



# Our Stories

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TEACHER'S BOOK

2



Pearson





# Our Stories

# 2

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## SCOPE AND SEQUENCE

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
	Characters' names Revision: school objects, colours, parts of the body, numbers	<i>I'm</i> <i>I have / don't have</i> <i>They have / don't have</i>	<i>Hello! Hi! Good (morning)!</i> <i>Goodbye! Bye</i>	<i>January, February, March / September</i> <i>summer</i> <i>Classroom language</i>
<b>1</b>	Family members: <i>aunt, uncle</i> <i>hair</i> Descriptive adjectives Clothes: <i>swimsuit, swimming trunks, trainers, skirt, flip-flops, dress, T-shirt, jeans, shorts</i>	Present Continuous ( <i>I'm, he's, she's</i> ) <i>his / her</i> <i>wearing</i> <i>Do you have ...?</i> <i>What's this? It's ...</i> <i>Is this / it? How many?</i>	Descriptions <i>Don't worry!</i>	<i>March, April / September, October</i> <i>autumn</i> <i>This month's birthdays (dates)</i> <i>Classroom language</i>
<p><b>STEAM CHALLENGE:</b> Code and dress up</p> <p><b>PROJECT TIME:</b> A character gallery</p>				
<b>2</b>	Food and drinks: <i>milk, chocolate milk, jam, toast, eggs, salad, meat, chicken, water, soft drink, biscuits, cereal</i>	<i>in, on, under, behind, next to, where</i> <i>Where's ...? / Where are ...?</i> <i>They're</i> <i>likes / doesn't like</i>	<i>Let's ...</i>	<i>January, February, March, April, May / September, October, November</i> <i>This month's birthdays (dates)</i> <i>Classroom language</i>
<p><b>STEAM CHALLENGE:</b> Design an eating tool</p> <p><b>PROJECT TIME:</b> My suitcase</p>				
<b>3</b>	Actions: <i>get up, have (breakfast), visit, do gym, play (a musical instrument), go to bed, have a shower</i> Meals: <i>breakfast, lunch, tea, dinner</i>	<i>We</i> Simple Present ( <i>I, We, They</i> ) <i>at + time</i> <i>There is / are, affirmative and negative</i>	<i>Good idea.</i> <i>We're ready!</i>	<i>January, February, March, April, May, June / September, October, November, December</i> <i>This month's birthdays (dates)</i> <i>winter</i> <i>Classroom language</i>
<p><b>STEAM CHALLENGE:</b> Make a sundial</p> <p><b>PROJECT TIME:</b> My country</p>				

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
4	States: <i>hungry, thirsty</i> Actions: <i>buy, shop, go up, go down</i> Clothes and accessories: <i>socks, cap, jacket, glasses, sweater</i>	<i>but</i> <i>their</i> <i>What ... doing?</i>	<i>I want ...</i> <i>I need ...</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December</i> <i>This month's birthdays (dates)</i> Classroom language
STEAM CHALLENGE: Make a pulley PROJECT TIME: A clothes collage				
5	Jobs and professions: <i>doctor, teacher, police officer, farmer, vet, artisan, shopkeeper, clerk, taxi driver, archaeologist, street cleaner</i> Transport: <i>bus, taxi, motorbike</i> The city: <i>traffic light</i> Actions: <i>work, cure, cook, drive, clean</i>	Simple Present: <i>I, We, They</i> (revision) Present Continuous (revision)	<i>Amazing!</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December</i> <i>This month's birthdays (dates)</i> <i>spring</i> Classroom language
STEAM CHALLENGE: Become a photographer PROJECT TIME: A bar chart				
6	Animals: <i>mosquito, hippo, zebra, dolphin, crocodile, iguana, monkey, fish, hen, cow, elephant, cat, tiger, duck, giraffe</i> Parts of the body: <i>neck, feather</i>	<i>has / doesn't have this, that</i>	Description of animals <i>Say 'cheese'!</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December</i> <i>This month's birthdays (dates)</i> <i>summer</i> Classroom language
STEAM CHALLENGE: Invent a crazy animal PROJECT TIME: Make a poster for a friend				

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

#### AREAS OF AWARENESS

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

## COMPONENTS

## Our Stories 2 TEACHER'S BOOK

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

**It contains:**

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

The lesson plans include:

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

## Building confidence activity

**Which family is it?** Learners describe one of these families as if they were one of their members. Demonstrate, e.g. *I have a granny. I don't have an uncle.* (family 1). Encourage learners to use *I have* and *I don't have*.

## Social awareness

Camila gives her school objects to Akna, which is a sign of good manners and generosity. She also lets her use her own bed.

# 1 New friends

## UNIT OVERVIEW

### Vocabulary

The family: *aunt, uncle, hair*

### Descriptive adjectives

*swimsuit, swimming trunks, trainers, skirt, flip-flops, dress, T-shirt, jeans, shorts*

### Grammar

Present Continuous (*I'm, he's, she's*)

*his / her  
wearing  
Do you have ...?*

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

### Communication

Descriptions

*Don't worry!*

### Routines

*March, April / September, October*

*autumn*

*This month's birthdays (dates)*

### Awareness

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

### STEAM challenge: Technology and Maths

Code & dress up

### Project Time

A character gallery

#### Aim of the lesson

To expose learners to key language through a comic.

#### Learning objectives

Learners:

- can follow a comic strip.
- can identify a few family members with support.

#### Key language

Revision of family members and parts of the body *short, tall, plump, slim, long*

#### Areas of awareness

Intercultural awareness

ESI / CSE

Inclusive classrooms

#### Lesson opening

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

## 1 04 Look and listen.

Possible lead-ins:

- Elicit from learners different types of school.

44 - UNIT 1

# 1 New friends

## 1 04 Look and listen.



Follow the suggestions on page 15 in this Teacher's Book to tell stories.

Tell learners to open their books at page 8 and ask, e.g. *What's this?* as you point to the house. *Can you see a teacher?* Look at these people (pointing to the families). *Who are they?* *How can you tell?*

Summarise the learners' predictions on the board: Play the audio. Point to the different panels and check that the learners are following. At the end, go back to their predictions. If they were not right, point out that it's not a question of being right or wrong; instead, realising their predictions were not right shows they have understood.

#### Intercultural awareness

Work on the notion of different types of school, pointing out that it is not a question of money but of focusing on the physical characteristics of a place.

#### ESI / CSE

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

04 → See PB page 8.

## Our Stories 2 PUPIL'S BOOK

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

### Tour of a unit

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

### 2 My friend Akna

1 14 Look and listen.

Hi! Dad! This is Akna. She's my new friend.  
Akna? Isn't that a Mayan name?  
Is she wearing a Mayan dress?  
Yes, she is.  
It's a beautiful dress, Akna. I like the Mayans very much.  
I'm Mayan.  
My dad is an archaeologist, Akna.  
That's my dad, and that's my aunt. She's my dad's sister.  
That's my family. I have a big family.  
Wow. Two brothers and two sisters.  
Is that your mum? Is that your dad?  
Yeah!  
We're going to have a great time.  
Dad, where's my old schoolbag?  
It's under your bed.  
And my old pencil case?  
It's on your desk.  
Where are the pencils?  
They're in your pencil case.  
Thank you, Dad!  
Here you are, Akna. Have my new schoolbag, pencil case, and pencils.  
Thanks a lot!  
Now, let's go to bed. Use my bed.  
Your bed is incredible.  
Do you have a bed at home?  
Let's write and draw.  
Thank you, Camila! You're a good friend.  
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### 1 New friends

1 14 Look and listen.

Hi! I'm Leo. What's your name?  
I'm Alex. She's Camila.  
Hello, Leo! Where are you from?  
I'm from the jungle.  
That's my dad, and that's my aunt. She's my dad's sister.  
That's my family. I have a big family.  
Wow. Two brothers and two sisters.  
Is that your mum? Is that your dad?  
Yeah!  
We're going to have a great time.  
Dad is throwing flowers. Mum is helping Dad. It's for good luck.  
I like flowers.  
8

### 3 My friend Leo

1 23 Look and listen.

Tell me about your weekends, Leo. What do you do at 8 o'clock in the morning?  
I get up at 6 and I have a shower.  
What time is lunch?  
At 1:00, I visit my grandpa and I have lunch with him at his house.  
What do you do at half past five?  
I do exercise.  
Wow! Exercise is very good for you.  
At 9, I go to bed. Well, my bed is a hammock.  
I listen to music or play a musical instrument. I don't watch TV. Then, I have dinner.  
I love hammocks!  
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### 5 City life

1 39 Look and listen.

Today is Career Day. What do your parents do?  
My mum and my dad are photographers.  
Do they work at celebrations and birthday parties?  
Yes, they take photos of nature. I'm a photographer, too.  
Oh, that's great.  
Career day  
What about your parents, Leo?  
They fish, grow vegetables, cook, build, and weave.  
Wow! That's a lot of work! They need help. Do you help your parents?  
Yes, every day.  
My dad's an archaeologist. I love archaeology, too.  
What about your dad, Camila?  
Do your parents work?  
Yes, they do. They administrate a Mayan city.  
Career day  
Akna, do you know a lot about the Mayans?  
Yes, I do. They are my family.  
Oh!  
No, they're the governors.  
I'm very excited. Do you do this sport all the time?  
Yes, I do. Don't worry. It's safe.  
Goodbye, Mr Knorosov!  
Camila, come here, please.  
OK, Dad.  
Akna loves her family and her world.  
But she likes her new friends too.  
Yes, I know. But it's time. Her parents love her too.  
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### 4 Shopping with friends

1 34 Look and listen.

This is a shopping centre.  
In my town, there's a market.  
A market? Or a supermarket?  
A market. We buy food, clothes, and toys at the market.  
It's a shopping centre, then.  
Look at Leo and Alex. What are they doing?  
They're going up the escalator.  
Let's follow the boys!  
Wait for me, girls!  
OK, Dad.  
Let's go to the food court! I'm hungry.  
I need clothes.  
I want this dress. And I need shoes!  
Let's buy some clothes first.  
Help!  
OK, but I need food.  
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### 6 Going back home

1 45 Look and listen.

Hi! Where's Akna?  
In the kitchen. She's with Dad. That's the kitchen.  
What are they doing?  
My dad is asking questions about the Mayans.  
He's very happy! He's a Mayan archaeologist.  
Is he happy?  
Come on ... we don't have much time.  
Thank you for your help.  
I love the Mayans.  
Dad, please! We're waiting for Akna!  
I'm very excited. Do you do this sport all the time?  
Yes, I do. Don't worry. It's safe.  
Goodbye, Mr Knorosov!  
Camila, come here, please.  
OK, Dad.  
Akna loves her family and her world.  
But she likes her new friends too.  
Yes, I know. But it's time. Her parents love her too.  
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# Activities for recognition and production, listening, speaking, reading, and writing

## Recognition and production

### 18 Read, show, and tell.

This is my family. My mum has long brown hair and brown eyes. She's an artist. She likes cereals and salads. Now she's making lunch. My dad is a shiny black hair. He doesn't have brown eyes. His eyes are green. He's a clerk. He likes animals. Now he's reading. My brother is small. He has short brown hair and brown eyes. He's a student. He likes chocolate milk and chocolate ice cream. Now he's doing his homework.



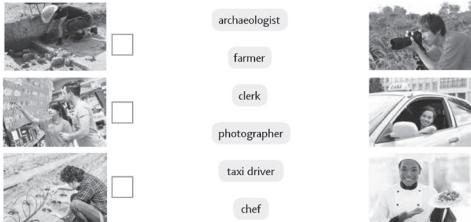
6

### 1 Complete the chart.

MEMBER OF THE FAMILY	HAIR	EYES	PROFESSION	LIKES AND DISLIKES	ACTIVITY NOW

## Listening

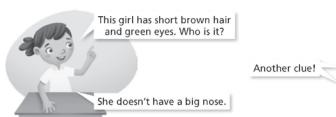
### 2 Listen and number. Then, match.



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## Speaking

### 10 Say and guess.



## Reading and writing

### 11a Read and tick (✓) or cross (✗).

- Maggie and Ben are Camila's aunt and uncle.
- They have long hair and their eyes are small.
- They don't have long arms, but their legs are long.
- They're wearing their favourite clothes: jeans, a sweater, and trainers.



### 11b Write the correct description.

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

**STEAM CHALLENGE**

Invent a crazy animal

NAME OF ANIMAL	REAL ANIMAL 1	REAL ANIMAL 2	CRAZY ANIMAL
	zebra	dolphin	zebradolph
DESCRIPTION	black and white stripes, four legs, tail	grey, flipper	grey and white stripes, flipper, tail
FOOD	grass	fish	underwater grass
ACTIVITY IT LIKES	walking	swimming	swimming

NAME OF ANIMAL	REAL ANIMAL 1	REAL ANIMAL 2	CRAZY ANIMAL
DESCRIPTION			
FOOD			
ACTIVITY IT LIKES			

80 Language focus: This is ..., it has ..., it doesn't have, likes / dislikes, food, body, animals

**PROJECT TIME**

My suitcase

1 Write your packing list.

2 Make your suitcase.

3 Make a name tag.

4 Draw, cut, and stick.

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**PROJECT TIME**  
offers another instance for learners to use language meaningfully while preparing something to present to others

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

**1** New friends

1 Read and write the name.

Hi! My name's Max and this is my family. My dad's name's Charles. My mum's name's Linda. I have a brother and a sister. My brother's name's Tom. My sister's name's Paula. I have a grandad. She's great! Her name's Brenda. And my grandad's name's Robert. I have an aunt and an uncle. They're my mum's brother and sister. My aunt's name's Rachel, and my uncle's name's Greg. I love my family!

2 Read and colour.

Jack  
Melanie  
James  
Sarah  
Mike

Melanie's hair's blue.  
James' hair's red.

Jack's hair's orange.  
Mike's hair's grey.

Amy's hair's pink.  
Sarah's hair's purple.

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**An avatar for your friends**

This is Peter's avatar. He's short and plump. His hair's long. It's green. His eyes are big and his nose is small. He's wearing jeans, trainers, and a sweater.

(description)  
(hair)  
(hair colour)  
(eyes)  
(nose)  
(clothes)

This is Henry's avatar.

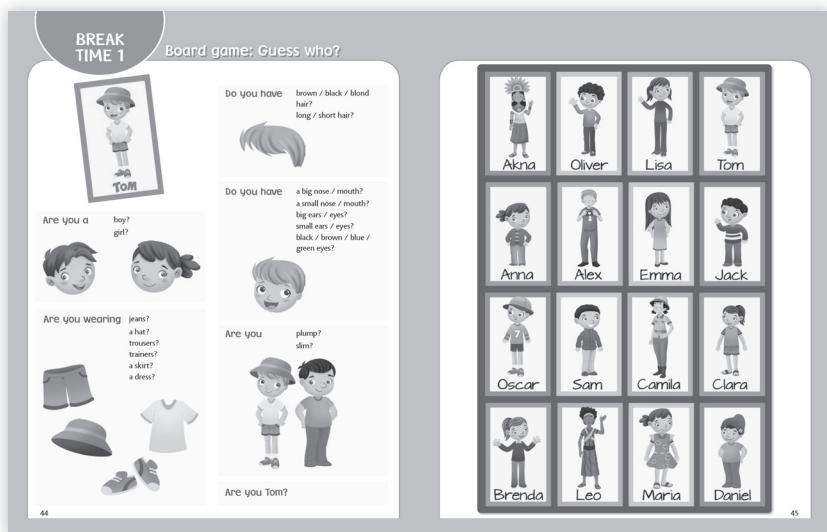
(description)  
(hair)  
(hair colour)  
(eyes)  
(clothes)

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## Tour of other sections

### BREAK TIME

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



### Our Show

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

**Our Show**

**Show N°1: Our stories**  
Let's get ready for Our Show.

**1. Get organised.**  
Divide the different activities. How many students? How many groups?

ACTIVITY	STUDENTS
Make the invitations	
Make character puppets	
Make the posters	
Make the programme	
Learn the lines	

**2 Characters**

Father Ocelot is an ocelot. Ocelots are feline.	Shere Khan is a jaguar.
Mother Ocelot is very slim. She's the brother's mom.	Bagheera is a puma.
Brother Ocelot is a small ocelot.	Baloo is a jaguarundi. Jaguarundis are feline.
Big Brother Ocelot is Brother Ocelot's brother. He's very big.	Monkey number 1 is a small monkey.
Akela is an ocelot, a leader.	Monkey number 2 is a big monkey.
Tabaqui is a fox.	Kaa the Rock Anaconda is an anaconda. It's very big and long serpent.

**3 Puppet time**  
Make the character puppets.  
Read and say the lines.  
Repeat the lines.

**4 Present the characters.**  
Now, act out!  
Repeat this.

**5 Act out!**  
Read and say the lines.  
Repeat the lines.

**6 Make the invitations.**

**Our show!**  
The Jungle Book

Come to school on \_\_\_\_\_  
at \_\_\_\_\_  
Great fun for all!

**7 Make the programme.**  
Take photos.  
Print them.  
Glue them.  
Label them.

**8 Make the programme.**

**Our Show programme**  
**Our Stories 2**  
character presentation  
★ Play: The Jungle Book  
★ Goodbye!

**Our show day!**

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

**Khan**  
**Mother Ocelot:** The people don't like Shere Khan. They don't want jaguars here.  
**Father Ocelot:** Look! There's a baby on the ground. He's crawling to you. Please take care of the baby.  
**Mother Ocelot:** In this territory, animals don't eat human babies. Wow! He isn't afraid. Let's call him Leo. Shere Khan is coming. Get into the cave!

**Part 2**  
**Narrator 2:** Father Ocelot, Mother Ocelot, Big Brother Ocelot, and brother Ocelot go to the Council Rock. They need Akela's help.  
**Akela:** Welcome to the Council Rock! I'm Akela, the great Ocelot. What's the problem today?  
**Shere Khan:** That human baby is my food. I want my food!  
**Mother Ocelot:** No, this is not your baby. This is Leo. He's part of our family.  
**Akela:** Wait a minute! In this territory, two other members of the group decide.  
**Baloo and Bagheera:** We are Baloo and Bagheera. We want the human baby in our group!

**Part 4**  
**Narrator 4:** Leo, Baloo, and Bagheera are sleeping and little monkey arms carry Leo away.  
**Monkey 1:** Come with me, Leo.  
**Monkey 2:** I want to be your friend.  
**Bagheera:** (walking up) Where's Leo?  
**Baloo:** I don't know! Let's ask Kaa, the Rock Anaconda.  
**Kaa the Rock Anaconda:** Leo is on a tree with the monkey family, but he doesn't like this life. He's hungry. Look! There he is!  
**Monkey 2:** Leo has a new family now.  
**Leo:** Please help me! I don't like monkeys.  
**Kaa the Rock Anaconda:** OK. Don't worry.  
**Kaa the Rock Anaconda:** Kaa hypnotises all the monkeys and leads them away like the Pied Piper! Hello, monkey! Come with me!  
**Monkeys:** Yes, Master Kaa, the Rock Anaconda.

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### Our Stories 2 Digital Book

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

# INTRODUCTION

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

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

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

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

The reason why representational language may be considered challenging is that it has gaps that the reader—and, in the case of *Our Stories Level 2*, the listener—fills in with their imagination. In *Our Stories*, we consider that learners are active and creative, and they can become co-authors of the text by supplying the unstated portions. We believe that representational language is a springboard for thinking and creativity as it stimulates learners to use different areas of the mind. As educators, we hold that by means of representational language, learners will be able to use English creatively in new situations they have never come across before and in a future world that neither they nor their educators may envisage.

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

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

## CHARACTERS AND SETTINGS

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

Moreover, in *Our Stories* we seek to challenge gender roles throughout the series. In Level 2, gender roles are transgressed through the characters, the children's families, and the teacher. By means of the myriad of roles displayed by characters in the series, we hope to encourage more gender equality in our cultures.

Why is the setting a blend of different settings?

The setting in Level 2 compresses Mayan ruins and cenotes, an ancient legendary city, and the Amazon rainforest. Level 2 is more specifically oriented towards the natural and cultural world the main characters inhabit. Nature and society have a much more prominent role than in previous levels. Animals like Leo's manatee, called Chaikuni, and mythological creatures like Yurupina and Yaracuna, which are foregrounded, or Mapinguari and Piracucu blend with one another in the rainforest to such an extent that it is difficult to tell them apart. The reason for this blend of settings comes from Michel Foucault's concept of 'heterotopia' (1967),<sup>1</sup> a setting in which diverse settings overlap which are both contradictory and impossible. The different juxtaposed settings belong to different countries in Latin America; yet, they can be perceived as belonging to the same place. All the adventures in the story take place in heterotopic land that is full of local colour—i.e. customs, dress, food, or other typical features of a place and its inhabitants—belonging to a myriad of cultures. The purpose of such setting is for learners to recognise it, identify with it, and understand the heterotopic place as their own.



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

# UNIT ORGANISATION

In Level 2, there are six units and a Welcome unit. Each of the six main units is organised as follows:

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

8 Read and tick (✓) or cross (✗).

1 Maggie's brother is on the cupboard.  
2 Her mum is on the sofa.  
3 Her dad is under the table.  
4 Her granny is next to the cupboard.  
5 Her cats are in the cupboard.

9 A game

Draw a t-shirt, trainers, and a cupboard.

Where are my trainers?  
They're behind the cupboard.  
No! Point for me.

23

- Activities that present opportunities for meaningful language use, ranging from receptive to productive skills

1 Look and listen.

Hi! I'm Leo. What's your name?  
I'm Alex. She's Camila.  
Hello, Leo! Where are you from?  
I'm from the jungle.  
That's my dad, and that's my aunt. She's my dad's sister.  
That's my family. I have a big family.  
Wow, two brothers and two sisters.  
Yes, they are my step mum and my dad. I love them very much.  
What is your family doing?  
Dad is throwing flowers. Mum is helping Dad. It's for good luck.  
Bike flowers. Thank you!  
Is that your mum?  
Is that your dad?  
Welcome to school! This is your classroom today.  
Yeah!  
I like avatars. They're fantastic!  
I don't like avatars. They're scary!  
Take out your tablets or computers. Let's make an avatar for the school year.

8

- A second story that introduces another lexical area or grammar point, followed up by connected activities

15 Look and read.

Hi, Alex! Let's go to the cenotes! Do you have swimming trunks?  
Hello, Camila! Great idea! I have swimming trunks and flip-flops. Let's invite Leo. He's new.  
Yes, he's cool. Do you have his text number?  
Yes, I do. Don't worry.

- A third story with a new lexical area or grammar point with subsequent activities

1 Look and listen.

My avatar is a girl. Her hair is pink and black. She's wearing a black T-shirt and a black skirt. Her wings are purple.  
Ms Riverson, can you help me?  
Yes, of course. What's your avatar?  
My avatar is a water creature. His name is Yacuruna. He's green. He's wearing grey swimming trunks.

- An integration story that combines the language focus from the unit

20 Look and listen.

Look! What's this?  
Here it is.  
It's a Mayan glyph. It's a water glyph.  
Thanks for the invitation!  
You're welcome.  
Hey! What's that?  
Where?  
In the cave. Is it a monster?  
No, it's a girl. Come!  
My name's Camila.  
What's your name?  
Is she wearing a costume?  
No, she isn't. She's wearing a Mayan dress. Where are you from, Akna?  
Here.

16

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

**STEAM CHALLENGE**

### Make a pulley



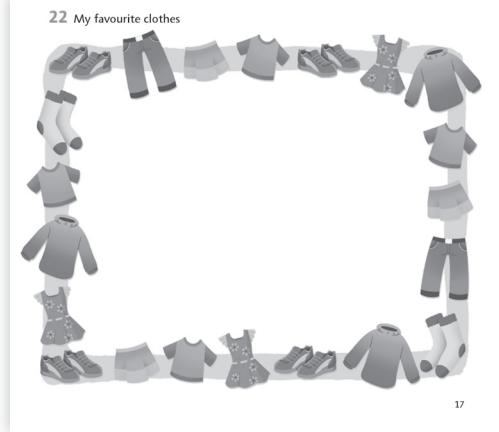
**Classify.**  
Which uses a pulley system?

YES	NO

**crane**  **flagpole**  **sailing boat**

**water well**  **door stop**  **hammer**

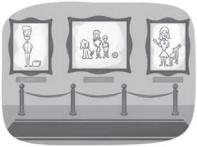
56 Language focus: pulley, I'm thirsty / hungry / cold / hot, I need ... (food / drinks / clothes)



- **PROJECT TIME**, which allows learners to integrate the language in hands-on creations, building ownership as they become involved in making something to present and feel proud of

**PROJECT TIME**

### A character gallery

- 1 Choose a character.
- 2 Draw or make a collage.
- 3 Make your character's family.
- 4 Make frames.
- 5 Display.


19

**My friend Akna**

**2**

**1** Circle the correct words.

1 The swimsuit is **in** / **under** the cupboard.  
2 The swimming trunks are **in** / **on** the table.  
3 The trainers are **under** / **behind** the chair.  
4 The dress **in** / **on** the cupboard.  
5 The flip-flops are **behind** / **next to** the table.  
6 The T-shirt is **next to** / **behind** the sofa.

**2a** Read and tick (✓) or cross (✗).

This is Nick and Lola's bedroom



1 The chair is under the desk.  6 Her flip-flops are in her bed.   
2 The computer is next to the lamp.  7 Nick's bed is next to the desk.   
3 The photo is next to the desk.  8 His schoolbag is on the cupboard.   
4 The lamp is behind the photo.  9 His trainers are under the desk.   
5 Lola's bed is next to the desk.  10 His notebook is behind the cupboard.

**2b** Correct the ✗ statements.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

95

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

- There are two integration instances:

**BREAK TIME 1**

**Board game: Guess who?**

44

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

**BREAK TIME 2**

**Board game: Snakes and ladders**

82

**Our Show**

**Show N° 1: Our stories**

Let's get ready for Our Show.

**1 Get organised.**  
Divide the different activities. How many students? How many groups?

ACTIVITY	STUDENTS
Make the invitations	
Make character puppets	
Make the posters	
Make the programme	
Learn the lines	

**2 Characters**

	Father Ocelot is an ocelot. Ocelots are feline.
	Mother Ocelot is very slim. She's the brothers' mum.
	Brother Ocelot is a small ocelot.
	Big Brother Ocelot is Brother Ocelot's brother. He's very big.
	Akela is an ocelot, a leader.
	Tabaqui is a fox.

**3 Puppet time**  
Make the character puppets.

**4 Present the characters.**  
Read and say the lines.  
Repeat the lines.

**5 Act out!**  
Read and say the lines.  
Repeat the lines.

**6 Make the invitations.**

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**8 Make the programme.**

**Our Show programme**

**Our Stories 2**  
character presentation

★ Play: *The Jungle Book*  
★ Goodbye!

**Our show day!**

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

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

**Our Show**

**Part 1**

**Narrator 1:** This is a version of *The Jungle Book* by Rudyard Kipling. The original story is in India but our story is in a Latin American rainforest. In *The Jungle Book*, the protagonist's name is Mowgli. In our version, the protagonist is Leo. Let's begin.

**Father Ocelot:** (yawning) Good morning! What time is it?

**Tabaqui:** It's seven o'clock. I have new information. Shere Khan, "the Big One," is in your territory.

**Father Ocelot:** Oh, no. That's very bad news. Small animals are scared of jaguars like Shere Khan.

**Mother Ocelot:** The people don't like Shere Khan. They don't want jaguars here.

**Father Ocelot:** In this territory, animals don't eat human babies. Wow! He isn't afraid. Let's call him Leo. Shere Khan is coming. Get into the cage!

**Part 2**

**Narrator 2:** Father Ocelot, Mother Ocelot, Big Brother Ocelot, and Brother Ocelot go to the Council Rock. Who's that? It's Akela's help.

**Akela:** Welcome to the Council Rock! I'm Akela, the great Ocelot. What's the problem today?

**Shere Khan:** That human baby is my food. I want my food.

**Mother Ocelot:** No, this is not your baby. This is Leo. He's part of our family.

**Akela:** Wait a minute! In this territory, two other members of the group decide.

**Balo and Bagheera:** We are Balo and Bagheera. We want the human baby in our group!

**Part 3**

**Narrator 4:** Leo, Balo, and Bagheera are sleeping and little monkeys carry Leo away.

**Monkey 1:** Come with me, Leo.

**Monkey 2:** I want to be your friend.

**Bagheera:** (waking up) Where's Leo?

**Balo:** I don't know! Let's ask Kaa, the Rock Anaconda.

**Kaa the Rock Anaconda:** Leo is on a tree with the monkey family, but he doesn't like this life. He's hungry. Look! There he is!

**Monkey 2:** Leo has a new family now.

**Leo:** Please help me! I don't like monkeys.

**Kaa the Rock Anaconda:** OK. Don't worry. (With a dance, Kaa hypnotizes all the monkeys and leads them away like the Pied Piper.) Hello, monkeys! Come with me!

**Monkeys:** Yes, Master Kaa, the Rock Anaconda.

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# PLANNING THE UNITS

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

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

## Working on routines

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

## Routines in *Our Stories* Level 2

- Helpers
- Months
- Seasons
- Dates and birthdays
- Lesson schedule

## Helpers

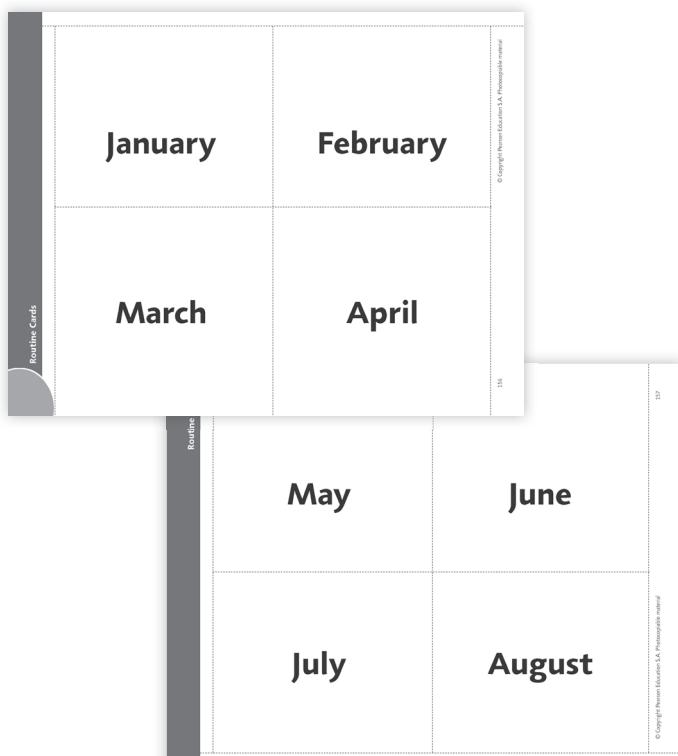
Helpers can be appointed for each class or week, depending on the number of learners in the group. Different techniques can be used as suggested in previous levels. A new possibility is to have learners complete a card with their name, birthday, family, and description, among other ideas. As learners learn new topics, these can be added to the card. Draw one card and describe one of the features, e.g. This person has long brown hair. This person's favourite colour is purple, etc. Using these clues, learners have to infer who it is. Have a list of helper duties, e.g. hand out books if they are kept in the classroom and collect them at the end of the class, clean the board, stick the weather and feeling cards on the routine poster or in the designated corner of the board, etc. Once you draw the names, ask these learners if they are ready for the task. It may be the case that a child may not feel ready. If so should happen, tell them they will be the helper next time, and draw another card.

## Unit Plan

UNIT	
OBJECTIVES	
HELPER	

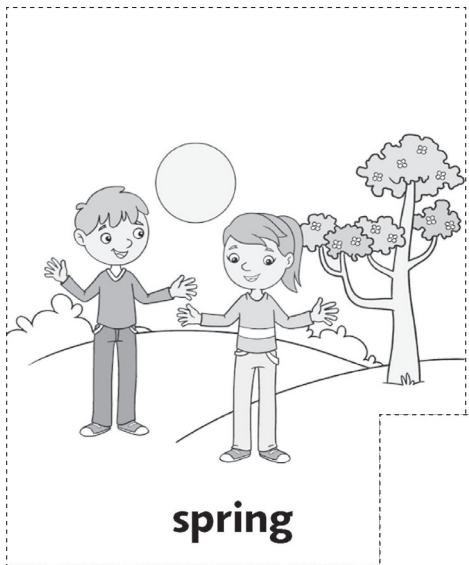
## Months

After appointing the helper(s), take out the month cut-outs (see page 155 in this Teacher's Book). Choose one and ask learners, *Are we in (May)?* Encourage them to answer *Yes, we are* or *No, we aren't*. As you draw each month, point to a blank yearly calendar to check everybody understands which month it is. If the names are similar to the school's language of instruction, point this out. Work on the pronunciation of the months. Use different techniques to draw the months. Once learners answer *Yes, we are*, invite them to say the months as from January. You can use the stop technique, i.e. when they get to the month they're in, they have to say, *Stop!*

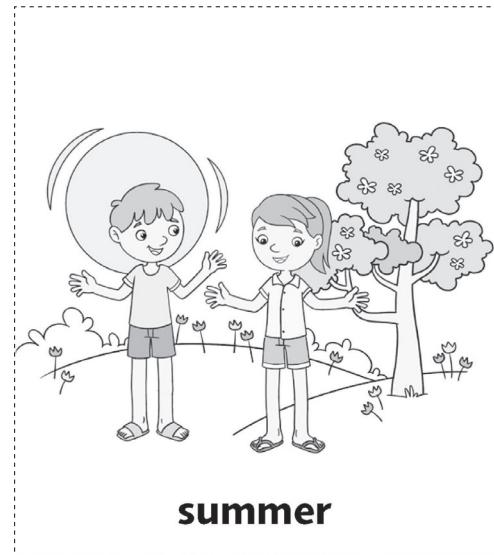


## Seasons

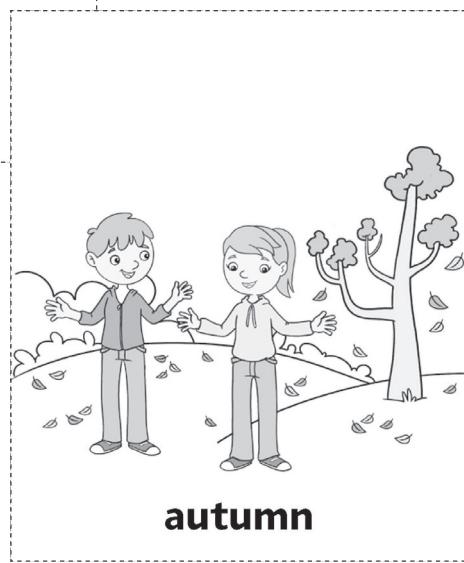
Show the season cut-outs and ask learners, *Are we in (autumn)?* Once they get to the right season, ask them if the picture represents that season in their context. Make the necessary changes on your cut-out so that it should fit the context.



**spring**



**summer**



**autumn**



**winter**

## Dates and birthdays

It helps to have a blank monthly calendar. Tell learners you'll point to each day and say them, and they have to say *Stop* when you point to and say today's date. Focus on three dates every class so that it should not take too long. As you write the date on the board, help learners become aware that we spell them one way, e.g. *Monday 4th March*, but we say them differently, *Monday, the fourth of March*. Once you've covered all cardinal numbers, help learners notice you add *th* to all numbers except for 1, 2, and 3.

At the beginning of each month, ask learners *Are there any birthdays in (March)?* Draw a cake or a candle and the birthday learner's name in the calendar.

## Lesson schedule

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

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

## Stories and activities

### Look and listen (stories and other genres)

In *Our Stories 2*, new language is introduced through a comic with engaging illustrations and other genres, such as a personal diary, an article, and an email, among other examples. Learners construct meaning from the illustrations that appear sequentially and from the texts. Comic strips are a graphic form of sequential art where very few panels are visually and usually horizontally arranged and juxtaposed to tell a story in a humorous fashion. Each level aims to also develop learners' visual literacy further: perspective, point of view, variation in the borders of panels, colour, shape, and lines of illustrations, interaction between characters and background, speech and thought bubbles, interjections and onomatopoeias, symbolia, movement of characters and objects, representation of time, etc., since they all contribute to conveying meaning. In this level, learners are more autonomous readers. However, they may need support when reading a comic. Assist learners in understanding how

to read the comic-strip style of the stories. Make sure they understand that they should read the top speech bubbles and work their way down to the bottom. If the speech bubbles are the same height, then they should read from left to right.

In the case of other genres, help learners focus on the text as a whole, its format, and conventions. For instance, in the case of an email, ask learners how they can tell the text is an email. This will help them understand that a text is more than words organised together.

### Working with a story

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

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

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

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

## Activities

The activities in Level 2 will focus on learners' development of listening, speaking, reading, and writing.

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

## Rubrics

Working on understanding the rubrics in their book, i.e. the instructions, is key for learners to be able to do all the activities and become more and more independent. Before an activity, ask learners to read the instructions and elicit what they think they have to do. If they answer in the school's language of instruction, recap what they have said in English, by saying, *Yes, listen and draw*. When activities

involve more than one step, it is advisable to write 1, 2, etc., on the board for the different steps and write the key words. Some learners may need visual support, so it is advisable to draw an icon. You can use the instruction flashcards from Levels A & B, and 1. If, at some point, a learner asks you what to do, refer him or her to the board. This helps them in different ways: they start understanding the notion of reference, they reinforce the concept of symbols and meaning—language—, and this works towards the development of their autonomy: they will not depend on the teacher to provide an answer.

If there is an illustration, have them focus on it as well since it will help them to understand what to do. Elicit from learners what materials they may need for each of the activities. In this way, you are helping them plan, a necessary competence for life.

**2**  <sup>46</sup> Listen and point. Then, read and write.

6

**11** Read and tick (✓) or cross (✗).

**4**  <sup>47</sup> Listen, repeat, and show.

6

**18** Read, show, and tell.

## Listening activities

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

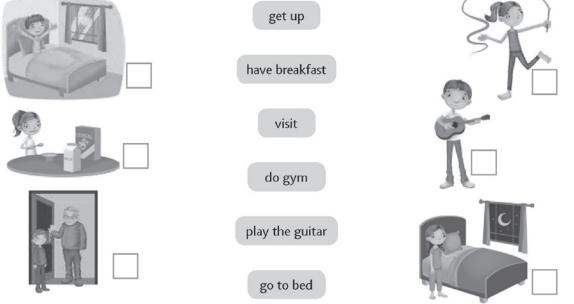
Listening involves some degree of concentration. Ask learners if they prefer to have their desks cleared in case they should get distracted. Work on some ground rules:

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

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

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

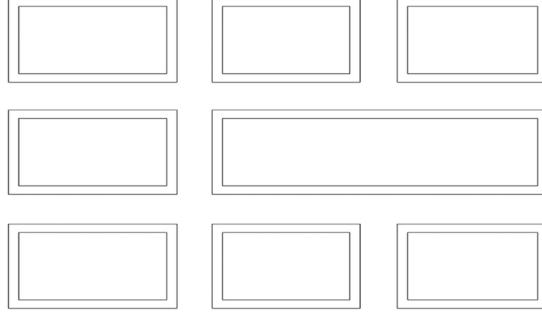
2  Listen and number. Then, match.



get up   
have breakfast   
visit   
do gym   
play the guitar   
go to bed

3

10  Listen and draw.



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## Speaking activities

Start by working on the rubrics. Check that everybody knows what to do. A few dry runs help in this respect. Unless you have just worked on the language involved in the speaking activity, it is a good idea to conduct a revision activity so that the language is reactivated.

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

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

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

20 Write, show, and tell.

This is my family. This is me. I like chocolate milk. My sister likes soft drinks. My brother ...



My family

- Soft drinks
- Toast and jam
- Meat and salad
- Chicken
- Biscuits
- Eggs
- Me! Chocolate milk

27

## Literacy development

In Level 2, learners are expected to be in the last stages of their literacy development or even fully literate depending on their age. However, they also need to focus on clues that will help them control the meanings they may construct from different texts.

## Reading activities

At this stage, learners have their own hypotheses as to reading and writing in the school's language of instruction.

Since English shares the same alphabet with the languages spoken at schools in Latin America, we need to help them to confirm some hypotheses and modify or drop others.

Learners will be used to reading in English. It is a good idea to start the first reading activity by asking them what differences there are between English and the school's language of instruction. Show them that, as you read in English, you pronounce the words in English in your mind. Show this but do not ask learners to read texts aloud.

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

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

## Dyslexia and Our Stories

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

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

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

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

- an abundance of audio tracks that accompany exercises and texts

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



#### Other resources:

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

#### Writing

Learners will keep on writing what they can read quite easily. Writing is about conveying meaning; therefore, mechanical activities such as copying with no reference to meaning should be avoided. To ensure meaning is present, you can write (five) words on the board, e.g. *blue, pink, pencil, yellow, schoolbag*, and ask learners to copy only the colour words.

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

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

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

## Games

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

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

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

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

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



## Pair and group work

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

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

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

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

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

Revise any language that may be necessary.

Remind learners of the ground rules.

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

To round off the activity, have different groups show the rest what they have done. Help them to reflect on how they worked in their groups.



## Act out

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

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

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

in front of the rest of the class. If they need any props, give them time to collect them.

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

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



## Building confidence activities

The following are suggested activities to offer learners more opportunities to use English meaningfully:

- Show an item, e.g. a pencil, or write a word on the board. Depending on the sentence, use some miming as well. Learners have to guess your sentence, e.g. *I like drawing*. Tell learners if this sentence is affirmative, negative, or a question.
- Repeat if correct. Learners have to repeat what you say if it's correct for them, e.g. *I have brown hair*.
- A new character. Learners can create a character. They will need to describe this character, give him / her a name, etc. As they learn new topics, they have to go back to the character and say something about him / her using the new language.
- Guessing games. They can be played in different ways: choosing a picture from the book and having learners ask questions to find out which picture it is, asking the teacher questions, etc.
- Miming games. Depending on the situation, learners can give their backs to the rest and mime something so that there is an information gap, they can mime only one step of an activity, etc.
- Stand up if ... Learners have to listen to your instructions and stand up if what you're saying applies to them, e.g. *Stand up if your dad's a mechanic*.
- Sequences. Learners have to repeat a sequence. Elicit from them what strategies they can use to remember the sequence.
- What's the word? Mouth a word / phrase, i.e. move your lips as if you were saying it but without any sound, for learners to say what it is. You can challenge learners by mouthing a sentence and asking them to mouth words, phrases, and sentences for the rest to say them.
- Make a line. Assign one new item to each learner, e.g. a profession, an activity, an item of clothing, etc. As you name the items, learners with the assigned items stand up and make a line. You can challenge them to make the line faster the following time you play this game.

- A picture guessing. Draw only one part of an item for learners to guess what it is. Add a part after every guess. Encourage learners to ask questions, using the correct intonation, e.g. *Is it a dress?*
- Cut-outs. You can use cut-outs from magazines, catalogues, and newspapers and ask learners to bring some themselves. They can also cut out the shape of the items, e.g. food, clothes. Play with these cut-outs in the same way you would play with flashcards.
- True or false. Ask learners to write statements about themselves and their family. One of these statements needs to be false. As they read them out, the others have to say if they're true or false.
- Memory game. Learners have to look at some pictures to memorise details, close their books, and respond to the teacher's instructions. The teacher will say something about the pictures for learners to identify which one it is. In some cases, depending on the information in the text, learners can also try to memorise information from a text.
- A chain game. Start the chain with a word from a lexical set or a statement, depending on the teaching point. Call on a learner, who has to repeat what you've said and add something. A third learner has to repeat what you and the learner have said and add something else. It is best not to follow a predictable pattern when appointing learners so that everybody pays attention. In some cases, learners will need to change pronouns, e.g. *I like biscuits*. Learner 1: *(Lila) likes biscuits, and I like cereal*. Learner 2: *Lila likes biscuits, (Martin) likes cereal, and I like chicken*.
- Collaborative games. Instead of competing against each other, learners contribute towards a goal, e.g. filling a small box or tin with paper balls, piling up paper cups to make a tower, putting all the pencils inside their box. They may be asked to say words from a lexical set, statements which are true for them or about the characters, answer a question in English, etc. Every time they say something or answer a question correctly, they fill the box, pile up a paper cup, or put a pencil in the box.

## Pronunciation and intonation

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

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

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

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

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

19  Listen and act out.



2

7  Listen and act out.



5

## Homework

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

## Project

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

**PROJECT TIME**

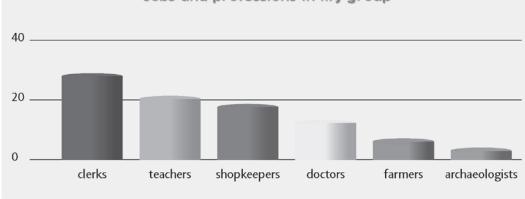
### A bar chart

- 1 Find out jobs and professions in your group.
- 2 Complete the chart.  
Write five friends' names.  
Ask your friends: What's your \_\_\_\_\_ (mum's / dad's / aunt's / uncle's) job?  
Write the answer in the chart.

YOUR FRIENDS' NAMES	MUM'S / DAD'S / AUNT'S / UNCLE'S JOBS

- 3 Make a bar chart.  
How many doctors?  
How many police officers?  
How many ...?  

Jobs and professions in my group



## Using a notebook

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

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

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

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

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

## Mistakes and error correction

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

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

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

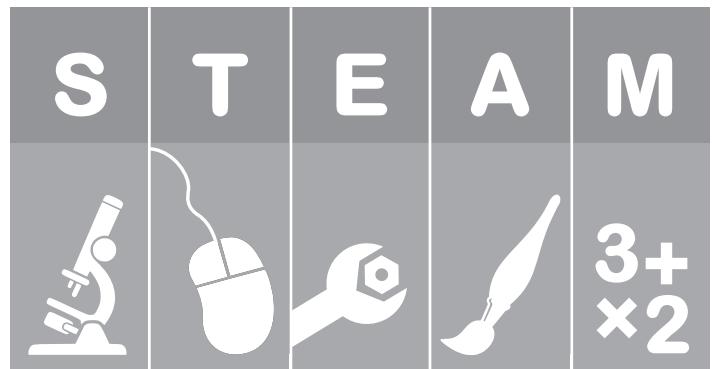
We know that some mistakes are likely to crop up due to the school's language of instruction. We can prevent these mistakes by working on different strategies; e.g. your learners might pronounce the words *school* or *schoolbag* with an initial /ə/. Have students overemphasise the initial /s/ sound.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



## STEAM

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

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



**STEAM CHALLENGE**

**Become a photographer**

Complete and circle.

In this photograph, there is \_\_\_\_\_ and there are \_\_\_\_\_.  
This is a **composition / close-up**.

In this photograph, the point of interest is \_\_\_\_\_.  
This is a **composition / close-up**.

68 Language focus: *photograph, photographer, There is / are ... (places, transport)*

## Classroom management

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

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

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

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

Or

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

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

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

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

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

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

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

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

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

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

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

Use English in class. Some teachers may be inclined to use the school's language of instruction in class when learners are beginners. However, in so doing, they are denying learners the opportunity to use language in meaningful exchanges in which they would be listening to what the teacher says and responding,

either doing something or saying something. We should remember that meaning is conveyed in different ways which help interlocutors to construct meaning: gestures, facial expressions, the use of *realia*—real objects—or flashcards. The teacher can also use cognates—words which are very similar in English and in the school's language of instruction. The following are ideas to make English accessible to learners:

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

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

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

## Time management

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

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

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

At the end of the lesson, go back to the lesson schedule and reflect with learners on why it was that you either did everything that was planned or that you could not. This is a great learning opportunity for learners. You can also discuss with learners different ways of managing time more effectively.

# RAISING CHILDREN'S AWARENESS

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

## Social awareness and the construction of citizenship

Young learners tend to be self-centred and it is one of the objectives of education to help them to understand their role in society, how their behaviours and attitudes will affect others, and how others' behaviours and attitudes affect them. A child's social experience is usually confined to the child's family and school, so through the stories, learners can enlarge on their view of the world. They will meet characters who find themselves in everyday situations. It should be pointed out that there's always an adult around, ready to help, if necessary, and to take care of the children. Even if the adult in the context does not participate actively, it is important to show learners how this is a right they have, to be taken care of by a responsible adult. This can give teachers the opportunity to reflect on it with their learners and to help them to become socially aware. Learning English also gives learners the opportunity to reflect on social habits, which constitute an essential aspect of our culture, such as greetings, ways to show politeness, among other examples. For the sake of brevity, this section will be referred to as Social awareness in the development of the teaching notes for the units.

### Social awareness

Camila gives her school objects to Akna, which is a sign of good manners and generosity. She also lets her use her own bed.

### Cognitive awareness

Cognitive awareness is a process whereby learners become aware of their cognitive skills and of how these can contribute to their learning. At this early stage, it is the job of the teacher to help learners to become aware of what and how much they are learning, of what strategies they can use, and of what strategies prove to be more useful to them. In the lesson plans, there are notes for teachers to focus on raising cognitive awareness in their learners. Elicit different strategies from learners and encourage them to try new ones out to check which are more efficient. Remind them that each learner will find the strategies that suit him / her best, so they are not expected to use the same strategies as others.

### Cognitive awareness

Help learners to see the purpose and usefulness of a list. Elicit when they can use a list.

### Intercultural awareness

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

### Intercultural awareness

Camila explains what a glyph is: a way to record information, writing. Some cultures used glyphs; others used hieroglyphs, which represent words, parts of words, or phrases.

Alex thinks that the shadow is a monster. It's common to consider a monster whatever makes us afraid. It's important to discuss with children how they should work on this idea.

The children think that Akna is wearing a costume, although she's wearing traditional clothes. What we may consider a costume or something strange can be somebody else's everyday item.

## Inclusive classrooms

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

We communicate in terms of texts: written, oral, visual, or multimodal. By definition, any text is a cropping of reality and shows only one view of the world. There may be texts that try to include more views, yet it is impossible to consider them all. It is the teacher's job, then, to make everybody feel included. In *Our Stories*, there are suggestions in the lesson plans for teachers to cater for diversity and to make sure every learner is included and can make his or her voice heard. Invite learners to comment on the different situations in the book and say if they feel represented. If they don't, ask them what should be included. Remind them that each situation, text, etc. is a cropping of reality, not a standard of any sort.

## Inclusive classrooms

Reflect with learners on the two children's attitude towards their new classmate and how important it is to make new classmates feel welcome in a group.

## ESI (Comprehensive sexuality education)

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

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

## ESI / CSE

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

## Language awareness

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

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

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

Learners may need something they can identify with and use as reference, in particular when there are differences between English and the school's language of instruction. In the case of noun phrases in which the adjective goes before the noun, we can focus learners' attention on a word they'll know, e.g. *Superman*. Say, *Remember we say super man, not man super. We say spider man, not man spider*. You can also elicit from learners ways to remember some rules. A rap usually works well, so you can create one together with your learners.

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

## Language awareness

If the school's language of instruction is Spanish, help learners to notice that although *en* and *in* are very similar and are used in the same phrases in both languages, e.g. *in the classroom, in the cupboard*, there are differences, e.g. *on the wall, on the table*.

# ASSESSMENT

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

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

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

Assessment can be carried out at the end of every lesson or every week. Learners can be asked what they have learnt. This can be done by using cut-outs (as suggested in the Building confidence activities section). For instance, learners can place on the board those cut-outs that show what they have been dealing with. It is important to focus on communicative objectives as well, e.g. greetings, showing politeness, or describing, rather than using nouns and adjectives in isolation. This also applies to awareness raising

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

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

In Level 2, there are suggested instances of assessment in some of the lessons and at the end of every unit. These instances include ideas to assess recognition and production skills while helping learners to focus on awareness. A test is also presented for each unit, and three progress tests which are more integrative in nature.

## Progress Tests introduction

The progress tests have as a main aim to collect information about how well a class as a whole and individual learners are doing. They are based on the learning objectives stated for the lessons and units, and are in keeping with the way learners are taught. These tests provide valuable information for teachers and learners, and, in turn, for the learners' families as well. When accompanied by other forms of assessment, as the ones suggested for each of the units, they contribute to learning and to motivating learners to keep on going.

Each of the units in *Our Stories* focuses on receptive skills—listening and reading—, productive skills—speaking, interacting, and writing—, and reflecting skills—language awareness, cognitive awareness, social awareness, inclusive classrooms, and ESL / CSE. True as it is that all these reflecting skills cannot be tested formally, language and cognitive awareness will be present in formal instances of assessment.

Progress tests will focus on listening, reading, and writing. Teachers can resort to the activities suggested for assessing speaking and interaction in each of the units as well for the progress assessment to be complete.

### How to go about progress tests

Very often, teachers inform learners and their families that there's going to be a test, which means that learners have to go over the different items to analyse them with care. For every item there will be a fill-in or a *yes / no* intended; elicit what one option is correct while the other is wrong. In the case of writing, different types of mistakes might be found: spelling mistakes, incomplete questions, or incomplete even if the meaning is conveyed. It is advisable to focus on what learners can do and help them improve their versions by focusing their attention on what is wrong. Support needs to be given, e.g. exercises or pages in which they can find references. This time allotted for learners to improve their answers should be done in class so that learners see this is a valuable activity and, as such, needs to be done at school. Should there be an item that every learner has got wrong, it means that, for some reason, they would have needed more time or more practice. It is advisable not to consider this in the final grade.

A good follow up is to design an exercise which contains the most typical mistakes. Learners can do it in class or as homework, and then compare the items in this exercise with those in the test. Even if this last step is skipped, it can give you a good panorama of learners' progress.

- Exercise 3 (family members)
- Exercise 5 (actions)
- Exercise 9 and 16 (clothes)

and this from Unit 2:

- Exercise 16 (food)

## 1 Assessment Unit 1

### 1 Recognition and production level

Place the school object and number flashcards on the board.

Organise them in two groups.

Draw two columns on the board and tell learners to copy them in their notebooks. Many learners will be at production level in the case of numbers and school objects.

Take one of the school object cards and have learners say what it is. If they can say it, they should draw the object and draw two  next to the object. If they can't, they should only draw the object. Do the same with the other school object cards and the number cards. After you have gone over all the words in these two categories, carry out a *Repeat if correct* Activity or a *Point to Exercise*, making sure the cards are wide apart on the board and walls. Those learners who point to the correct card, but who did not produce the word, should draw a  next to the drawing.

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

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

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

### Instructions

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

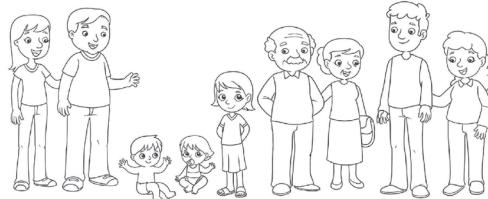
### 2 Communication

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

## Unit Test 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

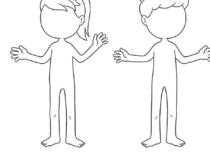
### 1 Read and tick (✓) or cross (✗).



1 Hi, my name's Emily. I have short hair.   
 2 My eyes are small.   
 3 I have a brother and a sister. They have big eyes.   
 4 My mum and dad are tall.   
 5 My brother's hair is long.

6 My sister's nose is big.   
 7 My grandpa's plump.   
 8 My granny's tall.   
 9 My uncle's short.   
 10 My aunt's slim.

### 2 Listen and draw.



### 3 Circle.

Hi! I'm <sup>1</sup>Emily / Emily's aunt. My name's <sup>2</sup>Sarah / John. I have long <sup>3</sup>nose / hair and a <sup>4</sup>plump / <sup>5</sup>big mouth. I have two dogs. They <sup>6</sup>have / <sup>7</sup>don't have short ears. They're <sup>8</sup>playing / <sup>9</sup>eating. I'm at school. I'm <sup>10</sup>reading / <sup>11</sup>riding a book with my friends Alice and William. Alice is tall and <sup>12</sup>she's / <sup>13</sup>her eyes are big. William isn't tall, <sup>14</sup>he's / <sup>15</sup>she's short. <sup>16</sup>His / <sup>17</sup>Her hair's long. I love my friends!



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TEST - 135

134 - FORMATIVE ASSESSMENT

## 1 Progress Test 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

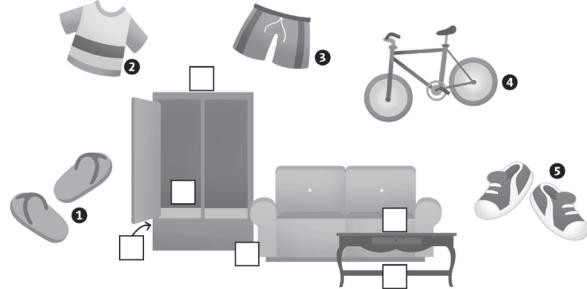
### 1 Read and circle.

Dear Diary,  
I'm very happy today! I have a new friend at school. Her name's Vera. She's tall and slim. Her hair's long and her eyes are brown. She's very nice. Her mum's name's Marian and her dad's name's Peter. Her brothers are two years old. They're short and big and plump. They have short hair and big blue eyes.  
Here's a picture at school today. I'm wearing a dress and trainers, and Vera's wearing shorts, a t-shirt, and trainers. They're her trainers. Look at her brothers! They're wearing jeans, flip-flops, and a t-shirt. They're cute!  
Good night, Diary  
Emily



1 Vera / Emily is writing a diary.  
 2 Vera's / Emily's hair is long.  
 3 Marian and Peter are Vera's friends / family.  
 4 Vera's brothers are / aren't primary school students.  
 5 They aren't tall / plump.  
 6 They have / don't have brown eyes.  
 7 In the photo, Emily's at school / in her room.  
 8 Emily and Vera are wearing a uniform / trainers.  
 9 Emily likes / doesn't like Vera's trainers.  
 10 She likes / doesn't like Vera's brothers.

### 2 Listen and match. There's an extra option.



148 - PROGRESS TEST

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## Progress Test 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### 3 Read, complete the charts, and write.

#### Friend 1

NAME	Emily
AGE	10
DESCRIPTION	tall, slim, long hair, big eyes, 
LIKES AN DISLIKES	meat  cereal  eggs 
CLOTHES NOW	skirt, T-shirt
ACTION NOW	reading a book

#### Friend 2

NAME	Rick
AGE	11
DESCRIPTION	tall, plump, long hair, big eyes, 
LIKES AN DISLIKES	eggs  toast 
CLOTHES NOW	shorts, T-shirt
ACTION NOW	riding a bike

#### Dear Diary,

I have two new friends at school. Emily and Rick. She's ten and he's eleven. They're tall. Emily's slim and Rick's plump. They have long hair and big eyes. They don't have a big nose.

Emily likes meat and cereal, but she doesn't like eggs. Rick likes eggs, but he doesn't like toast. Emily's reading a book now. She's wearing a skirt and a T-shirt. Rick's wearing shorts and a T-shirt. He's riding his new bike.

Good night, Diary

Vera

#### Friend 1

NAME	
AGE	
DESCRIPTION	
LIKES AN DISLIKES	
CLOTHES NOW	
ACTION NOW	

#### Friend 2

NAME	
AGE	
DESCRIPTION	
LIKES AN DISLIKES	
CLOTHES NOW	
ACTION NOW	

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PROGRESS TEST - 149

# PLANIFICACIÓN ANUAL

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN			TIEMPO	PRÁCTICAS DE REFLEXIÓN
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN		
<b>0</b>	Nombres de los personajes Revisión: Números. Útiles escolares. Colores. Partes del cuerpo Identificar a los personajes. Actividades de reconocimiento y producción	<i>I'm ...</i> <i>I have / don't have ...</i> <i>They have / don't have ...</i>	Saludos: <i>Hello! Hi! Good (morning)!</i> <i>Goodbye! Bye</i>	Lenguaje áulico <i>January, February, March / September summer</i>	Reflexión intercultural: la otredad, los saludos Reflexión social y la construcción de la ciudadanía: el valor de los saludos ESI: colores, vestimenta y cuestiones de género Aulas inclusivas: el respeto por los nombres de otros. Respeto por sus útiles escolares Reflexión lingüística: el significado del posesivo 's. La inflexión del presente del indicativo para <i>I</i> y <i>they</i>
<b>1</b>	La familia. Ropa Actividades. Adjetivos descriptivos. El cabello Actividades de reconocimiento y producción Codificación y disfraces	Present Continuous: <i>I'm, He's, She's</i> <i>his / her</i> <i>She's / He's ...</i> <i>wearing</i> <i>Do you have ...?</i> <i>What's this?</i> <i>It's ...</i> <i>How many?</i> <i>Is this / it ...?</i>	Descriptions <i>Don't worry!</i>	<i>March, April / September, October</i> <i>autumn</i> <i>This month's birthdays (dates)</i> Lenguaje áulico	ESI: estereotipos relacionados con el género y la ropa Reflexión social y la construcción de la ciudadanía: la escuela, estereotipos. Tradiciones Aulas inclusivas Reflexión cognitiva: el valor y utilidad de una lista Reflexión intercultural: lo desconocido y la actitud frente a ello. Vestimentas tradicionales. Diferentes alfabetos Competencias: resolución de problemas, pensamiento lógico, matemáticas, pensamiento abstracto, identificación de patrones, estrategias de secuenciación, el trabajo en equipo
	Proyecto: Una galería de personajes				
<b>2</b>	Comidas y bebidas Actividades de reconocimiento y producción Diseño de un cubierto	<i>in, on, under, behind, next to, where</i> <i>Where's / Where are ...?</i> <i>They're ...</i> <i>likes / doesn't like</i>	<i>Let's ...</i>	<i>January, February, March, April, May / September, October, November</i> <i>This month's birthdays (dates)</i> Lenguaje áulico	Reflexión social y la construcción de la ciudadanía: el compartir. El disfrute del juego más allá del resultado. La importancia de las reglas. El papel de las minorías y las mayorías en una votación. La felicitación a otros por su trabajo como forma de respeto. La responsabilidad de cuidar el lugar de trabajo compartido ESI: estereotipos relacionados con los colores y el género. El cuidado del cuerpo. El uso de un diario personal y el género. El derecho al cuidado. La posibilidad de crear arte Aulas inclusivas Reflexión lingüística: la similitud entre la preposición <i>in</i> y el equivalente en la lengua de escolarización. Similitud entre <i>like</i> y <i>likes</i> en afirmativo, negativo e interrogativo. El uso de <i>a piece of</i> para <i>toast</i> Reflexión cognitiva: estrategias para memorizar información. Formas de registrar información Reflexión intercultural: la importancia de la comunicación en diversas culturas. Las comidas y su relación con las culturas. El valor de aprender de otras culturas Competencias: pensamiento lógico, pensamiento creativo, colaboración, medición, estimación, registro de datos
	Proyecto: Mi valija				

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO	
<b>3</b>	Actividades. Las comidas Actividades de reconocimiento y producción Construcción de un reloj solar	We Simple Present: I, We, They at + time There is / are ... (affirmative and negative)	Good idea. We're ready! <i>January</i> <i>February</i> , <i>March</i> , <i>April</i> , <i>May</i> , <i>June</i> / <i>September</i> , <i>October</i> , <i>November</i> , <i>December</i> <i>This month's</i> <i>birthdays</i> (dates) <i>winter</i> Lenguaje áulico	<i>January</i> <i>February</i> , <i>March</i> , <i>April</i> , <i>May</i> , <i>June</i> / <i>September</i> , <i>October</i> , <i>November</i> , <i>December</i> <i>This month's</i> <i>birthdays</i> (dates) <i>winter</i> Lenguaje áulico	<p>Reflexión intercultural: la relación entre diversas actividades y la cultura. Las comidas y la cultura. Formas de comunicación. Las cosmovisiones y la interpretación del mundo</p> <p>Aulas inclusivas</p> <p>ESI: el nombre y la identidad. La importancia de una dieta variada</p> <p>Reflexión lingüística: las pistas en los textos que ayudan a la comprensión. Los años y cómo decirlos. Relación entre el negativo para el presente del indicativo y <i>don't like</i>. Las dos acepciones de <i>tea</i>. El uso del verbo <i>have</i> con las comidas. El uso y significado de <i>there is / are</i>. El uso del epígrafe</p> <p>Reflexión social y la construcción de la ciudadanía: la necesidad de tener un líder, una persona o grupo a cargo. Los ambientes de la casa y actividades. Formas de amabilidad hacia una persona</p> <p>Reflexión cognitiva: la visualización como estrategia</p> <p>Competencias: la creación de una herramienta, estrategias de pensamiento, la colaboración, la comunicación, presentaciones, comprensión del funcionamiento de las sombras</p>
<b>4</b>	Proyecto: Mi país	Estados: <i>hungry</i> , <i>thirsty</i> Actividades. Ropa y accesorios Actividades de reconocimiento y producción Construcción de una polea	<i>I want ...</i> <i>I need ...</i> <i>but</i> <i>their</i> <i>What ... doing?</i>	<i>January</i> , <i>February</i> , <i>March</i> , <i>April</i> , <i>May</i> , <i>June</i> , <i>July</i> , <i>August</i> , <i>September</i> , <i>October</i> , <i>November</i> , <i>December</i> <i>This month's</i> <i>birthdays</i> (dates) Lenguaje áulico	<p>Reflexión lingüística: la pronunciación de la palabra <i>court</i>. La diferencia entre <i>they're</i> y <i>their</i>. El uso de cartuchos o carteles en una historieta</p> <p>Reflexión intercultural: las cosmovisiones y la interpretación del mundo. El uso de pinturas y maquillaje como forma de expresión. La ropa, las costumbres y las tradiciones familiares</p> <p>Reflexión social y la construcción de la ciudadanía: la necesidad de sociabilizar. Convenciones sociales y hábitos lingüísticos al ofrecer, aceptar y rechazar comida / bebida. Las responsabilidades en la casa. La escucha respetuosa. Buenos modales en un negocio. Formas de hacer que otros se sientan bienvenidos</p> <p>Reflexión cognitiva: estrategias para recordar secuencias</p> <p>Aulas inclusivas</p> <p>ESI / CSE: el uso de la ropa, los accesorios y cuestiones de género.</p> <p>Formas de visibilizar el sentido de pertenencia</p> <p>Competencias: pensamiento creativo, planificación, creación, selección, necesidades comunicativas, escucha, comprensión de un sistema de poleas</p>

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO	
<b>5</b>	Profesiones y trabajos. Medios de transporte Vocabulario relacionado con la ciudad Actividades de reconocimiento y producción Convertirse en fotógrafos	Simple Present: <i>I, We, They</i> (revision) Present Continuous (revision)	Amazing!	<i>January, February, March, April, May, June, July, August, September, October, November, December, This month's birthdays (dates) Spring</i> Lenguaje áulico	<p>Reflexión social y la construcción de la ciudadanía: la importancia de todos los trabajos en la sociedad. El papel de la mayoría y las minorías en una votación. El límite entre una brama y la falta de respeto ESI: los trabajos, las profesiones y las cuestiones de género. La responsabilidad de un adulto de cuidar a los niños</p> <p>Reflexión intercultural: las cosmovisiones y la interpretación del mundo de <i>a / an</i> para indicar profesiones en el singular. La estructura de una receta en inglés y otras lenguas que los estudiantes conocen. El uso de <i>by</i> para indicar autoría</p> <p>Aulas inclusivas</p> <p>Reflexión cognitiva: estrategias para recordar cuándo usar el artículo indefinido para las profesiones y cuándo no. Estrategias para reducir la cantidad de opciones para resolver un ejercicio. Reflexión sobre la eficiencia de la mimética para recordar secuencias. El uso de fuentes de información para resolver dudas en forma autónoma</p> <p>Competencias: la comprensión de algunos puntos básicos de la fotografía, pensamiento creativo, estrategias de presentación, análisis crítico</p>
<b>6</b>	Proyecto: Un gráfico de barras	Animales. Partes del cuerpo de animales Actividades de reconocimiento y producción	<i>has, doesn't have this, that</i>	Descripción de animales <i>Say 'cheese'!</i>	<p>Reflexión social y la construcción de la ciudadanía: reflexión sobre cómo un adulto puede aprender de un niño. El respeto por el tiempo que otros necesitan. El valor del trabajo colaborativo ESI: el derecho a estar con la familia. El cuidado y la protección. El uso de redes sociales. La necesidad de revisar mensajes que escribimos cuando estamos enojados para evitar herir a otros</p> <p>Reflexión lingüística: comparación entre los demostrativos en inglés y otras lenguas que los estudiantes conocen. El significado del símbolo #. La relación entre <i>has / doesn't have y have / don't have</i>. El uso del singular para hacer generalizaciones. Características de los mensajes de texto. El uso de frases para salir bien en una foto</p> <p>Aulas inclusivas</p> <p>Reflexión cognitiva: estrategias para recordar cuándo usar <i>has / doesn't have</i>. El uso de la codificación en colores como forma de ayudar al aprendizaje</p> <p>Competencias: investigación, planificación, creaciones, comunicación, colaboración, pensamiento creativo, presentaciones</p>

# THE FIRST WEEK

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

## Getting started

### Greeting

- Greet learners. Use gestures as you say *Good (morning)!* to them so that they can understand the context. Invite learners to greet you back by saying *Good (morning)!* as they wave their hand. Tell learners *Hello* is absolutely OK, only that it's more informal than *Good (afternoon)*. Show a clock (draw one on the board if necessary) to show the difference between *Good morning / afternoon / evening*. Let learners know that we use *Good night* when we go to bed or if we leave a party late at night.

### Building confidence activities

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

**Listen and mime.** Agree with learners on a way to mime each of the characters in the pictures you've brought. Say *Good (evening)!* imitating the characters for learners to mime the correct one while checking the time on the board.

## INTRODUCE YOURSELF

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

## REVISION OF PARTS OF THE BODY

- Tell learners you'll play a Repeat if correct game. Touch your head and say, *Head*. Learners repeat. Touch your ears and say, *Ears*. Learners repeat. Touch your legs and say, *Hands*. Learners remain silent. Invite learners to give the instructions to the rest.

### Building confidence activity

**Strange ways.** Give instructions to learners. They'll have to do something using the part of the body you name, e.g. *Write with your nose*. After a couple of rounds, learners can give the instructions themselves.

## REVISION OF COLOURS

- Tell learners you'll say colours for them to touch something the colour you say. After a couple of rounds, name two colours. Then, ask learners to give the instructions themselves.

## REVISION OF SCHOOL OBJECTS

- Play a Show me game. Name different school objects for learners to pick them up and show to the rest. If there's one they don't have, they should mime using it.

## CLASSROOM LANGUAGE

- Tell learners you'll test their memory. Elicit what classroom instructions they remember, e.g. *Sit down, listen, point, open your notebook*. Name one or two to check they understand what you mean. As learners say instructions, the rest have to perform them.
- Write on the board as you say instructions they have not said. Ask learners to carry them out. If they can't remember what to do, help them focus on key words or gestures. Discuss what they can do to remember them.
- Give these instructions several times, sometimes repeating the same one to check if all the learners are following.

## Building confidence activity

**What is it?** Mime an instruction for learners to say what they have to do. After a while, include more complex instructions, e.g. *Listen, circle, and answer*.

## CLOSING THE LESSON

- Show learners time's up. Elicit from them what they've been working on. Help them focus on the different activities they've carried out.
- Say *Goodbye* to them. You can tell them that *Bye* is more informal than *Goodbye*.

# Let's get started

## UNIT OVERVIEW

### Vocabulary

Revision: school objects, colours, parts of the body, numbers

### Grammar

I'm

I have / don't have

They have / don't have

### Communication

Hello! Hi! Good (morning)!

Goodbye! Bye

### Recognition

Classroom language

### Routines

January, February, March / September

summer

### Awareness

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

### Aim of the lesson

To expose learners to key language through a story.

### Learning objective

Learners

- can follow an illustrated story.

### Key language

I'm

### Areas of awareness

Intercultural awareness

Social awareness

ESI / CSE

Inclusive classrooms

## Lesson opening

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

### 1 02 Look and listen.

Possible lead-ins:

- Show learners the cover of your book and the characters on pages 4 and 5. Ask learners, *Look. Are they important? Yes or no?* Use gestures and facial expressions.
- Point to the illustrations of the settings on the book cover and to the background of each character on pages 4 and 5, and ask learners, *Is there a connection? What do you think, yes or no?* There is no need to use the school's language of instruction since learners will understand.
- If learners are using their books, tell them to open them at page 4. Ask them to look at the characters and elicit what

# Let's get started

### 1 02 Look and listen.



4

they're doing. You can give them options, *Are they saying Hello? Goodbye?* Ask them to account for their answers. Play the audio. At the end, go back to their predictions. If they were not right, point out that it's not a question of being right or wrong; instead, realising their predictions were not right shows they have understood.

- Play the audio again and help learners to identify each of the characters' voices.

### Intercultural awareness

Most probably, learners are used to waving their hands to greet. However, other cultures may use different gestures.

### Social awareness

Greetings are part of our social life. Reflect with learners on how we are expected to greet and greet back. You may also reflect on when it may be necessary to be a bit more formal. The characters are waving their hands to greet. However, other gestures may be used. Brainstorm with your learners different types of greetings: e.g. thumbs up, a kiss on the cheek, a handshake, a fist bump.

**Who are Camila, Akna, Alex and Leo? Who are Yurupina and Yaracuna? What qualities do they stand for?**

The main characters' interests and cultural background enable



## ESI / CSE

Some learners may be surprised to see a boy wearing a pink T-shirt and another one—Leo—wearing some sort of dress. They may even discuss if he's a boy or a girl. If learners base their ideas on the character's hair—not long—and the fact that he's wearing a robe and a headband, help them to become aware that long or short hair, clothes and headbands, as well as other accessories, are not an indication of gender.

## Inclusive classrooms

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

### AUDIOSCRIPT

Hello! I'm Alex.

Hi! I'm Akna.

Hello! I'm Leo.

Hi! I'm Camila.

## Building confidence activities

**Mime it!** Have learners decide on a way to mime each of the characters. As you name the characters, learners do the miming. After a while, they may say the names themselves. They can also introduce themselves trying to imitate the characters' voices.

## Lesson closing

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

us to explore nature and society. Camila is interested in lost civilizations as her father is an archaeologist. Leo is a wild child who lives with his father and his step-mother, all belonging to an Amazonian tribe. Alex is into photography and is part of a big family. Akna is a Mayan girl princess who comes from the past through a **cenote** that is working as a portal.

Besides, in Level 2, family's professions are explored through the celebration of Career Day. Camila's father is an archaeologist, Alex's parents are photographers, Leo's parents are farmers, and Akna's parents are the king and queen of a Mayan city-state. By means of the myriad of professions displayed by the characters and their families in the series, we hope to make visible professions that are sometimes made invisible by our cultures.

As a result of these characters' natural and cultural settings, their interests and their professions, *Our Stories* intends to inspire children 'to reinhabit their places, that is, to pursue the kind of social action that improves the social and ecological life of places, near and far, now and in the future' (Gruenewald, 2003, p. 7).<sup>1</sup>

<sup>1</sup> Gruenewald, D. (2003). Foundations of Place: A Multidisciplinary Framework for Place-Conscious Education. *American Educational Research Journal*, 40(3), 619-654.

## Aims of the lesson

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

## Learning objectives

### Learners

- can use basic everyday nouns.
- can understand descriptions.
- can understand *have* and *don't have* statements.

## Key language

*I have / don't have*

*They have / don't have*

Colours, numbers, parts of the body, descriptive adjectives, school objects

## Areas of Awareness

Language awareness  
Inclusive classrooms

## Lesson opening

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

## 2 Read and match.

- Ask learners to open their books at page 6. Focus learners' attention on the instructions as you read them out. Elicit from them what to do. Ask them why the four characters are there.
- Do the first one together. Ask learners which clues they can find that will help them to match correctly.
- Let learners know there's more than one option per character, and that the same statement may apply to two characters or more.
- Check on the board.

## Building confidence activities

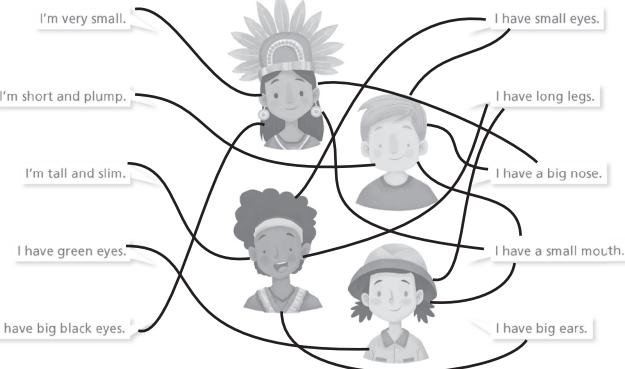
**Repeat if correct.** See page 22 in this TB.

**What else?** Invite learners to add further information about the characters and then play a memory game.

## 3a 03 Listen and circle.

- Have learners follow the instructions as you read them out and elicit what to do.
- Ask them to look at the pictures and elicit what the audio may say.
- Go over the rules for listening before the activity. You can find suggestions on page 17 in this Teacher's Book.
- Play the audio. You may check after every example or at the end.

## 2 Read and match.



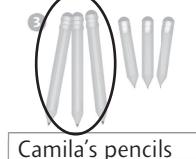
## 3a 03 Listen and circle.



Akna's schoolbag



Leo's pencil case



Camila's pencils



Alex's markers

## 3b Read and write.

Alex's markers  
Akna's schoolbag

Camila's pencils  
Leo's pencil case

## AUDIOSCRIPT

Number 1: Akna's schoolbag is big.

Number 2: Leo's pencil case is small.

Number 3: Camila's pencils are long.

Number 4: Alex's markers are short.

## Building confidence activities

**More school objects.** Revise other school objects by asking questions, e.g. *What about Alex's ruler, is it long or short? Is Camila's eraser big or small?*

**Stand up if ...** Invite learners to describe one of their school objects, e.g. *I have a big schoolbag*. Those with a big schoolbag have to stand up.

## 3b Read and write.

- Ask learners to read the instructions, and elicit what to do.
- Check they understand where to write.
- Elicit a time limit and check their answers.

## Language awareness

Write *Leo's book* on the board and ask learners who the book belongs to. Ask them how they can tell: because of 's.

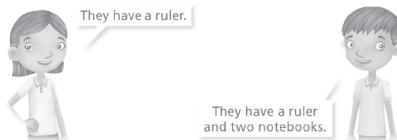
#### 4 Read and tick (✓).



Matt and Maggie's school objects

1 They have a very small schoolbag.	<input type="checkbox"/>	6 They don't have a sharpener.	<input type="checkbox"/>
2 They don't have three books.	<input type="checkbox"/>	7 They have two notebooks.	<input checked="" type="checkbox"/>
3 They have thirty-four pencils.	<input type="checkbox"/>	8 They don't have glue.	<input type="checkbox"/>
4 They have a pen.	<input checked="" type="checkbox"/>	9 They don't have markers.	<input type="checkbox"/>
5 They have a long ruler.	<input checked="" type="checkbox"/>	10 They have an eraser.	<input type="checkbox"/>

#### 5 A game



#### 6 Look and complete.



## Inclusive classrooms

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

#### 4 Read and tick (✓).

- Tell learners to read the instructions, and elicit what they have to do. Ask them what they need: a pencil or pen. Show them that they should use a pen / marker only if they're completely sure about the answer, otherwise, they'll find it difficult to erase it.
- Read the first statement and ask learners who *They* refers to.
- Work on the second example and ask, *How many books?* As learners say *Three*, elicit what it should say for the statement to be ticked, e.g. *They have three books.* or *They don't have (four) books.*
- Elicit a time limit and check their answers.
- Ask learners to change the statements without a tick to make them true.

## Language awareness

Help learners to notice that the verb does not change whether they're talking about themselves—/—or about other people. Remind them *they* can also refer to animals and objects.

#### 5 A game

- Tell learners to look at the instructions and the picture, and elicit what they have to do.
- To make it more challenging, ask them to look at the picture in exercise 4 and then close their books.
- Remind them of the rules for playing. Check page 20 in this TB.

#### 6 Look and complete.

- Have learners read the instructions and look at the picture. Point to the calendar on the page and ask them what information they need to include.
- Check they understand they have to write their own birthday. They can also write their best friend's birthday, e.g. Ana's birthday. Remind them of the use of 's.
- Invite learners to tell the rest about their birthday.

## Assessment

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

## Workbook

Pages 88 and 89, Exercise 1, 2, 3, and 4

## Lesson closing:

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

## Working with the workbook

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

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

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

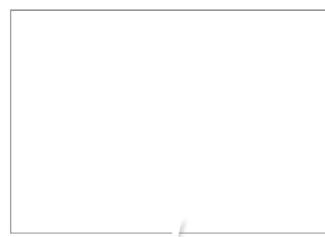
In all of these cases, it is necessary to check the learners' answers. The following are different suggestions to go about it:

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

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

## Let's get started

1 Read, draw, and colour. Learners' own production



My name's Andrew. I have a big schoolbag. It's orange, green, and brown.



I'm Angie. I have a small pencil case. It's purple and sky-blue.



I'm Todd. I have a long white ruler and two erasers. They're grey and red.



My name's Peggy. My twelve markers are long. They're black, blue, pink, and yellow.

2 Read and complete.

My name's Peter.

I'm tall and plump

My head is big

My eyes are small

My ears are small

My mouth is big and my nose is small

My legs are short



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of practice if it is to be done properly. Moreover, sometimes learners are asked to read a text aloud once they have worked with it in several forms. This is to stress that they should never be asked to read out a text they have just been exposed to.

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

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



## UNIT OVERVIEW

## Vocabulary

The family: *aunt, uncle, hair*

Descriptive adjectives

*swimsuit, swimming trunks, trainers, skirt, flip-flops, dress, T-shirt, jeans, shorts*

## Grammar

Present Continuous (*I'm, he's, she's*)

*his / her*

*wearing*

*Do you have ...?*

*What's this? It's ...*

*How many?*

*Is this / it ...?*

## Communication

Descriptions

## Routines

*March, April / September, October*

*autumn*

*This month's birthdays (dates)*

## Awareness

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

## STEAM challenge: Technology and Maths

Code & dress up

## Project Time

A character gallery

## Aim of the lesson

To expose learners to key language through a comic.

## Learning objectives

Learners

- can follow a comic strip.
- can identify a few family members with support.

## Key language

Revision of family members and parts of the body  
*short, tall, plump, slim, long*

## Areas of awareness

Intercultural awareness  
ESI / CSE  
Inclusive classrooms

## Lesson opening

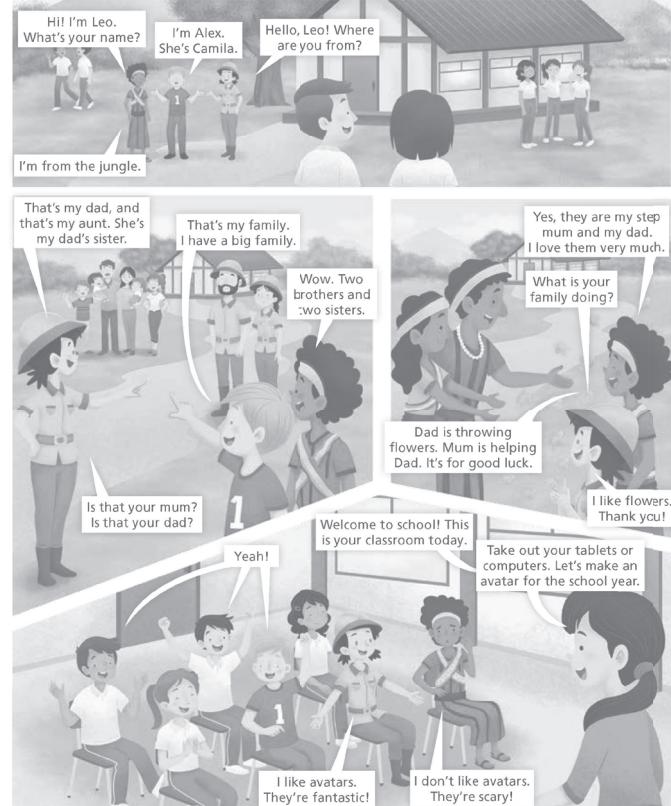
Greet learners and go over the routines. See page 13 in this Teacher's Book for suggestions.

## 1 04 Look and listen.

Possible lead-ins:

- Elicit from learners different types of school.
- Follow the suggestions on page 15 in this Teacher's Book to tell stories.

## 1 04 Look and listen.



- Tell learners to open their books at page 8 and ask, e.g. *What's this?* as you point to the house. *Can you see a teacher? Look at these people* (pointing to the families). *Who are they? How can you tell?*
- Play the audio and go back to their predictions.

04 → See PB page 8.

## Intercultural awareness

Work on the notion of different types of school, focusing on the physical characteristics of a place.

## ESI / CSE

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

## Inclusive classrooms

Leo says avatars are scary, most probably because he doesn't have much experience with technology. His classmates and teacher do not mock him but will assist him in understanding how technology can help.

2 Listen and point. Then, write the name and the age.



3 Listen and number. Then, read and match.



My family's big. I have a mum, a dad, a granny, an aunt, an uncle, and a big brother.

I have a small family: my dad, my uncle, a brother, and a sister.

I have a small family: a mum, a granny, a grandpa, and a sister.

4a Listen and circle.



4b Read and circle.

She's **short** / tall and **plump** / **slim**. Her hair is **short** / **long**. Her legs are **long** / **short**.  
 He's **short** / **tall** and **plump** / **slim**. His hair is **short** / **long**. His ears are **big** / **small**.  
 and his mouth is **small** / **big**.

2 Listen and point. Then, write the name and the age.

- To work on age, ask a couple of learners, *How old are you?* And then say, e.g. *That's your age*. Point to Alex and ask, *Who's this?* Ask learners to write his name in the box. Elicit what the audio may say and write their ideas on the board.
- Play Part I of the audio and go back to their predictions.
- Play Part II and then check.

#### AUDIO SCRIPT

Part I  
 Point to Dad.  
 Point to Mum.  
 Point to the sister.  
 Point to the brother.  
 Point to the baby sister.  
 Point to the baby brother.  
 Part II  
 I have a big family: Mum, Dad, two brothers, and two sisters.

My dad's name is Frank. He's forty-two. My mum's name is Susan. She's forty. My big brother's name is Ted. He's twelve. My big sister's name is Meg. She's sixteen. The twins? They're two. My baby sister's name is Pam, and my baby brother's name is Ed.

#### Building confidence activity

**Memory game.** See page 22 in this TB.

3 Listen and number. Then, read and match.

- Ask learners to focus on the instructions and elicit what to do.
- Tell them that the person who is presenting his or her family is not in the photos / illustrations.
- Play the audio and have them number the families.
- Check and then, ask them to read the descriptions and match them to the pictures.

#### AUDIO SCRIPT

1 I have a small family: a mum, a granny, a grandpa, and a sister.  
 2 My family's big. I have a mum, a dad, a granny, an aunt and an uncle, and a big brother.

3 I have a small family, too. My dad, my uncle, a brother, and a sister.

#### Inclusive classrooms

It's important to debunk the stereotype of the typical family as if it were a standard to be aimed at.

#### Building confidence activity

**Which family is it?** Learners describe one of these families as if they were one of their members. Demonstrate, e.g. *I have a granny. I don't have an uncle.* (family 1).

4a Listen and circle.

- Ask learners to focus on the instructions.
- Work on the first pair. Ask learners, e.g. *What's the difference between these two girls?* Use gestures to show *tall, short, plump, slim*.
- Play the first part of the audio and have them circle the correct girl. Play the complete audio and check.

#### AUDIO SCRIPT

I have a sister. She's short and slim. Her hair's long. Her legs are short.

I have a brother, too. He's tall and plump. His hair's short. His legs are long. His ears are small, and his mouth is big.

4b Read and circle.

- Ask learners to focus on the instructions.
- Allot a couple of minutes to complete the activity. Then, check.

#### Building confidence activity

**A new family.** Learners look at the un-circled pictures and describe their brother and sister as the girl in the audio.

#### Workbook

Pages 90 and 91, Exercises 1, 2, 3 and 4

#### Lesson closing

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

## Aims of the lesson

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

## Learning objectives

Learners

- can understand actions going on.
- can identify some items of clothing.
- can understand wearing statements.
- can follow a comic strip.

## Key language

I'm ... He's ... She's ... (Present Continuous affirmative)  
playing, making (a house), reading, drawing, dancing,  
writing, riding (a bike)

He's / She's wearing

jeans, shorts, skirt, sweater, swimming trunks, swimsuit,  
trainers, T-shirt

## Areas of Awareness

Intercultural awareness

Inclusive classrooms

## Lesson opening

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

### 5 08 Listen and hand on.

- Ask learners, *Do you remember Leo's mum and dad? First day of school, Dad's throwing flowers* (use gestures). *Yes or no? Mum's throwing flowers. Yes or no?* Tell them to go to page 8 and check. If they say *Mum is helping Dad*, explain by saying, e.g. *Yes, but look. Is she throwing flowers or not?*
- Ask learners to open their books at page 10. Focus their attention on the instructions. Check they know what to do.
- Remind learners of the rules for listening and play the audio or give the instructions yourself.

#### AUDIO SCRIPT

I'm playing.

I'm making a house.

I'm reading.

I'm drawing.

I'm dancing.

I'm writing.

### Building confidence activity

**An actions dictionary page.** Help learners to become aware of the actions they know by focusing on the instructions. As they dictate the actions to you, write on the board, e.g. *I'm listening, I'm colouring ...* Invite learners to design their own dictionary. Have them write these sentences on a blank sheet of paper. At home, they make the corresponding drawings or glue cut-outs.

### 6 Listen and mime.

- Have learners look at the instructions and the picture, and elicit what to do.

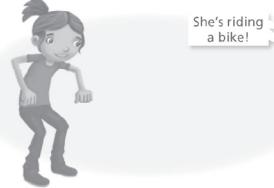
### 5 08 Listen and hand on.



### 6 Listen and mime.



### 7 Game



- Ask learners to use their actions dictionary page. Don't say anything while you mime.
- You can also invite learners to do the miming.

### Building confidence activity

**Repeat if correct and mime!** Mime an action and say what you're doing, e.g. draw in the air and say, *I'm drawing*. Learners mime drawing and repeat, *I'm drawing*.

### Intercultural awareness

Leo's parents are throwing flowers for good luck. Explain to learners this is traditional in some cultures and may look strange to others. Ask learners what traditions, if any, they have when they start school.

### 7 Game

- Focus learners' attention on the instructions and the picture. Elicit what the game may be about.
- Remind learners of the rules for playing games.

### Inclusive classrooms

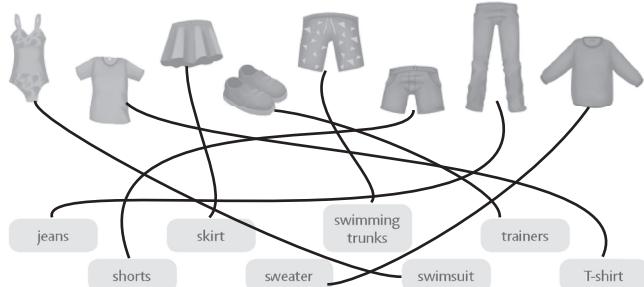
Some learners may look funny when miming an action. If

## 8 09 Look and listen.



1

### 9 Listen and show. Then, match.



### 10 Game

CLOTHES		
FOR GIRLS	FOR BOYS	FOR BOYS AND GIRLS
swimsuit	swimming trunks	jeans shorts skirt sweater trainers T-shirt

11

other learners mock them, show them how brave the learner at the front is, trying his / her best to convey an idea.

## 8 09 Look and listen.

- Tell learners to look at the instructions and the picture, and elicit what to do.
- Ask learners where the children are and what they are showing.
- Play the audio and go back to the learners' predictions.
- Ask learners, *Is this a description of the avatars? OK. Is this description about their eyes, hair, mouth, or clothes (as you point to the clothes you're wearing)?*

09 → See PB page 11.

## Inclusive classrooms

Leo is finding it difficult to create his avatar. He asks for help and nobody mocks him. It's necessary to learn when to ask for help and not to consider that this shows weakness.

### 9 Listen and show. Then, match.

- Tell learners to look at the instructions and the pictures and elicit what they have to do.

- First, remind learners of the avatars. Focus on Alex's avatar and ask, e.g. *Tell me about his clothes. Jeans? Shorts? Point to one. Trainers? Point to some. Now tell me about Camila and her avatar's clothes. Jeans? Shorts? A skirt? Point to one. A T-shirt? Have a picture ready or make a drawing on the board. Trainers? What about Leo's avatar? Jeans? Swimming trunks? Have a picture ready. Good memory!*
- Check learners know which ones are shorts and which one are swimming trunks.
- Name the different items of clothing and check that learners show the correct one.
- Now allot a few minutes for learners to do the matching. Check on the board.

## Building confidence activity

**Memory game.** See page 20 in this Teacher's Book.

## 10 Game

- Learners read the instructions and look at the chart. Say that you have also completed the chart and that they are challenged to try to complete it so that it looks like yours. Remind them to be open-minded! If a learner wants to add an item of clothing which is not on the list, teach the word in English.
- Set a time limit. As they're completing their charts, they can consult their classmates.
- Copy the chart on the board and name items one by one. As you name them, learners should say if they are for girls, boys, or boys and girls. You can also number the columns.
- Most items of clothing are for boys and girls, except for swimsuits (girls) and swimming trunks (boys). In some cultures, boys wear skirts, e.g. Scottish men, some men from the Maori culture.

## Intercultural awareness

Reflect with learners on the concept of clothes and gender. You can also include the concept of colour and gender.

## Assessment

Start assessing learning. Go to page 31 for suggestions on assessment. Ask learners what they've been learning. Invite them to browse their books and notebooks. Learners can start their own using blank sheets of paper to design their dictionary.

## Workbook

Page 92, Exercises 5 and 6

## Lesson closing

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

Note: Inform families that learners need to bring a photo of them in which their clothes can be easily seen.

## Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a social media text.

## Learning objectives

Learners

- can identify some items of clothing.
- can describe what people are wearing.
- can understand the difference between *she's* and *her*, and between *he's* and *his*.
- can ask and answer *Do you have ...?*

## Key language

*his, her*

*wearing*

*flip-flops, jeans*

## Areas of Awareness

Inclusive classrooms

## Lesson opening

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

### Building confidence activity

**Mime!** Name different items of clothing for learners to mime.

### 11a 10 Listen and number.

- Focus learners' attention on the instructions, and elicit what to do.
- Point to one of the pictures and ask learners what the audio may say. Play the audio and go back to their predictions.
- Remind learners of the rules for listening. Play the audio and check learners' answers.

#### AUDIO SCRIPT

Number 1 is wearing jeans, a green and yellow sweater, and brown trainers.

Number 2 is wearing jeans, a purple and orange sweater, and red trainers.

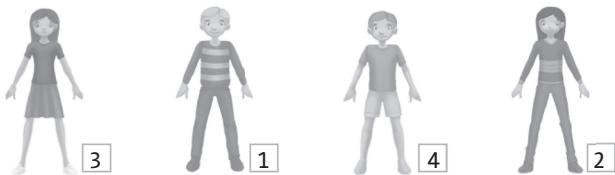
Number 3 is wearing a pink skirt, a black T-shirt, and white trainers.

Number 4 is wearing a sky-blue T-shirt, grey shorts, and grey trainers.

### 11b Write the number.

- Focus learners' attention on the instructions and ask them how they can tell which numbers to write.
- Write *He's wearing jeans* on the board and ask learners, e.g. *Number 1 or number 2? How do you know?* Help them to focus on the meaning of *he's* and *she's*.
- Point to the verb *wearing* and ask learners, e.g. *Look at 'wearing', is it for actions or clothes?* Use gestures for clothes.
- Allot a couple of minutes for learners to complete the activity. Then, check.

### 11a 10 Listen and number.



### 11b Write the number.

He's wearing jeans, a green and yellow sweater, and brown trainers.

He's wearing a sky-blue T-shirt, grey shorts, and grey trainers.

She's wearing jeans, a purple and orange sweater, and red trainers.

She's wearing a pink skirt, a black T-shirt, and white trainers.

1

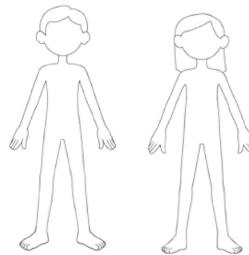
4

2

3

### 12 11 Listen and draw.

Students' drawings



### 13 Say.

He's wearing a grey T-shirt, blue shorts, and white trainers.



### Building confidence activity

**Who is it?** Collect the learners' photos. Stick them on the board. If there are too many, you can divide them into groups. Describe one of the photos by making reference to the clothes, e.g. *He's wearing shorts, a T-shirt, and trainers. Who is it?* Remind learners that *he's* and *she's* are important clues.

### 12 11 Listen and draw.

- Have learners look at the pictures and the instructions.
- Remind them to pay attention to whether you say *He's* or *She's*.
- Remind them of the rules for listening.
- After learners complete the drawings, they can compare them.

#### AUDIO SCRIPT

She's wearing a sweater and a skirt. She's wearing trainers.

He's wearing jeans, a T-shirt, and trainers.

### Building confidence activity

**Colour it!** Now learners have to colour the two children's clothes.

**14** Read, think, and write in the correct column.

This is Mary. She's my mum. She's tall. She's thirty-seven. Her hair is brown and her eyes are green. She's wearing blue jeans and a white T-shirt.

Look at Tom. He's my dad. He's tall. His hair is black and his eyes are brown. Look at his pencils!



SHE'S	HER	HE'S	HIS
mum tall thirty-seven wearing	hair eyes	dad tall eyes	hair pencils

**15** 

Hi, Alex! Let's go to the cenotes! Do you have swimming trunks?

Hello, Camila! Great idea! I have swimming trunks and flip-flops. Let's invite Leo. He's new.

Yes, he's cool. Do you have his text number?

Yes, I do. Don't worry.

**16** Read and tick (✓).

## EXCURSION TO THE CENOTES



13

**13** Say.

- Ask learners to read the instructions and elicit what to do.
- You can have learners describe the clothes in the photo you've asked them to bring. If they haven't brought any photos or drawings, they can describe what they're wearing. If it's a uniform, you can ask them to make a drawing of a person and describe his / her clothes.

**Building confidence activity**

**A clothes poster.** Assign different items of clothing to different groups. They should make a drawing and write the word below. Collect the learners' productions and, with their help, make the poster. You can also create a boy's clothes and a girl's clothes poster. Check learners include all the possible clothes for a girl and a boy.

**14** Read, think, and write in the correct column.

- Focus learners' attention on the instructions and the chart. Help them to interpret the chart: *she's* and *her* refer to a girl / woman (they may not know the word *female* yet) and *he's* and *his* refer to a boy / man. Check they can hear the difference in pronunciation.

- Draw the chart on the board and write the short description below. Demonstrate by reading out the first two sentences and focus learners' attention on *She's*. Elicit if that refers to a man or a woman. Ask them where they should write *tall*. Do the same with the other statements every time there's an instance of *she's*, *her*, *he's*, and *his*.

- Go back to the first example—*tall*—and ask learners if you can say Luriel is tall (or any boy in the group who's tall since they will be focusing on meaning). When they say *yes*, ask them where you should write *tall* (below *he's* and *she's*). Do the same with the other words in the columns.
- Work with the words in the box. As *tall* is already in the correct columns, cross it out. You may decide to do a couple of examples with the learners and then let them work in groups.
- Add other words for learners to write in the correct column.

**15** Look and read.

- Focus learners' attention on the instructions and the picture.
- Ask them, *Who's in the chat? What are they talking about, school or an invitation?*
- Let learners read and go back to their predictions.
- To close this activity, you can ask them if they would like to go to the *cenotes*.

**Inclusive classrooms**

Reflect with learners on the two children's attitude towards their new classmate and how important it is to make new classmates feel welcome in a group.

**16** Read and tick (✓).

- Have learners read the instructions and look at the invitation: an excursion to the *cenotes*. Tell them they have to tick what they need to take.
- Go over each of the items and ask them, e.g. *flip-flops*. *Are they necessary?* If so, learners tick them. If not, they leave the box empty.
- There may be disagreement in some cases, e.g. some may think that flip-flops are slippery, therefore not advisable, or that there may be mosquitoes, in which case jeans are better than shorts.

**Workbook**

Page 93, Exercises 7, 8a, and 8b

**Lesson closing**

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can identify and name some items of clothing
- can act out a dialogue.
- can write about a member of their family with guidance and support.

## Key language

Revision of clothes

Revision of school objects

*Do you have ...? Yes, I do. / No, I don't.*

## Areas of Awareness

Cognitive awareness

## Lesson opening

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

### 17a Listen and tick (✓) or cross (✗).

- Have learners look at the instructions and elicit what they have to do. Tell them that this is the list for one of the learners going on the excursion to the cenotes.
- Demonstrate with an example. On the board, write *notebook, pen, eraser* and a box next to each. Role-play with a learner. Show he / she has *a pen and a notebook*.
- Ask the learner, *Do you have a notebook?* If the learner doesn't answer, show he / she has one. Tick the word on the board. Ask, *Do you have a pen?* Do the same. Ask again, *Do you have an eraser?* As the learner says *No!*, show everybody you don't tick the box for *eraser*.
- Check all the learners have a pen or pencil. Remind them of the rules for listening.
- Play the audio and check.

#### AUDIO SCRIPT

Man: Are you ready for the excursion to the cenotes?

Girl: Yes.

Man: Let's check. Do you have your swimsuit?

Girl: Yes, I do. And I have my flip-flops, too.

Man: OK. Do you have your schoolbag?

Girl: Yes, I do. And my big pencil case.

Man: Great. Do you have a notebook and a pen?

Girl: Yes, I do.

Man: Do you have pencils and a sharpener?

Girl: Oh, no, I don't.

## Cognitive awareness

Help learners to see the purpose and usefulness of a list. Elicit when they can use a list.

### 17a Listen and tick (✓) or cross (✗).

swimsuit

flip-flops

schoolbag

pencil case

notebook

pen

pencils

sharpener

### 17b Listen, read, and act out.

Dad: Let's check. Do you have your swimsuit?

Mandy: Yes, I do. And I have my flip-flops, too.

Dad: OK. Do you have your schoolbag?

Mandy: Yes, I do. And my big pencil case.

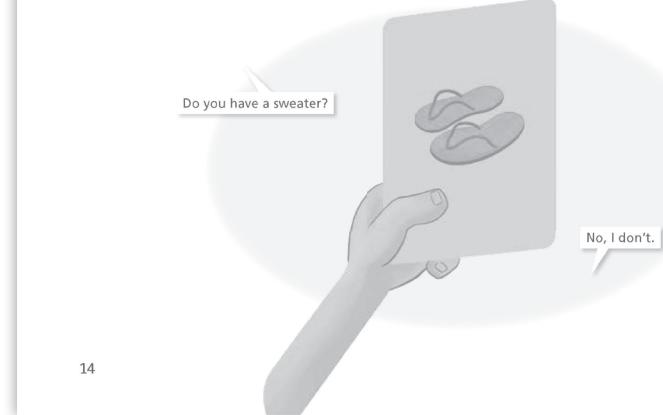
Dad: Great. Do you have a notebook and a pen?

Mandy: Yes, I do.

Dad: Do you have pencils and a sharpener?

Mandy: Oh, no, I don't.

### 18 Game



### 17b Listen, read, and act out.

- Tell learners to look at the instructions and elicit what they need to do.
- As they need to learn the dialogue to act it out, play the audio line by line. Have learners imitate the voices.
- Invite different pairs to act out. You can also encourage them to change some of the items.

### 18 Game

- Have learners focus on the instructions and the picture. Check they all understand what to do.
- Before playing the game, you can write the categories of the lexical sets they know: clothes and school objects. Instruct learners to draw something from these categories. They can use their dictionary pages.
- Demonstrate by using a drawing yourself. Tell learners what category it is, e.g. *It's an item of clothing*.
- You can decide on a limit of questions, e.g. 3 questions.
- Remind learners they need to listen to all the questions because if they repeat one, they miss one chance.
- Learners can play in groups or pairs.

**19** Write. Show and tell.

A favourite family member  
This is Sharon. She's my aunt.  
She's twenty-nine. She's short and slim. Her hair is black and her eyes are brown. Her nose is small, her ears are small, and her mouth is big. She's wearing a purple and sky-blue T-shirt, jeans, and black flip-flops.  
I love my aunt!



1

name	Sharon
family relation	aunt
age	29
description	short, slim
hair	black
eyes	brown
nose	small
ears	small
mouth	big
clothes	a purple and sky-blue T-shirt, jeans, black flip-flops

Complete the chart.

name	Learners' own production
family relation	
age	
description	
hair	
eyes	
nose	
ears	
mouth	
clothes	

**Learners' own production**  
**A FAVOURITE FAMILY MEMBER**

This is \_\_\_\_\_  
He's / She's \_\_\_\_\_  
\_\_\_\_\_

He's / She's \_\_\_\_\_  
\_\_\_\_\_

His / Her \_\_\_\_\_  
\_\_\_\_\_

He's / She's wearing \_\_\_\_\_  
I ❤ \_\_\_\_\_

15

**Lesson closing**

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

**19 Write. Show and tell.**

- Have learners look at the instructions.
- Have them look at the girl holding the sheet of paper and ask them what it is about.
- Have learners read the text and the chart and ask them, *Where can you get this information?* (pointing to the chart.)
- Have learners decide who they want to write about.
- Elicit from them where they can find help if they need it. If they don't know, give them options, e.g. *Your books? Your dictionary pages?* Give learners time to complete the chart. Walk around and offer help as needed.
- You can set up the writing part as homework or learners can do it in class. When they finish, give them time to rehearse their presentations.
- Congratulate learners on their presentations. Invite others to make comments, e.g. *Super! Great! Wow!*

**Workbook**

Page 94, Exercise 9

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story.
- can write captions.

## Key language

*Thanks for the invitation.*

*You're welcome!*

## Areas of Awareness

Intercultural awareness

## Lesson opening

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

### 20 13 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the pictures and tell you who they can see and where they are.
- Focus on the second panel and point to the shadow. Elicit who it may be.
- Play the audio while learners read and go back to their predictions.
- Point out that what they can see is a close-up of the situation and that there are more adults present in the excursion to the *cenotes*.
- Invite learners to predict how the story goes on.

13 → See PB page 16.

## Intercultural awareness

Camila explains what a **glyph** is: a way to record information, writing. Some cultures used **glyphs**; others used **hieroglyphs**, which represent words, parts of words, or phrases.

Alex thinks that the shadow is a **monster**. It's common to consider a monster whatever makes us afraid. It's important to discuss with children how they should work on this idea.

The children think that Akna is wearing a **costume**, although she's wearing traditional clothes. What we may consider a costume or something strange can be somebody else's everyday item.

## Building confidence activity

**Act out.** Invite learners to act out the panels. Different pairs will act out different panels, considering that panel 4

### 20 13 Look and listen.



16

can be the most challenging for learners.

## Cultural Background

**Cenotes** are natural holes produced by the collapse of rocks. They usually have groundwater. There are approximately 6,000 **cenotes** in the Yucatán Peninsula of Mexico.

### 21 Look and write the names.

- Have learners look at the instructions and drawings and ask them what they have to do.
- Challenge them to write the names without referring back to the story. You may ask them, *Who's wearing a Mayan dress?* so that learners name the different characters.
- Tell learners that there are two extra items of clothing.
- Allot a couple of minutes for learners to write the names. Then, check.

### 22 My favourite clothes

- Tell learners to focus on the instructions. Elicit what they have to do.

21 Look and write the names.



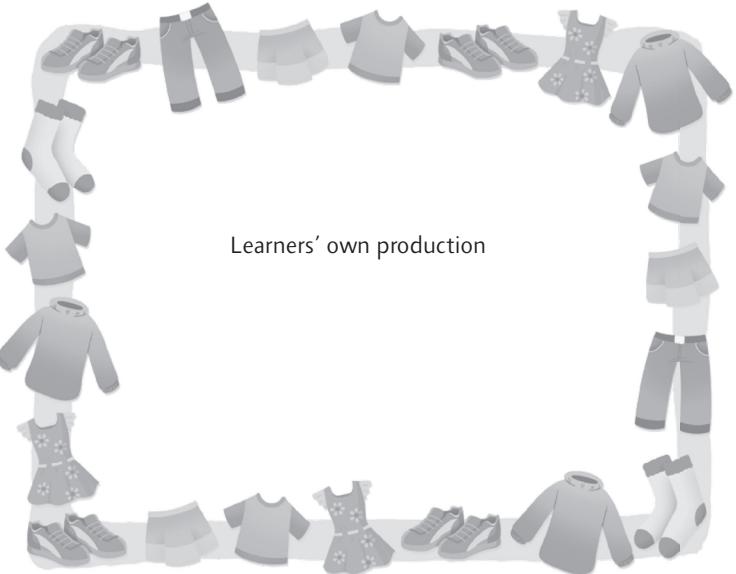
a Mayan dress Akna

a swimsuit \_\_\_\_\_

flip-flops \_\_\_\_\_

swimming trunks Alex

22 My favourite clothes



in which you have revised these areas, do an assessment activity and have learners go back to see if there has been any progress.

### Lesson closing

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

- Invite learners to use their dictionary pages, posters if they've made any, and their books and notebooks to check the clothes they know.
- If there isn't enough time left, you can assign this activity as homework. Learners will present their favourite clothes the following class.
- When learners finish, invite them to show their drawings to the rest and say what they are, e.g. *My favourite clothes are ...*

### Assessment

Work on assessment. Go to page 31 for suggestions.

Draw four columns on the board: SCHOOL OBJECTS, CLOTHES, FAMILY MEMBERS, THE BODY. Ask learners to draw the four columns in their notebooks. Make them big. Say one of the words they've learnt. Learners should write it in the correct column. If they remember the word, they should draw a ☺ next to it. If they remembered it when the other learners said the word, they should draw a ☺. If they couldn't remember it, they should draw a ☹. Do the same with the other words.

Once you have gone over all the words, tell learners this is a record of what they're learning. Tell them there's nothing wrong if they have any ☹ or ☺. After a couple of lessons

# STEAM CHALLENGE: Code & dress up

## Aims of the lesson

- To learn the basics of coding by sequencing instructions for a classmate to dress up.
- To revise and integrate language.

## Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name and write a few items of clothing if supported by pictures or realia.
- can write about characters.

## Lesson opening

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

### STEAM AREAS:

Technology and Maths

### SKILLS:

Problem-solving, logical thinking, maths, abstract thinking, pattern-recognition, sequencing skills, teamwork

### MATERIALS:

- Masking tape, chalk, or 16 pieces of squared coloured paper (about 20 cm x 20 cm)
- Large clothes (or clothes picture cards)

### Contextualise:

- Have learners stand and give commands. Say, 3 steps and learners walk 3 steps forward. Say, *left / right* and learners turn left / right. The first few times, do the actions with them; then, leave them alone and only give the commands to see if they understand.
- Explain that the challenge is to code a sequence of instructions for a 'robot classmate' to dress up. If picture cards are being used, the clothes won't be worn but held.

### Explain:

- Show the clothes. Name each one including its colour, e.g. *a blue T-shirt*.
- Make a 4 x 4 squared grid on the floor with masking tape, chalk, or coloured paper squares.
- Choose three items of clothing and place each one on a different square on the grid.

### Demonstrate:

- Say that you are a robot and you will follow their directions to dress up.
- Stand on any square facing an item of clothing. Ask how many steps you need to take to reach the square with an item of clothing in it, e.g. *3 steps*. Encourage all learners to repeat. Take that number of steps. When you are on the

## STEAM CHALLENGE

## Code & dress up



Learners' own production


Left = L Right = R Steps = 1 / 2 / 3 / 4



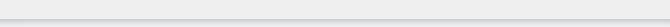
Robot's name: \_\_\_\_\_



He's / She's wearing: \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

18 Language focus: *left / right, steps (counting), She's / He's wearing ... (colours), (clothes)*

square with the item of clothing, pick it up and put it on over your clothes (or hold up the picture card).

- Now ask if you need to turn right or left to turn to the next square with an item of clothing in it. Ask how many steps you need to take.
- After putting the clothes on at each step, write the code on the board. Draw boxes and write one instruction each, e.g. *3 steps – left – 2 steps*.
- Once you have put on all three items of clothing, learners describe what you are wearing, e.g. (*She / He / Miss ...*) *is wearing a (blue T-shirt, etc.)*.

### Plan:

- Page 18: In groups, learners choose 3 items of clothing and draw them on the grid. They mark where the robot will start.
- They then write the code in the boxes, e.g. box 1: *2 (steps)*, box 2: *L*, box 3: *4 (steps)*, box 4: *R*.
- They write the description of how their 'robot' classmate should be dressed after following their commands.

## PROJECT TIME

### A character gallery

1 Choose a character.



2 Draw or make a collage.



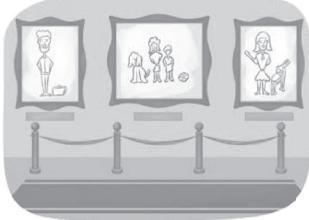
3 Make your character's family.



4 Make frames.



5 Display.



19

#### Explore and record:

- Learners become robots. Groups give commands and finally describe their robot. If the code was wrong, they might only be able to describe one item of clothing or even none.
- Page 18: Learners write the name of their 'robot' and tick the commands that they coded correctly.

#### Reflect and re-design:

- Ask, *Was your code correct or incorrect? If it was incorrect, can you identify the mistake and correct it?*

## PROJECT TIME: A character gallery

### Aims of the lesson

- To make a gallery displaying the character's family members.
- To revise and integrate language.

### Learning objectives

Learners

- can follow short, basic classroom instructions if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can describe people's physical appearance and clothes.

### Lesson opening

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

Materials:

- Paper, pencils, and markers
- Scraps of paper and fabric
- Old magazines
- Wool or yarn
- In groups, learners choose to draw or make a collage of one of the main characters in the book. They create a family for their chosen character based on the descriptions in the unit and stories. If there is any information they don't have from the book, they are free to invent the details.
- Learners make a frame for each of their productions to go in the art gallery. Early finishers can make a poster with the title 'Character gallery.'
- All the drawings / collages are displayed creating a character gallery. Learners are invited to walk around the gallery and are presented to the families, e.g. *This is Sandra. She's Camila's mum. She's short. She's thirty-seven. Her hair is black and her eyes are brown. She's wearing blue jeans and a white T-shirt.*
- You can take photos of the learners' posters and post them on the school blog.

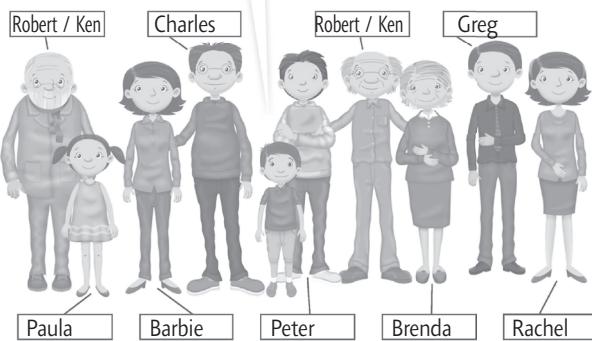
### Lesson closing

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

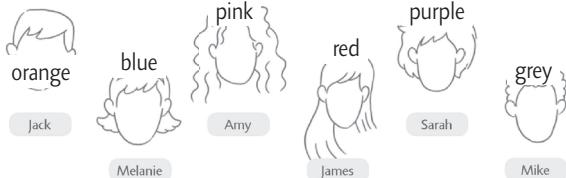
## New friends

## 1 Read and write the name.

Hi! My name's Max and this is my family. My dad's name's Charles. My mum's Barbie. I have a brother; his name's Peter. He's fifteen. My sister's name's Paula. I have a granny. She's great! Her name's Brenda. And my grandpas are Robert and Ken. I have an aunt and an uncle. They're my mum's brother and sister. My aunt's name's Rachel, and my uncle's name's Greg. I love my family!



## 2 Read and colour.



Melanie's hair's blue.  
James' hair's red.

Jack's hair's orange.  
Mike's hair's grey.

Amy's hair's pink.  
Sarah's hair's purple.

## 3 Read and write the name.



My name's Theo, and this is my family.

Hi! My name's Will. I'm Theo's grandpa. I'm seventy. I'm tall and plump. I have short hair, a big nose, small eyes, and big ears.

Hello! My name's Gregg. I'm Theo's brother. I'm thirteen. I'm short and slim. I have short hair, a big nose, small eyes, a small mouth, and big ears.

Hi! I'm Brenda. I'm Theo's sister. I'm nine. I'm tall and slim. I have short hair, big eyes, a small nose, a big mouth, and small ears.

Hello! I'm Rose. I'm Theo's mum. I'm thirty-three. I'm short and slim. I have short hair, a big nose, small eyes, and big ears.

Hello! I'm Richard. I'm Theo's uncle. I'm twenty-five. I'm tall and plump. I have short hair, a big nose, small eyes, and a big mouth.

Hello! I'm Julia. I'm Theo's aunt. I'm twenty-seven. I'm short and plump. I have long hair, small eyes, a small nose, and small mouth. My ears are small.

Hello! I'm Gregg. I'm Theo's brother. I'm thirteen. I'm short and slim. I have short hair, a big nose, small eyes, a small mouth, and big ears.

Hello! I'm Rose. I'm Theo's mum. I'm thirty-three. I'm short and slim. I have short hair, a big nose, small eyes, and big ears.

Hello! I'm Richard. I'm Theo's uncle. I'm twenty-five. I'm tall and plump. I have short hair, a big nose, small eyes, and a big mouth.

Gregg Julia



## 4 Complete the description.

## Learners' own production

Hello! My name's Claire. I'm Theo's granny.

I'm \_\_\_\_\_ and

I have \_\_\_\_\_



## 5 Read and circle.



She's **riding a bike** / running.



He's **singing** / dancing.



She's **drinking** / eating.



He's **eating** / playing.



She's **reading** / writing.



He's singing / **listening to music**.



She's **throwing a ball** / dancing.



He's **running** / watching TV.

## 6 Read and match.

1 John's riding	a book.
2 Meg's watching	a bike.
3 Susan's dancing	a dog.
4 Rob's playing	a house.
5 Jack's reading	football.
6 Paula's listening to	music.
7 Glenda's making	tango.
8 Henry's drawing	TV.

## 7 Read, draw, and colour. Learners' own productions.



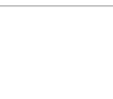
white trainers



a yellow and green swimsuit



purple and blue swimming trunks



red jeans



brown shorts



a sky-blue skirt

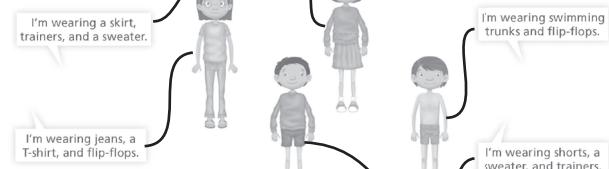


a blue and pink T-shirt



an orange and black sweater

## 8a Read and match.



## 8b Write.



I'm wearing **a swimsuit and trainers**



I'm wearing **a T-shirt, jeans, and flip-flops**

9 Read and complete.



### An avatar for your friends

This is Peter's avatar. He's short and plump. His hair's long. It's green. His eyes are big and his nose is small. He's wearing jeans, trainers, and a sweater.

Learners' own production

This is Lucy's avatar. \_\_\_\_\_  
(description)  
(hair)  
(hair colour)  
(face)  
(clothes)



Learners' own production

This is Henry's avatar. \_\_\_\_\_  
(description)  
(hair)  
(hair colour)  
(face)  
(clothes)



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### Exercise 1

Help learners to notice the clues in the pictures (age, where they're standing and the family relationship). In the case of the two grandpas, there's no indication of which is which, so both answers are correct.

After completing the activity, play a memory game. First, say the family relationship, e.g. *Max's dad* for learners to say the name; then, start with the name.

### Exercise 2

Learners may say that James should have short hair and Sarah long hair. However, a boy can have long hair and a girl short hair.

You can conduct a picture dictation, e.g. *Melanie's eyes are big and brown. Sarah's mouth is small.*

### Exercise 3

Help learners to focus on the clues in the texts and in the pictures.

They can add a further family member and introduce him / her.

### Exercise 4

Learners can use a photo or drawing of a family member, write about him / her, and then, make a classroom display of the descriptions.

### Exercise 5

Ask learners to focus on the clues in the pictures. They can then mime the actions that have not been circled and draw them.

### Exercise 6

Help learners to find clues. For example, *riding* will require either *bike* or *horse* in the second column. If they start with the second column, *book* may refer to somebody *reading* or *writing*. Show them that it's better to do the matching using a pencil in case they have to erase something. After matching, they can add another element to some of the options, e.g. *riding: a horse*.

### Exercise 7

Learners can make collages or cut-out items of clothing, stick them on a sheet of board paper, label them, and make a classroom display.

### Exercise 8a

Again, show learners they have to focus on clues in the texts and pictures.

They can add the description of the clothes to the people in previous exercises.

### Exercise 8b

Learners can glue a cut-out from a magazine or catalogue and add the description.

### Exercise 9

Show learners the connection between the first avatar's description and the texts that follow. You can ask learners to colour the instructions between brackets (description, hair, hair colour, etc.) using different colours and colour code the phrases in Peter's avatar.

Learners can create their own avatar and describe it. They can then make a classroom display of all their avatars.

**UNIT OVERVIEW****Vocabulary**

Food and drinks: *milk, chocolate milk, jam, toast, eggs, salad, meat, chicken, water, soft drink, biscuits, cereal*

**Grammar**

*in, on, under, behind, next to, where*

*Where's ... ? / Where are ... ?*

*They're ...*

*likes / doesn't like*

**Communication**

*Let's ...*

**Recognition**

Classroom language

**Routines**

*January, February, March, April, May / September, October, November*

*This month's birthdays (dates)*

**Awareness**

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

**STEAM challenge: Technology and Engineering**

Design an eating tool

**Project Time**

My suitcase

**Aim of the lesson**

To expose learners to key language through a comic.

**Learning objectives**

Learners

- can follow an illustrated story.
- can use prepositions of place.

**Key language**

*in, on, under, behind, next to*

**Areas of awareness**

Social awareness

ESI / CSE

Inclusive classrooms

Language awareness

Cognitive awareness

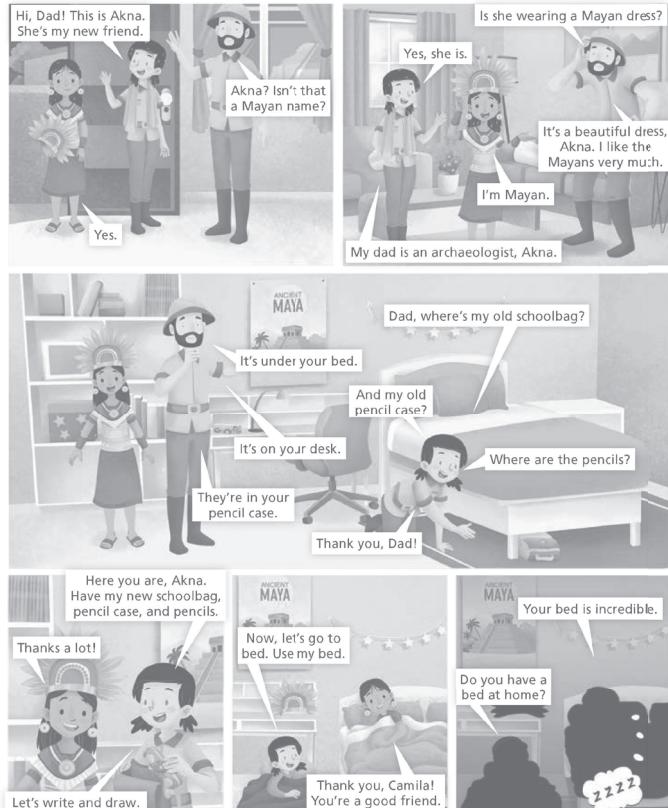
**Lesson opening**

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

**1 14** **Look and listen.**

Possible lead-ins:

- Tell learners about having friends over.

**1 14** **Look and listen.**

- Follow the suggestions on page 15 in this Teacher's Book to tell stories.
- Tell learners to open their books at page 20. Ask them, *Look at these school objects. Are they Camila's or Akna's? What's Camila doing with them?*
- Play the audio as learners read and go back to their predictions.

**14** → See PB page 20.

**Social awareness**

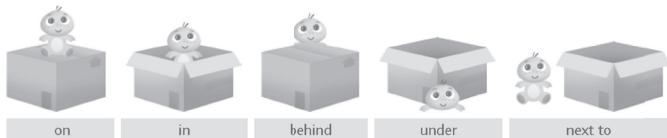
Camila gives her school objects to Akna, which is a sign of good manners and generosity. She also lets her use her own bed.

**ESI / CSE**

Camila's bed is pink, whereas the walls of her bedroom are sky-blue. Reflect on the fact that colours are not gender-related.

**Inclusive classrooms**

Akna is new to school and does not have any school objects. Camila lends her hers so as to help her to feel equal to others.

**2** Hand on.

on      in      behind      under      next to

**3a** Listen and number.**3b** Write the number.

1 The pencil case is behind the schoolbag.	3	4 The pencil case is on the schoolbag.	5
2 The pencil case is in the schoolbag.	2	5 The pencil case is under the schoolbag.	1
3 The pencil case is next to the schoolbag.	4		

**4** Listen and do.**2** Hand on.

- Have learners look at the story to memorise the images and close their books. Tell them, *Camila's schoolbag is under her bed* (use gesture for *under*). *Yes or no?* *Her pencils are on her bed*. *Yes or no?* *Her pencil case is next to the schoolbag*. *Yes or no?* *Her pencil case is behind the bed*. *Yes or no?* In all cases, use gestures to show the meaning of the prepositions. Have learners look at the story and check.
- Ask learners to read the instructions and elicit what to do, e.g. *Do you have to read?* *Do you have to listen?* *Do you have to put your hand on one of the pictures?*
- After a while, they can give the instructions.

**Language awareness**

If the school's language of instruction is Spanish, help learners to notice that although *en* and *in* are very similar and are used in the same phrases in both languages, e.g. *in the classroom*, *in the cupboard*, there are differences, e.g. *on the wall*, *on the table*.

**3a** **15** Listen and number.

- Have learners read the instructions and look at the pictures. Elicit what the audio may say.
- Play the first statement and go back to their predictions. Play the rest for learners to do the activity. Then, check.

**AUDIO SCRIPT**

Number 1: The pencil case is behind the schoolbag.  
 Number 4: The pencil case is next to the schoolbag.  
 Number 2: The pencil case is in the schoolbag.  
 Number 5: The pencil case is on the schoolbag.  
 Number 3: The pencil case is under the schoolbag.

**Building confidence activity**

**Memory game.** Ask learners to look attentively at the pictures and numbers; then, tell them to close their books. Say the position of the schoolbag for them to say which number it is. After a while, you can swap roles.

**Cognitive awareness**

Reflect with learners on ways to remember the school objects and the numbers. You can encourage them to try different strategies next time you play a memory game.

**3b** Write the number.

- Have learners read the instructions.
- Ask them how long they think they might take.
- When time's up, check the answers and reflect on timing.

**4** Listen and do.

- Have learners read the instructions and look at the picture.
- Remind them of the rules for games.
- Brainstorm possible items, e.g. *a schoolbag*, *a pencil case*, etc. and parts of the body.
- Learners can also give the instructions themselves.

**ESI / CSE**

Reflect with learners how they should take care of their bodies and, therefore, avoid instructions which may be harmful, e.g. *Put your hand in your mouth*, *put a finger in your eye*.

**Workbook**

Page 95, Exercises 1, 2a, and 2b

**Lesson closing**

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

## Aims of the lesson

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

## Learning objectives

Learners

- can use prepositions of place.
- can understand *where* questions.
- can understand the difference between *where's* and *where are*.

## Key language

*in, on, under, behind, next to*

*Where's ...? / Where are ...?*

## Areas of awareness

Cognitive awareness

Social awareness

Inclusive classrooms

## Lesson opening

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

## Building confidence activity

**Mime.** Ask learners to take out a pencil and their pencil case. They have to do as told, e.g. *The pencil is behind the pencil case.* *The pencil is in the pencil case.* After a while, learners may be ready to give the instructions themselves.

## 5a 16 Listen and match.

- Ask learners to read the instructions and elicit what they need.
- Ask them to predict what the audio may say. Play the first statement and go back to their predictions.
- Revise clothes if necessary and check learners understand the position of each of the cubes.
- Remind learners of the rules for listening.
- Play the audio for learners to do the matching. Then, check by asking, *Where's ...? Where are ...?*
- Check the answers on the board.

### AUDIO SCRIPT

The swimsuit is on the box.

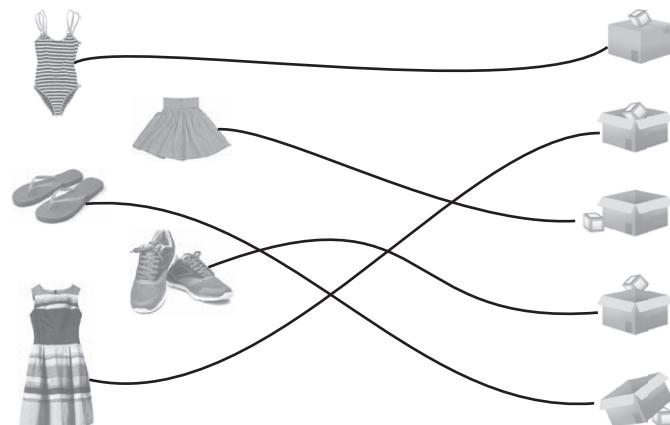
The trainers are behind the box.

The dress is in the box.

The skirt is next to the box.

The flip-flops are under the box.

## 5a 16 Listen and match.



## 5b Read and complete. Use the words below.

behind in next to on under

1 The dress is in the box.

2 The skirt is next to the box.

3 The flip-flops are under the box.

4 The swimsuit is on the box.

5 The trainers are behind the box.

## 6 A game



My glue is next to my eraser.

22

## Building confidence activities

**Repeat if correct.** See page 22 in this Teacher's Book.

## 6 A game

- Have learners focus on the instructions and the picture; then, elicit what to do.
- Give them time to select their school objects and place them in a certain position. You may start if your learners are not ready.
- They can take it in turns to come to the front; it can be turned into pair or group work.
- Remind learners of the rules for games.
- To round off the activity, test learners' memory by asking, e.g. *Where's (Vera's) glue?*

## 7 Read and think.

- Have learners read the instructions.
- Ask them to focus on Camila's questions and ask them what she wants to know. When they answer in the school's language of instruction, go on with the conversation saying, *Yes, place.*

## 5b Read and complete. Use the words below.

- Ask learners to read the instructions and elicit where they can get the information to decide which preposition to use.
- Allot the time agreed upon for learners to complete the activity. Then, check their answers.
- Reflect on timing as well.

## 7 Read and think.



## 8 Read and tick (✓) or cross (✗).



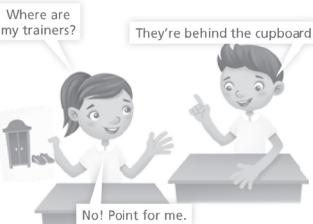
1 Maggie's brother is on the cupboard.  
 2 Her mum is on the sofa.  
 3 Her dad is under the table.  
 4 Her granny is next to the cupboard.  
 5 Her cats are in the cupboard.



## 9 A game

Draw a T-shirt, trainers, and a cupboard.

Learners' own production



- Go on, saying *Look! Where's my blue dress?* and *Where are my shorts?* Accept all the learners' answers. If they're not correct, help them to adjust their hypotheses until they understand that one is for the singular and another one for the plural. Elicit the answers, focusing on when to use *it's* and when to use *they're*.
- Now focus on her father's question: *Where's Akna?* and Camila's answer: *She's in the kitchen*. Ask learners, *Why she?* Once learners answer, elicit when you'd answer using *he*. Ask them, *Where are Camila and her dad?* to help them to remember that *they* is used for objects, people, and animals.

**Cognitive awareness**

Ask learners how they can keep a record of what they have just discussed. Encourage them to try different ways to see which one is more practical and works best for them.

**8 Read and tick (✓) or cross (✗).**

- Tell learners to read the instructions and look at the picture. Agree on a time limit.
- When time's up, check their answers.

- Have learners correct the **✗** statements by using the correct preposition.

**Building confidence activity**

**Memory game.** See page 22 in this TB. Play by asking learners, *Where's ...?* for them to answer using the correct pronoun.

**9 A game**

- Have learners read the instructions and look at the picture.
- Instruct them to draw the clothes in, on, under, behind or next to a cupboard.
- Go over the rules for games.
- For a second round, change the items of clothing.

**Social awareness**

Reflect with learners on the importance of having fun, no matter if you win or lose. It's necessary to be good losers and good winners as well.

**Inclusive classrooms**

If a learner has a mocking attitude towards those who have lost, help everybody to see how this may make them feel bad. Show them that losing a game has nothing to do with who you are.

**Assessment**

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

**Workbook**

Page 96, Exercises 3, and 4

**Lesson closing**

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

## Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a personal diary and written messages.

## Learning objective

Learners

- can use *likes* and *doesn't like*.

## Key language

*likes* / *doesn't like*

## Areas of awareness

Language awareness

ESI / CSE

Cognitive awareness

Social awareness

Inclusive classrooms

Intercultural awareness

## Lesson opening

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

## 10 Read and circle.

- Ask learners to open their books at page 24 and focus on the picture. Ask them, *What's Camila doing?* Guide them into understanding she's writing in her personal diary. Ask them, *What's she writing about?* Ask them to read the text and go back to their predictions.
- Ask them to circle the correct face. When checking, ask them what clues they found in the text to decide which face to circle.

## Language awareness

Help learners to see that the meaning of *likes* / *doesn't like* is the same as *like* / *don't like*, only that we have to use *likes* / *doesn't like* for *he*, *she*, and *it*.

## ESI / CSE

Some learners may think that a personal diary is a female thing. Help them to reflect it is not gender-related.

## 11 Read and match.

- Have learners read the instructions and elicit what to do. Work on ways to make the arrows easy to trace (e.g. different colours).
- Agree on a time limit and let them work.
- Check the answers and reflect on timing.

## 12a Listen and complete the faces.

- Instruct learners to read the instructions.
- Tell them they'll listen to information about Maggie's family.
- Play the audio and check the answers.

## 10 Read and circle.



Dear Diary,  
I have two new friends this year, Leo, and Akna. Leo is fun. His family is from the jungle. He likes nature very much. He doesn't like the city. Akna is mysterious. She is from a *cenote*. Her Mayan clothes are wonderful. Now she is sleeping in my bed. She likes my bed a lot. Tomorrow is a school day. It's Akna's first day. Wish me luck!

1 Camila   her diary.

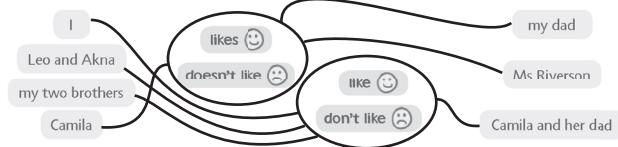
2 Leo   nature.

3 Leo   the city.

4 Camila   Akna's clothes.

5 Akna   Camila's bed.

## 11 Read and match.



## 12a Listen and complete the faces.

Maggie's family



1 Her mum   skirts.

2 Her granny   trainers.

3 Her dad   T-shirts.

4 Her brother   swimming trunks.

5 Her aunt   flip-flops.

6 Her grandpa   jeans.

## 12b Read and circle.

1 Her mum   likes  doesn't like skirts.

2 Her granny   likes  doesn't like trainers.

3 Her dad   likes  doesn't like T-shirts.

4 Her brother   likes  doesn't like swimming trunks.

5 Her aunt   likes  doesn't like flip-flops.

6 Her grandpa   likes  doesn't like jeans.

24

## AUDIO SCRIPT

Number 1: Her mum likes skirts.

Number 2: Her granny doesn't like trainers.

Number 3: Her dad likes T-shirts.

Number 4: Her brother likes swimming trunks.

Number 5: Her aunt doesn't like flip-flops.

Number 6: Her grandpa likes jeans.

## Building confidence activity

**Memory game.** Have learners focus their attention on the statements in Exercise 12a and close their books. They have to respond to your statements saying if they're true or false, e.g. *Her father likes T-shirts*.

## Cognitive awareness

Elicit different strategies to remember this information. Encourage learners to try out different strategies to see which one works best for them.

## 12b Read and circle.

- Have learners focus on the instructions.
- Agree on a time limit and let them work.
- Check the answers and reflect on timing.

### 13 Read the secret message and write it.

### 14 A game



### 15 18 Look and listen.

### 13 Read the secret message and write it.

- Ask learners to read the instructions and elicit what to do.
- Write the following on the board: *I'm ☺. I ☺ my* (drawing of a schoolbag). *I ☺ my* (drawing of a pencil case). Tell learners they have to complete the secret message. Help them to notice that the same drawing can mean different things depending on the context, e.g. the first ☺ means *happy* whereas the second one means *like*. In another context, it could also mean *likes*.
- If you think they may need further support, do the first lines with them.

#### Building confidence activity

**A new secret message.** Hand out slips of paper to learners. They have to write a secret message. Collect all the slips, hand them out, and have learners decipher the messages.

### 14 A game

- Focus learners' attention on the instructions and the picture. Elicit what they have to do.
- Go over the rules for games as suggested on page 20 in this Teacher's Book.

- Encourage learners to think about different lexical areas. To make it more challenging, add negative statements.
- Challenge them to make the sequences as long as possible.

### Cognitive awareness

Discuss with learners ways to remember the sequence and ways to remember when to say *like* and when to say *likes*.

### Social awareness

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

### Inclusive classrooms

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

#### Building confidence activity

**Repeat if correct.** See page 22 in this TB. This time, refer to the learners' statements about their likes.

### 15 18 Look and listen.

- Focus learners' attention on the instructions and the pictures.
- Check they notice it's a fridge. Ask them what type of information you'd leave in the form of a note on the door of the fridge. Give them options if necessary, e.g. *A story? Instructions? Reminders?* Use the school's language of instruction if necessary.
- Play the audio and go back to their predictions.

18 → See PB page 25.

### Intercultural awareness

Show learners how communication is crucial in all cultures.

### ESI / CSE

Camila's father is at work, yet, he makes sure both his daughter and her friend have all they need. It's a children's right to be taken care of.

### Workbook

Page 97, Exercises 5, 6, and 7

Note: you need cut-outs or pictures of the following food items: *milk, chocolate milk, jam, toast, biscuits, cereal, eggs*. Send a note to families informing them that learners need pictures of them and a picture of their family.

### Lesson closing

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can use food words.
- can talk and write about their family's likes and dislikes.

## Key language

*milk, chocolate milk, jam, toast, eggs, salad, meat, chicken, water, soft drink, biscuits, cereal*

## Areas of awareness

Intercultural awareness

Language awareness

Social awareness

ESI / CSE

## Lesson opening

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

### 16 19 Listen and do. Then, match.

- You need the food cut-outs or pictures.
- Challenge learners to answer questions about the story. Show one of the cut-outs, e.g. *biscuits*, and ask them, *Does Camila's dad mention biscuits?* Do the same with the other cut-outs.
- Now ask learners to turn to page 26 and read the instructions for Exercise 16. Ask them to jump, walk, and run with their fingers.
- Give out the instructions or play the audio. After a while, name two or three food items for learners to follow the sequence. Some learners may be ready to say the food items.
- Allot a couple of minutes for learners to do the matching. Elicit ways to make the arrows easy to trace. Check.

#### AUDIO SCRIPT

Walk to the chocolate milk.  
Run to the soft drink.  
Jump to the chicken.  
Walk to the toast.

Run to the water.  
Jump to the jam.  
Walk to the cereal.  
Run to the eggs.

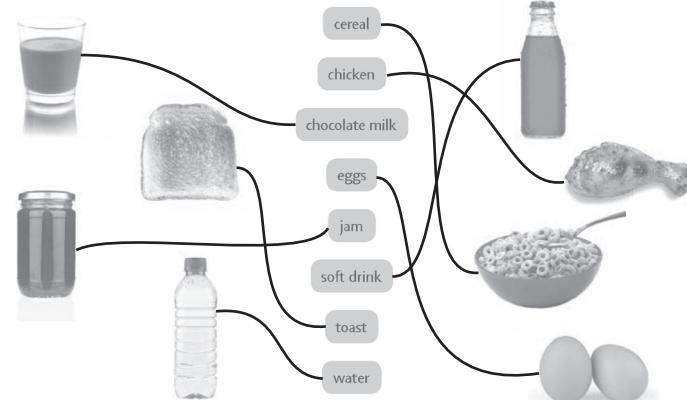
## Intercultural awareness

Camila's dad considers that chocolate milk, biscuits, and toast with jam is OK as breakfast. Also, cereal and eggs. Different cultures will eat different foods for breakfast and it's important to respect likes regarding this.

## Language awareness

Let learners know we say *a piece of / two pieces of toast*, not *a toast / two toasts*.

### 16 19 Listen and do. Then, match.



### 17 20 Listen and circle.

- 1 Akna **likes** / doesn't like chocolate milk.
- 2 She **likes** / doesn't like apples.
- 3 She **likes** / doesn't like ice cream.

- 4 She **likes** / doesn't like salad.
- 5 She **likes** / doesn't like meat.
- 6 She **likes** / doesn't like chips.

### 18 A miming game



## Building confidence activity

**Hand on ...!** Tell learners they have to put their hand on the food items you name.

### 17 20 Listen and circle.

- Tell learners to read the instructions. Elicit what they need to do.
- Remind them of the rules for listening.
- Play the audio and check their answers.

#### AUDIO SCRIPT

Dad: Does Akna like chocolate milk?  
Camila: Yes, she does.  
Dad: Does she like oranges?  
Camila: No, she doesn't. She likes apples. And she likes ice cream!

Dad: Does she like salad?  
Camila: Yes, she does. She loves salad and meat.  
Dad: What about chips? Does she like chips?  
Camila: No, she doesn't. But I love chips, Dad!

## Language awareness

Help learners to see the similarity between *Do you like ...?* and *Does he / she like ...?* Work on the beginning of the question, the use of *do* or *does* without making reference to the fact that there's no *-s* in the verb in the case of the third person singular.

**19**  Listen and act out.

2

**20** Write, show, and tell.

This is my family. This is me. I like chocolate milk. My sister likes soft drinks. My brother ...



27

**Building confidence activities**

**Memory game.** Learners need to memorise the information. See page 22 in this Teacher's Book.

**Act out.** Learners can act out a part of or the complete dialogue. Follow the suggestions on page 22 in this Teacher's Book.

**18 A miming game**

- Have learners focus on the instructions and the picture. Check they all understand what to do.
- Agree on a way to mime each food item. Work on other items learners have learnt, e.g. *salad, bread, meat, chips, orange, ice cream, banana, apple*. If there are different options, choose the majority's in some cases and the minority's options in others.
- Do the miming for learners to say what food item it is.

**Social awareness**

When voting, it is necessary to consider the majority without forgetting about minorities.

**19**  **21** Listen and act out.

- Have learners read the instructions and look at the picture. Check they understand what to do.
- Play the audio and ask learners what it is about.
- Refer to page 21 in this Teacher's Book for suggestions on how to go about Act out activities.
- Encourage learners to change some part of the conversation, e.g. furniture, clothes. They can also add a line or two.
- Invite different pairs to act out in front of the rest.

**AUDIO SCRIPT**

Camila: Hi, Alex. I'm at home with Akna.

Alex: Super! Does she like your house?

Camila: Yes, she does. She likes my bed.

Alex: What about your clothes?

Camila: She doesn't like my skirt.

Alex: Oh!

**20 Write, show, and tell.**

- Have learners read the instructions.
- Help them to notice the boy has a drawing of his family and is giving information about their likes and dislikes.
- First, invite learners to take out the photos of their family. If they haven't brought them, they can make drawings.
- Check learners understand they can use the boy's text as a model.
- Give them time to write captions for each member of the family. You can agree on a time limit.
- Instruct learners to rehearse their presentations.
- Have learners present their productions.
- Congratulate learners on their presentations. Invite others to make comments, e.g. *Super! Great! Wow!*

**Social awareness**

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

**ESI / CSE**

If learners draw their family, help them to see how they can all create art even if they feel they cannot.

**Workbook**

Page 98, Exercises 8 and 9

**Lesson closing**

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can follow an illustrated story.
- can understand phrases and statements in a story.

## Key language

*Don't worry!*

## Areas of awareness

Social awareness

Intercultural awareness

Language awareness

Inclusive classrooms

## Lesson opening

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

### 21 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 28. Ask them to look at the panels. Point to the drawings and ask, *What's this?*
- Play the audio and go back to their predictions.

 → See PB page 28.

## Social awareness

Leo's pencil is on the floor, and Ms Riverson asks him to pick it up. It's important to remember that the classroom is everybody's so we should all keep it clean and tidy.

## Intercultural awareness

Akna writes the words in her own language. Instead of correcting her, the teacher writes them on the board for everybody to learn.

## Language awareness

Most probably, learners know languages based on letters. However, there are others which use symbols, such as Mayan, Chinese or Japanese.

## Inclusive classrooms

Leo is stuck under his desk. Alex invites others to help him instead of mocking him.

## Building confidence activity

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

### 21 Look and listen.

This is Akna, Ms Riverson. She's a new student.

Hello, Akna! Please sit next to Leo.

Akna, do you have a pencil?

Yes, in my pencil case.

Hello, Ms Riverson. Thank you.

Show me your notebook, Akna.

Is it OK?

It's very good in Mayan. Don't worry! Let's write in English.

No problem, Ms Riverson.

Look at the board, please!

Where's your pencil, Leo?

It's on the floor.

Pick it up, please!

Write the words in your notebook. Where's Leo?

Under the chair.

Oh, no! Let's help Leo!

Listen and write the words in your notebook. Sun ... sky.

28

## 22 Read and circle the correct answer.

- Have learners read the instructions. Check they understand they have to refer to the story on page 28.
- Agree on a time limit and check their answers.
- Alternatively, you can challenge learners to answer without referring back to the story, and then check how good their memory is.

## 23 My favourite food

- Tell learners to read the instructions.
- Give learners time to complete their drawings. They can also write about their friends' or family's likes, e.g. *My mum likes chips.*

## Workbook

Page 99, Exercise 10

## Assessment

Work on assessment. For assessment activities for Unit 2, go to page 31 in this Teacher's book.

## 22 Read and circle the correct answer.

1 Where are the children?  
In the classroom. At home.2 Where's Akna?  
Under the desk. Next to Leo.3 Where's Akna's pencil?  
Behind her desk. In her pencil case.4 Where's Leo's pencil?  
In his pencil case. Under his desk.

## 23 My favourite food

**Lesson closing**

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

# STEAM CHALLENGE: Design an eating tool

## Aims of the lesson

- To introduce design thinking by creating an aluminium foil eating tool prototype for a classmate.
- To revise and integrate language.

## Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can name food items.
- can talk about their likes and dislikes.

## Lesson opening

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

### STEAM AREAS:

Technology and Engineering

### SKILLS:

Logical thinking, creative thinking, collaborating, designing

### MATERIALS:

- Aluminium foil
- Kitchen utensils, e.g. spoon, fork, chopsticks, skewer, tongs, fondue fork, nutcracker
- Pictures of combined utensils

### PREPARATION:

- Print out or prepare a collection of pictures of combined utensils to project onto a screen, e.g. chork (chopsticks + fork), knork (knife + fork), sporf (spoon, fork, and knife), spork (spoon + fork), spife (spoon + knife).

### Explain:

- Say that for this challenge, learners will design a prototype of an eating tool for their partner based on their favourite food. Explain what a prototype is: a model or example of something used to test the design. Engineers create prototypes as part of the design process. Emphasize that almost anything can be used for simple prototypes but for this challenge learners will only be able to use aluminium foil.

### Research:

- Show a few ordinary kitchen utensils and have learners think about their functions. Guide them to reflect on their limitations, e.g. if you are going to eat meat, you need two utensils: a fork and a knife to cut it. Clarify that learners must design ONE tool.
- Have a look at the pictures of combined utensils and see if learners notice what they are a combination of, e.g. spork: spoon and fork, and what food that tool would be most useful for. Write these words on the board: *fork, spoon, knife, chopsticks*.

## STEAM CHALLENGE

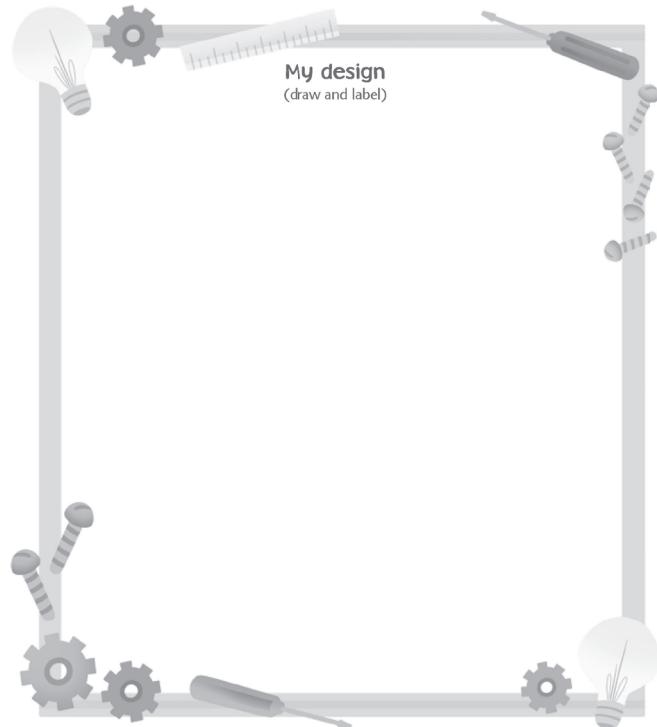
## Design an eating tool

Learners' own production

What food do you like? I like \_\_\_\_\_

I like \_\_\_\_\_

My design  
(draw and label)



30

Language focus: *What food do you like? I like ... I don't like ... (Matías) likes ... fork, spoon, knife*

### Collect data:

- Write on the board, *What food do you like? I like ..., I don't like ...* for learners to have as reference as they interview one another in pairs about their favourite food. Next, ask them to pick one of those foods that they would like a special tool for.

### Design:

- Page 30. Learners complete the information on the line that starts *I like ...* with their partner's chosen food. They draw the design of their tool's prototype and label the parts. They can give their tool a name if they wish.
- Give each learner a piece of aluminium foil to design the eating tool.

### Present:

- Have learners explain about their partner's favourite food, e.g. *Matías likes apples*, and present the eating tool they have designed by showing how it would be used to eat that specific food and mentioning its combination. Encourage learners to be polite and grateful by extending their design to their partner responding, *Thank you* and *You're welcome*.

### Reflect:

- Guide learners to reflect on their designs.

## PROJECT TIME

### My suitcase

- 1 Write your packing list.



Learners' own production

- 2 Make your suitcase.



- 3 Make a name tag.



- 4 Draw, cut, and stick.



31

- o Are the eating tools similar? Are they very different?
- o Now that you have seen other classmates' designs, would you change yours?
- o Which eating tool do you like the most?
- o How did it feel to make something especially for someone else?
- o How did it feel to receive something made especially for you?

### PROJECT TIME: My suitcase

#### Aims of the lesson

- To make a packing list.
- To revise and integrate language.

#### Learning objectives

Learners

- can follow basic instructions to colour, draw or make something.
- can talk about clothes.

#### Lesson opening

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

- Start by telling learners that you have all won a weekend holiday to Brazil and they need to pack their suitcases to go. Ask them if they have ever been to Brazil or if they know anything about this destination. If possible, research about Brazil to clarify that there are beaches and the weather is mostly sunny and hot.

#### 1 Write your packing list.

- Brainstorm with learners what type of clothes they would take to this destination. Have them write their packing list with the items of clothing they would take. There can be a limit on the number of items that they can take, so that they have to choose wisely, e.g. *You can only take 5 items of clothing.*
- Remind learners to use their own personal dictionaries. If some learners find it difficult to write the words, let them draw and complete the words at home.

#### 2 Make your suitcase.

- Instruct learners to draw their suitcase on a piece of construction paper. Cut it out, fold it, and decorate as they wish.
- Agree on a time limit. When time's up, the suitcases have to be ready.

#### 3 Make a name tag.

- Ask learners to read the instructions and to look at the drawing. Ask them to show you the name tag. It's important to help them to infer the meaning rather than translate the word for them.
- Agree on a time limit for them to make their name tags. Invite them to colour and decorate the tags.

#### 4 Draw, cut, and stick.

- Ask learners to read the instructions and look at the pictures.
- Learners draw and colour in the items of clothing that they have chosen to pack in their suitcase (or look for pictures in magazines), cut them out, and stick them inside. As they 'pack' their clothes, they tick them off their packing list.
- Have learners present their suitcases and what they have packed by naming the clothes, e.g. *I'm going to Brazil and I'm taking a skirt, a dress, etc.* Give them time to rehearse their presentation.
- You can take photos of your learners' posters and post them on the school blog.

#### Lesson closing

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

# My friend Akna

2

## 1 Circle the correct words.

1 The swimsuit is in under the cupboard.

2 The swimming trunks are in on the table.

3 The trainers are under behind the chair.

4 The dress is in on the cupboard.

5 The flip-flops are behind next to the table.

6 The T-shirt is next to behind the sofa.

## 2a Read and tick (✓) or cross (✗).



1 The chair is under the desk.

2 The computer is next to the lamp.

3 The photo is next to the desk.

4 The lamp is behind the photo.

5 Lola's bed is next to the desk.

6 Her flip-flops are in her bed.

7 Nick's bed is next to the desk.

8 His schoolbag is on the cupboard.

9 His trainers are under the desk.

10 His notebook is behind the cupboard.

## 2b Correct the ✗ statements.

The chair is in front of the desk.  
 The photo is on the desk.  
 The lamp is next to the photo.  
 Her flip-flops are on her bed.  
 His schoolbag is in the cupboard.

95

## 5 Read and draw emojis.



Hi, I'm Max. I love my family. We love colours!

1 My mum likes blue.  
 2 My dad doesn't like blue. He likes green.  
 3 My sister likes purple.  
 4 My brother likes black. I don't like black.  
 5 My aunt likes grey and orange.  
 6 My uncle doesn't like grey. He likes sky-blue and pink.

blue  
 blue green  
 purple  
 black black  
 grey and orange  
 grey sky-blue and pink

## 6 Complete. Use like, likes, don't like, and doesn't like.



I have three best friends. They're wonderful! Lara likes pink. It's her favourite colour. She doesn't like like yellow, it's super! Jeremy likes brown. Yes, brown. Do you like it? I don't like it. It's yucky! Emma's favourite colour is green, she likes green. I like green, too. Do you like green?

## 7 Read and complete. Make true sentences.

1 I like \_\_\_\_\_.  
 2 I don't like \_\_\_\_\_.  
 3 My English teacher likes \_\_\_\_\_.  
 4 My English teacher doesn't like \_\_\_\_\_.  
 5 My best friend likes \_\_\_\_\_.  
 6 My best friend doesn't like \_\_\_\_\_.

Learners' own production

97

## 3 Match questions and answers.

1 Where's Alex?

2 Where's his notebook?

3 Where are his friends?

4 Where's his mum?

5 Where are his pencils?

She's in the kitchen.  
 They're on his desk.  
 They're in his bedroom.  
 He's in his bedroom.  
 It's on his bed.

## 4 Answer the questions.

Alex is playing hide-and-seek with his family. Help Alex!



1 Where's his baby brother?

He's in the bedroom.

2 Where's his baby sister?

She's under the desk.

3 Where's his brother?

He's behind the fridge.

4 Where's his sister?

She's in the bathroom.

5 Where's his mum?

She's under the table.

6 Where's his dad?

He's behind the sofa.

7 Where are his granny and grandpa?

They're behind the bed.

96

## 8 Do the crossword puzzle.



## 9 Read and circle.



1 2 3

4 5 6

7 8 9

10 11 12

13 14 15

16 17 18

19 20 21

22 23 24

25 26 27

28 29 30

31 32 33

34 35 36

37 38 39

40 41 42

43 44 45

46 47 48

49 50 51

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## 10 Read, complete, and write.

### 1 Read Sienna's diary.

Dear Diary,  
I'm at home with Emma and Toby. They're students at school.  
Emma is nine. She likes dresses and skirts. She doesn't like jeans. Now she's wearing shorts, a purple t-shirt, and flip-flops. She's reading a book in the living room.  
Toby is ten. He likes chicken, pizza, and meat. He doesn't like salad. He's in the kitchen with Mum. He's eating a sandwich.  
I'm writing in my diary. I like my diary. I'm wearing my new T-shirt. I like it!  
Sienna



2

### Learners' own production

### 2 Complete the charts with information about two friends.

#### Friend 1:

name	
☺	
⊗	
clothes now	
actions now	

#### Friend 2:

name	
☺	
⊗	
clothes now	
actions now	

### 3 Write in your diary. Use the information in the charts and Sienna's diary as a model.

### Learners' own production

99

## Exercise 1

Learners can draw the articles of clothing in the position which has not been circled.

## Exercise 2a

After learners do the exercise, they can play a memory game. They can also add further elements and describe their position.

## Exercise 2b

Help learners to notice they can correct the **X** statements in two ways: turning the verb into the negative or using the correct preposition. You can have them use both, e.g. *Nick's chair isn't under the bed. It's next to the bed.*

## Exercise 3

Help learners to focus on clues. These clues will be the pronouns first, and in the case of *they*, they have to work on a second clue since there are two answers with *they*. They can add a second answer to each of the questions.

## Exercise 4

Help learners to identify Alex's family members first. Then, elicit when they have to use *he*, *she*, and *they*.

Learners can play a guessing game by hiding food, an item

of clothing, or a school object in the house.

## Exercise 5

Learners have to draw emojis to show likes and dislikes, and draw splotches and colour them in.

In all the cases, they can add information about their families, e.g. *My mum likes blue* (1st example), they add *My mum likes / doesn't like blue*.

## Exercise 6

Have learners focus on the clues in the text for each of the blanks. Help them to notice that in some cases, the clues are after the blank.

They can rewrite the text changing the characters, this time talking about their friends.

## Exercise 7

Learners can add further statements with information about classmates and members of their family.

## Exercise 8

Discuss with learners where they can find information if they can't remember how to spell a word. Remind them of their books, notebooks, and dictionaries.

## Exercise 9

Help learners to find clues in the text to decide on which option to circle. When checking, ask them to account for their choices.

Learners can rewrite the text making the necessary changes to make the uncircled option correct, e.g. *This is Nick. He's my best friend.*

## Exercise 10

Have learners read the complete text and discuss what it is. Give them options, e.g. *Is it a story? Is it a personal diary?*

Help them to notice that in a chart, we write key words and phrases, not complete sentences.

In the case of Toby, there's no information about clothes. They can invent that.

Before learners complete their texts, have them complete two charts and then write their entry using the information in the charts and Sienna's text as a model.

## UNIT OVERVIEW

## Vocabulary

Actions: *get up, have (breakfast), visit, do gym, play (a musical instrument), go to bed, have a shower*

Meals: *breakfast, lunch, tea, dinner*

## Grammar

*We*

Simple Present: *I, We, They*

*at + time*

*There is / are, affirmative and negative*

## Communication

*Good idea.*

*We're ready!*

## Recognition

Classroom language

## Routines

*January, February, March, April, May / September, October, November*

*This month's birthdays (dates)*

## Awareness

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

## STEAM challenge: Technology and Engineering

Make a sundial

## Project

My country

## Aim of the lesson

To expose learners to key language through a comic.

## Learning objectives

Learners

- can follow an illustrated story.
- can understand the time (digital clocks).
- can understand everyday actions and routines.

## Key language

The time

*get up, have (breakfast), visit, do gym, play (a musical instrument), go to bed, have a shower*

*don't*

## Areas of awareness

Intercultural awareness

Inclusive classrooms

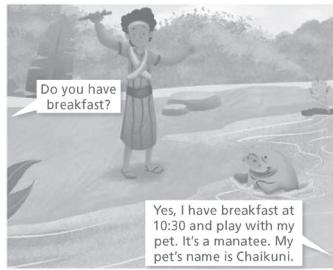
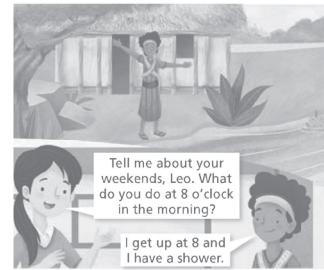
ESI / CSE

Language awareness

## Lesson opening

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

## 1 23 Look and listen.



## 1 23 Look and listen.

Possible lead-ins:

- Tell learners about your weekend activities when you were a student at school.
- Follow the suggestions on page 15 in this Teacher's Book to tell stories.
- Tell learners to open their books at page 32. Ask them to look at the pictures and tell you what they may be talking about. Accept all their predictions.
- Play the audio and go back to their predictions.
- Ask learners if Leo's weekend is similar to theirs.

23 → See PB page 32.

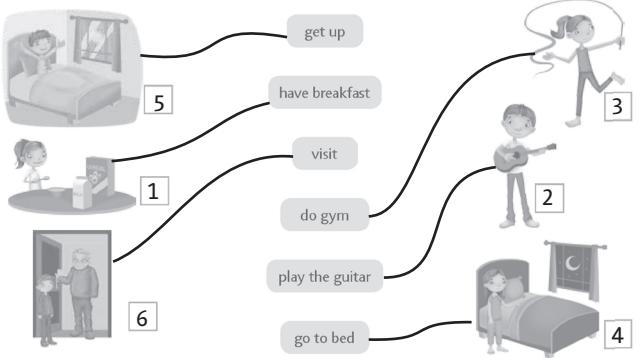
## Intercultural awareness

Reflect on how everyday activities will vary according to your culture.

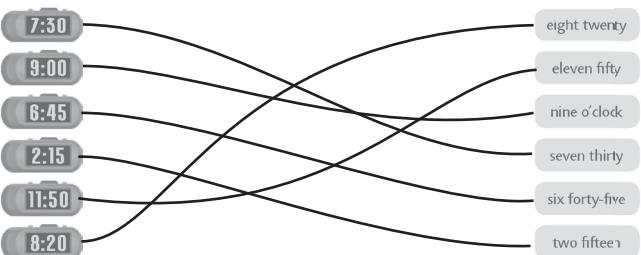
## Inclusive classrooms

Leo is of Guarani origin. The teacher invites him to talk about his life, thus showing interest and showing his classmates how much they can learn from his culture.

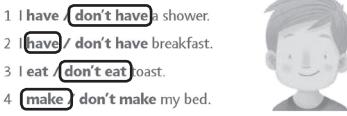
## 2 Listen and number. Then, match.



## 3 Match.



## 4 Listen and circle.



1 I have / **don't have** a shower.  
 2 I **have** / don't have breakfast.  
 3 I eat / **don't eat** toast.  
 4 I **make** / don't make my bed.

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## ESI / CSE

Leo calls his pet a Guarani name. In this way, he shows how proud he is of his own identity.

## 2 Listen and number. Then, match.

- Tell learners they'll have to mime the actions you name. Some may be new to learners, such as *get up* and *go to bed*, so mime them as you say them.
- Play the audio or give the instructions yourself.
- Check the answers.
- Agree on a time limit and let learners do the matching.
- Check the answers and reflect on timing.

## AUDIO SCRIPT

Number 1: have breakfast  
 Number 2: play the guitar  
 Number 3: do gym

Number 4: go to bed  
 Number 5: get up  
 Number 6: visit grandpa

## Language awareness

Ask learners what clues they found in the pictures and in the statements that help them to do the activities.

## Building confidence activity

**Mime.** See page 22 in this Teacher's Book. Include other verbs learners know, e.g. *eat, draw, drink, ride a bike, etc.*

## 3 Match.

- Tell learners to go back to the story and focus on the numbers. Ask them if they refer to quantity or time. Point to your watch, or clock if there's one in the classroom, or draw a clock on the board.
- Ask learners how long they think they might take to complete the matching activity. Then, check.

## Language awareness

Help learners to notice that to tell the time, numbers are read in twos—hour and minutes—with the exception of *o'clock*.

## Building confidence activity

**What time?** Name different activities for learners to say at what time they do them, e.g. *Get up*. Learners say, *7 o'clock. Seven thirty*.

## 4 Listen and circle.

- Go back to the story and ask learners if Leo's talking about activities now or weekend habits and routines. Check they understand the concept. Use the school's language of instruction if necessary.
- Ask learners to read the instructions for Exercise 4.
- Have learners read the statements and ask what Alex will be talking about. Give them options, e.g. *Is he talking about routines or abilities?*
- Remind learners of the rules for listening.
- Play the audio and check answers.

## AUDIO SCRIPT

I like weekends. I get up at 9. I don't have a shower. I have breakfast. I don't eat toast. I have fruit and orange juice. I make my bed and tidy my room. At 3, I swim in the river and ride

my bike with my friends. My brothers don't ride their bikes. They do their homework and watch TV. Dinner is at 9: *asado*. My brothers don't like *asado*, but I love it.

## Language awareness

Ask learners how to express a habit in the negative. Help them to see the connection with *don't like*.

## Workbook

Pages 100–101, Exercises 1, 2, and 3

## Lesson closing

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

## Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through an article.

## Learning objectives

Learners

- can talk about their routines.
- can talk about the time.
- can understand meals.
- can use personal pronouns.

## Key language

*breakfast, lunch, tea, dinner*

The time, *at* + the time

we

## Areas of awareness

Intercultural awareness

ESI / CSE

Language awareness

## Lesson opening

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

### Building confidence activity

**Repeat if correct.** See page 22 in this TB. Include both affirmative and negative statements about your routines.

## 5 Read and complete the clocks.

- Before the activity, challenge learners to guess if what you'll say is true or false. They can bet how many they will discover out of (5). Say, e.g. *I get up at 8:30 every day*. Learners say, *True!* or *False!* In every case, include the time. Write one of the statements on the board and elicit from learners how you indicate time (introduced with the preposition *at*).
- Ask learners to open their books at page 34 and read the instructions for Exercise 5. Elicit what they may need.
- Agree on a time limit. Check by drawing the clocks on the board.
- Ask learners if these are instances of habits, routines, or an action now.
- Reflect on timing at the end.
- If there are learners who cannot manage analogue clocks, have them draw digital ones.

### Building confidence activity

**Memory game.** See page 22 in this Teacher's Book. In this case, name the routine for learners to say the time.

## 6 Read and number.

- First, ask learners to look at the pictures. Point to the first one and ask, *What's she doing?* Elicit, *She's eating* in the

## 5 Read and complete the clocks.



I get up at 6:30.



I walk to school at 7:30.



I do my homework at 3.



I draw and listen to music at 6.



I read at 7.



I go to bed at 9:30.

## 6 Read and number.



2 I have breakfast at 7:15.

1 I have lunch at 12:30.



4 I have tea at 4:30.

3 I have dinner at 8:45.

3 I have dinner at 8:45.

## 7 Read and draw.



My breakfast



My lunch



My tea



My dinner

## Learners' own production

34

four pictures. Point to the clocks and ask, *What's the time?* Focus learners' attention on the food and elicit why there are differences in the type of food. Guide them into understanding the meaning of *breakfast, lunch, tea*, and *dinner*.

- Ask learners to read the instructions. Let them number the pictures and check.

## Intercultural awareness

Reflect with learners that meals will change depending on your culture and brainstorm some ideas with them, e.g. *empanadas* in Argentina or *spring rolls* in China. It's important to show an open attitude towards others.

## ESI / CSE

Reflect with learners on the importance of having varied food during the day or during the week. Help them to understand there's nothing wrong with eating a hamburger, provided they don't do that frequently. If they eat one, they should also try to have vegetables and fruit for the sake of balance.

## Language awareness

Help learners to notice that *tea* may refer to a drink or to a meal. The context will help to understand which one it is.

## 8 Look and say.

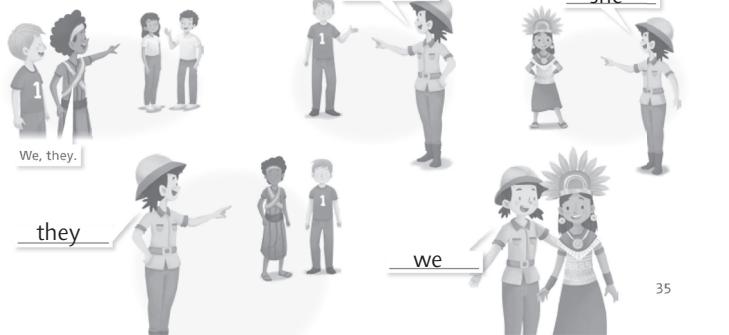


## 9 Look and read.



My family and another 30 million people live in villages and cities in the rainforest. We have billions of trees in the rainforest. In my village, we make houses and boats with the trees. We have 10 million species of animals. Animals like jaguars, sloths, river dolphins, monkeys, and tapirs are the food and friends of my people. We're very happy in the rainforest. We have big problems, too. Let's save the Amazon rainforest! Let's protect my home!

## 10 Read and think. Then, write.



## 7 Read and draw.

- Ask learners to read the instructions, and elicit what to do.
- Agree on a time limit.
- When time's up, learners say what they have for breakfast, lunch, tea, and dinner.

## Language awareness

Focus learners' attention on the use of *have* and *for* when talking about meals, e.g. *I have breakfast at 7:00. I have milk, toast, and jam for breakfast.*

## Building confidence activity

**A survey.** Decide on one of the meals. Write different foods, e.g. *Breakfast: milk, toast and jam, cereal, biscuits.* Learners tell you what they have for (breakfast), e.g. *I have milk and toast for breakfast.* Draw a tally mark below each food. At the end, count the number of tally marks to see which is the most popular food for breakfast.

## 8 Look and say.

- Ask learners to read the instructions and look at the pictures.

- Focus their attention on the girl's words. How can she tell Max and Matt swim at the club? Help them to notice the clues are in the elements in the picture.
- Give learners a couple of minutes for everybody to check the picture before they start speaking.
- Encourage them to talk about what these two children do not do, e.g. *They don't play with dolls.*

## Building confidence activity

**My week / weekend activities.** Learners can make a collage at home showing their everyday or weekend activities. This needs to be set as homework.

## 9 Look and read.

- Tell learners to read the instructions and look at the picture. Focus their attention on Leo and the text. What connection can there be? Accept all their ideas.
- After learners read the text, go back to their predictions. Now ask them, *Is the text about routines, habits or abilities?*
- Focus on any of the statements with *we*, e.g. *We have billions of trees in the forest.* Ask, *Is it only Leo, or Leo, his family, and other people? Is Leo included or not?* Help them to see the difference between *they* and *we*.

## Building confidence activity

**They and we.** Tell learners to notice similarities and differences between Leo's life and theirs. Focus learners' attention on the first sentence. Since it's about others, they say, *30 million people live in villages and cities in the rainforest. We live in a city. We don't live in the rainforest.* If necessary, work on another example.

## 10 Read and think. Then, write.

- Ask learners to read the instructions and look at the pictures. Check they understand what they have to do.
- Agree on a time limit and check their answers. Ask them what clues they focused on in each of the cases.

## Assessment

Ask learners what they have been learning so far. Remind them to go over their books and notebooks. If they are working with their own dictionaries, have them add what's new.

## Workbook

Page 101–102, Exercises 4, 5, 6, and 7

Note: remind learners to bring their collages with their week / weekend activities.

## Lesson closing

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

## Aims of the lesson

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

## Learning objectives

### Learners

- can understand descriptions of places using *there is / are*.
- can talk about routines.

## Key language

*There is / are ...*

## Areas of awareness

Intercultural awareness

Language awareness

Social awareness

## Lesson opening

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

## Building confidence activity

**My week / weekend activities.** Ask learners to take out their collages and present them to the rest. Make a classroom display of the collages.

## 11 Read and tick (✓) or cross (✗).

- Ask learners to open their books at page 36 and read the instructions.
- Agree on a time limit.
- Check the answers. Ask learners to account for them by focusing on clues in the text.
- You can ask learners to correct the ✗ statements.

## Intercultural awareness

Reflect on how we can communicate with our relatives and friends. Help learners to see how different cultures may use different forms of communication.

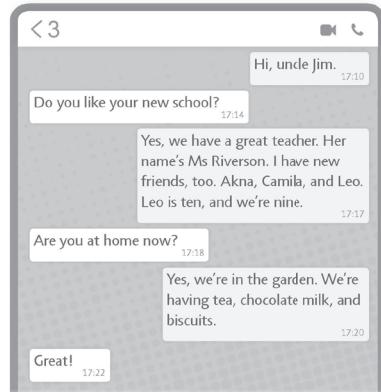
## 12 Think and say.

- Have learners read the instructions and elicit what to do.
- Invite them to work in pairs and think of what they have in common with others, e.g. clothes they like, their routines, their hair colour, etc.
- Give learners time to find at least three things in common and have them say this to the rest.

## 13 A chain game

- Ask learners to read the instructions and look at the pictures. Check they know what to do.

## 11 Read and tick (✓) or cross (✗).



1 Jim is Leo's uncle.	<input checked="" type="checkbox"/>
2 Alex likes his teacher.	<input checked="" type="checkbox"/>
3 Akna, Camila, and Alex are nine.	<input checked="" type="checkbox"/>
4 Alex is at home with his friends.	<input checked="" type="checkbox"/>
5 It's twelve o'clock.	<input checked="" type="checkbox"/>

## 12 Think and say.



## 13 A chain game



- Before the game, they can go over their books and notebooks to revise different activities.
- Remind learners of the rules for games and let them play.

## 14 Look and read.

- Have learners read the instructions and look at the pictures in the notebook. Ask them, *Are these pyramids connected to Akna? How?* Let them read and go back to their predictions.
- Ask them if this report is a description of Akna's town or of her habits.
- Ask learners if her town is similar to theirs or quite different.

## Social awareness

Reflect on the fact that in every society, even in ancient ones, there's somebody in charge—a governor, a king or queen, a president, etc.

## 15 Read, think, and circle.

- Have learners read the instructions and the statements.
- Ask them if they're descriptions of Akna's town or something different.

## 14 Look and read.

Student's name: Akna  
Teacher's name: Ms Riverson  
Report: My town

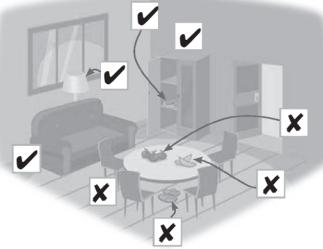
My town is very special. I love my town. In my town, there are pyramids. They're very important. They're for ceremonies. In the centre of the town, there's an area for ball games. Next to the pyramids, there are houses for governors. One is my house. Next to that area, there are houses for military leaders. Next to the houses, there's an area for artisans. My mum and I like this area.

3

## 15 Read, think, and circle. Suggested answers

- 1 In Akna's town, there are pyramids. In my town, there are / there aren't pyramids.
- 2 In Akna's town, there's an area for games. In my town there's / there isn't an area for games.
- 3 In Akna's town there are houses. In my town there are / there aren't houses.
- 4 In Akna's town, there's an area for artisans. In my town, there's / there isn't an area for artisans.

## 16a Listen and tick (✓) or cross (✗).



## 16b Complete the description.

This is my granny's living room. There's a big table and six chairs. There's a big sofa, and there's a lamp behind the sofa. There's a cupboard next to the door. There are biscuits in the cupboard. There are two apples on the table and there are three bananas next to the apples. Oh look! There are flip-flops under the sofa.

37

- Have them circle the options. Elicit how they know which option is affirmative and which negative.
- Check on the board.

## Language awareness

Remind learners *there is / are* is used to describe places. Focus learners' attention on one statement with *there is* and another one with *there are*. Help them to notice when we have to use *there is*, or *there's*, and when *there are*. If you think it's necessary, ask learners how they say *there is / are* in the school's language of instruction.

## Building confidence activity

**Good observers.** Instruct learners to look around their classroom and then, close their eyes. They have to say if your statements are true or false, e.g. *In this classroom there are 20 desks. There's a whiteboard.*

## 16a Listen and tick (✓) or cross (✗).

- Focus learners' attention on the instructions and the picture. Elicit what they have to do.
- Ask them what the audio may say.

- Play the first statement and go back to their predictions.
- Play the audio. Stop after every statement for learners to identify the element and write a tick or a cross.
- Check the answers by asking, *Is there ...? Are there ...?*

## AUDIO SCRIPT

This is my granny's living room. There's a big table and there are six chairs. There's a big sofa, and there's a lamp behind the sofa. There's a cupboard next to the door. There are biscuits

in the cupboard. There are two apples on the table and there are three bananas next to the apples. Oh, look! There are flip-flops under the sofa.

## Building confidence activity

**Memory game.** See page 22 in this Teacher's Book.

## 16b Complete the description.

- Ask learners to read the instructions and elicit what to do. Help them to notice they will find clues in the picture in part a.
- Play the audio again for learners to check their answers if necessary.
- Agree on a time limit and check their answers. As they say the options, ask them to account for their decision.
- Play the audio again for learners to check their answers if necessary.
- Reflect on timing.

## Workbook

Page 103, Exercises 8a, 8b, and 9

Note: inform families that learners need to bring photos or pictures of the rooms in their house / flat.

## Lesson closing

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can describe places using *there is / are*.
- can talk about routines.

## Key language

*There is / are ...*

Simple Present

## Areas of awareness

Cognitive awareness

Social awareness

Language awareness

## Lesson opening

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

## 17 Memory game

- Ask learners to read the instructions and look at the picture. Check they understand what to do.
- Invite learners to think about one statement to describe the classroom. It can have true or false information.
- Remind them of the rules for playing games.
- Start the game by providing one description of the classroom. Then, invite learners to do the same.

## Cognitive awareness

Work with learners on ways to visualize the classroom in their minds.

### Building confidence activity

**Follow the sequence.** Learners have to describe their classroom, adding one statement at a time.

## 18 Read and write.

- Tell learners to read the instructions.
- Invite them to read the poem. Help them to see the structure, from a big place to a smaller one.
- Instruct them to look at the structure next to the poem and elicit what they have to do.
- As this is the first time they will be working on this sort of writing, you can have them dictate the poem to you. Use the suggestions in the book or change them, e.g. a garden instead of a bedroom. You can also elicit different ways to describe the elements, e.g. *big, small, long, short*, etc.
- You can read out the poem collaboratively with learners. You say the first part and learners complete with the last word, e.g. say, *In a big, big city, there's a big, big ...* Learners say, *house!*

## 17 Memory game



No!

## 18 Read and write.

In a big, big city, there's a big, big house.  
In a big, big house, there's a big, big living room.  
In a big, big living room, there's a big, big cupboard.  
In a big, big cupboard, there's a big, big schoolbag.  
In a big, big schoolbag, there's a big, big pencil case.  
In a big, big pencil case, there's a long, long ruler.  
On a long, long ruler, there's a small, small eraser.  
Do you want it? Here it is!

Learners' own production

In a \_\_\_\_\_ city, there's a \_\_\_\_\_.  
In a \_\_\_\_\_ house, there's a \_\_\_\_\_.  
In a \_\_\_\_\_ bedroom, there's a \_\_\_\_\_.  
In a \_\_\_\_\_, there's a \_\_\_\_\_.  
Do you want it? Here it is!

## 19 Listen and act out.



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- Agree on a time limit for learners to write their poems. They can work in pairs.
- Reflect on timing.
- As homework, learners can illustrate their poems.
- Take photos of the poems and post them onto the school blog if there's one.

## 19 Listen and act out.

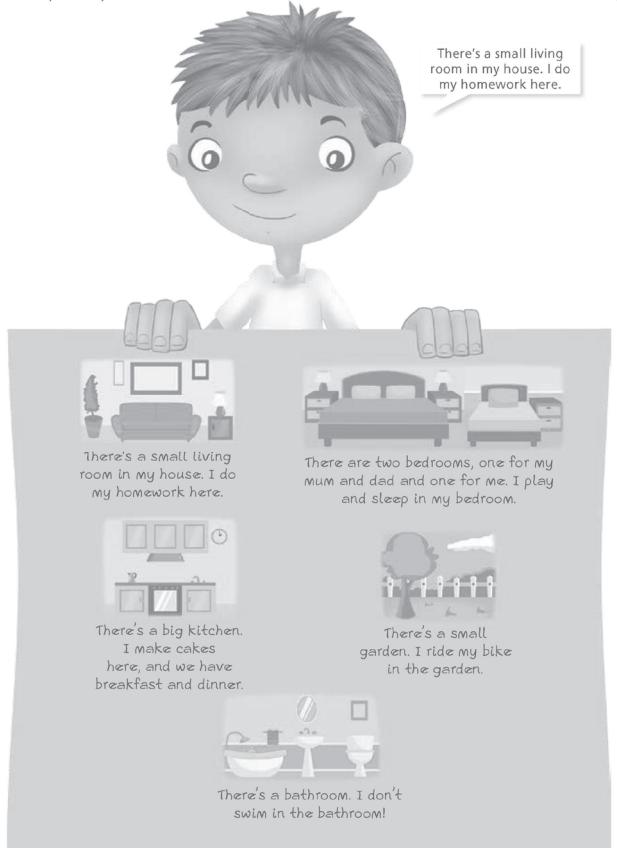
- Instruct learners to read the instructions and elicit what they have to do.
- Play the audio and ask them what the two children are talking about.
- Help learners to memorise the lines. See page 21 in this Teacher's Book.
- Invite them to change the part of the house and the activities there.
- Have learners perform in front of the rest.

### AUDIO SCRIPT

Girl: There's a big kitchen in my house. We have dinner there.

Boy: Oh! There's a small living room in my house. We have breakfast and dinner there.

## 20 Write, show, and tell.



3

onto the school blog. Share the posters with the rest of the school if there's a notice board or make a display in the classroom.

### Language awareness

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

#### Building confidence activities

**Stand up if ...** See page 22 in this Teacher's Book. In this case, describe the houses, e.g. *Stand up if there are two bedrooms in your house.*

**Whose house?** Depending on the number of learners, place all the posters on the walls or divide the class into groups. Demonstrate. Read one of the posters, describe one of the rooms, e.g. *In this house there's a small living room. Whose house is it?* Learners have to answer. Remind them to use the genitive case, e.g. *It's Felipe's house.*

### Workbook

Page 104, Exercise 10

### Lesson closing

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

### Social awareness

Reflect with learners on the fact that different families may carry out the same activity in different rooms, e.g. having breakfast in the kitchen, in the living room. No room would be wrong even if we think so. For instance, if a child says he / she has breakfast in the bedroom, check he / she is referring to that room. It may be the case that he / she does have breakfast in the bedroom.

## 20 Write, show, and tell.

- Have learners read the instructions and look at the picture. Check they understand what to do.
- Ask them to take out the photos or drawings they've brought from home. If some forgot, they can draw the rooms.
- Instruct learners to read the captions. Ask them what they refer to.
- Then, ask them to read what the boy is saying. Show them that this is the boy presenting his house.
- Agree on a time limit for learners to write the captions. Give them time to rehearse their presentations as well.
- Have learners present to the rest.
- Take photos of the learners' productions and upload them

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can follow an illustrated story.
- can use language meaningfully.

## Key language

*Good idea.*

*We're ready!*

## Areas of awareness

Social awareness

Intercultural awareness

## Lesson opening

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

## 21 28 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 40 and to look at the panels. Focus on the panels in the shape of a cloud and ask them what this means. Check they understand they represent Akna's ideas as she listens to Camila and her dad. Ask them what these thoughts can represent.
- Play the audio and go back to their predictions.

28 → See PB page 40.

## Social awareness

Camila and her father want to show Akna around, a sign of politeness and pride of their city.

## Intercultural awareness

As Camila and her father are talking, Akna has her own ideas of what they're saying. She understands them following her worldview, which is different from Camila's.

## Building confidence activity

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

## 22 Read and tick (✓) or cross (✗).

- Have learners read the instructions. Check they understand they have to refer to the story on page 40.
- Challenge them to do the activity before they go back to the story to see how much they can remember.
- Ask learners how long they think they'll need.

## 21 28 Look and listen.



40

- Allot the time agreed upon for learners to complete the activity. When time's up, ask them to go back to the story and check their answers. Then, check the answers on the board.

## 23 My meals

- Tell learners to read the instructions.
- Instruct learners to draw their meals and then, write about them. Remind them of the structure *have xxx for (lunch)*.
- When they finish, they can present their texts.
- Take a photo of the learners' productions and upload them onto the school blog.

## Assessment

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

## Lesson closing

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

**22** Read and tick (✓) or cross (✗).

- 1 Akna likes tall buildings.
- 2 She likes clothes.
- 3 In Akna's town there are buses.
- 4 There are football matches.
- 5 There are ball games.



## 23 My meals



### Learners' own production

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## STEAM CHALLENGE: Make a sundial

### Aims of the lesson

- To explore how shadows can mark the time by making a sundial.
- To revise and integrate language.

### Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can talk about their routines including the time.

### Lesson opening

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

### STEAM AREAS:

Science and Technology

### SKILLS:

Creating a tool, thinking skills, collaborating, communicating, presenting, understanding how shadows work

### MATERIALS:

- Pencils, cocktail sticks or brochette sticks
- Paper plates or circular cardboard pieces
- Torches
- Plasticine or play dough

### Contextualise:

- Show learners a digital and an analogue watch and clock and notice how time is represented (use the word *hands* for the analogue versions). Ask if you can tell the time without using a clock or a watch. Explain that, before these were invented, people used sundials. Show the picture in the Pupil's Book.
- Explain that the challenge is to make a sundial that shows what time they usually go to bed.

### Plan:

- Page 42: Ask learners to pay close attention to the different sundials and circle the correct options in the sentences. Then, they complete the time they usually go to bed.
- Pairs or groups think about how they can make their sundial with the materials that are available, noticing that sundials are simply made up of a flat surface and a vertical object which blocks the sunlight and creates a shadow.

### Make:

- Hand out the materials to the different groups and instruct them to explore and find a way to make a sundial, based on the pictures in their books and what they have just learnt about sundials.

NOTE: One way to create a sundial is by writing the numbers 1 to 12 on the bottom of a plate, making a hole



Look, read, and circle.

- 1 The surface of a sundial is **triangular**  **circular** .
- 2 There **are**  **aren't** numbers on a sundial.
- 3 There **is**  **isn't** a vertical object on a sundial.
- 4 There **are**  **aren't** shadows in the pictures.

Complete.

I go to bed at \_\_\_\_\_.

42 Language focus: *I go to bed at ... o'clock, sundial, sun, shadow*

in the middle, and inserting a vertical object fixed in place with plasticine. However, don't explain the steps: let your learners experiment.

### Present:

- Line up the sundials on a desk and darken the room. Learners use torches to represent the sun to understand how the position of the light source makes the shadow change position on the sundial. They can move the torch or the plate to change the time shown in the sundial.
- Ask learners to:
  - match the time on their sundial to the current time.
  - make the shadow move smoothly from 3 o'clock to 6 o'clock.
  - make the shadow long enough to reach the numbers.
  - mark the time they usually go to bed and say, *I go to bed at ... o'clock*.

**Extension:** If possible, take the sundials outdoors on a sunny day and see how shadows change direction depending on the time of the day or make a human sized sundial using a learner in the middle to make the shadow. Alternatively, place the sundials on a table near a window where the sun shines through.

My country is very small. It's called Dominica. There are 10 parishes in Dominica, and there's a capital city: Roseau. There are about 72,000 people in Dominica. We speak English. Dominica is a parliamentary republic. There's a President, a Prime Minister, and there's a House of Assembly of Dominica.



### 1 Read the chart.

Name of country	Dominica
Size	Small
Administrative division	Parishes (10)
Capital city	Roseau
People in the country	72,000
Language	English
Government	Parliamentary Republic (President, Prime Minister, and House of Assembly of Dominica)

### 2 Complete the chart for your country. Learners' own production

Name of country	
Size	
Administrative division	Provinces? States? Departments?
Capital city	
People in the country	
Language	
Government	Republic? Federal Republic? General Assembly? National Congress?

### 3 Write about your country.

Use the information in the chart and the first text as a model.



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## PROJECT TIME: My country

### Aims of the lesson

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

### Learning objectives

Learners

- can understand descriptions of a place.
- can write a description of a place.

## Lesson opening

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

### 1 Read the chart.

- First of all, explain to learners that they are going to learn about a country and then, write about their own.
- Say that the country they will learn about is Dominica and that you will find out about: its size, administrative division, capital city, etc.
- Ask if they know anything about Dominica. Ask if they

think it is a big or a small country or what language they speak. You might want to bring in a map for them to see where it is. They will realise it is a small country.

- Read the paragraph about Dominica. Ask questions, like: *Is it a big or small country? How many parishes are there in Dominica? What is the capital city?*
- Focus learner's attention on the chart and help them to notice that charts are useful for writing down information in a summarised way. Read it out.

### 2 Complete the chart for your country.

- Ask learners questions about their country.
- If there is anything they don't know, you can decide to assign those answers for homework so that they have something to find out about or have them research using a computer, tablet, encyclopaedias, or books.
- Give them time to fill in the chart and check their answers.

### 3 Write about your country.

- Instruct learners to now write about their country using the first text as a model and the information they summarised in the chart.
- When they finish, they can present their texts and check if there are any differences.

## Lesson closing

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

## 1 Circle the correct words.



get up / go to school



play the piano / sing



eat a salad / drink tea



dance / do yoga



walk to school / run to school



read / do homework



play a sport / do gym



have a shower / tidy up



visit a friend / play with friends



tidy up / make the bed

## 2a Read and tick (✓) or cross (✗).

What about you?

## Learners' own production

1 I get up at 6.

2 I have a shower.

3 I drink coffee.

4 I eat toast and jam.

5 I go to school at 8.

6 I play at school with my friends.

7 I do my homework at 5.

8 I eat a salad at 6.

9 I visit my granny at 7.

10 I go to bed at 9:30.

## 2b Correct the ✗ statements.

## Learners' own production

## 3 Write the time.

1 nine o'clock

9:00

2 two forty-five

2:45

3 ten fifteen

10:15

4 eleven twenty

11:20

5 four thirty

4:30

6 one forty

1:40

7 seven fifty-five

7:55

8 twelve twenty-five

12:25

## 4 Write the words in the correct column. You can repeat words.

BREAKFAST	LUNCH	TEA	DINNER
Learners' own production			



## 5 Read and complete. Make true sentences.

## My week

1 I get up \_\_\_\_\_.

## Learners' own production

6 At 3, I \_\_\_\_\_.

2 I don't \_\_\_\_\_.

7 I don't \_\_\_\_\_ at 5.

3 I go \_\_\_\_\_.

8 My family and I \_\_\_\_\_ at 8:30.

4 At school I don't \_\_\_\_\_.

9 My family and I don't \_\_\_\_\_.

5 At 12:30, I \_\_\_\_\_ at 10.

10 I \_\_\_\_\_ at 10.

## 6 Read and write he, she, they, we.



## 7 Complete. Use I, he, she, they, we.

Hello! <sup>1</sup>I'm Lara. <sup>2</sup>I have a big family. Sharon is my mum. <sup>3</sup>She's tall. My dad's name is Bob. <sup>4</sup>He's very tall. <sup>5</sup>I have two brothers: Mike and Sam. <sup>6</sup>They're twelve years old. My brothers and I are in the garden. <sup>7</sup>We're having tea. <sup>8</sup>We're very happy!



## 8a Read and tick (✓) or cross (✗).

This is Vera's house.



1 There's a living room.

2 There isn't a garden.

3 There are two bathrooms.

4 There's one bedroom.

5 There are two chairs in the kitchen.

6 There isn't a cupboard in the kitchen.

7 There's a computer in the living room.

8 There are five beds.

## 8b Correct the false sentences.

1 There is a garden.

2 There aren't two bathrooms. There's one.

3 There isn't one bedroom. There are two bedrooms.

4 There's a cupboard in the kitchen.

5 There isn't a computer in the living room. There is a computer in a bedroom.

6 There aren't five beds. There are two beds.

## 9 Read and draw.

Hi! My name's Santí. I live in a small house with my mum, my dad, and my sister. We like the house. There's a big living room with a table, six chairs, a cupboard, and a big sofa. There's a lamp behind the sofa and there's a TV next to the cupboard. There's a kitchen, too. It's small. There isn't a table in the kitchen. There are three bedrooms, one for mum and dad, one for my sister, and one for me. There isn't a cupboard in my sister's bedroom. There's a small cupboard in my bedroom, and a big cupboard in my mum and dad's bedroom. There isn't a garage, we don't have a car. There's a small garden. It's beautiful! We love it.

## Learners' own production

### 10 Read, complete, and write.

1 This is Alex's cupboard. Alex is writing a poem about his cupboard. Complete the poem with *there is* / *there are*.



There's something in my wardrobe.

There's    a guitar.

There are    four action figures.

There's    a robot.

There's    a rocket.

There are    building blocks.

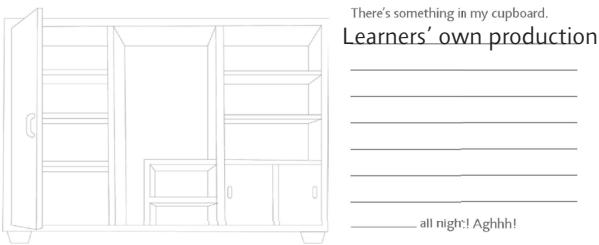
There are    three teddy bears.

There are    five balls.

And there are    two eyes

Looking at me all night! Aghhh!

2 Now, draw things in your cupboard and write a poem about it. Use *there is* / *there are*.



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### Exercise 1

After circling the correct options, ask learners to make drawings for the uncircled parts.

### Exercise 2a

Learners have to tick or cross the statements according to whether they are true for them or not. You can invite them to add further statements.

Learners can take it in turns to read their statements for the rest to repeat if they apply to them.

### Exercise 2b

Learners correct the crossed statements.

### Exercise 3

Learners can add an activity they usually do at the time shown in each of the clocks.

### Exercise 4

Learners have to write the names of foods in the correct column. Remind them the same item can be included in more than one column. They may add other foods as well.

### Exercise 5

Learners have to complete the statements with true information. Then, they can play a repeat if correct game. They should take it in turns to read the statements.

### Exercise 6

Learners can account for their answers. Then, they can add another phrase to show the same pronoun.

### Exercise 7

Learners can write another text, this time about Richard, who has two sisters, Emma and Emily. Reflect on the changes they need to make.

### Exercise 8a

Learners can add further statements for the rest to tick or cross, e.g. *There's / isn't a fridge in the kitchen*. They can be asked to write a true one and a false one. They can work in pairs.

### Exercise 8b

Learners correct the crossed statements. Show them in some cases they can change the verb and add the correct statement, e.g. *There isn't a bed. There are two beds*.

In the case of the cupboards in the kitchen, some learners may consider there's just a big one, others may think there are six since there are six doors, and yet others may think there are two small cupboards (single doors) and two big ones (double doors).

### Exercise 9

Learners can add more information in their drawings and then include them in the description.

### Exercise 10

Ask learners how they will decide when to use *there is* and when *there are*. Then, have them work on their own poem. First, they have to draw elements and then, write the poem. You can make a list of possible toys, food, clothes, etc. that they can have in their cupboard.

When learners have completed their poems, they can colour in the cupboard and their possessions. Then, take photos and make a digital display of the learners' productions. You can upload it onto the school blog.

## BREAK TIME 1: Board game: Guess who?

### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can ask questions related to parts of the body, descriptions, and clothes.
- can use nouns and adjectives.

### Key language

Descriptions

Parts of the body

Clothes

### Areas of awareness

Language awareness

Cognitive awareness

ESI / CSE

Social awareness

### Lesson opening

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

- Ask learners to open their books at page 44 and say the name of the section as you point to it. Explain that when it's break time, you'll play a game. Name a couple of well-known board games that your learners might know. Ask them if they have ever played *Guess Who?* Your learners might recognise it as *¿Quién es quién?*, *¿A quién elijo?*, or something similar in your context. Refer to the board on page 45 to clarify which game it is.
- Take a good look at the characters on the board game and have your learners notice that, although the characters might have similar characteristics, none is exactly the same as the other. Explain that they will play this game in pairs: they will both choose a character, and their partner will try to guess who it is by asking questions.
- Go over the language that learners will need to play the game. Bring their attention to the boy and ask them what his name is: *Tom*. Read out (or ask volunteers to read out) the example questions on the list and ask learners to answer by saying *Yes* or *No*.
  - Ask learners what other clothes they know that are not on the list: e.g. *swimming trunks*. If they need to, allow them to look through the book to identify clothes words.
  - You might have to give the English translation for some words that your learners will find they need, e.g. they might not know the word *blond*.
- Explain the rules:
  - Learners play in pairs. They both choose a character from their board without telling their partner.
  - All learners need 15 cut-out slips of paper, coins, beans, or bottle tops to cover the characters as they are eliminated.

## BREAK TIME 1

### Board game: Guess who?



Do you have  
brown / black / blond  
hair?  
long / short hair?



Are you a  
boy?  
girl?



Are you wearing  
jeans?  
a hat?  
trousers?  
trainers?  
a skirt?  
a dress?



Do you have  
a big nose / mouth?  
a small nose / mouth?  
big ears / eyes?  
small ears / eyes?  
black / brown / blue /  
green eyes?



Are you  
plump?  
slim?



Are you Tom?

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- They take turns asking yes / no questions to guess their partner's character and answering yes or no.
- If their partner answers *Yes*, they cover the characters on their board that DON'T fit the category to eliminate them, e.g. Player A: *Do you have a hat?* Player B: *Yes*. Player A covers all the characters that DON'T have a hat.
- If their partner answers *No*, they cover the characters who DO have that characteristic: e.g. Player A: *Do you have a hat?* Player B: *No*. Player A covers all the characters that HAVE a hat.
- As learners play, they will have less and less uncovered characters on their board, making it easier to risk a final guess or wait until they are certain with just one card uncovered to ask the last question: *Are you (Tom)?*
- Demonstrate how to play the game to make sure everyone understands.
- Learners play in groups. Go over the rules for games.

### Language awareness

Encourage learners to realise that the example questions on page 44 are yes / no question types: questions that expect a *Yes* or a *No* for an answer. This will help them formulate their own questions, so that they are not open-ended.



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## **Cognitive awareness**

It is not always easy for learners to understand that they need to cover those characters that do NOT have the characteristic in their partner's question if the answer is Yes, e.g. If player B asks, *Are you a boy?* and the answer is Yes, they should cover the characters who are NOT boys, i.e. all the girls.

## **ESI / CSE**

Reflect on the fact that although people might have common physical characteristics, or wear similar clothes, we are all different in other ways. None of our differences are bad just because they are different.

## **Social awareness**

Teach your learners to respect the rules of the game, play nice, and use game language like *My turn / Your turn*.

## **Lesson closing**

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

# Shopping with friends

## UNIT OVERVIEW

### Vocabulary

hungry, thirsty

buy, shop, go up, go down

socks, cap, jacket, glasses, sweater

### Grammar

but

their

What ... doing?

### Communication

I want ...

I need ...

### Recognition

Classroom language

### Routines

January, February, March, April, May, June / September,

October, November, December

This month's birthdays (dates)

### Awareness

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

### STEAM challenge: Science, Technology, and Engineering

Make a pulley

### Project Time

A clothes collage

### Aim of the lesson

To expose learners to key language through a comic strip.

### Learning objectives

Learners

- can follow an illustrated story.
- can understand state adjectives *thirsty* and *hungry*.
- can use *I need*.

### Key language

*I need ...*

*thirsty, hungry*

### Areas of awareness

Language awareness

Intercultural awareness

ESI / CSE

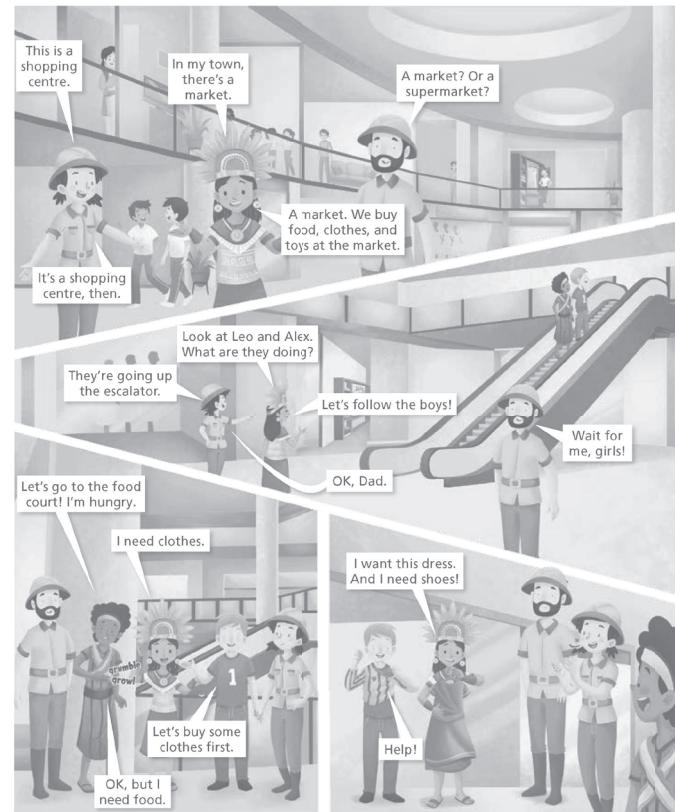
Social awareness

### Lesson opening

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

# Shopping with friends

### 1 29 Look and listen.



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### 1 29 Look and listen.

Possible lead-ins:

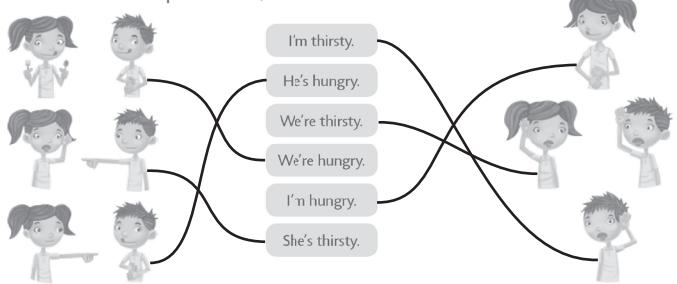
- Tell learners about your experience at a shopping centre as a child.
- Follow the suggestions on page 15 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 46. Point to the escalator and ask, *Is this a market? A supermarket? A shopping centre?* Ask them to account for their answers. Some may say there are escalators in some supermarkets.
- Play the audio as learners read and go back to their predictions.

29 → See PB page 46.

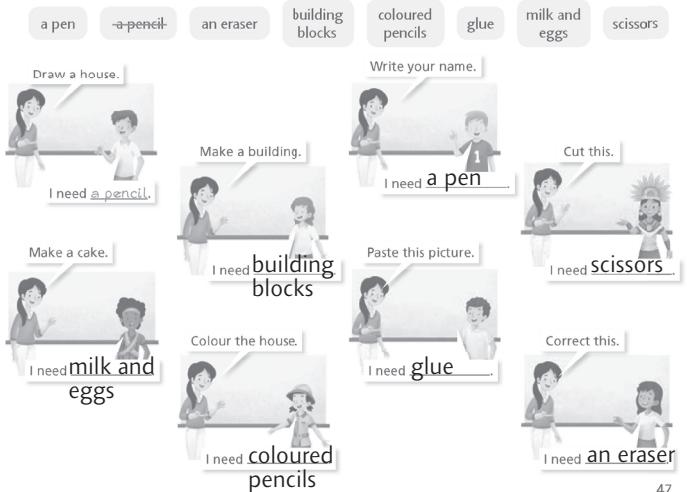
### Language awareness

Focus on the pronunciation of *court*, in particular the /ɔ:/ sound. Help learners to pronounce it correctly by focusing on the rounded lips and a slightly open mouth.

2  Listen and point. Then, match.



3 Read and complete. Use the words below.



## Intercultural awareness

Reflect with learners on how each character views the world from their own experience. When Akna talks about the market back home, Camila's father views it as a supermarket and Camila as a shopping centre.

## ESI / CSE

The two boys are going up the escalator alone, which they should not do unless accompanied by an adult. Discuss with learners what other precautions they must take at a shopping centre.

## Social awareness

Reflect with learners on how people like gathering in certain places, a shopping centre being one of them. Discuss where in the place where they live people are used to gathering.

## 2 Listen and point. Then, match.

- Instruct learners to read the instructions and look at the pictures. Help them to notice there are individual children and pairs; and in the pairs, one of the children is pointing to the other.

- Play the first sentence and check learners are pointing to the right picture. Ask them what clues helped them to point to the correct picture. Do the same with the other lines of the audio.

- Agree on a time limit for the second part. Then, check.

### AUDIO SCRIPT

Boy: I'm thirsty.

Girl: He's hungry.

Boy and girl: We're hungry.

Boy: I'm hungry.

Boy and girl: We're thirsty.

Girl: I'm hungry.

Boy: She's thirsty.

## Building confidence activity

**Mime and say.** Mouth *hungry* or *thirsty*—that is, move your lips as if you were saying the words but without any sound—for learners to say the word and mime it.

## 3 Read and complete. Use the words below.

- Ask learners to read the instructions.
- Focus on the example. Point to the boy and ask, *Does he have a pencil?* *No, so he says, I need a pencil.* Then, say, *I want a new pencil.* Ask learners if the pencil is necessary in this case. Check they all understand the difference between wanting and needing.
- Agree on a time limit and check the answers.
- Reflect on timing as well.

## Building confidence activities

**Thumbs up or down.** Instruct learners to mime an action, e.g. bouncing a ball, and say what they need, e.g. *I need a ball.* They can say something true or not true, e.g. *I need a schoolbag.* The rest of the learners have to show their thumbs up or down according to what they hear and see the learner miming.

**Packing a suitcase.** Tell learners they'll spend a weekend in a cold, snowy place. They should dictate a list of what they need, e.g. *We need a jacket.* *We need sweaters.* Then, you can change the setting, e.g. a warm place, a camping excursion, etc.

## Workbook

Page 105, Exercises 1, 2, and 3

## Lesson closing

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

## Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through an article.

## Learning objectives

### Learners

- can use *What ... doing?* questions.
- can use the conjuncts *and* and *but*.

## Key language

*and, but*

*What ... doing?*

## Areas of awareness

Social awareness

Language awareness

Intercultural awareness

Inclusive classrooms

Cognitive awareness

## Lesson opening

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

### 4 Listen and act out.

- Ask learners to read the instructions and look at the picture.
- Play the audio for learners to learn the lines, imitating the speakers' voices as far as possible. See page 21 for ideas on Act out activities.
- Invite learners to change *hungry* for *thirsty* and change the foods as well.

#### AUDIO SCRIPT

Leo: I'm hungry. I want a chicken sandwich, please.

Woman: Here you are.  
Leo: Thank you!

## Social awareness

Reflect with learners on the social conventions when offering and accepting food or drinks, and on the language used, both in English, in the school's language of instruction, and in other languages learners may know.

## 5 Read and write the number.

- Before the activity, tell learners you'll test how much they remember about the story on page 46. Tell them, e. g. *In panel 1, two boys are walking. True or false? In panel 3, Camila is going up the escalator. True or false?* Ask them, *Are these routines, habits, or an action now?*
- Ask learners to read the instructions. Agree on a time limit and check their answers. Reflect on timing.

## Language awareness

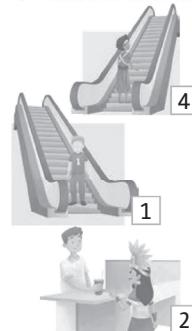
If necessary, teach learners the difference between an escalator and stairs. Should the need arise, show the difference between *stairs* and *ladder* as well.

Help learners to notice the use of *eat* for *ice cream*, as this may be different in your learners' language, e.g. Spanish.

### 4 Listen and act out.



### 5 Read and write the number.



1 He's going down the escalator.

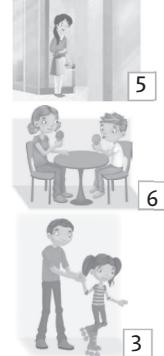
2 She's buying a soft drink.

3 She's skating.

4 He's going up the escalator.

5 She's shopping.

6 They're eating an ice cream.



### 6 Read, think, and match.



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What are Leo and Alex doing?

1 What's Akna doing? He's playing with Leo.  
2 What's Alex doing? We're drinking a soft drink.  
3 What's the bird doing? It's eating toast.  
4 What are you two doing? She's buying a dress.

## Building confidence activity

**Mime and identify.** Ask learners to mime different actions, e.g. *ride a bike*, *eat*, *drink*, etc. Describe one of the activities using *he*, *she*, or *they* (if you see more than one learner miming the same action), e.g. *They're eating an ice cream*. Learners have to say who they are.

## 6 Read, think, and match.

- Ask learners to read the instructions and look at the picture. Elicit if Camila is asking about an action, an object, the time, or a place. Help them to notice that the verb *doing* is not used in the answer.
- Have learners read the questions and discuss how they can find the right answer. Help them to focus on clues.
- Allot the time agreed upon and then check. Learners account for their answers by referring to the clues they've found.
- Reflect if timing was OK.

## Building confidence activity

**Act out.** Present a situation to learners: a friend phones them and asks what their family members are doing—mum, dad, uncle, granny, etc. Learners create the

## 7 Look and read. Then circle.



## Amazonian fashion

Amazonians love paint, but they don't paint pictures. They paint their bodies for different reasons. Adults paint their faces black for ceremonies.

Amazonians love nature. Some tribes draw stars, moons, and suns on their bodies. Other tribes use geometrical shapes and shapes of animals like butterflies. They feel part of nature with their body paint.

1 This text is **an article**, **an email**.

2 This text is about **fashion**, **Amazonians**.

3 Amazonians **use** **don't use** paint.

4 Amazonians **like** **don't like** nature.

## 8 Read, think, and match.



I like biscuits and I love ice cream. I like colours but I don't like brown.

1 I have a brother	and we eat there.
2 I like fruit	and we sing pop music.
3 I don't drink soft drinks	but I don't have a sister.
4 We like music	but I don't like lemons.
5 My friends don't sing	but I like water.
6 There's a garage in my house	but there's a lot of food in it.
7 There's a big table in the living room	but they play the guitar.
8 There's a small fridge in my house	but we don't have a car.

## 9 A chain game



conversation in groups and assign roles (different members and what they're doing).

## 7 Look and read. Then, circle.

- Ask learners to read the instructions. Focus their attention on the layout of the text and ask, e.g. *Is this a story? An email? An article?* If necessary, teach them that an article is a piece of writing about a topic or subject. Now ask them to look at the photos and the title of the article, and ask what the connection may be between the two. Tell them to read the text and go back to their predictions.
- If necessary, name and show examples of geometrical shapes: a circle, a triangle, etc.
- Ask them to read the statements and then, go back to the text to circle the correct options. Check their answers.

## Intercultural awareness

Some learners may be shocked to read about the use of paint if it's alien in their culture. However, paint is used in the form of make-up, in particular for ladies. Ask learners why people use make-up. They can ask at home and bring their answers the following class.

## Inclusive classrooms

Some learners may mock the people in the photos. Help them to understand how this attitude to what's different can be offensive to others.

## 8 Read, think, and match.

- Instruct learners to read the instructions and the girl's speech bubble. Write *biscuits* and *ice cream* on the board. Next to *biscuits*, ask learners whether you should draw a ☺ or a ☹. Do the same with *ice cream*. You can also use a + or a ✓. Now write *colours* and *brown*, and elicit a ☺ for *colours* and a ☹ for *brown*. Elicit from learners how you join two +, ✓, or ☺ ideas and how you join a +, ✓, or ☺ and a -, ✗, or ☹ idea.
- Do the first one with the learners. Ask them to read the first statement and find clues in the statements in the second column to join them.
- Allot the time agreed upon. Then, check.

## Building confidence activity

**More information.** Invite learners to add a statement to use the other conjunct, e.g. *There's a big table in the living room BUT we don't eat there / AND we eat there.*

## 9 A chain game

- Tell learners to read the instructions and the speech bubbles. Help them to notice they can add a + or a - statement, but they should place all the + and - statements together.
- Ask learners if they're ready to play. Go over the rules for games.
- Ask them what to do to make the chain very long.
- Play a few rounds.

## Cognitive awareness

Discuss different strategies to remember the sequence. Encourage learners to try out different ones and see which one works best for them.

## Assessment

Ask learners what they have been learning so far. They can check their books and notebooks to make the list as long as possible. Learners add the new words to their dictionary.

## Workbook

Page 106, Exercises 4, 5, and 6

## Lesson closing

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

## Aims of the lesson

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

## Learning objectives

Learners

- can use items of clothing.
- can use *their*.

## Key language

*their*

socks, cap, jacket, glasses, sweater

## Areas of awareness

Language awareness

Social awareness

ESI / CSE

## Lesson opening

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

## 10 Read, think, and complete. Use my, his, her, their.

- Before this activity, ask learners to concentrate on the two boys at the shopping centre (panel 1 of the comic strip). They should take a picture with their mind's camera and then close the book. Test their memory, e.g. *Their jeans are blue. Their hair is brown. Their T-shirt is black.* Write one of the statements on the board and ask learners how they know you're talking about the two boys' hair / clothes.
- Ask learners to open their books at page 50 and read the instructions for exercise 10.
- Elicit what the relationship is between the coloured words.
- Check learners' answers after they complete the exercise.

## Language awareness

Help learners to notice the difference in patterns between *they're* and *their*. You can refer to *he's / his* and *she's / her* for learners to see the similarities and differences.

## 11a Read and tick (✓) or cross (✗).

- Instruct learners to read the instructions.
- Agree on a time limit and let learners' work.
- Reflect on timing.

## Building confidence activity

**More statements.** Learners add information about Camila's aunt and uncle. This information can be true or false for the rest to identify.

## 10 Read, think, and complete. Use my, his, her, their.



## 11a Read and tick (✓) or cross (✗).

- Maggie and Ben are Camila's aunt and uncle.
- They have long hair and their eyes are small.
- They don't have long arms, but their legs are long.
- They're wearing their favourite clothes: jeans, a sweater, and trainers.



## 11b Write the correct description. Learners' own production

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## 11b Write the correct description.

- After learners read the instructions, elicit what they have to do.
- Encourage them to add information from the building confidence activity.
- You can take photos of the learners' productions and post them onto the school blog.

## 12 Look and read.

- Ask learners to read the instructions. Ask them to look at the text and ask, e.g. *Is it an article? A story? A poem?* Once they answer, tell them it's a special type of poem called a 'list poem'.
- Ask them what the relationship is between the pictures and the poems and let them check by browsing over the poems.
- Now tell learners to read the poems and tick the elements that can be washed.

## Social awareness

Some children may be careless and put their clothes in a laundry basket without checking if there's anything in

## 12 Look and read.



10 things in Alex's washing machine:

- Fourteen socks
- Six T-shirts
- Mum's beautiful red dress
- Kate's jacket
- Alex's T-shirt
- Tom's cap
- Betsy's soft toy
- Bobby's ball
- A photograph
- Dad's glasses

10 things on Leo's washing line:

- Eight blue feathers
- Dad's skirt
- Mum's dress
- Leo's shorts
- Only 4, that's all



## 13 Write in the correct column, you can repeat the words. Then, add more clothes.



ALEX'S FAMILY		LEO'S FAMILY	
dress	Learners'	dress	Learners'
socks	own	feathers	own
jacket	production	skirt	production
cap		shorts	
glasses			

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the pockets. Help them to understand how this is one of their responsibilities at home.

## ESI / CSE

Some learners may find it odd that Leo's dad has a skirt or that they sometimes wear feathers. Help them to understand that clothes and accessories are not gender or race related.

## Building confidence activity

**A new poem.** Learners can create their own list poems for the washing line. Ask learners to draw an item of clothing that belongs to one of their family members and to write the description on it, e.g. *Mum's skirt* or *My brother's T-shirt*. They then cut it out. Draw a line on a piece of poster board to represent a washing line (or attach some string across the classroom or between two chairs). Have learners add their item of clothing to the washing line saying, e.g. *Mum's skirt*. Then, recite the poem all together following the items of clothing and their descriptions in order, e.g. *Mum's skirt, My brother's T-shirt, ...* Congratulate the class on creating a collaborative washing line poem.

## 13 Write in the correct column, you can repeat the words. Then, add more clothes.

- Have learners read the instructions.
- Check they all understand what to do. They can label the items of clothing before they do the activity.
- Agree on how long it may take. Remind them they have to add more clothes. You can agree on a number of items to be added.
- When time's up, check answers and then reflect on whether they had enough time or whether they needed more, or less, and why.
- You may teach other items of clothing and accessories that learners usually wear, e.g. *earring, necklace, belt, shoes*.

## Building confidence activity

**What's the word?** Mouth articles of clothing and accessories. Learners have to say the words and mime them. Agree on a way to mime each.

## Workbook

Pages 107–108, Exercises 7, 8, 9, and 10

## Lesson closing

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

Note: Inform families that learners need to bring cut-outs or drawings of different accessories and items of clothing. They can cut out a piece of paper into the shape of a skirt, for instance, if they cannot find a photo of a skirt in a magazine or catalogue.

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can talk about items of clothing
- can write about typical clothes.

## Key language

Clothes

wear

## Areas of awareness

Social awareness

Intercultural awareness

## Lesson opening

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

## Building confidence activity

**Repeat if correct.** See page 22 in this Teacher's Book. Learners show one of their cut-outs and say the name of the item of clothing or accessory or another word for other learners to repeat if it's correct, or remain silent if it is incorrect.

## 14 Look and say.

- Have learners read the instructions and the picture and elicit what to do.
- Ask learners to dictate all the items of clothing and accessories they know.
- After a while, learners can be in charge of doing the miming for the rest to name the clothes or accessories.
- Go over the rules for games. See page 20 in this Teacher's Book.
- You can add an extra step. After saying the article of clothing or accessory, learners have to say if it is for boys, for girls, or for boys and girls.

## 15 A game

- Focus learners' attention on the instructions and the picture. Elicit what they have to do.
- Demonstrate with two learners, A and B. Let them know they can add information about what they want or don't want. If learner A says there's something he / she doesn't want but B does, B should make the necessary changes, as shown in the two examples.
- Have a round to check everybody knows what to do.
- Remind learners of the rules for games.
- Challenge them to make a long sequence.

## 14 Look and say.



## 15 A game



## 16 Listen and act out.



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## Social awareness

We need to listen to others and allow others to listen as well.

## 16 Listen and act out.

- Tell learners to read the instructions and look at the picture. Elicit what words may be in the conversation. Ask them to account for their choices. Help them to focus on clues, e.g. there's a display rack with clothes, so it doesn't look like a bedroom situation.
- Play the audio and go back to learners' predictions.
- Refer to page 17 in this Teacher's book for ideas.
- Invite learners to change different parts of the conversation.

### AUDIO SCRIPT

Father: Good afternoon.

Girl: Hello. I need a long skirt.

Woman: Do you like this skirt?

Girl: Yes, I love it!

## Social awareness

Show learners how to show politeness at a shop. Compare it with the school's language of instruction and any other languages learners may know.

### 17 Read, think, and complete.



	RICH PEOPLE	COMMON PEOPLE
CLOTHES	clothes of different colours	shorts or trousers (men) long skirts (women) poncho
ACCESSORIES	feathers and precious stones	-----

#### Mayan fashion

Rich people wear clothes of different colours.  
Rich people's accessories are feathers and precious stones.  
Common men wear shorts or trousers and a poncho.  
Common women wear long skirts and a poncho.  
Common women and men don't wear accessories.

Complete this chart about boys and girls in your city.

	BOYS	GIRLS
CLOTHES	Learners' own production	
ACCESSORIES		

In my city, boys Learners' own production

\_\_\_\_\_.

Girls \_\_\_\_\_.

\_\_\_\_\_.

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### Intercultural awareness

Show learners that, even though they all live in the same place, learners may find differences in the clothes they wear. For example, some families may prefer their children to wear some clothes over others, e.g. *shoes* instead of *trainers*.

### Workbook

Page 109, Exercise 11

### Lesson closing

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

### 17 Read, think, and complete.

- Ask learners to read the instructions.
- Focus learners' attention on the relationship between the pictures, the chart, and the article.
- Read out the first statement in the article. Ask them if it refers to what rich people are wearing now, as when you say *I'm wearing (jeans and a sweater)*, or if this is something general.
- You can discuss what boys and girls wear in your city / town before learners complete the chart. If there are discrepancies, show them that, as this article is a generalisation, they have to write about what is common to all.
- Ask learners how long they need to complete it. Then, check their answers.
- For the second part, help them to notice they can use the text about Mayan fashion as a model.
- You can make a classroom display of the learners' productions and upload them onto the school's blog.

#### Building confidence activity

**True or false.** See page 22 for suggestions. In this case, work on the information in the article.

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can follow an illustrated story.
- can use language meaningfully.

## Key language

Clothes

*hungry, thirsty*  
*want, need*

## Areas of awareness

Intercultural awareness

ESI / CSE

## Lesson opening

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

### 18 33 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 54. Ask them to look at the panels. Ask them what's going on.
- Play the audio and go back to their predictions.

33 → See PB page 54.

## Intercultural awareness

Show learners how Akna's friends help her to understand a situation that is new to her.

## ESI / CSE

Sometimes fans paint their faces with the colours of their teams or the colours of their country's flag as a sign of belonging to a group. You may discuss with learners how else we can show we're part of a group, e.g. a sports team, citizens of a country, inhabitants of a town, city or village, learners at a school, etc.

## Language awareness

Focus learners' attention on the narratorial boxes at the top of panels 1, 2, 4, and 5. Help them to notice these are not any of the characters' words but information provided by the writer to help readers to follow a story. If there are books in the classroom, ask learners to find examples of narratorial boxes and show them how conventions are parts of genres and not language dependent.

## Building confidence activity

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

### 18 33 Look and listen.

Football fans wear T-shirts or the colours of their favourite football team.

Let's paint our faces green and yellow.

What are we doing?

We're waiting for the team.

At the stadium, football fans eat unhealthy food.

This is the break.

I'm hungry.  
I want an apple and water.

What's the time, Dad?

There's time. Don't worry.

Apples? Mmmmm.

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Football fans sing chants.

Go, go!

And now?

They're singing to the players.

Get the ball! Pass it! Shoot, shoot!

In my city, we sing to the players, too.

Noooooo.

Now we need two goals.

They're sad.

What's the time, Dad?

There's time. Don't worry.

Now football fans celebrate.

Yes! Yes!

They're crying. Are they sad?

No, they're happy. Football fans cry a lot.

Football fans are a bit crazy.

You're right.

## 19 Look and write the correct number.

- Have learners read the instructions. Check they understand they have to refer to the story on page 54.
- You can challenge them to write the number before going back to the story to see how much they can remember. If you choose to conduct the activity this way, learners complete the numbers and check by reading the story. Then, check the answers. Otherwise, have them reread the story first, write the numbers, and then, check their answers.
- In either case, ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity. Then, check.

## 20 My family's clothes

- Tell learners to read the instructions.
- Show them they have to write about their family's clothes. They can draw them or use the cut-outs they brought before.
- You can give an example, e.g. Show a photo or a drawing, and write, *My dad's favourite T-shirt* or *My dad's wearing his favourite T-shirt*. After drawing, learners describe their drawings.
- When they finish, they should present their productions to the rest.

19 Look and write the correct number.

1 Akna is hungry.	Panel <b>3</b>	5 Camila and Alex are singing.	Panel <b>2</b>
2 Alex is happy.	Panel <b>1, 2</b>	6 Camila is painting her face.	Panel <b>1</b>
3 Akna is thirsty.	Panel <b>3</b>	7 Leo is hungry.	Panel <b>3</b>
4 Camila is sad.	Panel <b>4</b>	8 The football team is not playing.	Panel <b>5</b>

20 My family's clothes



- Take a photo of the learners' productions and upload them onto the school blog.

## Assessment

Work on assessment. For assessment activities for Unit 4, go to page 140 in this Teacher's book.

## Lesson closing

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

# STEAM CHALLENGE: Make a pulley

## Aims of the lesson

- To make a pulley system to provide a partner with things they need.
- To revise and integrate language.

## Learning objectives

Learners

- can follow short, basic classroom instructions if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can say how they're feeling.
- can say what they need.

## Lesson opening

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

### STEAM AREAS:

Science, Technology, and Engineering

### SKILLS:

Creative thinking, planning, creating, selecting, communicating needs, listening, understanding pulley systems

### MATERIALS:

- Empty toilet paper / kitchen tubes, empty ribbon spools, rolling pins, broom handles, chopsticks and / or pencils
- Rope, string, or yarn
- Baskets, buckets, or pails
- Masking tape
- Objects to put in the baskets: clothes, food and drinks (real, plastic, or drawings)

### Preparation:

- Collect as many of the materials as you can, as well as some objects that learners will place in their pulley's basket, e.g. real or plastic clothes, food and drinks, or drawings of them.

### Contextualise:

- Go back to the first story where the characters are going up an escalator. Explain that an escalator helps to move heavy objects or people up or down making it easier than pulling them up or carrying them up a staircase. Escalators use a pulley system: a simple machine that is made of wheels (called grooved wheels) and rope.
- Present the challenge saying that they are going to make a pulley to deliver objects their group mates ask for: food, drinks, or clothes.

### Plan:

- Page 56. Learners identify which of the items use a pulley system, writing the words under Yes or No. Ask them if they can think of any other machines that use a pulley system and add them to their list.

STEAM  
CHALLENGE

# Make a pulley



### Classify.

Which uses a pulley system?

YES	NO
crane flagpole	sailing boat water well
door stop hammer	



crane



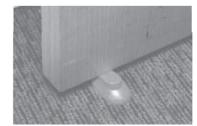
flagpole



sailing boat



water well



door stop



hammer

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Language focus: pulley, I'm thirsty / hungry / cold / hot. I need ... (food / drinks / clothes)

### Make:

- Learners are assigned to their groups and select their materials.
- Allow time to discover how to make their pulleys. Possible solutions:
  - 1 Make a 'grooved wheel':
    - o Insert a chopstick or pencil through a cardboard tube or the hole in a ribbon spool.
    - o Use a rolling pin or a broom handle.
    - o Use a doorknob.
  - 2 Hold the grooved wheel by its ends or stick each end to two chairs or tables using masking tape.
  - 3 Tie the end of a piece of rope or string to the handle of a basket, and string the other end over the ribbon spool, rolling pin, doorknob, or broom handle, and pull it down the other side.

### Explore:

- Learners will discover that instead of pulling an object up, you pull down on the rope instead, and that if they place something heavy in the basket, the pulley reduces its weight.

### Communicate:

- One learner stands over the pulley and says, I'm hungry. I need an apple or I'm cold. I need a scarf. Their partner

## A clothes collage

## 1 Draw or find pictures.

- cap
- dress
- glasses
- jacket
- jeans
- flip-flops
- shorts
- skirt
- socks
- sweater
- swimming trunks
- swimsuit
- trainers
- T-shirt

## 2 Organise the pictures.

AUTUMN CLOTHES	WINTER CLOTHES	SPRING CLOTHES	SUMMER CLOTHES
	Learners' own production		

## 3 Make a collage.

You need:

- glue
- scissors
- poster paper
- markers

In autumn, we wear ...  
In winter, we wear ...  
In spring, we wear ...  
In summer, we wear ...

## 4 Make a display of the posters.

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gets an apple / scarf, a plastic toy apple or a drawing of an apple / scarf, places it in the basket, and uses the pulley to deliver it.

## Present and reflect:

- Groups present their pulley showing what it is made of. They give an example of how it works with one group member asking for something and the other getting it to them using the pulley.
- Ask, *Was it easy or difficult to make a pulley? Did your pulley work well? Did you receive what you needed?*

## PROJECT TIME: A clothes collage

## Aims of the lesson

- To make a collage of clothes used in different seasons.
- To revise and integrate language.

## Learning objectives

## Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can classify clothes for different seasons.
- can write clothes words to create a display.

## Lesson opening

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

- Check you have the necessary materials: poster board, scissors, glue, and markers.
- Look at what you and your learners are wearing today. Describe the clothes.
- Ask what season you are in and ask them if you are wearing the right type of clothes for that particular weather. Say something like, *Yes, in (winter), we wear a sweater and a jacket.*
- Ask learners to draw pictures of the items of clothing in the list on page 57. They can also find pictures in magazines and cut them out or print pictures from a computer.
- Have learners organise the pictures into columns for the different seasons.
- Ask them to report back about their classification of the items of clothing: e.g. *What do you wear in spring?* for learners to answer, *In spring, we wear ...*
- Ask learners what material they think they need to make a collage with their drawings or cut-outs.
- Allot some time for learners to work on their collages and explain they should write the sentences starting *In ... , we wear ...* for each section of their poster.
- Once learners have finished their collages, invite them to add them to a class display and present their work.
- You can take photos of your learners' collages and presentations for the school blog.

## Lesson closing

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

# Shopping with friends

4

1 Complete. Use hungry or thirsty.

- Water for me!
- Apples for mum.
- A sandwich for my sister and me.
- A soft drink for my uncle.
- Toast and jam for my granny and grandpa.
- Water for my dog and my cat.

thirsty  
hungry  
hungry  
thirsty  
hungry  
thirsty

2 Read and complete.

1 I need a bike.



4 I need a book.



2 I need a ball.



5 I need a guitar.



3 I need a pen.



6 I need trainers.



3 Write. Use the words below.

You're Akna. What do you want / need?

a ball a dog a car clothes my mum and dad my friends my home a doll

1 I Learners' own production.

2 I \_\_\_\_\_.

3 I \_\_\_\_\_.

105

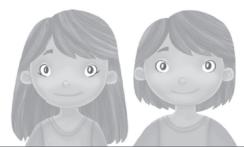
4

7 Read and complete. Use they or their.



Millie and Paul are my friends. <sup>1</sup>They're ten years old. <sup>2</sup>They have short hair and <sup>3</sup>their eyes are big. <sup>4</sup>They have small noses and big ears, but <sup>5</sup>their mouths are small.

8 Write a description.



Learners' own production

9 Read and circle.

My name's Tamara and <sup>1</sup>I'm I have ten. I have two brothers. <sup>2</sup>Your A <sup>3</sup>Their names are Sam and Mike. <sup>4</sup>He's He's <sup>5</sup>They're They're all. <sup>6</sup>They're A <sup>7</sup>They have They brown hair and <sup>8</sup>their They eyes are brown. My <sup>9</sup>mum M <sup>10</sup>mum's name is Silvia. <sup>11</sup>It's It's <sup>12</sup>She's very tall. <sup>13</sup>Her H <sup>14</sup>She's hair is brown <sup>15</sup>but But and her eyes aren't brown. <sup>16</sup>It's It's <sup>17</sup>They're They're blue.



107

4 Read and circle. Learners' own answers

There's a shopping centre in my town.

- I go up / don't go up the escalators in the shopping centre.
- I eat / don't eat ice cream.
- I drink / don't drink soft drinks.
- We buy / don't buy clothes.
- I skate / don't skate.
- I play / don't play.
- I use / don't use a computer.
- I watch / don't watch films.



5 Match. There's an extra answer.

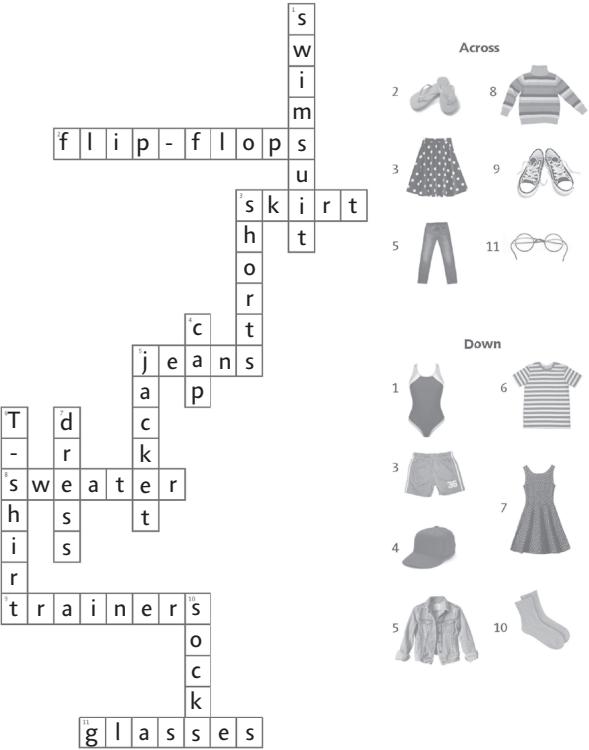
- What are you doing, Max? He's buying water.
- What's Max doing? I'm skating.
- What are Max and Susie doing? It's buying water.
- What's the bird doing? It's drinking water.
- What's Susie doing? She's buying water.
- What are you and your brother doing? They're going down the escalator.
- What are you doing? We're singing.

6 Read and write and or but.

- I'm wearing a skirt, and my sister's wearing a skirt.
- I like water, but I'm drinking a soft drink.
- My brother likes blue, and he's wearing a blue T-shirt.
- I have paint, but I don't paint my face.
- I don't have a brother, but I have a sister.
- My sister is two years old, but she's very tall.
- My brother's hair is brown and his eyes are brown.
- Jane's eating but she isn't hungry.

106

10 Do the crossword puzzle.



108

**11 Write.** Learners' own production

4

Ten things in my family's washing machine




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Ten things in my schoolbag

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109

**Exercise 1**

Learners can transform each line into an exchange, e.g. *Water for me!* And a learner responds, e.g. *Oh, you're thirsty.* Learners will have to concentrate on what pronoun to use, e.g. *he, she, they, etc.*

**Exercise 2**

Learners can play a memory game. You say the number and learners say what they need as they mime what the person in the picture is doing.

**Exercise 3**

Learners have to first place themselves in Akna's shoes: she comes from the past, from a completely different culture, and she misses her parents. Remind them of the story. Learners use the phrases as ideas to write about what Akna needs and wants.

**Exercise 4**

If there is no shopping centre in the learners' town, change the context to a supermarket. Even in the case of a shopping centre, there may be different answers. There are shopping centres in which there's a games area, or some sort of playground for young children, but there are others in which there's no such area. The same principle applies to cinemas. Learners may add further statements describing routines at

a shopping centre, or they can use the same statements but this time, describe a supermarket or a market.

**Exercise 5**

Ask learners to focus on clues to do the matching. They may colour the clues using different colours for each, e.g. blue for *You* and *I'm* for the first question and answer, green for the second one, and so on. They can think of possible questions for the extra answer.

**Exercise 6**

Learners should highlight the clues they find to decide whether to use *and* or *but*. They can then use the statements and turn them into true statements for them, e.g. *I'm wearing a uniform and my friends are wearing a uniform.*

**Exercise 7**

Learners can highlight or colour the clues that help them to decide which word to write. They can then add further information to the description.

**Exercise 8**

Help learners to notice they can use the previous text as a model. If some need guidance or extra support, you can elicit a list of features, e.g. long hair, big eyes, small ears, a big mouth, etc.

You can take photos of the learners' descriptions and upload them onto the school's blog.

**Exercise 9**

When checking, learners should account for their answers, i.e. refer to the clues they have found to decide on which option to circle. After they complete the activity, you can ask them to read the text and try to memorise the information. Then, ask questions about the text, e.g. *How old is Tamara?* or *Is Tamara ten?*

**Exercise 10**

After completing the crossword puzzle, learners can write a *B* next to the items which are only for boys, a *G* for girls, and *BG* if they are for both boys and girls.

**Exercise 11**

Refer learners to the list poems on page 51. They can decorate their poems by drawing the elements next to each line. Take photos of the learners' poems and make a digital book with them. You can send the book to their families or upload it onto the school blog.

## UNIT OVERVIEW

## Vocabulary

doctor, teacher, police officer, farmer, vet, artisan, shop keeper, clerk, taxi driver, archaeologist, street cleaner

bus, taxi, motorbike

traffic light

work, cure, cook, drive, clean

## Grammar

Simple Present: *I, we, they* (revision)

Present Continuous (revision)

## Communication

Amazing!

## Recognition

Classroom language

## Routines

January, February, March, April, May, June, July, August, September, October, November, December

This month's birthdays (dates)

spring

## Awareness

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

## STEAM challenge: Technology and Arts

Become a photographer

## Project Time

A bar chart

## Aim of the lesson

To expose learners to key language through a comic strip.

## Learning objectives

Learners

- can follow an illustrated story.
- can understand jobs and professions.

## Key language

doctor, teacher, police officer, farmer, vet, artisan, shop keeper, clerk, taxi driver, archaeologist, street cleaner

## Areas of awareness

Social awareness

ESI / CSE

Intercultural awareness

Language awareness

## Lesson opening

Greet learners and go over the routines.

## 1 34 Look and listen.

Possible lead-ins:

- Tell learners about Career Day at your school or some other school.

## 1 34 Look and listen.

Today is Career Day. What do your parents do?

Career day  
My mum and my dad are photographers.

Do they work at celebrations and birthday parties?

Oh, that's great.

No, they take photos of nature. I'm a photographer, too.

What about your parents, Leo?

Career day  
They fish, grow vegetables, cook, build, and weave.

Wow! That's a lot of work! They need help. Do you help your parents?

Yes, every day.

My dad's an archaeologist. I love archaeology, too.

What about your dad, Camila?

Akna, do you know a lot about the Mayans?

Yes, I do. They are my family.

Do your parents work?

Career day  
Yes, they do. They administrate a Mayan city.

Do they work in an office?

No, they're the governors.

Oh!

- Follow the suggestions on page 15 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 58. Point to the title on the board—Career Day—and ask learners what they think this is.
- Play the audio as learners read and go back to their predictions.

34 → See PB page 58.

## Social awareness

Reflect with learners on the importance of fulfilling a role in society. All jobs and professions are necessary, and all are as good and important as the rest.

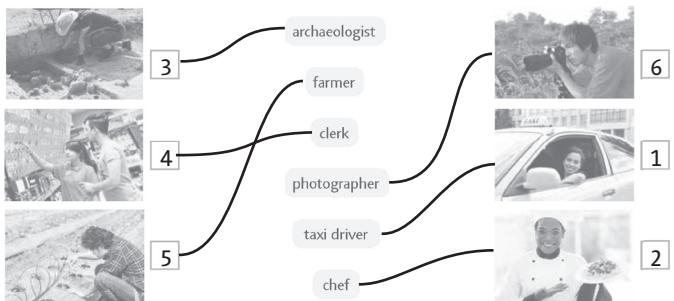
## ESI / CSE

Point out to learners that all jobs and professions can be done by men and women alike. They are not gender related.

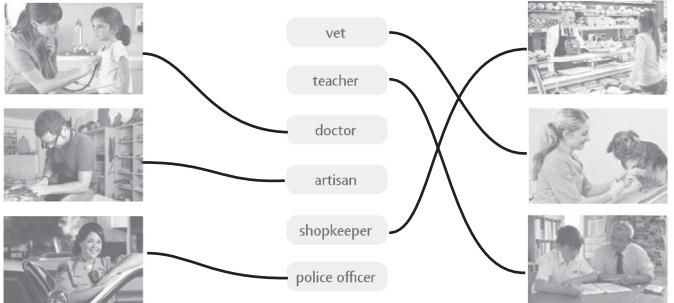
## Intercultural awareness

Everybody understands the world from their own worldview. That's why the teacher thinks that Akna's parents work in an office.

2 35 Listen and number. Then, match.



3 36 Listen and point. Then, match.



4 Listen and mime.



2 35 Listen and number. Then, match.

- Focus learners' attention on the photos and the names of jobs. Ask them to identify some of them. When checking, ask them what clues helped them to identify the words. Explain the words they don't know using simple language, e.g. *Remember the farm* (in Level 1, the school is a farm school)? *Farmers work on a farm. Clerks work in an office or in a shop.* Learners will focus on key words they know: *office* and *farm*, so there's no need to use the school's language of instruction.
- Go over the rules for listening if necessary.
- Play the audio and check the learners' answers.
- Ask learners to do the second part of the activity. When checking, ask them what clues they focused on.

### Language awareness

Help learners to notice that the same word is used for the feminine and the masculine.

#### AUDIO SCRIPT

Number 1: taxi driver  
Number 2: chef  
Number 3: archaeologist

Number 4: clerk  
Number 5: farmer  
Number 6: photographer

### Building confidence activity

**Memory game.** First, name the profession; then, say the number for learners to say the profession. See page 22 for suggestions.

3 36 Listen and point. Then, match.

- Ask learners to read the instructions.
- Instruct learners to read the professions and identify them. When checking, they should say what clues helped them. Like before, explain the words they may not know, e.g. *A shopkeeper has a shop. A clerk works in a shop, they don't have a shop. Vet is short for veterinarian.*
- Once they all understand the professions, play the audio or give the instructions yourself.
- After a while, ask learners to do the matching and check.

#### AUDIO SCRIPT

A vet	An artisan
A teacher	A shopkeeper
A doctor	A police officer

### Language awareness

Show learners that when talking about jobs and professions, in English we say *a / an + the profession*, e.g. *a doctor, an archaeologist*.

### Building confidence activity

**Listen and do.** Learners need to focus on the photos in Exercises 2 and 3. Give different instructions, e.g. *jump, walk, run, fly, swim*, which learners should perform using their fingers. After a while, learners can give the instructions themselves.

4 Listen and mime.

- Ask learners to read the instructions.
- Agree on a way to mime each job. If there are different ideas, invite learners to vote.
- After a few rounds, do the miming for learners to say the job.

### Social awareness

Respecting majorities when voting is important, but it's also important to give a voice to minorities. You can conduct a few rounds with the suggestions of the minority, or start the following class with the same game, but this time miming the way the minority suggested.

### Workbook

Page 110, Exercise 1

### Lesson closing

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

## Aims of the lesson

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

## Learning objectives

### Learners

- can understand and name jobs and professions.
- can use the Simple Present to talk about professions.
- can use city and transport vocabulary.
- can understand the difference between *Where's ...?* and *Where are ...?*

## Key language

*work, cure, cook, drive, clean  
bus, taxi, motorbike  
traffic light*

## Areas of awareness

Inclusive classrooms  
Cognitive awareness  
Language awareness  
Intercultural awareness

## Lesson opening

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

## Building confidence activity

**Mime.** Mime professions for learners to name them. Remember to follow the minority's suggestions too.

## 5 Read, match, and complete.

- Ask learners to open their books at page 60 and read the instructions for Exercise 5. Elicit where they can find the information to complete the captions.
- Agree on a time limit and let learners work. When time's up, check their answers. Ask, e.g. *What's the artisan's name? How old is she?* Do the same with the rest.

## Building confidence activities

**Memory game.** See page 22 for suggestions. Learners need to memorise the information first. You can start asking the questions, e.g. *How old is the police officer? What's the clerk's name?* and then, learners can be in charge. Revise the use of the genitive and possessive adjectives *his* and *her* if necessary.

**Jobs around the class.** Learners prepare a short presentation of one member of their family. They have to say their name, their age, and their job, e.g. *My dad's name is Bruno. He's 47. He's a clerk.* Present one member of your family first so that they can use it as a model. Teach new jobs and professions as necessary. Teach *unemployed* as well.

## 5 Read, match, and complete.



Name: Laura

Age: 37



Name: Richard

Age: 37



Name: Pam

Age: 30

My dad's name is George. He's a vet. He's forty-five. My mum's name is Lucy. She's a chef. She's forty-two.



Name: George

Age: 45

That's Richard, my dad. He's a police officer. He's thirty-seven.



Name: Mike

Age: 32

This is Laura, my mum. She's an artisan. She's thirty-seven.



Name: Lucy

Age: 42

My mum's name is Pam. She's a clerk. She's thirty. My dad's name's Mike. He's a doctor. He's thirty-two.



## 6 Read and write the profession.

- 1 I'm a chef ..... I cook in a restaurant.
- 2 We're vets ..... We love animals. We cure animals.
- 3 I'm an artisan ..... I make beautiful things with my hands.
- 4 We're clerks ..... We work in an office.
- 5 I'm a shopkeeper ..... I have a small shop.
- 6 I'm a teacher ..... I work at school.
- 7 We're photographers ..... We have a nice camera.
- 8 I'm a farmer ..... I grow vegetables.
- 9 We're taxi drivers ..... We drive a taxi.
- 10 I'm a police officer ..... I wear a uniform.

60

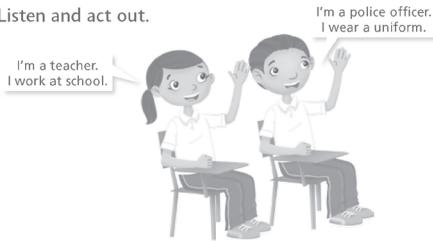
## Inclusive classrooms

If there's a learner who seems to be ashamed of a relative's job, let everybody know that all jobs are necessary. If a relative is unemployed, reflect with learners that it can be temporary, and show a positive attitude of encouragement. Let everybody understand how important this is.

## 6 Read and write the profession.

- Instruct learners to read the instructions.
- Read out the first example and ask learners what the connection is between the first statement and the second one. Elicit the correct profession. Work on number 2 and help learners to notice that it refers to at least two people and that there is no *a / an*. Help them to come up with a rule.
- Allot the time agreed upon. Then, check their answers.
- Reflect on whether the time they suggested was enough or not and ask them to account for this.

## 7 37 Listen and act out.



5

## 8 Look and read. Then, tick (✓).

**Recipe Poem: The city centre**  
by Camila

Take 4 taxis,  
8 buses,  
and 10 motorbikes.  
Then, put them in a bowl.

Next, add 6 street cleaners and  
10 police officers.

Mix with 6 traffic lights,  
a shopping centre, and  
9 shops.

Ready! You have a city centre. Enjoy!

**Warning:** Remember! Add 4 packs of patience!

### In the city centre:

taxis	<input checked="" type="checkbox"/>
motorbikes	<input checked="" type="checkbox"/>
bikes	<input type="checkbox"/>
cars	<input type="checkbox"/>
buses	<input checked="" type="checkbox"/>
school	<input type="checkbox"/>
shops	<input checked="" type="checkbox"/>

61

## 8 Look and read. Then, tick (✓).

- Ask learners to read the instructions. Tell them what a recipe is. You can show them examples from cookery books or a recipe you have handwritten, or one you have downloaded from social media or the Internet.
- Ask them to look at the poem and tell you what the recipe is for.
- Instruct learners to read the poem and go back to their predictions.
- Ask them if they agree this is a recipe for the city centre.
- Point to the different elements in the city poem and ask, *Are there buses in the city centre here? Are there taxis? Are there traffic lights? Are there motorbikes? Are there cars? Are there street cleaners? Are there shops? Is there a shopping centre?*

### Building confidence activity

**Mime.** Agree on a way to mime each of the elements: *buses, cars, taxis, motorbikes, shops, traffic lights*. Play as usual.

### Language awareness

Help learners to notice how recipes have a similar structure in different languages.

### Intercultural awareness

Learners may think there's a mistake in taxis being yellow if they are a different colour in their context, e.g. black, black with a yellow roof, or white, among other possibilities. The same situation may apply to buses. Learners may have the idea that they are always big, but in some cities, they're small to be able to run in narrow streets or really large so that more people can travel. Help them to understand how our worldview can be challenged and how beneficial it is to expand it.

### Assessment

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

### Workbook

Page 111, Exercises 2 and 3

### Lesson closing

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

## Cognitive awareness

Brainstorm different strategies for learners to remember not to use the article when dealing with professions in the plural form.

### Building confidence activity

**Further statements.** Learners can add statements with information about the professions in their families, using the statements in Exercise 6 as a model.

## 7 37 Listen and act out.

- Ask learners to read the instructions. Elicit what to do.
- See suggestions to work on Act out activities on page 21.
- Play the audio for learners to learn the lines.
- Encourage them to create new lines.

### AUDIO SCRIPT

Girl's voice: I'm a teacher. I work at school.

Boy's voice: I'm a police officer. I wear a uniform.

## Aims of the lesson

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

## Learning objectives

### Learners

- can identify and name some means of transport and city elements.
- can describe what different professionals do.

## Key language

Means of transport

Simple Present

## Areas of awareness

Cognitive awareness

Social awareness

Language awareness

## Lesson opening

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

## Building confidence activity

**From my window.** Invite learners to look outside the window(s) in the classroom and name what they can see, e.g. *A bus. A taxi. A traffic light.* If the windows do not overlook a street, ask them to imagine they're looking outside a window. You can tell them these windows are in different areas of the city for learners to say what they can see.

## 9a Read and tick (✓).

- Ask learners to open their books at page 62 and read the instructions. Elicit what they have to do.
- Agree on a time limit. When time's up, check. You can ask, e.g. *Are there buses? Are there motorbikes?*
- Reflect on timing.

## Cognitive awareness

Reflect on strategies that can help learners to notice the different elements in the map, e.g. ticking or crossing elements using a pencil.

## 9b Write the names on the map.

- Instruct learners to read the instructions and elicit what to do.
- Let them work and check when time's up.

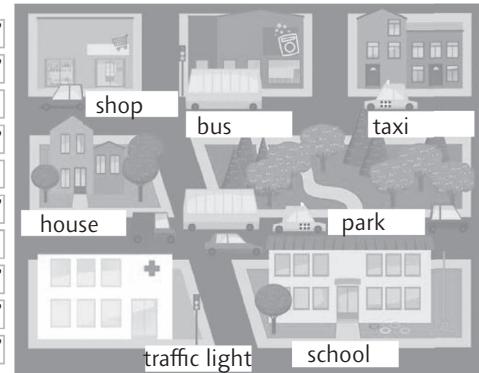
## Building confidence activity

**Memory game.** See page 22 for suggestions. In this case, the teacher names a colour for learners to say what it is, e.g. *Yellow.* Learners: *Two taxis! Two buses. A shop.*

## 9a Read and tick (✓).

In this city ...

- 1 There are buses.
- 2 There's a traffic light.
- 3 There are motorbikes.
- 4 There are taxis.
- 5 There are bikes.
- 6 There are shops.
- 7 There's a shopping centre.
- 8 There's a house.
- 9 There are cars.
- 10 There's a school.



## 9b Write the names on the map.

### 10 Listen and draw.

Learners' own production



62

## 10 Listen and draw.

- Ask learners to read the instructions. Tell them that the diagram is a representation of blocks in a city.
- Demonstrate with an example. Draw a similar map on the board (four blocks will do) and invite one learner to follow your instructions, e.g. *In this area, there are two bikes.* If the learner asks for instructions as to where exactly to draw the bikes, show him / her it can be anywhere provided it's a street. Give another example and invite another learner to draw, e.g. *There's a house.* In this case, the house can be drawn anywhere in a block, but not on a street.
- Elicit what materials learners need. Check they all understand they're free to draw anywhere on the map, only checking if it's in a block or on the street.
- Go over the rules for listening. See page 17 in this Teacher's Book.
- Check by having learners show their map to the rest and explaining what they've drawn, e.g. *Look! There's a motorbike. There are two shops.*

## AUDIO SCRIPT

In this area, there are two

streetlights.

There are four buses.

There's a taxi.

There's a motorbike.

There are two shops.

## 11 Look and read.



HOMEWORK: Write a poem about the city

5

List poem: The upside-down city by Leo

The bus drivers cure animals.  
The clerks have a shop.  
The shopkeepers clean the street.  
The vets drive buses.  
The chefs cure people.  
The teachers cook, they make cakes and sandwiches.  
The street cleaners teach Maths and Language.  
The doctors work in an office or in a shop.  
I  the city.

## 12 Read and write. Use the phrases below.

teach Maths and Language    cook, make cakes and sandwiches  
work in an office or in a shop    drive buses    cure animals    have a shop  
clean the street    cure people

### Learners' own production

The bus drivers \_\_\_\_\_.  
The clerks \_\_\_\_\_.  
The shopkeepers \_\_\_\_\_.  
The vets \_\_\_\_\_.  
The chefs \_\_\_\_\_.  
The teachers \_\_\_\_\_.  
The street cleaners \_\_\_\_\_.  
The doctors \_\_\_\_\_.  
I  the city.

## 13 A game



63

There are three cars.

## Building confidence activity

**Picture dictation.** In pairs, learners copy the diagram and dictate to each other. You can decide on a number of categories to draw, e.g. 4.

## 11 Look and read.

- Have learners read the instructions.
- Point to the title of the list poem: 'The upside-down city.' Show the meaning of *upside-down* by placing your book upside-down and elicit what may be upside-down in a poem.
- Instruct learners to read the poem and go back to their predictions.
- Elicit the notion of routine, of what is general, hence the upside-down issue.

## Social awareness

Leo may have wanted to write something funny. However, some may consider this is not funny at all. Reflect with learners on the boundary between funny and disrespectful.

## Building confidence activity

**A new poem.** Learners write a new poem which is not upside-down.

## 12 Read and write. Use the phrases below.

- Have learners read the instructions.
- Show them they can use Leo's poem as a model.
- Agree on a time limit and let them write their poems.
- When they finish, they can present their poems to the rest. Depending on the number of learners, you can reduce the scope, e.g. *Tell me about street cleaners in your city.* Learner 1: *In my city, street cleaners cure animals.* Learner 2: *In my city, they teach Maths and Language.*

## Language awareness

Focus learners' attention on the use of *by* ... to show authorship.

## 13 A game

- Have learners read the instructions and look at the pictures.
- Instruct them to mime the professions as they hear them, i.e. the one saying the chain does not do anything, but the rest do the miming for each of the jobs they hear.
- Go over the rules for games.
- Challenge learners to make the sequence as long as possible.

## Cognitive awareness

Reflect with learners if miming helped them to remember the sequence any better. If so, elicit when else they can use this strategy.

## Workbook

Pages 112 and 113, Exercises 4, 5, 6, and 7

## Lesson closing

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

Note: inform families that learners need to bring a couple of pictures or drawings of two or three relatives. They can be just the faces, and the relatives do not need to be together in the photo.

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can talk about professions.
- can talk about actions in progress.
- can write captions.
- can write a recipe poem.

## Key language

Jobs and professions

Simple Present

Present Continuous

## Areas of awareness

Cognitive awareness

Inclusive classrooms

## Lesson opening

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

## 14 Read and write the profession. Then, number the picture. There's an extra picture.

- Ask learners to open their books at page 64 and read the instructions. Elicit what they have to do.
- Demonstrate with the first example if necessary. First, ask learners to concentrate on the clues: *driving licence*, *not a bus*, *a special car*: *taxis drivers*. Check everybody understands what to do.
- Agree on a time limit. When time's up, check the answers. Remember that some learners may find it too challenging to read statements aloud. In this case, tell them, e.g. *Sentence 4. What's the profession? Show me the picture / The picture next to ...?*
- You can ask learners to write possible clues to describe the profession for the extra picture.

## Building confidence activity

**New quizzes.** Ask learners to make a list of the professions they know which are not part of Exercise 14. Include the extra picture as well. In groups, they have to write clues following the models in the exercise. They can read out the clues to the rest, or they can write them on slips of paper, which you collect and hand out randomly.

## 15 Read and complete. Use the sentences in the box. There are two extra ones.

- Tell learners to read the instructions and concentrate on the example. Focus their attention on the format and ask, *Is this a story? A photo album?* Tell them that often, in photo albums, both paper and digital, we write comments called captions.

**14** Read and write the profession. Then, number the picture. There's an extra picture.

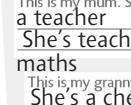
- 1 They need a driving licence, but they don't work on a bus. They need a special car. taxis drivers
- 2 They don't work in a house. They don't work in the street. They grow vegetables. farmers
- 3 They work in an office or in a shop, but they don't have a shop. clerks
- 4 They don't work in the street. They don't cure people. They love history. archaeologists
- 5 They work at home. They don't wear a uniform. They make beautiful things. artisans
- 6 They don't work in the street. They wear a white coat. They cure people. doctors
- 7 They work in the street. They don't work at home. They wear a uniform. They start work at 7 and finish at 10. street cleaners
- 8 They work on a bus. They need a driving licence. bus drivers



**15** Read and complete. Use the sentences in the box. There are two extra ones.

She's a teacher.	He's an archaeologist.	He's working in an old part of the city.
He's a police officer.	She's a photographer.	She's making a beautiful pot.
He's a shopkeeper.	She's teaching maths.	He's working in his shop.
He's a street cleaner.	He's cleaning the street.	She's making dinner.
She's a chef.	She's taking photos.	This is my family.



 This is my dad. He's a shopkeeper. He's working in his shop	 This is my mum. She's a teacher. She's teaching maths	 This is my aunt. She's a street cleaner. He's cleaning the street
 This is my granny. She's a chef. She's making dinner	 This is my grandpa. He's a photographer. He's taking photos	 This is my uncle. He's an archaeologist. He's working in an old part of the city

- Ask them what clues can help them to complete the captions. Elicit if these are descriptions of their routine or an action they're doing in the photo.
- Let learners work and walk around providing help if necessary.
- When checking, go back to the clues.
- Reflect on timing if necessary.

## Cognitive awareness

Show learners how crossing out used options using a pencil can help them to reduce the number of options. It's advisable to start with the ones they're sure about since, again, the number of options will be reduced.

## Building confidence activity

**A new album.** Learners can create their own photo albums with captions. Take photos of their productions and upload them onto the school blog.

## 16 Read, show, and tell.

- Ask learners to read the instructions and look at the picture and speech bubble. Elicit what they have to do.

## 16 Read, show, and tell.



## 17 Write.

Write a recipe poem about your area. Draw the elements.

**Learners' own production**

Recipe Poem: \_\_\_\_\_

✓ Take \_\_\_\_\_  
And \_\_\_\_\_  
✓ Then, put them in a bowl.  
✓ Next add \_\_\_\_\_  
✓ Mix with \_\_\_\_\_  
and \_\_\_\_\_.

Ready! You have a \_\_\_\_\_. Enjoy!

Warning: Remember! Add  4 packs of \_\_\_\_\_!

- To guide them, write the steps on the board. Elicit these steps by asking, e.g. *What goes first, introducing your relative or saying the name? What goes second, the person's age or the profession? And last, the person's routine or the action they're doing now?*
- Ask learners to take out their photos or drawings. If some of them have forgotten to bring them, ask them to draw a sketch and glue a photo at home.
- Elicit what they can do if they have a query. Help them to become aware of the references they have: their books, their notebooks, posters on the wall, their own dictionaries.
- Let learners work and walk around providing help if necessary.
- Give a few minutes for learners to rehearse and present to the rest.

### Cognitive awareness

Help learners to understand the importance of using references when they have a query. Although giving an answer may be faster, we wouldn't empower our learners if we did so.

### Inclusive classrooms

Some learners may find it too challenging to present to the rest, and some others may need more time to be ready, or a quiet environment. Give them the option to video themselves at home presenting their photo album. They can take all the time they need and record themselves as many times as necessary.

## 17 Write.

- Have learners read the instructions and the text. Check they understand what to do.
- Elicit what they can use as a model and where they can find answers to queries.
- You can ask learners to dictate a list of what they can include. Check they understand they do not need to include everything in the list.
- Learners create their own recipe poems.
- You can take photos of the learners' productions and create a digital collection of poems. Check at school how you can share it with families, apart from uploading it onto the school blog.

### Workbook

Page 113, Exercises 8 and 9

### Lesson closing

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can follow an illustrated story.
- can understand phrases and statements in a story.

## Key language

Colours

Parts of the house

Furniture and home appliances

## Areas of awareness

Intercultural awareness

ESI / CSE

## Lesson opening

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

### 18 39 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 66. Remind learners that Camila's father and the children are taking Akna around the city. They've already visited a shopping centre.
- Point to the entrance and tell learners what an amusement park is. You can bring photos or name well-known amusement parks.
- Point to the pyramid in panel 5 and ask learners if they think there's a pyramid in the amusement park.
- Play the audio and go back to their predictions.

39 → See PB page 66.

## Intercultural awareness

Akna doesn't know what a merry-go-round is and seems to be interested in it, whereas Alex thinks it's for babies and looks crossed to think they'll have to ride on it. Show learners that what may be boring for one may be fun and entertaining for others, and we should not have a dismissive attitude.

Alex sees the images on the gondola of the hot-air balloon and thinks they're decorative drawings. Akna tells her friends they're glyphs: symbols which are used by some cultures instead of an alphabet. Mayans, for instance, used glyphs to express ideas in writing.

## ESI / CSE

Show learners how an adult is always taking care of the children. It's their right to be protected and to demand protection from adults.

### 18 39 Look and listen.



## Building confidence activity

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

### 19 Read and tick (✓) or cross (✗).

- Have learners read the instructions. Check they understand they have to refer to the story on page 66.
- As suggested before, they can complete the activity before rereading the story to see how much they can remember. Once they finish, they check their answers before checking with the whole class. Alternatively, they can reread the story first and then, do the activity.
- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity. Then, check.

### 20 Jobs and professions

- Tell learners to read the instructions.
- You can ask learners to dictate a list of all the jobs and professions they have learnt before they do the activity. You can tell them to work on the jobs in their families.

19 Read and tick (✓) or cross (✗).



At the amusement park ...

there's a merry-go-round.

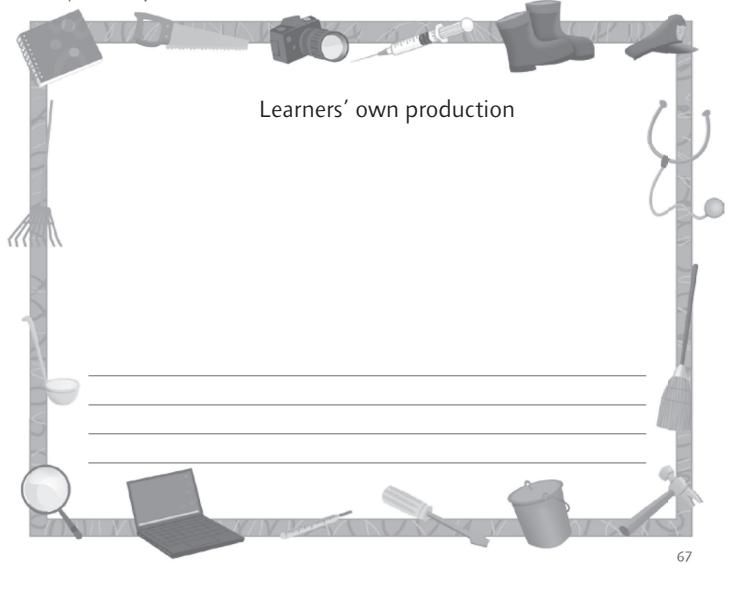
there's a roller coaster.

there's a hot-air balloon.

there are glyphs.

there are pyramids.

20 Jobs and professions



- Once they draw elements which are typical of a profession, e.g. a camera for a photographer, they should write about their family, e.g. *My mum's a teacher. My dad's a clerk.*
- When they finish, they should present their productions to the rest.
- Take a photo of the learners' productions and upload them onto the school blog.

## Assessment

Work on assessment. For assessment activities for Unit 5, go to page 142 in this Teacher's Book.

## Workbook

Page 114, Exercise 10

## Lesson closing

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

# STEAM CHALLENGE: Become a photographer

## Aims of the lesson

- To explore basic concepts of digital photography and describe compositions and close-ups.
- To revise and integrate language.

## Learning objectives

### Learners

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

## Lesson opening

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

### STEAM AREAS:

Technology and Art

### SKILLS:

understanding some basics of photography, creative thinking, presentation skills, critical analysis

### MATERIALS:

- Tablet, smartphone, or camera
- Objects or pictures of different elements used for different jobs (e.g. plastic or real stethoscope, a book, a whistle, a chef's hat, etc.)
- Toy transport or pictures (plastic or wooden buses, cars, taxis, etc.)
- Empty picture frames or cardboard frames

### Prepare:

- If you do not have picture frames, cut four strips of cardboard and stick them together at the edges with masking tape to make cardboard frames.

### Contextualise:

- Ask learners if they remember which character is a photographer (Alex) and say that they will become photographers too.

### Demonstrate:

- Lay out toy transport or objects used for different jobs. Create an interesting / strange / creative *composition* with one or a couple of items (e.g. place three toy cars behind one another as if in a traffic jam or place a stethoscope inside a pencil case).
- Use a cardboard frame to view the photograph as a *composition*. Choose one item as the point of interest (the main element or focal point) and move the frame closer to it as if taking a *close-up*.

### Think:

- Page 68: Learners complete the descriptions and circle the words *composition* and *close-up* to match the photographs.



Complete and circle.



Learners' own production

In this photograph, there is \_\_\_\_\_ and there are \_\_\_\_\_.

This is a **composition** / **close-up**.



In this photograph, the point of interest is \_\_\_\_\_.

This is a **composition** / **close-up**.

68 Language focus: *photograph*, *photographer*, *There is / are ...* (places, transport)

### Explore:

- Groups create an interesting / strange / creative composition and use a frame to view it.
- Once all groups are happy with their compositions, give directions for them to discover different viewpoints and points of interest using their frame:
  - choose one item as the point of interest and view it as a close-up.
  - move around the point of interest to view it from different places: above, below, behind, etc.
  - view it so that the point of interest looks really small.
- Using a digital device, assist learners in taking a photograph of the whole composition and also one of the close-ups.

### Create:

- This step will be done after school time. Tell your learners that you will need them to take two photographs: a composition of their city / town and another of a close-up of one of the elements.
- Either have learners print them out and bring them to class or send them to you digitally.

### Present and reflect:

- Show the photographs using a tablet, project them onto

## PROJECT TIME

### A bar chart

1 Find out jobs and professions in your group.

2 Complete the chart.

Write five friends' names.

Ask your friends: *What's your \_\_\_\_\_ (mum's / dad's / aunt's / uncle's) job?*

Write the answer in the chart.

YOUR FRIENDS' NAMES	MUM'S / DAD'S / AUNT'S / UNCLE'S JOBS
	Learners' own production

3 Make a bar chart.

How many doctors?

How many police officers?

How many ...?

Jobs and professions in my group



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an interactive board, or have learners show their printed photographs.

- Learners describe what is in their photos, e.g. *There's a (bus) ... There are (shops) ...*
- Ask, *Was it easier to take a photograph of the composition or the close-up? Do you like the compositions or the close-ups more? Which is your favourite photograph?*

### PROJECT TIME: A bar chart

#### Aims of the lesson

- To make a bar chart about the class's family jobs and professions.
- To revise and integrate language.

#### Learning objectives

Learners

- can follow short, basic classroom instructions if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can ask and answer questions about jobs and quantity.

#### Lesson opening

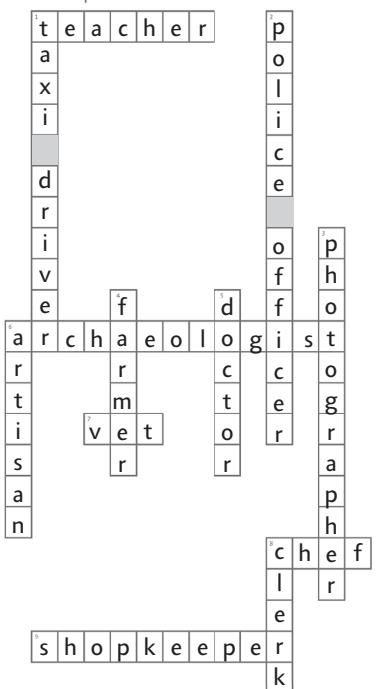
Greet learners and go over the routines. Refer to the Introduction for suggestions.

- Check you have the necessary materials: poster board, paper squares, and glue or tape.
- Start by telling your learners about your family members' jobs, e.g. *My brother / uncle is a / an ...* Ask a few learners what their families do to model the question they will have to use to complete the activity: *What's your (dad's) job, Catalina?* Try to elicit the complete sentence: *My ... is a / an ...*
- Ask learners to open their books at page 69. Show them the title of the project. Ask if they know what a bar chart is and refer to the bar chart at the bottom of the page. Explain that a bar chart organises information into a graphic using bars of different lengths according to the number to be represented. Explain that they will make a bar chart to represent how many learners have a doctor in their families, or a farmer, etc. Help learners to notice that the names of the jobs are written along the bottom and the numbers are written along the left-hand side, representing the number of learners who have a family member who performs the job.
- Focus their attention on the chart. Say that they will ask 5 friends about their family members' jobs by asking, *What's your ... job?* and answering *My ... is a / an ...*
- Learners write down 5 classmates' names and mingle with their books, asking and answering the question.
- Once they have all completed their charts, have learners call out the different professions they have written down. Write these at the bottom of the poster board, one next to the other, and the numbers on the left side to create a class bar chart.
- Invite learners to the front of the class to present their findings, e.g. *Catalina's (mum) is a / an ...* As they present, have them stick a paper square on the graph above the corresponding word.
- Ask learners to help you to analyse the data they have collected on the graph, asking, *How many doctors?* Learners count the number of squares or refer to the number at the side to answer.
- Take a photo of the class bar chart for the school blog.

#### Lesson closing

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

## 1 Do the puzzle.



## 2 Match. There's an extra sentence in column B.

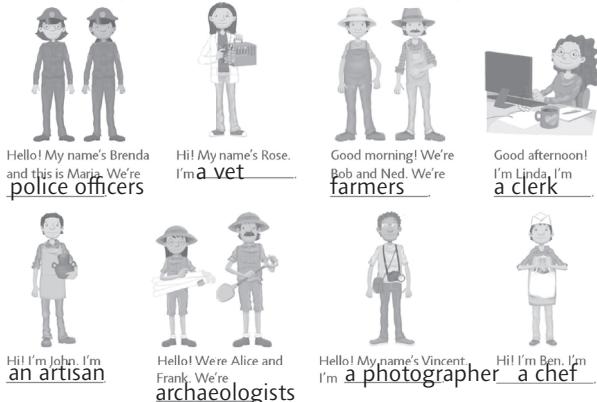
A

- I'm a chef.
- We're chefs.
- I'm a photographer.
- We're police officers.
- We're taxi drivers.
- I'm a vet.
- I'm an artisan.
- We're artisans.

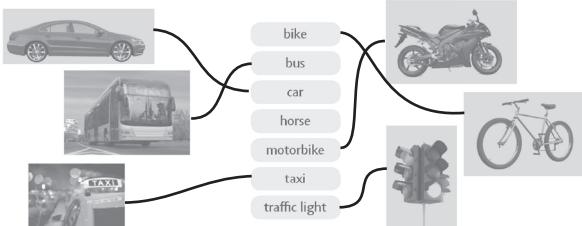
B

We have a yellow car.  
I cook in a restaurant.  
I love animals.  
We make cakes and biscuits.  
I have a new camera.  
We make nice objects.  
We wear a uniform.  
I need a car.  
I make beautiful things.

## 3 Look at the pictures, read, and complete. Use a / an, or a plural form.



## 4 Match. There's an extra word.



## 5 Look at the pictures and write the words in the correct column.

CITY	COUNTRYSIDE	CITY AND COUNTRYSIDE
buses taxis traffic lights	horses	bikes motorbikes cars

## 6 Read and draw.

## Learners' own production



In the garden, there's a traffic light.  
There are two buses behind the traffic light.  
There's a motorbike next to the traffic light.  
There's a taxi behind the buses.

## 7a Read and draw.



My name's Donna. I have a favourite aunt and uncle. They're photographers. They take photos at parties and celebrations, and they take photos of nature, too. They love nature.

They have two big cameras.

They're tall and slim, and have brown hair, but their eyes are green. Their nose and their ears are small, but their mouths are big. Now my aunt is wearing a cap, a sweater, jeans, and red trainers, and my uncle is wearing a jacket, jeans, and grey trainers.

## Learners' own production

## 7b Now look at the pictures and describe the two people.



## Learners' own production

## 8 Read and circle.

- I'm a photographer. I need a camera and a cap.
- I'm a taxi driver. I need want a taxi and I need want a driving licence.
- We're farmers. We grow vegetables and biscuits.
- We're artisans. We make cakes and objects.
- I'm a police officer. I want a uniform.

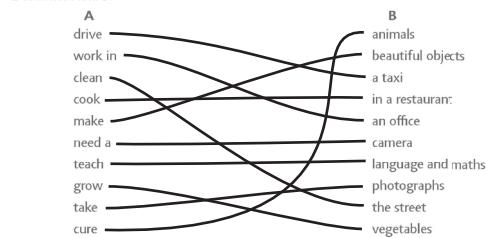
## 9 Match. There's an extra option.

- Bus drivers
- Street cleaners
- Chefs
- Shopkeepers
- Clerks
- Doctors

clean the streets.  
cure people.  
drive a car.  
drive buses.  
have a shop.  
work in a kitchen.  
work in an office or a shop.

## 10 Write an upside-down poem.

1 Match A and B.



2 Tick (✓) the jobs for the poem.

archaeologists	<input type="checkbox"/>	artisans	<input checked="" type="checkbox"/>	farmers	<input type="checkbox"/>
clerks	<input checked="" type="checkbox"/>	doctors	<input type="checkbox"/>	shopkeepers	<input type="checkbox"/>
photographers	<input checked="" type="checkbox"/>	police officers	<input type="checkbox"/>	teachers	<input checked="" type="checkbox"/>
street cleaners	<input checked="" type="checkbox"/>	taxi drivers	<input checked="" type="checkbox"/>		
vets	<input checked="" type="checkbox"/>	bus drivers	<input type="checkbox"/>		

3 Combine the jobs in Exercise 2 and the phrases in Exercise 1 and write the poem.

### Learners' own production

---

---

---

---

---

4 Add two lines to the poem.

---

---

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place the words where they consider they reflect their reality. In the case of the buses, you can tell learners to add *long-distance* so as to distinguish them from the city buses.

## Exercise 6

You can play a memory game. You can also invite learners to do a colour dictation, with each learner instructing the rest what colour to use for each element.

## Exercise 7a

Learners can underline the clues they will focus on to make their drawings. You can also play a True or False game.

## Exercise 7b

Help learners to become aware they can use the previous text as a model. They can also make a chart or an outline of the text before they write it.

## Exercise 8

Learners can add further statements for their classmates to circle.

## Exercise 9

Learners can provide the first part for the extra option. They can add further statements as well.

## Exercise 10

First, learners need to match the job and the activity. Second, they need to tick the jobs and professions in the first part. Finally, they have to combine jobs and phrases to create their own upside-down poem.

Once they have completed this, they add two lines. Help them to find the information they need in their books, notebooks, and dictionaries.

If some learners are ready for an extra challenge, they can use five jobs from the exercise and 3 which they have learnt but which have not been included. They should look in their books, notebooks, and dictionaries to check the verbs they'll need.

## Exercise 1

Play a memory game.

You can ask learners to write a caption below each of the people, e.g. *She's a teacher*. Learners should pay attention to the use of the correct pronoun and article, e.g. *a* or *an*.

## Exercise 2

Ask learners to focus on clues to do the matching. When checking, they should say which clues helped them to find the match. They can add a sentence for the extra one in column B.

## Exercise 3

Learners should account for their answers when checking. Play a memory game asking different questions, e.g. *What are the farmers' names? What's Linda's job?*

## Exercise 4

Learners can make the drawing for the extra word. They can then tick the means of transport that they see in the place where they live.

## Exercise 5

If there are discrepancies, e.g. some learners may say there are long-distance buses going into the countryside, let them

# Going back home

## UNIT OVERVIEW

### Vocabulary

mosquito, hippo, zebra, dolphin  
neck, feather

### Grammar

has / doesn't have  
this, that

### Communication

Description of animals  
Say 'cheese'!

### Recognition

Classroom language

### Routines

January, February, March, April, May, June, July, August, September, October, November, December

This month's birthdays (dates)

summer

### Awareness

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

### STEAM challenge: Science, Technology, and Arts

Invent a crazy animal

### Project Time

Make a poster for a friend

### Aim of the lesson

To expose learners to key language through a comic.

### Learning objectives

Learners

- can follow an illustrated story.
- can understand the difference between *this* and *that*.

### Key language

*this, that*

### Areas of awareness

Social awareness

ESI / CSE

Language awareness

### Lesson opening

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

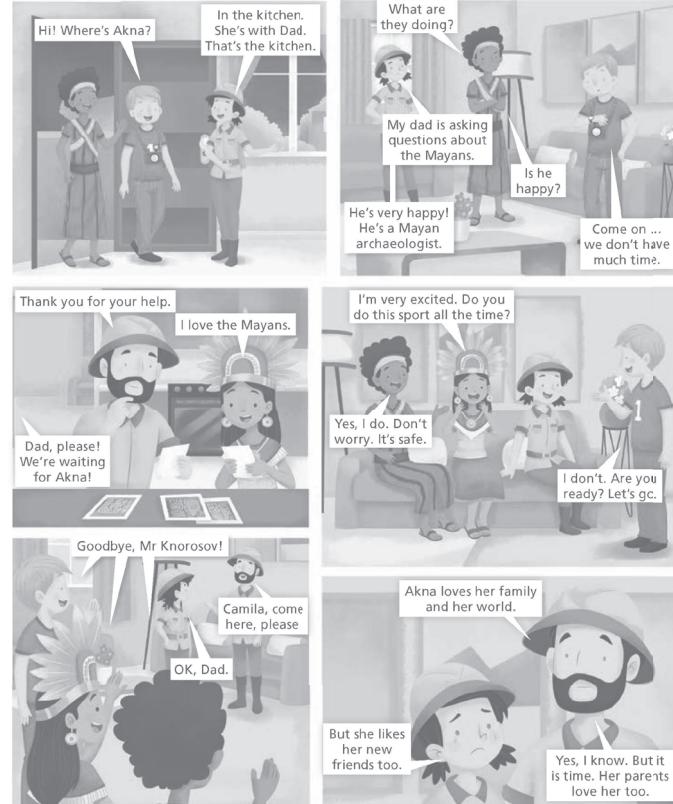
### 1 40 Look and listen.

Possible lead-ins:

- Tell learners about a time in which your parents or adults at home listened attentively to one of your friends' stories or anecdotes.

# Going back home

### 1 40 Look and listen.



- Follow the suggestions on page 15 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 70. Point to the last panel and ask, *How's Camila feeling? Why?*
- Play the audio as learners read and go back to their predictions.
- Focus learners' attention on the fourth panel. Ask, *How are the children feeling? What sport is it?* Tell learners they'll find the answers to these questions later on.

40 → See PB page 70.

### Social awareness

Reflect with learners on how adults can learn from young people and on how respectful Camila's dad is as he listens to Akna.

### ESI / CSE

Akna misses her family and she belongs with them, which is what Camila's father is helping her to understand.

2  Listen and point. Then, read and write.

this motorbike that bus that motorbike this bus



1 this bus



2 that bus



3 this motorbike



4 that motorbike

3 Read and complete. Use this or that.



- 1 That \_\_\_\_\_ is a vet.
- 2 This \_\_\_\_\_ is a street cleaner.
- 3 That \_\_\_\_\_ is an artisan.
- 4 This \_\_\_\_\_ is a police officer.
- 5 That \_\_\_\_\_ is a shop keeper.
- 6 This \_\_\_\_\_ is a clerk.

4  Listen, repeat, and show.



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2  Listen and point. Then, read and write.

- Before the activity, walk around the classroom, point to a learner close to you, and say, e.g. *This is* (*Fermín*). Show learners they have to say Yes or No. Do the same, pointing to learners close to you and away from you, using *this* and *that* accordingly. At some point, you can make mistakes in the learners' names to check that they are listening.
- If necessary, provide a further example. Hold a pen in your hand and say, *This pen*. Point to a learner's pen and say, *That pen*. Elicit from learners when you say *this* and when *that*. Ask them to think for a couple of seconds before they give an answer so as to give everybody time to think.
- Ask learners to read the instructions and elicit what they have to do. Check they understand the difference between the two hands.
- Play the audio or give out the instructions yourself.
- Instruct learners to do the second part of the activity. When checking, ask them what clues they focused on.

### Social awareness

Help learners to understand how important it is to give everybody time to think before giving an answer. To make this more evident, you can count up to ten with your

fingers so as not to distract learners by counting aloud.

### AUDIO SCRIPT

That bus

This motorbike

This bus

That motorbike

### Language awareness

If there are three different demonstrative adjectives in the school's language of instruction (as is the case of Spanish: *este*, *ese*, *aquel*, and Portuguese: *este*, *esse*, *aquele*), help learners to notice that in English, *this* is used to talk about a thing or person that is near you, the thing you are holding, or the place where you are, whereas *that* is used to refer to a person or thing that is not near you.

3 Read and complete. Use this or that.

- Ask learners to read the instructions.
- Focus their attention on the picture and show them they have to consider the girl's point of view—the one in the white T-shirt—to decide whether to use *this* or *that*.
- Ask them how long they need to complete the activity. When they finish, reflect on the timing they predicted if it ended up being incorrect.
- Check the answers.

4  Listen, repeat, and show.

- Ask learners to read the instructions and look at the picture, and elicit what to do.
- Check that learners have some school objects / elements close to them for the statements starting with *this*.
- Remind learners of the rules for games.
- After a couple of rounds, invite learners to lead the game.
- You may use volume to differentiate between *this* and *that* (quiet for *this* and loud for *that*), and also use a finger to point so that the action of pointing also helps to elicit the word *that* through the body action.

### Workbook

Page 115, Exercises 1 and 2

### Lesson closing

Before greeting the learners, go over the suggested steps on page 28 in this Teacher's Book.

Note: inform families that learners have to bring two cut-outs or drawings of foods and drinks—the ones they know.

## Aims of the lesson

- To expose learners to key language through social media texts.
- To practise and integrate language.

## Learning objectives

Learners

- can understand *has* and *doesn't have*.
- can understand an informal email.

## Key language

*has / doesn't have*

## Areas of awareness

ESI / CSE

Intercultural awareness

Inclusive classrooms

Language awareness

Cognitive awareness

## Lesson opening

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

## 5 Game

- Ask learners to open their books at page 72 and read the instructions. Ask them to take out their food cut-outs.
- Revise food items first. Ask learners to present to the rest what they've brought, e.g. *A salad. Chicken.*
- Ask learners to look at the picture and the speech bubbles, and check they understand what to do.
- Give an example with two learners. Invite one of them to start, e.g. *This is milk.* Choose a cut-out or draw a food item on the board and go on, e.g. *This is milk, and that's chicken.* You should be standing next to the learner holding the *milk* cut-out, otherwise, use *that*. Invite the second learner to go on with the sequence.
- After a couple of rounds, learners can play in groups.

## 6 Look and read.

- Tell learners to read the instructions.
- Ask them to look at the posts and ask them if they're invitations or social media posts.
- Elicit what the connection may be between the photos and the texts. Ask them to read the posts and go back to their predictions.
- Remind learners of the story on page 70 and ask what sport the characters were referring to: canopy.
- In the first post, explain that this is a close-up so they can't see the tree or the platform.

## ESI / CSE

Remind learners that social media networks are for young teenagers and adults. Discuss how people should

## 5 Game



## 6 Look and read.

### fotogram

Alex\_1



Canopy is an extreme sport. Look at the tree. It has a platform. Children get ready there. In this photo, the instructor is helping Akna. She has a happy face. She isn't scared. #aknalikescanopy

### fotogram

Alex\_1



In this photo, Akna is shouting. She doesn't have one of her trainers. #wheleishethainer

### fotogram

Alex\_1



Camila likes this sport, but Leo loves it. Look at Leo! He's an expert! #camilalikescanopy #tarzanleo

## 7 Read and tick (✓) or cross (✗).



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- 1 She has short hair.
- 2 He has long hair.
- 3 She has big ears.
- 4 He has a small nose.

- 5 She has small eyes.
- 6 She has a small nose.
- 7 He has small ears.
- 8 He has big eyes.

be very careful about what photos they post since they may be invading other people's privacy. They have to be very careful not to share sensitive information that can be wrongly used by others. Show them you upload pictures of them in class onto the school blog, which is a safe environment.

Point to Leo in the last post. He's wearing a helmet and the safety equipment even though he's used to jumping from branch to branch.

## Intercultural awareness

Learners can ask at home how their relatives communicated and shared experiences with others when they were young, and then, discuss in class how technology has transformed the way we share our ideas, thoughts, and experiences with others nowadays.

## Inclusive classrooms

Some learners may have a social media account and those who don't may feel like they're outsiders. Reflect that having and not having does not affect who you are and so nobody should make others feel bad about it.

### 8 Read and write the name. Tom or Bob?



1 He doesn't have flip-flops.  
2 He doesn't have a green cap.  
3 He doesn't have socks.  
4 He doesn't have swimming trunks.

Bob  
Tom  
Tom  
Bob



5 He doesn't have a jacket.  
6 He doesn't have a sweater.  
7 He doesn't have shorts.  
8 He doesn't have grey trainers.

Tom  
Bob  
Tom  
Bob

### 9 Read and tick (✓) or cross (✗).

Ian  
to: Uncle Jim

Hi. Uncle Jim  
How are you? I'm very happy. I have a great friend: Alex. His father's a photographer. Alex likes photography, too. His big camera is fantastic: excellent photos and selfies! His family's very big: two sisters and two brothers, a mum and dad.  
I'm at home now. I'm having chicken and salad, and Mum's making chocolate ice cream. 😊 Yummy! It isn't cold today, and I'm wearing my new shorts and trainers. They're super! Bobby isn't here, he's at school. He has yoga lessons at 2:00. I don't like yoga, I like sports.  
How's Grandpa Nick? Is he OK? Please tell me.  
Love you!  
Ian

1 This text is an email.  
2 This text is personal.  
3 This text is very formal.  
4 Jim is Ian's uncle.  
5 Alex is Jim's friend.  
6 Alex has a big camera.

7 Alex has a big family.  
8 Ian is having breakfast.  
9 Ian likes chocolate ice cream.  
10 Ian doesn't have new shorts.  
11 Ian likes sports.  
12 Nick is Ian's grandpa.

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## Language awareness

Point to the # symbol and show how it's used in social media to introduce a topic.

### 7 Read and tick (✓) or cross (✗).

- Write on the board: *The tree has a platform*. Point to trees outside the classroom if possible, or ask learners, *Do all trees have a platform? No, trees don't have a platform*. Then, focus on the second post and write: *Akna doesn't have one of her trainers*. Tell learners, *I have my two trainers / shoes! Good*.
- Instruct learners to read the instructions and look at the pictures. Elicit what they have to do.
- Agree on a time limit and get learners to work.
- Check learners' answers.

## Language awareness

Help learners to notice that *has* and *doesn't have* are used for *he, she, and it*. Elicit if the meaning is the same as *have / don't have*.

## Cognitive awareness

Elicit from learners how they can remember to use *has*

and *doesn't have* for *he, she, and it*.

## Building confidence activity

**Memory game.** See page 22 for suggestions. Learners need to remember the two children.

### 8 Read and write the name. Tom or Bob?

- Ask learners to read the instructions and look at the pictures. Elicit what they have to do.
- Demonstrate with an example. Write on the board: *He doesn't have a dress*. Ask learners to look at the clothes in the two cupboards and tell you who you're talking about. In this case, it's both boys.
- Check they have to look at the clothes in each cupboard to decide whose cupboard it is. Do the first one together if you think it's necessary.
- Agree on a time limit and check the learners' answers.

## Building confidence activity

**Repeat if correct.** Describe one of the cupboards, e.g. *Bob has flip-flops*. Learners check the cupboards and repeat, since it's correct. Include both affirmative and negative statements.

### 9 Read and tick (✓) or cross (✗).

- Tell learners to read the instructions and look at the picture. Elicit what to do.
- Instruct them to look at the text and ask, *What is it?* Ask them to tell you what clues helped them to realize it's an email. Then, tell them not to read the email, but say if it's formal or informal. Again, they have to tell you the clues that they have found.
- Ask them to read the complete text to check.
- Allot the time learners have agreed upon.
- When checking their answers, have them focus on the clues.

## Building confidence activity

**A new letter.** Learners write a new letter incorporating these changes: Mila is Ian's new friend. They can invent her family and change what they're doing as well.

## Assessment

Ask learners what they have been learning so far. Invite them to browse their books and notebooks.

## Workbook

Pages 116 and 117, Exercises 3, 4, 5, and 6

## Lesson closing

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

## Aims of the lesson

- To expose learners to key language through instant message texts.
- To practise and integrate language.

## Learning objectives

Learners

- can understand descriptions
- can understand *Does ... have?* questions.

## Key language

*Does ... have?*  
neck, feathers

## Areas of awareness

Language awareness  
ESI / CSE

## Lesson opening

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

## 10 Say and guess.

- Ask learners to open their books at page 74 and read the instructions.
- Go over possible descriptions: the face, the body, height, colour of hair, and clothes this person's wearing (if learners don't wear a uniform).
- Go over the rules for games. See page 20 in this Teacher's Book.

## 11 Read and tick (✓) or cross (✗).

- Have learners read the instructions.
- Demonstrate with an example. Tell learners, e.g. *A dog has feathers*. Learners have to say if this is true or false. Give another example to illustrate the meaning of *neck*, e.g. *A giraffe has a long neck*. Show the meaning of *neck* by pointing to yours.
- Allot the time agreed and check answers.

## Language awareness

Elicit from learners if you're talking about one giraffe when you say *A* or *The giraffe has a long neck* or to all of them.

## Building confidence activity

**Repeat if correct.** Invite learners to say new statements describing an animal. They can include true or false information. When you say the statements, the rest have to repeat it if it's true.

## 10 Say and guess.



This girl has short brown hair and green eyes. Who is it?

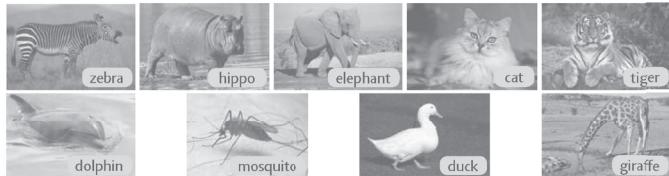
Another clue!

She doesn't have a big nose.

## 11 Read and tick (✓) or cross (✗).

1 The crocodile doesn't have short legs	<input checked="" type="checkbox"/>	2 The iguana has short legs.	<input checked="" type="checkbox"/>
3 The monkey has long arms.	<input checked="" type="checkbox"/>	4 The fish doesn't have eyes.	<input checked="" type="checkbox"/>
5 The hen has feathers.	<input checked="" type="checkbox"/>	6 The cow has a very long neck.	<input checked="" type="checkbox"/>

## 12 Read and guess. The pictures are clues. There's an extra picture.



1 This animal is grey or brown. It's very big. It has four legs and two big ears. It has small eyes. It doesn't have a small mouth. What is it? <u>An elephant</u>	5 This animal is scary! It has a big head and beautiful eyes. It has four legs. It doesn't have big ears. One clue: it's orange and black! What is it? <u>A tiger</u>
2 This animal is white. It isn't very big. It has two legs. It doesn't have arms. It has a small head, small eyes, and a big mouth. It has feathers. What is it? <u>A duck</u>	6 This animal is very tall. It has four long legs. It doesn't have big ears. It's black and white. What is it? <u>A zebra</u>
3 This animal is very, very tall. It has four slim legs and a small head. It doesn't have big eyes. It's yellow and brown. Another clue: it has a very long neck. What is it? <u>A giraffe</u>	7 This animal is very, very small. It has a very small head. It has six long legs. It doesn't have feathers. What is it? <u>A mosquito</u>
4 This animal is big and plump. It has a big head, but it doesn't have big ears. It has four short legs. It doesn't have a small mouth. It's grey or brown. What is it? <u>A hippo</u>	8 This animal is very nice. It's grey. It doesn't have legs. It doesn't have arms. It doesn't have feathers. It has small eyes and a big mouth. What is it? <u>A dolphin</u>

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## 12 Read and guess. The pictures are clues. There's an extra picture.

- Have learners read the instructions. Do a *Show me* activity for learners to hear the pronunciation of all the animals.
- Write the following description on the board: *This animal is big. It has four legs. It doesn't have a long neck. It has small ears. It doesn't have a big head. It's white and black, or brown.* Ask, *What is it?* If necessary, give them options, e.g. *A pig, a cow, a chicken?* Go over each of the clues in the form of a think-aloud for learners to see how you reduce the number of options, e.g. *It's big, so it isn't a chicken or a hen. It has four legs, so it isn't a bird or a fish or an insect.*
- Agree on a time limit and get learners to work.
- Check their answers.

## Building confidence activity

**Animal quizzes.** Invite learners to write a description of the animal that has not been described. Then, they can work individually or in pairs writing descriptions of other animals. They should write these descriptions on pieces of paper. Collect them and hand them out randomly. Learners have to read the descriptions and write the name of the animal. You can make a classroom display of the animals.

**13a** Look and read.
**13b** Read and write yes or no.

1 Camila is at home.  
 2 There are fruit trees next to Akna's house.  
 3 Akna doesn't like mango.  
 4 Alex likes music.  
 5 Akna loves pop music.

yes  
 no  
 no  
 yes  
 no

**14** Listen and answer.

Does a mosquito have 2 legs?  
 No, it doesn't.

Does your teacher have long hair?  
 Yes, she / he does.

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**13a** Look and read.

- Have learners read the instructions and look at the picture and the text. Ask them what the connection may be between Camila writing in her notebook and the instant telephone messages. Go back to the learners' predictions after they've read the text.
- Ask learners to read again and discuss the topic of the conversation. Give options if necessary, e.g. *ideas for a farewell party*, *ideas for a present to Akna*.
- Ask why there are different colours. If they don't know why, explain to them that in some social media apps, different people in a conversation will be assigned different colours to differentiate them visually.

**Language awareness**

Help learners to notice that messages in instant message apps are short in general. Very often, stickers and emojis are used to convey meaning.

Note: In sentence 3, Akna doesn't like mango, the reference is to the substance, that's why it's in the singular.

**ESI / CSE**

Reflect with learners on the fact that we may write an instant text message when we're angry and it may hurt somebody's feelings or be disrespectful. It's important to be responsible and careful whenever we use different apps. We should remember the concept of privacy as well. Moreover, we should never share sensitive information.

**13b** Read and write yes or no.

- Have learners read the instructions. You can ask them to do the activity and then, go back to Exercise 13a and check, or learners can reread the text first and then, complete the activity.
- When checking learners' answers, ask them to account for their responses. In some cases, they need to refer to the text and in others, to the context.

**14** Listen and answer.

- Have learners read the instructions and the speech bubbles. Check they understand what to do.
- Combine *Does ... like?* and *Does ... have?* questions. Some of the questions may lead to a discussion, e.g. *Does a boy wear dresses?* Some learners may say *No*, but Leo wears dresses and so does his father.
- You may want learners to come up with questions as well. Allot a couple of minutes for them to write one question, which they will put to the whole class.

**Suggested questions**

Does Pepe, my dog, have feathers?  
 Does (Juan, one of the learners) have brown hair?  
 Does (Ana, one of the learners) like ice cream?  
 Does an elephant have a long neck?  
 Does (Agustín, one of the learners) like cereal?  
 Does (María, one of the learners) like music?  
 Does a monkey have arms?  
 Does a monkey like fruit?  
 Does a tiger like apples?  
 Does a giraffe have short legs?

**Workbook**

Pages 117 and 118, Exercises 7 and 8

**Lesson closing**

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can answer *Does ... have?* and *Does ... like?* questions.
- can talk about their families.

## Key language

*Does ... have?*

*Does ... like?*

Descriptions

## Areas of awareness

Cognitive awareness

Inclusive classrooms

## Lesson opening

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

## Building confidence activity

**Guess the person.** Ask learners to choose one boy or girl in the class without saying who it is. You can ask (5) questions to identify who it is. Start by asking, *Is it a boy or a girl?* Then, ask, e.g. *Does he / she have ...?* Risk an answer after the five questions.

## 15 43 Listen and write the answer.

- Ask learners to open their books at page 76 and read the instructions. Ask them to read the questions. You can work on the possible answers to each, e.g. *Yes, he / she does.* *No, he / she doesn't.*
- Go over the rules for listening.
- Play the audio and check learners' answers.

### AUDIO SCRIPT

Hello! I'm Matt. I'm 10. I have a mum and a dad. I don't have a brother or a sister. My mum's a vet, and I like animals. Oh, I like buses, too. Big buses are my favourite, but I don't like motorbikes.

Hi, my name's Meg. I'm 9. I have a mum, two brothers, and a sister. I don't have a granny or a grandpa. I have a cat and a dog. They're great. I love my pets.

## 16 Memory game

- Tell learners to read the instructions. Elicit what they need to do.
- Ask them to take a photo of the drawings with their mind's smartphone and to close their books.
- Ask questions to see how much they can remember.
- After a couple of rounds, some learners may be ready to ask the questions.

## 15 43 Listen and write the answer.

1 Does Matt have a big family?	<b>No, he doesn't.</b>	5 Does Meg have a brother?	<b>No, she doesn't.</b>
2 Does he like animals?	<b>Yes, he does.</b>	6 Does she have a dog?	<b>Yes, she does.</b>
3 Does he like buses?	<b>Yes, he does.</b>	7 Does she have a granny?	<b>No, she doesn't.</b>
4 Does he like motorbikes?	<b>No, he doesn't.</b>	8 Does she love her pets?	<b>Yes, she does.</b>

## 16 Memory game

Look at the boy and the girl and close your books.



## 17 44 Listen and act out.



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## 17 44 Listen and act out.

- Ask learners to read the instructions and elicit what to do.
- Follow the suggestions on page 21 in this Teacher's Book. You can encourage learners to think about what the children may be saying.
- Play the audio for learners to check their predictions.
- Play the audio again for learners to learn the dialogue.
- Ask a few learners to perform in front of the rest.
- Instruct learners to dictate the dialogue to you. Then, invite them to change some parts and perform in front of the rest.

### AUDIO SCRIPT

Girl: What's your name?

Boy: Max.

Girl: Are you a vet?

Boy: Yes, I am.

Girl: Do you have a dog?

Boy: Yes, I do. Her name's Lila.

Girl: Does Lila have a big head?

Boy: No, she doesn't. She's small.

## 18 Read, show, and tell.

- Have learners read the instructions and the text. Check they understand what to do.

**18** Read, show, and tell.

This is my family. My mum has long brown hair and brown eyes. She's an artisan. She likes cereals and salads. Now she's making lunch. My dad has short black hair. He doesn't have brown eyes. His eyes are green. He's a clerk. He likes animals. Now he's reading. My brother is small. He has short brown hair and brown eyes. He's a student. He likes chocolate milk and chocolate ice cream. Now he's doing his homework.



6

## 1 Complete the chart. Learners' own production

MEMBER OF THE FAMILY	HAIR	EYES	PROFESSION	LIKES AND DISLIKES	ACTIVITY NOW

## 2 Draw your family.

## Learners' own production



## 3 Present your family to your friends.

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- Remind them that in a chart, we write key concepts and words / phrases, not full sentences.
- You can ask learners to colour code the different parts. For instance, all the descriptions should be underlined or highlighted (yellow), the jobs and professions (green), and so on. This is a strategy that can help some learners.
- Elicit where they can find information if they don't remember a word.
- Before they write about their family, ask learners to draw a chart and complete it with information about their family.
- Show them they can use the text as a model to write their own. Once they write theirs, they need to rehearse presenting it.
- Some learners may find it more challenging to read out a text. You can ask them to video themselves at home.
- Take photos of the learners' productions and upload them onto the school blog. Share the posters with the rest of the school if there's a notice board or make a display in the classroom.

**Building confidence activity**

**Who is it?** Collect the learners' productions. Explain to learners that you'll say something about a learner's family and they have to identify who it is, e.g. *This learner's dad is a street cleaner. This learner's mum has short hair.*

**Cognitive awareness**

Reflect with learners if colour coding has helped them in any way.

**Inclusive classrooms**

Show learners how important it is not to make any inappropriate comments about their classmates' families.

**Workbook**

Page 118, Exercises 9 and 10

**Lesson closing**

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

## Aim of the lesson

To practise and integrate language.

## Learning objectives

Learners

- can follow an illustrated story.
- can understand phrases and statements in a story.
- can write about their favourite characters.

## Key language

Say 'cheese'!

## Areas of awareness

Social awareness

Language awareness

ESI / CSE

## Lesson opening

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

### 19 45 Look and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 78. Ask learners what the characters are celebrating. Remind them of the instant messages Camila, Alex, and Leo were exchanging.
- Focus on the last panel and ask learners what is going on.
- Play the audio and go back to their predictions.

45 → See PB page 78.

## Social awareness

Alex makes reference to the great work they've done as a team. Focus on the importance of collaborative work.

## Language awareness

Inform learners that in English we say *cheese* when a photo is being taken so as to show a smile on our faces. Ask learners what they say in the languages they know.

## ESI / CSE

The characters are celebrating a farewell party for a friend, but there's at least one adult with them. Children have the right to demand protection and supervision from responsible adults.

## Building confidence activity

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

### 19 45 Look and listen.



## 20 Look and write the correct number.

- Have learners read the instructions. Check they understand they have to refer to the story on page 78.
- Let them work individually or in groups.
- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity; then, check.
- Alternatively, as suggested before, learners can complete the activity before rereading the story. Once they finish, they should check their answers before you check them.

## 21 My favourite characters

- Tell learners to read the instructions.
- Show them they have to write about their favourite characters.
- Invite them to write a description for each of the characters they draw. They can include the characters' physical description, their likes and dislikes, and the clothes they're wearing. You can have learners dictate a description to you, which they can use as a model.
- When they finish, they should present their productions to the rest.

**20** Look and write the correct number.

1 Akna has a pen in her hand.	Panel <u>2</u>
2 Akna is talking with her mum and dad.	Panel <u>4</u>
3 Akna's mum and dad are in the <b>cenote</b> .	Panel <u>4</u>
4 Alex is taking a selfie.	Panel <u>2</u>
5 Camila's dad is writing questions.	Panel <u>1</u>
6 The children are dancing.	Panel <u>1</u>
7 The children are saying <b>cheese!</b>	Panel <u>2</u>
8 There's mango and orange juice.	Panel <u>1</u>

**21** My favourite characters

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- Take a photo of the learners' productions and upload them onto the school blog.

**Workbook**

Page 119, Exercise 11

**Assessment**

Work on assessment. For assessment activities for Unit 6, go to page 144 in this Teacher's book.

**Lesson closing**

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

## STEAM CHALLENGE: Invent a crazy animal

### Aims of the lesson

- To introduce the concept of digital collages to create animal mash-ups.
- To revise and integrate language.

### Learning objectives

Learners

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

### Lesson opening

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

#### STEAM AREAS:

Science, Technology, and Arts

#### SKILLS:

Doing research, planning, creating, communicating, collaborating, creative thinking, presenting

#### MATERIALS:

- Coloured pencils
- Magazines, glue, and scissors
- Animal hybrid pictures
- Computers / Tablets / Encyclopaedias (if possible)

#### Prepare:

Search for animal hybrid pictures or animal mash-up images on the internet (e.g. Norwegian electronics engineer Arne Olav Gurvin Fredriksen).

#### Contextualise:

Invite learners to become scientists and artists to invent new types of animals: mixed-up or crazy animals. Show them some pictures of digital photographic mash-ups or animal hybrid pictures where two animals merge into one new one (print, show on a tablet, or project onto an interactive board). Explain that these are done digitally by using computer programmes and that they are called *digital collages*.

Page 80: Ask learners what two animals they think were used to invent this new one. Take a look at the chart to discover the characteristics of each animal. Read out the description in the speech bubble.

#### Research:

Page 80: Learners choose an animal and complete the column under 'Real animal 1' on their chart by doing some research about it. If you have access to computers, tablets, or encyclopaedias, allow them to do their research during school time, or have them research at home.

Learners pair up with a classmate and complete the column under 'Real animal 2' with their peer's information.

### STEAM CHALLENGE

### Invent a crazy animal

This is my crazy animal. It's a zebadolph. It has grey and white stripes. It has a flipper and a tail. It doesn't have legs. It likes underwater grass, but it doesn't like fish. It likes swimming.



	REAL ANIMAL 1	REAL ANIMAL 2	CRAZY ANIMAL
NAME OF ANIMAL	zebra	dolphin	zebdolph
DESCRIPTION	black and white stripes, four legs, tail	grey, flipper	grey and white stripes, flipper, tail
FOOD	grass	fish	underwater grass
ACTIVITY IT LIKES	walking	swimming	swimming

Learners' own production

	REAL ANIMAL 1	REAL ANIMAL 2	CRAZY ANIMAL
NAME OF ANIMAL			
DESCRIPTION			
FOOD			
ACTIVITY IT LIKES			

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Language focus: *This is ... , It has ... , It doesn't have ... , It likes ... , but it doesn't like ...*

#### Plan / Invent:

Together, they decide what characteristics they will choose for their mixed-up animal and complete the chart.

Next, they become artists and illustrate their crazy animal: They can draw it or bring cut-out animal images from magazines and layer them like collage artists do (although they usually do it digitally). It can also be a mix of a magazine cut-out and a drawing, as this should resemble a collage. If a learner feels confident editing photographs on a smartphone, tablet, or computer, they can try creating their animal digitally (some learners might like to do this after school to bring next class).

#### Present:

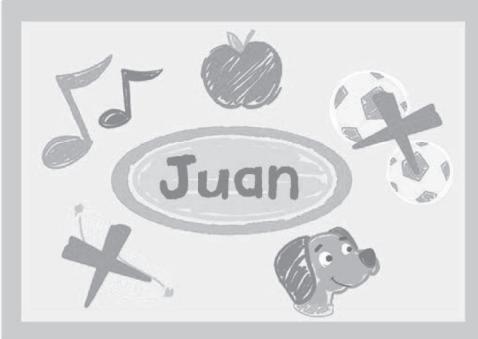
Learners present their crazy animals, e.g.: *This is our crazy animal. It's a ... It has ... It doesn't have ... It likes ... , but it doesn't like ...*

#### Reflect:

Ask, *Was it easy or difficult to invent a crazy animal? Did you work well together? Which is your favourite crazy animal?*

## PROJECT TIME

### Make a poster for a friend



#### 1 Interview a friend.

- Food and drink: Do you like apples / cereal / banana / chocolate milk ...?
- Activities: Do you like yoga / sports / music / photography / canopy ...?
- Pets: Do you have a dog / cat / hamster ...?
- Others: Do you have a bike / garden / books ...?

Answer your friend's questions:

- Yes, I do.
- No, I don't. I like / have ...

#### 2 Make a poster.

Learners' own production

Juan likes apples but he doesn't like bananas. He has a dog. He likes music but he doesn't like sports.

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#### 3 Present.

## 2 Make a poster.

- Ask learners to read the instructions and elicit what to do.
- Learners make a visual poster by drawing or sticking cut-outs from magazines on a piece of construction paper to represent their partner's likes and dislikes and things / pets they have and don't have. They can jot down ideas using a pencil and then, find cut-outs at home.
- Give them time to complete the posters. You can agree on a time limit. If learners need more time, they can complete their posters at home.

## 3 Present.

- Ask learners to read the instructions.
- Learners show their posters to the class to present information about their friend. They will need time to rehearse what to say. Agree on a time limit.
- Depending on the number of learners in the group, you may decide to ask them to video their presentations, which you can upload onto the school blog. You can also take photos of the posters and make a digital album with all the learners' productions.

## Lesson closing

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

## PROJECT TIME: Make a poster for a friend

### Aims of the lesson

- To make a poster.
- To revise and integrate language.

### Learning objectives

Learners

- can interview a classmate.
- can make a poster.

### Lesson opening

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

#### 1 Interview a friend.

- Ask learners to go over the prompts for questions. They may add their own. They can write them on a sheet of paper and then, write their friend's answer next to the question.
- Learners interview a classmate using the question prompts. They swap and answer their classmate's questions.
- Invite a couple of learners to show the interview to the rest.

# Going back home

6

1 Read and complete. Use this and that.



2 Read and complete. Use this, that, his, her, she's, he's.



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6 Look and write.



7 Match. There's an extra answer.

1 Does your sister like flip-flops?  
2 Does your brother have flip-flops?  
3 Does a fish have feathers?  
4 Do you like animals?  
5 Do you and your brother like fish?  
6 Do your brother and your sister like milk?

No, he doesn't.  
No, it doesn't.  
No, we don't.  
Yes, I do.  
Yes, it does.  
Yes, she does.  
Yes, they do.

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6

3 Read and circle.



1 She has doesn't have long hair.  
2 She has doesn't have big eyes.  
3 She has doesn't have a small nose.  
4 She has doesn't have a small mouth.  
5 She has doesn't have small ears.

4 Read and complete. Use has / doesn't have.

1 A dog doesn't have two arms.  
2 A cat has small ears.  
3 A bird has feathers.  
4 A sheep doesn't have long legs.  
5 A pig has short legs.

6 A horse has a long neck.  
7 A lion has a big head.  
8 A duck has feathers.  
9 A mosquito doesn't have eight legs.  
10 A zebra doesn't have short legs.

5 Read and complete. Use he has / he doesn't have.



1 He has a schoolbag.  
2 He doesn't have a pencil case.  
3 He has scissors.  
4 He doesn't have glue.  
5 He has a marker.

6 He doesn't have crayons.  
7 He doesn't have a book.  
8 He has a notebook.  
9 He doesn't have a pen.  
10 He has a ruler.

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8 Read and circle.

1 Is that your car?  
Yes, it is. Yes, there is.  
2 Do you like chicken?  
No, it isn't. No, I don't.  
3 Do you have a grandpa?  
Yes, I do. Yes, I am.  
4 Does your aunt like shorts?  
Yes, he does. Yes, she does.

5 Does your uncle have long legs?  
No, he doesn't. No, she doesn't.  
6 Does a mosquito have 4 legs?  
No, it doesn't. No, he doesn't.  
7 What's your granny doing?  
She's watching TV. He's reading.  
8 What's the time?  
It's 8:20. At 8:20.

9 Circle.

1 There's It's an interesting legend in the Amazonia: the legend of Mapinguari. Mapinguari <sup>2</sup> is a small creature. It's There's very big! It <sup>4</sup> has doesn't have shorts, a T-shirt, or trainers. It <sup>5</sup> has doesn't have feathers. It <sup>6</sup> has doesn't have one eye and it <sup>7</sup> has doesn't have a big mouth. Mapinguari <sup>8</sup> likes doesn't like water, but it likes plants.



10 Complete. Use the words in the box. There's an extra word.

but doesn't have doesn't like has is like likes

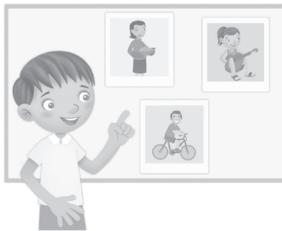


The Coco <sup>1</sup> is has like a legend. It <sup>2</sup> doesn't have a small head, it's very big. It <sup>3</sup> has big eyes, <sup>4</sup> but it has a small nose. I <sup>5</sup> like the Coco, but my sister <sup>6</sup> doesn't like it.

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**11** Write.

1 Read the example.



My name's Paul, and this is my family. My mum's name is Alice. She has short black hair and brown eyes. She's a chef. In this photo she's wearing a skirt and a sweater. She's cooking. She likes chocolate and fruit, but she doesn't like meat.

My dad's name is Ed. He has short brown hair and green eyes. He's a vet. In this photo, he's wearing shorts, a T-shirt, and trainers. He's riding his bike. He likes fruit and salad, but he doesn't like oranges.

My sister's name is Carla. She has long black hair and brown eyes. She's a student. In this photo, she's wearing her favourite dress and flip-flops. She's playing the guitar. She likes music, but she doesn't like rock music.

2 Complete the information about two members of your family.

**Learners' own production**

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

Hair and eyes: \_\_\_\_\_ Profession: \_\_\_\_\_

Clothes: \_\_\_\_\_ Activity: \_\_\_\_\_

Likes and dislikes: \_\_\_\_\_

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

Hair and eyes: \_\_\_\_\_ Profession: \_\_\_\_\_

Clothes: \_\_\_\_\_ Activity: \_\_\_\_\_

Likes and dislikes: \_\_\_\_\_

3 Write about your family. **Learners' own production****Exercise 7**

Learners should focus on clues to decide each of the matching sentences. Ask them about the clues when checking answers. Once they finish, they can write possible questions for the extra answer.

Remind them to use a pencil to draw the arrows in case they have to change anything. Once they've checked all the answers, they can use different colours for each of the arrows so as to spot the answers easily.

**Exercise 8**

Learners have to focus on clues to decide which option to circle. Once they have completed the activity, they can come up with possible statements that would require the uncircled option as an answer, e.g. 1. *Is there a garden in your house?* *Is there a cupboard in your bedroom?*

**Exercise 9**

Learners account for their answers when checking, i.e. they focus on the clues that helped to decide which option to circle. You can then play a *Repeat if correct* game.

**Exercise 10**

Work on strategies again. It's better to use a pencil than a pen so that if they have to change any of the words, they can erase them easily. They should start with the ones they're sure about and cross out the used words using a pencil so as to reduce the number of options.

**Exercise 11**

1 Ask learners to read the text and elicit if it's a text about friends or family. Then, ask them to draw 3 charts like in the second part and complete it with the information about Paul and his family.

2 Check what learners included in their charts. Then, instruct them to complete the two charts with information about two members of their own family. Remind them where they can find information if they have a query.

3 Invite learners to use Paul's text as a model and write their own texts about their family.

**Exercise 1**

Play a memory game after learners finish the activity.

**Exercise 2**

Learners have to tell you what clues helped them to decide on each of the options.

**Exercise 3**

Learners can add further information. They can play a memory game.

**Exercise 4**

Elicit from learners that these statements refer to all animals, not just one. Invite them to add an affirmative or negative statement to complete each idea, e.g. *A dog doesn't have two arms. A dog has four legs.*

**Exercise 5**

Learners can turn this exercise into a game. They can look at the drawing for a minute, cover it with a pencil case or a piece of paper, complete the statements and then, check.

**Exercise 6**

Elicit from learners the meaning of *but*.

## BREAK TIME 2: Board game: Snakes and ladders

### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can name some nouns and actions.
- can use sentences.

### Key language

Clothes

Jobs and professions

Transport

Actions / Activities

Animals

*this / that*

*has / doesn't have*

*but*

*hungry / thirsty*

### Areas of awareness

Cultural awareness

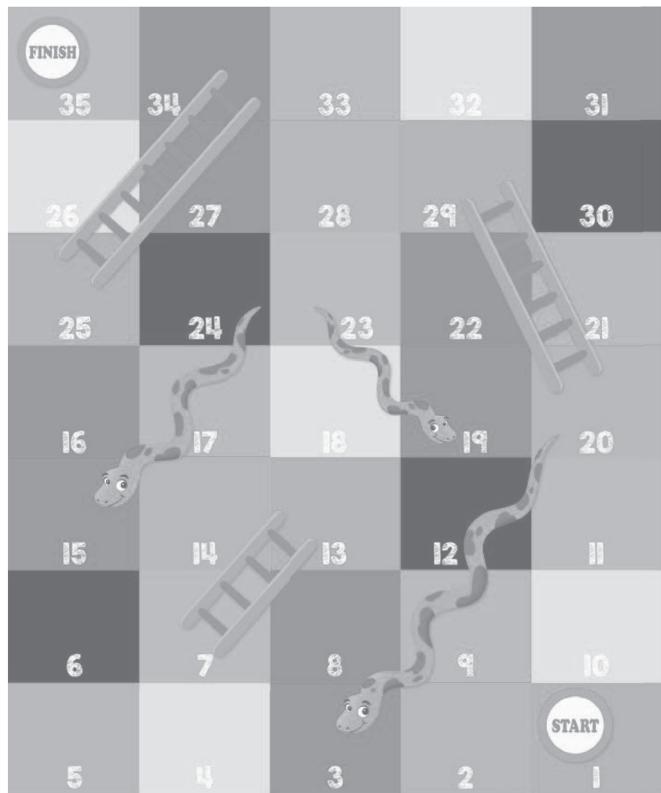
Language awareness

Cognitive awareness

Social awareness

## BREAK TIME 2

### Board game: Snakes and ladders



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### Lesson opening

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

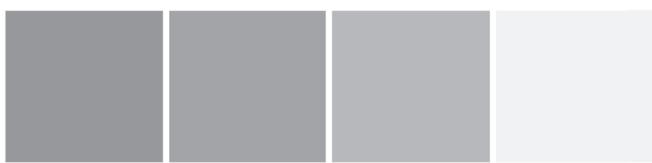
- Ask learners to open their books at page 82 and say the name of the section as you point to it. Remind them that when it's break time, they'll play a game, like in Break Time 1 when they played *Guess Who?* Tell them that this time they will play *Snakes and ladders*. Elicit what the words *snake* and *ladder* mean.
- Refer to the board's grid and help learners notice the snakes, the ladders, the starting point, the finish line, and the numbers. Practise counting.
- Explain the rules of the original *Snakes and ladders* game:
  - This game can be played in pairs or small groups, with a dice. If they don't have one, they can roll a pencil or pen that has 6 sides. Use masking tape and write numbers 1 to 6.
  - Each learner needs a counter to place on the square that says *START*. Show learners they may make a small ball with a piece of coloured paper.
  - Learners take it in turns to roll the dice and move their counter forward the number of spaces shown on it, following the numbers on the board. Make sure they understand that you start counting as from the square that comes after the square their counter is on (they should not count the square their counter is already on).
  - If they land at the bottom of a ladder, they move up to the square at the top of the ladder.

- If they land on the head of a snake, they must slide down to the square at the bottom of the snake.
- The first learner to get to the space that says *FINISH* is the winner.
- For English language purposes, the squares on the boardgame have been colour-coded. Revise the names of the colours. Refer to the key on page 83 to understand the colour categories. Identify a blue square and tell them that if they land on a blue square, they must name a profession. Then, identify a red square and tell them that if they land on a red square, they must name a means of transport, etc. Give an example for each category. Make it clear that learners cannot repeat the words or sentences already used by their partner(s).
- Demonstrate how to play the game to make sure everyone understands.
- Learners play in pairs or small groups. Go over the rules for games.

### Cultural background

This game is originally known as *Moksha-Patam*, found in ancient India. Moving up the board represented life's spiritual journey, taking shortcuts up the ladders as life's virtues and down the snakes as life's vices.

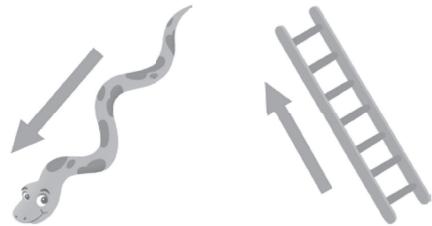
### Key



blue      red      pink      yellow  
Name a **profession**.      Name a means of **transport**.      Name an item of **clothing**.      Name an **action** or **activity**. Say, *I'm ...*



purple      orange      black      green  
Name something **near** or something **far**.      Describe an **animal**.      Complete this sentence: *I like ... but I don't like ...*      Complete this sentence: *I'm hungry. I need ... or I'm thirsty. I need ...*  
Say, *This is a ... or That is a ...*



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## Language awareness

Ask learners if they know if this game exists in their context. Ask them what they think this game could be called if they don't know it in their own language, e.g. in Spanish it might be translated as *Serpientes y escaleras*.

## Cognitive awareness

Help learners to understand the key on page 83 so that they can refer to it as they play, building their independence.

## Social awareness

Before the game starts, ask learners if they can think of a fair way to decide who will start the game, e.g. each learner in the pair rolls the dice and the learner who throws the highest number gets the first turn, the youngest player in the group, the person with most letters in their name, a round of rock-paper-scissors, flip a coin, etc.

## Lesson closing

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

## Our Show

### OVERVIEW

#### Language

Telling a story

#### Aim of the section

To show how much learners have learnt.

#### Learning objectives

Learners

- can retell a story.
- can learn their lines and perform a short play.
- can make invitations.
- can make a poster.
- can make a show programme.

### Lesson opening

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

### Our Stories Show - The Jungle Book

- Tell learners that they're going to get ready to show families how much they've learnt by performing an adaptation of the story *The Jungle Book*. Ask them if they know this story and elicit what it is about if they are familiar with it.
- Make it a point that everybody will participate and contribute to the show in one way or another.

### 1 Get organised

ACTIVITY	STUDENTS
Make the invitations	
Make character puppets	
Make the posters	
Make the programme	
Learn the lines	

- Instruct learners to open their books at page 84 and to read the tasks in the chart to get organised. Everybody will contribute to the writing of the texts, i.e. the invitations, the programme, and the posters.
- With respect to the characters' puppets, ask the IT or the Arts teacher if they can make them with the learners. They can draw them themselves, find pictures in magazines or online, or use the templates at the end of this Teacher's Book. When they're ready, stick a lollipop stick or a straw on the back of them so that learners can hold them, as shown in row 2 of the chart.
- Copy the chart onto a piece of poster board and write the learners' names. You can offer your learners choice to choose which task they would like to be responsible for or conduct a raffle and then, allow learners to exchange roles if they want to.

### 2 Characters

	Father Ocelot is an ocelot. Ocelots are feline.
	Mother Ocelot is very slim. She's the brothers' mum.
	Brother Ocelot is a small ocelot.
	Big Brother Ocelot is Brother Ocelot's brother. He's very big.
	Akela is an ocelot, a leader.
	Tabaqui is a fox.
	Shere Khan is a jaguar.
	Bagheera is a puma.
	Baloo is a jaguarondi. Jaguarondis are feline.
	Monkey number 1 is a small monkey.
	Monkey number 2 is a big monkey.
	Kaa the Rock Anaconda is an anaconda. It's a very big and long serpent.

- In all, there are 12 animal characters, 1 human character (Leo) plus 4 narrators: 17 roles. Some of the lines (mainly the narrators' lines) can be divided into more learners if you have a large group, so that every learner has something to say. This can help shyer learners or learners who need extra help too. If you are still short on lines, there can be a group presenting the characters (holding the masks and describing who they are) and another group acting out the play saying their lines. If even more characters are needed, Baloo (and other characters) may be played by two different learners.
- Learners read the characters' introductions. Have them focus on the illustrations to clarify what animals they represent: ocelot, fox, jaguar, puma, jaguarondi, monkey, anaconda. Ask them if they know what those animals are and what they are called in their own language.
- Read the story aloud to your learners, having them follow in their books and trying to make meaning out of the story. Ask comprehension questions after the longer lines and after each scene. Make sure all learners understand the story so that they are not just doing their own part and so that you provide them with a sense of belonging and responsibility towards the whole show.
- Ask them to try to remember as much about their descriptions as they can. Then, play a *Who?* game. Describe a character for learners to say who it is, e.g. *I'm a fox. Tabaqui!*

### 3 Puppet time

- If learners make the puppets in class with you, tell them to get whatever materials they need and give them time to work. Learners can also add the name to the characters.
- When the puppets are ready, take a photo of all of them. Remember to take photos as learners are working.

### 4 Present the characters

- Inform learners that this is a rehearsal and that you will go over the lines informally as a 'Readers' Theatre' the first time. This means that for the first rehearsal, they will only have to read their part in the script to develop fluency first.
- When each learner is reading their part, the rest should listen attentively and give constructive feedback.
- Next, learners need to learn their lines properly. Discuss, with learners, different strategies to remember the lines and give them some tips:

Learners can:

- use prompts such as drawings that represent their line, realia (e.g. a real object like a watch or a clock to tell the

time), and gestures (e.g. yawning).

- underline or colour their lines.
- read the lines out loud so that they can hear them, being expressive and using gestures as they do so, which makes it easier to memorise.
- ask a friend to help them by giving them their cue lines (the line just before theirs) for them to remember when it's their turn to speak.
- write out the first part of their line on a slip of paper, to test their memory on the second part. Then, they write out the second part of their line to check if they can remember the first.
- perform an easy automatic activity like bouncing a ball, twiddling their fingers, tidying up, or walking while revising their lines in their heads.
- make a voice recording to hear how they sound, to listen to their own pronunciation and enunciation, to then ask their teacher for help.
- or should listen attentively and give constructive feedback when each learner is reading their part.
- Go over the lines again, but have learners try to look at the scripts as little as possible.
- Remember to take photos of the learners as they're learning the lines.

## 5 Act out!

- Once learners should know their lines, take on the role of stage director, and help learners find their space on the 'stage' (the front of the classroom or a real stage in the school auditorium). Mark entrances and exits of each scenes' group and instruct learners to be expressive with their bodies as they enter and leave the 'stage' area. Use masking tape to show where they should stand if necessary.
- Remind learners to be expressive and use gestures.
- As each learner presents his or her part, the others should listen respectfully to the actors and actresses and clap after each scene.
- Repeat to enhance memorisation.



## 6 Make the invitations

- Ask learners to read the instructions. Elicit what to do.
- You can use the invitation in the book as a template. Each learner can draw the invitation on a sheet of paper, decorate it, and complete it.
- Elicit what information they need to include on each of the lines.
- The last line is for the grade, e.g. 4<sup>th</sup> A, 5<sup>th</sup> B, etc.
- Learners can give their own invitation to their families.



## 7 Make the posters

- Ask learners to read the instructions.
- Focus their attention on the steps:
  - Take photos in the classroom or draw scenes.
  - Print the photos or use the drawings.
  - Glue the pictures on poster paper.
  - Label the pictures like in the example in the book.
- Decide on how many posters learners are going to make. It can be one poster per group.

## 8 Make the programme

- Tell learners to read the instructions and the two programmes.
- Ask learners which is the programme they would give families when they arrive. Ask them to account for their ideas.
- There should be at least one programme per family so each learner can make one. Collect all the programmes so that they're ready for the day of the show.
- Agree with learners if they want to write the second poster on poster board for them to remember or if they'll use their books as a checklist the day of the show.
- Discuss with learners how they will end the show.
  - Stand in a line and bow while families clap. Wave and say, *Goodbye*. Teach them different ways of saying goodbye: *Thank you for coming. We hope you enjoyed the show. Bye bye. See you. Bye for now. Take care. See you next time.*
  - Choose and sing a song they like to close the play.

Note: you can make a special book for the occasion. Give families one sheet of blank paper as they arrive (half an A4 sheet). When the show is over, they can write comments for the learners. Collect all the sheets and staple them together. Take photos of the pages and upload them onto the school blog so that all families can read them. You can ask the IT teacher or team for help to make the photos into an animated book.

Cultural Background: In *The Jungle Book*, a pack of wolves adopt Mowgli. In our version, it is a pack of ocelots who adopt Leo. Shere Khan is a tiger and Tabaqui is a jackal in the original story, but in our story they are a jaguar and a pampa fox. In *The Jungle Book*, Baloo is a bear and Bagheera a black panther. In our version, Baloo is a jaguarundi and Bagheera is a puma or mountain lion.

**Recognition and production level**

Listening can be assessed in different forms, e.g. when giving oral instructions, when asking learners questions, when interacting with them. These are instances that teachers should consider for assessment. Some of these will also allow teachers to assess learners' production. However, some other forms of assessment should be designed in which learners will participate more actively in their own assessment. These are outlined below.

Instruct learners to go over the Welcome Unit and Unit 1. They should make a list of the topics they have been learning. As this is the first time, learners can dictate the list to you. You may decide to divide the contents into two areas, lexical areas and structures. For learners, structures may not mean much, so you can call the first area vocabulary and the name for the second area can be agreed upon with learners. You may also let learners name this second area in a way that will be meaningful to each of them. Therefore, there may be more than one name. As learners dictate the teaching points to you, write them one below the other. Learners can copy the list on a sheet of paper as you go along or when the list is complete. It's best to have these assessment lists on separate sheets so that it's easy to go back to them every now and then.

Focus learners' attention on the lexical areas. Ask them to read them to themselves and check if they remember the words. If they do, they should write an *R* to show they can recognise them. You can also ask them to draw a tick or a . In these cases, they need to draw two columns so as to distinguish recognition from production. You can check this

as well by saying different words and having learners show the items you name, e.g. pointing to something in their books, in the classroom, miming them, etc.

For production, they can go over the list and show the meaning of the words as you say them, again by pointing to them, miming, etc. If they can say them, they write a *P* next to each item. Walk around the classroom checking if there are any blanks in the learners' lists. If there are blanks in the recognition area, show the word one learner doesn't know and ask, e.g. *Is this (a dress)?* If learners answer correctly, they can write an *Rh*, meaning *recognition with help*. For production, you can give them options, e.g. *Is this a dress or a skirt?* If they answer correctly, they should write *Ph*, again meaning *production with help*.

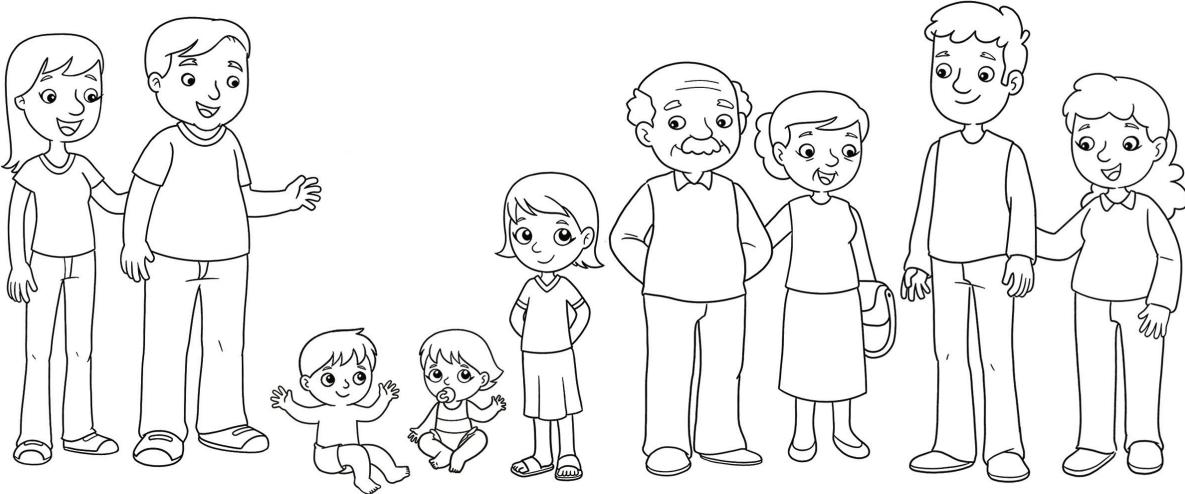
For the structure area, say a statement with the content at stake, e.g. *I have long brown hair*. Learners have to mime what you're saying. If they do so correctly, they should write an *R* next to the structure.

Once you've covered all the points in this area, tell learners they have to say something which is true and show or mime it as they're saying it. This is important since it will show meaning. Give them time to think of something to say for each of the points in this area, then have them give their examples. They should write a *P* next to each area if they show they can say it.

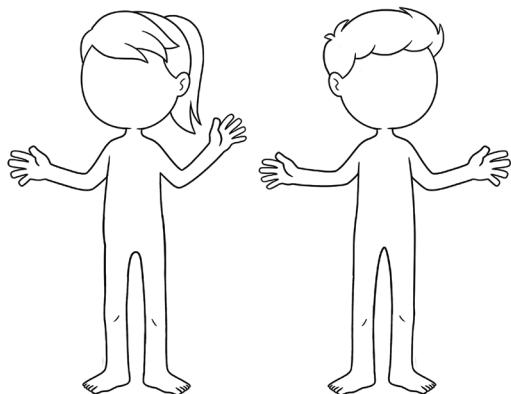
**Instructions**

Emma's wearing a skirt, flip-flops, and a T-shirt.  
Rick's wearing swimming trunks and trainers.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**1** Read and tick (✓) or cross (✗).

1 Hi, my name's Emily. I have short hair.	<input type="checkbox"/>	6 My sister's nose is big.	<input type="checkbox"/>
2 My eyes are small.	<input type="checkbox"/>	7 My grandpa's plump.	<input type="checkbox"/>
3 I have a brother and a sister. They have big eyes.	<input type="checkbox"/>	8 My granny's tall.	<input type="checkbox"/>
4 My mum and dad are tall.	<input type="checkbox"/>	9 My uncle's short.	<input type="checkbox"/>
5 My brother's hair is long.	<input type="checkbox"/>	10 My aunt's slim.	<input type="checkbox"/>

**2** Listen and draw.**3** Circle.

Hi! I'm <sup>1</sup>**Emily / Emily's aunt**. My name's <sup>2</sup>**Sarah / John**. I have long <sup>3</sup>**nose / hair** and a <sup>4</sup>**plump / big** mouth. I have two dogs. They <sup>5</sup>**have / don't have** short ears. They're <sup>6</sup>**playing / eating**. I'm at school. I'm <sup>7</sup>**reading / riding** a book with my friends Alice and William. Alice is tall and <sup>8</sup>**she's / her** eyes are big. William isn't tall, <sup>9</sup>**he's / she's** short. <sup>10</sup>**His / Her** hair's long. I love my friends!



### Recognition and production level

Apart from the instances of assessment at the end of different lessons, there are suggestions here for a more formal instance of assessment, which also focuses on self-assessment and awareness raising.

Ask learners to take out their assessment sheet from Unit 1, the one in which they wrote the list of topics learnt. Ask them to browse over Unit 2 and dictate the topics they have learnt. Once the list is ready, tell them you'll start with the lexical areas. Ask them to take out their personal dictionary pages. In this case, they'll need the one for food.

As you name the different foods, they should show them to you. If they show the correct items, they should write an *R* next to each. If there's one or more they don't recognise, they should not write anything. Walk around as you name the foods to check if there are any blanks in the learners' lists. If there are, point to the item in question and ask, e.g. *Is this (a piece of toast)?* If learners answer correctly, they should write *Rh*.

To check production, show the cut-outs you have used. As you show each, count *one, two, three* and have learners say what it is. They should write a *P* next to each word.

At this stage, you can ask learners to go back to the lexical items from Unit 1 and check if there are some in the *R* category to which they can add a *P*. You can use the same procedure just suggested.

To work on prepositions, ask learners to take out a pencil case and an eraser. Give instructions for them to place the eraser and the pencil case in different positions. If they do so correctly, they should write an *R* for each preposition.

To assess production, place (a pencil) and (a schoolbag) in different positions as you ask, *Where's the (pencil)?* If learners answer correctly, they should write a *P* next to each preposition. Those who need extra help, e.g. options, should write *Ph*.

For assessing structures, tell them you'll play a memory game. First, instruct three learners to say what food they like and what they don't like. You can start by saying, e.g. *I like toast. I don't like jam.* Keep a record of these learners' likes and dislikes. Then say, e.g. *(Mila) likes water. (Alex) doesn't like bananas.* for learners to say if those statements are true or false. If they have no problem understanding, they should write an *R* next to *likes / doesn't like*. Then, challenge them to say what they remember. Ask three other learners to tell the rest about their likes and dislikes. Then, instruct learners to talk about (Vicente). Once they say what he likes or doesn't like, tell them, *Now talk about (Alfonsina).* Learners should write a *P* if they can say these statements.

Once you've covered the topics from Unit 2, go over the ones in Unit 1 to check if there are any *R* items that can be turned into *P* or *Ph*. Show learners how they're making progress.

### Instructions

Melanie is my best friend. She likes dresses and T-shirts. She doesn't like skirts. She likes swimsuits, but she doesn't like flip-flops.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**1** Read and draw in the correct column.

I like toast and jam. I don't like chocolate milk, but I like milk and soft drinks, too. I don't like eggs, but I like meat and chicken. Cereal? No, I don't like it, but I like biscuits.

**2** Listen and circle.

  dresses

  swimsuits

  T-shirts

  flip-flops

  skirts

**3** Circle.

Mum: Nick, is this your pencil case?

Nick: No, my pencil case is <sup>1</sup>**behind / under** the bed. This is <sup>2</sup>**Lucy / Lucy's** pencil case.

Mum: <sup>3</sup>**Where's / Where are** your markers?

Nick: My markers? Mm, are they next to the cupboard?

Mum: No, <sup>4</sup>**it isn't / they aren't**.

Nick: Look, my markers are in the cupboard, <sup>5</sup>**behind / next to** the flip-flops.

Mum: Oh, Nick, and look at your trainers!

They're <sup>6</sup>**on / in** the bed. Now give me your book.

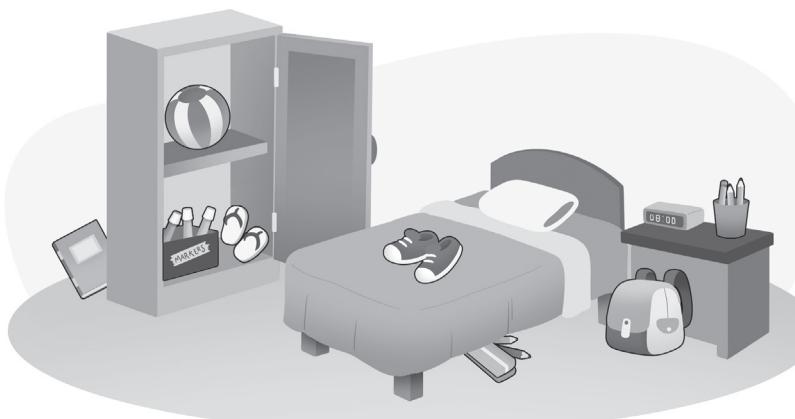
Nick: It's <sup>7</sup>**under / behind** the cupboard.

<sup>8</sup>**Where's / Where are** my schoolbag?

It <sup>9</sup>**is / isn't** under the bed.

Mum: Look, it's <sup>10</sup>**behind / next to** the bed.

Nick: Thanks, Mum.



**Recognition and production level**

Apart from the instances of assessment at the end of different lessons, there are suggestions here for a more formal instance of assessment which also focuses on self-assessment and awareness raising.

Ask learners to take out their assessment sheet from Units 1 and 2, the one in which they wrote the list of topics learnt. Ask them to browse over Unit 3 and dictate the topics they have learnt. Once the list is ready, tell them you'll start with the lexical areas. Ask them to take out their personal dictionary pages. In this case, they'll need the one for activities and meals.

Name the meals for learners to show they recognise them. They should write an *R* next to each. If there's one or more they don't recognise, they should not write anything. Walk around as you name the meals to check if there are any blanks in the learners' lists. If there are, point to the item in question and ask, e.g. *Is this (breakfast)?* If learners answer correctly, they should write *Rh*.

To check production, tell learners you'll say a time, e.g. 12:30 for learners to say which meal they have at this time.

For activities, as you name different activities learners should mime them. At this stage, they're working on the meaning of the activities, not the concept of routine. As they mime correctly, they should write an *R* next to each activity. Walk

around the classroom and follow the suggested procedures if there are any blanks in the learners' dictionaries.

Before you move on to production activities, you can ask learners to go back to the lexical items from Units 1 and 2 and check if there are some in the *R* category to which they can add a *P*. You can use the same procedure just suggested. In order to assess Simple Present and *there is / there are*, you can refer learners back to Exercise 20 on page 39 in the Pupil's Book. In this case, they need to describe their house and talk about their routines. Remind them they should also include the time at which they perform different activities. Once you've covered the topics from Unit 3, go over the ones in Units 1 and 2 to check if there are any *R* items that can be turned into *P* or *Ph*. Show learners how they're making progress.

**Instructions**

My sister and I get up early every day, at 6:30. We have a shower and have breakfast at 7:00. Lessons start at 8:15. We have lunch at home at 12:45—meat and salad—and at 2:00 we do our homework. At 5:00 we have chocolate milk and toast, and then we play or read. Dinner is at 8:00 and we go to bed at 9:30.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**1** Read and tick (✓) or cross (✗).

Hi, Uncle Bob,

I'm very happy in the new city. School is great. I have new friends. We go to school in the morning and in the afternoon, we play, listen to music, and dance in my bedroom or in the garden.

The new house is nice, too. Lucy and I have a big room with two beds, a big cupboard, and two desks. Dad's bedroom and Peter's bedroom are small, but the kitchen is big. We watch TV in the kitchen and have breakfast and dinner there. We have lunch at school, and we get home at 2 o'clock. Dad and Peter have lunch at home at 12:30. Peter is at school in the afternoon.

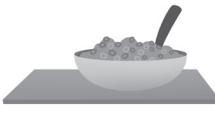
How's Aunt Bea? Please write back and send photos.

Love,  
Katia

1 This text is a story.	<input type="checkbox"/>	6 There is a garden in her house.	<input type="checkbox"/>
2 This text is very formal.	<input type="checkbox"/>	7 There are three bedrooms in her house.	<input type="checkbox"/>
3 Bob is the writer of the text.	<input type="checkbox"/>	8 There's a TV in the kitchen.	<input type="checkbox"/>
4 Katia likes the new city.	<input type="checkbox"/>	9 They don't have breakfast in the kitchen.	<input type="checkbox"/>
5 She doesn't like the school.	<input type="checkbox"/>	10 Katia and her friends have lunch at 2 o'clock.	<input type="checkbox"/>

**2** Listen and write the time.

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



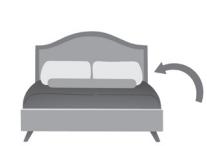
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**3** Circle.

This is my new house. <sup>1</sup>**It's / There's** a big living room but <sup>2</sup>**there's / there isn't** a garden. Look at the photo <sup>3</sup>**in / on** the wall. <sup>4</sup>**It's / There's** Pipo, my dog.

<sup>5</sup>**There are / They're** two bedrooms, but <sup>6</sup>**there isn't / there aren't** two bathrooms. <sup>7</sup>**There aren't / They aren't** cupboards in the bedrooms, but <sup>8</sup>**there's / it's** a big cupboard in the garage. The kitchen is big. <sup>9</sup>**We / They** have breakfast and dinner in the kitchen. We <sup>10</sup>**have / don't have** lunch there. I like my house.



### Recognition and production

Apart from the opportunities for assessment at the end of the different lessons, there are suggestions here for a more formal instance of assessment which also focuses on self-assessment and awareness raising.

Ask learners to take out their assessment sheet from Units 1, 2, and 3 with the list of topics learnt. Most probably, learners will remember the procedure, so elicit from them what they have to do. Once the list is ready, tell them you'll start with the lexical areas. Ask them to take out their personal dictionary. In this case, they'll need the clothes and accessories dictionary pages and cut-outs.

Name the different items of clothing for learners to show they recognise them. They can mime them or show the corresponding cut-out. If there's one that they do not have, they should point to one being held up by one of their classmates. They should write an *R* next to each item they recognise. If there's one or more they don't recognise, they should not write anything. Walk around to check if there are any blanks in the learners' lists. If there are, point to the item in question and ask, e.g. *Is this (a cap)?* If learners answer correctly, they should write *Rh*.

To check production, tell learners you'll mime an item of clothing or accessory for them to say which item it is.

To check activities, name different activities and ask learners

to mime them. If they mime correctly, they should write an *R* next to each activity. Walk around the classroom and follow the suggested procedures if there are any blanks in the learners' dictionaries.

Before you move on to production for activities, you can ask learners to go back to the lexical items from units 1, 2, and 3 and check if there are some in the *R* category to which they can add a *P*. You can use the same procedure suggested above.

In order to assess *What ... doing?*, have learners go back to the dialogues they created after Exercise 6. They can prepare a short exchange. To work on *but* and *their*, tell them to refer to Exercise 11a and make a statement about two of their classmates.

Once you've covered the topics from Unit 4, go over the ones in the previous units to check if there are any *R* items that can be turned into *P* or *Ph*. Show learners how they're making progress.

### Instructions

In my town, people wear different clothes. Men wear jeans and sweaters, and women wear dresses. Men wear caps but women don't.

Boys wear shorts, shirts, and flip-flops, and girls wear skirts and T-shirts, trainers and socks.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**1** Read and tick (✓) or cross (✗).

1 Jack and Amy are slim.

2 Their hair is short.

3 They don't have a big nose.

4 Jack is hungry.

5 Amy is thirsty.

6 Jack is wearing a cap.

7 He's wearing a jacket.

8 Amy is wearing glasses.

9 They're at home.

10 They're going down the escalator.

**2** Listen and draw the clothes and accessories.

People's clothes in my town

MEN	WOMEN	BOYS	GIRLS

**3** Circle.

**Harry:** Hi, Ella. <sup>1</sup>**How are you? / What are you doing?**

**Ella:** Hi, Harry. I'm <sup>2</sup>**buying / playing** water at the shopping centre. I'm <sup>3</sup>**thirsty / hungry, <sup>4</sup>but / and** I want water.

**Harry:** Is your mum there?

**Ella:** Yes, <sup>5</sup>**it / she** is. <sup>6</sup>**There's / It's** a nice food court and she's there. Oh, no! <sup>7</sup>**There are / They're** two young boys on the escalator. They're <sup>8</sup>**shopping / going down.** <sup>9</sup>**His / Their** mum is running now.

**Harry:** Are they OK?

**Ella:** Yes. I need a dress for dad's party,



<sup>10</sup>**but / and** I don't like the dresses here.

**Harry:** Oh, go to the Girls Boutique.

<sup>11</sup>**They're / There are** nice dresses there. My sister's wearing one of <sup>12</sup>**your / their** dresses now.

**Ella:** Thanks for the information!

**Recognition and production level**

Apart from the opportunities for assessment at the end of the different lessons, there are suggestions here for a more formal instance of assessment which also focuses on self-assessment and awareness raising.

Inform learners you'll check how much they remember about the new topics. Most probably, learners are quite familiar with the procedure, so elicit from them what they have to do. Once the list is ready, tell them you'll start with the lexical areas. Ask them to take out their personal dictionary pages. In this case, they'll need the pages for actions, transport and city elements, and jobs and professions.

This time, you can ask learners to focus on Exercises 2 and 3 and check that they can identify all the words. If they do, they should write an *R* next to each word in their list. If there's one or more they don't recognise, they should not write anything. Walk around to check if there are any blanks in the learners' lists. If there are, point to the item in question and ask, e.g. *Is this (a cap)?* If learners answer correctly, they should write *Rh*.

To check production, tell learners you'll mime a job for them to say which it is.

You can follow the same procedure for the other items. Once you've covered the topics from Unit 5, go over the ones in the previous units to check if there are any *R* items that can be turned into *P* or *Ph*. Show learners how they're making progress.

**Instructions**

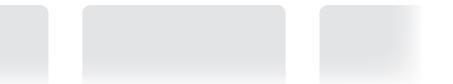
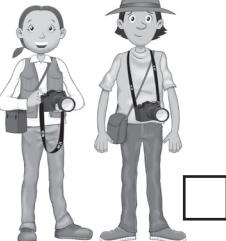
Number 1. Bob and Carla are my friends. They work in the street. They need a driving licence. They don't drive a bus.  
Number 2. Ann and Jeremy are my aunt and uncle. They make delicious cakes and biscuits. They work in a restaurant.  
Number 3. Amy and George are my mum and dad. They work in the street, but they don't clean the street. They wear a blue uniform.

Number 4. Ken and Kate are my cousins. They love animals and they cure small animals. They have a small clinic.  
Number 5. Alison and Archie are my granny and grandpa. They don't work at home. They don't work in the street. They don't wear a uniform and they don't need a camera. They work in a bank.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**1** Read and draw.

- 1 In this area, there are four buses.
- 2 There's a shopping centre.
- 3 There are three motorbikes.
- 4 There aren't traffic lights.
- 5 There's a street cleaner.
- 6 There isn't a police officer.
- 7 There's a taxi.
- 8 There are two cars.
- 9 There aren't bikes.
- 10 There's a school.

**2** Listen and number. There's an extra option.**3** Circle.**Jeremy:** Hi, Claire.**Claire:** Hi, Jeremy. I'm at home with Amy and Luke. They're in the kitchen.**Jeremy:** <sup>1</sup>Where are they / What are they doing?**Claire:** <sup>2</sup>They cook / They're cooking. They're <sup>3</sup>chefs / artisans.**Jeremy:** Oh!**Claire:** <sup>4</sup>It's / There's a problem. They <sup>5</sup>want / need milk, and there <sup>6</sup>isn't / aren't any milk at home.**Jeremy:** I'm in the office with Candy.**Claire:** Candy? She's <sup>7</sup>a / an archaeologist.**Jeremy:** Yes, but she's <sup>8</sup>working / buying in an office now. Oh! I have a new job.**Claire:** Oh, tell me.**Jeremy:** Guess! I work in the street, <sup>9</sup>and / but I don't need a driving licence.**Claire:** Are you <sup>10</sup>police officer / a police officer?**Jeremy:** No, I'm a photographer!

**Recognition and production level**

Apart from the opportunities for assessment at the end of the different lessons, there are suggestions here for a more formal instance of assessment which also focuses on self-assessment and awareness raising.

The main focus of this unit is the description of animals. For recognition, two activities are suggested below:

- 1 Tell learners you'll describe either an animal or one of the characters (or a person everybody knows). The information may be true or false. Start the description using *has* and *doesn't have*. Include *neck* and *feathers* in your descriptions. Learners show a thumbs up or down depending on the information.
- 2 Conduct a picture dictation. Learners have to draw following your instructions. Use *has* and *doesn't have* in your descriptions.

In either case, as they show they understand, they should write an *R* next to the topics—*has, doesn't have, neck, feathers*.

For production, learners can take it in turns to describe an animal or a person everybody knows (see Activity 1 above).

**Instructions**

I'm Samantha, and I'm Camila's friend. My hair's long and my eyes are small. I have a brother. His name's Nick. He has long hair, small eyes, and a big nose. We like animals. We have a dog, a cat, a bird, and two fish.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**1** Read and tick (✓) or cross (✗).

1 A hippo has feathers.	<input type="checkbox"/>
2 A hen doesn't have a long neck.	<input type="checkbox"/>
3 A hen has a small head.	<input type="checkbox"/>
4 A mosquito has four legs.	<input type="checkbox"/>
5 A kangaroo doesn't have a small head.	<input type="checkbox"/>
6 A tiger has a big head.	<input type="checkbox"/>
7 A monkey doesn't have long arms.	<input type="checkbox"/>
8 A pig doesn't have short legs.	<input type="checkbox"/>

**2** Listen and circle YES or NO.

1 Samantha has long hair.	YES	NO
2 She has big eyes.	YES	NO
3 Her brother doesn't have a big nose.	YES	NO
4 She likes animals.	YES	NO
5 Nick doesn't like animals.	YES	NO

**3** Circle.

<sup>1</sup>This is / That's a photo of Samantha, <sup>2</sup>Camila / Camila's friend. <sup>3</sup>His / Her nose is small and she <sup>4</sup>has / likes a big mouth. She has a mum <sup>5</sup>and / but a dad. She has a brother <sup>6</sup>but / and she doesn't have a sister. Her dad's a clerk and her mum's <sup>7</sup>a / an artisan. Her grandpa and granny are <sup>8</sup>a / -- shopkeepers. They <sup>9</sup>work / buy in a big shop. Now they are in the kitchen. They <sup>10</sup>cook / are cooking.

# Unit Tests Answer Key

## Unit Test 1

Ex 1: 1 ✓, 2 ✗, 3 ✓, 4 ✓, 5 ✗, 6 ✗, 7 ✓, 8 ✗, 9 ✗, 10 ✗

Ex 2: Girl's clothes: skirt, flip-flops, and a T-shirt. Boy's clothes: swimming trunks and trainers.

Ex 3: 1 Emily's aunt, 2 Sarah, 3 hair, 4 big, 5 don't have, 6 playing, 7 reading, 8 her, 9 he's, 10 His

## Unit Test 2

Ex 1: ☺: toast, jam, milk, soft drinks, meat, chicken, biscuits

☹: chocolate milk, eggs, cereal

Ex 2:

☺ ☹ dresses

☺ ☹ T-shirts

☺ ☹ skirts

☺ ☹ swimsuits

☺ ☹ flip-flops

Ex 3: 1 under, 2 Lucy's, 3 Where are, 4 they aren't, 5 next to, 6 on, 7 behind, 8 Where's, 9 isn't, 10 next to

## Unit Test 3

Ex 1: 1 ✗, 2 ✗, 3 ✗, 4 ✓, 5 ✗, 6 ✓, 7 ✓, 8 ✓, 9 ✗, 10 ✗

Ex 2:

6:30	7:00	8:15	12:45
2:00	5:00	8:00	9:30

Ex 3: 1 There's, 2 there isn't, 3 on, 4 It's, 5 There are, 6 there aren't, 7 There aren't, 8 there's, 9 We, 10 don't have

## Unit Test 4

Ex 1: 1 ✓, 2 ✓, 3 ✗, 4 ✗, 5 ✗, 6 ✓, 7 ✗, 8 ✓, 9 ✗, 10 ✓

Ex 2: Possible answers:

MEN	WOMEN	BOYS	GIRLS
jeans sweaters caps	dresses	shorts shirts flip-flops	skirts T-shirts trainers socks

Ex 3: 1 What are you doing?, 2 buying, 3 thirsty, 4 and, 5 she, 6 There's, 7 There are, 8 going down, 9 Their, 10 but, 11 There are, 12 their

## Unit Test 5

Ex 1: Learners should draw: four buses, a shopping centre, three motorbikes, a street cleaner, a taxi, two cars, a school. Learners should not draw: traffic lights, a police officer, bikes.

Ex 2:

4	3	2
	1	5

Ex 3: 1 What are they doing, 2 They're cooking, 3 chefs, 4 There's, 5 need, 6 isn't, 7 an, 8 working, 9 but, 10 a police officer

## Unit Test 6

Ex 1: 1 ✗, 2 ✓, 3 ✓, 4 ✗, 5 ✗, 6 ✓, 7 ✗, 8 ✗

Ex 2: 1 YES, 2 NO, 3 NO, 4 YES, 5 NO

Ex 3: 1 This is, 2 Camila's, 3 Her, 4 has, 5 and, 6 but, 7 an, 8 --, 9 work, 10 are cooking

The progress tests have as a main aim to collect information about how well a class as a whole and individual learners are doing. They are based on the learning objectives stated for the lessons and units, and are in keeping with the way lessons are taught. Progress tests provide valuable information for teachers and learners, and, in turn, for the learners' families as well. When accompanied by other forms of assessment, as the ones suggested for each of the units, they contribute to learning and to motivating learners to keep on going.

Each of the units in *Our Stories* focuses on receptive skills—listening and reading—, productive skills—speaking, interacting, and writing —, and reflecting skills—language awareness, cognitive awareness, social awareness, inclusive classrooms, and ESI / CSE. True as it is that all these reflecting skills cannot be tested formally, language and cognitive awareness will be present in formal instances of assessment.

Progress tests will focus on listening, reading, and writing. Teachers can resort to the activities suggested for assessing speaking and interaction in each of the units as well for the progress assessment to be complete.

### How to go about progress tests

Very often, teachers inform learners and their families that there's going to be a test, which means that learners have to study. Even more often, teachers insist that learners should study. To many young learners, studying is not an activity they find meaningful, which means they usually resort to learning something by heart. It may be the case that families do not know English, but what sometimes happens is that if they do, what they ask their children to do to prepare for a test does not contribute much to it. What can be done, then? Most learners will have had experience from Level 1, but there may be some who are new in the group. Moreover, going over these ideas will be beneficial to everybody. As suggested for Level 1, before a test, work with learners in class for them to understand what it means to prepare for one. Ask them to go over the units you will focus on, i.e. Units 1 and 2 for the first progress test, Units 3 and 4 for the second one, and finally, Units 5 and 6 for the last one. As learners go over the units, tell them to dictate to you what they have learnt. Elicit the names of the lexical sets as well as the different lexical items they've learnt. The assessment record they have been keeping for the different units can help. For instance, for Progress Test 1, ask them to concentrate on the following exercises from Unit 1:

- Exercise 3 (family members)
- Exercise 5 (actions)
- Exercise 9 and 16 (clothes)

and this from Unit 2:

- Exercise 16 (food)

Go over the lexical areas as suggested for the assessment instances (pages 134 and 136 in this Teacher's Book). You can discuss different strategies to revise lexical sets and items. Help them become aware of how they can keep a record of their progress, e.g. counting the number of words they remember and they know how to spell every time they revise them. Remind them they can use the exercises in the Workbook section as well.

The same procedure can be used for the structural topics. Learners need to check they understand and remember the meaning, and then the particulars, if applicable, e.g. *has / doesn't have* for *he, she, and it*.

This revision process should be done with enough time to make decisions regarding learners' performance. In other words, learners need to be able to go over the lexical sets and structures at home and, if possible, more than once. Two or three weeks in advance seems to be a logical time span before the actual administration of each progress test. Families should be advised as well, reminding them that the revision process will be done at school and that learners have specific activities to carry out at home for revision purposes.

### Marking and grading tests

Tests can offer a learning opportunity even after learners have completed them. When handing them back to learners, go over the different items to analyse them with them. For every blank to be filled or word / phrase to be circled, elicit why one option is correct while the other is wrong. In the case of writing, different types of mistakes might be found: spelling mistakes, incomplete questions, or incomplete even if the meaning is conveyed. It is advisable to focus on what learners can do and help them improve their versions by focusing their attention on what is wrong. Support needs to be given, e.g. exercises or pages in which they can find references. This time allotted for learners to improve their answers should be done in class so that learners see this is a valuable activity and, as such, needs to be done at school. Should there be an item that every learner has got wrong, it means that, for some reason, they would have needed more time or more practice. It is advisable not to consider this in the final grade.

A good follow-up is to design an exercise which contains the most typical mistakes. Learners can do it in class or as homework, and then compare the items in this exercise with those in the test. Even if this last step is skipped, it can give you a good panorama of learners' progress.

## 1 Read and circle.

Dear Diary,  
I'm very happy today! I have a new friend at school. Her name's Vera. She's tall and slim. Her hair's long and her eyes are brown. She's very nice. Her mum's name's Marian and her dad's name's Peter. Her brothers are two years old. They're short and plump. They have short hair and big blue eyes.

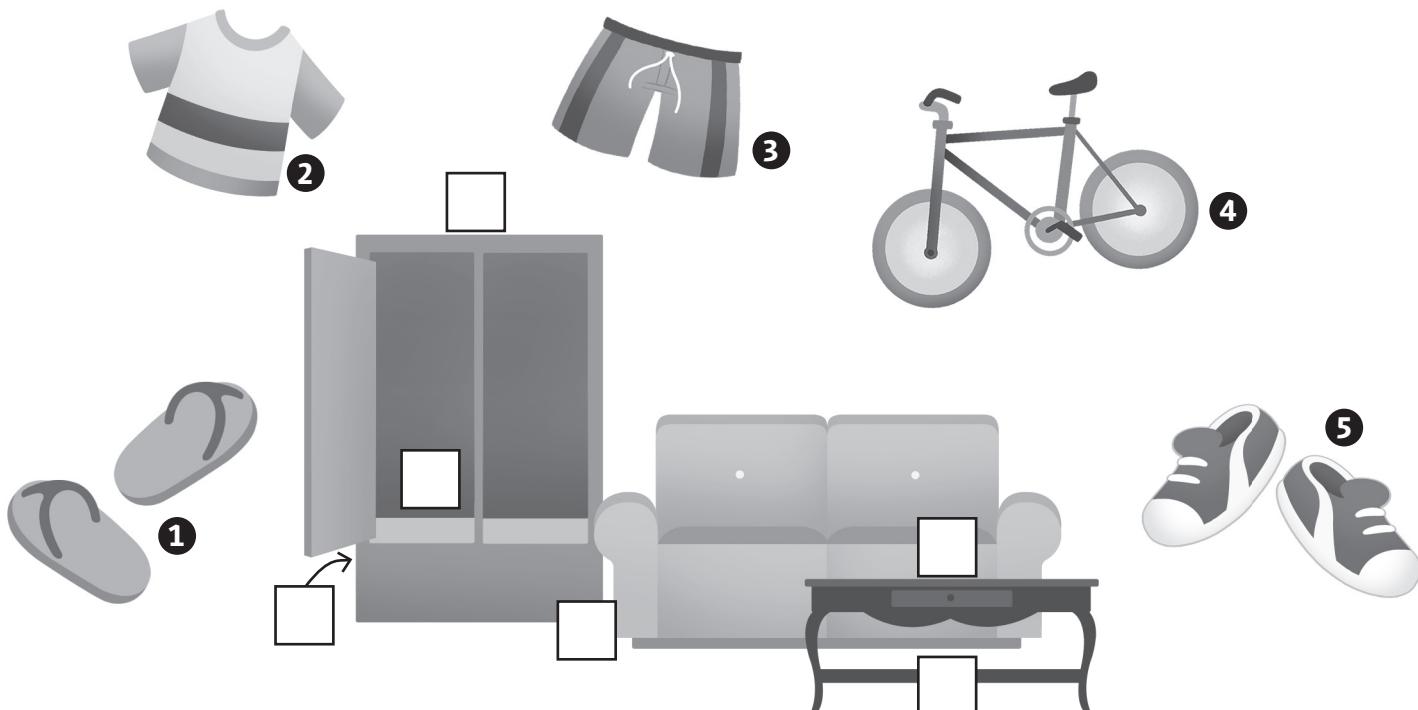
Here's a picture at school today. I'm wearing a dress and trainers, and Vera's wearing shorts, a T-shirt, and trainers. I love her trainers. Look at her brothers! They're wearing jeans, flip-flops, and a T-shirt. They're cute!

Good night, Diary  
Emily



- 1 **Vera / Emily** is writing a diary.
- 2 **Vera's / Emily's** hair is long.
- 3 Marian and Peter are Vera's **friends / family**.
- 4 Vera's brothers **are / aren't** primary school students.
- 5 They aren't **tall / plump**.
- 6 They **have / don't have** brown eyes.
- 7 In the photo, Emily's **at school / in her room**.
- 8 Emily and Vera are wearing a **uniform / trainers**.
- 9 Emily **likes / doesn't like** Vera's trainers.
- 10 She **likes / doesn't like** Vera's brothers.

## 2 Listen and match. There's an extra option.



### 3 Read, complete the charts, and write.

#### Friend 1

NAME	Emily
AGE	10
DESCRIPTION	tall, slim, long hair, big eyes, <del>big nose</del>
LIKES AND DISLIKES	meat ✓, cereal ✓, eggs ✗
CLOTHES NOW	skirt, T-shirt
ACTION NOW	reading a book

#### Friend 2

NAME	Rick
AGE	11
DESCRIPTION	tall, plump, long hair, big eyes, <del>big nose</del>
LIKES AND DISLIKES	eggs ✓, toast ✗
CLOTHES NOW	shorts, T-shirt
ACTION NOW	riding a bike

Dear Diary,

I have two new friends at school, Emily and Rick. She's ten and he's eleven. They're tall. Emily's slim and Rick's plump. They have long hair and big eyes. They don't have a big nose.

Emily likes meat and cereal, but she doesn't like eggs. Rick likes eggs, but he doesn't like toast.

Emily's reading a book now. She's wearing a skirt and a T-shirt. Rick's wearing shorts and a T-shirt. He's riding his new bike.

Good night, Diary

Vera



#### Friend 1

NAME	
AGE	
DESCRIPTION	
LIKES AND DISLIKES	
CLOTHES NOW	
ACTION NOW	

#### Friend 2

NAME	
AGE	
DESCRIPTION	
LIKES AND DISLIKES	
CLOTHES NOW	
ACTION NOW	

### 1 Read and write **R** (Ron), **V** (Vic), and / or **S** (Sharon).

**MOUNTAIN SCHOOL**

**New friends at school**

Ron and Vic are eleven years old. They're twins. Ron's hair is long but Vic's is short. Their nose is big. They have a mum, a dad, and a sister, Sharon. Her hair's long and her nose is small.



NAME \_\_\_\_\_ DATE \_\_\_\_\_

1 Eleven years old \_\_\_\_\_

4 A big nose \_\_\_\_\_

2 Long hair \_\_\_\_\_

5 A small nose \_\_\_\_\_

3 Short hair \_\_\_\_\_

6 A sister \_\_\_\_\_

### 2 Listen and tick (✓) or cross (✗).



NAME \_\_\_\_\_ DATE \_\_\_\_\_

## 3 Read, complete the charts, and write.

**Agus**

to: Josefina

Dear Josefina,

How are you? I'm very happy in my new town. It's hot and sunny every day, and we wear shorts, flip-flops, and T-shirts. And glasses and caps, too. I have big red glasses, they're fantastic.

School is fine. We start classes at 9:00. We have lunch at school at 12:30. Then, we do exercises, read, or use computers. We don't play. Then, we go home. At 5:00, I have chocolate milk and toast with jam. There's a garden at home but we don't play in the garden. I watch TV and listen to music. Dinner is at 8:30.

What are you doing now? I'm listening to music and writing to you.

Write back, please.

Love,

Agus

WEATHER	hot and sunny
CLOTHES	shorts, flip-flops, T-shirts, caps, and glasses
SCHOOL	
LUNCH	12:30
ACTIVITIES	exercises, read, computers, <del>play</del>
HOME	
TEA	5:00, chocolate milk, toast, jam
ACTIVITIES	watch TV, listen to music, <del>play in the garden</del>
DINNER	8:30
ACTION NOW	listening to music, writing

to: \_\_\_\_\_

WEATHER	
CLOTHES	
SCHOOL	
LUNCH	
ACTIVITIES	
HOME	
TEA	
ACTIVITIES	
DINNER	
ACTION NOW	

### 1 Read and write YES or NO.

< 3

Hi, Tim! What are you doing?

My homework, and I need help, Pam.

OK, tell me.

Does a platypus have a big head?

No, it doesn't. It's a small animal, it isn't long.

Does it have feathers?

No, it has four short legs.

Great. What about the okapi?

Oh, I don't like the okapi. It's a strange animal. It's brown, but it has black and white legs. It has a small head but big ears. It's tall. Is your homework about Science?

Yes!

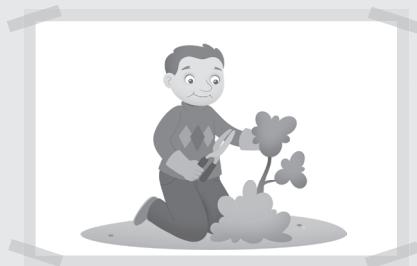
- 1 Tim's playing. \_\_\_\_\_
- 2 He's at home with Pam. \_\_\_\_\_
- 3 The platypus' head is small. \_\_\_\_\_
- 4 It has feathers. \_\_\_\_\_
- 5 The platypus has long legs. \_\_\_\_\_
- 6 Pam likes the okapi. \_\_\_\_\_
- 7 The okapi's legs are brown. \_\_\_\_\_
- 8 It doesn't have big ears. \_\_\_\_\_

### 2 Listen and circle.

- 1 Her dad's a **teacher / cook**.
- 2 Her mum's **at home / at school** now.
- 3 Her granny's a **vet / doctor**.
- 4 Her grandpa's **in the clinic / at a shopping centre**.
- 5 Her aunt and uncle are **bus drivers / taxi drivers**.
- 6 They **have / don't have** a driving licence.
- 7 They're **hungry / thirsty**.
- 8 She and her brother **need / don't need** a new camera.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

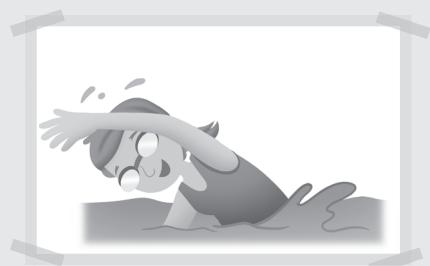
## 3 Read, complete the charts, and write.



This is Frank, my dad. He's tall. He has big eyes but his nose is small. He's a photographer. He's wearing jeans and a sweater. He's working in the garden.

Photo 1

NAME	Frank
FAMILY RELATION	dad
PHYSICAL DESCRIPTION	tall, big eyes, small nose
JOB	photographer
CLOTHES NOW	jeans and a sweater
ACTIVITY NOW	working in the garden



This is my aunt, Agatha. She's short but she has long arms. She's a teacher. She's wearing a swimsuit. She's swimming.

Photo 2

NAME	Agatha
FAMILY RELATION	aunt
PHYSICAL DESCRIPTION	short, long arms
JOB	teacher
CLOTHES NOW	swimsuit
ACTIVITY NOW	swimming

Complete the charts with information about two members of your family.

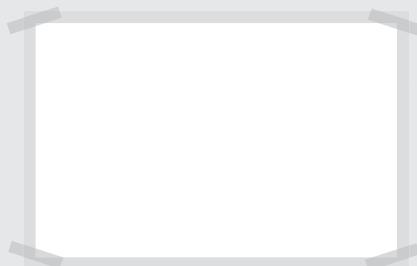
Photo 1

NAME	
FAMILY RELATION	
PHYSICAL DESCRIPTION	
JOB	
CLOTHES NOW	
ACTIVITY NOW	

Photo 2

NAME	
FAMILY RELATION	
PHYSICAL DESCRIPTION	
JOB	
CLOTHES NOW	
ACTIVITY NOW	

Now, draw and write an entry in the photo album.




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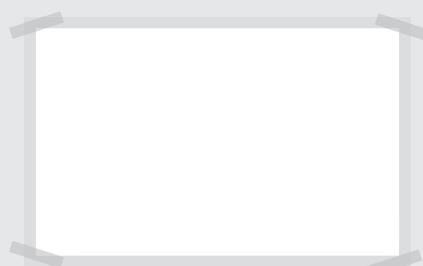
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# Progress Tests Answer Key

## Progress Test 1

Ex 1: 1 Emily, 2 Vera's, 3 family, 4 aren't, 5 tall, 6 don't have, 7 at school, 8 trainers, 9 likes, 10 likes

### Instructions

This is Rick's living room. His bike is behind the cupboard. His flip-flops are next to the sofa. His trainers are under the table. His swimming trunks are on the cupboard and his favourite T-shirt is in the cupboard.

Ex 2: A bike behind the cupboard, flip-flops next to the sofa, trainers under the table, swimming trunks on the cupboard, T-shirt in the cupboard. Extra: on the table

Ex 3: Learners' own production

## Progress Test 2

Ex 1: 1 R V, 2 R S, 3 V, 4 R V, 5 S, 6 R V

Note: There may be more than one name per feature.

### Instructions

In my town, there's a big shopping centre. We buy clothes and accessories there. There are two restaurants. They're very nice but we don't eat there. My mum and dad do gym at the shopping centre. Then, they have a shower and they go home. The shopping centre is nice, but my sister and my brother don't like it.

Ex 2:

✓	✓
✓	✓
✗	✗

Ex 3: Learners' own production

## Progress Test 3

Ex 1: 1 no, 2 no, 3 yes, 4 no, 5 no, 6 no, 7 no, 8 no

### Instructions

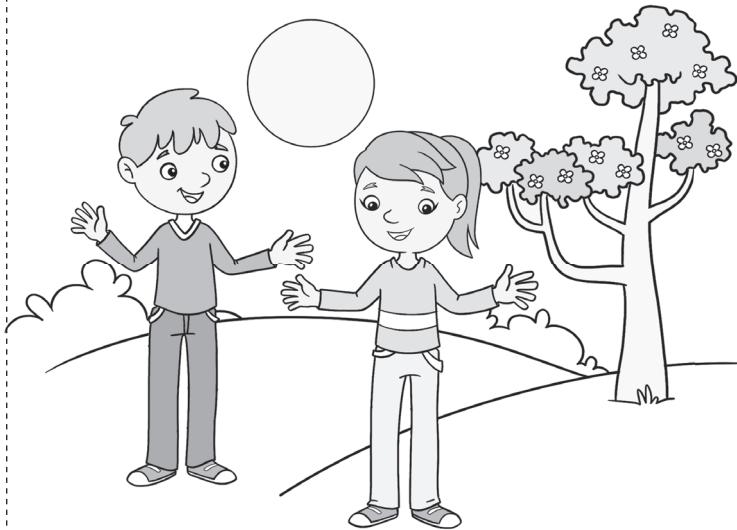
My family is big. My dad and my mum work at a school, but they aren't teachers. They make lunch at school. Now they're watching TV in the living room.

My granny and grandpa love animals. They have a clinic and they cure animals. Now they're buying clothes.

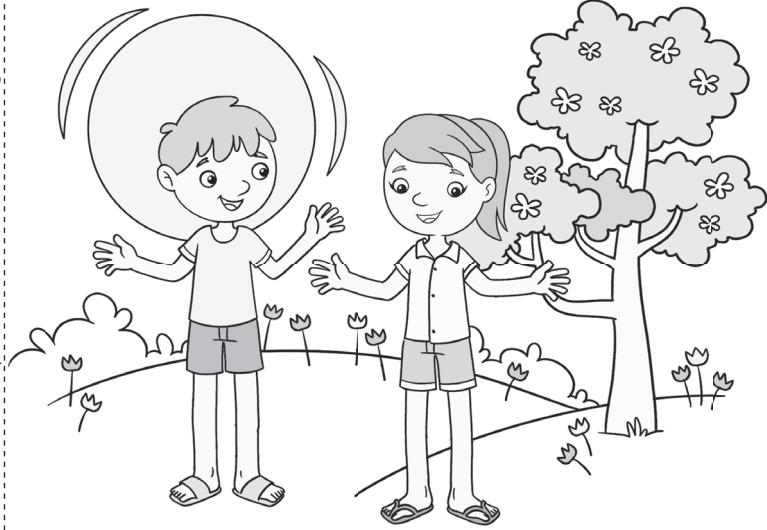
My aunt and uncle don't work at home. They work in the street. They need a driving licence, but they don't drive a bus. Now they're eating a pizza. It's their favourite food. Me? I'm a photographer. I take photos with my brother, but we have a problem with the camera.

Ex 2: 1 cook, 2 at home, 3 vet, 4 at a shopping centre, 5 taxi drivers, 6 have, 7 hungry, 8 need

Ex 3: Learners' own production



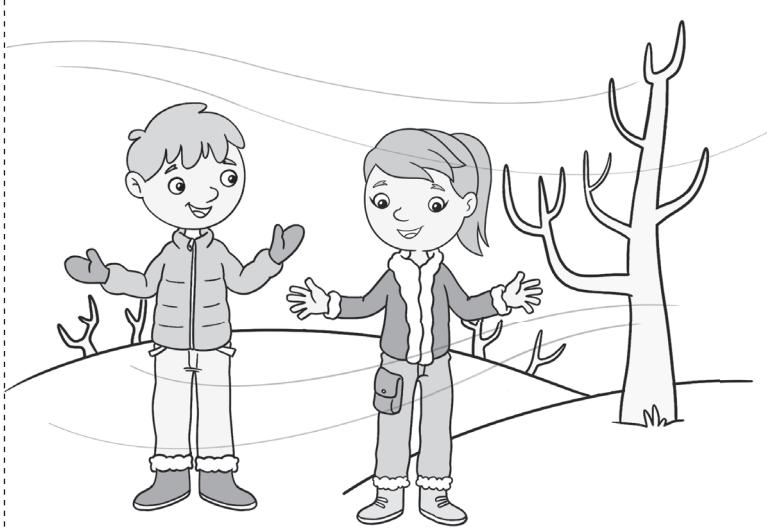
**spring**



**summer**



**autumn**



**winter**

March

April

January

February

July

May

June

August

**November**

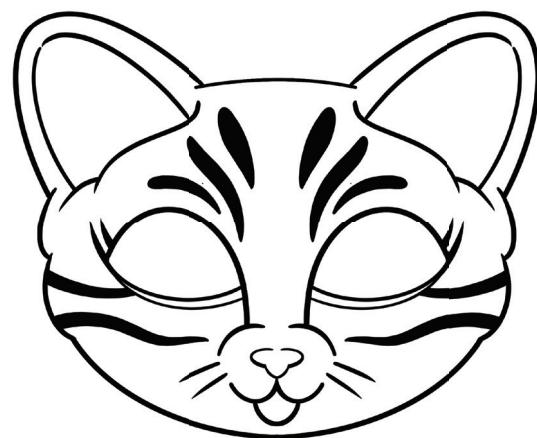
**December**

**September**

**October**



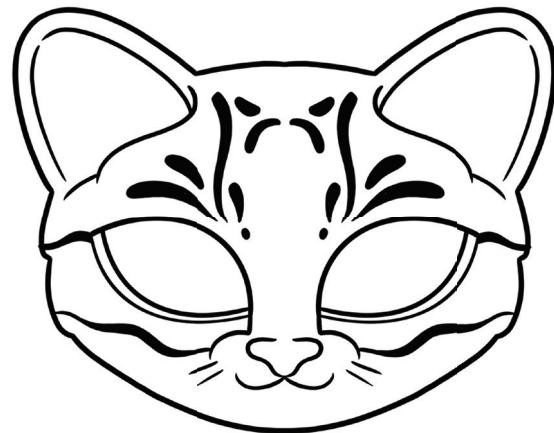
**Father Ocelot**



**Mother Ocelot**



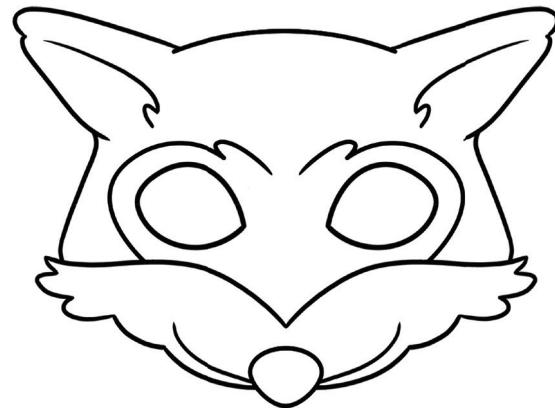
**Brother Ocelot**



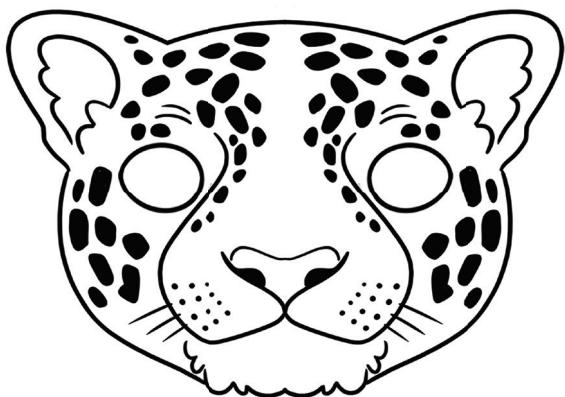
**Big Brother Ocelot**



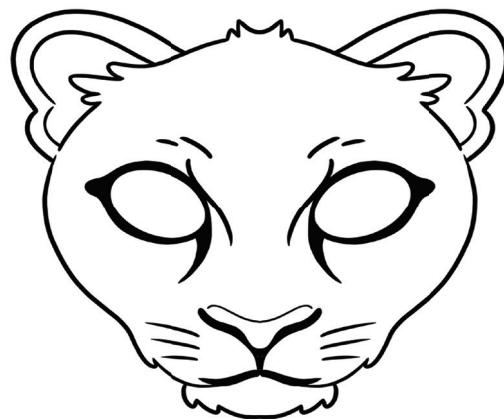
**Akela**



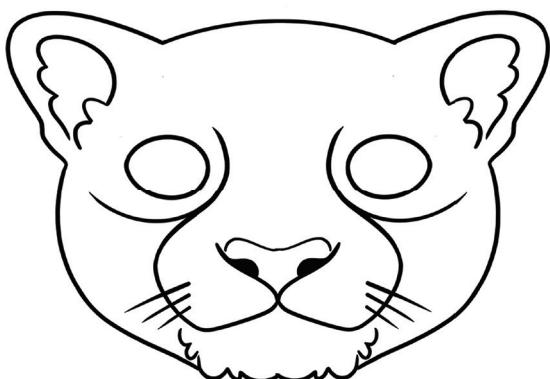
**Tabaqui**



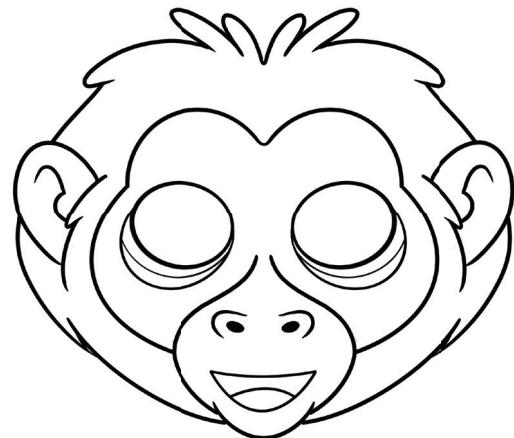
**Shere Khan**



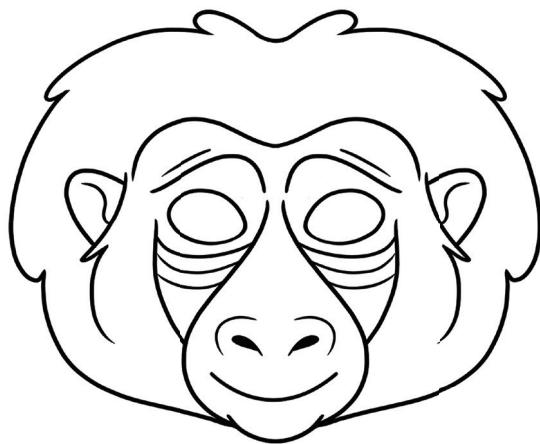
**Bagheera**



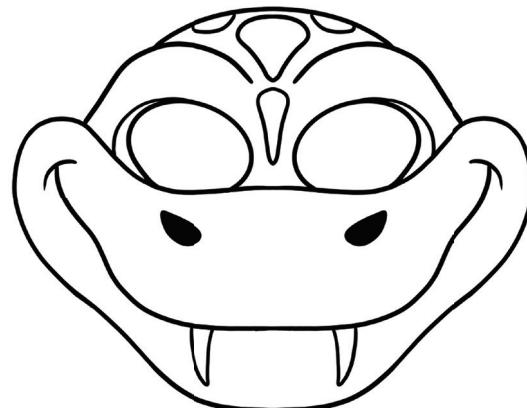
**Baloo**



**Monkey number 1**



**Monkey number 2**



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