie and Jeanette can speak French because they're from **Mali**.
- Saki can speak Cantonese because he's from **China**.

1 Match questions and answers. There is one extra answer.

Focus: *why* questions

EXPANSION

Ss can write the question for the extra answer.

2 Circle.

Focus: *because*

EXPANSION

Ss can write statements with the words they haven't circled.

3 Unscramble the following.

Focus: language awareness, *because*

4 Complete. Use the verbs in the box. There is one extra verb.

Focus: *because*, present continuous

EXPANSION

Students can add one further reason.

5 Read and complete the fact files.

Focus: personal information, *from*

6 Answer the questions.

Focus: *from*

7 Read and answer.

Focus: *Where... from?*

EXPANSION

Ss can ask more questions about nationality.

8 Complete with the words in the box. There is one extra word.

Focus: *can, from*

9 Read and complete.

Brian and his family live in a small house. Brian's favourite place is the garden - he loves doing his homework there. His sister's name is Natalie. She has a pet: a dog. Brian doesn't like dogs very much. Brian's parents are in the living room, now. They're watching TV. They love watching TV and reading in the living room.

1 My _____ house is small.
 2 My _____ favourite place is the garden. My parents love the living room, it's 3 _____ favourite room. Look at Natalie. That's 4 _____ dog.

Look! This is 5 _____ dog, Rocky. He sleeps in my bedroom, my favourite room. My brother doesn't like playing in his bedroom. 6 _____ favourite place is the garden. He and 7 _____ friends love playing in the garden.



10 Write for the Wildlife magazine. Use the following words.

- big small
- long black and white
- short thin

Animals WILDLIFE MAGAZINE

1 Basset hounds are nice dogs. **Their** legs **are short**

2 Camels are mammals. **Their** legs **are thin**

3 Penguins aren't mammals. **Their** bodies **are black and white**

4 Crocodiles are green. **Their** bodies **are long**

5 Koalas are from Australia. **Their** eyes **are small**

6 Lions are beautiful animals. **Their** heads **are big**

11 a) Write the words in the correct column.

- apple butter dog ear eye hair
- llama nose pants pen ruler sandwich
- scissors sugar sweater tea T-shirt water

DRINKS	FOOD
tea	apple
water	sandwich
	sugar
	butter
ANIMALS	SCHOOL OBJECTS
dog	pen
llama	ruler
	scissors
PARTS OF THE BODY	CLOTHES
ear	pants
eye	sweater
hair	T-shirt
nose	

b) Now, answer. Write C, U or C and U.

- Are drinks countable or uncountable? U
- Is food countable or uncountable? C and U
- Are animals countable or uncountable? C
- Are school objects countable or uncountable? C and U
- Are parts of the body countable or uncountable? C and U
- Are clothes countable or uncountable? C

12 Circle.

Maggie and her two sister are playing with their friends. We're in the kitchen now. Maggie's mother is cooking. She has a problem. She's making a cake, but there isn't any eggs at home. She needs some sugar, too.

Mum: Maggie, do you can go to the grocers' butcher's, please?

Maggie: But I play with my friends, Mum.

Mum: I have an idea! Go with your friends, and buy some chocolate milk, too.

Maggie: Hurray!

13 Complete.

In my pencil case, there is some 1 _____, but there isn't 2 _____. There are some 3 _____, but there aren't 4 _____. In my school bag, there are 5 _____, but there aren't 6 _____. There isn't 7 _____, but there's 8 _____.

9 Read and complete.

Focus: *our*

10 Write for the Wildlife magazine. Use the following words.

Focus: description, *their*

- Make sure Ss understand that they have to add something and not just fill in the blanks with the words.

EXPANSION

Ss can include one further sentence with the word they haven't used.

11 a) Write the words in the correct column.

Focus: vocabulary

EXPANSION

Ss can write further words.

b) Now, answer. Write C, U or C and U.

Focus: language awareness, countable and uncountable nouns

12 Circle.

Focus: language awareness.

EXPANSION

Ss can write sentences using the words they haven't circled.

13 Complete.

Focus: personalization, integration

VOCABULARY

Family members: *parents, daughter, son, aunt, uncle, cousin, wife, husband*

Typical dishes / desserts

a bottle / cup / glass / tin of...

onions

olives

GRAMMAR

Is there...? / Are there...?

It / them

How much / many...?

RECOGNITION

Language from the routine (see introduction, p 5)

COMMUNICATION

I wonder...

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Difference between subjective and objective pronouns

Quantity

Countable vs. uncountable nouns

CLIL

Typical dishes from Peru

I See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Empanadas for a special family

1 Read. Then, listen. **T28**

Daniel's mum and dad are in the kitchen.

Mum: Look Tony, a message from our son! *Can I invite a friend and her parents to dinner? They aren't from here. They're a very special family.*

Dad: Mmm... Not from here! Perhaps they're tourists. There are some French tourists in town. Let's see... French people like red wine and I have two bottles! Good!

Mum: Mmmm... There's some meat... There are some eggs and a lot of olives. I can make *empanadas*!

Dad: That's an excellent idea! Tourists love eating typical dishes. But, what about dessert?

Mum: They can eat tunas or papayas. Tourists like exotic fruit. And I can make flan, too! I wonder... where's this family from?

Dad: I don't know... Let's ask Daniel.

Mum: Strange... Daniel likes inviting Brian and Brian's brothers, but not his whole family.

Dad: Daniel's very sociable, dear. And it's a change from the routine!

40 forty

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. **T28**

Possible lead-ins (you may choose):

- Ask Ss what their parents/families do when they invite somebody over for lunch or dinner. Do they eat the same food as they usually do? Who cooks? Is there any family dish/specialty?
 - You can tell Ss what you do when you invite somebody to dinner. Do you cook something special? Why/Why not? When you invite people from abroad to dinner, do you prepare typical food for your guests to try?
 - You can also ask Ss whose house they love eating at and why, e.g. their grandparents', an aunt's, etc. You can also tell them about your experience.
- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.

- Ask Ss to open their books at page 40 and to look at the title and the illustration. Which is the special family? If Ss answer *Tixit's family*, ask them if they think Daniel's parents know who's coming to dinner.
- Have Ss read and play the recording for them to check.
- Ask Ss if they'd like to have dinner at Daniel's and why. What would they like to serve for dinner if they had somebody as special as Tixit as a guest?

2 Read again and tick.

- Ask Ss to read the instructions and tell you what they have to do. Give them time to do the exercise. They can tick the sentences before reading the story again.
- Check answers on the bb.

3 a) Read Daniel's blog and complete his family tree.

- First ask Ss to read the instructions and tell you what they have to do. Make sure they know what a family tree is. Ask them if they think Daniel's family is big or small.
- Before Ss do the activity, go over the lines for Ss to see how the people are related. Give Ss time to do the activity and then check the answers on the bb.

BUILDING CONFIDENCE

Whose family? Ask Ss to complete a chart similar to the one below indicating number of relatives. Collect them and describe one of the families, e.g. **This student has a mother, a grandfather and a dog.** The rest have to guess whose family it is.

Student's name	Number of relatives
father	
mother	
brother	
sister	
aunt	
uncle	
grandmother	
grandfather	
cousin	
pet	

2 Read again and tick.

- 1 Daniel is texting his mum. 3 Daniel's dad thinks *empanadas* are OK.
- 2 Daniel is at home. 4 Daniel's mum is angry.

3 a) Read Daniel's blog and complete his family tree.

http://www.daniel.blogspot.com/

TUESDAY, AUGUST 5

I have a big family. My parents are Lara and Anthony. My brothers' names are Max and Tom, and my sister's name is Kate. Richard is my grandfather, he's great! And my grandmother's name is Lucy. Richard and Lucy have three children: two daughters – Lara, my mum, and Meg, my aunt – and a son, my uncle Boris. Meg has two children, Rod and Melanie, my cousins. Meg, her husband Jose, and my cousins are in Mexico. Rod and Melanie are happy because they love eating Mexican food, but I miss them 😊. Boris, and his wife Maria, live here 😊😊😊. They're very nice!

b) Read and write ✓ (true) or X (false). Correct the false statements.

Daniel's family.

- 1 Rod is one of his cousins. 5 Anthony is Lara's husband.
- 2 Their parents are Meg and Jose. 6 Lucy is Richard's wife.
- 3 Lara is Rod's aunt. 7 Max and Tom are Lara's sons.
- 4 Anthony is Melanie's ~~cousin~~ **uncle**. 8 Lucy is Lara's ~~daughter~~ **mother**.

forty-one 41

WB

EX 1, 2 AND 3 PAGE 110

Homework

Ask Ss to bring photos or drawings of their families or of a well-known family.

BUILDING CONFIDENCE

Who? Tell Ss you're going to name a family relationship and they have to say who it is, e.g. **Daniel's sister.** Ss: **Kate!**

b) Read and write ✓ (true) or X (false). Correct the false statements.

› You can do this as a memory game, and then Ss can check by reading the family tree.

BUILDING CONFIDENCE

1 True or False? Ss can write further sentences about Daniel's family or any other well-known family.

2 Repeat if correct. Tell Ss about your family. They repeat the statements if they're true for them, e.g. **I have two sisters,** only those Ss who have two sisters should say that after you.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Show time. Ss can use the photos of their families to write about them. They introduce each of the members and add information about them, e.g. **This is my father. His name's... He's from... He's... years old.**

4 a) Listen and tick. T29

- Remind Ss of who Rod is and where he is.
- Play the recording. Then check on the bb.

Background note: In Mexico sandwiches are called tortas. *Tres leches* is a typical dessert made of milk, cream and sugar. *Agua de tamarindo* is a juice made from the tamarindo fruit.



MP3 TRACK 29

- Daniel:** Hello?
Meg: Hi, Daniel. This is Aunt Meg, from Mexico!
Daniel: Hi, Meg. How are you?
Meg: Fine, thanks. Here's your cousin Rod.
Daniel: Hi, Rod! Do you like Mexico?
Rod: Hi, Daniel! Yes! I love Mexico! And I love Mexican food.
Daniel: Do you eat chicken fajitas?
Rod: Yes, chicken and meat fajitas. They're fantastic, and I drink *agua de tamarindo*.
Daniel: *Agua de tamarindo*... What's that?
Rod: It's a typical Mexican drink.
Daniel: What about desserts? Do you eat flan?
Rod: Yes, but the typical dessert here is a cake called *Tres leches*. It's delicious!
Daniel: What's the typical dish there?
Rod: Tacos. They're OK, but I don't eat tacos. And for lunch, we have tortas.
Daniel: Cakes?
Rod: No, sandwiches!
Daniel: Ahhhh... hahaha

b) Complete.

- Go over the three categories, dishes, dessert and drink, and make sure Ss understand the concepts.

BUILDING CONFIDENCE

- Our typical dishes.** Ask Ss what typical dishes they have in their country. If there are Ss from different countries, encourage them to talk about them.
- What is it?** Name different desserts, dishes and drinks for Ss to say what each is, e.g. T: **Cake.** Ss: **Dessert.**

5 Read. Then, listen and tick. T30

- Ask Ss to look at the text and to tell you what it is. Ask them what characteristics this type of text has. You can complete another line of the Text File.

4 a) Listen and tick. T29

What does Rod eat and drink?



b) Complete.

MEXICO	
Typical dishes:	chicken/meat fajitas and tacos
Typical dessert:	flan, tres leches
Typical drink:	agua de tamarindo

5 Read. Then, listen and tick. T30

What does Lara need from the supermarket?

Empanada Recipe

Ingredients:

- 2 dozen *empanada* discs
- 1 kg meat
- 4 big onions
- 1 cup oil
- green olives (optional)
- 2 hard-boiled eggs (optional)

Directions:

Cut the onions into very small pieces and fry them in hot oil for two minutes. Then, cut the meat into very small pieces, add it to the onions and mix. Add the salt and cook for ten minutes. Finally, cut the olives and the hard-boiled eggs in small pieces and mix them.

Cook the *empanadas* in the oven for fifteen minutes or fry them in hot oil.

42 forty-two

Shopping list:

- *empanada* discs ✓
- onions ✓
- oil
- olives
- eggs
- meat

- Draw Ss' attention to the text at the lower right-hand side of the page and ask them what type of text this is. Ask them how these two texts are connected.
- You can ask Ss if their parents make *empanadas* in the same way.



MP3 TRACK 30

- Daniel's mum:** OK, I need 2 dozen discs, there aren't any discs in the fridge. Are there any onions in the cupboard?
Daniel's dad: Yes, there are two. How many do you need?
Mum: Four. And is there any oil?
Dad: Yes, I can see the bottle.
Mum: How much oil is there?
Dad: A litre.
Mum: Great. Can you go to the supermarket and buy half a kilo of onions and the discs? Then I can make *empanadas* for dinner.

BUILDING CONFIDENCE

Cheese and onion *empanadas*. You can have Ss write a recipe for cheese and onions *empanadas*, using the recipe in the book as a model.



6 a) Listen and circle what Lara has at home. T31



b) Now, answer the questions.

- 1 Is there any rice? Yes, there is.
- 2 How much rice is there? There is some rice. 1 kilo
- 3 Are there any lemons? Yes, there are.
- 4 How many lemons are there? There are four lemons.

5

7 Play a memory game in pairs.



8 Look at the chart and ask and answer: Whose kitchen?

	Doris's kitchen	Mr Smith's kitchen	Lara's kitchen	Meg's kitchen	Maria's kitchen	Lucy's kitchen
tomatoes	✓	X	X	✓	X	✓
sausages	✓	X	X	X	✓	X
carrots	X	✓	✓	X	✓	X
lettuce	✓	X	✓	✓	X	✓
bread	X	✓	X	✓	✓	X
cheese	✓	X	✓	X	X	✓



forty-three 43

BUILDING CONFIDENCE

Guessing game. Tell Ss they'll be working with their schoolbags. The purpose is to guess how many items each Ss has in his/her schoolbag, e.g. T: **Are there any books in your schoolbag?** S: **Yes, there are.** You can allot a given number of minutes to see how many items Ss can guess.

7 Play a memory game in pairs.

- Give Ss one minute to commit the drawing to memory.
- As a round up, you can ask questions of all to see how much they remember.

8 Look at the chart and ask and answer: Whose kitchen?

- Remind Ss of the notion of useful questions.
- You may go over each of the items and ask Ss if they are countable or uncountable, and whether they have to use *there is* or *there are*.

BUILDING CONFIDENCE

My fridge. Divide Ss into pairs. Each S draws a fridge including five different food items. The purpose of the game is to ask *yes / no* questions to find out everything there is in the fridge.

WB EX 7, 9, 10 PAGE 112 and EX 12 PAGE 113



Homework

Ss bring a photo, cut-out or drawing of desserts, dishes and drinks to class.

6 a) Listen and circle what Lara has at home. T31

- Play the recording first for Ss to circle the correct photos.



MP3 TRACK 31

Host: Welcome to our programme, Kitchen Help. Who's there?
Lara: Hi, my name's Lara, and I need kitchen help. I need to make a special dessert.
Host: OK. Is there any milk in your fridge?
Lara: Yes, there is.
Host: How much milk is there?
Lara: A litre.
Host: Is there any rice?
Lara: Yes, a kilo.
Host: OK, are there any oranges?
Lara: No, there aren't any oranges at home.
Host: OK, let me see... Are there any lemons?
Lara: Yes. How many lemons do I need?
Host: Two.
Lara: Yes, there are four in the fridge.
Host: OK, you can make rice pudding. Click on our website and you can get the recipe.
Lara: Thank you!

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Show me... Tell Ss to take out their cut-outs or drawings. As you name a category, they have to show the corresponding cut-outs.

9 Read and complete with the words in the box. There is one extra word.

- Ask Ss to read the instructions and to focus on the text. What type of text is it? Ask them what typical desserts from other countries they know. Ask them if they eat *flan*. Do they like it? Do they eat it with cream or with *dulce de leche*?
- When they do the exercise, ask them how they know the first word is *eggs*. Do the same with the second word.

10 Read and circle.

- Elicit from Ss what they have to do.
- Give Ss time to do the activity, then check on the bb.
- As you check, you can ask Ss if they agree or disagree with each of the statements. This is a good instance to work on diversity and acceptance of differences.

LMT LANGUAGE AWARENESS: LMT page 81

- Tell Ss they won't be able to complete the list, but that they will do so as they go on learning.

11 Write the words in the correct column.

- Draw Ss' attention to the chart. Make sure they understand they'll be working on containers.
- In some cases, a word may appear in more than one column, e.g. **a cup/bottle/glass of chocolate milk**.
- Give Ss time to do the exercise, then check on the bb.

BUILDING CONFIDENCE

More items. Ask Ss to go over the unit to list food items, which they can add to each column. In some cases, there will not be column for them, e.g. *meat*.

12 Read and answer. Then, listen and check. T32

- Once Ss read the instructions, have them discuss the answers in groups. Once they're ready, play the recording for them to check.

9 Read and complete with the words in the box. There is one extra word.

FLAN RECIPES

Ingredients:

- 1 litre milk
- 2 cups of sugar
- 6 eggs
- vanilla extract

Directions:

- In a bowl, put the eggs and mix them.
- Take the milk out of the fridge and mix it with the eggs.
- Then add the sugar and vanilla extract.
- Put the bowl in the microwave oven and cook for 20 minutes.

eggs milk sugar

- Mix the eggs.
- Mix the milk with the eggs.

10 Read and circle.

Strange but true

- A Flan is a nice dessert. People like it them. It's They're delicious.
- Tomatoes are from South America. People eat they them omelettes.
- Vanilla cakes are delicious, but some children don't like they them very much.
- Eggs are good. Some people eat it them for breakfast. They Them have a lot of proteins.
- Sausages are not very good for children, but a lot of children love it them.
- Carrots are from Europe and the east of Asia. They Them are great for people's eyes and horses love them they.
- Lettuce is from Europe and Asia. People eat it them in tortillas.

11 Write the words in the correct column.

chocolate milk milk oil orange juice
soda sugar tea tomatoes water yoghurt

A bottle of...	A cup of...	A glass of...	A tin of...
milk	sugar	chocolate	soda
oil	tea	milk	tomatoes
orange juice		milk	
water		orange juice	
soda		water	
yoghurt		soda	

44 forty-four

MP3 TRACK 32

- Mr Smith:** OK, children. Let's see your answers. Is there any snow in Paraguay?
- Daniel:** No, there isn't.
- Mr Smith:** OK, correct. Question two, Brian. Can you answer it?
- Brian:** Yes. There is some rain in the desert.
- Mr Smith:** Yes, very little, but there is. Questions 3 and 4. Who can take them? Emily?
- Emily:** There isn't any pollution in Antarctica, and there isn't any rice either.
- Mr Smith:** True! Tell me. Are there any papayas in the jungle? Daniel?
- Daniel:** Yes, there are. There are a lot of papayas.
- Mr Smith:** Yes! Question 6?
- Maggie:** Yes, there are some plants in the desert.
- Children:** No, there aren't.
- Mr Smith:** Yes, there are, for example, cactuses.
- Children:** Oh!
- Mr Smith:** Are there any tigers in America? Matt?
- Matt:** No, there aren't. There are tigers in Asia.
- Mr Smith:** True. Now, question 8. Brian? Are there any condors in Africa?
- Brian:** No, there aren't. Condors are from America.
- Mr Smith:** Fantastic! Question 9? Emily? Are there any llamas in Bolivia?
- Emily:** Yes, there are.
- Mr Smith:** OK, children. Ready to go on?

12 Read and answer. Then, listen and check.  T32

Plants, places and animals around the world.

1 Is there any snow in Paraguay?

No, there isn't.

2 Is there any rain in the desert?

Yes, there is.

3 Is there any pollution in Antarctica?

No, there isn't.

4 Is there any rice in Antarctica?

No, there isn't.

5 Are there any papayas in the jungle?

Yes, there are.

6 Are there any plants in the desert?

Yes, there are.

7 Are there any tigers in America?

No, there aren't.

8 Are there any condors in Africa?

No, there aren't.

9 Are there any llamas in Bolivia?

Yes, there are.

13 Write a quiz about your country. Use the following guide.

- 1 Divide the country into regions, areas, provinces or departments.
- 2 Complete the chart.
- 3 Write the questions for the quiz.

	Region I	Region II	Region III
Fruits			
Vegetables and plants			
Animals			
Weather			

Quiz

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

5

 **Homework**

Ask Ss to bring cut-outs or drawings of drinks, desserts and dishes typical of a country of their choice.

BUILDING CONFIDENCE

More questions. Ss can write a few more questions following the examples in Exercise 12. They can exchange the questions to answer them.

13 Write a quiz about your country. Use the following guide.

- › Have Ss read the instructions and the guide. Make sure they understand what they have to do.
- › Help them become aware of the sources of information they have: the book, the WB pages, their notes, posters on the wall, etc.
- › Ss can work individually or in groups.
- › Make a classroom display of the quizzes. You can invite Ss from other groups to do them.

WB

EX 8 PAGE 112 AND EX 11 AND 13 PAGE 113

Getting started

Start the lesson with the routine suggested in the introduction.

A lovely meal ▶ T33

- Ask Ss to open their books at page 46. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen?
- Ask Ss to read to check their predictions. They can then predict how the story continues.
- You can use this as an opportunity to discuss the importance of taking care of the environment on the one hand, and of accepting people who are different from us on the other.
- Ask Ss to focus on Oogly's last comment and on the expression on his face. What may be worrying him?

1 Read again and circle.

- Have Ss read the instructions and tell you what they have to do.
- Check the answers on the bb.

2 Match. There is one extra answer.

- Tell Ss to read the instructions and tell you what to do.
- You can have Ss answer the questions without looking at the answers.
- Ask Ss to discuss the clues in each of the questions to find the answer.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

Acting out. Ss can act out parts of the dialogue.

3 Play a memory game in pairs.

- Tell Ss to read the instructions and tell you what to do. Give them time to memorize what's on the table.
- You can divide the class into two or into small groups or pairs to do the activity. Remind Ss of the correct intonation for *yes / no* and for *wh*-questions.

Our Poster

Ss can make a poster on typical dishes, desserts and drinks. Below each picture, they should write about it, e.g. **Empanadas are a typical dish from Argentina.**

A lovely meal

▶ T33

Dad: Dear, come! How many people can you see?

Mum: I can see Daniel and Emily and... some actors!

Dad: Are they jumping or dancing? Perhaps they're practising for Carnival...

Mum: This family is spooky! I'm scared...

Five minutes later...

Daniel: ... and they're visiting this region because they need desert plants for their planet.

Dad: Pla...pla...net?

Emily: Yes, Omega. There isn't any water, and there aren't any plants on Omega.

Daniel: Mum, you know a lot about plants. You can help them!

Mum: We...help...them?



Tixit's mum: Yes, please, Mrs Shaw. Are there any desert plants in the area?

Daniel: Mum, we can have dinner and talk...

Mum: Yes...di...nner...talk...

Later...

Tixit's dad: A lovely meal! Thanks a lot, Mrs Shaw!

Tixit's mum: On Omega, we don't eat food, we have pills...

Daniel's mum: Pills?

Tixit: Yes, pills, but now I don't like them. And you, Oogly?

Oogly: Now I like endapadas!

Emily: Em-pa-na-das, Oogly!

In the garden...

Daniel's mum: These small potatoes are from the Andes. And here you have some cactus seeds.

Tixit's mum: You're very generous, Mrs Shaw!

Tixit: Mum, can we take this llama to Omega? Please!

Tixit's mum: No dear, there isn't any food for it. We need the plants, and then, perhaps...

Oogly: Tixit, you have me!

TO BE CONTINUED...



46 forty-six

1 Read again and circle.

- 1 Daniel's Tixit's parents are spooky.
- 2 Daniel's father mother can help Tixit's parents.
- 3 Tixit's mother father likes empanadas.
- 4 Tixit and her parents Daniel's family have pills.
- 5 Oogly likes doesn't like empanadas.
- 6 The llama can can't live on Omega.

2 Match. There is one extra answer.

- 1 Why is Mrs Shaw scared? a Yes, there are.
- 2 Are there any potatoes in Mrs Shaw's garden? b Daniel.
- 3 How many potatoes are there in her garden? c No, there aren't.
- 4 How much wine is there on the table? d No, there isn't.
- 5 Are there any cups on the table? e The Andes.
- 6 Do Daniel's friends like empanadas? f There are a lot.
- 7 Where are the small potatoes from? g There are two bottles.
- 8 Is there any food for the llama on Omega? h Because Daniel's friends are strange.
- i Yes, they do.



3 Play a memory game in pairs.

Are there any eggs on the table?

No, there aren't.

How many glasses are there?

There are six.

Quick check

Unit 5 A, page 112

Activity 1: 1. aunt 2. uncle 3. bottles 4. cups 5. parents 6. tins 7. glasses 8. olives 9. cousin 10. dessert

Activity 2: 1. Who 2. How old 3. Where 4. How much 5. How many

Activity 3: 1. Are there 2. many 3. some 4. much 5. Is there 6. onions 7. They 8. them 9. dishes 10. them

REMEMBER

Quick check Unit 5 B can be downloaded at <http://storyline.pearsonelt.com.ar>

CLIL and Further Practice Answer key on pages 103-105.

1 Read and complete.

Here's the Addams Family. Gomez Addams is Morticia's husband. He's tall and has short brown hair. His mother's name is Grandmama. She's a short woman. Morticia and Gomez have two children: a daughter, Wednesday, and a son, Pugsley. They are terrible children. The children's uncle is Fester. He's a short, fat man with no hair. He's strange! The children have an aunt, too, Morticia's sister. Her name's Ophelia. She's Morticia's twin sister.



2 Read and write ✓ (true) or X (false). Correct the false statements.

- 1 My brother's mother is my ~~mother~~ **mother**
- 2 My father's wife is my mother.
- 3 My aunt's son is my cousin.
- 4 My uncle's daughter is my ~~cousin~~ **cousin**
- 5 My mother's sister is my ~~aunt~~ **aunt**
- 6 My mother's brother is my uncle.
- 7 My aunt's husband is my uncle.
- 8 My father's brother is my ~~uncle~~ **uncle**

3 Draw your family tree and complete the statements.



- 1 My uncle's name is _____.
- 2 His wife's name is _____.
- 3 My cousins are _____.
- 4 My mother's aunt is _____.
- 5 My father's uncle is _____.
- 6 My grandmother's husband is _____.
- 7 My grandfather's daughter is _____.
- 8 My grandmother's son is _____.

4 a) Circle.

- 1 Flan is a typical Argentine ~~dish~~ **dessert**.
- 2 Papaya and tuna are ~~vegetables~~ **fruits**.
- 3 There are chicken and olive ~~meat~~ **meat** empanadas.
- 4 I need ~~meat~~ **sausages** because I'm making empanadas.
- 5 People in Argentina have dulce de leche for ~~dish~~ **dessert**.
- 6 Children don't drink ~~wine~~ **water**.
- 7 Asado is a typical South America ~~dish~~ **dessert**.
- 8 I love empanadas! They're my favourite ~~dish~~ **dessert**.

b) Now, answer the following questions.

- 1 What's your favourite dish?
- 2 What's your favourite dessert?
- 3 What do you have for lunch on Sundays?
- 4 What do you have for dessert on Sundays?
- 5 What's your favourite drink?
- 6 What's your father's favourite drink?
- 7 What's your brother's / sister's favourite dessert?
- 8 What's a typical dish in your country?

5 Complete with the words in the box. There are two extra words.

Food around the world

Argentine	Brazilian	Chilean	Chinese
English	Italian	Japanese	Mexican
Paraguayan	Peruvian	Spanish	Uruguayan

- 1 Paella is a typical **Spanish** dish.
- 2 Tiramisu is a typical **Italian** dessert.
- 3 Fish and chips is a typical **English** dish.
- 4 Caipirinha is a typical **Brazilian** drink.
- 5 Mate is a typical **Argentine** drink.
- 6 Chipos are a typical **Uruguayan** food.
- 7 Chivitos are typical **Paraguayan** sandwiches.
- 8 Guacomole is a typical **Mexican** food.
- 9 Chow Fun is a typical **Chinese** dish.
- 10 Sushi is a typical **Japanese** dish.

6 Read and circle.

QUIZ

Can you cook?

- 1 We can **peel** **olives** / milk in our sandwiches.
- 2 We need **sugar** onions for a cake.
- 3 We need water, **sugar** or rice pudding.
- 4 You can **make** **flan** / rice pudding with half a dozen eggs.
- 5 You can make a paella **salad** with lettuce, carrots, onions and tomatoes.
- 6 We need **cheese** oil for tiramisu.
- 7 Some people use **sugar** / rice in their empanadas.
- 8 A lot of people eat asado and drink **mate** / milk in the afternoon.
- 9 In Peru, there are 200 different types of **potatoes** / lettuce.
- 10 You can't put **sausages** papayas in a cake.

SCORE	
10: Excellent!	5-4: Not so good...
9-8: Very good	3-2: Well.
7-6: Good	1-0: Don't cook!

1 Read and complete.

Focus: family members

2 Read and write ✓ (true) or X (false). Correct the false statements.

Focus: family members and genitive case

EXPANSION

Ss can write further statements.

3 Draw your family tree and complete the statements.

Focus: family members and genitive case

EXPANSION

Ss can exchange books and refer to a classmate's family as it appears in the family tree by using *his/her*.

4 a) Circle.

Focus: food

EXPANSION

Students can write sentences of the same type using the words they haven't circled.

b) Now, answer the following questions.

Focus: food

5 Complete with the words in the box. There are two extra words.

Focus: food, nationality adjectives

EXPANSION

Ss can add more sentences about typical food.

6 Read and circle.

Focus: *can, need*, food

7 Look and complete.



8 Match. Then, write three examples for each one.



- 1 **b** A bottle of... water, orange juice, milk
- 2 **d** A cup of... sugar, tea, coffee
- 3 **c** A tin of... soda, tomatoes, corn
- 4 **a** A glass of... wine, chocolate milk, apple juice

9 Unscramble the following.

- 1 any - in the cupboard - is - sugar - there - ?
Is there any sugar in the cupboard?
- 2 olives - are - in the kitchen - some - there - .
There are some olives in the kitchen.
- 3 there - any - at home - isn't - wine - .
There isn't any wine at home.
- 4 are - any - in the kitchen - olives - there - ?
Are there any olives in the kitchen?
- 5 in the cupboard - any - there - sugar - isn't - .
There isn't any sugar in the cupboard.
- 6 a bottle of - in the fridge - is - there - water - ?
Is there a bottle of wine in the fridge?

10 Write the words in the correct column.

biscuits	flan	peaches	sugar
bread	juice	rice	tea
butter	oil	sandwiches	tunas
chocolate	olives	sausages	water

HOW MUCH..?	HOW MANY..?
juice	biscuits
flan	tunas
bread	sandwiches
oil	olives
water	sausages
butter	peaches
rice	
chocolate	
sugar	
tea	

11 Circle.

Maggie and her Uncle uncle, her mother's sister, are in the kitchen. Were they're looking.
 Maggie: What? Where are you cooking?
 Agatha: I'm making a delicious dessert dish: a fruit flan. Can you help me, please?
 Maggie: Yes, of course.
 Agatha: Open the fridge cupboard, please. Is there any some milk?
 Maggie: Yes, it is there is.
 Agatha: How much? How many milk is there?
 Maggie: Mmmm... Two litres.
 Agatha: OK. Are there any apples, oranges and peaches?
 Maggie: There are two apples and three peaches, but there aren't some any oranges. Oh, there's a banana, too!
 Agatha: Oh, How many? How much eggs are there? I need six.
 Maggie: There are four.
 Agatha: OK. Put they them on the table. And dear, can you go to the baker's grocer's and buy a dozen eggs, please?
 Maggie: Yes, sure! Do you need sugar?
 Agatha: Yes, I do.
 Maggie: I can go to the grocer's greengrocer's and buy some any sugar.
How much? How many sugar do you need?
 Agatha: A kilo. Thank you!
 Maggie: You're welcome.

12 Answer the following questions.

- 1 How many boys are there in your class? _____
- 2 How many girls are there in your class? _____
- 3 How much pollution is there in your region? _____
- 4 How much glue is there in your school bag? _____
- 5 How many pencils do you have in your pencil case? _____
- 6 How many books do you have in your school bag? _____
- 7 How much snow is there in your region in August? _____
- 8 How many clouds can you see in the sky? _____
- 9 How many brothers and sisters do you have? _____
- 10 How much chocolate do you eat in a week? _____

13 Complete. Use it, they or them.

My friends are great! I love them. They have bikes, and we go to the park and ride them.
They love eating a lot of chocolate, but I don't because then I don't feel well. I like eating apples, peaches and oranges. They are very good, and they have a lot of vitamins. Do you like them? I have two peaches here. One for me and one for you! Here, eat it. they are delicious!

7 Look and complete.

Focus: food

EXPANSION

Ss can refer to what they normally find in their fridges.

8 Match. Then, write 3 examples for each one.

Focus: containers

EXPANSION

Ss can add more words.

9 Unscramble the following.

Focus: language awareness, some, any, there is/are

10 Write the words in the correct column.

Focus: how much/ how many

EXPANSION

Ss can add more words.

11 Circle.

Focus: integration, language awareness

EXPANSION

Ss can write sentences using the words they haven't circled.

12 Answer the following questions.

Focus: personalization, integration

13 Complete. Use it, they or them.

Focus: objective and subjective pronouns

VOCABULARY

plate
pills

GRAMMAR

Simple past tense (affirmative): *was, saw, went, made, ate, drank, played, bought, had*

RECOGNITION

Language from the routine (see introduction, p 5)

COMMUNICATION

Thank you for....

Don't get (sad).

I'd like... Would you like...?

Yes, please.

No, thank you.

Want to

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Past forms. Comparison with Spanish

Ways to express courtesy and politeness.

CLIL

Notable women in history

I See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.



6 Would you like chocolate biscuits?

1 Read. Then, listen. ▶ T34

Tixit's mum: Welcome to our spaceship.
Mrs Davies: Thank you for your invitation!
Tixit's dad: The children's idea.
Tixit's mum: Please sit down. Would you like some juice?
Emily: Yes, please. I'd like some strawberry juice.
Daniel: And I'd like lemon juice, please, and biscuits.
Tixit's dad: OK, two glasses of pills, one of 4987 and one of 4962.
Emily: Pills?
Tixit's mum: Oh, yes. There isn't any water and there aren't any strawberries or lemons on Omega. Everything's artificial. In the past...

Tixit's dad: Don't get sad, dear. Children, come here and watch. Would you like chocolate or lemon biscuits?
Emily & Daniel: Chocolate!
Tixit's dad: ... and a plate of 2517 pills.
Daniel: Amazing! An intelligent machine!
Mrs Davies: I want to have this machine at home.
Oogly: But it doesn't make endapadas!
Emily: Em-pa-na-das, Ooogly!

48 forty-eight

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen.

 ▶ T34

Possible lead-ins (you may choose):

- Ask Ss if they've ever been to a house which is very different from theirs. How did they feel? What did they do? What did adults tell them to do or not to do?
- You can tell Ss how you feel when somebody comes to your house for the first time. Do you show them around? Do you like people or young children walking around? You can have a discussion on good and bad manners.

- Before opening the book Ss can discuss what they imagine Tixit's UFO is like inside. Is it like an ordinary house or does it have unusual rooms and furniture?
- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 48 and to look at the title and the illustration. Where are they? What are they doing? What is the drawing at the lower right hand side of the page? What is the connection between this and the story?

- Have Ss read and play the recording for them to check.
- Refer Ss to the smaller picture on page 48. Ask them to identify the drinks in the glasses and the food on the plate. Ask them what other kind of food you can put on a plate.
- Ask Ss if they'd like to have pills for lunch or dinner. What advantages and disadvantages can they find? Would the person who cooks at home be happy? You can discuss with Ss when people need pills or something different from food to eat (astronauts, for instance).
- Ask Ss whether they'd like to be in this very unusual house and try this very unusual food. Would any be scared? Why/why not?

2 Read again and circle.

- Ask Ss to read the instructions and tell you what they have to do. Give them time to do the exercise. They can circle the correct words before reading the story again.
- Check answers on the bb.

3 Read and complete. Then, listen and check.

 ▶ T35

- First ask Ss to read the instructions and tell you what they have to do. Have them read the text to see if they identify if the missing words belong to the same vocabulary area.
- Give Ss time to complete the text before checking answers on the bb. Then play the recording and go back to the Ss' answers.

2 Read again and circle.

- The children aren't at the observatory.
- Mrs Davies and Mr Smith like don't like the visit.
- Tixit's mother cooks doesn't cook.
- Mrs Davies has doesn't have an intelligent machine at home.

3 Read and complete. Then, listen and check. ▶ T35

It's dinner time. Emily's family is in the living room. There's a ¹ bottle of water on the table, and next to the bottle there are two ² plates with bread and biscuits. There are two ³ glasses of wine, one for Emily's mother and one for her father. Emily wants soda, but there isn't a ⁴ glass of soda on the table. Are there any ⁵ tins of soda in the fridge? And there are two ⁶ cups of coffee for Emily's parents. They love drinking coffee.

5 Act out in small groups.

Would you like...?



forty-nine 49

MP3 TRACK 35

- Mrs Davies:** Emily, can you help me? It's 8 o'clock, dinner time.
Emily: Sure Mum.
Mrs Davies: Please, put a bottle of water on the table. And the bread and the biscuits.
Emily: There's a lot of bread, Mum...
Mrs Davies: OK, use two plates. Remember the wine for dad and me.
Emily: Yes, mum. Where's the wine?
Mrs Davies: It's in the fridge, but take two glasses to the table, not the bottle.
Emily: OK, Mum. Can I drink coke?
Mrs Davies: Oh, there aren't any tins of coke at home... and I can't go to the grocer's now.
Emily: OK, Mum, no problem. Would you like some coffee, Mum?
Mrs Davies: Yes, please. The cups of coffee are in the cupboard.
Emily: OK, Mum. They're on the table, now...
Mrs Davies: Thank you so much, dear. You're a doll!
Emily: Yes, Mum, I know!

BUILDING CONFIDENCE

A chain game. Tell Ss you're going to start naming what there is on a dinner table, e.g. **A glass of water.** S1 continues and adds something else. **A glass of water, two tins of coke.** S2: **A glass of water, two tins of coke and two plates of sausages.**

Introduction of *Would you like...? I'd like...*

- Tell Ss you're going to act out part of a conversation for them to identify where you are: at school, at a fast food restaurant, in the living room or kitchen at home. If you can use props or realia, it will be clearer for the Ss. Possible conversations: **B: Would you like help? A: Yes, please. A: I'd like a big hamburger and a soda. B: Would you like chips? A: No, thank you. How much is it?**
- Ask Ss if there's anything in common in the conversations (offering, accepting and refusing).
- You can play the recording again for Ss to detect the new structure in the part when Emily offers her mum some coffee.

4 Put the conversations in the correct order. Then, listen and check. ▶ T36

- A**
- Here you are. 5
 - No, thank you. I don't like sugar, but I'd like some milk. 4
 - Thank you. 6
 - Would you like some coffee? 1
 - Would you like some sugar? 3
 - Yes, please. 2

- B**
- I'd like a hot dog, please. 1
 - Thank you! How much is it? 5
 - No, thank you. 3
 - OK, here you are. 4
 - Would you like ketchup or cheese with it? 2
 - 5 pesos. 6

MP3 TRACK 36

- Woman:** Would you like some coffee?
Man: Yes, please.
Woman: Would you like some sugar?
Man: No, thank you. I don't like sugar, but I'd like some milk.
Woman: Here you are.
Man: Thank you.
Boy: I'd like a hot dog, please.
Man: Would you like ketchup or cheese with it?
Boy: No, thank you.
Man: OK, here you are.
Boy: Thank you! How much is it?
Man: 5 pesos.

BUILDING CONFIDENCE

Acting out. Ss can rehearse the conversations and act them out. Make sure they use the correct intonation and pronunciation.

LMT LANGUAGE AWARENESS: LMT page 79

- You can compare the expressions we use in English and in Spanish to accept or refuse an offer while showing politeness.

5 Act out in small groups.

- Elicit from Ss what they have to act out; conversations similar to the previous ones.
- Go over the photos to check that Ss know all the words.
- Give Ss time to rehearse.

WB EX 1, 2, 3 PAGE 114 AND EX 4 PAGE 115

Homework

Ask Ss to bring photos of food items.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Conversations. Ss can use the photos or cut-outs they've brought to act out conversations.

6 Read Daniel's email and answer the questions.

- First ask Ss to read the instructions and tell you what they have to do. Ask them if the email is formal or informal. How can they tell?
- Have them read the subject and first line, and elicit from them what they think Daniel is telling his grandma.
- Ask Ss to read to check their predictions. Then they should read again to answer the questions.
- Check Ss' answers on the bb.

7 Read and circle.

- First ask Ss to read the instructions and tell you what they have to do. Use a calendar if necessary for Ss to understand the meaning of *yesterday*. Ask Ss if you're referring to the present or to the past.

LMT LANGUAGE AWARENESS: LMT page 79

- Tell Ss you're going to complete the lines as they learn the different verbs. Make sure at this stage they understand that *was* is the past of *is*.

8 Look at the calendar, read and complete.

- Ask Ss to read the first text, which is complete, and ask them if it refers to the past or to the present.
- Elicit from them what word we use to refer to days, weeks and months in the past (last). You can ask them how we say this in Spanish (*pasado/a*). *Last Monday / el lunes pasado*.
- Give Ss time to complete the texts. They may use a real calendar if necessary.
- Check the answers on the bb.

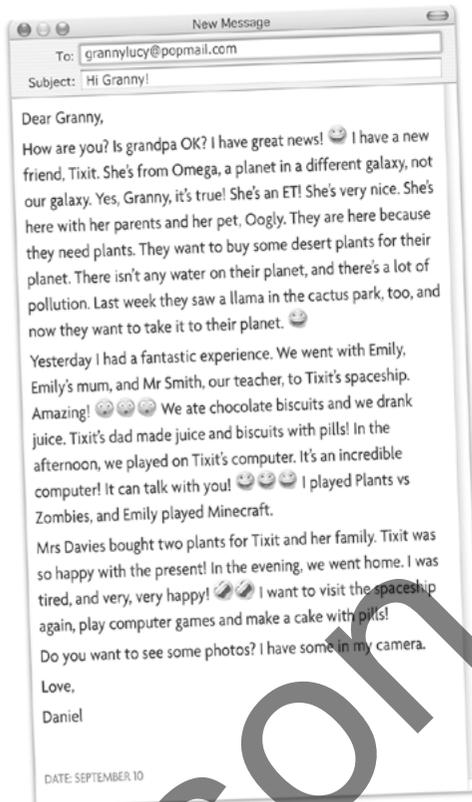
BUILDING CONFIDENCE

Calendar facts. You can challenge Ss to solve calendar problems, as in the texts, but orally. Tell Ss what day it is, for them to identify yesterday, last (Monday), week and month.

9 Play a memory game in pairs.

- Have Ss look at the instructions, the map and the examples at the bottom and elicit from them what they have to do.
- Give them time to memorize the information on the map and then have them play.
- To check, you can go through a few examples with the class.

6 Read Daniel's email and answer the questions.



- 1 Does Daniel tell his granny about school?
No, he doesn't
- 2 Is Daniel excited / sad?
He is excited.
- 3 Is Daniel writing about a present experience or a past experience?
A past experience.

50 fifty

7 Read and circle.

- 1 Today is Monday. Yesterday was Sunday Tuesday.
- 2 Today is Thursday. Yesterday was Tuesday Wednesday.
- 3 Today is Saturday. Yesterday was Sunday Friday.

8 Look at the calendar, read and complete.



Today is Friday, September 10.
Yesterday was Thursday, September 9.
Last Monday was 6. Last week was Friday, September 3. Last month was August.

Today is Thursday, March 27. Yesterday was Wednesday, March 26. Last Sunday was March 23. Last week was Thursday, March 20. Last month was February.

Today is Saturday, June 9. Yesterday was Friday, June 8. Last Tuesday was June 5. Last week was Saturday, June 2. Last month was May.

WB EX 7, 8 AND 9 PAGE 116

10 Read the email again and write ✓ (true) or X (false).

- Once Ss read the instructions, have them solve the exercise without referring to the story. They can then read it to check.

BUILDING CONFIDENCE

A survey on birthday presents. Ask Ss what they think is the most popular present for a birthday. Then ask each one what they want for their birthday. Keep a record of their answers on the bb. At the end, analyse the results to find the most popular present.

LMT LANGUAGE AWARENESS: LMT page 80

- Check Ss understand the semantic difference between *want* and *need*.

9 Play a memory game in pairs.



10 Read the email again and write ✓ (true) or X (false).



- 1 Tixit's parents want to take a llama to Omega. ✓
- 2 They want to buy plants. ✓
- 3 Daniel wants to visit the spaceship. ✓
- 4 He wants to play computer games. ✓
- 5 He wants to cook at home. ✓



11 Look and complete. Then, listen and check.



6

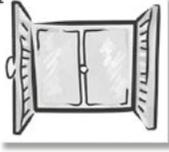
What do they want to do?

1



We're very tired.
We want to sleep.

2



It's very hot!
Daniel wants to open the window.

3



Emily has a party.
She wants to wear her new dress.

4



Emily's parents are at home.
They want to watch TV.

5



Look at Brian's CD player.
He wants to listen to some music.

6



Mr Smith has a new book.
He wants to read it.

11 Look and complete. Then, listen and check. T37

- > Ask Ss to read the instructions and tell you what to do.
- > Ask them if they'll use *want* in all the cases, or if they have to make any changes to the verb.
- > Give Ss time to complete the sentences, then check the answers on the bb.
- > Play the recording to do the final checking.

MP3 TRACK 37

Narrator: *We want to sleep because we're very tired.
Daniel wants to open the window because it's very hot.
Emily wants to wear a new dress at the party.
Emily's parents are at home, and they want to watch TV.
Brian has a new CD player. He wants to listen to some music.
Mr Smith has a new book. He wants to read it all because it's very interesting.*

BUILDING CONFIDENCE

What do you want to do? Tell Ss you're going to make some comments for them to ask you what you want to do, e.g. T: *I have a new racket.* Ss: *Do you want to play tennis?*

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

The weather last week. Tell Ss to take out their weather forecasts. One of the Ss shows his/hers to the rest and makes a sentence about the weather for Ss to decide if what this S says is true or false, e.g. **It was cloudy in Córdoba last Monday.**

12 a) Read Daniel's email on page 50 and tick.

- Ask Ss to read the instructions. Check that Ss understand this is a list of activities.
- Check Ss' answers.
- As you check, ask Ss how they know what Daniel did. Help them see the connection between the infinitive form (on the list) and the past form in the email.

b) Complete. Who?

- Elicit from SS what they have to do. Ask them if these activities refer to the present or to the past.
- Give Ss time to do the activity, then check on the bb.



LANGUAGE AWARENESS: LMT page 79

- Tell Ss they won't be able to complete the list, but that they will do so as they go on learning.

13 Read and circle.

- Ask Ss to read the instructions and the sentences to see if they refer to the present or to the past.
- Give Ss time to do the exercise, then check on the bb.

BUILDING CONFIDENCE

A survey on toys. Ss can talk about their toys when they were much younger, e.g. **I had a small doll.** Keep a record of the toys to see which one was the most popular.

14 Match.

- Have Ss read the instructions. Ask them if the sentences refer to the present or to the past.
- Ss can work individually or in groups.
- Check the answers on the bb.

BUILDING CONFIDENCE

The Ss' experience. Ss can tell you about something typical or unusual they saw, e.g. **I saw a condor in Córdoba.** Once everybody has said something, they can decide on the most unusual experience.

12 a) Read Daniel's email on page 50 and tick.

Daniel's activities yesterday.

- | | |
|---------------------------|-------------------------------------|
| 1 buy desert plants | <input type="checkbox"/> |
| 2 see a llama | <input type="checkbox"/> |
| 3 go to Tixit's spaceship | <input checked="" type="checkbox"/> |
| 4 make chocolate biscuits | <input type="checkbox"/> |
| 5 eat chocolate biscuits | <input checked="" type="checkbox"/> |
| 6 drink orange juice | <input checked="" type="checkbox"/> |
| 7 play on the computer | <input checked="" type="checkbox"/> |
| 8 write to his granny | <input checked="" type="checkbox"/> |

b) Complete. Who?



- 1 Tixit's parents saw a llama in a cactus park.
- 2 Daniel went to Tixit's spaceship.
- 3 Tixit's dad made chocolate biscuits.
- 4 Daniel/Emily ate chocolate biscuits.
- 5 Daniel drank orange juice.
- 6 Daniel/Emily/Tixit played on the computer.
- 7 Mrs Davies bought two plants.
- 8 Daniel had a nice experience.

13 Read and circle.

Everybody's favourite dishes.

- 1 Daniel had eggs, milk and sugar. He made flan / a salad.
- 2 Emily had cheese, bread, beef, lettuce and tomatoes. She made hamburgers / empanadas.
- 3 Brian had chicken, onions, olives, cheese and tomatoes. He made fajitas / empanadas.
- 4 Mrs Davies had empanada discs, olives, chicken and tomatoes. She made empanadas / hamburgers.
- 5 Tixit's dad had 4987 pills. He made juice / a cake.

52 fifty-two

14 Match.

Tixit and her family saw a lot of animals on Earth.

- | | |
|----------------------|-----------------------|
| 1 They saw a koala | a in Africa. |
| 2 They saw a condor | b in Antarctica. |
| 3 They saw a monkey | c in Asia. |
| 4 They saw a tiger | d in Australia. |
| 5 They saw a coyote | e in Central America. |
| 6 They saw a penguin | f in North America. |
| 7 They saw an iguana | g in South America. |

15 Look at Tixit's photos and say. Then, listen and check. Is there anything wrong? T38



15 Look at Tixit's photos and say. Then, listen and check. Is there anything wrong? T38

- Ask Ss to read the instructions and the example. Once they've talked about all the pictures, play the recording for them to check. In North America you can't see the 'Andean condor'.



MP3 TRACK 38

Tixit: Look at my photos. This one was in Africa. I saw a lion, it was huge! Then we went to Australia, and there, we saw kangaroos. Beautiful! This is a photo of an armadillo in Central America. It was sooooo beautiful! Then we went to Central America and North America, too. In Central America we saw a toucan. It was fantastic! And when we went to North America, we saw condors and pelicans.

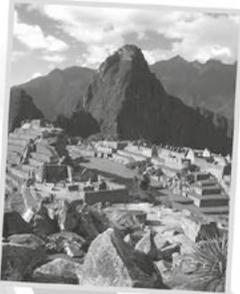
16 Read Brian's poster and circle three mistakes.

- Ask Ss to read the instructions and to look at the text. What type of information will they find? How can they tell?
- Have them read to check predictions. Then they should read again to spot the three mistakes (agua de tamarindo, burritos, mate). You may want to tell them the mistakes have to do with wrong information related to typical food and drinks.
- Check the answers on the bb. You can ask them what would be the correct information.

16 Read Brian's poster and circle three mistakes.

Project Work: A Memorable Experience
My uncle's adventure

My name's Brian, and I'm a student in 5A in Junior Elementary School. My uncle is a pilot and his life is an adventure! In 2015, he went to a lot of places. In January, he went to Brazil and ate feijada and drank agua de tamarindo.



He saw the Maracaná (the Maracaná is an enormous football stadium). In March, he went to Paraguay. He saw Ypacarai Lake. He ate burritos and drank terere. In June, he went to Colombia. He ate arepas (delicious bread) and drank mate, the typical Colombian drink. He went to Peru in August and saw Machu Picchu. He ate ceviche and bought pisco.



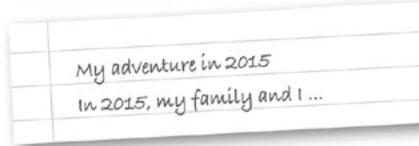
And in October, he went to Mexico. A lovely place. He saw fantastic pyramids. He ate fajitas and burritos. He bought presents for the family. He had a great time!



17 a) Write about your imaginary adventure. Use the following guide.

- 1 Select three places, provinces, regions, etc.
- 2 Complete the chart.
- 3 Write your imaginary adventure.

	Place 1	Place 2	Place 3
Landmarks (typical tourist places)			
Typical food			
Typical drinks			



b) Now, make your poster.

18 Look and say what they did last Sunday.



Homework

Ask Ss to look for pictures to illustrate their poster. Ss can also bring a drawing or a photograph of what they did last Sunday afternoon.

17 a) Write about your imaginary adventure. Use the following guide.

- › Ask Ss to read the instructions and the guide. Make sure they understand what to do.
- › When they finish, have a few Ss share their ideas as a way of checking.

b) Now, make your poster.

- › Once Ss read the instructions, ask them what they can use as a model. You can set this as homework.

18 Look and say what they did last Sunday.

- › Ask Ss what they can do if they don't remember the verbs in the past.

BUILDING CONFIDENCE

Sunday activities. Ss can tell you what they did last Sunday. Ss can decide on the best activity to do on a Sunday.

Getting started

Start the lesson with the routine suggested in the introduction.

Tixit's teacher

- Ask Ss to open their books at page 54. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen? What type of teacher do they think Tixit has?
- Ask Ss to read to check their predictions. They can then predict how the story goes on.
- You can use this as an opportunity to discuss how important it is to have somebody help us learn/guide us to learn. You can also emphasize the teacher's attitude when Tixit makes a mistake: it gives her an opportunity to go on.
- Ask Ss whether they'd like to stay at home and have a computer like Tixit's as a teacher. What would they miss? You can discuss the advantages and disadvantages of home schooling, a practice which is becoming more and more popular all around the world.

1 Read again and answer.

- Have Ss read the instructions and tell you what they have to do.
- Check the answers on the bb.

BUILDING CONFIDENCE

Acting out. Ss can act parts of the dialogue out.

2 Read and circle.

- Tell Ss to read the instructions and tell you what to do. Ask them to look at the images in the text and the title. What type of text is it? What is it about? Ask Ss what they know about the space era. You can keep a record of this information.
- Have Ss read to check their predictions. They can do a second reading to see what new information they find about the space era that they did not know before.
- Give Ss time to circle the correct words, then check on the bb.

Our poster

Ss can make a poster showing their activities last Sunday. They can stick the photos/drawings and write a comment below, e.g. *I played on the computer.*

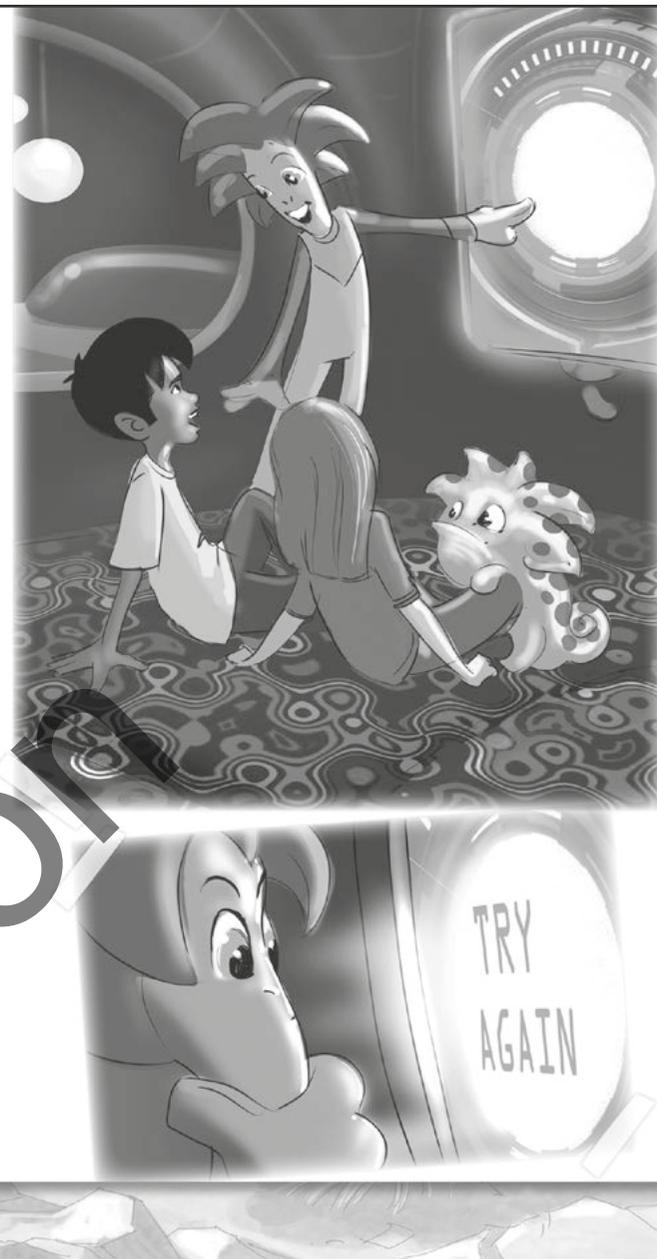
Tixit's teacher

 T39

- Tixit:** And this is my bedroom. You can help me with my homework!
- Emily:** Homework? Here on Earth?
- Tixit:** Yes, my teacher wants it on Saturday. Yesterday I made lots of mistakes. Please, I need help.
- Daniel:** Where's your teacher?
- Tixit:** Here, look!
- Emily:** Where? I see a TV.
- Tixit:** This computer's my teacher. I want to have Mr Smith...
- Emily:** Where do you write your homework? There's no keyboard.
- Tixit:** I dictate it to my teacher. Listen. Bolivia is in Europe.
- PC:** Beep! Try again!
- Emily:** And your school friends? School's fun because there are other children.
- Daniel:** Yesterday, I played football with my school friends!
- Tixit:** I don't have any school friends. On Omega, I play with the children next to my house. In space, I play computer games with my friends from other planets.
- Daniel:** Other planets?
- Tixit:** Yes, in 12MM – the year 2008 for you – we went to planet Alpha and in 13MM we went to planet Beta.
- Emily:** Are they beautiful planets?
- Tixit:** Yes, they are, but your planet's super and you're super too! You're my new friends!

TO BE CONTINUED...

54 fifty-four



1 Read again and answer.

- 1 Where are the children? **They are in Tixit's bedroom.** 4 Does she do homework? **Yes, she does.**
 2 Does Tixit go to school? **No, she doesn't.** 5 Is her teacher special? **Yes, she is.**
 3 Does she have a lot of school friends? **No, she doesn't.**

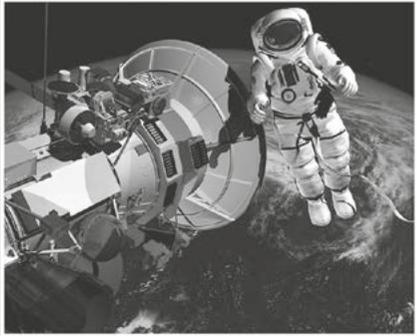
2 Read and circle.

The space review

The space era

The space era started in the Soviet Union, now Russia, on October 4, 1957. Scientists made an artificial satellite, the Sputnik I. This machine orbited Earth for three months. It studied our atmosphere and our radio transmissions.

Then, on April 12, 1961, Yuri Gagarin, a Soviet astronaut, went around Earth for the first time. On August 6, 1961, another Soviet astronaut, Gherman Titov slept in space for three hours. On May 5, 1962, the American astronaut John Glenn went around Earth for five hours. Millions of people watched his return from space on TV.



In 1963, Valentina Tereshkova, the first woman in space, orbited Earth forty-eight times. She was in space for three days. In 1965, Soviet astronaut Aleksei Leonov went out of his spaceship and walked in space for twelve minutes.

Then, on July 20, 1969 two American astronauts, Neil Armstrong and Edwin Aldrin walked on the moon for the first time. Six hundred million people watched this on TV.



- This is an article / a story.
- This text is from an encyclopaedia / email.
- The Sputnik I was a Soviet / an American satellite.
- Gagarin / Titov was in space for three hours.
- Titov / Tereshkova was a woman.
- A Russian / An American astronaut walked in space.

fifty-five 55


Quick check
Unit 6 A, page 113

Activity 1: 1. please 2. no 3. How much 4. I'd like
 5. Would you like 6. yes 7. don't like 8. Would
 9. Do you have 10. plate

Activity 2: 1. was 2. had 3. went 4. saw 5. ate 6. drank
 7. bought 8. played 9. made 10. loved

Activity 3: 1. watching 2. watch 3. want 4. them
 5. bought

REMEMBER

Quick check Unit 6 B can be downloaded at <http://storyline.pearsonelt.com.ar>

CLIL and Further Practice Answer key on pages 103-105.

A story: Benjie, Chapter III (TC page 103).

1 Complete with the words in the box. There are two extra words. Use a - some - an.

biscuits butter hamburger oranges
sausage tea tomato water

I'd like **some water**



I'd like **some tea**



I'd like **a sausage**



I'd like **a tomato**



I'd like **some oranges**



I'd like **some biscuits**



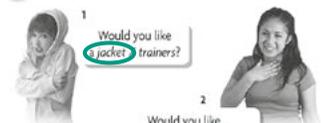
2 Write the words in the correct column. Then, add five words to each category.

biscuits coffee chips milk
orange juice salad soda tea

A plate of...	A cup of...	
chips	coffee	
biscuits	tea	
salad		
A glass of...	A bottle of...	A tin of...
orange	orange	soda
juice	juice	
milk	milk	
soda	soda	

3 Read and circle.

1 Would you like a **jacket** / **trainers**?



2 Would you like a cup of tea / **some water**?



3 Would you like a cup of **tea** / a hamburger?



4 Would you like some **butter** / **sugar**?



5 Would you like some milk / **butter**?



4 Complete the conversations.

Would you like a flan?

No, thanks.
I don't like desserts.



Would you like fish and chips?

Yes, please.
It's my favourite dish.



Would you like an apple?

Yes, please.
I love eating fruit.



Would you like a hamburger?

No, thank you.
I'm a vegetarian.



5 Match. There are two extra sentences.

1 Molly has a doll.

2 Molly is in the garden.

3 We have a new ball.

4 We have a new bike.

5 We're scared.

6 Molly is in her bedroom.

a We want to go home.

b We want to play basketball.

c We want to ride it.

d We want to watch TV.

e She wants to listen to the radio.

f She wants to play with it.

g She wants to play.

h She wants to sleep.

6 Read and circle.

International chefs

1 Jose is from Spain. He wants to make **paella** / **sado**.

2 Joao is from Brazil. He wants to make **mate** / **feijoado**.

3 Rafael is Mexican. He wants to make **tiramisu** / **tajitas**.

4 Pietro is Italian. He wants to make **pizza** / **empanadas**.

5 Alma is from Argentina. She wants to make **fish and chips** / **rice pudding**.

6 Hewn is Chinese. She wants to make **sushi** / **chow mein**.

7 Fatima is from Paraguay. She wants to make **chivitos** / **chips**.

8 Alfred is English. He wants to make **hamburgers** / **fish and chips**.

1 Complete with the words in the box. There are two extra words. Use a - some - an.

Focus: food, a/an, some, I'd like

2 Write the words in the correct column. Then, add five words to each category.

Focus: food and containers

3 Read and circle.

Focus: Would you like...?

EXPANSION

Ss can write the children's answers.

4 Complete the conversation.

Focus: Would you like...?

5 Match. There are two extra sentences.

Focus: want to

EXPANSION

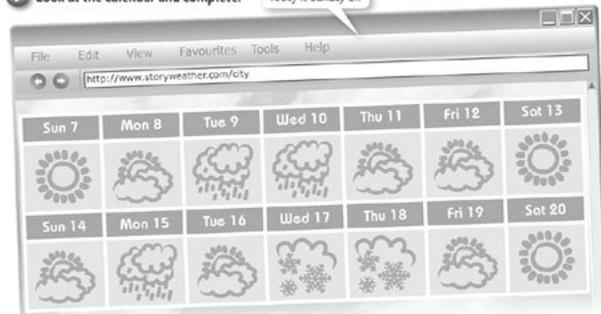
Ss can write the beginning for the two extra sentences.

6 Read and circle.

Focus: food, want to

7 Look at the calendar and complete.

Today is Sunday 21.



- On Tuesday 9, it was rainy.
- On Friday 12, it was cloudy.
- Last Friday, it was cloudy.
- On Saturday 13, it was sunny.
- On Monday 15, it was rainy.
- Last Wednesday, it was snowy.

8 Complete with last week's weather.

- On Monday _____.
- On Tuesday _____.
- On Wednesday _____.
- On Thursday _____.
- On Friday _____.
- On Saturday _____.
- On Sunday _____.

9 Complete with the countries in the box. There is one extra country.

San Martin was from Argentina. What about the rest?

- Colombus was from Italy.
- O'Higgins was from Chile.
- Isabel la Católica was from Spain.
- Bolívar was from Venezuela.
- Lincol was was from France.
- Artigas was from Uruguay.

SCORE

6: An expert! 2: Not so good.
4-5: Very good. 0-E Study!
3: Good.

Answers: 1: Italy, 2: Chile, 3: Spain, 4: Venezuela, France, 5: Uruguay, 6: Uruguay.

10 Match. Then, complete the sentences with the past form of the verbs.

ROUTINES

- Children go to school every day.
- My friend Bobby plays football.
- My parents drink a glass of water before going to bed.
- We eat empanadas in Argentina.
- Some people have a dog at home.
- Some children make cakes at home.
- My aunt and uncle see their friends on Saturdays.
- My uncle buys meat at the supermarket.

b
a
e
h
c
d
f
g

THE PAST

- He played football last Sunday.
- I went to school last Friday.
- I had a cat at home. Its name was Mandu.
- My brother made a chocolate cake last Sunday.
- They drank soda yesterday.
- They saw friends from Paraguay last Friday.
- Yesterday he bought meat at the butcher's.
- Yesterday we ate 25 empanadas!

11 Circle.

Yesterday was had a nice day. I go went to the park and played / made football. Last Sunday was a nice day, too. We had drank pizza for lunch and ate drank soda in the afternoon. I ate / made a cake and we ate drank it. On Tuesday, my friends and I made went to an observatory and we saw ate stars and planets. We had went a great time!



12 Complete the text about Joe, Daniel's grandfather.

In 1950, Joe was ten years old. He went to a rural school. On Saturdays, he went to the park and played with his friends. At 12:30, they had lunch in Joe's house. They ate asado or empanadas and drank water. In the afternoon, Joe's mum made a cake and they ate it.



13 Write about your grandfather/grandmother.

In 1950, my grand...

7 Look at the calendar and complete.

Focus: was, the weather

8 Complete with the last week's weather.

Focus: was, the weather

9 Complete with the countries in the box. There is one extra country.

Focus: was from

10 Match. Then, complete the sentences with the past form of the verbs.

Focus: past forms

11 Circle.

Focus: integration, past forms

EXPANSION

Ss can write sentences using the words they haven't circled.

12 Complete the text about Joe, Daniel's grandfather.

Focus: past forms

13 Write about your grandfather/grandmother.

Focus: writing, past forms

VOCABULARY

Town facilities: *cinema, bank, train station, park, library, museum, restaurant, theatre, hospital, bus station, hotel*

GRAMMAR

Simple past tense: *rode, listened, watched, read, wrote, liked, was, wasn't, were, weren't, didn't its ago*

RECOGNITION

Language from the routine (see introduction, p 5)

COMMUNICATION

*It's strange...
It's amazing!
Sorry, (Grandpa)!*

LANGUAGE AWARENESS

Phonological differences between English and Spanish
Past forms. Comparison with Spanish
Similarities between the simple past and the simple present tenses to form the negative
Regularity of past forms

CLIL

The Atacama Giant

I See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.



7 They visited Tixit's UFO

1 Read. Then, listen. **T40**

Yesterday, Tixit's family visited Daniel's house. They liked it, and they were very happy. Today, they want to show their world to their human friends. Now, they're all in front of an enormous 4D television. On it, Daniel can see Tixit's city on Omega. All its buildings are very modern but, there aren't any trees in the streets. It's strange.

Mrs Davies wants to see the city centre. Tixit's mum uses the remote control and now they can see the bank area, a cinema, a museum and a park. But there aren't any children in the park. No, there's a lot of pollution... This television is amazing! It's real!

Thirty years ago, Tixit's mum played in that park, she rode her bicycle with her friends. The good old times... Now, the Omegans want new trees for their streets. They want beautiful parks for their children. Tixit wants to read books under a tree and play in a green park. And the new baby, too. It's coming soon.

56 fifty-six

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. **T40**

Possible lead-ins (you may choose):

- Ask Ss what they know about pollution and taking care of the environment. Can they see any of the consequences of pollution in the city/town/area where they live?
 - You can show pictures of the same city before becoming polluted and afterwards, e.g. a picture of the City of Buenos Aires or of the Reconquista River in which you can see people bathing in the river, and the same river today. Ask them if they can think of reasons why life has changed for the worse.
- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would go on.
 - Ask Ss to open their books at page 56 and to look at the title and the illustration.

- Where are they? What are they doing? What is the drawing on the left? What is the connection between this and the story? Why do Tixit and her parents look sad?
- Have Ss read and play the recording for them to check.
- Refer Ss to the smaller picture on page 56. Ask them to identify the people in the picture. How are they feeling? Why?
- Ask Ss how they'd feel if they couldn't enjoy life in the open because of pollution. You can brainstorm with them what type of action they can take at local level to make people aware of this problem. They can design posters for the school, e.g. showing what they can do to not contaminate the environment.

2 Read again and write ✓ (true) or X (false).

- Ask Ss to read the instructions and tell you what they have to do. Give them time to do the exercise. They can do the exercise before reading the story again.
- Check answers on the bb.

Introduction of town facilities

- You'll need cut-outs, drawings or photographs of the vocabulary items you have to teach: *cinema, library, theatre, bank, bus station, hospital, museum, park, hotel, restaurant, train station.*

2 Read again and write ✓ (true) or ✗ (false).

- | | |
|---|--|
| 1 Tixit's mother was in Daniel's house yesterday. ✓ | 3 Daniel is watching TV with Emily, Mrs Davies and Mr Smith. ✓ |
| 2 Now they're on the spaceship. ✓ | 4 They're looking at photos of Tixit's house. ✗ |

3 a) Match.

b) Complete.

- | | |
|--|---|
| 1 You can see very nice paintings and statues at the <u>museum</u> . | 5 Do you need \$200? Go to the <u>bank</u> . |
| 2 People watch films at the <u>cinema</u> . | 6 The children are in the <u>library</u> . They're reading about history. |
| 3 Do you want to see a musical? You can go to the <u>theatre</u> . | 7 The children are riding their bikes in the <u>park</u> . |
| 4 I want to go to Mar del Plata. I'm going to the <u>train/bus station</u> . | 8 You can eat lunch or dinner at a <u>restaurant</u> . |

c) Now, listen and number the pictures in part a). There are two extra pictures. T41

fifty-seven 57

b) Complete.

- Have Ss read the statements for them to see what they have to use.
- Give Ss time to do the exercise, then check on the bb.

c) Now, listen and number the pictures in part a). There are two extra pictures. T41

- Elicit from Ss what they have to do. Play the recording and then check on the bb



MP3 TRACK 41

- 1 (sounds in a bus station)
- 2 (sounds in a bank)
- 3 (sounds in a park)
- 4 (sounds at the cinema)
- 5 (sounds in a train station)
- 6 (sounds at a hospital)
- 7 (sounds at the theatre)
- 8 (sounds in a library)
- 9 (sounds at a restaurant)

BUILDING CONFIDENCE

- 1 Memory game.** Ss look at the photos and the numbers and try to memorize them. You can then say numbers for Ss to say what each one is.
- 2 Miming.** You can decide how to mime something that represents each of the places, e.g. a person eating, a restaurant. You can start by saying the words for Ss to do the miming, then Ss can be in charge of saying the words themselves.

WB

EX 1, 2, 3 PAGE 118 AND EX 4 AND 5 PAGE 119



Homework

Ask Ss to bring photos or cut-outs of different town facilities.

3 a) Match.

- First ask Ss to read the instructions and tell you what they have to do. Check they can spot the facility in all the photos.
- Give Ss time to complete the text, then check answers on the bb.

BUILDING CONFIDENCE

- 1 What is it?** Tell Ss you're going to start naming facilities for them to give examples, e.g. T: **A theatre**. Ss: **Colon**. You can also name facilities they all know, e.g. **Multiplex** for Ss to say what it is, e.g. **Cinema!**
- 2 A plan of our neighbourhood.** Ss can draw a plan of their neighbourhood or the area around the school, draw or use pictures of the facilities in the area and write what each one is underneath or next to it.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Show me. Tell Ss they'll need their cut-outs. You'll describe a town facility without saying which one it is, e.g. **People watch films here** or **I went to a place where people watch films**, and Ss will show the correct picture.

4 Look and say. Then, listen and check. T42

- First ask Ss to read the instructions and the pictures, and to tell you what they have to do. Make sure Ss understand they have to interpret the pictures.
- Have Ss do the activity, then check Ss' answers by playing the recording.



MP3 TRACK 42

Narrator: Last Monday, Mr Smith went to the grocer's, to the museum and then he went to the hospital.
Last Tuesday, Mr Smith went to the library, to a restaurant and then he went to the cinema.
Last Wednesday, Mr Smith went to the bank and then he went to the train station.

BUILDING CONFIDENCE

Mr Smith's week. Ss can complete the rest of the diary and then, check how many coincidences they find when they say where Mr Smith went, e.g. **Last Monday at 1, he went to (school).**

5 Write ✓ (true) or X (false). Then, go back to page 56 and check your answers.

- Give Ss time to complete the exercise, then check their answers.



LANGUAGE AWARENESS: LMT page 81

- Remind Ss that they'll complete the lines as they go on learning more possessive adjectives.

WB

EX 6 a) AND b) PAGE 119

6 Tick Tixit's mum's activities thirty years ago.

- Ask Ss where they can find information about the activities (in the story on page 56).

4 Look and say. Then, listen and check. T42

Mr Smith's activities last week.

	Monday	Tuesday	Wednesday
9			
10			
12			
13			
15			
17			

Last Monday, he went...

5 Write ✓ (true) or X (false). Then, go back to page 56 and check your answers.

- There's a lot of pollution in Tixit's city. ✓
- Its park has a lot of trees. X
- The museum is grey. ✓
- Its windows are blue. X

6 Tick Tixit's mum's activities thirty years ago.

- Visit friends ✓
- Play in the park ✓
- Ride a bike ✓
- Read books under a tree X

58 fifty-eight

7 Read and complete.

Today is Friday. Four days ago it was
1 Monday. Three days ago it was
2 Tuesday. Six days ago it was
3 Saturday.

This is the year 2016. Four years ago it was
4 2012. Thirty years ago it was
5 1986. Fifty years ago it was
6 1961. Forty-seven years ago
it was 7 1969.

This is the month of August. Four
months ago it was 8 April.
Six months ago it was
9 February. Ten months ago it
was 10 October.

8 Read and circle five mistakes.

Fifty years ago, on Omega, Tixit's parents had computers at home. They read books on their computers. They wrote emails to their friends and visited them in their houses. They watched television. They liked watching programmes about life on Earth. They were very happy because their planet was green.

Fifty years ago, on Earth, people watched television. They had DVDs too, and listened to CDs. They wrote emails to their friends and visited their profiles on Facebook. They made cakes and drinks with water and pills. People rode bikes and horses in the street. They were happy because the planet was green and clean.



LANGUAGE AWARENESS: LMT PAGE 79

- Ask Ss what time you refer to when you say thirty years ago, past or future.
- Write on the bb, **last month, two months ago** and ask Ss to find similarities and differences: both refer to the past, **last** is used to refer to the previous (month, year), while **ago** refers to any time in the past. **Last** is used before the noun while **ago** is used after the time reference.

7 Read and complete.

- Give Ss time to complete the texts, then check the answers on the bb.

BUILDING CONFIDENCE

Calendar facts. You can challenge Ss to solve calendar problems, as in the texts, but orally.

8 Read and circle five mistakes.

- Ask them to read the text to see what it is about (Life on Omega and on Earth 50 years ago).
- Ask them what type of mistakes they can find (information).
- Give Ss time to find the mistakes, then check their answers on the bb.

9 Write ✓ (true) or ✗ (false).

How much do you know about life in South America in the past?

- 1 People rode bikes in the year 1610.
- 2 People listened to the radio in the year 1800.
- 3 People watched television in the year 1930.
- 4 People read electronic books in the year 2010.
- 5 People wrote emails in the year 2005.
- 6 People listened to CDs in the year 1995.
- 7 People watched films at the cinema in 1890.
- 8 People liked eating hamburgers and hot dogs in 1810.

10 Read and complete Daniel's post. Then, listen and check.  T43



MONDAY, OCTOBER 24

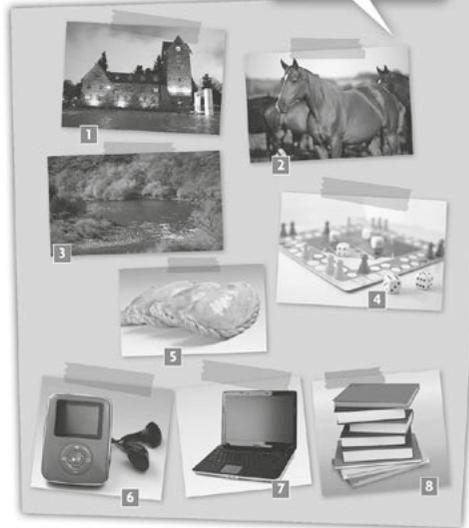
Brian's uncle

Two years ago, Brian's uncle went to Egypt. It was a fantastic trip. He rode ¹ a camel in the desert. He saw ² huge pyramids. They were amazing! Every morning, he had a big ³ breakfast: coffee, eggs, bread, cake, milk, yoghurt and cheese. He visited a lot of ⁴ museums and he saw very ⁵ interesting paintings and sculptures. At the National Library, he read very ⁶ old books. He had ⁷ lunch at a restaurant and at five o'clock, he went back to the ⁸ hotel. In his room, he ⁹ watched television, he ¹⁰ listened to music and ¹¹ wrote emails to his family. He was very ¹² happy in Egypt.

15 COMMENTS

11 Interpret the photos and talk about Melanie.

Daniel's cousin, Melanie, was in Bariloche last summer. Talk about her holidays there.



12 Read and answer.

Two years ago, my parents visited Delta, a small planet in the XY galaxy. The parks were green, and all the trees, plants and flowers were fantastic! They saw the Bengal River and it was clean. Its water was blue. They were very happy, but they were very sad, too, because the rivers on Omega are not clean or blue!

- 1 What is Delta? **It is a small planet.**
- 2 Where is Delta? **It is in the XY galaxy.**
- 3 Are there any parks on Delta? **Yes, there are.**
- 4 Are there any trees, flowers and plants? **Yes, there are.**
- 5 Is there a river on Delta? **Yes, there is.**
- 6 Are there any rivers on Omega? **Yes, there are.**

BUILDING CONFIDENCE

A chain game. Ask Ss to talk about life 50 years ago. Add one more activity every time someone speaks.

LMT LANGUAGE AWARENESS: LMT page 79

- At this stage, you can focus Ss' attention on the fact that some verbs share the same ending in their past forms. Help them become aware of this regularity, hence regular past forms as opposed to irregular ones. Also draw their attention to the two forms of *to be* in the past. You can tell them about you yesterday, e.g. ***I was here in the morning; In the afternoon I was at home,*** for them to see that *was* is the past of *am*.

9 Write ✓ (true) or ✗ (false).

- If there is a computer lab at school with internet access, Ss can look for information to decide if the sentences are true or false. If Ss have brought information from home, tell them they can use it.
- Give Ss time to complete the sentences, then check the answers on the bb.

10 Read and complete Daniel's post. Then listen and check.  T43

- Ask Ss what the text may be about. Have Ss read the text to check their predictions.
- Give Ss time to complete the sentences.
- Play the recording and check. Accept all sentences which are valid, e.g. if Ss say that they saw three pyramids instead of big pyramids, it's correct.

MP3 TRACK 43

Narrator: *Two years ago, Brian's uncle went to Egypt. It was a fantastic place. He rode a camel in the desert. He saw huge pyramids. They were amazing! Every morning, he had a big breakfast: coffee, eggs, bread, cake, milk, yoghurt and cheese. He visited a lot of museums and he saw very interesting paintings and sculptures. At the National Library, he read very old books. He had lunch at a restaurant and at five o'clock; he went back to the hotel. In his room, he watched television, he listened to music and wrote emails to his family. He was very happy in Egypt.*

BUILDING CONFIDENCE

True or false? You can talk about Brian's uncle's activities including some false information for Ss to spot. You can also encourage Ss to come up with sentences themselves.

11 Interpret the photos and talk about Melanie.

- Check that Ss understand what the photos show.
- Give Ss time to interpret the photos and to tell you about them.
- You can encourage Ss to add further information.

WB EX 7 PAGE 120

12 Read and answer.

- Tell Ss that this is another story about Tixit's family's trips. You can ask Ss to read the questions first and to imagine what Delta is like. They can then read to check their predictions.

Homework

Ss have to bring a page from their diary (as the one on page 58) showing the weekend with two or three illustrations that show what they did. The others will have to interpret the drawings so they shouldn't be too evident.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Guess what I did. Tell Ss to take out their pages from the diary and show them to the rest for them to say what they did, e.g. **Last weekend, Martin went to the club, he played tennis and watched TV.** (Martin) has to say if it is OK or not.

13 Read and tick the correct photos.

- Ask Ss to read the instructions and look at the text and its paratext. What type of text is it? What is it about?
- Ss read and check their predictions.
- Ask Ss to read again and tick the pictures, then check the answers. You can ask them to write *Past* or *Present* to decide on whether to write a cross or a tick.
- You can ask Ss if they know of any polluted rivers in their area, and if they have been cleaned as the Thames.

14 a) Listen and tick the correct pictures. T44

- Elicit from Ss what they have to do. Check they understand each of the pictures.
- Play the recording and then check the answers on the bb.



MP3 TRACK 44

Tixit: What did you do on Friday, Daniel?

Daniel: On Friday? Let me think... I had breakfast at home. Then I went to school. After school, Brian and I rode our bikes to the park. We can ride very well, and we love riding our bikes. It's good exercise. At the park we had a picnic. We ate sandwiches and drank water. We had some chocolate cake, too. My mother made it. It was delicious! We didn't swim in the river. It's clean, but the water was very cold. At 3.30 we rode back and visited Emily. She was at home with her grandma because she was ill.



LANGUAGE AWARENESS: LMT page 79

Make sure Ss see that *was/were* form the negative by adding *not*, and that there are contracted forms, and that the other verbs form the negative using *didn't* or *did not*.

b) Circle. Then, listen again and check. T45

- Ask Ss to read the instructions.
- Give Ss time to do the exercise, check the answers on the bb, and finally play the recording.

BUILDING CONFIDENCE

Was or wasn't? You can use the information in Exercise 9, page 116 to make sentences, e.g. **San Martin ... from Argentina.** Ss have to complete the sentence with *was* or *wasn't*.

13 Read and tick the correct photos.

The children want to help planet Omega. They show Tixit a campaign they read on the web about the river Thames.

clean the rivers

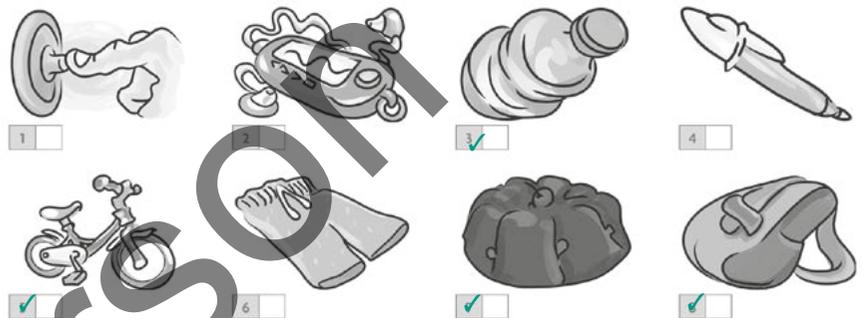
Let's clean the Thames

London is the capital city of the United Kingdom. Its river, the Thames, is clean now but in 1850 it wasn't clean, it was very dirty. It had a lot of old bottles and tins. People didn't swim in the Thames. The children didn't play next to the river. It was horrible.

Then, in 1853, the Londoners started a campaign: 'Let's clean the Thames.' Now, people swim in the river, they can fish in the river and eat the fish. And the water is clean and blue.

14 a) Listen and tick the correct pictures. T44

Daniel is talking with Tixit about his visit to the park four days ago.



b) Circle. Then, listen again and check. T45

- Today is / isn't Tuesday.
- Last Friday, Daniel went / didn't go to school.
- He rode / didn't ride his bike.
- He ate / didn't eat at home.
- He drank / didn't drink water.
- He made / didn't make chocolate cake.
- He swam / didn't swim in the river.
- He visited / didn't visit Emily.

60 sixty

15 Look at the chart and play a guessing game in groups.

- Ss are familiar with this type of activity. They can get organized in small groups to play.
- As a way of checking, you can have a few examples at the end of the game.

BUILDING CONFIDENCE

Memory game. Ss look at the chart in Exercise 15 and memorize it. With books closed, ask them to tell you about different children, e.g. **Yesterday, Daniel rode a bike, he didn't write emails.**

16 a) Read and circle three mistakes.

- Have Ss read the instruction and look at the text and its paratext. What type of text is it? What is it about? Is it formal or informal?
- Ss read to check their predictions.

b) Complete. Emily (E) or Tixit (T)?

- Ss can do the exercise before rereading the email. Check the answers on the bb.

15 Look at the chart and play a guessing game in groups.

7

	RIDE A BIKE	WRITE EMAILS	READ A BOOK	MAKE A CAKE	DRINK MILK	EAT FRUIT
Daniel	✓	X	X	✓	X	✓
Max	✓	✓	X	X	✓	X
Brian	X	✓	✓	X	✓	X
Matt	✓	X	✓	✓	X	✓

Yesterday he rode a bike, but he didn't write emails.

Daniel!

No! He read a book.

Matt!

16 a) Read and circle three mistakes.

New Message

To: mia@popmail.com

Subject: Hi Mia!

Hi, Mia!

I didn't write to you yesterday (☹️, I know I promised!) because I had an amazing experience 😊. I visited a spaceship. Yes, it's true!

I have a new friend, Tixit. She's from Omega. We went to her house, well, her spaceship. We watched TV. We didn't watch a TV programme, we saw her city on Omega. There's a lot of pollution and there aren't any plants in the parks. It's very sad.

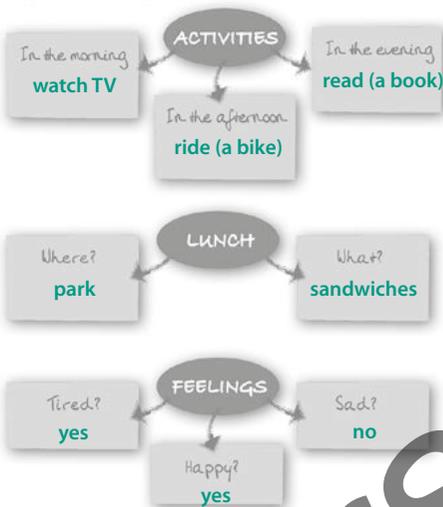
We didn't have lunch on the spaceship. We went to our park. Tixit rode my bike (she can ride very well) and we ate sandwiches under a tree. Tixit listened to special music: birds! There aren't any birds on Omega. She loved them.

Then I went home and I read my new astronomy book. I was very tired, but I was very happy! My new friend is fantastic!

Write to me!

Love, ♥️
Emily

c) Read the email again and complete.



b) Complete. Emily (E) or Tixit (T)?

- | | | | |
|-----|-----------------|-----|-------------------------|
| 1 E | wrote an email. | 4 T | listened to music. |
| 2 E | made a promise. | 5 T | liked birds. |
| 3 T | rode a bike. | 6 E | read a book for school. |

17 Write an email about your activities last Sunday. Use the following guide.

- 1 Make a list with the categories in Exercise 16 c).
- 2 Complete the web with information about your day. You can invent information.
- 3 Write the email.

sixty-one 61

BUILDING CONFIDENCE

Sunday activities. Ss can draw an email as they did in the previous BCA and the rest can interpret them.

WB

EX 8 AND 9 PAGE 120 AND EX 10 PAGE 121



Homework

Ask Ss to look for pictures that represent what they did two weekends ago (with the new past forms they have learnt).

BUILDING CONFIDENCE

A picture email. Ask Ss to draw icons for each sentence in the email, e.g. a pen crossed out to represent *I didn't write to you*. Do this on the bb. Once you finish, ask Ss to retell the email using the pictures as an aid to see if they can reconstruct the email.

c) Read the email again and complete the web.

- › Ask Ss to read the instructions and to look at the web. Elicit from them what type of language they'll use: key words.
- › Ss can work in groups.
- › Check the answers on the bb.

17 Write an email about your activities last Sunday. Use the following guide.

- › Ask Ss to read the instructions and the guide. Make sure they understand what to do.
- › Walk around while Ss complete their webs in case they need help. Elicit from them where they can check if they have a query.
- › When they finish, have a few Ss share their ideas as a way of checking.

Getting started

Start the lesson with the routine suggested in the introduction.

I didn't eat any food pills!

- Ask Ss to open their books at page 62. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen? Who says *I didn't eat any food pills*? Who is the small white person? Where is he/she? Comment on the fact that Tixit's parents look very happy at seeing this person.
- Ask Ss to read to check their predictions. They can then predict how the story continues.
- Point out to Ss again how important it is to take care of our world.
- Ask Ss how it is that the characters can see and talk to Tixit's grandpa as if he were with them. Will this technological possibility ever come true?

1 Read again and circle.

- Have Ss read the instructions and tell you what they have to do.
- Ss can try to answer without going back to the text.
- Check the answers on the bb.

BUILDING CONFIDENCE

Acting out. Ss can act out parts of the dialogue.

2 Read and write ✓ (true) or X (false).

- Tell Ss to read the instructions and tell you what to do. Ask them to look at the image in the text and the title. What type of text is it? What is it about? Ask Ss what they know about Nazca. You can keep a record of this information.
- Have Ss read to check their predictions. They can do a second reading to see what new information they find about Nazca that they did not know before.
- Give Ss time to do the exercise, then check on the bb.
- Orally, Ss can answer the question at the end of the text regarding which of the two theories they support. You can count how many Ss support either theory.

Our poster

Ss can make a poster showing their activities two weekends ago. They can stick the photos/drawings and write a comment below, e.g. *I played on the computer.*

WB

EX 11, 12, 13 AND 14 PAGE 121

I didn't eat any food pills!

 T46

Tixit: Look! This is our flat, and that's Grandpa. Hi, Grandpa!

Grandpa: A new language... Concentration... Hi Tixit! Do you have any problems? Yesterday we didn't talk!

Tixit: Sorry, Grandpa! Yesterday was a great day. We went to a park and in the evening, we visited our new friends and we had dinner. And guess what? I didn't eat any food pills!

Grandpa: New friends?

Emily & Daniel: Hi, Grand... Pa.

Mrs Davies & Mr Smith: Hello!

Grandpa: Hello!

Tixit's mum: Dad, they want to ask you some questions. You know a lot about the universe.

Mrs Davies: Your cities are so modern, but there aren't any plants. Why?

Grandpa: It's a long story... Twenty years ago we didn't protect our planet from pollution. Please don't make this mistake.

Tixit's father: They have a beautiful planet. We're taking lots of plants home!

Grandpa: Good! New plants for our parks, new trees for our streets... And, how's my new grandson?

Tixit's mother: Fine... and big!

TO BE CONTINUED...

62 sixty-two



1 Read again and circle.

- 1 Tixit's grandpa is on Omega / the spaceship.
- 2 Tixit writes an email talks to her grandpa.
- 3 Mrs Davie talks with writes to Tixit's grandpa.
- 4 Tixit's grandpa wants / doesn't want plants for Omega.

2 Read and write ✓ (true) or X (false).

THE NAZCA MYSTERY

The Nazca desert is in the south of Peru. In it, there are some very mysterious lines and drawings. All the figures are only visible from planes. Many years ago, in 1927, pilots on a plane saw the Nazca lines for the first time. Some lines form triangles and rectangles. Other lines point to the sun and the moon at different moments of the day. There are drawings of animals and flowers and there's a drawing of... an astronaut?!

Who made these figures? We don't know but there are some theories:

- The Nazca people made the drawings 2000 years ago. Perhaps the place was an astronomical observatory for them.
- The Nazca people didn't draw the figures. Extraterrestrials made the drawings. Perhaps the Nazca desert was their airport.

What do you think?

Young Astronomers

View of the astronaut from a plane

- 1 This text is an article.
- 2 This text is from a book of stories for children.
- 3 Another good title for this text is *The Nazca Lines*.
- 4 Nazca is a Peruvian desert.
- 5 Some pilots made the lines eighty years ago.
- 6 There are different figures in Nazca.

Quick check

Unit 7 A, page 114

Activity 1: 1. bank 2. restaurant 3. cinema / library 4. hospital 5. park 6. (train) station 7. museums 8. theatre 9. hotel

Activity 2: 1. were 2. watched 3. listened 4. rode 5. sent/wrote

Activity 3: 1. ago 2. were 3. its 4. didn't 5. had 6. went 7. weren't 8. liked 9. wasn't 10. go

REMEMBER

Quick check Unit 7 B can be downloaded at <http://storyline.pearsonelt.com.ar>

CLIL and Further Practice Answer key on pages 103-105.

Pearson

1 Look and complete the sentences.



1 She went to the post office.

2 She went to the bank.



3 He went to the library.



4 He went to the hospital.



5 She went to the park.



6 He went to the grocer's / supermarket.



2 a) Read Melanie's description of her school area and complete the table.



In my school area there's a hospital, and next to the hospital, there's a library. There's a park and a museum, too. There are two cinemas and two banks, but there isn't a train station or a hotel. There's a small theatre, and there are two restaurants (a fast food restaurant and a regular restaurant), but there isn't a bus station.

In Melanie's school area	Not in Melanie's school area
hospital	train station
library	hotel
park	bus station
museum	
cinemas	
banks	
theatre	
restaurants	

b) Now, complete the table for your school area.

In my school area	Not in my school area

c) Write about your school area.

- 3 Circle.
- Some people like having lunch in a park / bank.
 - Melanie's going to the museum / library because she needs two maths books.
 - She went to the cinema / theatre yesterday and saw a fantastic concert.
 - Do you need money? Go to the bank / bus station.
 - My uncle is in South Africa now. He's living in a hotel / bus station.

4 a) Make a list.



b) Now, write them in the correct column.

Food	Transport	Recreation	Study

5 Read and answer.

- In this place, there are a lot of tables and chairs. What is it? Restaurant
- In this place, there are desks, chairs and tables, and there are a lot of books. There aren't any blackboards. What is it? Library
- In this place, there are bedrooms, there's a bar and a restaurant. What is it? Hotel
- In this place, there aren't any beds or desks. There aren't any windows or doors, but there are people and children. What is it? Park
- In this place, there are a lot of chairs, but there aren't any tables. There are a lot of people. Some people eat popcorn or chocolate. They can't eat empanadas or fish. What is it? Cinema

6 a) Read and complete.

Riddles! WILDLIFE MAGAZINE

This animal is grey and big. Its ears are huge. It's from Africa or Asia. It's **an elephant**.

This animal is big. Its head is very big, and its legs are big, too. Its ears are small. It lives in Africa. It doesn't like water. It's **a lion**.

This animal is not very big. Its two legs are short. It's black and white and it lives in Antarctica or in the south of Argentina. It's **a penguin**.

This animal is big and long. Its mouth is very big. Its four legs are short. It lives in Africa. It's green. It's **a crocodile**.

b) Now, complete the fact files and write your riddles!

Colour:	Colour:
Size (big, fat, etc):	Size (big, fat, etc):
Characteristics:	Characteristics:
Habitat:	Habitat:

1 Look and complete the sentences.

Focus: town facilities

2 a) Read Melanie's description of her school area and complete the table.

Focus: town facilities

b) Now, complete the table for your school area.

Focus: town facilities

c) Write about your school area.

Focus: town facilities in a text

3 Circle.

Focus: town facilities

4 a) Make a list.

Focus: town facilities

b) Now, write them in the correct column.

Focus: town facilities

5 Read and answer.

Focus: town facilities

EXPANSION

Ss can write more riddles.

6 a) Read and complete.

Focus: its

b) Now, complete the fact files and write your riddles!

Focus: its

7
7

7 Look at Paul and Sharon's week and complete.

MON	TUE	WED	
1.00 PM 	9.00 AM 	11.00 AM 	
THU	FRI	SAT	SUN
2.00 PM 	9.00 AM 	12.00 PM 	11.00 AM

1 On Monday at 1 PM, they were at the park
2 On Tuesday they were at a restaurant
3 On Wednesday they were at the library
4 On Thursday they were at the cinema
5 On Friday they were at the train station
6 On Saturday they were at the hospital
7 On Sunday they were at the hospital

8 Complete with the languages in the box.

File Edit View Favourites Tools Help
<http://www.quizzesandmore.com/>

QUIZ
Jorge Luis Borges wrote in Spanish. What about the rest?
Be careful! There's one extra language!

Chinese	English	French	Italian
Japanese	Portuguese	Spanish	

1 Cervantes wrote in Spanish
2 Shakespeare wrote in English
3 Balzac wrote French
4 Confucius wrote Chinese
5 Alighieri Italian
6 Machado de Assis Portuguese

SCORE
6: An expert! 3: Good 0-1: Study!
5-4: Very good 2: Not so good

9 Match. Then, complete the sentences with the past form of the verbs.

ROUTINES

- My brother likes birthday parties. **c**
- My parents visit their friends on Saturday. **g**
- Children are happy in the park. **a**
- I ride my bike in the park. **b**
- We read about history at school. **d**
- Some children write stories at school. **e**
- I watch TV every day. **h**
- We listen to the radio in the morning. **f**

THE PAST

- Last Sunday, the children at the park were very happy because it was sunny.
- Yesterday, I rode my bike in the club.
- He had his birthday party four days ago.
- Last week, we read about Columbus.
- My brother wrote an incredible story last month.
- Yesterday, we listened to the radio at school.
- Last Saturday, they visited Paul and Linda.
- Yesterday, I watched a programme about animals in Africa.

10 Make the following sentences true for you.

- My parents were at home on Monday at 11.00.
- My friends wrote an email yesterday.
- I rode my bike in the street two days ago.
- I read two maths books on Monday.
- Yesterday I had chicken for lunch.
- I drank two glasses of milk yesterday.
- I went to the theatre yesterday.
- I listened to classical music last weekend.

11 Circle.

This is a photo of my sister. She is four.
Yesterday she was were at home with my mother.
They go went to the supermarket butcher's and
buy bought butter, sugar, milk and eggs. They
made make a cake. My sister didn't ride rode her
bike and then she plays played in the garden.

12 Match. There is one extra ending.

- Yesterday, **f**
- Two years **a**
- We didn't **d**
- The programme wasn't **c**
- My parents were **g**
- Last **e**

a ago, my parents went to Montevideo.
b ate hamburgers yesterday.
c interesting.
d like the new TV programme.
e Sunday, we played Minecraft.
f my brother made sushi.
g not at home yesterday at 3 PM.

13 Read and complete Brian's day.

Two days ago, Brian didn't
1 go to school because
he 2 was not OK.
He 3 was at home.
It 4 was a cold and rainy
day. He 5 didn't listen to
music because he didn't 6 have his mp3.
He 7 watched TV in his bedroom. He 8 read
a magazine and 9 chatted with his cousin on his mobile
phone. He 10 didn't ride his bike.

14 Write about your day.

Two days ago, I...

120 one hundred and twenty
one hundred and twenty-one 121

7 Look at Paul and Sharon's week and complete.

Focus: were

8 Complete with the languages in the box.

Focus: wrote, nationalities

9 Match. Then, complete the sentences with the past form of the verbs.

Focus: past forms

10 Make the following sentences true for you.

Focus: past forms, negative

11 Circle.

Focus: integration

EXPANSION

Ss can write sentences using the words they haven't circled.

12 Match. There is one extra ending.

Focus: past forms

EXPANSION

Students can write the first part for the extra ending.

13 Read and complete Brian's day.

Focus: past forms affirmative and negative

14 Write about your day.

Focus: past forms affirmative and negative

VOCABULARY

Clothes and accessories

GRAMMAR

Simple past tense: **did, gave, got up, helped, put, sat, studied**

Questions: **Did...?**

RECOGNITION

Language from the routine (see introduction, p 5)

COMMUNICATION

Of course!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Past forms. Comparison with Spanish

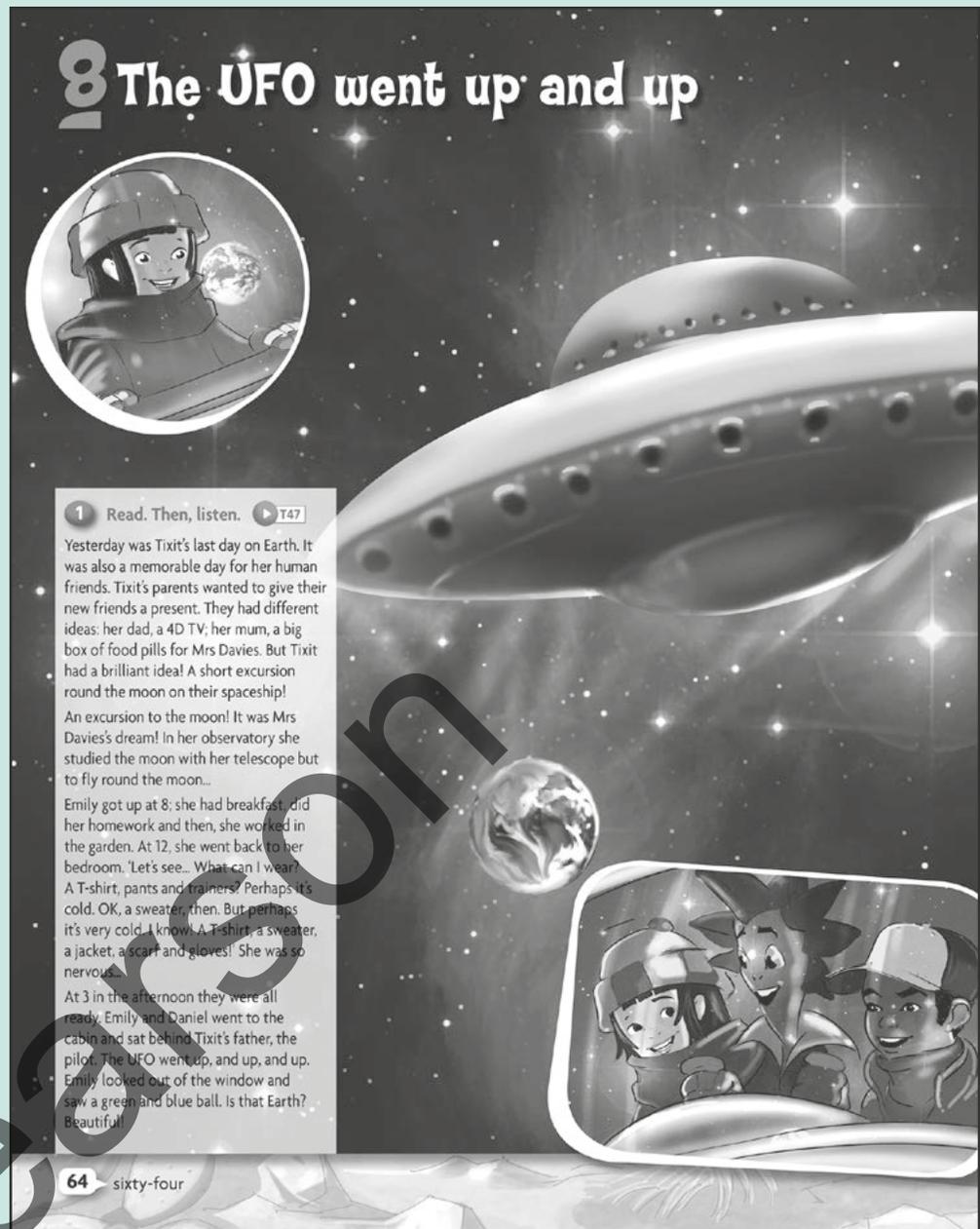
Similarity between questions using simple past and simple present tense

CLIL

The Apollo 11 mission

I See introduction (pages 6-9) for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

8 The UFO went up and up



1 Read. Then, listen. **T47**

Yesterday was Tixit's last day on Earth. It was also a memorable day for her human friends. Tixit's parents wanted to give their new friends a present. They had different ideas: her dad, a 4D TV; her mum, a big box of food pills for Mrs Davies. But Tixit had a brilliant idea! A short excursion round the moon on their spaceship!

An excursion to the moon! It was Mrs Davies's dream! In her observatory she studied the moon with her telescope but to fly round the moon...

Emily got up at 8; she had breakfast, did her homework and then, she worked in the garden. At 12, she went back to her bedroom. 'Let's see... What can I wear? A T-shirt, pants and trainers? Perhaps it's cold. OK, a sweater, then. But perhaps it's very cold. I know! A T-shirt, a sweater, a jacket, a scarf and gloves! She was so nervous...

At 3 in the afternoon they were all ready. Emily and Daniel went to the cabin and sat behind Tixit's father, the pilot. The UFO went up, and up, and up. Emily looked out of the window and saw a green and blue ball. Is that Earth? Beautiful!

64 sixty-four

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. **T47**

Possible lead-ins (you may choose):

- Ask Ss what unusual places they'd like to visit when on holiday. How would they like to travel? What means of transport wouldn't they want to travel on?
- You can also ask Ss what unforgettable experiences they've had. You can share one yourself.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 64 and to look at the title and the illustration. Where are they? What are they doing? How are the children feeling? Why?
- Have Ss read and play the recording for them to check.

- Ask Ss how they'd feel if they were invited to travel on a spaceship. Who would they like to travel with? What would they take with them? Would their parents let them go as did Daniel's parents? Why/not?

2 Read again and circle.

- Ask Ss to read the instructions and tell you what they have to do. Give them time to do the exercise. They can do the exercise before reading the story again.
- Check answers on the bb.

Introduction of clothes

- You'll need cut-outs, drawings or photographs of the vocabulary items you have to teach: *T-shirt, pants, trainers, skirt, shirt, shoes, jacket, scarf, gloves, raincoat, umbrella and belt*.
- Tell Ss you've been invited to go to (Ushuaia, in Tierra del Fuego), and you want their help in deciding what clothes to take. Draw two columns on the bb and write NECESSARY CLOTHES and UNNECESSARY CLOTHES. Show each of the items and ask Ss, e.g. **What about a T-shirt, is it necessary or unnecessary? And the gloves? Necessary or unnecessary?** Do the same with all the items.

2 Read again and circle.

- 1 Tixit's *dad* / *mum* wanted to give their friends a box of pills.
- 2 Tixit *liked* / *didn't like* her parents' ideas.
- 3 Tixit's idea was a *spaceship* / *an excursion*.
- 4 Emily was *happy* / *sad* in the morning.
- 5 At 3 in the afternoon, Emily, Daniel, Mr Smith and Mrs Davies were at home / *on the spaceship*.
- 6 Emily saw a *green and blue* ball: it was the moon / *planet Earth*.

3 a) Tick. Then, listen and check. T48

It's very cold in space. What clothes is Emily taking on the excursion round the moon?



b) Look at the picture in part a) and write the number next to the words.

Emily is ready for her trip round the moon! She's wearing a T-shirt **15**, pants **8** and trainers **18**. No skirt **17**, shirt **4** or shoes **7** for this excursion. She has a jacket **13**, a scarf **9** and gloves **10** for the cold. She doesn't have a raincoat **2** or an umbrella **5**. Not necessary! And she's wearing her mum's black belt **1**. She loves that belt!

c) Complete the tables.

Clothes		Accessories	
Hot Weather	Cold weather	All weather	

BUILDING CONFIDENCE

- 1 **Mime it.** Decide on a way to mime different clothes. As you name different articles of clothing, Ss mime them.
- 2 **Mouth it.** Tell Ss you'll say different items of clothing without using your voice for them to say what it is and then mime it.
- 3 **Where are you going?** Write three different places on the bb, e.g. *Iguazu Falls in Misiones, Bariloche* and the *Atacama Desert* (the weather in the places should be quite different). Each Ss has to decide where he/she'd like to go and tell the rest what clothes he/she's taking, e.g. S: *I'm taking a T-shirt, pants and a raincoat. I'm not taking a jacket.* Ss: *Iguazu!*

b) Look at the picture in part a) and write the number next to the corresponding words.

- > Have Ss read the instructions.
- > Give Ss time to do the exercise, then check on the bb.

c) Complete the tables.

- > Elicit from Ss what they have to do. Tell them they can write the same item in more than one column. They'll most probably have to do so in their notebooks or binders.

BUILDING CONFIDENCE

Classifying clothes. Ask Ss how else they can classify clothes: boys', girls' and unisex, waist up and waist down, etc. You can draw a Venn diagram for them to classify the clothes. Encourage them to think of different criteria.

WB

EX 1, 2 AND 3 PAGE 122



Homework

Ask Ss to bring photos or cut-outs of people wearing different clothes.

3 a) Tick. Then, listen and check. T48

- > First ask Ss to read the instructions and tell you what they have to do.
- > Give Ss time to tick the clothes they think Emily is taking and check their answers on the bb.
- > Play the recording for the last checking.



MP3 TRACK 48

Emily: *OK, it's cold in space. Let's see, a T-shirt or a shirt? No, a T-shirt, and a sweater. A dress? No, not necessary. A skirt or pants? Pants, definitely! And trainers. My boots? No, and not my new shoes. Socks, of course. A jacket or a raincoat? Mmmm, it's cold... a jacket. I need a scarf and gloves. Here they are. I don't need a cap, or a bag. An umbrella? No, I don't have an umbrella. I can use my mother's black belt. OK, now I'm ready. Let's go!*

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

- Show me.** Tell Ss they'll need their cut-outs. You'll name different articles of clothing for Ss to show the correct picture.
- A fashion poster.** Ss can make a poster with some of their cut-outs and below each picture they can write a description.

4 Play a chain game in groups.

- Ask Ss where they'll find information about Emily's wardrobe (picture on page 65).
- Ss can work in small groups.

BUILDING CONFIDENCE

Memory game. You can ask Ss to memorize Emily's wardrobe and then play a true or false game.

5 A class survey.

- Make sure Ss know what *surveys* are.
- If you have a big group, you can organize them into two subgroups.
- Ask Ss if they need to ask questions in all cases (only for the first three items).
- As a way of checking, you can ask a few Ss to share their findings with the rest, or you can ask each S to say something about one of his/her classmates, e.g. **Augusto doesn't have brown shoes.**

BUILDING CONFIDENCE

As part of the survey you could ask Ss what their favourite item of clothing or accessory was when they were small children.

6 Read the story again and write in the correct column.

- Give Ss time to go over the story on page 64 to do the exercise.

7 a) Read, listen and circle seven mistakes. Then, listen again and check.

- Elicit from Ss activities they think will be included in the text.
- Have Ss read the text to check their predictions.
- If you think it is necessary, you can do the first one together. Tell Ss to read the first two lines and ask them if they find some contradictory information. Show Ss this is one of the mistakes they have to find.

4 Play a chain game in groups.

In Emily's wardrobe there's a green dress.

In Emily's wardrobe there's a green dress and an umbrella.

In Emily's wardrobe, there's a green dress, an umbrella and two T-shirts.

5 A class survey.

Find a classmate who...

	Name
... likes wearing a scarf.	
... doesn't have brown shoes.	
... doesn't like wearing a shirt.	
... has a raincoat.	
... is wearing white socks.	
... isn't wearing a belt.	

6 Read the story again and write in the correct column.

Emily's activities yesterday

- get up at 8
- look out of the window
- do homework
- see a planet
- get clothes ready
- go to the spaceship

In the morning	In the afternoon
get up at 8	look out of the window
do homework	see a planet
	get clothes ready
	go to the spaceship

66 sixty-six

7 a) Read, listen and circle seven mistakes. Then, listen again and check.

Read Kate's description of a special day in Daniel's life.

Daniel got up at 10 yesterday and had a small breakfast. He ate cake, biscuits and fruit, and drank chocolate milk and orange juice. We didn't watch TV because the programmes in the morning were not interesting. He listened to music and wrote in his blog. Then he did his homework. Mr Smith gave Daniel and his friends some questions about the Arecibo radio telescope. The information on the Internet was very interesting. Then he studied Social Studies.

At 11, he helped Mum in the kitchen. She made a cake and biscuits, and he put them in a box. 'This is for the excursion, Daniel, they're chocolate biscuits,' she said. Daniel was very happy because mum's biscuits are delicious!

At 12.30, he had chicken and fish for lunch and he put some clothes in his school bag: a sweater, a scarf, gloves, a raincoat and a jacket. He was ready for the excursion to the moon. He rode his bike to the cactus park and saw Mr Smith there. He was very excited, but I was very sad: I wanted to go, too!

b) Now, write the correct version of Daniel's day.



MP3 TRACK 49

Kate: Daniel got up at 7.20 yesterday and had a big breakfast. He ate cake, biscuits, and fruit and drank chocolate milk. He didn't watch TV because the programmes in the morning were not interesting. He listened to music and wrote in his blog. Then he did his homework. Mr Smith gave Daniel and his friends some questions about the Arecibo radio telescope. The information on the internet was very interesting. Then he studied Social Studies. At 11, he helped mum in the kitchen. She made biscuits, and he put them in a box. 'This is for the excursion, Daniel, they're chocolate biscuits,' she said. Daniel was very happy because mum's biscuits are delicious! At 12.30, he had chicken and salad for lunch and he put some clothes in his schoolbag: a sweater, a scarf, gloves, a cap and a jacket. He was ready for the excursion to the moon. He walked to the cactus park and saw Mr Smith there. He was very excited but I was very sad: I wanted to go, too!



LANGUAGE AWARENESS: LMT page 79

- Remind Ss you'll complete the lines as they go on learning new past forms.

8 Read and complete the fact file.

Q: What's a radio telescope?
A: It's a telescope for sounds. It 'hears' the sounds from distant stars.

Q: Where's the Arecibo radio telescope?
A: It's in an astronomical observatory on the island of Puerto Rico, in the Caribbean.

Q: What's its size? Is it big?
A: Well, it's enormous, the size of 12 football stadiums.

Q: Does it send messages to other galaxies?
A: Yes, it does. In 1974 it sent a message to the M13 galaxy.

Q: Where's the M13 galaxy?
A: It's 25,000 light years from the Earth.

Q: Did the astronomers use a language in the message?
A: No, they didn't. They used numbers and drawings.

Q: Did they write Maths problems?
A: No, they wrote our first ten numbers.

Q: Did they draw the solar system?
A: Yes, they did. They also made a drawing of the human body.

Q: Was the drawing in colour?
A: No, it wasn't.

Q: Were the astronomers happy?
A: Yes, they were!

Q: Did the astronomers get any answers from extraterrestrials?
A: No, because the message is travelling to the M13 galaxy!

Name: **Arecibo radio telescope**
Place: **Puerto Rico**
Size: **12 football stadiums**

Astronomers' activities

They send messages to other galaxies	They draw the human body
They draw the solar system	They get messages

Messages

language	drawings	numbers
----------	----------	---------

9 Listen and answer. T50

- Did Martin Campbell make a film? **Yes, he did.**
- Was James Bond in the film? **Yes, he was.**
- Did Brian's aunt visit the telescope? **No, she didn't. (uncle)**
- Did Brian's uncle have breakfast at the hotel? **Yes, he did.**
- Did he buy a train ticket? **No, he didn't. (bus)**
- Was the observatory interesting? **Yes, it was.**
- Did he visit Rio Abajo river? **Yes, he did.**
- Did he swim in the lake? **Yes, he did.**
- Did he walk in the morning? **No, he didn't. (afternoon)**
- Did he like the visit? **Yes, he did.**

BUILDING CONFIDENCE

- 1 True or false.** Tell Ss you're going to talk about Daniel's activities yesterday.
- 2 Who?** This time, you can talk about one of the characters (using the information in Exercises 6 and 7).

b) Now, write the correct version of Daniel's day.

- Check Ss understand that the correct version is the one without the seven mistakes. You can show Ss you can correct the version in three different ways: one is to write the correct words directly, e.g. **He had a big breakfast**; the second one is to refute what is incorrect, e.g. **He didn't have a small breakfast**; the third one is to refute what is incorrect and add the correct information, e.g. **He didn't have a small breakfast, he had a big breakfast.**

BUILDING CONFIDENCE

- A blog entry.** Ss can use the information in Exercise 8 and write a blog entry.

WB

EX 4, 5 AND 6 PAGE 123 AND EX 7 AND 8 PAGE 124

8 Read and complete the fact file.

- Ask Ss **What type of text is it? Will it be formal or informal? What words do they think will appear in the text?** Have Ss read the text to check their predictions.
- Remind Ss of the type of language used in a fact file (key words, not sentences).

BUILDING CONFIDENCE

As a creative writing activity, ask Ss to imagine the M13 galaxy extraterrestrials get the message sent to them by the Arecibo observatory. Ss can write a short answer to the message as if they were the extraterrestrials.

9 Listen and answer. T50

- Ask Ss how will they answer the questions, using Yes or No or giving specific information?
- You can ask Ss to go over the questions again and write Yes or No next to each one.

MP3 TRACK 50

Narrator: *The Arecibo radio telescope is very famous. In 1995, film director Martin Campbell made one of his famous films about 007 James Bond in the Arecibo Observatory. People visit the observatory because they want to see the huge telescope, and because they are James Bond's fans. Brian's uncle is a 007 fan too. He visited the Arecibo telescope four years ago. He got up early and had breakfast at the hotel. He bought a bus ticket and went to the observatory at 9. He was in the observatory for 3 hours. It was fantastic! At 1, he went to Rio Abajo. It's a beautiful river. He swam in the river and walked back to his hotel in Arecibo town at 5. He was tired, but he was very happy.*

LMT

LANGUAGE AWARENESS: LMT page 78

- Ask Ss if they see anything similar between questions about routines and questions about the past.
- Work on the intonation of yes/no and wh-questions.

Home

Homework

Ss bring an element or a drawing representing something they did the previous weekend.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Guess what I did. Tell Ss to take out the element or drawing and show it to the rest, who have to ask him/her *yes/no* questions to guess what he/she did last weekend.

10 Play a memory game.

- Ask Ss to read the instructions and tell you what to do.
- Give Ss time to read about Brian's uncle and to prepare the questions.
- You can have them play in small groups.

11 Look at the chart and play a guessing game.

- Ask Ss to read the instructions. Remind them of the concept of useful questions.
- Ss can play in small groups.
- As a way of checking, you can have a few examples.

12 Read and write ✓ (Yes) or X (No). Then, write your questions about the story.

- Ask Ss to read the instructions. Make sure they know these questions refer to the whole story.
- Give Ss time to answer the questions, then check their answers.

BUILDING CONFIDENCE

1 The story in detail. Tell Ss they may go over the whole story and ask questions about it. The questions can relate to the information in the story and in the pictures. You can give Ss time to write the questions first. You can divide the class into two groups so that each group should ask questions of the other one to see which one remembers more.

2 The characters and their houses. Ask Ss to focus on the characters and their houses. They can write sentences comparing them for the other Ss to decide whether they're true or false, e.g. **Daniel is younger than Emily, Daniel's teacher is the oldest person in the story.**

WB

EX 9 PAGE 124 AND EX 10 PAGE 125

13 a) Read and tick.

- Ask Ss to read the instructions and look at the text and its paratext. What type of text is it? What can it be about?
- Ss read and check their predictions.
- Ask Ss to read again and tick the sentences, then check the answers.

10 Play a memory game.



11 Look at the chart and play a guessing game.

	RIDE A BIKE	STUDY	DO HOMEWORK	GET UP AT 6	PLAY BOARD GAMES	SWIM AT THE CLUB
Emily	X	✓	X	✓	X	✓
Tixit	✓	X	✓	✓	X	X
Maggie	✓	✓	X	X	✓	X
Karen	X	✓	✓	✓	X	✓

Did she study last Saturday?

Yes, she did.

Did she do her homework?

No, she didn't.

Maggie!

12 Read and write ✓ (Yes) or X (No). Then, write your questions about the story.

1 Did Daniel see the Southern Cross with his father?	✓
2 Was Daniel sad about the excursion to the observatory?	X
3 Was Emily scared in the cactus park?	✓
4 Did Tixit go to Daniel's school?	X
5 Were Tixit's parents scared in Daniel's house?	X
6 Did Daniel's mum cook for Tixit's family?	✓
7 Did Oogly like eating empanadas?	✓
8 Did Mrs Davies go to the spaceship?	✓
9 Did Tixit show her bedroom to Daniel and Emily?	✓
10 Did Daniel visit Tixit's city?	X
11 Did Tixit write an email to her grandpa?	X
12 Did Mrs Davies talk with Tixit's grandpa?	✓

68 sixty-eight

b) Read again and complete.

- Elicit from SS what they have to do.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

Ask Ss to invent other questions Mia can ask Emily after such an extraordinary experience.

14 Write a conversation. Use the following guide.

- Ask Ss to read the instructions.
- Give Ss time to do the exercise. Check a few answers before they start writing. Check that Ss remember it's a chat.

BUILDING CONFIDENCE

1 What's the question? You can use the information in Exercise 13. Ss show the chart and the others ask questions as if it was a face to face conversation.

2 A blackboard chat. Tell Ss you're going to chat with them. You can start the chat on the bb. Each of the Ss comes to the bb and writes a question for you to answer.

13 a) Read and tick.

- 1 Emily is writing an email to her cousin.
- 2 Emily writes about her excursion to the moon.
- 3 Emily's cousin is in her house.



b) Read again and complete.

8

Activities

visited spaceship
saw planet Earth
went around the moon

Opinion

fantastic
amazing
incredible
magnificent

Tired? Happy? Sad? Why?

She was very happy
because she had a fantastic
experience.

14 Write a conversation. Use the following guide.

Imagine you're Daniel. You're chatting with a friend. Tell your friend about the excursion to the moon.

- 1 Make a chart with the categories in Exercise 13 b).
- 2 Complete the categories with information about the excursion.
- 3 Write the chat.

WB

EX 11 AND 12 PAGE 125

🏠 Homework

Ask Ss to look for pictures that represent each of the verbs whose past form they have seen.

Getting started

Start the lesson with the routine suggested in the Introduction.

Time to say goodbye

- Ask Ss to open their books at page 70. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen?
- Ask Ss to read to check their predictions.
- Ask Ss how they feel when they have to say goodbye. Ask them how we can keep in touch with our friends/families when we have to say goodbye. You can point out how technology helps us be in contact with others.
- You can ask Ss to look very closely at Daniel, Emily and Tixit's faces/facial expressions and then write down what each is thinking at that precise moment, that is, their interior monologues.

1 Read again and answer.

- Have Ss read the instructions and tell you what they have to do.
- Ss can try to answer without going back to the text.
- Check the answers on the bb.

2 Read and complete.

- Tell Ss to read the instructions and tell you what to do.
- Give Ss time to do the exercise, then check on the bb.

BUILDING CONFIDENCE

- 1 My favourite part.** Tell Ss they can illustrate the part of the story which they liked best. They can write a short caption below each drawing. You can then make a classroom display of the illustrations.
- 2 Tixit's message.** Ss can write an extra paragraph in Tixit's message to her friends.
- 3 A list poem.** Ss can write a list poem with the five things Tixit liked best about Earth. Tell Ss to keep the most unexpected item for the end.

3 Write back to Tixit.

- Ask Ss to read the instructions. You can divide the class into four groups and each group can answer the message impersonating one of the characters.
- You can make a classroom display of the messages.

Time to say goodbye



 T51

Mr Smith is very excited! In his mobile at school, the moon is a ping-pong ball. Now, he can see the real moon. It's there, next to the spaceship. It's a grey and white desert, with craters and mountains. 'There's water in the craters of the South Pole,' says Mrs Davies. 'It's the perfect platform for space explorations,' says Tixit's father. Now they can see the invisible part of the moon. 'Did the astronauts walk on this side?' asks Daniel. No, they didn't see this part.

Now Tixit's father is starting their excursion back to Earth. The children can see its continents and oceans! Look! The Andes! Emily can see their cactus park. Now they're on planet Earth again.

The three children are very sad... They don't want to say goodbye. Tixit's parents are also sad, but it's time to go home...

Back on Earth, Emily and Daniel are standing next to Mrs Davies and Mr Smith. They're waving goodbye. The spaceship is going up and up. They can see Tixit in one of the windows. Look at her eyes... Tixit is sad, too.

THE END

70 seventy



Our Poster

Ss can make a poster illustrating all the past forms they've seen. They can organize it into two groups of verbs, regular and irregular. They can draw the characters to illustrate the past forms.

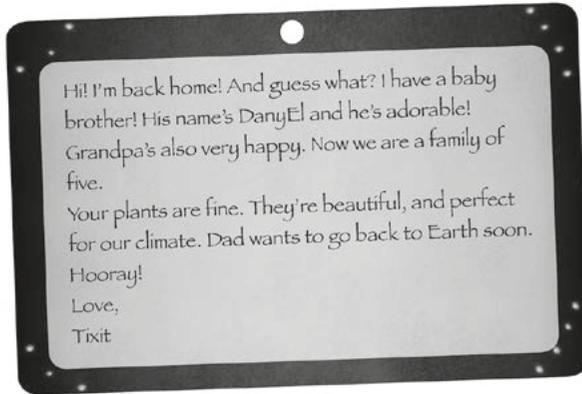
1 Read again and answer.

- 1 Did Mr Smith see the mountains on the moon? **Yes.**
- 2 Did he see the invisible part of the moon? **Yes.**
- 3 Did the astronauts walk on the invisible part of the moon? **No.**
- 4 Were the children happy with the excursion? **Yes.**
- 5 Now Tixit is on the spaceship, and the children are in the cactus park. Are they happy? **No.**

2 Read and complete.

Two months ago, Mrs Davies got a radio message from the observatory in Puerto Rico. The astronomers in Arecibo were surprised, but Emily and Daniel interpreted the message. It was Tixit's voice!

- 1 Mrs Davies got a special message from Arecibo.
- 2 Tixit is on Omega.
- 3 Tixit has a baby brother.
- 4 Tixit's dad wants to go back to Earth.



3 Write back to Tixit.

Imagine you answer Tixit's message. What are her friends doing? What do they want to tell Tixit?



Quick check

Unit 8 A, page 115

Activity 1: Across: 1. shirt 4. umbrella 7. skirt 8. scarf 9. pants

Down: 1. shoes 2. gloves 3. raincoat 5. belt 6. dress

Activity 2: 1. got up 2. studied 3. did 4. was 5. bought

Activity 3: 1. Why 2. worked 3. Did 4. didn't 5. sat 6. read 7. work 8. did 9. was 10. got

End-Of-Year Test A, page 116

Activity 1: 1. uncle 2. cousin 3. library 4. dish / dessert

Activity 2: Down: 1. onions 2. park 3. belt

Across: 4. cinema 5. skirt

Activity 3: 1. gets up 2. glass 3. breakfast 4. doesn't 5. studies 6. but 7. subject 8. has 9. studying 10. because

Activity 4: 1. g 2. j 3. a 4. c 5. b 6. f 7. h 8. l 9. e 10. i

Activity 5: 1. Its 2. them 3. Her 4. bought 5. ago 6. were 7. saw 8. had 9. was 10. didn't

Activity 6: Students' own answers

REMEMBER

Quick check Unit 8 B and End-Of-Year Test B can be downloaded at <http://storyline.pearsonelt.com.ar>
CLIL and Further Practice Answer key on pages 103-105.

A story: Benjie, Chapter IV (TC page 103).

STORYLINE MAG

WE HAVE THE WHOLE WORLD IN OUR HANDS



- Ask Ss what they think they need to do. Encourage them to circle the words first, then listen and check.
- Give them time learn the song. They can sing it in groups, each group being in charge of one stanza.
- In groups, they can invent new stanzas.

Answer Key

- 1 fish
- 2 birds
- 3 small
- 4 trees
- 5 lakes
- 6 jungle

TONGUE TWISTERS



- Make sure Ss are familiar with the concept. They can learn them one line at a time, listening to the recording or the T first.

THE ALPHABET LIST

- Check that Ss know how to play. You can have several rounds over different lessons, changing the letter.

THE OMEGAN SECRET ALPHABET



- You can ask Ss to read the bulleted notes in red.
- Give them time to crack the code and find the title of the poem.
- You can divide Ss into groups and they can write different poems, with which they can make a classroom display.
- Ss can also illustrate their poems.

Answer Key

Things to do besides TV

1 a) Read and write the number. There are two extra pictures.



- a) Number 1 is a tall girl. She has long hair and big eyes. Her nose and ears are small. She's wearing a T-shirt and a jacket because it's cold. She isn't wearing gloves, but she's wearing a scarf. She's wearing pants and shoes. Her socks are white. She isn't wearing a sweater. She doesn't have a cap, but she has an umbrella and a bag.
- b) Number 3 is tall. Her hair's long and her eyes are big. She doesn't have a big nose or big ears. Look at her clothes: a lovely skirt, boots and socks. She's wearing a nice belt and a scarf. Her jacket is beautiful, perfect for cold weather. She doesn't have an umbrella, but she has a bag.
- c) Number 4 is not tall. He has brown short hair and small eyes. His ears aren't big. He's wearing pants, shoes and socks. His belt is new. He's also wearing a raincoat, a scarf and a shirt. He has an umbrella.

b) Now, describe the other children.

2 Write the words in the correct column.

bag belt boots cap dress gloves jacket pants raincoat scarf shirt shoes skirt socks sweater trainers T-shirt umbrella

I have	I don't have

I like wearing	I don't like wearing

3 Complete the sentences.

- At school, we wear _____.
- At school, we don't wear _____.
- At the club, I wear _____.
- At the club, I don't wear _____.
- At a birthday party, I wear _____.
- At a birthday party, I don't wear _____.
- At an important, elegant ceremony, I can wear _____.
- At an important, elegant ceremony, I can't wear _____.

4 Match. Then, complete the sentences with the past form of the verbs.

ROUTINES

- I get up at 7 every day.
- I get messages from my friends every day.
- My brother studies in the afternoon.
- On Sundays, we sit in the garden and have breakfast.
- My sister does her homework in the afternoon.
- My parents work in the morning.
- My granny gives chocolates to my baby sister for her birthdays.
- My mum puts an umbrella in her bag.

- e
f
h
a
g
c
b
d

THE PAST

- Last Sunday, we **sat** in the kitchen because it was rainy.
- She **gave** me chocolates and a T-shirt for my birthday.
- Last week, they **worked** in the afternoon.
- She **put** an umbrella and a small raincoat. The weather was terrible!
- Last Sunday, I **got up** at 11.
- I **got** an email from my grandfather last week.
- She **did** her homework in the evening yesterday.
- Yesterday he **studied** in the evening.

5 Write the verbs in the correct column. Then, write R (regular) or I (irregular).

bought	listened	start	were
do	play	studied	work
give	put	swim	wrote
have	read	used	
helped	sat	walked	
like	saw	want	

PRESENT		PAST	
do	I	bought	I
give	I	helped	R
have	I	listened	R
like	R	sat	I
play	R	saw	I
put	I	studied	R
read	I	used	R
start	R	walked	R
swim	I	were	I
want	R	wrote	I
work	R		

6 Complete with the correct verb.

Yesterday I ¹ **was** a rainy day. I ² **got up** at 9 and ³ **had** breakfast in bed. I ⁴ **drank** milk and I ⁵ **ate** chocolate cake. It ⁶ **was** delicious! I ⁷ **wrote** emails to my friends and I ⁸ **watched** TV. Then, I ⁹ **read** a book. My mother ¹⁰ **worked** on her new astronomy project and my dad ¹¹ **made / ate** a salad for lunch. In the afternoon, it was sunny. I ¹² **rode** my bike in the park. My parents ¹³ **went** to the club. They ¹⁴ **swam** in the swimming pool and ¹⁵ **played** tennis. In the evening, we ¹⁶ **ate** hamburgers at a fast food restaurant. I love hamburgers!

1 a) Read and write the number. There are two extra pictures.

Focus: physical description and clothes

b) Now, describe the other children.

Focus: physical description and clothes

2 Write the words in the correct column.

Focus: clothes, have, don't have, like wearing, don't like wearing

EXPANSION

They can add further items of clothing.

3 Complete the sentences.

Focus: wear, clothes

4 Match. Then, complete the sentences with the past form of the verbs.

Focus: past forms

5 Write the verbs in the correct column. Then, write R (regular) or I (irregular).

Focus: past forms

6 Complete with the correct verb.

Focus: past forms

7 Look at Tom and Max's week and complete.

MON	TUE	WED
5:00 PM 	1:00 PM 	7:00 PM
THU	FRI	SAT
4:00 PM 	9:00 PM 	2:00 PM
SUN	6:00 PM 	

- On Monday at 5 PM, Tom and Max **read a book**.
- On Tuesday **they used the computer.**
- On Wednesday **they saw a movie.**
- On Thursday **they wrote emails to their friends**.
- On Friday **they ate at a restaurant**.
- On Saturday **they swam at the club**.
- On Sunday **they visited some friends**.

8 Make the text true for you.



My name's Hugh. Last week, I went to the theatre and I ate chicken at a very nice restaurant. At night, in bed, I read two books. I wrote a composition for my teacher. I swam in the river. It was very cold! I used the new computer at school and I did my homework every day. I visited two friends and played basketball with them. I bought chocolate and I helped my dad in the kitchen. After school, I rode my bike in the street and I gave my brother a T-shirt for his birthday. And you?

9 Complete the questionnaire.

Questionnaire

- Were you at school last Monday?
- Was your best friend at school on Tuesday?
- Did you have English on Wednesday morning?
- Did your brother or sister go to school last week?
- Did you have milk for breakfast yesterday?
- Did you ride your bike last weekend?
- Did you do your homework last Friday?
- Did you visit friends last weekend?

10 Look and answer the questions about Boris' holidays.

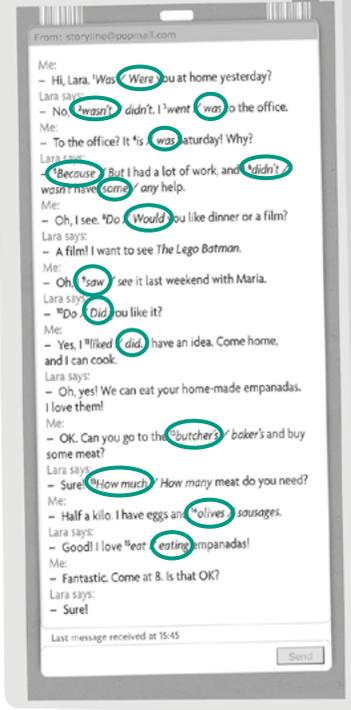


- Did Boris swim? **Yes, he did.**
- Did he write emails? **No, he didn't.**
- Did he work? **No, he didn't.**
- Did he read books? **Yes, he did.**
- Did he visit Machu Picchu? **Yes, he did.**
- Did he buy presents? **Yes, he did.**
- Did he listen to music? **Yes, he did.**
- Did he go to the theatre? **No, he didn't.**

11 Match. There is one extra ending.

1 Did your sister	a at home last weekend.
2 Were	b video games with her friends last weekend.
3 Was	c do her homework yesterday?
4 My brother	d ride his bike yesterday?
5 My sister played	e wasn't at school yesterday.
6 My mum didn't	f work in her office on Tuesday.
7 She wasn't	g your parents at home yesterday afternoon?
	h your sister at school last Tuesday?

12 You are chatting with your friend, Lara. Circle the correct option.



7 Look at Tom and Max's week and complete.

Focus: town facilities

8 Make the following text true for you.

Focus: past tense, affirmative and negative forms

9 Complete the questionnaire.

Focus: simple past tense interrogative, yes/no questions

10 Look and answer the questions about Boris's holidays.

Focus: simple past tense interrogative, yes/no questions

11 Match. There is one extra ending.

Focus: past forms affirmative, negative and interrogative

EXPANSION

Ss can write the beginning of the extra ending.

12 You are chatting with your friend, Lara. Circle the correct option.

Focus: integration

EXPANSION

Ss can write sentences with the options they haven't circled.

STORYLINE

3

PAST ACTIVITIES

sat, drank, read, bought, ate, made (a cake), played, put, did (homework), wrote, studied, gave, got up, helped, went, liked, saw

ALWAYS LEARNING

PEARSON

STORYLINE

3

DAILY PLANNER

Hello!

Calendar

Feelings



Weather



School Subjects



Today's Activities:

Homework

Goodbye!

ALWAYS LEARNING

PEARSON

How to go about the play *THE MAGIC LAMP*

In this section, we will provide teachers with ideas on how to work on the play and use it for children to perform at the end of the year, if there is a celebration, or maybe, to other children at school. As with all stories, start with a lead in to help children make predictions.

Possible lead-ins:

- You can ask Ss if they have ever found something old in an attic or a basement.
- You can also tell Ss about something you have found or ask them which things are usually kept in an attic.

Ask children to read the title and encourage them to predict what the story may be about, in particular making the connection between the title and the image of the attic. As usual, accept all their hypotheses, which you may keep on the board.

Read the story to them while they follow by reading their books. When you get to Annie's line when she says, *'Perfect for our drinks,'* ask them if they would like to modify their hypotheses. Encourage them to account for their answers.

Continue reading the play up to the moment the genie comes out of the lamp. Ask Ss what they think is going to happen. Ask them as well what they imagine the life of a genie is like.

Go on reading the play up to Mary's line *'And we're planning our weekend in the mountains.'* Ask Ss what wishes they would have. Also encourage them to predict what wishes the children are going to ask the genie to grant them.

Read the story up to the end. Go back to the Ss' predictions.

You can ask Ss what they have learnt from the story. It is important for children to become aware of the different needs people have, and different perspectives as well. The children do not feel they need anything because they have a family and friends, which the genie cannot understand. This story in particular lends itself naturally to discuss values and people's viewpoints.

1 Read and complete.

Once Ss do the activity, you can ask them to write a few more statements for others to complete. You can also play a memory game before Ss do the activity: you read each of the statements and then they have to tell you the right name.

Answers: 1. Freddie 2. Kevin 3. Danny 4. Mary and Kevin 5. Annie 6. The genie 7. The genie 8. The genie 9. All the kids 10. The genie (Jimmy)

2 Read and write ✓ (true) or ✗ (false)

As a follow up activity, you can invite kids to add a few more items to the list. Also, you can ask them to correct the false statements. Fast finishers can be asked to get into groups and come up with new statements.

Answers: 1. ✗ 2. ✓ 3. ✗ 4. ✗ 5. ✓ 6. ✓ 7. ✓ 8. ✗ 9. ✓ 10. ✓

3 Read and complete. There are two extra words.

Help children see that this is a text and not isolated sentences. This means they would have to read the text as a whole first. To check they do, you can ask them either what the text is about, or you can give them options, e.g. *Does Kevin tell his grandma what really happened?*

Answers: 1. visited 2. can 3. want 4. were 5. saw 6. an 7. because 8. had 9. isn't 10. Do

4 Write

The Ss are invited to complete an email from Mary to her grandma in which they describe the genie. You can ask kids to read the outline for the email and tell you what information they need. Then they can scan the play and complete a file with information they will need. They can finally complete the email, either in pairs or individually.

Presenting the play at a school celebration

The Ss have to be familiar with the story first. You can use the procedures suggested on page 101. Once they all know the story, you need to assign roles.

The following is the list of characters:

Freddie
Alex
Danny
Mary
Kevin
Emma
Sammy
Annie
Genie / Jimmy

Depending on the number of children, each character's lines can be divided into two learners. There is need for a narrator as well. The teacher may decide to include a narrator who provides a summary of the story in Spanish.

There are always children who do not like acting, yet they may have an active role. Some kids can be in charge of writing the invitations for the play, and they can also design the programme in which they will have to write the names of the kids playing the different roles, plus the names of those in charge of other areas: programme, decoration, etc. Some others can be in charge of the sound effects. In this way, every kid is involved in the play.

To close the play and have everybody on stage, you can teach this rap:

*This was 5A performing for you
We worked, we studied,
And we had fun, too!*

Once the play is over, tell children to leave the stage (if possible) or to go to the back. As you name the different characters and participants in the play, they should go to the front of the stage and bow to the audience. Start by naming the helpers (those in charge of the invitations, the programmes, the decoration), and then the characters. Finally, call out 5A – i.e. the class – for everybody to walk to the front and take a final bow.

It will be necessary to rehearse the play several times at the spot in which children will perform, either the stage, if there is one at school, or an area in the main hall. It is important for kids to know where they need to stand before it's their turn to act, and where they have to go once their scene is over to wait for the final bow. It may help to use masking tape on the floor to show kids where they have to stand.

If microphones are going to be used, children will need to pass them from child to child, which needs to be planned and practised as well. To make it easier for the children, start practising from the very beginning with markers (pretending they are microphones). This will help children later when you add the microphones to the rehearsal.

You will also need one or two kids in charge of the props. They need to bring the ones for each scene and remove those which are no longer used. Again, it is crucial to rehearse all these movements.

You may decide it is better to rehearse one or two scenes at a time, instead of having the complete play at the first rehearsal. Once everybody knows the lines and knows exactly what to do and when to do it, you can organize a 'dress' rehearsal: the kids will be wearing the masks or carrying the paper puppets. In case they are using puppets, you need to check they show the puppet to the audience.

One last idea. It may be the case that the celebration at the end of the year is some other group's responsibility, or that the school has decided to include other performances. You can still have the kids act out this play for their families. You can invite them to school and instead of using the main hall, if there is no stage, the children can perform in their classroom. As you will know this in advance, all the tips and pieces of advice on rehearsal apply in this case as well.

New Sections

A story: Benjie

On pages 74-77 in the Pupil's Book, a new section has been added. Children will find a story in four chapters, which they can read every two units, i.e. Chapter I after doing Units 1 and 2, Chapter II after doing Units 3 and 4, and so on.

As a lead-in, you can ask children if they have a pet at home, what pet it is and how they got it.

Ask children to read the title and have a look at the images, and then elicit from them what the story may be about. Tell children they should read the first chapter without stopping if there is a word they do not understand. Help them see they do not need to know all the words to understand a text. Go back to their predictions as to what the story may be about. Invite them to predict what is going to happen next. Ask them who the narrator is: *Benjie*.

Help children do the activity, and check the answers. You can ask them to keep a record of the key information of Chapter I, which will come in useful when they read Chapter II. Follow the same procedure with the other chapters. Ask children to read the notes they made of the chapters before they read a new one.

Once they finish the story, ask them if they liked the ending, or what other ending they would have liked. You can invite them to imagine if the story would be different if the girl told it, or the vet, or another member of Matilda's family. Working on the point of view will help children understand that no story is neutral, that there will be differences in the same story depending on who tells it.

Answers

Chapter I: 1. b or c 2. a 3. c

Chapter II: 1. × 2. ✓ 3. ✓ 4. × 5. × 6. ✓ 7. × 8. ✓

Chapter III: 1. Bob, the dad. 2. Bob likes football. 3. Annie, the mum.
4. Benjie loves milk. 5. Tommy is terrible. 6. Matilda is Benjie's favourite.
7. Matilda and Lily play volleyball. 8. Benjie likes Candy.

Chapter IV: 1. Freddie 2. loves 3. Benjie 4. played 5. happy 6. happy

Test your memory!

On page 85 in the Pupil's Book, a new section has been added, *Test your Memory*. The purpose of this section is two-fold. On the one hand, activities are presented which integrate all the language children have been working with along *Storyline* 3. On the other hand, the topic of these activities is information about the characters. In some cases, children will remember a lot about each of the characters, and will not need to go back to the stories to check how to solve each of the items. If this is the case, when checking, children should tell you where to find the information. This will show them how important it is to know where to find information or evidence for an answer. If there is information children do not remember, they can go back to the stories before attempting an answer.

Answers

Activity 1: 1. Mr Smith 2. Venus 3. No 4. Daniel's grandpa 5. Yes
6. Twenty 7. Yes 8. Fruit 9. Strawberry juice 10. Yes 11. Yes 12. No

Activity 2: 1. Mrs Davies 2. Daniel 3. Mrs Davies 4. Daniel 5. Daniel's mum
6. Tixit 7. Tixit 8. Tixit's mum 9. Tixit's grandpa 10. Mrs Davies

Activity 3: 1. h 2. a 4. e 5.b 6.c 7.d 8.f 9.g

CLIL pages

On pages 86-93 of the Pupil's Book, a new section has been added, *CLIL* pages.

CLIL, Content and Language Integrated Learning, is an approach in which both a subject – Maths, Natural Sciences, Social Studies, Ethics, among others – and a language are taught together, and is summarized in the phrase 'using language to learn, learning to use language.' Activities are presented in this section that will help children see connections between what they are learning in English with other areas of the curriculum. Each of the topics presented is related to both the language area children have been working on and the topics tackled in the unit. The activities aim at raising children's awareness in that they place them in a central, active position rather than as spectators. This idea will be further developed in each of the activities.

Unit 1

The link in this unit is between English and Natural Sciences. The topic is the solar system and children are asked to read curious facts about the solar system and decide whether the statements presented are true or false. Children can be invited to add further curious facts about the solar system.

As a follow up, the teacher can ask learners to look for information about the planets. With the teacher, they can create a new Curious Facts text.

Answers

Activity 1: 1. an encyclopaedia 2. an article

Activity 2: 1. × 2. ✓ 3. × 4. ✓ 5. ✓ 6. ✓ 7. ✓ 8. ✓ 9. ✓ 10. ×

Unit 2

The link in this unit is between English and Natural Sciences. The topic is Mars, and as they solve the activity, the teacher can help children realize that life on Mars is not possible. This can lead to awareness raising of how important and urgent it is to take care of our own planet. As a follow up activity, the teacher may invite children to reflect on ways to raise awareness on the topic of ecology. They can start a campaign at school. To finish with, children can be invited to watch the film *The Martian* (2015) and learn how to survive alone in Mars.

Answers

Activity 1: 1. ✓ 2. ✓ 3. × 4. × 5. × 6. ✓ 7. × 8. ×

Activity 2: 1. No 2. No 3. No 4. Yes 5. No 6. No 7. No 8. No

Unit 3

The link in this unit is between English and Natural Sciences. The topic is food and cultures. If the children are familiar with food pyramids, most probably they will have seen one which is different from the one in this unit. Ask them to compare both pyramids to find similarities and differences. After solving the activities, and as a follow up, children can reflect on the connection that exists between places, foods and culture. For instance, people living by the sea or by a river will probably be used to eating lots of fish, whereas people living far from water, e.g. the North West of Argentina, will be used to eating other foods, especially lots containing grains typical of the region.

Answers

1. ✓ 2. × 3. ✓ 4. × 5. ✓ 6. × 7. × 8. × 9. × 10. ×

Unit 4

The link in this unit is again between English and Natural Sciences. The topic fauna in the Puna region. Apart from working on the topic, they will be reflecting on language, in particular the organization of a text. As a follow up activity, the teacher can ask children to collect information to write a similar text about another region in Argentina.

Answers

Activity 1: 2 The South Puna: fauna

Activity 2: Paragraph 1: The Puna Paragraph 2: Typical Animals
Paragraph 3: The vicuña Paragraph 4: People and the vicuña

Unit 5

The link in this unit is between English and Natural Sciences and Social Studies. The topic is typical dishes. As they solve the activity, children can become aware of how difficult it can be for people with health problems to find the right kind of food. As a follow up, children can look for information about typical dishes in Argentina – or in a region of Argentina – and think about restrictions some people may have as regards those dishes.

Answers

1. Arroz Tapado 2. Causa Limeña 3. Causa Limeña 4. Arroz Tapado and Causa Limeña 5. Causa Limeña and Arroz Tapado 6. Papas a la Huancaína, Causa Limeña and Arroz Tapado 7. Arroz Tapado and Papas a la Huancaína 8. Papas a la Huancaína and Causa Limeña

Unit 6

The link in this unit is between English and Social Studies. The topic is notable women in history. The teacher can first ask children what notable women they know, and why they were notable. Secondly, they need to understand that they have to choose a title for each of the texts. After they solve the activity, it is advisable to ask children which words and phrases were key to decide on the title. As a follow up, children can do some research to find the names of other women who were notable. They can be given the skeleton of a text to share their findings, e.g. '... was notable because she ...'. They can enlarge on the texts, e.g. '... was from ...'. She was notable because she ...'.

Answers

1. An amazing person 2. A woman pilot 3. A fantastic artist 4. A female revolutionary

Unit 7

The link in this unit is between English and Social Studies. The topic is geoglyphs. You may start by asking children if they think the Nazca Lines are unique. Once they finish the activity, and as a follow up, children can look for information about other geoglyphs in the world. Again, they can be given a skeleton to present their findings, e.g. 'There is a / are geoglyph(s) in ...'. It's / They're (description) ...'.

Answers

1. ✗ 2. ✓ 3. ✓ 4. ✓ 5. ✗ 6. ✗ 7. ✗ 8. ✓ 9. ✓ 10. ✗

Unit 8

The link in this unit is between English and Social Studies. The topic is Apollo 11. First, you may ask children if they know anything about the

first man on the moon. Secondly, children can be invited to read the text to see if there is any conflicting information with what they knew about the mission. An alternative way is to tell children they are going to read about this mission and ask them what information they think they will find. As a follow up activity, children can look for information about some other mission. They can use the questions in the text to find answers too.

Answers

1. An incredible mission 2. the module commander 3. black and white
4. the president of USA 5. 15 6. The packs 7. isn't 8. was an actor on
Apollo 13

Further Practice

At the end of the Workbook section, on pages 126 to 141, two pages have been added to each of the units in *Storyline 3*. In this section, children will revise previous concepts and activities. This is ideal to revise and recycle contents.

Even though children are getting older and they can handle the language more easily, there are some steps we should always follow to make sure activities do not fall flat:

- › Read titles together with the children and ask them what they have to do.
- › Solve a couple of sentences with them to show them how to go about the activity and make sure they remember rules, too. As you solve the example, verbalize the process so that children can grasp the dynamics.
- › Assign a couple of minutes to solve the activity and check together.
- › It is an excellent moment to reinforce concepts: make children account for their choices. Some children might get the right answer for the wrong reason, while others might know the rule and yet choose the wrong option.
- › In some of the activities, accounting for their choice might be repetitive for some children. However, it is a great moment for weak students to listen and internalize language rules.
- › When working with verbs, make sure children remember the meaning before they set to work. Avoid using translation: ask children to give simple examples: *drink water, soda; get up early or at 6 am*. Some of the weakest students might still translate in order to confirm meaning. This is OK since it helps them reduce anxiety and, therefore, focus on the activity.

My Blog

You will come across this activity at the end of each unit of the Further Practice section. The purpose is to provide students with opportunities to talk about themselves and, in this way, also make them aware of everything they have learnt to be able to do in English. In order to guide children to complete this activity, you may copy the sentences on the board and solve it with them. You might write about an imaginary student from the class, since the information provided will be useful to all the children. You might also write about a real student from the class.

Answers

Unit 1

Activity 1: 1. do, at 2. go, in 3. don't 4. work 5. read 6. listen to
7. have 8. visit 9. get 10. make

Activity 2: 1. There are ✓ 2. There is ✗ 3. There are ✓ 4. There is ✓
5. There is ✓ 6. There are ✗ 7. There is ✓ 8. There is ✓ 9. There are ✓
10. There are ✗

Activity 3: 1. b 2. i 3. h 4. c 5. a 6. g 7. e 8. f

Activity 4: 1. ✓ 2. ✗ 3. ✗ 4. ✗ 5. ✗ 6. ✓ 7. ✗ 8. ✗ 9. ✗ 10. ✗

Activity 5: 1. are 2. are 3. have 4. are 5. has 6. are 7. isn't 8. have 9. are 10. are 11. live 12. get up 13. at 14. work 15. afternoon 16. watch 17. On 18. play 19. visit

Unit 2

Activity 1: 1. gets up 2. has 3. goes 4. likes 5. eats 6. drinks 7. does 8. watches 9. listens to 10. plays 11. makes 12. visits

Activity 2: 1. b 2. c 3. a 4. n 5. d 6. k 7. g 8. m 9. j 10. l 11. e 12. h

Activity 3: 1. What 2. Where 3. What 4. How old 5. Where 6. Who 7. What 8. What colour 9. What 10. Who

Activity 4: 1. is using 2. is painting 3. are playing 4. is cooking 5. are studying 6. is drinking 7. is eating 8. is doing

Activity 5: 1. can 2. can't 3. can 4. can't 5. can 6. can't 7. can 8. can 9. can 10. can't

Activity 6: 1. b 2. d 3. j 4. g 5. c 6. i 7. f 8. k 9. h 10. l

Unit 3

Activity 1: 1. He's 2. he has 3. His 4. Harry's 5. doesn't 6. has 7. at 8. watches 9. plays 10. There's 11. loves 12. do 13. don't 14. is playing 15. can

Activity 2a): 1. Is 2. Do 3. Does 4. Can 5. Are

Activity 2b): 1. No, he isn't 2. Yes, I do 3. No, she doesn't 4. Yes, I can 5. Yes, I am

Activity 3: 1. Alex 2. student in 5A 3. is Natural Sciences 4. hamburgers 5. at 6 in the morning 6. at school 7. my bike 8. ride very well 9. Sally 10. short and thin 11. big brown eyes 12. go to school 13. plays at home

Activity 4: 1. ✓ 2. ✗ 3. ✓ 4. ✓ 5. ✓ 6. ✓ 7. ✓ 8. ✓ 9. ✗ 10. ✗

Activity 5: 1. need / greengrocer's 2. needs / baker's 3. needs / grocer's 4. needs / butcher's

Activity 6: 1. listening 2. going 3. watching 4. playing 5. making 6. playing 7. riding 8. reading

Unit 4

Activity 1: 1. is 2. has 3. her 4. likes 5. are 6. doesn't 7. can 8. can't 9. watching 10. On 11. helps 12. Maggie's 13. can 14. is making 15. lettuce 16. but 17. butter 18. grocer's 19. greengrocer's 20. is buying

Activity 2: 1. c 2. h 3. i 4. e 5. g 6. j 7. f 8. d 9. a 10. b

Activity 3: Routines: 5, 14, 15; Permanent states: 1, 2, 3, 4; Abilities: 7, 11; Actions now: 8, 9; Likes and dislikes (things): 6; Likes and dislikes (actions): 10; Description: 12, 13

Activity 4: 1. b 2. e 3. i 4. c 5. g 6. f 7. h 8. a

Activity 5: 1. your 2. His 3. our 4. their 5. her 6. Our / Her 7. Their 8. your

My blog: 1. Do 2. It's 3. some 4. from 5. are 6. have 7. Their 8. legs 9. can 10. can't 11. eat 12. any

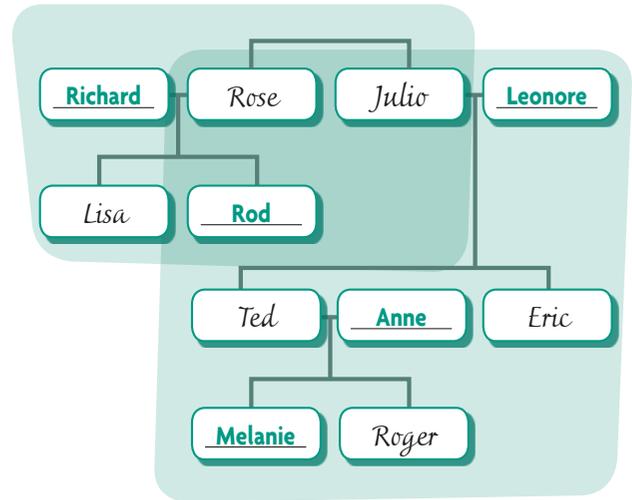
Unit 5

Activity 1: 1. ✗ 2. ✗ 3. ✗ 4. ✓ 5. ✗ 6. ✓ 7. ✓ 8. ✗ 9. ✗ 10. ✗

Activity 2: 1. b 2. j 3. i 4. f 5. e 6. k 7. h 8. a 9. c 10. d

Activity 3: 1. Where do you work? 2. Can you ride a bike? 3. Why is Eric sleeping? 4. Are Amy's friends using pencils? 5. Do the children like watching TV?

Activity 4:



1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓ 6. ✓ 7. ✗ 8. ✓ 9. ✓ 10. ✓

Activity 5: 1. some 2. them 3. they 4. are playing 5. can play 6. Eric's 7. is 8. are 9. it 10. dessert 11. much 12. A bottle

Activity 6: 1. many / are / 23 2. much / is / No snow 3. many / are / 8 4. much / is / A lot 5. much / is / Not much 6. Is / Yes 7. Are / Yes 8. Are / No 9. Is / Yes 10. Is / No

Unit 6

Activity 1: 1. gets up 2. has 3. Her 4. can speak 5. In 6. watching 7. because 8. Caroline's 9. there's 10. There are 11. any 12. Is there

Activity 2: 1. ✓ 2. ✗ 3. ✗ 4. ✓ 5. ✗ 6. ✓ 7. ✓ 8. ✗ 9. ✗ 10. ✓ 11. ✓ 12. ✓

Activity 3: 1. g 2. b 3. j 4. l 5. a 6. c 7. i 8. h 9. d 10. f

Activity 4: 1. tomato / Here you are 2. How much is 3. I like 4. want to make / any 5. Would you like 6. many 7. any / them

Activity 5: 1. was 2. was 3. wasn't 4. was 5. was 6. wasn't 7. was 8. was 9. was 10. was

Unit 7

Activity 1: 1. ✗ 2. ✗ 3. ✓ 4. ✗ 5. ✓ 6. ✗ 7. ✗ 8. ✗ 9. ✓ 10. ✗

Activity 2: 1. a 2. e 3. f 4. d 5. h 6. c 7. g 8. i

Activity 3: 1. played 2. visited 3. made 4. bought 5. ate / drank 6. went / saw 7. had

Activity 4: 1. park / played 2. cinema / saw 3. museum / saw 4. library 5. hospital 6. supermarket 7. restaurant 8. theatre

Activity 5: 1. a dugong 2. an aye-aye 3. a gerenuk 4. a gobi jerboak

Unit 8

Activity 1: 1. was 2. had 3. drank 4. ate 5. didn't 6. played 7. wrote 8. watched 9. is making 10. some 11. any 12. need 13. many 14. butcher's 15. any

Activity 2: 1. b 2. k 3. a 4. j 5. i 6. c 7. e 8. d 9. l 10. f

Activity 3: 1. weren't / went / saw 2. didn't 3. played 4. rode / was 5. went / read / was 6. wrote 7. didn't buy 8. didn't drink

Activity 4: (possible answers) 1. black trousers 2. pyjamas 3. short trousers 4. swimsuit 5. a T-shirt 6. a scarf

Activity 5: 1. k 2. d 3. a 4. g 5. f 6. h 7. e 8. i 9. c 10. j

QUICK CHECK UNIT 1

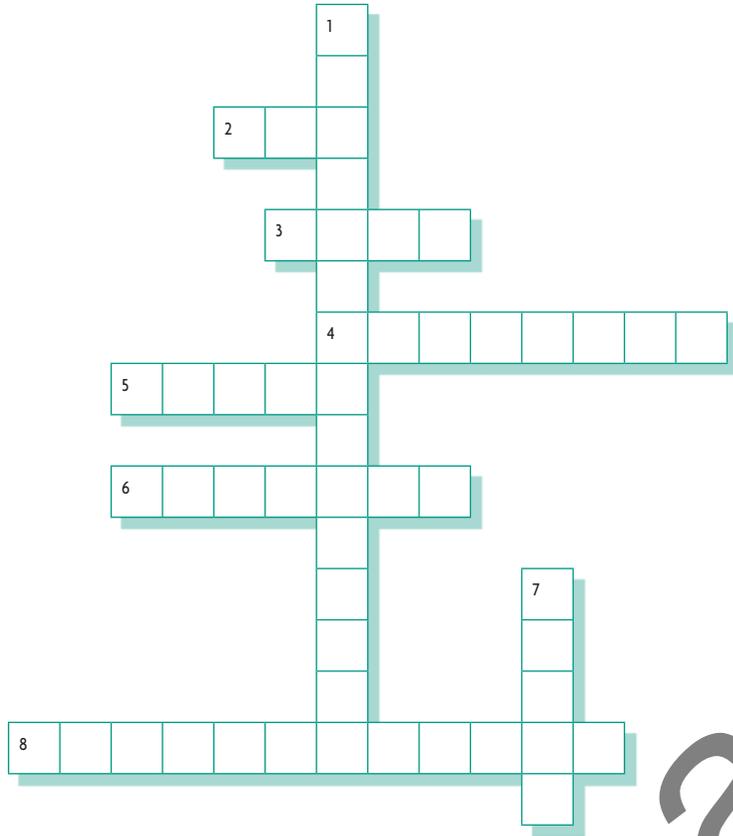
A

Name:

Class:

Date:

1 Do the crossword puzzle.



Down ↓



Across →



	10
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2 Unscramble the following.

- 1 Mr Smith's – am – girlfriend – I – . _____
- 2 seven – in – get up – I – the morning – at – . _____
- 3 start classes – what – do – time – you – ? _____
- 4 at home – two – are – bedrooms – there – . _____
- 5 don't – have lunch – on – the club – at – Saturdays – we – . _____

	20
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3 Circle.

My name's Georgina and I ¹live / have in a small house with my family. ²She's / They're great. My ³sister / sister's name is Caroline. She ⁴is / has eleven. She ⁵is / has long hair and ⁶her / your eyes are blue. I ⁷have / am two brothers, too. ⁸Your / Their names are Connor and Douglas. ⁹Their / They're twins. They ¹⁰don't / aren't go to school. They're university students.

	20
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TOTAL

	50
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QUICK CHECK UNIT 2

A

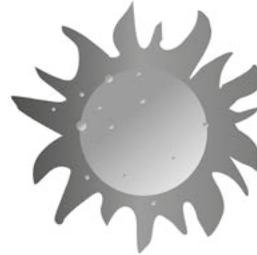
Name:

Class:

Date:

1 Write the food names in the boxes. There are three extra words.

crater Earth extraterrestrial galaxy moon planet stars sun



1

2

3

4

5

10

2 Match questions and answers. There are two extra answers.

- 1 What's your sister's name?
- 2 How old is she?
- 3 Where is she?
- 4 What's she doing?
- 5 Does she go to school in the morning?
- 6 What time does she get up?
- 7 Can she swim?
- 8 Are her friends tall?
- 9 Where do they live?
- 10 What are they playing?

- a At 6.30.
- b Fourteen.
- c Hockey.
- d In a big house next to school.
- e In the afternoon.
- f In the garden.
- g No, it isn't.
- h No, they aren't.
- i Olivia.
- j She's studying.
- k Yes, she can.
- l Yes, she does.

20

3 Circle.

Do you remember Georgina's sister, Caroline? She ¹love / loves sports. She ²is / can ride a bike, run fast and swim, ³and / but she can't play hockey. Caroline ⁴isn't / doesn't go to the club. She plays sports at school. Now she's at home. She is in ⁵her / his bedroom. She ⁶study / is studying Social Studies. ⁷It's / There's a computer in the bedroom, but she ⁸isn't / doesn't using it. She doesn't ⁹like / likes it. It's an old computer! Listen! That's the phone. 'Hi, Claire, I'm in my bedroom. I'm very tired. What ¹⁰do you do / are you doing?'

20

TOTAL 50

QUICK CHECK UNIT 3

Name:

Class:

Date:

A

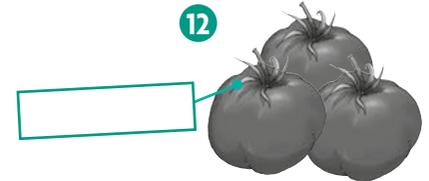
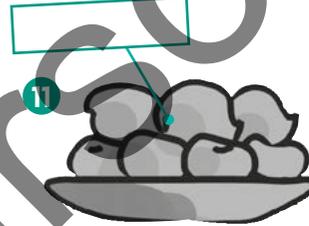
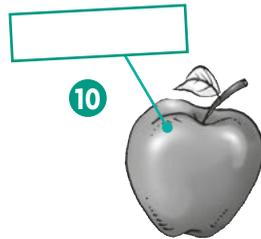
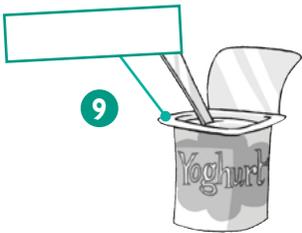
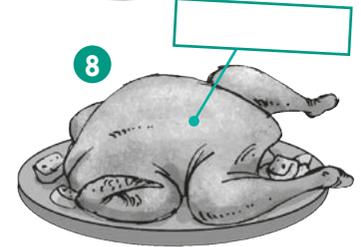
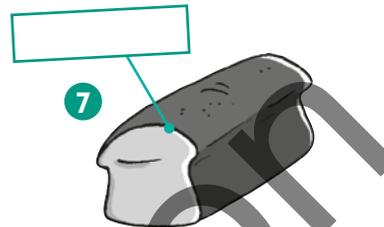
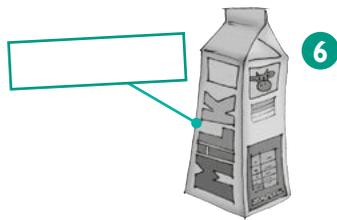
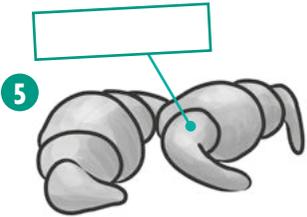
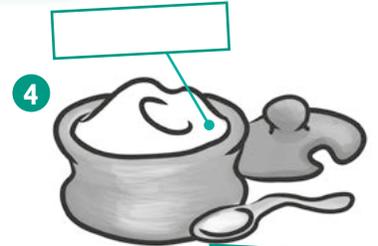
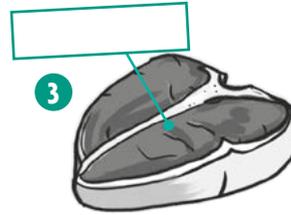
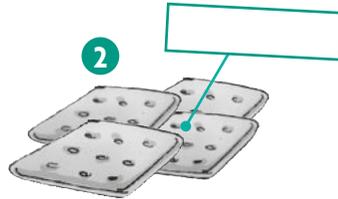
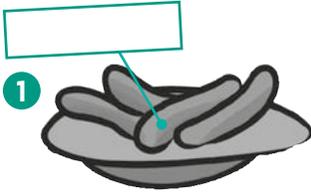
1 a) Write the name in the correct place.

BAKER'S

BUTCHER'S

GREENGROCER'S

GROCER'S



20

b) Match.

- 1 Fruits
- 2 Vegetables
- 3 Meat
- 4 Grains
- 5 Dairy products
- 6 Drinks

- a Baker's
- b Greengrocer's
- c Grocer's
- d Butcher's

16

2 Circle.

Caroline is in the kitchen. She ¹makes / is making a cake. She ²can / is cook very well. She loves ³cook / cooking. ⁴There is / It's milk, butter and sugar at home, but no eggs. She ⁵has / needs a ⁶dozen / kilo eggs. ⁷What / How much is it? \$12.

14

TOTAL 50

QUICK CHECK UNIT 4

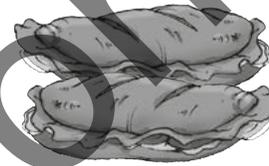
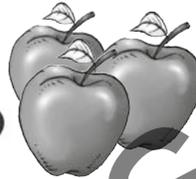
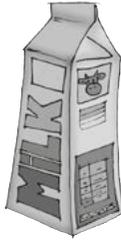
A

Name:

Class:

Date:

1 Write the food names in the correct column.



COUNTABLE	UNCOUNTABLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10

2 Match and circle. There are two extra answers.

- Where's your mother from?
- Are you Brazilian?
- Why can you speak English?
- Why is your mother happy?
- Where are the teachers from?

- Because I'm from / in Australia.
- Because he's / she's watching her favourite TV programme.
- Because they is / are scared.
- No, I'm not / don't.
- She's from America / American.
- She's in America / American.
- They're France / French.

20

3 Circle.

Caroline and her sister Georgie are sad ¹why / because they ²aren't / can't swim today. ³Why / Where? Because it's raining. Now the two girls are in the kitchen, and this is the conversation with ⁴our / their mother.

Mum: What ⁵do you do / are you doing?

Caroline: We're making tea.

Georgie: ⁶Their / Our friends are coming for tea. But we have a problem. There aren't ⁷some / any biscuits at home.

Caroline: But there's ⁸some / any bread and cheese, we can make sandwiches.

Mum: Mmm, there's ⁹no / any mayonnaise.

Caroline: No, but I can buy ¹⁰some / any at the grocer's. There's ¹¹no / any milk, and I can buy milk, too.

Mum: OK, girls.

20

TOTAL 50

b) Write the words in part a) in the correct column.

	COUNTABLE	UNCOUNTABLE

10

4 Match questions and answers. There are two extra answers.

- 1 Does your mother work in a school?
- 2 What is your sister reading?
- 3 Why is she studying?
- 4 Where is she studying?
- 5 How much is a hamburger?
- 6 Where are your father and mother from?
- 7 Why can your teacher speak French?
- 8 Where does your friend live?
- 9 Do you need a pencil?
- 10 Is your friend running in the classroom?

- a \$12.
- b A Social Studies book.
- c Because she has an exam.
- d Because she's from France.
- e Yes, they are.
- f Next to my house.
- g They're in Colombia.
- h No, I don't. I have two.
- i No, she doesn't.
- j They're Colombian.
- k No, he isn't.
- l In her bedroom.

30

5 Circle.

My name's Zach and I'm from ¹Venezuela / Venezuelan.
 I have a brother, Wilbur. We ²aren't / don't go to school.
³Our / Your mother is a teacher, and we study at home.
⁴In / On the morning, we have breakfast and then we
 read. I love ⁵read / reading about plants and animals.
⁶They're / There are fantastic animals here! We have lunch
⁷at / on 12.30. We eat sausages with ⁸some / any rice or a
 salad. We don't drink ⁹some / any coke. We love water.
 I ¹⁰can / am climb trees very well, but my brother
¹¹doesn't / can't. Now we're in the garden.
 We ¹²do / are doing our homework.

20

6 Answer the questions. Make them true for you.

1 Is your Maths teacher Italian?

2 How old are you?

3 Can you read French?

4 What are you doing now?

5 What time do you get up every day?

10

TOTAL 100

QUICK CHECK UNIT 5

A

Name:

Class:

Date:

1 Complete with the words in the box. There are three extra words.

aunt bottles cousin cups dessert dish
glasses husband olives parents tins uncle wife

My mother's sister is my ¹..... She can cook very well. Her husband, my ²....., loves cooking, too. Now we're having dinner in their house. Look at the table! There are two ³..... of water, two ⁴..... of coffee for my ⁵....., four ⁶..... of coke for the children, and two ⁷..... of orange juice. There are some ⁸..... too, because my ⁹..... loves them. And my favourite ¹⁰.....: flan.

20

2 Complete. Use *How much, How many, How old, Where or Who*.

Caroline and Georgie are looking at some photos in the living room.

Caroline: ¹.....'s that?

Georgie: My friend Jason.

Caroline: ²..... is he?

Georgie: Sixteen.

Caroline: ³..... does he study?

Georgie: At St James's Secondary School. He's coming home for dinner.

Caroline: ⁴..... orange juice is there at home?

Georgie: Two bottles and I can make hamburgers.

Caroline: I can go to the butcher's. ⁵..... hamburgers do you need?

Georgie: A dozen.

Caroline: OK.

10

3 Circle.

Now Caroline and Georgie are cooking.

Caroline: ¹Are there / Are they any tomatoes?

Georgie: How ²many / much do you need?

Caroline: Three or four, and I need ³some / no lettuce.

Georgie: How ⁴much / many lettuce?

Caroline: One head. ⁵There is / Is there any mayonnaise?

Georgie: Yes, and we can use some ⁶onions / apples.

⁷They / Them are delicious in hamburgers, I like

⁸they / them.

Caroline: We can make *empanadas* or *fajitas*. They're typical

⁹desserts / dishes, and Jason likes ¹⁰it / them.

Georgie: Good idea!

20

TOTAL 50

QUICK CHECK UNIT 6

A

Name:

Class:

Date:

1 Complete the conversations with the words and phrases in the box. There are two extra phrases.

do you have
do you like
don't like
how much
I'd like
I like
no
plate
please
would
would you like
yes

A: Good morning. I'd like a hamburger and a coke, ¹_____.

B: Would you like an ice cream, too?

A: ²_____, thank you.

B: Here you are.

A: ³_____ is it?

B: \$22.

A: ⁴_____ a cup of coffee, please.

B: ⁵_____ milk?

A: ⁶_____, please.

B: Sugar?

A: No, thank you. I ⁷_____ sugar.

B: ⁸_____ you like biscuits or cake?

A: ⁹_____ chocolate cake?

B: Yes, look, it's on the white ¹⁰_____.

20

2 Complete Daniel's blog with the verbs in the box. There is one extra verb.

ate bought drank had liked loved
made played saw was went

<http://www.daniel.blogspot.com/>

Hi, people. Yesterday ¹_____ a nice day.
I ²_____ breakfast in bed. That's super!
In the afternoon, I ³_____ to the cinema
with my parents and we ⁴_____ Ninja Turtles.
Fantastic! Then we ⁵_____ a hamburger
and ⁶_____ some coke at *Burger Time*.
My father ⁷_____ a video game at VideoShop
and we ⁸_____ the new game at home in
the evening. My mother ⁹_____ a chocolate
cake. I ¹⁰_____ it! 🍷🍷🍷

5 COMMENTS

3 Circle.

I like ¹watch / watching TV in my bedroom,
but I don't want to ²watch / watching TV
now because my friends are at home and
I ³want / need to play with ⁴they / them.
Dad ⁵buy / bought a cake and some coke
for tea. Fantastic!



10

20

TOTAL

50

QUICK CHECK UNIT 7

A

Name:

Class:

Date:

1 Complete with the correct place.



- 1 Caroline's mum is at the _____ because she needs \$500.
- 2 Caroline's family is having dinner at a _____.
- 3 Yesterday, she saw a good film at the _____, and she read a book at the _____.
- 4 Caroline's brother is not well. He's at the _____.
- 5 Caro's cousins are playing football in the _____.
- 6 Do you want to take a train? Go to the _____.
- 7 You can see dinosaur skeletons in some _____.
- 8 Do you like opera? Go to the Colon _____ in Buenos Aires.
- 9 Caroline's family was on holidays last month. They were in a nice _____.

20

2 Complete with the correct verb.

Caroline's sisters are at university today, but yesterday they ¹_____ at home. They ²_____ TV and ³_____ to music. In the afternoon, they ⁴_____ their bikes in the park. In the evening, they ⁵_____ an email to their grandmother.

10

3 Circle.

Two weeks ¹*last / ago*, Caroline and her family ²*are / were* in Sierra Azul. It's a small town, and ³*their / its* mountains are beautiful. They ⁴*weren't / didn't* get up at 11 every day. They ⁵*have / had* breakfast and then they ⁶*are going / went* to the mountains. In the evening, they ⁷*didn't / weren't* at the hotel. They had dinner at a restaurant. They ⁸*like / liked* their holidays. But Caroline's dog ⁹*was / wasn't* happy: it didn't ¹⁰*go / went* on holidays!

20

TOTAL 50

QUICK CHECK UNIT 8

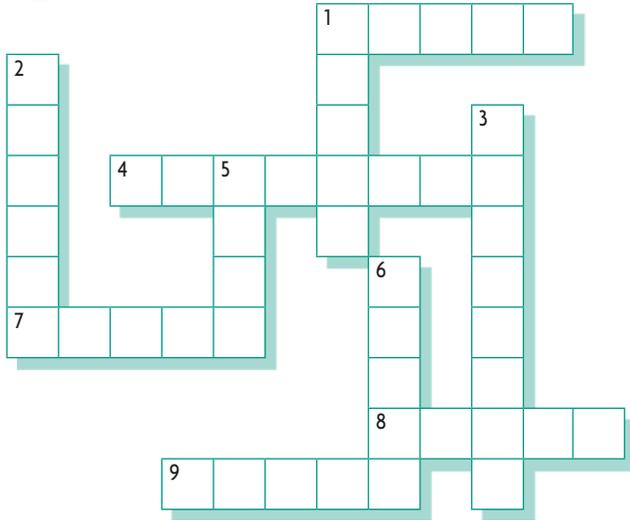
A

Name:

Class:

Date:

1 Do the crossword puzzle.



Across →



Down ↓



2 Complete with the correct word.

Georgie ¹ _____ at 7 yesterday. She ² _____ for a Maths test. Then, she ³ _____ her homework. In the afternoon, she went to her father's office. She ⁴ _____ there for two hours. Her father was happy and he ⁵ _____ Georgie a nice T-shirt.

10

3 Circle.

Georgie is talking with her mother.

Mum: ¹ Why / How much are you tired?

Georgie: Because I ² worked / sat a lot.

Mum: ³ Do / Did you get up at 8?

Georgie: No, I ⁴ wasn't / didn't. I got up at 6. Then I ⁵ sat / am sitting in the living room and ⁶ read / wrote two Maths books.

Mum: Did you ⁷ work / worked at Dad's office?

Georgie: Yes, I ⁸ did / worked. Dad ⁹ was / did very happy, and I ¹⁰ got / gave a new T-shirt!

20

TOTAL 50

Name:

Class:

Date:

A

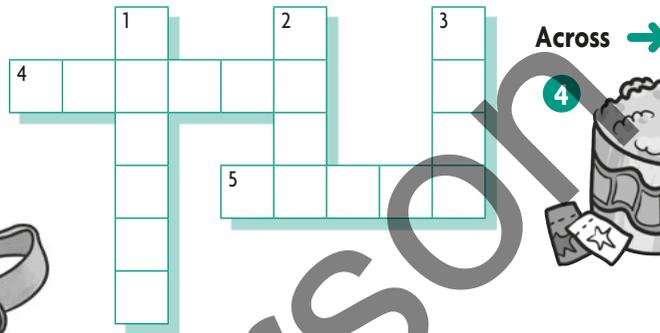
1 Complete with the correct word.

- 1 My mother's brother is my
- 2 My aunt's son is my
- 3 I need a book, and I can get it at the
- 4 *Empanadas* are a typical in Argentina, and rice pudding is a typical

10

2 Do the crossword puzzle.

Down ↓



Across →



10

3 Complete with the words in the box. There are two extra words.

because breakfast but doesn't don't gets up
glass has (x2) studies studying subject

Wendy ¹ at 9. She has a ² of milk for ³
She ⁴ walk to school, she takes the bus. At school, she ⁵ Music, ICT and French, ⁶ her favourite ⁷ is Social Studies. Wendy ⁸ lunch at school in the garden. She loves it!
Now, Wendy is ⁹ Maths ¹⁰ she has a very difficult test tomorrow.

20

4 Match questions and answers. There are two extra answers.

- 1 Is there a garden in your house?
- 2 Are there any lemons in the kitchen?
- 3 How much is a hamburger?
- 4 How much meat is there in the fridge?
- 5 How many eggs do you need?
- 6 Would you like a hamburger?
- 7 Did you go to school yesterday?
- 8 Were the children at home in the afternoon?
- 9 Was it cold last week?
- 10 Did your aunt write an email to her friend?

- a \$15.
- b A dozen.
- c A kilo.
- d No, he didn't.
- e No, it wasn't.
- f No, thank you.
- g No, there isn't.
- h Yes, I did.
- i Yes, she did.
- j Yes, there are.
- k Yes, they are.
- l Yes, they were.

	30
--	----

5 Circle.

Wendy lives in a big house. ¹*Their / Its* rooms are very big, too. Wendy loves ²*they / them*. ³*Her / Its* father ⁴*buys / bought* the house two years ⁵*ago / last*, and Wendy and her family ⁶*did / were* very happy. Yesterday, Wendy ⁷*saw / gave* a strange animal in the park. It ⁸*had / was* small ears and big eyes, and it ⁹*was / were* beautiful. It was a panda. Wendy ¹⁰*didn't / wasn't* take it home, because that's not OK.

	20
--	----

6 Answer the questions. Make them true for you.

- 1 How many black pencils do you have in your pencil case? _____
- 2 Were you at school on Sunday? _____
- 3 Did you play on the computer yesterday? _____
- 4 How much glue is there in your school bag? _____
- 5 Was your best friend in Australia last winter holidays? _____

	10
--	----

TOTAL	100
--------------	-----

Lyrics

Friends T8

I have a lot of friends,
Many are from school,
Some live close to me,
They are really cool.

I have a new friend,
Her eyes are blue.
She'd like to play,
With me and you.

How many friends do you have?
Are they all from school?
New friends are cool,
Old friends are great!
Let's all play together,
This clapping game.

Hands up,
Clap in time.
Hands down,
Follow the line.

Trip across the universe T10

There is a house
In a special place,
Far away from here,
Far away from planet Earth.
We are going to prepare
A special ship.
Would you like to join us
In this wonderful trip?

Chorus

*Fly, fly to the stars,
Far away from Venus,
Far away from Mars.
Fly, fly to the stars,
Far away from Venus,
Far away from Mars.*

We'd like to discover
Far away galaxies.
No clouds above us,
Only planet Earth behind us.

We got up early
On a wonderful morning.
The spaceship was ready
To start our trip!

Trip across the universe.
Trip across the universe.

Chorus

School days T9

I'm happy I'm at school today.
At break time we can all play.
We can run, we can sing,
We can clap and say hurray!

Lots to learn and lots to do.
You can have a good time too!

Other kids are at school with me,
With them we're one big family.
On weekdays we're here at school.
We love it, school is cool.

Lots to learn and lots to do.
You can have a good time too!

We ask questions, we learn new things,
But we also like it when the bell rings.
In class we read, we write and do sums
And then we're happy when Friday comes.

Take care of the world T11

Chorus

*Take care of the world,
Take care of the world,
Take care of the world,
Take good care of it.*

There is so much beauty around us,
Our planet is a wonderful place.
I can see rivers and mountains
And lots of animals on Earth.

Chorus

There is so much beauty around us,
Our planet is a wonderful place.
Please protect our rivers and trees,
There are so many different ways.

Chorus

Our planet is in danger.
Did you know?
There's so much pollution
That the trees don't grow.

Chorus

This planet is our home.
There's a lot we can do.
I want to see a change,
What about you?

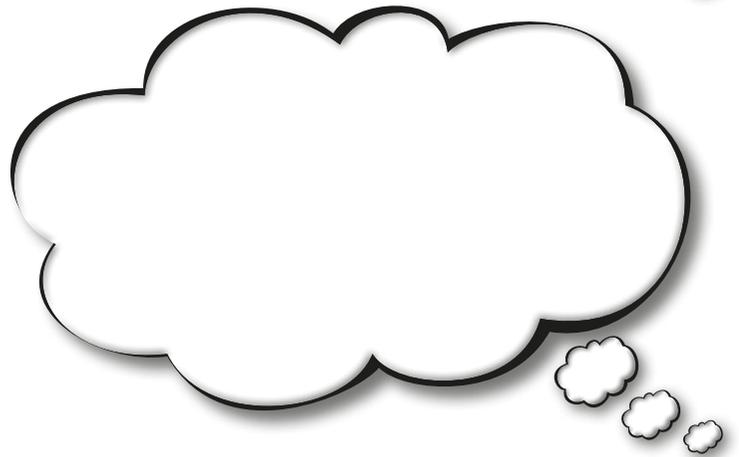
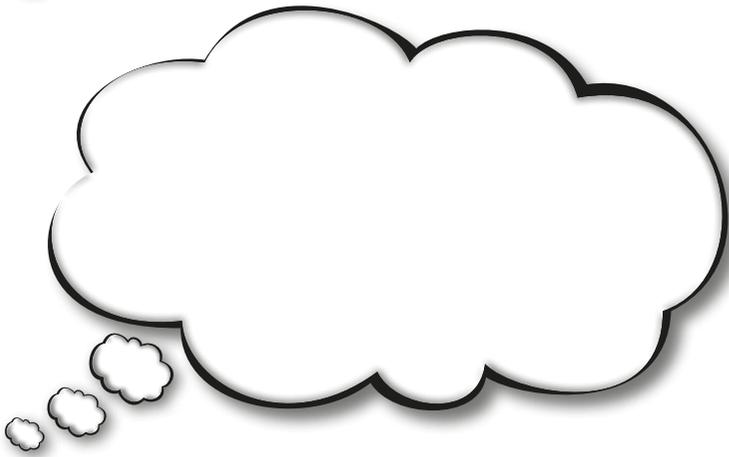
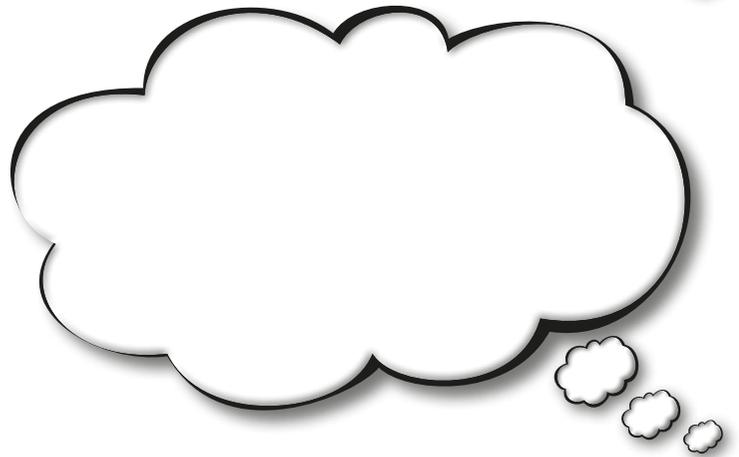
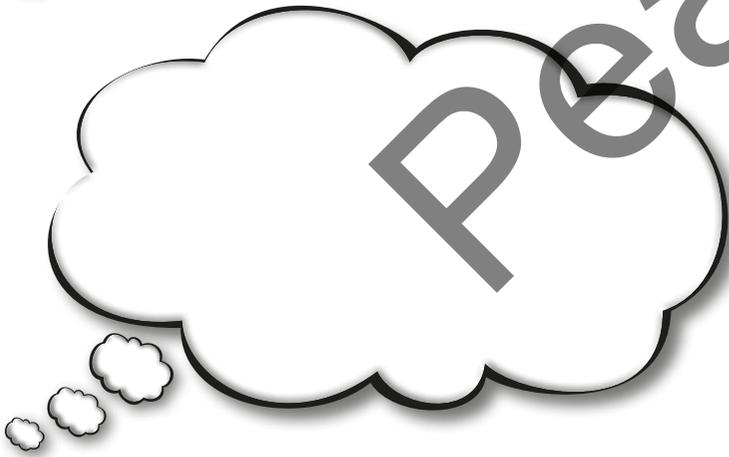
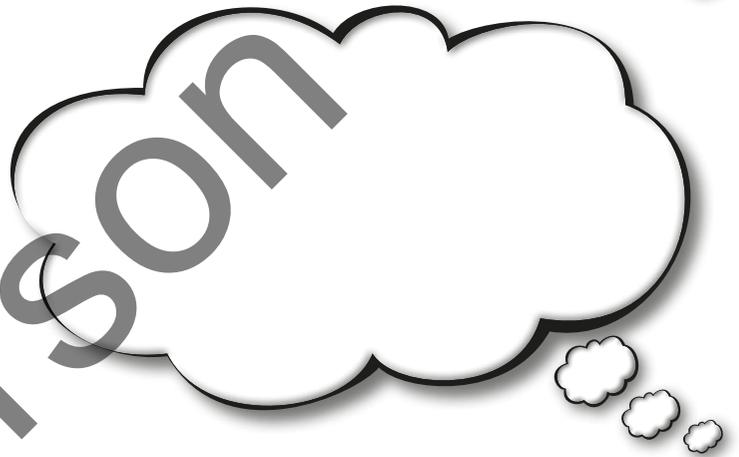
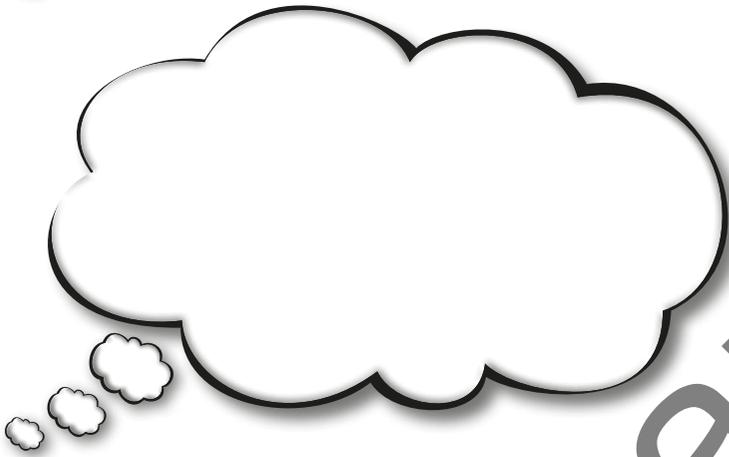
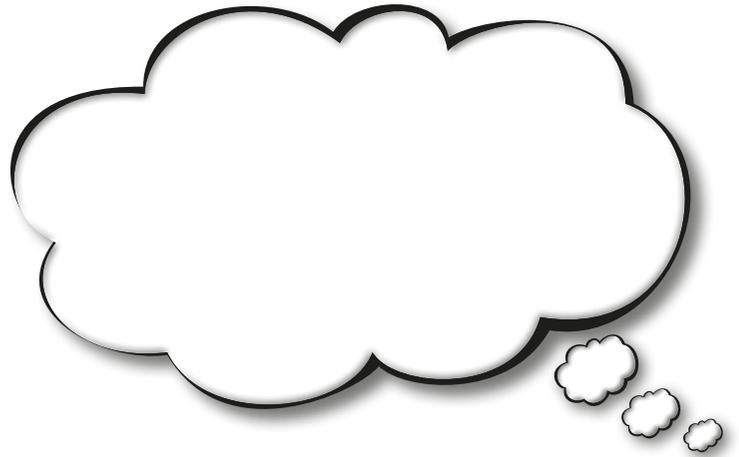
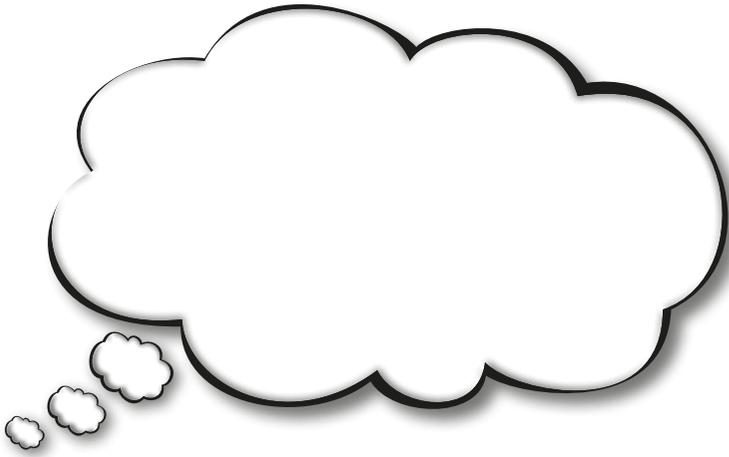
Chorus

LMT (Templates)

Name:

Class:

Date:



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