

Our Stories

Leonor Corradi - Sarah Hillyard



INTERACTIVE
FREE
DIGITAL BOOK

TEACHER'S BOOK

3

Our Stories

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SCOPE AND SEQUENCE

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
	Characters' names Revision: clothes, rooms in a house, family members	<i>have / don't have, has</i> <i>likes / loves</i> <i>There is / are</i> <i>wearing</i>	Descriptions	Months, seasons, and dates Classroom language
1	School subjects Places in a school School and after-school activities	Simple Present <i>Do you have ... ?</i> Time prepositions: <i>in, on, at</i>	Routines	<i>Today is (Monday). Yesterday was (Sunday).</i> Classroom language
STEAM CHALLENGE: Design your dream school PROJECT TIME: Our calendar				
2	Compass points Family members: <i>parents, daughter, son, wife, husband, cousin</i> Activities Nationality adjectives	Simple Present, 3 rd person singular affirmative and negative <i>want to</i> <i>its / our</i> <i>Where ... from?</i>	Celebrations	<i>Today is (sunny). Yesterday was (rainy).</i> <i>I'm (happy). Yesterday, I was (happy).</i> Classroom language
STEAM CHALLENGE: Make a party popper BREAK TIME: How many guesses?				
3	Safety vocabulary Activities	Imperative, affirmative and negative <i>can</i> (ability) <i>Why? Because ...</i>	<i>can</i> (requests and permission)	<i>Today is (sunny). Yesterday was (rainy).</i> <i>I'm (happy). Yesterday, I was (happy).</i> <i>Today is (Monday / rainy). (Two) days ago, it was (Saturday / sunny).</i> Classroom language
STEAM CHALLENGE: Create an avalanche PROJECT TIME: Special people				
4	<i>ago</i> <i>last (week)</i> <i>yesterday</i>	Simple Past, affirmative <i>was / were</i> , affirmative and negative <i>like + -ing</i> Simple Present, 3 rd person singular, interrogative	<i>Would you like to ... ?</i> <i>I'd like to</i>	<i>Today is (sunny). Yesterday was (rainy).</i> <i>I'm (happy). Yesterday, I was (happy).</i> <i>Today is (Monday / rainy). (Two) days ago, it was (Saturday / sunny).</i> <i>Yesterday, I had (chicken) for dinner.</i> Classroom language
STEAM CHALLENGE: Code a weekend BREAK TIME: Flip a coin				

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
5	Containers: <i>box, can, pot, packet, bottle</i> Food: <i>ham, cereal bar, rice</i>	<i>some, any, no, a lot of</i> Countable and uncountable nouns <i>How much ...? / How many ...?</i> <i>these / those</i> <i>Is / Are there ...?</i>	<i>How much is it?</i>	<i>Today is (sunny). Yesterday was (rainy).</i> <i>I'm (happy). Yesterday, I was (happy).</i> <i>Today is (Monday / rainy). (Two) days ago, it was (Saturday / sunny).</i> <i>Yesterday, I had (chicken) for dinner.</i> <i>(Two days) ago, (Pedro) had milk for breakfast. (Last) Wednesday, (Josefina) was happy.</i> Classroom language
	STEAM CHALLENGE: Weigh food PROJECT TIME: Typical food			
6	<i>torch, rope, matches, fire, volcano, crater</i> <i>useful, not useful, dangerous</i>	<i>when</i> clauses Regular and irregular verbs	Past experiences	<i>Today is (sunny). Yesterday was (rainy).</i> <i>I'm (happy). Yesterday, I was (happy).</i> <i>Today is (Monday / rainy). (Two) days ago, it was (Saturday / sunny).</i> <i>Yesterday, I had (chicken) for dinner.</i> <i>(Two days) ago, (Pedro) had milk for breakfast. (Last) Wednesday, (Josefina) was happy.</i> <i>(Last Saturday), I played with my friends.</i> Classroom language
	STEAM CHALLENGE: Construct a card structure BREAK TIME: True or false?			

AREAS OF AWARENESS

Linguistic awareness
Social awareness
ESI / CSE

Inclusive classrooms
Cognitive awareness
Competences

Our Stories 3 PUPIL'S BOOK

There are six main units, plus a Welcome Unit, an Our Show section, and a Language Time section.

Tour of a unit

The story opens and closes every unit, and is also further developed within the unit.

2 Celebrations

1 Look, read, and listen.

Mr Mont: Today's Cultural Diversity Day. Where are your families from?
Chwui: My family's from Peru, but my uncle lives in Ecuador.
Mr Mont: What's your favourite celebration?
Chwui: Pachamama Day.
Mr Mont: What about you, Martina?
Martina: Two of my grandparents are from Italy and my other two grandparents are from Portugal. My aunt Lisa works there. She drives children to school.
Mr Mont: Do you eat traditional food at home?

Martina: Yes, pasta, pizza, and feijoada.
Mr Mont: And your family, Otto? Where are they from?
Otto: My mother and my grandfather are German.
Mr Mont: What's your favourite celebration?
Otto: Oktoberfest.
Mr Mont: When is Oktoberfest?
Otto: We celebrate it for a month and a half, from 15th September to the end of October. People can eat German food.
Chwui: I like your Oktoberfest, Otto. It's like Pachamama. A month full of parties.

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1 What do we do at school?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	ART	LANGUAGE	SCIENCE	SCIENCE	LANGUAGE
9:40	LANGUAGE	LANGUAGE	ENGLISH	SCIENCE	PE
9:55				SOCIAL STUDIES	ENGLISH
10:05					
11:00					
11:40					

1 Look and listen.

Mallén: Hello, friends!
Martina: Hello, Mallén and Otto! How are you?
Mallén: I'm happy. I like school. And you?
Otto: I'm tired. It's 8 o'clock in the morning.
Martina: I'm happy, too. The first day is fun.
Mallén: How many subjects do we have?
Otto: Eight!
Otto: Wow!

8

3 An avalanche!

1 Look, read, and listen.

Girl: Look, Mr Mont! The lamp's shaking. It's a small earthquake.
Mr Mont: OK. Stay calm, children. Remember: drop, cover, hold!
Chwui: The floor is not moving any more. Can we stand up?
Mr Mont: Yes, of course.
Otto: Look at the windows! The snow's covering them. We can't see any light.
Martina: Can you open a window, Mr Mont?
Mr Mont: No, I can't. Look at the snow.

Another teacher: We can't open the door. Please, stay calm.
Boy: What can we do? I don't want to stay here all day.
Mr Mont: Don't panic, children. We can phone the rescue team. They can ski and they can help us.
Lisandro: The children need me.
Qapaq: Let's help the children.

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4 Heroes from the past

1 Look and listen.

Mr Mont: Thank you for helping us. Are you the rescue team?
Lisandro: Rescue team? No, we're from the past. I'm Lisandro. I was an independence leader.
Qapaq: I'm Qapaq. I was an Inca leader.
Otto: Hi! I'm Otto. Nice to meet you. Where are you from?
Lisandro: I'm from the...
Otto: Sorry, can you repeat that?
Mr Mont: Otto reads your lips.
Lisandro: Wow! That's incredible! Does he really read lips?
Mr Mont: Yes!

Lisandro: I'm from the Andes. I lived in the Andes in the 1800s.
Otto: And you?
Qapaq: I'm from an old Inca Empire. I lived in the empire in the 1500s.
Martina: You're our heroes. Do you have super powers?
Lisandro and Qapaq: No, we don't, and we can't read lips. Otto has a great super power.
Martina: You're right. We admire Otto, too.

Mallén: What are you doing, Chwui?
Chwui: I'm creating their Kidsbook profiles. Heroes have lots of fans.

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5 Adventure at the volcano

1 Look, read, and listen.

Otto: Look! We're on the corner of Qapaq Street and Lisandro Street. Ha, ha.
Lisandro: Are you ready to shop for the school excursion?
Children: Yes!
Mr Mont: To Machu Picchu?
Mr Mont: No, I'd like to visit it, but we can't.
Lisandro: OK. Let's go into the supermarket.

Lisandro: Good afternoon! We'd like to buy some things for an expedition.
Salesman: What do you need?
Qapaq: We need water.
Salesman: How much water do you need?
Qapaq: We need 10 bottles. We also need cheese.
Salesman: \$200.
Martina: I'm cold!
Qapaq: Let's have a cup of chocolate milk.
Martina: But we have no money.
Qapaq: I'm inviting you.
Children and Mr Mont: Yeah!

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6 Young heroes

1 Look, read, and listen.

Martina: What's that? Is it a volcano? Are there volcanoes in the Andes?
Lisandro: Yes, that's an active volcano. There are a lot of volcanoes in this area.
Qapaq: Many years ago, that volcano brought a lot of problems to my people.
Otto: Look! There's a fire near the crater.
Mallén: Why is there a fire?
Martina: Mmm... Let's have a look. The lava is setting fire to the grass and the trees.

Mallén: We can't cross the river!
Martina: Don't panic!
Chwui: We can use the rope.
Lisandro: It's not dangerous, hold on to the rope.
Otto: Do you have a mobile phone, Mr Mont?
Mr Mont: Yes, let's call the firefighters.
Mallén: What's that noise? Turn on the torches!
Martina: Look! The animals are escaping the fire. They hate fire!

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Activities for recognition and production, listening, speaking, reading, and writing

Recognition and production

16 Read and write. Show and tell.

My hero. My hero is ...



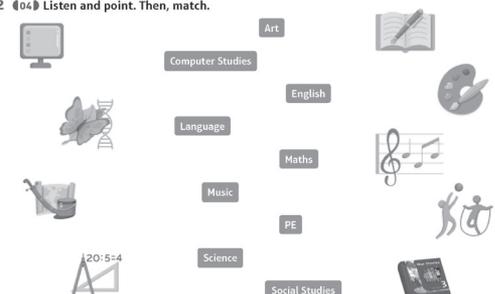
This is the girl's chart for her hero.

Name: Andrea

My hero is my cousin Andrea. She's my uncle's daughter. She's 20 years old and she lives next to my house. She's tall and slim. She has long brown hair and brown eyes. She can swim and skate, but she can't ride a horse. Why is she my hero? Because she's a very good person. She wants to be a vet. Every day, she gets up at 7 and goes to university. In the afternoon, she works in a pet shop. She loves animals. In the pet shop, she helps the vet. She washes the animals, gives them food, and plays with them. At the weekend, she's a volunteer at an animal rescue centre and she studies. She doesn't have time for TV or sports, but she's very happy. I love Andrea!

Listening

2 Listen and point. Then, match.

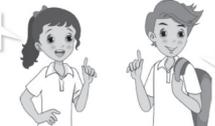


Speaking

9 Say.

When I was six, my mum gave me a dog.

When I started school, I was very happy.



Reading and writing

3 Complete the caution poster. Use affirmative or negative instructions.

In a storm or hurricane ...



cover windows
use water when there's lightning
stand next to a window
pay attention to rescue team instructions
go outside
turn off electricity and gas

A STEAM CHALLENGE

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

STEAM CHALLENGE Create an avalanche

Try to create an avalanche on different types of mountains.



EXPERIMENT!
Answer Yes, I can or No, I can't.

Can you ...	HYPOTHESIS	RESULT
... create an avalanche on an icy mountain?		
... create an avalanche on a grassy mountain?		
... create an avalanche on a rocky mountain?		

42 Language focus: Can you ...? Yes / I can / No / I can't. mountain

PROJECT TIME Special people

Gustavo Fernández is a special person. He's an Argentinian athlete, but a very special athlete because he can't walk. He needs a wheelchair. He can play tennis, very well, and he's an Olympic champion. Some of his important prizes are: Roland Garros 2016, Australia Open 2017 and 2018, Roland Garros 2019, Wimbledon 2019, Wimbledon 2019. He has five gold medals in Parapan American Games. He's amazing!



1 Read the chart.

Name of special person	Gustavo Fernández
Nationality	Argentina
Why is he / she special?	He can't walk.
Abilities	Tennis
Activities / Extra Information	Important prizes (Roland Garros 2016, Australia Open 2017 and 2018, Roland Garros 2019, Wimbledon 2019, Wimbledon 2019, five gold medals (Parapan American Games))

2 Complete the chart for your special person.

Name of special person	
Nationality	
Why is he / she special?	
Abilities	
Activities / Extra Information	

3 Write about your special person.
Use the information in the chart and the first text as a model.

MY SPECIAL PERSON

PROJECT TIME (Units 1, 3, and 5) and BREAK TIME (Units 2, 4, and 6) sections that offer another instance for learners to use language meaningfully while preparing something to present to others or while playing a game

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

3 An avalanche!

1 Where at school? Write the correct room.



Pass the ball to others. Don't play the school's piano.
Don't talk. Click on the symbol.
Use your recorder. Respect the rules of the game.
Don't turn off the computer. Return the books.

2 Complete with the correct verb. Use affirmative or negative instructions. You can use the verbs more than once.

be clean follow listen pay run write

1 _____ attention. 5 _____ instructions.
2 _____ quiet. 6 _____ your desk.
3 _____ your family at home. (help) 8 _____ with all your classmates. (play)
4 _____ your room. (tidy up) 9 _____ quietly in groups. (work)
5 _____ to very loud music. (listen) 10 _____ at people. (shout)

3 Write.
Do you want to be a good person? Complete these ideas.

1 _____ honest. (be) 6 _____ your games and toys. (share)
2 _____ 'please' and 'thank you'. (say) 7 _____ your family's text messages. (read)
3 _____ your family at home. (help) 8 _____ with all your classmates. (play)
4 _____ your room. (tidy up) 9 _____ quietly in groups. (work)
5 _____ to very loud music. (listen) 10 _____ at people. (shout)

and the penguin.

NAME	platypus	NAME	axolotl
ORIGIN / HABITAT		ORIGIN / HABITAT	
DESCRIPTION		DESCRIPTION	
DIET		DIET	
ABILITIES		ABILITIES	

and the penguin.

NAME	penguin
ORIGIN / HABITAT	South of Southern Hemisphere
DESCRIPTION	short, short legs
DIET	fish
ABILITIES	swim, fly

Tour of other sections

LANGUAGE TIME

This section presents learners with an opportunity to reflect on how language works and offers them a source of reference.

LANGUAGE TIME

Read, think, and answer.
Actions now / actions in progress

My mum's reading, my brother and sister are playing, and I'm writing text messages. My dad? He isn't working, he's cooking. Are you cooking?

I use is with ...
I use am with ...
I use are with ...
For the negative, we add ... to is, ... and ...
For questions, we start with Are ... and Is ...?

Find exercises with actions now / actions in progress
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

Read, think, and answer.
There is / There are

There's a small kitchen in my house. There isn't a garden. There are two bedrooms, but there aren't two bathrooms. Is there a garden in your house? Are there two bedrooms?

There is / are =
There's = singular or plural?
There are = singular or plural?
For the negative, There ... and There ...
For questions, Is ... and Are ...?

Find exercises with there's / there are
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

Read, think, and answer.
Time prepositions: in, on, at

I get up at 7:00 every day. I go to school in the morning. On Saturdays, I play with my friends.

Read the examples, read Unit 1, and complete.

We use on with ...
We use at with ...
We use in with ...

Find exercises with time prepositions in, on, at
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

Read, think, and answer.
Habits, routines, frequent activities

My friends and I go to school in the morning. We do our homework in the afternoon. We don't watch TV.

For routines, we use the action with I, we, you, and ...
We form the negative with ... and the action.

Chui: Do we have Maths on Mondays?
Malin: Yes, we do.
Chui: Do we have English on Tuesdays?
Malin: No, we don't.

For questions, we use ... the person, and the action. Yes answers: Yes, I / we / they / ...
No answers: No, I / we / they / ...

Find exercises with routines
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

My aunt Lisa lives in Portugal. She works there. She has a car and she drives children to school. She doesn't work at the weekend.

For routines, we use the action + s with he, ... and ... For the negative, we use ... and the action.

Liandro: Does Otto read lips?
Mr Mont: No, he doesn't.
Liandro: Does Chui read lips, too?
Mr Mont: No, he doesn't.

For questions, we use ... he / she / it and the action. Yes answers: Yes, he / she / it. No answers: No, he / she / it.

Find exercises with routines
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

Read, think, and answer.
Possessives

That's Laura, and that's her father. His name's Frank. They live in a house. Their house is nice. I like its garden.

Complete the table:

I	my	It	
You	your	We	
He		They	
She			

Find exercises with possessives
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

Read, think, and answer.
Nationality

Otto's parents are from Germany. Otto's German, too. Where are your mum and dad from? Are they English?

For nationality, we use is / am / are ... + name of the country (Argentina, Uruguay, Colombia, etc.) OR is / am / are and a nationality adjective (Argentinian, English, Japanese, etc.).

Find exercises with nationality
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

Read, think, and answer.
Ability (can)

Otto can ski, but he can't swim. Malin and Chui can ride a bike.
Otto: Can you swim?
Malin: Yes, I can, and I can ride a horse. Can you ride a horse?
Otto: No, I can't.

For ability, we use ... and an action. For the negative, we use ... and the action. For questions, we begin with ... then the person and the action. Yes answers: Yes, I / we / you / he / she / it / they. No answers: No, I / we / you / he / she / it / they.

Find exercises with ability (can)
Exercise ... page ... Exercise ... page ...
Exercise ... page ... Exercise ... page ...

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

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 the posters.	
Make the flashcards.	
Make the programmes.	
Learn the lines.	

2 Flashcard time
Make the flashcards.



NELSON MANDELA



PEACE

3 Make the invitations.

Our Show! Great heroes

Come to school on _____ at _____

Great fun for all!

4 Make the posters.
Take photos in the classroom or draw scenes. Print the photos or use the drawings. Glue the pictures on board paper. Label the pictures.



Lulu is drawing.



Milo is reading the books.

5 Make the programme.

Our Show programme

Our Stories 3

Heroes presentation

★ Goodbye!

6 Present the heroes.
Read and say the lines. Repeat the lines. Act out!

Our Show day!

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

7 Show: Great Narrator!
Hello world with the world we want to introduce!

NELSON MANDELA
Nelson Mandela was born in 1918. He was the first black president of South Africa. He brought peace to the country.

MARIE CURIE
Marie Curie was from Poland. When she was 28, she became a French national. She was the first woman that received a Nobel Prize. Later, she received another one. The prizes were in Physics and in Chemistry.

AMELIA EARHART
Amelia Earhart was from the USA. She was an aviator. She was the first aviator that crossed the Atlantic Ocean all alone.

GALILEO GALILEI
Galileo Galilei was Italian. He was an astronomer. He invented a telescope and he was the first man that saw the moon with it. He believed that the sun is at the centre of the universe.

EMMELINE PANKHURST
Emmeline Pankhurst was English. In the past, only men voted. She went to prison many times because she wanted rights for everybody. Women voted for the first time in 1928.

WRIGHT BROTHERS
The Wright brothers were American. They were inventors. They had a bicycle factory. They created and flew the first airplane.

MATHEMATICIAN
Ada Lovelace was English. She was a mathematician. She worked with Charles Babbage, the father of computing. She was the first computer programmer.

TEACHER AND POET
Gabriela Mistral was from Chile. She was a teacher and a poet. She was the first Latin American woman that won the Nobel Prize in Literature.

NURSE
Florence Nightingale was English. She was a nurse and cared soldiers in the war. Thanks to her nurses became professional and conditions in hospitals got better.

Our Stories 3 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

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 21st 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),¹ 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 learner'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 3*, 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.

¹ McRae, J. (1994). *Literature with a Small 'l'*. 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 defamiliarise 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 3, 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 3 compresses the Andes region: islands on Lake Titicaca, the Andean volcanic belt, Perito Moreno Glacier, Torres del Paine National Park, Machu Picchu, Patagonia lakes, and the most southern city in the world. The reason for this blend of settings comes from Michel Foucault's concept of 'heterotopia' (1967),¹ 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.

A new adventure

1 Read and write the name.

Chuwí's a small boy. He loves llamas. He's wearing a traditional hat and a multicoloured poncho.

Her name's Maitén. She's not tall. She has black hair and big brown eyes. She loves her schoolbag. She's wearing black shorts, a T-shirt, and green trainers.

His name's Otto. He's tall and has short brown hair. He has a special hearing device. He loves winter sports. He's wearing a blue jacket, purple trousers, and sky-blue boots.

Martina's a short girl with long brown hair. She loves nature. She's wearing a brown skirt, a brown shirt, brown shoes, and a brown hat. She likes brown!

4

5

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

UNIT ORGANISATION

In Level 3, there are six units and a Welcome unit. Each of the six main units is organised as follows:

- An opening story that 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.

11 Write the activities in the correct column. **LT** **1**

When do you ...?

clean (help)	drink water	make your bed	talk with your family
cook (help)	go to bed	play on the computer	tidy your room
do gym	go to school	read	watch TV
do your homework	have a shower	ride a bike	write (text messages)
drink milk	listen to music	study	

IN THE MORNING	IN THE AFTERNOON	IN THE EVENING

12 Game
Find two friends who ...

Activity	Friend's name	Friend's name
drink milk in the morning		
do their homework in the afternoon		
watch TV in the evening		
tidy their room at the weekend		
study on weekdays		

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

1 What do we do at school?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	ART	LANGUAGE	SCIENCE	SCIENCE	LANGUAGE
8:40	LANGUAGE	LANGUAGE	ENGLISH	SCIENCE	PE
9:35	LANGUAGE	MATHS	MUSIC	SOCIAL STUDIES	ENGLISH
10:05	MATHS	ART	SOCIAL STUDIES	SOCIAL STUDIES	ENGLISH
11:00	SCIENCE	SOCIAL STUDIES	SOCIAL STUDIES	PE	MATHS
11:40	SCIENCE	MUSIC	MATHS	PE	MATHS

1 (03) Look and listen.

Maißen: Hello, friends!
Martina: Hello, Maißen and Otto! How are you?
Maißen: I'm happy. I like school. And you?
Otto: I'm tired. It's 8 o'clock in the morning.
Martina: I'm happy, too. The first day is fun.
Maißen: How many subjects do we have?
Otto: Eight!
Maißen: Wow!

Chuwí: Hi! What are you doing?
Children: We're looking at the timetable.
Maißen: What time is English?
Martina: It's at 9:35 on Fridays.
Chuwí: No break time?
Otto: Yes! Look at the red lines.
Chuwí: Phew! I need break time!

- A second text that introduces another lexical area or grammar point, followed up by connected activities. This text presents different genres.

10 Read and circle.

Amy
to: Aunt Maggie

Hi, Aunt Maggie,

I'm very happy at my new school. It's fantastic. There's a nice science lab. I love experiments. We have Science on Mondays, Wednesdays, and Thursdays. The lessons are fun. There are two computer labs. The computers are not modern, but they're OK. I have new friends: Martina, Chuwí, Maißen, and Otto. Here's a photo of my friends. We're in the playground. We're singing and dancing.

I go to school in the morning. Classes start at 8 and finish at 12:30. I'm at home in the afternoon. I do my homework, study, and read. I love stories! In the evening, I help Mum in the kitchen and I watch TV. I go to bed at 9. This is on weekdays. At the weekend, we go to the park or we visit friends. That's fun!

How's Uncle Tony? I love his cakes!

Please, write back!

Lots of love, ♥♥♥♥
Amy

1 This is an email / a blog.
2 Maggie / Amy is a student at school.
3 The text is formal / informal.
4 Amy likes / doesn't like school.
5 She likes / doesn't like Science lessons.
6 There are / are no computer labs at school.

7 Amy is / isn't in the photo.
8 Amy is at school / at home in the morning.
9 She's at school / at home in the afternoon.
10 There's / There isn't a TV in her house.
11 Weekdays and weekends are / aren't similar.
12 Amy likes / doesn't like weekends.

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

8a Read and write yes or no.

WELCOME TO OUR SCHOOL!

Our school is in the mountains near forests, lakes, and glaciers.

Our primary school has:

- 10 big classrooms
- a library full of books
- a multipurpose room for 500 people
- a gymnasium for different sports
- 2 very modern computer labs
- a new science lab
- a wonderful playground

1 This text is a blog. _____
2 This text is for families. _____
3 This text is informative. _____
4 This text is about Mountain School. _____

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

18 (10) Look and listen.

On another day, in the Social Studies class

Mr Mont: Children, who are your favourite historical characters?
Otto: I like the **Libertadores** of America. Their adventures are dangerous.
Chuwí: My favourite characters are the Inca leaders. They're brave.
Maißen: Yes!
Mr Mont: In pairs, choose one historical character. At the end of the year, on 30th November, we'll show your posters at the school fair.
Maißen: It's on a Saturday!
Martina: Cool!
Chuwí: In November? On a Saturday? At the weekend?
Mr Mont: Yes. For friends and families.

- A reflection activity at the end of each unit that helps learners to become aware of what they are learning and how much they've learnt

REFLECTION TIME

Read Unit 1 (the workbook section, too) and complete.

Now I know _____ I can say it.

I read or hear and I understand _____

To revise: _____ I can't remember this.

Write the exercise number to revise: _____

STEAM CHALLENGE

Design your dream school

3
x2

Our dream school has _____ and _____

Language focus: school, classroom, gymnasium, computer lab, science lab, music room, sports ground, library, multipurpose room, big, small, (numbers)

- A STEAM CHALLENGE connected to the topic and that recaps the language learnt in the unit

PROJECT TIME

Our calendar

- 1 Draw or print a blank calendar.
- 2 Write the year.
- 3 Divide the months into groups.
- 4 Mark important dates on the calendar.
- 5 Display.

BREAK TIME

How many guesses?

- 1 Create your character's routines. Choose from the list and write it down.
 - Morning**
 - Get up: early / late.
 - Breakfast: big / small
 - Drinks: tea / coffee
 - Afternoon**
 - Homework / study
 - Evening**
 - Weekend**
- 2 Play.

Boy
 Yes, I point for you.

He gets up late.

1
What do we do at school?

- 1a Look and write the subject.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1:00						_____
1:40						_____
2:30						_____
3:10						_____
4:00						_____
4:40						_____
- 1b Read and tick (✓) or cross (X).

5° A

MOUNTAIN SCHOOL

 - 1 Science is on Mondays, Tuesdays, and Wednesdays.
 - 2 Social Studies is on Mondays and Tuesdays.
 - 3 Language is on Mondays, Thursdays, and Fridays.
 - 4 Computer Studies is on Wednesdays and Fridays.
 - 5 Maths is on Tuesdays, Wednesdays, and Fridays.
 - 6 PE is on Tuesdays and Thursdays.
 - 7 Art is on Thursdays.
 - 8 English is on Wednesdays and Thursdays.
 - 9 Music is on Wednesdays.

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

- A LANGUAGE TIME section, which offers learners an instance to come to conclusions as to how the English language works.

LANGUAGE TIME

Read, think, and answer.
Actions now / actions in progress
 My mum's reading, my brother and sister are playing, and I'm writing text messages. My dad? He isn't working, he's cooking. Are you cooking?
 I use is with he.
 I use am with _____
 I use are with _____
 For the negative, we add _____ to is, _____ and _____
 For questions, we start with Are ... and Is ...?

Find exercises with actions now / actions in progress
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 There is / There are
 There's a small kitchen in my house. There isn't a garden. There are two bedrooms, but there aren't two bathrooms. Is there a garden in your house? Are there two bedrooms?
 There is / are = _____
 There's + singular or plural? _____
 There are + singular or plural? _____
 For the negative, There _____ and There _____
 For questions, Is _____ and Are _____?
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 My friends and I go to school in the morning. We do our homework in the afternoon. We don't watch TV.
 For routines, we use the action with I, we, you, and the action.
 We form the negative with _____ and the action.
 Chuwi: Do we have Maths on Mondays?
 Malien: Yes, we do.
 Chuwi: Do we have English on Tuesdays?
 Malien: No, we don't.
 For questions, we use _____ the person, and the action. Yes answers: Yes, I / we / they _____
 No answers: No, I / we / they _____
 Find exercises with **there's / there are**:
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 Time prepositions: in, on, at
 I get up at 7:00 every day. I go to school in the morning. On Saturdays, I play with my friends.
 Read the examples, read Unit 1, and complete.
 We use on with _____
 We use at with _____
 We use in with _____
 Find exercises with time prepositions: **in, on, at**
 Exercise _____ page _____ Exercise _____ page _____
 Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.
 Habits, routines, frequent activities
 My friends and I go to school in the morning. We do our homework in the afternoon. We don't watch TV.
 For routines, we use the action with I, we, you, and the action.
 We form the negative with _____ and the action.
 Chuwi: Do we have Maths on Mondays?
 Malien: Yes, we do.
 Chuwi: Do we have English on Tuesdays?
 Malien: No, we don't.
 For questions, we use _____ the person, and the action. Yes answers: Yes, I / we / they _____
 No answers: No, I / we / they _____
 Find exercises with **routines**:
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 My aunt Lisa lives in Portugal. She works there. She has a car and she drives children to school. She doesn't work at the weekend.
 For routines, we use the action + s with he, _____ and _____. For the negative, we use _____ and the action.
 Liandro: Does Otto read lips?
 Mr Mont: Yes, he does.
 Liandro: Does Chuwi read lips, too?
 Mr Mont: No, he doesn't.
 For questions, we use _____ he / she / it and the action. Yes answers: Yes, he / she / it. No answers: No, he / she / it.
 Find exercises with **routines**:
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 Possessives
 That's Laura, and that's her father. His name's Frank. They live in a house. Their house is nice. I like its garden.
 Complete the table:

I	my	It	_____
You	your	We	_____
He	_____	They	_____
She	_____		_____

 Find exercises with **possessives**:
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 Nationality
 Otto's parents are from Germany. Otto's German, too. Where are your mum and dad from? Are they English?
 For nationality, we use is / am / are _____ + name of the country (Argentina, Uruguay, Colombia, etc.) OR is / am / are and a nationality adjective (Argentinian, English, Japanese, etc.).
 Find exercises with **nationality**:
 Exercise _____ page _____
 Exercise _____ page _____

Read, think, and answer.
 Ability (Can)
 Otto can ski, but he can't swim. Malien and Chuwi can ride a bike.
 Otto: Can you swim?
 Malien: Yes, I can, and I can ride a horse. Can you ride a horse?
 Otto: No, I can't.
 For ability, we use _____ and an action. For the negative, we use _____ and the action. For questions, we begin with _____ then the person and the action. Yes answers: Yes, I / we / you / he / she / it / they. No answers: No, I / we / you / he / she / it / they.
 Find exercises with **ability (can)**:
 Exercise _____ page _____
 Exercise _____ page _____

Our Show

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 the posters.	
Make the flashcards.	
Make the programme.	
Learn the lines.	

2 Flashcard time
 Make the flashcards.

3 Make the invitations.

4 Make the posters.
 Take photos in the classroom or draw scenes. Print the photos or use the drawings. Glue the pictures on board paper. Label the pictures.

5 Make the programme.

6 Present the heroes.
 Read and say the lines. Repeat the lines. Act out!

- 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 programme

Our Stories 3

Heroes presentation

★ Goodbye!

Our Show day!

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

PEACE
 Nelson Mandela was from South Africa. He didn't want any more racial discrimination, so he worked a lot to eradicate it. He was the first black president of South Africa. He brought peace to the country.

PACIFIST
 Mahatma Gandhi was from India. He was a pacifist. He protested with no violence for the independence of his country. In 1947, India became independent.

MARIE CURIE
 Marie Curie was from Poland. When she was 28, she became a French national. She was the first woman that received a Nobel Prize. Later, she received another one. The prizes were in Physics and in Chemistry.

AMELIA EARHART
 Amelia Earhart was from the USA. She was an aviator. She was the first aviator that crossed the Atlantic Ocean all alone.

GALILEO GALILEI
 Galileo Galilei was Italian. He was an astronomer. He invented a telescope and he was the first man that saw the moon with it. He believed that the sun is at the centre of the universe.

EMMELINE PANKHURST
 Emmeline Pankhurst was English. In the past, only men voted. She went to prison many times because she wanted rights for everybody. Women voted for the first time in 1928.

Our Show

LEONARDO DA VINCI
 SCIENTIST, ARTIST, INVENTOR, ARCHITECT ...

Leonardo da Vinci was from Italy. He was a scientist, an artist, an inventor, an engineer, an architect, and many other things. He invented the helicopter, a clock that counted hours and minutes, and scuba equipment.

MARTIN LUTHER KING JR.
 BLACK PEOPLE'S RIGHTS ACTIVIST AND SPEAKER

Martin Luther King Jr. was from the USA. He was an activist and a speaker. He admired Mahatma Gandhi. Like Gandhi, he protested with no violence for black people's rights.

WRIGHT BROTHERS
 INVENTORS

The Wright brothers were American. They were inventors. They had a bicycle factory. They created and flew the first airplane.

ADA LOVELACE
 Ada Lovelace was English. She was a mathematician. She worked with Charles Babbage, 'the father of computing'. She was the first computer programmer.

FLORENCE NIGHTINGALE
 NURSE

Florence Nightingale was English. She was a nurse and cured soldiers in the war. Thanks to her, nurses became professional and conditions in hospitals got better.

GABRIELA MISTRAL
 TEACHER AND POET

Gabriela Mistral was from Chile. She was a teacher and a poet. She was the first Latin American woman that won the Nobel Prize in Literature.

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:

Unit Plan

UNIT	
OBJECTIVES	
HELPER	

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 3

- Helpers
- Dealing with the calendar and past forms (WAS: combined with the days of the week, the weather, learners' feelings / HAD: for food the children had / PLAYED: for learners to say what games they played)
- 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 useful technique is a set of cards with the learners' name, birthday, family, 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. Include information collected during the routine, e.g. *This person was sad yesterday.* 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, 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.

Dealing with the calendar

Once you've elicited the date, point to the current date on the month's calendar and say, e.g. *Today's (Tuesday).* Point to the previous day and tell learners, *Yesterday was (Monday). Yes or no?*

Learners will understand the notion of past and the meaning of *yesterday*, so there's no need to explain anything. You can tell learners, e.g. *Today's (Sunday). Yesterday was ... to elicit (Saturday).*

Follow the same procedure to talk about the weather and feelings learners felt the day before, suggested for Unit 2.

As from Unit 3, expose learners to *ago*. Do the same you did to teach *Yesterday was ...* Point to the current date and say, *Today's (Wednesday). Two days ago (show this with your finger), it was (Monday). Is this OK?* Challenge learners to say what day it was (four, seven, etc.) days ago. Combine the day of the week, the weather, and feelings with *ago*.

When you start Unit 4, work with meals. If learners have lunch at school, ask them what they had for lunch, e.g. *Yesterday we had (chicken) for lunch.* If learners bring their own lunchbox, then invite the helpers (or any learner) to say what they had for (lunch) the day before. Keep a record of the learners' lunch or dinner on the calendar. You can have a blank calendar to keep a record of this information, which you'll use when you start the routine for Unit 5.

In Unit 5, learners can talk about their classmates' lunch or dinner using *ago*, e.g. *Two days ago, Alex had pizza for dinner.* A meals calendar will prove useful. Expose learners to *last* as well, in combination with the weather, feelings, or the food somebody had, e.g. *Last Monday, Mila was (happy).*

Finally, when dealing with Unit 6, the suggestion is to include information about the games that learners play. For this, they will say what they played and when, e.g. *Last Saturday, I played (volleyball) in the park.* Learners dictate to you what they need to record on another blank calendar, e.g. *Last Saturday, (Nick) played volleyball in the park.* Combine *played* with *ago*.

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. Discuss with learners what they can do so as to beat their own record. 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, read, and listen (stories and other genres)

In *Our Stories 3*, new language is introduced through a story with engaging illustrations and other genres, such as a brochure, an article, and an email, among other examples. Learners construct meaning from the illustrations that appear sequentially and from the texts. Each level aims to also develop learners' visual literacy further: perspective, point of view, interaction between characters and background, 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 longer and more complex texts. Assist learners in understanding them. Key comprehension questions can help and they are frequently included in the task that follows each text. As suggested before, avoid

language comprehension questions since they do not contribute to constructing meaning and understanding.

In the case of other genres, help learners to 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 to 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 the 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. Play the audio and go back to your learners' predictions. If they feel bad that their predictions were not correct, remind them 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 learners 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 3 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 (*I like blue, My mum's a nurse, 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. Encourage learners to use English. 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 to plan, a necessary competence for life.

1

2  Listen and point. Then, match.

6 Memory test. Read and tick (✓) the true statements. 

12 Read and complete. Use the words in the box. There are two extra words. 

19 Read and write. 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)?* 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 necessary, do the activity on the board.

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 a person's description until you find the correct picture. 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'.

16a  Listen and number. There's an extra picture.



16b Read and number. 

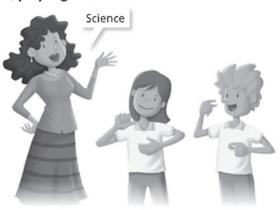
Martina wants to play the guitar and sing.

Otto wants to play in the snow.

Mailén doesn't want to go to the library.

Chuwi wants to draw.

3 Listen and mime. Then, play a game.



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.

Keep a mental note of the most frequent mistakes. If one is recurrent, stop the activity, work on the problem by raising learners' awareness of how English works, and then go on with the activity. If this is not the case, go over the mistakes and decide how to move on: design an activity to work on them, have a general error correction, etc.

19 Read and write. Show and tell.

This is my family, and this is my favourite member: This is my ...

This is my _____ and this is my favourite member: My _____.

He's a _____. He gets up at _____, has _____, and starts work. At _____, he walks to the _____, and cooks _____. In the afternoon, he visits his _____ or rides his _____. In the evening, he watches _____ and he goes to _____ at 9.

27

Literacy development

In Level 3, learners are expected to be fully literate depending on their age. However, they also need to focus on clues that will help them to 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. *daughter, wife, friend, husband, cousin*, and ask learners to copy only the family 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 miss 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

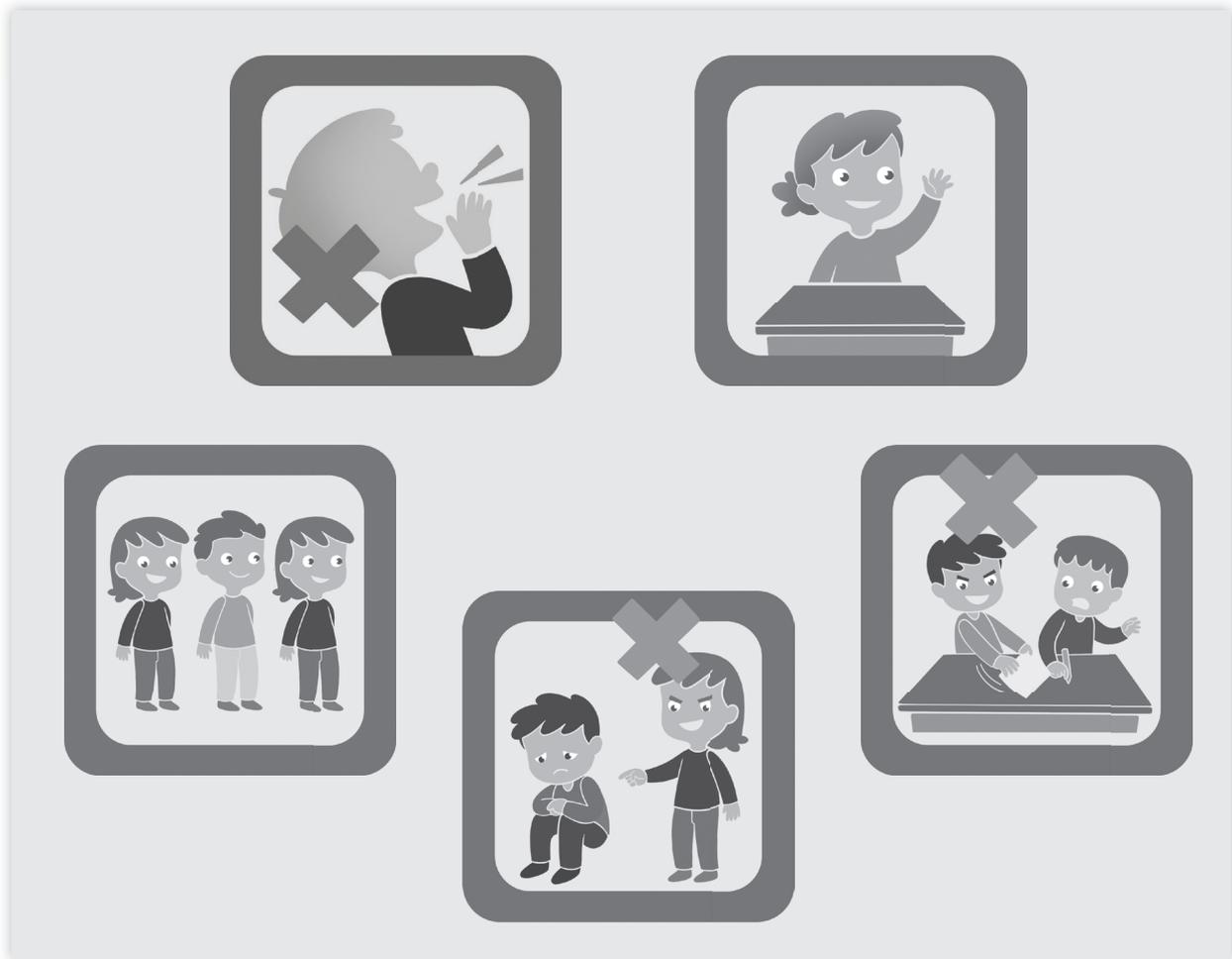
Games offer a unique opportunity for the meaningful use of language and to work on soft skills and educational aspects as outlined in the Introduction above. As with any activity, start by focusing on the rubrics. Focus learners' attention on the information in the activity and ask them if they need any materials, e.g. pencils, markers, photos they've brought from home, 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 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 11 years old, 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. Or you can work with different lexical sets, e.g. members of the family, past forms, descriptive adjectives, safety vocabulary, etc. Learners who draw cards from the same category will

work together. 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 or learning contract.

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 Pupil's Book, 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.

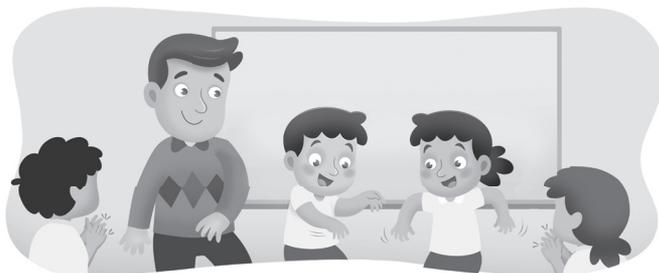
Once they have an idea of what the situation is about, tell them they'll learn the dialogue. Play one line at a time and have learners repeat, imitating the voices in the recording. Do this several times until learners have learnt the lines.

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, their family, or the characters in the book. 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 or texts 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, (Martín) 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.

7 Listen and act out. 5

I want rice, please.
Two boxes.
How much rice do you want?

12 Listen and act out.

I told the people about the fire.
I gave water to the animals.

Break Time

The three instances of BREAK TIME provide further opportunities for learners to integrate language and use it meaningfully. Learners can play in groups or in pairs, though the first time, they can play with you so as to check everybody knows what to do. Reflect on the need to respect rules so that everybody has a good time. Remind them of the importance of showing an honest attitude and an attitude of respect towards those who win and those who lose. These games can be used with fast finishers or when there are a couple of minutes left and you do not have enough time to start a new activity.

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 Time

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 three projects can be done individually or collaboratively. Guidelines and suggestions for teachers will be included in the development of the lesson.

PROJECT TIME Our calendar

- 1 Draw or print a blank calendar.
- 2 Write the year.
- 3 Divide the months into groups.
- 4 Mark important dates on the calendar.
- 5 Display.

BREAK TIME Flip a coin

- 1 Flip a coin. Move one or two spaces.
- 2 Say the sentence. Miss a turn if you make a mistake.
- 3 Race to get to the finish line first!
- 4 Play again!

What did you do last week?

FINISH START

55

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*.

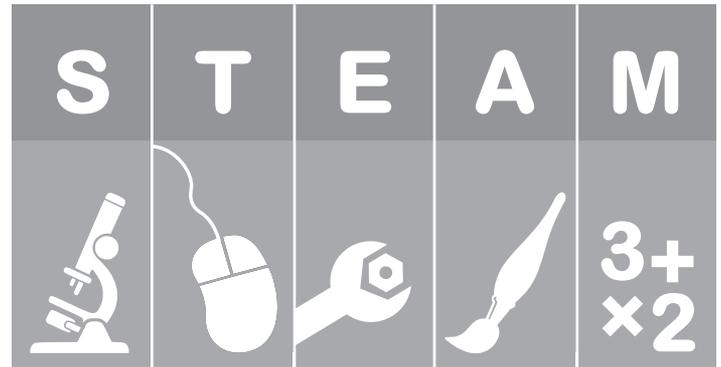
We know that some mistakes are likely to crop up due to the school's language of instruction. We can prevent these mistakes by working on different strategies; e.g. your learners might pronounce the words *school* or *schoolbag* with an initial /ə/. Have learners overemphasise the initial /s/ sound. It has proved useful to ask learners to show a finger and move it like a snake. Practise saying 'sssss' by moving fingers like a snake and attach the word 'school' to the initial 'sssss' 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.



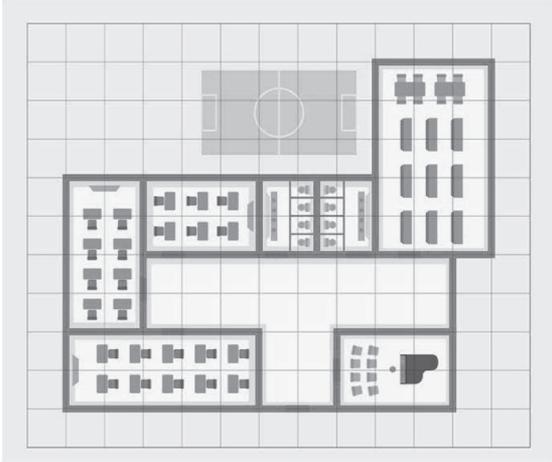
STEAM

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 Design your dream school  $3+2 \times 2$



Our dream school has _____
and _____

18 Language focus: school, classroom, gymnasium, computer lab, science lab, music room, sports ground, library, multipurpose room, big, small, (numbers)

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. Clapping can also help. If you decide on this, end this by clapping with your hand, 5 fingers, then, 4, 3, 2, 1. In this way, learners will calm down and will be ready for what comes next.

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 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. Whenever you agree on a time limit, reflect with learners if the time allotted was enough, too little, or too much, and why this was so.

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.

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, the PROJECT TIME, 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

Reflect with learners on how important it is to value our roots and respect others'.

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

Ask learners what strategies they've used to identify the correct house. Elicit on what other occasions they can use these strategies.

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

Work on the concept of subjects. Explain to learners that not all schools teach the same subjects. In indigenous communities, subjects are organised around their culture and nature's calendar.

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

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; therefore, mocking a person because of his or her name can hurt the person and make him / her feel excluded.

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

Learners may laugh at the representation of Pachamama. Discuss with them how our bodies should never be mocked.

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

Show that *on* is used with days of the week. You can ask them to compare this with the school's language of instruction.

Language Time

Our Stories is focused on the construction of learning, which is why there is heavy emphasis on awareness raising. Even though becoming aware of how language works may take longer, it constitutes true, effective, long-lasting learning. In order to work towards learners' awareness, a section is presented in Levels 3 and 4 which focuses on how the English language works.

References in the Pupil's Book section are signalled with the **LT** icon. In the lesson plan notes, teachers will be provided with the page number they have to refer their learners to.

The section is in English, at a level that learners can understand. However, if necessary, teachers can provide the translation in the school's language of instruction. If learners come up with conclusions in a language other than English, teachers can go on with the flow of the conversation saying the same thing but in English, at a level which is keeping with their learners'.

You will notice there is little metalanguage—such as names of tenses or grammatical categories, e.g. noun—since these terms may not be meaningful to learners. Moreover, the purpose of this section is to help them to focus on some linguistic characteristics, rather than learning what they are called.

Learners are asked to find exercises in their books that connect to each of the topics. Remember that in some cases,

a whole activity or exercise may focus on one topic, while others, e.g. Circle exercises, may comprise instances of a given topic plus another. Learners can include both.

This section can be used in different ways:

- As a permanent reference for learners whenever they have a query
- As a record of exercises they can resort to if they need further practice
- As a checklist of sorts when checking exercises or when doing activities

If learners feel they need to check something, using the Language Time section will prove to be a useful resource. It will also emphasize that learning is a process, that at times we may need more support and guidance, and that there is nothing wrong about this. Learners can be invited to design an index card in which they list the different topics in the Language Time section and the page in their books on which they can find them. Once learners complete each of the sections, they can be asked to make a big classroom poster or individual cards on which they write the main points to bear in mind. This is a way of personalising learning and an instance of working towards differentiated learning as well.

Assessment is an integral aspect of learning and teaching. It can be defined as the systematic process of collecting information about learners' 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 learners 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, *please* and *thank you*, 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 3, 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 main aim of the progress tests is to collect information about how well a class as a whole and individual learners are progressing. 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 is 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. Therefore, 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 previous levels, but there may be some new learners in the group, so going over these ideas will be beneficial to everybody. As suggested for Levels 1 and 2, 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 2 (school subjects)
- Exercises 7a and 7b (activities at school)
- Exercise 8a (places at school)
- Exercise 11 (activities)

And these from Unit 2:

- Exercise 2 (nationalities)
- Exercise 15 (family nouns)

Go over the lexical areas as suggested for the assessment instances (pages 132–142 in this Teacher's Book). You can discuss different strategies to revise lexical sets and items. Help them to 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 the particulars, if applicable, e.g. time prepositions and when to use each, when to use each of the possessives they have learnt (*his, our, etc.*).

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 the learners. 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 question / sentence, 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 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 the learners' progress.

1 Assessment Unit 1

Recognition and production

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. If they have not worked with this concept before, 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 \otimes . 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*, meaning *Production with help*.

For the structure area, say a statement with the content at stake, e.g. *I get up at 6 every day*. 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 for Exercise 2

- 1 Here, take this ball. Run quickly!
- 2 Turn on the PC and click on the yellow folder.
- 3 Forty-two multiplied by 4 equals ...
- 4 You need a microscope.
- 5 Do you remember the Incas and the Mayans?

Unit Test 1

NAME _____ DATE _____

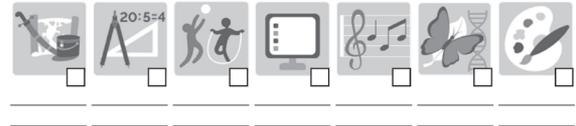
1 Read and tick (✓) or cross (X).

Sabrina's weekend

TIME	SATURDAY	SUNDAY
Morning		
Afternoon		
Evening		

- 1 My name's Sabrina. I work on Saturdays.
- 2 I don't have breakfast.
- 3 I don't play a sport.
- 4 I do gym on Sunday.
- 5 I don't go to the supermarket on Sunday.

2 Listen and number the pictures. Then, write the name of the subject. There are two extra pictures.



3 Complete. Use the words in the box. There are two extra words.

at in on uncle aunt gymnasium library playground don't
read work weekend

Hi! I'm Emily! I'm Mr Mont's ¹ _____, I'm a PE teacher and I ² _____ at a school. I get up ³ _____ 6:00 and I have a big breakfast. I ⁴ _____ walk to school; I ride my bike. At school, I use the ⁵ _____ or the ⁶ _____.
⁷ _____ weekdays, I ⁸ _____ a lot of books ⁹ _____ the afternoon, but at the ¹⁰ _____ I go to the club and do sports.

Progress Test 1

NAME _____ DATE _____

1a Read and number the pictures. There's an extra picture.



Welcome to our festival!

We celebrate our town's birthday in May every year. There are lots of things to do. Come and join us!

- 1 The town mayor gets up early and invites all the children to decorate their houses. There's a big park and people go to the park at 12:00. There are stalls with fast food and drinks.
- 2 We celebrate diversity. There are people from different communities. They wear their typical clothes and make typical food. You can choose **sauerkraut** from Germany, Brazilian **feijoada**, Paraguayan **chipá** **guasú**, **rosól** from Poland (chicken soup) and **chivitos** from Uruguay (a huge sandwich with chips, eggs, some vegetables, bacon, and salad).
- 3 In the afternoon, families dance, sing, and play games. Some families swim in the river and others play water sports. Water polo is a very popular game.
- 4 The evening is very special with amazing fireworks and local bands. The end of the celebration is great, too. Hot tea and homemade muffins for everybody!

1b Read and tick (✓) or cross (X).

- 1 This text is an article.
- 2 This text is informative.
- 3 We know the writer of the text.
- 4 There's information about a national holiday.
- 5 There are a lot of people in the park in the morning.
- 6 German people like **sauerkraut**.
- 7 **Rosól** is for breakfast.
- 8 There isn't a river in the town.
- 9 Bands play music in the evening.
- 10 People drink tea and eat muffins in the evening.

2 Listen and circle the correct answer.

- 1 Martina. Antonio.
- 2 She's from Argentina. No, she's Uruguayan.
- 3 Yes, and our house is beautiful. Yes, their house is beautiful.
- 4 Yes, it is. Yes, there is.
- 5 No, it isn't. No, I don't.

Progress Test 1

NAME _____ DATE _____

3 Read, complete the chart, and write.

OUR STUDENTS' FAMILIES

Hi! I'm Josefina and this is my dad. His name's Franco. He's tall and plump. He has short brown hair and big eyes. He's Italian, and he loves Italian food.

He gets up early and drives to work. He works in an office. In the evening, he helps Mum and reads a novel. He doesn't watch TV.

At the weekend, he does gym and plays sports. He wants to play in the local team.

Josefina's family

NAME	Franco
FAMILY RELATIONSHIP	dad
DESCRIPTION	tall, plump, short brown hair, big eyes
NATIONALITY	Italian
LIKES AND DISLIKES	Italian food ✓
ROUTINES	get up early, drive to work, work in an office evening; help Mum, read a novel, watch TV weekend: gym, sports
AMBITION	play in the local team

OUR STUDENTS' FAMILIES

Your family

NAME	
FAMILY RELATIONSHIP	
DESCRIPTION	
NATIONALITY	
LIKES AND DISLIKES	
ROUTINES	
AMBITION	

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO	
0	Nombres de los personajes Revisión: Ropa. Ambientes de una casa. Miembros de la familia Actividades de reconocimiento y producción	<i>have / don't have, has likes / loves There is / are wearing</i>	Descripciones	Lenguaje áulico Los meses del año, fechas y las estaciones del año	4 hs Reflexión intercultural: la otredad en la ropa. Orgullo por los orígenes propios. Tradiciones familiares Reflexión social y la construcción de la ciudadanía: el valor de los saludos ESI: colores, vestimenta y cuestiones de género. El respeto por la indumentaria Aulas inclusivas: el respeto por los nombres de otros. El concepto del hogar, respeto por diferentes tipos de vivienda Reflexión lingüística: el significado y uso de <i>There is / are</i> Reflexión cognitiva: estrategias
1	Útiles escolares Lugares de la escuela Actividades escolares y fuera de la escuela Actividades de reconocimiento y producción Diseño de una escuela ideal	Simple Present <i>Do you have ...?</i> Preposiciones de tiempo: <i>in, on, at</i>	Rutinas	<i>Today is (Monday). Yesterday was (Sunday).</i> Lenguaje áulico	10 hs Reflexión intercultural: los espacios curriculares y actividades en la escuela en diversas culturas ESI: estereotipos relacionados con el género y la ropa Reflexión social y la construcción de la ciudadanía: los recreos. Los feriados nacionales. Comunicación con las familias para seguir el progreso de los niños y niñas Reflexión lingüística: los horarios, usos y características. Las preposiciones en inglés y la lengua de escolarización. El concepto de rutinas y actividades diarias. Los folletos, usos y características Aulas inclusivas Reflexión cognitiva: estrategias para recordar Competencias: pensamiento creativo, diseño, conciencia espacial, el conteo, las descripciones, la comunicación, la colaboración
2	Los puntos cardinales. Miembros de la familia: <i>parents, daughter, son, wife, husband, cousin</i> Actividades Gentilicios Actividades de reconocimiento y producción Diseño de un cohete de cumpleaños Break Time: ¿Cuántas adivinás?	Simple Present, 3 rd person singular, affirmative and negative <i>want to its / our Where ... from?</i>	Celebraciones	<i>Today is (sunny). Yesterday was rainy. I'm (happy). Yesterday, I was (happy).</i> Lenguaje áulico	10 hs Reflexión social y la construcción de la ciudadanía: nuestras raíces. La nacionalidad. Normas sociales. El pedido de disculpas por tardanzas. Actitudes honestas Reflexión lingüística: formas de expresar la nacionalidad. Similitudes entre estructuras conocidas. Los adjetivos posesivos y su referencia. Las características de los mensajes de texto Reflexión cognitiva: estrategias para recordar reglas Reflexión intercultural: las rutinas en diferentes culturas. Las celebraciones. Formas y reglas de la comunicación. Comidas típicas y tradiciones ESI: diferentes tipos de familia. La importancia de conocer nuestros antecesores Aulas inclusivas Competencias: pensamiento creativo, la creación, pensamiento crítico, comprensión de la fuerza y de la relación entre causa y efecto, la comunicación

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO	
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO		
3	<p>Actividades Vocabulario relacionado con la seguridad Actividades de reconocimiento y producción Construcción de una avalancha</p> <p>Proyecto: Gente especial</p>	<p>Imperative, affirmative and negative <i>can</i> (habilidad) <i>Why? Because ...</i></p>	<p><i>can</i> (permiso y pedidos)</p>	<p><i>Today is (sunny). Yesterday was rainy. I'm (happy). Yesterday, I was (happy). Today is (Monday / rainy). (Two) days ago, it was (Saturday / sunny).</i> Lenguaje áulico</p>	<p>Reflexión social y la construcción de la ciudadanía: la necesidad e importancia de seguir las reglas. La amabilidad. El disfrute del juego. El concepto del héroe Aulas inclusivas Reflexión lingüística: formas de dar instrucciones. El uso de símbolos. Respuestas a pedidos y permisos. El uso de fichas Reflexión intercultural: Las cosmovisiones y la interpretación del mundo Competencias: hipótesis, registro de información, la experimentación, estrategias de pensamiento, la colaboración, preguntas y respuestas, el concepto de fricción</p>	10 hs
4	<p><i>ago last (week) yesterday</i> Actividades de reconocimiento y producción Fin de semana codificado</p>	<p>Simple Past, affirmative <i>was / were,</i> affirmative and negative <i>like + -ing</i> Simple Present, 3rd person singular, interrogative</p>	<p><i>Would you like to ...?</i></p>	<p><i>Today is (sunny). Yesterday was (rainy). I'm (happy). Yesterday, I was (happy). Today is (Monday / rainy). (Two) days ago, it was (Saturday / sunny). Yesterday I had (chicken) for dinner.</i> Lenguaje áulico</p>	<p>Reflexión intercultural: las cosmovisiones y la interpretación del mundo. Apertura a lo nuevo Reflexión lingüística: la identificación del pasado y formas de indicarlo. El uso de <i>does</i> en preguntas. Comparación con otras formas. La entonación en preguntas. Comparación de <i>like + sustantivo</i> y <i>like + -ing</i> Reflexión cognitiva: estrategias para recordar cuándo usar diferentes recursos lingüísticos. Conciencia de las diferencias entre clases presenciales y virtuales Reflexión social y la construcción de la ciudadanía: la necesidad de socializar. Formas actuales de socialización. Formas amables de rechazar una invitación. Las reglas en las clases virtuales ESI / CSE: el cuidado personal en el uso de Internet y redes sociales Competencias: la resolución de problemas, el pensamiento lógico, el pensamiento abstracto, el pensamiento computacional, reconocimiento de patrones, estrategias de secuenciación, el trabajo en equipos, la comunicación</p>	10 hs
Break Time: Lanzar una moneda						

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN			TIEMPO		
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN			
5	<p>Contenedores: <i>box, can, pot, packet, bottle</i></p> <p>Comidas: <i>ham, cereal bar, rice</i></p> <p>Actividades de reconocimiento y producción</p> <p>Pesar la comida</p>	<p><i>some, any, no, a lot of</i></p> <p>Countable and uncountable nouns</p> <p><i>How much ...? / How many ...? these / those</i></p> <p><i>Is / Are there ...?</i></p>	<p><i>How much is it?</i></p>	<p>RECONOCIMIENTO</p> <p><i>Today is (sunny). Yesterday was (rainy). I'm (happy). Yesterday, I was (happy).</i></p> <p><i>Today is (Monday / rainy). (Two days ago, it was (Saturday / sunny).</i></p> <p><i>Yesterday I had (chicken) for dinner. (Two days) ago, (Pedro) had milk for breakfast. (Last Wednesday, (Josefina) was happy.</i></p> <p>Lenguaje áulico</p>	<p>PRÁCTICAS DE REFLEXIÓN</p> <p>Reflexión social y la construcción de la ciudadanía: los nombres de calles, avenidas, parques y plazas. El uso de <i>please</i> y otras formas de cortesía. La importancia de escuchar a otros</p> <p>ESL: comidas saludables. Los <i>influencers</i> hoy en día. La obligación del adulto de cuidar a los más pequeños</p> <p>Reflexión lingüística: el uso de listas. Diferencia entre lo que se puede contar y lo que no. Diferencias entre los pronombres y adjetivos demostrativos. El uso de <i>some, any, no y a lot of</i>.</p> <p>El uso de guías para ordenar la información antes de escribir</p> <p>Aulas inclusivas</p> <p>Reflexión intercultural: estereotipos y preconceptos sobre comunidades indígenas</p> <p>Reflexión cognitiva: estrategias para recordar cuándo usar demostrativos</p> <p>Competencias: la observación, el testeo, el registro de los resultados, el pensamiento crítico, la comunicación, la toma de decisiones, la colaboración, la medición, la comparación</p>	10 hs
	6	<p>Proyecto: Comidas típicas</p> <p><i>torch, rope, matches, fire, volcano, crater useful, not useful, dangerous</i></p> <p>Actividades de reconocimiento y producción</p> <p>La construcción de una estructura</p>	<p><i>How much ...? / How many ...?</i></p>	<p>Experiencias pasadas</p>	<p>RECONOCIMIENTO</p> <p><i>Today is (sunny). Yesterday was (rainy). I'm (happy). Yesterday, I was (happy).</i></p> <p><i>Today is (Monday / rainy). (Two days ago, it was (Saturday / sunny).</i></p> <p><i>Yesterday I had (chicken) for dinner. (Two days) ago, (Pedro) had milk for breakfast. (Last Wednesday, (Josefina) was happy.</i></p> <p><i>(Last Saturday), I played with my friends.</i></p> <p>Lenguaje áulico</p>	<p>ESL: el cuidado y la protección. El reconocimiento de cualidades especiales en cada uno. El uso de redes sociales para adultos. El cuidado online. El cuidado por los otros al jugar. El derecho a que los demás tengan cuidado con uno. El derecho a la supervisión de un adulto en diversas ocasiones</p> <p>Reflexión social y la construcción de la ciudadanía: el concepto del héroe. La organización de la comunicación. La importancia de seguir las reglas en un juego. El valor e importancia del trabajo colaborativo</p> <p>Reflexión lingüística: formas de dar información temporal.</p> <p>Verbos regulares e irregulares</p> <p>Reflexión cognitiva: estrategias para recordar el pasado de los verbos. La importancia de revisar y repasar, y de tomar notas para aprender mejor</p> <p>Aulas inclusivas</p> <p>Competencias: la colaboración, la comunicación, la toma de decisiones, el pensamiento creativo, el dibujo, la planificación, la construcción, la comprensión de nociones de estructura y estabilidad</p>
	Break Time: ¿Verdadero o falso?					

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)!* Invite learners to greet you back by saying *Good (morning)!* as they wave their hand. Remind learners that *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 activity

Greet me. Tell learners the time for them to greet you, e.g. *It's 8 o'clock in the morning. Good morning!*

INTRODUCE YOURSELF

- Say your name, *I'm (Pablo)*. 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 (Pablo), 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 CLOTHES

- Tell learners you'll play a Repeat if correct game. Touch your jeans and say, *Jeans!* Learners repeat. Point to a learner's skirt and say, *Skirt!* Learners repeat. Touch your legs and say, *Shirt!* Learners remain silent. Invite learners to give the instructions to the rest. You can do so pointing to the clothes that learners are wearing or you can bring cut-outs.

Building confidence activity

A fashion show. They have to draw a person wearing some items of clothing and accessories, and present this person to the rest. Demonstrate with an example: *This is (Eli). She's wearing a red dress, black trainers, and a cap.*

REVISION OF FAMILY NOUNS

- First, talk about your family, e.g. *I have a mum, a dad, a sister, and a granny*. Then, invite learners to talk about theirs. Remind them there's no ideal or standard family.

Building confidence activity

Memory game. Instruct learners to say what they remember about other classmates' families, e.g. *Carla has a mum, a sister, and a brother.*

REVISION OF I LIKE AND HE / SHE LIKES

- Play a Chain game. Start talking about the colours you like, e.g. *I like sky-blue*. A learner goes on, e.g. *Pablo likes sky-blue and I like pink*. Another learner goes on, e.g. *Pablo likes sky-blue, Carla likes pink, and I like green*.

REVISION OF PARTS OF THE HOUSE

- Tell learners you'll mime an action for them to say what room in the house it refers to. For instance, make the gesture of waking up for learners to say *Bedroom!*

Building confidence activity

Miming game. First, name the rooms in a house for learners to do the miming; then, ask learners to name the rooms for the rest to mime an action.

REVISION OF THERE IS / THERE ARE

- Do a True or false activity. Learners can show if what you say is true or false with a thumbs up / down gesture. Tell them you'll describe the classroom. You can challenge them not to look around before answering. Say, e.g. *In this classroom, there's a door. There are two windows*. Use both singular and plural elements.

Building confidence activity

Crazy houses. Invite learners to describe crazy houses, e.g. *In my house, there are 20 bathrooms and one bedroom.*

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 to 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 to focus on the different activities they've carried out.
- Say *Goodbye* to them. You can remind them that *Bye* is more informal than *Goodbye*.

A new adventure

UNIT OVERVIEW

Vocabulary

Clothes (revision)
Rooms in a house (revision)
Family members (revision)

Grammar

have / don't have, has
likes, loves
There is / are ...
wearing

Communication

Descriptions

Recognition

Classroom language

Routines

Revision of months, dates, and seasons

Awareness

Cognitive, social, intercultural, inclusive classrooms, 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

wearing
Clothes
Physical description

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.

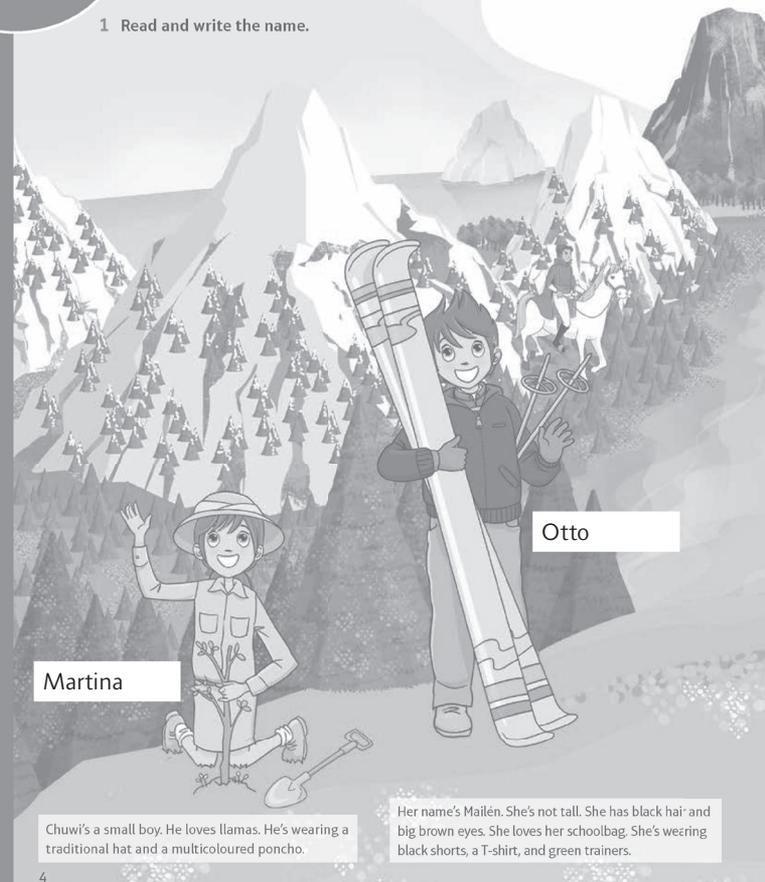
1 Read and write the name.

Possible lead-ins:

- As learners look at the cover of their book, ask them what they can say about the characters and the settings. Guide them with an example, e.g. *This boy likes traditional clothes.*
- If learners are using their books, tell them to open them at page 4. Ask them to read the instructions and elicit what they have to do. Ask them to read the texts and do the

A new adventure

1 Read and write the name.



activity. Go back to their comments about the characters. Invite learners to add these comments to the descriptions.

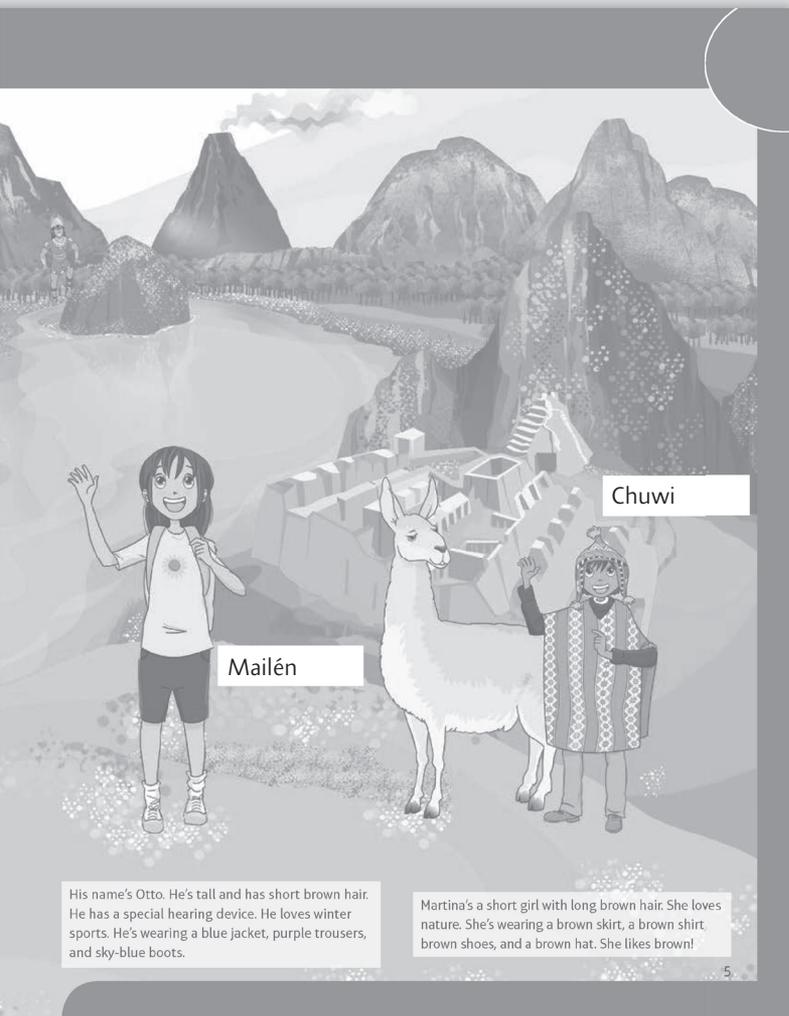
Intercultural awareness

Chuwi is wearing traditional clothes, which shows he's proud of who he is. Reflect on what traditions your learners follow at school or at home.

Who are Martina, Mailén, Otto, and Chuwi? Who are Lisandro and Qapaq? What qualities do they stand for?

Level 3 is oriented towards the natural world. However, the role of nature in the story goes beyond that of the setting in place; it is a character, a moving force of the plot. At times, nature is a life-threatening force represented by natural disasters such as an avalanche, a volcano eruption, and a forest fire, which the main characters have to overcome. At other times, nature is tender and needs to be taken care of as the children discover along the Trail.

Moreover, the main characters' interests revolve around nature and aim at helping children to change their relationship towards it. Martina and her parents are forest rangers. Mailén, who is very fond of animals, comes from a hippie family that have established



His name's Otto. He's tall and has short brown hair. He has a special hearing device. He loves winter sports. He's wearing a blue jacket, purple trousers, and sky-blue boots.

Martina's a short girl with long brown hair. She loves nature. She's wearing a brown skirt, a brown shirt, brown shoes, and a brown hat. She likes brown!

5

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; therefore, mocking a person because of his or her name can hurt the person and make him / her feel excluded.

Building confidence activity

Who is it? Have learners describe one of their classmates using the texts in Exercise 1 as a model. The rest have to identify who it is.

Lesson closing

Before saying goodbye, go over the suggested steps on page 27 in this Teacher's Book.

themselves in the Patagonia. Otto is a fearless skier and nature lover. Chuwi is a Quechua llama shepherd whose family work with livestock and agriculture. These four characters are an invitation for children to increase their engagement with their community and care for natural places that are being transformed by human exploitation.

Finally, the characters of Lisandro, an Independence hero from the Andes, and Qapaq, an Inca leader, foster children's connection with the exploration of and the action on the social and ecological places they inhabit. Through Lisandro's and Qapaq's exaggerated traits, which involve bravery, hard work, and resilience, Level 3 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).

ESI / CSE

Some learners may be surprised to see one of the children wearing traditional clothes. Show them how important it is to respect everybody and learn from what is different.

Aim of the lesson

To practise and integrate language.

Learning objective

Learners:

- can understand descriptions.

Key language

There is / are ...

Rooms in the house

Family members

Areas of awareness

Language awareness

Inclusive classrooms

Cognitive awareness

Lesson opening

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

2a Read and match.

- Ask learners to open their books at page 6 and read the instructions.
- Agree on a time limit and let learners work. When checking, elicit what clues helped them to identify each of the characters.
- Reflect on timing.

Building confidence activity

Repeat if correct. See page 21 in this Teacher's Book.

2b Write the number.

- Have learners read the instructions and elicit what to do.
- Agree on a time limit for them to identify each character's family; then, check their answers.

Building confidence activity

Thumbs up or down. Learners describe the characters, e.g. *Martina's hair is brown*. They may include true or false information. The rest show a thumbs up / down gesture depending on the information.

3a Listen and tick (✓) or cross (✗).

- Ask learners to read the instructions and elicit what to do.
- Have them read the statements and instruct them to come up with possible statements in the AUDIO SCRIPT. Give an example if necessary.
- Remind learners of the rules for listening. Check page 16

2a Read and match.

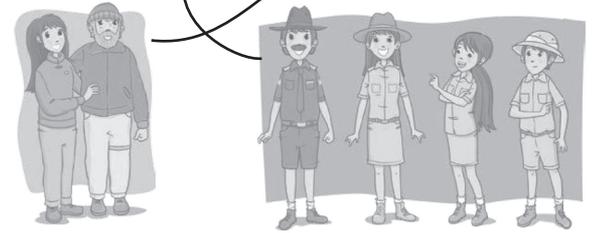


1 I have a dad, a mum, a brother, and a sister. We live in a small house. We have big and small schoolbags.

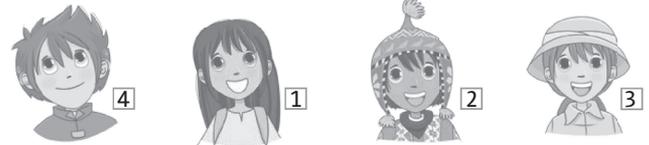
2 I live with my dad, my mum, my aunt, and my uncle. We have llamas.

3 I have a nice family. I have a mum and a dad, a brother and a sister. They're 15, they're twins! We live in a national park. It's a beautiful place.

4 My family's not very big: my mum and my grandpa. My mum likes winter sports. We like cold weather!



2b Write the number.



6

in this Teacher's Book.

- Play the audio and go back to the learners' predictions.
- Check learners' answers.

AUDIO SCRIPT

I live in a nice house. There's a small living room and a big kitchen. There isn't a garage, but there's a big garden. There are three bedrooms and there are two bathrooms. My favourite room? The kitchen. We eat there. My brother and my sister don't like the kitchen.

Language awareness

Elicit from learners the meaning of *there is / there are*, and when to use *there is* and when to use *there are*.

Inclusive classrooms

Some learners may live in a one-room house, whereas Martina's is quite big. Show them the important issue is to consider the place where you live as your home, the place where you feel safe and loved.

3a Listen and tick (✓) or cross (X).

- | | |
|---|---|
| 1 Martina's house is nice. <input checked="" type="checkbox"/> | 6 There are three bedrooms. <input checked="" type="checkbox"/> |
| 2 The living room is small. <input checked="" type="checkbox"/> | 7 There are three bathrooms. <input checked="" type="checkbox"/> |
| 3 There's a big kitchen. <input checked="" type="checkbox"/> | 8 Martina likes the kitchen. <input checked="" type="checkbox"/> |
| 4 There's a garage. <input checked="" type="checkbox"/> | 9 They eat in the living room. <input checked="" type="checkbox"/> |
| 5 The garden is small. <input checked="" type="checkbox"/> | 10 Martina's brother likes the kitchen. <input checked="" type="checkbox"/> |

3b Read and tick (✓) Martina's house.



3c Complete the description.

This is Chui's house. There's _____ a small living room and there's _____ a big kitchen.
There are _____ two bedrooms, and there are _____ two bathrooms.

7

Assessment

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

Workbook

Pages 88–89, Exercises 1a, 1b, 2a, and 2b

Lesson closing

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

3b Read and tick (✓) Martina's house.

- Tell learners to read the instructions and elicit what they have to do.
- Elicit a time limit and check their answers.

Cognitive awareness

Ask learners what strategies they've used to identify the correct house. Elicit on what other occasions they can use these strategies.

3c Complete the description.

- Tell learners to look at the instructions and the picture and elicit what they have to do.
- Agree on a time limit and check their answers.

Building confidence activity

Stand up if ... Check page 21 in this Teacher's Book. Learners take it in turns to describe their houses (one statement each, e.g. *There's a small kitchen*).

Working with the workbook

The activities in the workbook section offer further opportunities for learners to use language meaningfully. All the activities designed require learners' understanding to complete them 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 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, 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 *Dyslexia and Our Stories* 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 of practice if it is to be done properly. Moreover, sometimes learners are asked to

A new adventure

1a Read and write the name.

Write about your family.

My name's Macarena and I have a big family. My mum's name's Susana and my dad's Héctor. I have a brother and a sister. Their names are Anita and Mitch. I have a grandpa. His name's Raúl. My two grannies are María and Mercedes. My favourite granny is Mercedes; she's fantastic! She's my mum's mum. My mum has a brother. His name's Antonio. He's a great uncle. My aunt's name is Luciana. I love my family!

1b Read and complete. Use the actions in the box. There are two extra actions.

eating drinking listening making reading sleeping
swimming writing texting

In this photo, we're on holiday. Mum's reading a book and my dad's swimming. My grandpa's sleeping and my grannies are eating cake. My brother's listening to music and my sister's texting a friend. Me? I'm making a big house!

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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 learners 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 Time or Break Time, you will find the workbook pages with the answer key 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.

2a Read and circle.



A favourite family member

I love my aunt. ¹He's (She's) all and (slim) short.
 She (has) is long hair and big ⁴ears (eyes)
³His (Her) nose is small, and her ears ⁵is (are) small,
 too. She has (a big mouth) small legs.
 In this photo, she's wearing ⁶a skirt (a dress) and
⁷trainers (flip-flops) ⁸It's (They're) black and white.

2b Write about a favourite family member. Use the words in the box. There are two extra words.

are has his is mouth plump shirt skirt trainers wearing



A favourite family member

I love Grandpa Juan. He's tall and (plump) _____. He
 (has) _____ short hair and (his) _____ eyes
 are small. His ears and nose (are) _____ big, and
 his (mouth) _____ is big, too.
 He's (wearing) _____ a white (shirt) _____, jeans,
 and (trainers) _____

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Exercise 2b

Work on the clues for each of the blanks. Learners can add two statements using the two extra words. Show them they can be affirmative or negative statements.

Exercise 1a

In the case of the two grannies' names, ask learners how they know which is which. You can play a memory game. After learners memorise the information, say something as if you were Macarena, e.g. *I have two grannies.* Learners can draw their own family tree and write about it, using the text as a model.

Exercise 1b

Learners can draw another character and write about him / her, using the two extra verbs.

Exercise 2a

When checking, ask learners to account for their answers. They may consider that the woman's eyes are small. Even if this is the case, as they read on, they'll realise that the ears are referred to further down in the text. Learners can create a new text using the uncircled options as far as possible. For instance, small legs cannot be used when referring to a human being.

UNIT OVERVIEW

Vocabulary

School subjects
Places in a school
School and after-school activities

Grammar

Simple Present
Do you have ...?
Time prepositions: *in, on, at*

Communication

Routines

Routines

Today is (Monday). Yesterday was (Sunday).

Awareness

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

STEAM Challenge: Arts and Maths

Design your dream school

Project Time

Our calendar

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

- Learners
- can follow a story.
 - can identify school subjects.

Key language

School subjects
at + time (revision)

Areas of awareness

Intercultural awareness
Social awareness
Language awareness

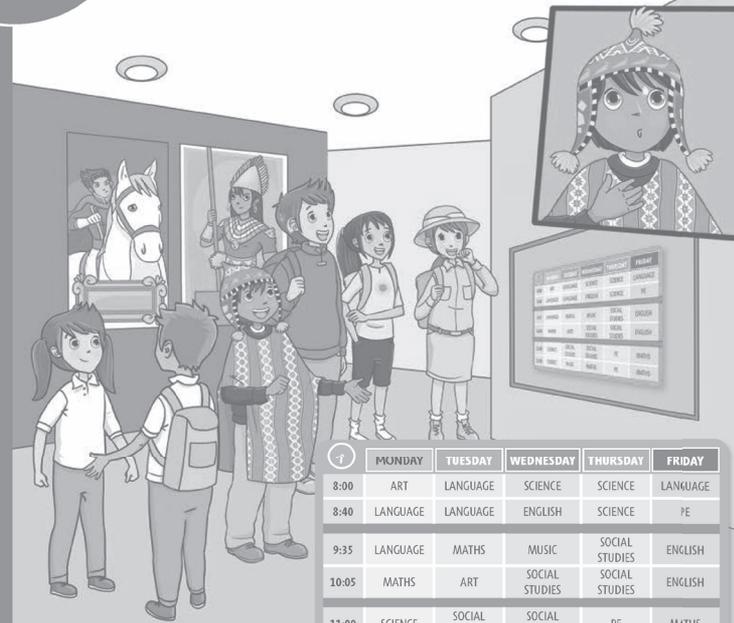
Lesson opening

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

1 03 Look and listen.

Possible lead-ins:

- Tell learners about how many subjects you had at school, which one you liked the best, or what time your school started and finished.
- Follow the suggestions on page 14 in this Teacher's Book to tell stories.
- Tell learners to open their books at page 8 and say, e.g. *Look, a timetable. Can you see a timetable in the*



1 03 Look and listen.

Mailén: Hello, friends!
Martina: Hello, Mailén and Otto! How are you?
Mailén: I'm happy. I like school. And you?
Otto: I'm tired. It's 8 o'clock in the morning.
Martina: I'm happy, too. The first day is fun. How many subjects do we have?
Mailén: Eight!
Otto: Wow!

Chuji: Hi! What are you doing?
Children: We're looking at the timetable.
Mailén: What time is English?
Martina: It's at 9:35 on Fridays.
Chuji: No break time?
Otto: Yes! Look at the red lines.
Chuji: Phew! I need break time!

8

classroom? A timetable gives us information about ...?
Point to Chuwi's face (top right-hand corner) and ask, e.g. *How's he feeling? Why?*

- Play the audio and invite learners to read. Then, check their predictions.

03 → SEE PB PAGE 8.

Intercultural awareness

Work on the concept of subjects. Explain to learners that not all schools teach the same subjects. In indigenous communities, subjects are organised around their culture and nature's calendar.

Social awareness

Help learners to understand why there are breaks and what they're supposed to do during breaks.

Language awareness

Reflect with learners on the characteristics of a timetable. What other timetables can they think of? You can show / name some if they don't come up with ideas, e.g. a train timetable.

Aims of the lesson

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

Learning objectives

Learners

- can follow a blog and a brochure.
- can talk about school subjects and timetables.
- can recognise rooms in a school.

Key language

Time prepositions: *at, in, on*

Activities at school

Rooms in a school: *classroom, library, multipurpose room, computer lab, playground, gymnasium, science lab, teachers' room*

Areas of awareness

Language awareness

Cognitive 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 (06) Listen and tick (✓) or cross (X).

- Ask learners to read the instructions and the statements to predict what the audio may be about.
- Play it once and go back to their predictions.
- Play it again and check their answers.

AUDIO SCRIPT

- | | |
|--|--|
| 1. We have Science on Mondays. | Wednesdays and Thursdays. |
| 2. We have English on Thursdays and Fridays. | 5. We have Computer Studies on Wednesdays. |
| 3. We have PE on Fridays. | 6. We have Language on Tuesdays and Thursdays. |
| 4. We have Music on | |

Language awareness

Show that *on* is used with days of the week. You can ask them to compare this with the school's language of instruction.

6 (07) Listen and complete the timetable.

- Ask learners to read the instructions and the timetable to predict what the audio may be about.
- Play the first line and go back to their predictions.
- Play it again for learners to do the activity. Check their answers.

AUDIO SCRIPT

- | | |
|--|-----------------------------------|
| 1. We have Science on Mondays at 9 in the morning. | 1:30 in the afternoon. |
| 2. We have Art on Mondays at | 3. Music is on Tuesdays at 11:10. |

5 (06) Listen and tick (✓) or cross (X). (LT)

- | | | | |
|--|-------------------------------------|---|-------------------------------------|
| 1 We have Science on Mondays. | <input checked="" type="checkbox"/> | 4 We have Music on Wednesdays and Thursdays. | <input checked="" type="checkbox"/> |
| 2 We have English on Tuesdays and Fridays. | <input checked="" type="checkbox"/> | 5 We have Computer Studies on Fridays. | <input checked="" type="checkbox"/> |
| 3 We have PE on Fridays. | <input checked="" type="checkbox"/> | 6 We have Language on Tuesdays and Thursdays. | <input checked="" type="checkbox"/> |

6 (07) Listen and complete the timetable. (LT)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	SCIENCE	LANGUAGE	ENGLISH	SOCIAL STUDIES	MATHS
9:45	LANGUAGE	ART	LANGUAGE	SOCIAL STUDIES	MATHS
11:10	MATHS	MUSIC	COMPUTER STUDIES	COMPUTER STUDIES	SCIENCE
11:55	MATHS	MUSIC	MATHS	ENGLISH	SCIENCE
1:30	ART	MATHS	PE	SCIENCE	LANGUAGE
2:15	PE	SOCIAL STUDIES	PE	MATHS	PE

7a Read and tick (✓) or cross (X). (LT)



MOUNTAIN SCHOOL

Hi! School is great. I like all the subjects. We do lots of things. We read books and write stories and poems in Language. In Science, we do experiments. We read about ecology and weather conditions, and we learn about recycling. Very interesting. We do gym and play sports, and we do yoga! I like Social Studies: we study ancient civilizations and learn about different countries in the world. Music? We sing and play musical instruments. That's cool! I love Art. We make collages, we draw and paint and we learn about different painters. My favourite? Arcimboldo. In Computer Studies, we use computers and make presentations or look for information online. Some information is good, but some is not! Maths isn't difficult. I like it. We work with numbers and calculations, and we do Geometry as well. I'm in my English class now, and this is my English homework. Do you like it?
Matt

- | | | | |
|------------------------|-------------------------------------|--------------------------------|-------------------------------------|
| 1 This text is a blog. | <input checked="" type="checkbox"/> | 3 Matt is a teacher at school. | <input checked="" type="checkbox"/> |
| 2 It's very formal. | <input checked="" type="checkbox"/> | 4 Matt is happy at school. | <input checked="" type="checkbox"/> |

10

4. Social Studies is on Tuesdays at 2:15 in the afternoon.

5. We have Language on Wednesdays at 9:45 in the morning and on Fridays at 1:30 in the afternoon.

6. Maths is on Wednesdays at

11:55.

7. We have Computer Studies on Thursdays at 11:10.

8. English is on Thursdays at 11:55.

9. We have PE on Fridays at 2:15 in the afternoon.

Language awareness

Write one of the audio statements on the board. Help learners to notice the different prepositions used.

Cognitive awareness

Brainstorm different strategies to remember which preposition to use when.

Building confidence activity

Our timetable. You need board paper. Instruct learners to dictate their timetable to you.

7a Read and tick (✓) or cross (X).

- Have learners look at the text and ask them what genre it is. Give options if necessary, e.g. *Is it a story? A blog?*

7b Read and complete the timetable. See page 57 for the answers.

1

SUBJECT	ACTIVITY	SUBJECT	ACTIVITY
Language		PE	
Maths		Music	
Science		Art	
Social Studies		Computer Studies	
English			

8a Read and write yes or no.

WELCOME TO OUR SCHOOL!

MOUNTAIN SCHOOL

Our school is in the mountains near forests, lakes, and glaciers. Our primary school has:

- 10 big classrooms
- a library full of books
- a multipurpose room for 500 people
- a gymnasium for different sports

• 2 very modern computer labs
• a new science lab
• a wonderful playground

- 1 This text is a blog no.
 2 This text is for families. yes
 3 This text is informative. yes
 4 This text is about Mountain School. yes

8b Read again and tick (✓) or cross (✗).

- | | |
|--|---|
| 1 Mountain School is in a big city. <input checked="" type="checkbox"/> | 6 Students play sports and do gym in the gymnasium. <input checked="" type="checkbox"/> |
| 2 Mountain School is a Primary school. <input checked="" type="checkbox"/> | 7 There are computers in two labs. <input checked="" type="checkbox"/> |
| 3 The classrooms are big. <input checked="" type="checkbox"/> | 8 There isn't a lab for experiments. <input checked="" type="checkbox"/> |
| 4 There are only ten books in the library. <input checked="" type="checkbox"/> | 9 The playground is nice. <input checked="" type="checkbox"/> |
| 5 The multipurpose room is small. <input checked="" type="checkbox"/> | 10 There's a plan of the school in the text. <input checked="" type="checkbox"/> |

11

- Focus their attention on the logo and ask what the blog may be about. Instruct them to browse over the text and go back to their predictions.
- Agree on a time limit. Check the answers when learners finish. Focus on the clues.

Language awareness

Focus learners' attention on the different activities. Elicit if they're routines / habits or actions now. Ask them how they express a negative routine. Refer them to page 84 in the Language Time section (first part).

Building confidence activity

A new entry! Tell learners they have to write a blog entry describing their activities at school.

Intercultural awareness

Reflect with learners if these are activities that all children carry out in all schools. Ask them to think of a different type of school, e.g. one in a rural area.

7b Read and complete the timetable.

- Focus learners' attention on the instructions.

- After you agree on a time limit, let learners work.
- Invite them to check in pairs before you do a general checking.
- As to English, invite them to add what they do with you.

8a Read and write yes or no.

- Tell learners to look at the instructions and the text and elicit what to do.
- Ask learners what kind of text it is. Give options if necessary. If they provide the word in another language, go on with the conversation saying, *Yes, it's a brochure.*
- Have learners look at it and ask what it may be about. Instruct them to read and go back to their predictions.

Language awareness

Reflect with learners on the purpose and characteristics of a brochure. Ask them to bring examples.

Inclusive classrooms

Reflect with learners if this school is appropriate for children with some sort of disability. Elicit how you can make a school inclusive, e.g. with ramps and wide doors. Help them to become aware of how they can make the classroom inclusive: letting those with sight issues sit closer or further away from the board, those who can't hear well sit in a spot that's beneficial to them, and so on.

8b Read again and tick (✓) or cross (✗).

- Tell learners to look at the instructions. Elicit what to do.
- You can invite learners to do the activity without going back to the brochure.
- Check the learners' answers.

Building confidence activity

Repeat if correct. See page 21 in this Teacher's Book. In this case, describe the school.

Assessment

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

Ask learners what they've been learning so far. Invite them to browse their books and notebooks.

Workbook

Pages 92–93, 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 story.

Learning objectives

Learners

- can identify and name rooms in a school.
- can read an informal email.
- can ask and answer *When* questions.

Key language

When

Simple Present, interrogative

Areas of awareness

Language awareness

Social awareness

Lesson opening

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

Building confidence activity

A chain game. See page 21 in this Teacher's book. Start a sequence of rooms in a school.

9 Complete with the place in the school.

- Focus learners' attention on the instructions and elicit what to do.
- Elicit where they can find information if they can't remember how to spell a word.
- Agree on a time limit and let learners work. Check their answers and reflect on timing.

10 Read and circle.

- Tell learners to read the instructions and look at the text. Ask what it is. Provide options if necessary.
- Point to the photo in the text and ask what it may be about. Instruct them to read and go back to their predictions.
- Allot the time agreed upon for learners to complete the activity; then, check. When checking, ask learners to focus on the clues.

Building confidence activity

A new email. Invite learners to write an email to a relative with information about their school.

11 Write the activities in the correct column.

- Have learners read the instructions. Focus their attention on the question.

Answers will vary depending on each school.

9 Complete with the place in the school.

- 1 We do science experiments in the science lab.
- 2 There are a lot of books about history in the library.
- 3 We do yoga in the gymnasium.
- 4 At break time, we play in the playground.
- 5 We celebrate parties in the multipurpose room.
- 6 We sing and play musical instruments in the music room.
- 7 We make digital presentations in the computer lab.
- 8 There are twenty-four desks in my classroom.
- 9 In some schools, there isn't a gymnasium, and students play sports in the multipurpose room / playground.
- 10 There are computers and a big screen in the computer lab.

10 Read and circle.

Amy
to: Aunt Maggie

Hi, Aunt Maggie,

I'm very happy at my new school. It's fantastic. There's a nice science lab. I love experiments. We have Science on Mondays, Wednesdays, and Thursdays. The lessons are fun. There are two computer labs. The computers are not modern, but they're OK. I have new friends: Martina, Chuvi, Mailén, and Otto. Here's a photo of my friends. We're in the playground. We're singing and dancing.



I go to school in the morning. Classes start at 8 and finish at 12:30. I'm at home in the afternoon. I do my homework, study, and read. I love stories! In the evening, I help Mum in the kitchen and I watch TV. I go to bed at 9. This is on weekdays. At the weekend, we go to the park or we visit friends. That's fun!

How's Uncle Tony? I love his cakes! 🍰

Please, write back!

Lots of love, ♥♥♥

Amy

- 1 This is an email / a blog.
- 2 Maggie (Amy) is a student at school.
- 3 The text is formal / informal.
- 4 Amy likes / doesn't like school.
- 5 She likes / doesn't like Science lessons.
- 6 There are / are no computer labs at school.
- 7 Amy is / isn't in the photo.
- 8 Amy is at school / at home in the morning.
- 9 She's at school / at home in the afternoon.
- 10 There's / There isn't a TV in her house.
- 11 Weekdays and weekends are / aren't similar.
- 12 Amy likes / doesn't like weekends.

12

- Elicit if all the answers will be the same. Some activities may not be used at all.
- Let them work and check.

Language awareness

Reflect with learners on the information required when asking *When ...?* Elicit the difference between *What time* and *When*. Focus on the intonation as well.

12 Game

- Ask learners to read the instructions and elicit what to do.
- Depending on the number of learners, you can divide the class into two (call on learners sitting in rows 1st, 3rd, 5th, and so on so that there's room in between). Half the class will stand up and ask those who are sitting or the ones who are standing. Then, swap roles.
- Demonstrate how learners should ask the questions and how the questions should be answered, e.g. *Do you drink milk in the morning? Yes, I do. / No, I don't.*
- Go over the rules for playing. You can set a time limit for learners to find all the friends.

11 Write the activities in the correct column.



- When do you ...?
- | | | | |
|------------------|-----------------|----------------------|-----------------------|
| clean (help) | drink water | make your bed | talk with your family |
| cook (help) | go to bed | play on the computer | tidy your room |
| do gym | go to school | read | watch TV |
| do your homework | have a shower | ride a bike | write (text messages) |
| drink milk | listen to music | study | |

IN THE MORNING	IN THE AFTERNOON	IN THE EVENING
Learners' own answers		

12 Game

Find two friends who ...

Activity	Friend's name	Friend's name
drink milk in the morning		
do their homework in the afternoon		
watch TV in the evening		
tidy their room at the weekend		
study on weekdays		

13 08 Look and listen.

JULY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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			

AUGUST

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

SEPTEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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					

Mr Mont: In September, we have a field trip to a volcano. Write it down!

Chuhi: Look! There are national holidays in July, August, and September.

Otto: Mmm ... There are holidays in July and August.

Martina: In September, one national holiday on a weekday and two at the weekend.

Chuhi: At the weekend? This is definitely **not** my year!

Social awareness

Reflect with learners on the purpose of national holidays.

Building confidence activity

National holidays. Invite learners to talk about the national holidays in their region, e.g. *1st May is a national holiday.*

Workbook

Page 93, Exercises 5 and 6

Lesson closing

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

Building confidence activity

A report. Learners have to inform the rest about what they have found (Exercise 12), e.g. *Mila and Vicente drink milk in the morning.*

13 08 Look and listen.

- Focus learners' attention on the instructions and the pictures. Elicit what the conversation may be about.
- Play the audio as learners read and go back to their predictions.

08 → SEE PB PAGE 13.

Language awareness

Have learners look at the calendar and read the text. Elicit the meaning of *national holiday* and compare it with the holidays. Tell them that the weekend is Saturday and Sunday, and elicit what weekdays are.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can use time prepositions.
- can create and act out a dialogue.
- can write the outline of a brochure.

Key language

Time prepositions: *in, on, at*

Description of a school

Area of awareness

Cognitive awareness

Lesson opening

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

14a Match.

- Tell learners to read the instructions.
- Instruct them to go back to the text to find which prepositions are used.
- Agree on a time limit and check learners' answers.

Cognitive awareness

Discuss different strategies to remember which preposition to use.

14b Write two examples for each.

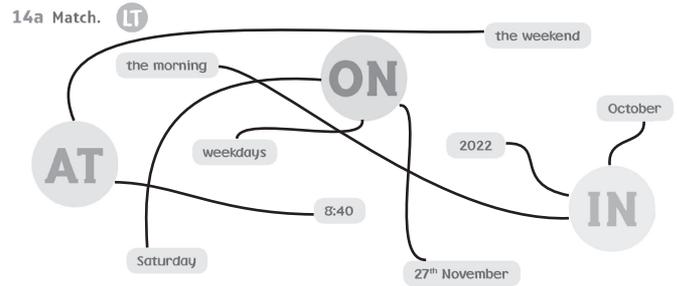
- Ask learners to read the instructions.
- Show them they can use the examples in part A and think of another possibility, e.g. another day of the week, another month, etc.
- Check by asking learners to read out their examples.

15 Quiz

- Ask learners to read the instructions. In some cases, they'll know the answers. In some others, they'll have to find out by asking.
- Agree on a time limit and check their answers.

Building confidence activity

A new quiz. Learners design their own questions for a quiz. They need a slip of paper to write two questions in pairs. Collect all the questions. You can either create a document with all the questions or hand out one slip to each pair.



14b Write two examples for each. Learners' own answers

at _____ at _____
 in _____ in _____
 on _____ on _____

15 Quiz Learners' own answers

When ...?

Teacher's birthday (date): _____	Break times (time): _____
Year of school founding: _____	Labour Day (date): _____
Flag Day: _____	Children's Day (month): _____
Birthday of national hero (year): _____	Independence Day (date): _____
Beginning of summer holidays (month): _____	Beginning of school day (time): _____
First day of school this year: _____	End of school day (time): _____

16 Listen, read, and act out.

Martina: There's a national holiday in May.
Otto: Great! I love national holidays.
Mailén: When is it?
Martina: On 20th May.

Chuwi: It's on a Friday. Super, a long weekend!
Mailén: Let's go to the lake.
Otto, Chuwi, and Martina: Yeah!

14

16 Listen, read, and act out.

- Tell learners to read the instructions.
- Play the audio while learners read.
- Refer to the suggestions on page 20 to work on Act out activities.
- Instruct learners to change some of the information in the dialogue and create their own.
- Allot a few minutes for learners to rehearse; then, invite them to perform before the rest.
- Remind learners how important it is to give constructive feedback.

09 → SEE PB PAGE 14.

17 Write. Show and tell.

- Tell learners to read the instructions and look at the text. Elicit what it is.
- Focus their attention on the chart below the brochure and ask what the connection is between the two texts. Help them to become aware it's the original outline on which the brochure was based.

Escuela Libertadores de América



14 big classrooms for 300 students

A music room

A science lab

A modern computer room with 50 computers

A gymnasium

A sports ground for football, handball, and volleyball

A multipurpose room

A renovated library

My classroom

In my classroom there are 25 individual desks and a big desk for the teacher. There are plants on the windows and a big cupboard with stories and books from the library.



This is a photo of me and my friends. We're in the computer lab. We're making a presentation for English.

PANEL 1	PANEL 2	PANEL 3
Name of school and school shield	Rooms in the school	Description of the classroom
	<ul style="list-style-type: none"> ✓ 14 classrooms ✓ Gymnasium ✓ Computer lab ✓ Science lab ✓ Music room ✓ Sports ground ✓ Library ✓ Multipurpose room 	<ul style="list-style-type: none"> ✓ Number of desks ✓ Posters? ✓ A board? ✓ Plants? ✓ Number of windows?
		A photo of you in the classroom. What are you doing?

Complete the chart for your brochure.

PANEL 1	PANEL 2	PANEL 3
Name of school and school shield	Rooms in the school	Description of the classroom
Learners' own production		A photo of you in the classroom. What are you doing?

- Agree on a time limit for learners to complete the chart for their own brochure. They can write about an imaginary school or their own.
- Allot a few minutes for learners to rehearse their presentations.
- Have a classroom display of the learners' productions.

Building confidence activity

A brochure. Learners can design their own brochure. Check if the ICT teacher can help them with the digital design.

Workbook

Page 94, Exercise 7

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 reflect on their learning.

Key language

Cool!

Area of awareness

Social awareness

Lesson opening

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

18 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 how they're feeling. Elicit why.
- Focus on the smaller panel and point to Chuwi. Ask, *How's he feeling? Why? How can you tell?*
- Play the audio while learners read and go back to their predictions.

 → SEE PB PAGE 16.

Social awareness

Reflect with learners how important it is to have an opportunity to show families how much they're learning. You can invite them to select activities and productions as they advance that they'd like to present at the fair.

Building confidence activity

Act out. Invite learners to act out the situation.

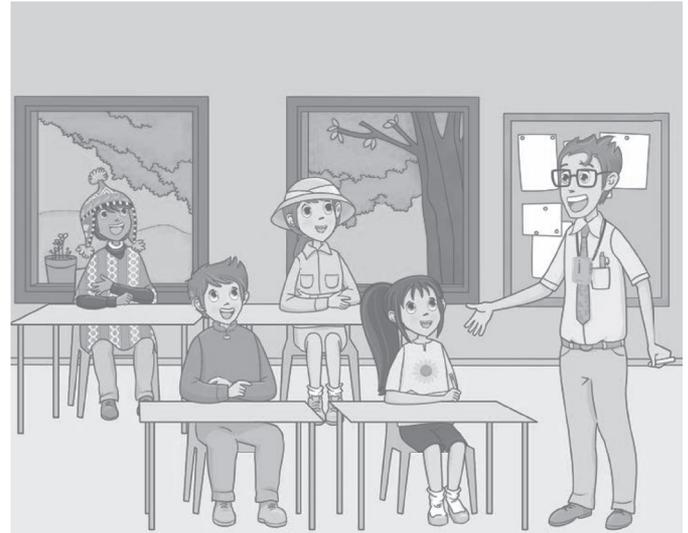
19 Read and write yes or no.

- Have learners look at the instructions and ask them what they have to do.
- Challenge them to do the activity without referring back to the story. They can check individually by going back to the story before the general checking.
- Elicit what clues in the text helped them to decide on the answer.

Reflection Time

Refer to page 11 in this Teacher's Book.

18 Look and listen.



On another day, in the Social Studies class

Mr Mont: Children, who are your favourite historical characters?

Otto: I like the **Libertadores** of America. Their adventures are dangerous.

Chuwi: My favourite characters are the Inca leaders. They're brave.

Mailén: Yes!

Mr Mont: In pairs, choose one historical character. At the end of the year, on 30th November, we'll show your posters at the school fair.

Mailén: It's on a Saturday!

Martina: Cool!

Chuwi: In November? On a Saturday? At the weekend?

Mr Mont: Yes. For friends and families.



16

Assessment

Work on assessment. Go to page 31 for suggestions.

Lesson closing

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

19 Read and write yes or no.

- 1 The children are in the Social Studies class. yes
- 2 Otto likes the *Libertadores* of America. yes
- 3 Chuwi likes the Inca leaders. yes
- 4 Mailén doesn't like the Inca leaders. no
- 5 There's a school fair on a Saturday in November. yes
- 6 Chuwi is very happy about the school fair. no

**REFLECTION
TIME**

Read Unit 1 (the workbook section, too) and complete.

Now I know _____
_____. I can say it.

I read or hear and I understand _____
_____.

To revise: _____
_____. I can't remember this.

Write the exercise number to revise: _____

STEAM CHALLENGE: Design your dream school

Aims of the lesson

- To design a school and be able to describe its blueprint.
- To revise and integrate language.

Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can describe their dream school.

Lesson opening

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

STEAM AREAS:

Arts and Maths

SKILLS:

Creative thinking, drawing, designing, spatial awareness, counting, describing, communicating, collaborating

MATERIALS:

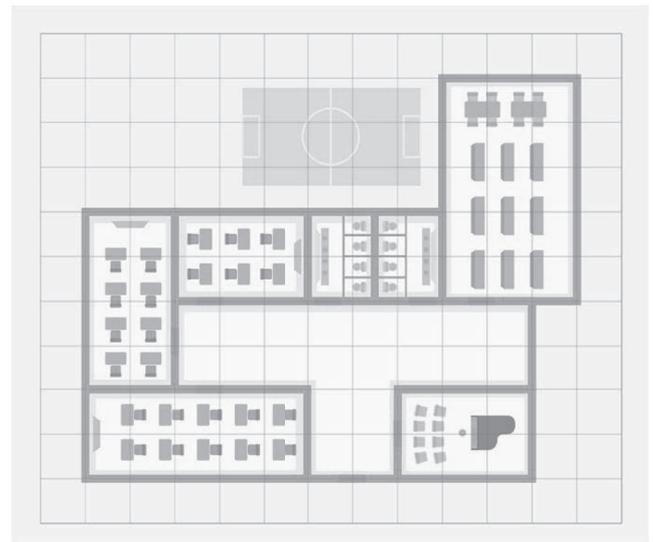
- Grid paper
- Coloured pencils
- Ruler and compass

Contextualise:

- If possible, ask the Headmaster / Headmistress or School Coordinator to come to visit your class and ask learners if they can help him / her with something (or introduce the challenge yourself): *There might be some school renovations and I would like to know what your dream school would look like.* Explain and elicit meaning as necessary.
- Page 18: Look at the blueprint example. Explain that blueprints are drawn designs and are used to construct houses, buildings, and other structures. Mention that blueprints are drawn on grid paper as it helps architects to keep the size and proportions of their plans correct. Rulers are used to make the design more realistic, and doors are usually drawn as an arc of a circle that indicates how the door opens into the room (this can be done with a compass).
- Ask learners to imagine this is their dream school and describe it by saying, *My dream school has a big library to read lots of books and a sports ground to play sports.*

Plan:

- Assign groups. Have learners discuss what their dream schools would look like. Write on the board, *My dream school has ...* as a stem sentence and add the key vocabulary so that learners can refer to it as they discuss.
- Monitor and check that they are using as much English as possible (number of rooms, names of the rooms / places, activity types that they can do in each room, and other



Learners' own production

Our dream school has _____
and _____

language they should know), e.g. *My dream school has two big science labs to do experiments.* Remind them that they can be as creative as they like, e.g. *a kitchen to cook pancakes.*

- Suggest learners write a list of what their dream school will be composed of.

Design:

- Make sure all groups have got their materials ready: grid paper, coloured pencils, ruler, and compass.
- Learners draw a blueprint of their dream school on grid paper and label the rooms.

Record:

- Page 18: Learners complete the sentence by writing about two of their favourite rooms in their dream school. These sentences will help them to present their design in the next step.

Present and reflect:

- If possible, invite the Headmaster / Headmistress or School Coordinator to listen to the presentations. Learners present their dream school blueprints and describe them using the same language they used when discussing. Keep the key words on the board for reference and change the stem sentence to *Our dream school has ...*

1a Look and write the subject.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1:00						Science _____ Social Studies _____
1:40						Maths _____
2:30						Language _____
3:10						English _____
3:10						PE _____
4:00						Art _____
4:40						Music _____
4:40						Computer Studies _____

1b Read and tick (✓) or cross (X).

MOUNTAIN SCHOOL

5^o A

- Science is on Mondays, Tuesdays, and Wednesdays.
- Social Studies is on Mondays and Tuesdays.
- Language is on Mondays, Thursdays, and Fridays.
- Computer Studies is on Wednesdays and Fridays.
- Maths is on Tuesdays, Wednesdays, and Fridays.
- PE is on Tuesdays and Thursdays.
- Art is on Thursdays.
- English is on Wednesdays and Thursdays.
- Music is on Wednesdays.

2 Read and write the subject.

What's the subject?

Hill Boys, volleyball and girls, football. PE _____

Careful! This is a dangerous experiment. Science _____

What's this in English? English _____

Write about your favourite story. Language _____

Click on the symbol. Computer Studies _____

Guitars, ready! Music _____

We need blue, pink, purple, and black paint. Art _____

Let's read about the Indians in America. Social Studies _____

Here's a multiplication exercise. Maths _____

3 Read and complete. Use the actions in the box. There's an extra action.

draw learn listen to play read solve ride sing use write

- In the Language class, we **read** books and **write** fantastic stories.
- In the English class, we **listen to** stories and dialogues.
- In PE, we **play** sports.
- In the Social Studies class, we **learn** about history.
- In the Science class, we **use** a microscope.
- In the Maths class, we **solve** number problems.
- In the Music class, we **sing** songs.
- In the Art class, we **draw** pictures.

1c Complete the time.

English is on Wednesdays **at 2:30** _____
 Language is on Fridays **at 1:00** _____
 Computer Studies is on Mondays **at 4:40** _____ and on Fridays **at 1:40** _____
 PE is on Tuesdays **at 3:10** _____ and on Fridays **at 2:30** _____
 Science is on Wednesdays **at 3:10** _____

1d Write about your school.

Learners' own answers

When is English? _____

What time is English? _____

When is Art? _____

What time is Art? _____

When is Music? _____

What time is Music? _____

When is Language? _____

What time is Language? _____

When is Maths? _____

What time is Maths? _____

When is Science? _____

What time is Science? _____

When is Social Studies? _____

What time is Social Studies? _____

4 Read and complete.

MOUNTAIN SCHOOL

Where?

We read books in the **library** _____

At break time, we're in the **playground** _____

We play sports in the **gymnasium** _____

We do Maths exercises in the **classroom** _____

We do experiments in the **science lab** _____

We use computers in the **computer lab** _____

We have celebrations with families in the **multipurpose room** _____

5 Complete with at, in, or on.

at 6:30

in 2022

in the evening

on Tuesdays

in January

at the weekend

in summer

on a weekday

6 Write the correct question word.

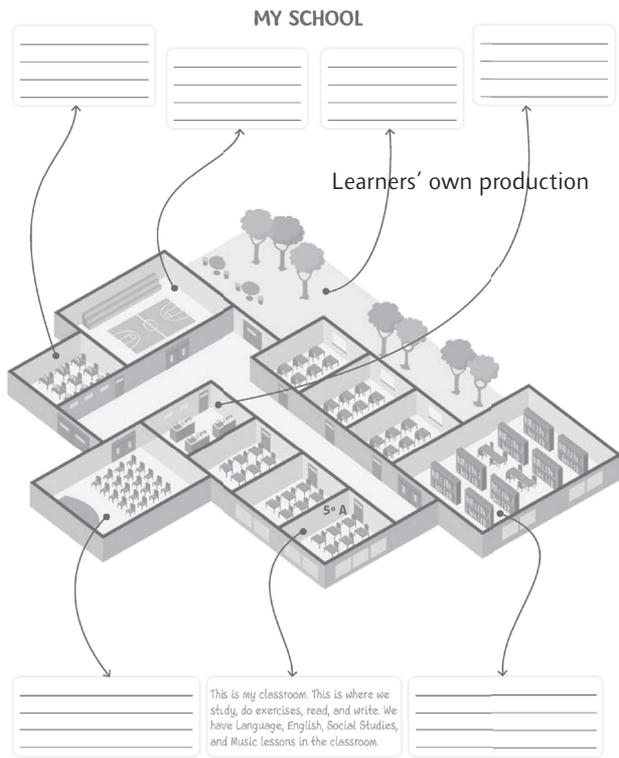
Where When What time

Where _____? In the playground.

What time _____? At six.

When _____? On Mondays.

7 Read and complete.



Exercise 1a

After completing the activity, play a memory game. Put learners in pairs, have them cover up the answers, and try to remember which subject is represented by each picture by saying one subject each, going down the column in turn.

Exercise 1b

Learners can add a further statement for their classmates to read and solve.

Exercise 1c

Learners can write about the rest of the subjects.

Exercise 1d

Do the first one with the learners. Elicit the use of *It's* in the answer. They can also add information about the subjects which have not been included, e.g. PE: *PE is on (Tuesdays at 10:00 and on Fridays at 11:00).*

Exercise 2

When checking, elicit what clues helped learners to decide on the correct subject. You can also give them some further clues orally for learners to identify the subject, e.g. T: *Red and blue make purple.* Learners: *Art!*

Exercise 3

Learners can add statements about the subjects that are not in this exercise, e.g. Computer Studies. They can all add information about what they do in each of the classes.

Exercise 4

Remind learners they have to complete the sentences according to Mountain School. They can then write about their own school, e.g. *We read books in the library. In my school, we read books in the classroom.*

Exercise 5

Learners can then say what they do at each time reference, e.g. *I watch TV in the evening.*

Exercise 6

Learners can add other answers.

Exercise 7

Show learners they can use the text as a model. Elicit what other references they can use. When they finish, you can take photos and make a digital book to upload onto the school blog.

Page 47 Answer Key

Answers for Exercise 7b on page 11 in the Pupil's Book:

Language: read books, write stories and poems

Maths: work with numbers and calculations, do geometry

Science: do experiments, read about ecology and weather conditions, learn about recycling

Social Studies: study ancient civilisations, learn about different countries

English: write, learners' answers

PE: do gym, play sports, do yoga

Music: sing and play musical instruments

Art: make collages, draw, paint, learn about different painters

Computer Studies: use computers, make presentations, look for information

UNIT OVERVIEW

Vocabulary

Compass points

Family members: *parents, daughter, son, wife, husband, cousin*

Activities

Nationality adjectives

Grammar

Simple Present, 3rd person singular affirmative and negative
*want to**its / our**Where ... from?*

Communication

Celebrations

Recognition

Classroom language

Routines

*Today is (sunny). Yesterday was (rainy).**I'm (happy). Yesterday, I was (happy).*

Awareness

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

STEAM Challenge: Science, Technology, and Engineering
Make a party popper

Break Time

How many guesses?

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand and use nationality adjectives.

Key language

Nationality adjectives

Areas of awareness

Social awareness

Language awareness

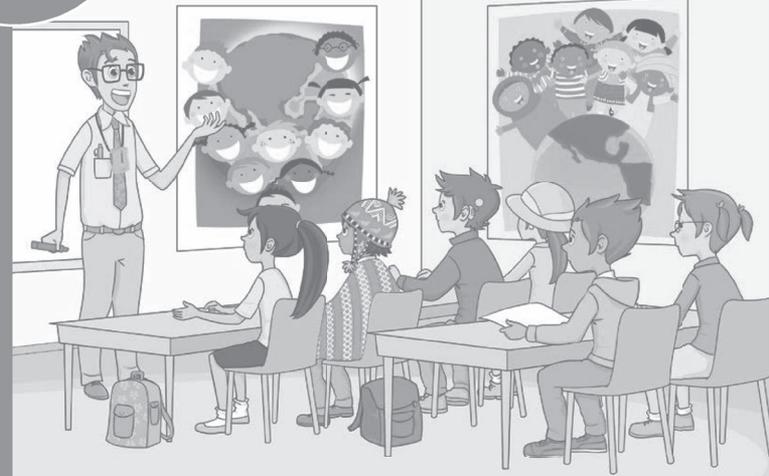
Lesson opening

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

1  Look, read, and listen.

Possible lead-ins:

- Tell learners about different celebrations at school. If you celebrated Cultural Diversity Day as a student, tell them about this.

1  Look, read, and listen.

Mr Mont: Today's Cultural Diversity Day. Where are your families from?

Chuvi: My family's from Peru, but my uncle lives in Ecuador.

Mr Mont: What's your favourite celebration?

Chuvi: Pachamama Day.

Mr Mont: What about you, Martina?

Martina: Two of my grandparents are from Italy and my other two grandparents are from Portugal. My aunt Lisa works there. She drives children to school.

Mr Mont: Do you eat traditional food at home?

Martina: Yes, pasta, pizza, and feijoada.

Mr Mont: And your family, Otto? Where are they from?

Otto: My mother and my grandfather are German.

Mr Mont: What's your favourite celebration?

Otto: Oktoberfest.

Mr Mont: When is Oktoberfest?

Otto: We celebrate it for a month and a half, from 15th September to the end of October. People can eat German food.

Chuvi: I like your Oktoberfest, Otto. It's like Pachamama. A month full of parties.

20

- Follow the suggestions on page 14 in this Teacher's Book to tell stories.
- Tell learners to open their books at page 20. Ask them to look at the two posters and instruct them to predict what the lesson may be about.
- Play the audio as learners read and go back to their predictions.

 → SEE PB PAGE 20.

Social awareness

Reflect with learners on how important it is to value our roots and respect others'.

2 Read and complete. Use the words in the box. There are two extra nationalities.

- Have learners read the instructions. Check they understand what *nationality* means. Tell them you'll check their memory. Say, *Chuvi's family is from Peru. Martina's grandparents are Italian. Otto's grandfather is from Italy.* Write the last two sentences on the board and elicit if they both refer to nationality. Help learners to notice the difference between a country and a nationality.

2 Read and complete. Use the words in the box. There are two extra nationalities. **LT**

Argentinian Australian Chilean English French German Italian
Japanese Mexican Peruvian Portuguese Uruguayan

- 1 Chuwí's from Peru. He's Peruvian
- 2 Martina's granny is from Italy. She's Italian
- 3 Her grandpa is from Portugal. He's Portuguese
- 4 Otto's mum and grandpa are from Germany. They're German
- 5 My best friend's from England. She's English
- 6 Her aunts are from Argentina. They're Argentinian
- 7 Her two uncles are from Uruguay. They're Uruguayan
- 8 Their mum is from Mexico. She's Mexican
- 9 Their grandparents are from Australia. They're Australian
- 10 Her best friend's from Japan. He's Japanese



3 Read and circle.

- 1 The cap is from Spain Spanish.
- 2 The glasses are France French.
- 3 The dress is from Colombian Colombia
- 4 The sweater is from the USA American.
- 5 The T-shirt is China Chinese
- 6 The flip-flops are from Brazil Brazilian.



4 Listen and tick (✓) or cross (X).



Brianna

- | | |
|--|---|
| 1 Brianna's mum is from China. <input checked="" type="checkbox"/> | 5 Her aunts are English. <input checked="" type="checkbox"/> |
| 2 Her dad's Chinese. <input checked="" type="checkbox"/> | 6 Her uncle is American. <input checked="" type="checkbox"/> |
| 3 Celine's French. <input checked="" type="checkbox"/> | 7 Her brothers are Argentinian. <input checked="" type="checkbox"/> |
| 4 Katherine's Australian. <input checked="" type="checkbox"/> | 8 Brianna's from Uruguay. <input checked="" type="checkbox"/> |

5 A short interview

Where's your family from?



My dad's Brazilian and my granny's Spanish.

21

- Agree on a time limit and let learners work. When checking, elicit what clues helped them to do the activity.

Language awareness

Help learners to notice there are two different ways of expressing nationality: *from* + name of country or nationality as an adjective. You can also show them they can use the structure *from* + place for cities, provinces, states, etc. Point out that nationalities take capital letters. Refer learners to page 85 in the Language Time section.

Social awareness

Some children / people are used to using nationality adjectives in a derogatory way, as a form of insult. Reflect on how nobody should equate a nationality with something negative.

3 Read and circle.

- Have learners read the instructions and look at the pictures. Elicit what to do.
- Agree on a time limit and then check their answers. Ask them what clues they referred to in order to circle the correct option.

Building confidence activity

What about your clothes and school objects? Ask learners to look at the tags of their clothes and school objects and tell the rest where they are from.

4 Listen and tick (✓) or cross (X).

- Have learners read the instructions and the statements. Elicit what the audio may say.
- Play the first statement and go back to the learners' predictions.
- Play the audio and then check the learners' answers.

AUDIO SCRIPT

My family is multinational. My mum's Chinese and my dad's Japanese. Celine, my mum's mum, is not Chinese, she's from France, but her dad is from China. My dad's mum, Katherine, is from Australia, and his dad's from Japan. I have two aunts. They're from England, and my uncle is from Brazil. My two brothers? They're Uruguayan, like me!

Building confidence activity

Memory game. Use the information in Exercise 4. See page 21 in this Teacher's Book for suggestions.

5 A short interview

- Have learners read the instructions and look at the picture.
- Elicit what information the girl wants—nationality.
- Divide the class into pairs. Each member thinks of two questions. They take it in turns to ask and answer.
- You can have a few pairs perform in front of the rest.

Language awareness

Work on the intonation of *Where ... from?* questions.

Building confidence activity

Do you remember? After listening to some interviews, learners write a short text about a classmate's family. They can include wrong information for others to correct.

Workbook

Pages 95–96, Exercises 1, 2a, 2b, and 3

Note: Inform families that learners need to do some research about famous people's nationalities / origins.

Lesson closing

Before saying goodbye, go over the suggested steps on page 27 in this Teacher's Book.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can understand statements about routines.
- can talk about other people's routines.

Key language

Simple Present, 3rd person singular

Areas of awareness

Language awareness
Cognitive 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

A collaborative quiz. On a slip of paper, learners write a statement about a well-known person's nationality. The information may be true or false. Collect all the slips and hand them out randomly. Learners take it in turns to read the statements and say if they're true or false.

6 Memory test. Read and tick (✓) the true statements.

- Ask learners to read the instructions. Ask them to read the first statement to understand what they need to remember. Challenge them not to go back to the story.
- Instruct learners to do the activity. They may check individually and change the answers, if necessary, before you do the general checking.

Language awareness

Elicit what the statements are about. Give options if necessary, e.g. *Likes and dislikes? Routines? Abilities?* Help them to notice that, in this case, each statement refers to one person. Focus their attention on the verbs and ask what they all have in common. Compare them with routine statements with other person subjects, e.g. *I, we, they*. Remind learners of the use of *like* and *likes*.

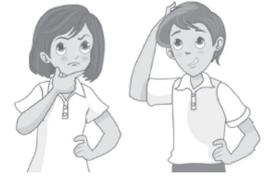
7a Listen and match. There's an extra clock.

- Ask learners to read the instructions.
- Remind them of the rules for listening.
- You can play the audio and ask them if it's about routines or abilities.
- Play the audio for learners to do the matching. Check their answers.

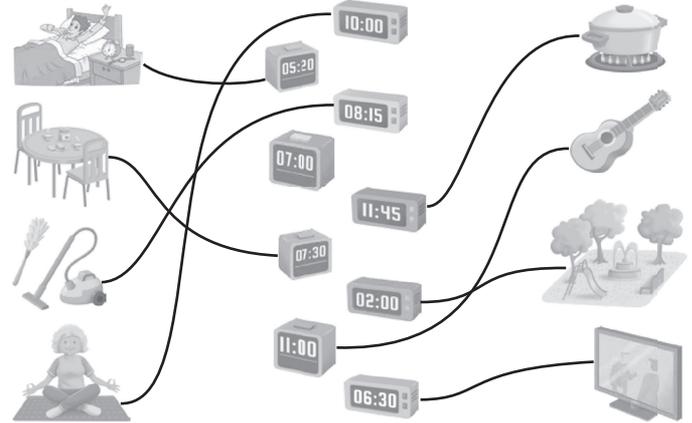
6 Memory test. Read and tick (✓) the true statements. LT

Do you remember the story?

- 1 Chuwi's uncle lives in Ecuador.
- 2 Chuwi likes Pachamama Day.
- 3 His father works in Peru.
- 4 Martina's aunt works in Portugal.
- 5 She drives a very small car.
- 6 Martina eats pasta, pizza, and feijoada.
- 7 Otto's grandfather works in Germany.
- 8 Otto celebrates Oktoberfest.



7a Listen and match. There's an extra clock.



7b Read and write the time.

- 1 Jimmy's dad gets up at 5:20.
- 2 His mum has breakfast at 7:30.
- 3 His granny cleans the house at 8:15.
- 4 She does gym at 10:00.
- 5 She cooks lunch at 11:45.
- 6 His grandpa teaches guitar lessons at 11:00.
- 7 He visits his friends at 2:00.
- 8 He watches TV at 6:30.

22

AUDIO SCRIPT

Jimmy is Otto's best friend. His dad's a doctor. He gets up at 5:20 every day and goes to the hospital. His mother's a police officer. She has breakfast at 7:30 with her family and then she drives Jimmy and her sister to school. Their granny cleans the house at 8:15 and does gym at 10. She loves yoga. Then, at 11:45, she cooks lunch. She's an artisan and she makes beautiful objects. His grandpa is a guitar teacher. He teaches his lessons at 11 every day, and then, at 2 in the afternoon, he visits his friends in the park. Then, at 6:30, he watches TV.

7b Read and write the time.

- Have learners focus on the instructions and elicit what to do.
- Allot the time agreed upon; then, check their answers.

Building confidence activity

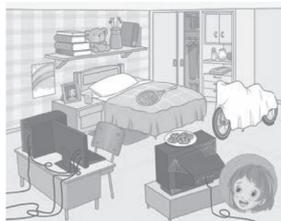
Repeat if correct. See page 21 in this Teacher's Book. Use the information in Exercises 7a and 7b. Learners can also be in charge of saying the statements.

A special person
by Evelyn

Chuvi is very special. School starts at 8, but Chuvi gets up at 5! He has a big breakfast. He eats cereal, biscuits, toast and jam, and two eggs, but he doesn't drink milk or tea. He reads a story and then he rides his bike to school. In the afternoon, he studies, does his homework, and helps his mum and dad. He doesn't watch TV. He doesn't like it. In the evening, he plays board games and sings with his dad. They sing typical Peruvian songs. He loves Peruvian traditions.

- | | | | |
|-------------------------------------|-------------------------------------|--|-------------------------------------|
| 1 This text is an email. | <input checked="" type="checkbox"/> | 5 He's at school in the afternoon. | <input checked="" type="checkbox"/> |
| 2 Evelyn is the author of the text. | <input checked="" type="checkbox"/> | 6 He likes TV programmes. | <input checked="" type="checkbox"/> |
| 3 Chuvi has milk for breakfast. | <input checked="" type="checkbox"/> | 7 His dad plays board games. | <input checked="" type="checkbox"/> |
| 4 Chuvi has a bike. | <input checked="" type="checkbox"/> | 8 Chuvi thinks Peruvian traditions are nice. | <input checked="" type="checkbox"/> |

9 Look and circle.



- Evelyn plays ~~doesn't play~~ tennis.
- She drinks ~~doesn't drink~~ orange juice.
- She uses ~~doesn't use~~ her computer.
- She reads ~~doesn't read~~ novels.
- She eats ~~doesn't eat~~ biscuits.
- She rides ~~doesn't ride~~ her bike.
- She wears ~~doesn't wear~~ dresses.
- She wears ~~doesn't wear~~ jeans and T-shirts.

10 Guessing game

This person works in a school. This person doesn't wear a uniform.



A teacher!

23

Cognitive awareness

Discuss with learners different strategies to remember the information.

8 Read and write ✓ (true) or ✗ (false).

- Tell learners to read the instructions. Agree on a time limit.
- When time's up, check their answers. Focus on the clues they've found to decide on the answers.
- Have learners correct the ✗ statements.

Building confidence activity

Memory game. Start by saying something about Chuvi and then invite the learners to say what they remember about him.

Language awareness

After eliciting that the text is about Chuvi's life and routines, help learners to notice how we express a routine in the negative. Remind them of *doesn't like*. Refer them to the second part of Routines, habits, frequent activities in the Language Time section, page 84.

Cognitive awareness

Brainstorm different strategies for learners to remember when to use the *-s* and when to use *doesn't*.

Intercultural awareness

Learners can discuss which routines are similar in their culture.

9 Look and circle.

- Have learners read the instructions and look at the picture. Elicit where they can find the information.
- Agree on a time limit and then check their answers. When checking, learners should talk about the clues, e.g. Evelyn plays tennis. *There's a racket on her bed. / Her racket is on her bed.*

10 Guessing game

- Ask learners to read the instructions and the speech bubbles.
- Instruct them to dictate a list of the professions they know.
- Give them time to prepare the description.
- Remind learners of the rules for games.
- Learners can play in pairs or small groups.

Assessment

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

Workbook

Pages 96–97, Exercises 4, 5, and 6

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 an article and text messages.

Learning objectives

Learners

- can understand celebrations.
- can identify family members.
- can express wants.

Key language

its / our

husband, wife, daughter, son, cousin, grandson, granddaughter

Areas of awareness

Intercultural awareness

ESI / CSE

Language awareness

Cognitive awareness

Social awareness

Lesson opening

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

11a Look, read, and listen.

- Instruct learners to open their books at page 24. Point to the first picture and the heading and ask what the article may be about. Do the same with the second part. Ask them to read the text and go back to their predictions.

14 → SEE PB PAGE 24.

Intercultural awareness

Invite learners to talk about different celebrations they know and what meaning they have.

ESI / CSE

Learners may laugh at the representation of Pachamama. Discuss with them how our bodies should never be mocked.

11b Read and answer yes or no.

- Have learners read the instructions and elicit what to do.
- Agree on a time limit and let them work.
- Check the answers and reflect on timing. When checking, ask learners to refer to the clues they've found.

Language awareness

Go back to the article about Pachamama. Write the last sentence of the first part on the board, point to *its*, and

11a Look, read, and listen.



What is Pachamama?

Pachamama is a very old celebration. It's on 1st August, but we celebrate it during all the month of August. During the celebration of Pachamama, we give presents to the Earth. The presents are food and drinks. We thank the Earth for its food, its water, and its weather.

How do we give the Earth presents?

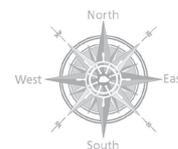
On 1st August, we dig a hole, put our presents in it, and bury them. Then, we hold hands and dance around the hole. The leader of the celebration is an old member of our community.



11b Read and answer yes or no.

- 1 Pachamama starts on 1st August. yes
- 2 The Earth receives presents on Pachamama Day. yes
- 3 People say 'Thank you' to the Earth with their presents. yes
- 4 People put their presents in a natural hole. yes
- 5 People drink and eat on Pachamama Day. no

12 Read and complete. Use the words in the box. There are two extra words.



his her its
my our their

My name's Laura. We're from Oberá, Misiones, in the north east of Argentina. Our favourite celebration is Immigrants' Day. We celebrate it on 4th September. There are stands with products from different countries. People visit the stands and buy their products. For example, Brazil shows its typical food and drinks. Ukraine shows its typical clothes and dances. Immigrants' Day is a fantastic celebration.

Laura and her family are from Oberá. They like their city.

'Pachamama is a nice celebration. People say "thank you" to the Earth for its food. But I love

Immigrants' Day. We show our typical products and traditions.'

24

ask, *Whose is the food? Is it yours or the Earth's?* Ask them, *If it's Pachamama's, do we say its or her?* Write a statement with *our* and do the same. Refer learners to page 85 in the Language Time section.

12 Read and complete. Use the words in the box. There are two extra words.

- Ask learners to read the instructions and look at the text. Ask them to predict what it may be about. Have them browse the text. Go back to their predictions.
- Agree on a time limit and let learners work.
- When checking, focus on the clues that helped them to decide on the possessive to use.

Building confidence activity

Memory game. Have learners focus their attention on the statements in Exercise 12. They have to respond to your statements saying if they're true or false.

Cognitive awareness

Elicit different strategies to remember this information.

13a 15 Listen and write the name. There's an extra name.

2



- Carnival
- Fiesta de la Escultura en Nieve
- Fiesta de las Flores
- Inti Raymi
- Semana Valdiviana

13b Complete with the name of the celebration.

Luis Enrique is from Colombia and he likes **Fiesta de las Flores**. He wears typical clothes and sings and dances with his friends. He eats typical food and visits all the flower stands. His parents have a stand and they show and sell typical food. Killari is Peruvian, from Cusco, in the west of South America. She celebrates **Inti Raymi**. It means **Fiesta del Sol** in Quechua. She wears typical clothes and dances typical dances. There are other cultural activities as well, but she doesn't like them. José is from Ushuaia, in the south of South America. He loves winter sports and snow

activities. His favourite celebration is **Fiesta de la Escultura en Nieve**. He helps artists make snow statues. It's difficult, but it's great. People visit the exhibition at the weekend. It's very cold in winter, and the snow doesn't turn into water. Glaucaia comes from Bello Horizonte, in Brazil, but she lives in Rio, on the east of South America. Her favourite celebration is **Carnival**. She doesn't wear a costume, but she dances for Beija-Flor, a popular **scola do samba**. **Samba** is a typical Brazilian dance, and **scola do samba** means Samba school. Her parents are teachers there.

Great job! Now let's get ready to go home.



14a 16 Look, read, and listen.

Hi, Mr Mont! I'm Rose, Mailén's mum. It's snowing a lot. I want to arrive on time, but the roads look dangerous. Please tell my daughter I'm late.

Don't worry. Please be careful.

Good afternoon, Mr Mont. I'm Frank, Otto's grandpa. On Tuesdays, I take my grandson and Martina home. There's a lot of snow on the road. Please tell them I'm late.

No problem, I'm here with them.

Hello, Mr Mont! We're Chuwi's parents, Lorenzo and Suyai. My wife wants to drive to school, but it's impossible. The mountains are full of snow.

Many families are having the same problem. Please relax. Chuwi is OK. He's playing with his friends.

14b Read and write the name.

My daughter's name is Mailén. **Rose**
 My wife's name is Suyai. **Lorenzo**
 I have a grandson. His name's Otto. **Frank**

25

13a 15 Listen and write the name. There's an extra name.

- Have learners focus on the instructions and the picture. Elicit what the audio may be about. Play it and go back to their predictions.
- Remind learners of the rules for listening. Play the audio again and then check their answers.

AUDIO SCRIPT

Traditional celebrations are very important in South America. There are lots of celebrations. For example, in the west, people celebrate Inti Raymi. It's a typical celebration in June. In the north, a traditional celebration is *Fiesta de las Flores*. There are 300 different activities for residents and tourists. In the east, people celebrate Carnival in February or March. Costumes and dances are typical of Carnival. In the south, people celebrate *Fiesta de la Escultura en Nieve*. It's in August, and artists make enormous snow statues.

Building confidence activity

A chart. Invite learners to complete a chart about each of the celebrations.

13b Complete with the name of the celebration.

- Ask learners to read the instructions. Elicit what to do.

- Agree on a time limit and let them work.
- When checking, ask learners what clues helped them to decide on the celebration.

Building confidence activity

A celebration in our region. Select one celebration in the country. Ask learners to help you to write about it. Show them they can use the texts in Exercise 13b as a model. They can also complete a chart if they've worked on one.

14a 16 Look, read, and listen.

- Focus learners' attention on the instructions and the texts. Elicit what they are. Give options if necessary, e.g. *Text messages? Emails? Articles?*
- Focus on Mr Mont's comments and ask what the connection could be between the teacher and the texts. Have learners browse over the texts and go back to their predictions.

16 → SEE PB PAGE 25.

Social awareness

Discuss with learners when it's OK to use text messages.

Language awareness

Reflect on the characteristics that text messages should have: short, to the point, appropriate language, etc., and whether we should reply to them or not.

14b Read and write the name.

- Tell learners to read the instructions. Inform them they'll have to read the texts to decide on the names.
- When checking the answers, elicit what clues helped them to do the activity.

Intercultural awareness

Reflect with learners on the fact that different cultures follow different rules for communicating.

Workbook

Page 97, Exercises 7 and 8

Note: Inform families that learners need to bring photos of their families.

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 talk about wants.
- can talk about their family's routines.

Key language

husband, wife, daughter, son, cousin, grandson, granddaughter
want to

Areas of awareness

ESI / CSE

Cognitive awareness

Language awareness

Social awareness

Lesson opening

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

15 Look at the family tree and complete.

- Ask learners to read the instructions and look at the text. Elicit what it is: a family tree.
- Draw the family tree on the board and do the first one with the learners. As you read out *Rachel is one of my grannies. Her husband's name is Will*, show them how you focus on the upper part of the tree and look for these names. Show them that one name is connected with Rachel, so that has to be Will. All along, do this in the form of a think-aloud: saying out loud your thinking process. Point to the heart between Rachel and Will to make the relationship clearer. If necessary, elicit the name for *husband* in the school's language of instruction.
- Get learners to work and check their answers. For each one, focus on the clues in the text.

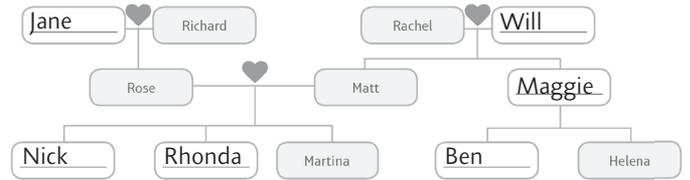
Building confidence activities

Feminine and masculine. Draw two columns and write *Feminine* and *Masculine*. Instruct learners to write the family nouns in the correct column. In the case of *cousin*, show them that the same word is used for the feminine and the masculine.

My family. Ask learners to take out their family photos. Invite them to present them to the rest, saying what the relationship is, e.g. *This is my granny Bea and this is her husband. His name's Héctor.*

A digital family album. For this, you will need to work with the IT teacher. Learners digitalise the photos and make a photo album. They add captions indicating who each person is (both name and relationship).

15 Look at the family tree and complete.



My name's Martina and this is my family tree. Rachel is one of my grannies. Her husband's name is Will. They have a son and a daughter, Matt, my father, and Maggie, my aunt. I don't have an uncle. Richard is my other grandpa. His wife's name is Jane. They have one daughter: Rose. She's my mother. Her husband's Matt, my dad. My parents have a son, Nick, and two daughters, Rhonda and me! We have two cousins, Helena and Ben. They're Maggie's children.

REMEMBER
Mum = mother
Dad = father
Mother and father = parents
Sons and daughters = children

16a (17) Listen and number. There's an extra picture.



16b Read and number. (17)

Martina wants to play the guitar and sing. **4**

Mailén doesn't want to go to the library. **3**

Otto wants to play in the snow. **1**

Chuwi wants to draw. **2**

17 Game

I want to play.



Mercedes wants to play and I want to cook.

Mercedes wants to play, Franco wants to cook, and I want to ...

26

ESI / CSE

Reflect with learners on the fact that there is no standard as regards families.

Cognitive awareness

Discuss different strategies learners can use to remember which family words are feminine and which masculine.

16a (17) Listen and number. There's an extra picture.

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

AUDIO SCRIPT

1 Otto: Mr Mont, I want to play in the snow. Mr Mont: OK, put on your jacket. It's cold.

2 Chuwi: I want to draw, but I don't have my pencil case here. Mr Mont: OK, use the pencils in the big box.

3 Mailén: I want to read a novel, but I don't want to go to the library. Mr Mont: No problem. Choose one from my cupboard.

4 Martina: Pam and I want to play the guitar and sing. Mr Mont: OK, but go to the music room. Some children are reading here.

18 Listen and act out.



2

19 Read and write. Show and tell.



This is my family and this is my favourite member: My uncle .

He's a farmer . He gets up at 5:00 , has breakfast ,

and starts work. At 12:00 , he walks to the house .

and cooks lunch . In the afternoon, he visits his friends or

rides his horse . In the evening, he watches TV and he

goes to bed at 9.

27

16b Read and number.

- Tell learners to read the instructions. Elicit what to do.

Language awareness

Remind learners of the verb *want*, e.g. *I'm thirsty, I want water.* Write this on the board. Then, write, *I want to play.* Ask them if the meaning of the verb is the same or different. Ask them if, in the first case, you want an object / a drink / food, or to do an activity. Do the same with the second example. Then, focus their attention on *wants*. Elicit when they should use *want* and when *wants* when referring to others. Refer them to page 86 in the Language Time section.

17 Game

- Have learners focus on the instructions and the speech bubbles. Check they all understand what to do.
- Challenge learners to make the chain as long as possible.
- Remind them of the rules for playing.

Cognitive awareness

Brainstorm different ways of remembering a sequence.

18 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.
- Encourage learners to change some part of the conversation. They can also add a line or two.
- Invite different pairs to act out in front of the rest.

AUDIO SCRIPT

Boy: Where's your family from?
 Girl: My mum's from Argentina and my dad's Uruguayan.
 Boy: Do you have a granny?
 Girl: Yes, I do. She's from Poland and her husband's from Ukraine.
 Boy: Interesting.

19 Read and write. Show and tell.

- Have learners read the instructions and look at the text. Tell them this is a rebus text. Elicit what a rebus text is: it uses pictures, symbols, and letters to represent some of its words or phrases.
- First, invite learners to consider different options for each of the drawings. Then, have them read the whole text and complete it with the correct version. Agree on a time limit.
- Have learners present their productions.
- Congratulate learners on their presentations. Invite others to make comments, e.g. *Super! Great! Wow!*

Social awareness

It is considered good manners to congratulate others on their productions.

Building confidence activity

A new rebus story. Invite learners to create their own rebus texts. They can create the drawings and exchange texts with a classmate for him / her to complete it.

Workbook

Page 98, Exercises 9, 10, and 11

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 reflect on their learning.

Key language

Unbelievable!

Areas of awareness

Social awareness

Intercultural awareness

ESI / CSE

Lesson opening

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

20 (19) Look, read, 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 pictures and predict what the conversation may be about in the two cases.
- Play the audio and go back to their predictions.

19 → SEE PB PAGE 28.

Social awareness

Parents were late and they apologise to the teacher, which is the right thing to do.

Intercultural awareness

Mailén is interested in learning about her family's traditions and traditional food. You can ask learners what traditions and traditional food they know.

ESI / CSE

Mailén wants to learn about her ancestors, where they come from. Help learners to become aware of how important it is to know who our ancestors were.

Building confidence activity

Act out. Invite learners to act out the conversation.

21 Read and circle the correct answer.

- Have learners read the instructions. Check they understand they have to refer to the story on page 28.

20 (19) Look, read, and listen.



Mailén's mum: Thank you for waiting, Mr Mont!
Mailén: You're late, Mum! I want to have tea. I'm hungry.
Mailén: Dad, is our family from Spain?
Mailén's dad: Yes, some relatives are Spanish, but others are Mapuche. Your name is Mapuche. Mailén means 'young woman'.
Mailén: I like its meaning. And what Spanish food do we eat?
Mailén's mum: Paella. Uncle Juan makes a

wonderful paella.
Mailén: Yes, you're right. It's delicious. And what's a traditional Mapuche celebration?
Mailén's dad: We celebrate **Tripantu**. It's the Mapuche New Year celebration. It's at the beginning of winter. We go to your Grandpa Llauca's house on that date.
Mailén: Yes, I like that celebration.
Mailén's mum: Wow! Look at the cracks in the snow!
Mailén: Unbelievable!

28

- Challenge them to do the activity without going back to the story. Once they finish, they can read the story and check their answers.
- Check the answers on the board.

Social awareness

Help learners to reflect on how they're honest if they don't peep into the story to find the answers. They have the chance to re-read the story first and then do the activity if they think they can't remember much.

Reflection Time

Refer to page 11 in this Teacher's Book.

Workbook

Page 99, Exercises 12a and 12b

Assessment

Work on assessment. For assessment activities for Unit 2, go to page 134 in this Teacher's book.

Lesson closing

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

21 Read and circle the correct answer.

- 1 Where's Mailén's mum?
At school. In her car.
- 2 Is Mailén hungry?
 Yes, she is. No, she isn't.
- 3 Where's Mailén's family from?
They're all Spanish. They're Spanish and Mapuche.
- 4 Where's paella from?
Mapuche. Spain.
- 5 Does Mailén like paella?
 Yes, she does. No, she doesn't.
- 6 What's Tripantu?
 It's a Mapuche celebration. It's a Mapuche traditional food.

REFLECTION TIME

Read Unit 2 (the workbook section, too) and complete.

Now I know _____
_____. I can say it.

I read or hear and I understand _____
_____.

To revise: _____
_____. I can't remember this.

Write the exercise number to revise: _____

STEAM CHALLENGE: Make a party popper

Aims of the lesson

- To make a confetti-filled party popper to explore force and motion.
- To revise and integrate language.

Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can talk about their origin and a celebration.

Lesson opening

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

STEAM AREAS:

Science, Technology, and Engineering

SKILLS:

Critical thinking, creating, understanding force and cause and effect, communicating

MATERIALS:

- Balloons
- Toilet paper tubes
- Cello tape and scissors
- Decorating supplies: markers, stickers
- Confetti or similar (see ideas below for similar supplies)
- Paper

Contextualise:

- Ask learners if they know where English is spoken. Brainstorm a few countries: England, the USA, Australia, Ireland, etc. Say that they are going to make something used in some traditional English celebrations.
- Bring learners' attention to page 30 to find out about party poppers. Analyse the diagram to try to understand how a party popper works: by pulling the string.

Personalise:

- Ask them the question next to the picture: *Can you make a party popper to celebrate your tradition?* Go around the class asking about their traditional celebrations and have them complete the information about themselves using the example of the Chinese girl in the picture.

Think:

- Present the materials you will be using, naming them as you show them. Ask learners to think how they can make a party popper with the materials available.
- Guide them towards a general idea for this procedure: Use a balloon in the place of a piece of string and stretch it tightly around one end of the toilet paper tube. Fill the tube with confetti. Pull the tied end of the balloon down and release so that the confetti is launched out (see the next step for the detailed procedure).

STEAM CHALLENGE

Make a party popper



Party poppers are used at celebrations in some countries.



When you pull the string, confetti comes out and it makes a loud noise: POP! or BANG!
Some party poppers are called Christmas Crackers, used in England to celebrate Christmas.

They are now used to celebrate different holiday celebrations in lots of countries: e.g. Christmas, New Year, birthdays, the American 4th of July celebration, etc.
Some people buy party poppers at shops and others make their own.

Can you make a party popper to celebrate your tradition?

I'm from Learners' own production.

I'm _____.

I celebrate _____.

I'm from China.
I'm Chinese.
I celebrate Chinese New Year!
3, 2, 1! POP!



30 Language focus: I'm from (countries), I'm (nationalities), I celebrate (traditions / celebrations).

Learn:

- Go over the detailed procedure. Demonstrate or make sketches on the board to clarify if necessary:
- Tie a knot on the balloon. Help learners if they need it.
- Cut the tip off the other end of the balloon.
- Stretch the balloon tightly around one end of the toilet paper tube. Use tape to secure the balloon to the tube.
- Decorate the tube.
- Create a tool to fill the popper with confetti or similar materials: e.g. a paper funnel.
- Fill the popper with confetti.

Make:

- Assign groups to make their party poppers. Remind learners that they are only allowed to try them when you say so.

Present:

- Go outside or assign a specific place to try out their poppers. As this experiment can be a little messy, you set the rules: e.g. instruct your learners to place a piece of paper under their party popper before popping it so that the confetti is caught on the paper, or pop the poppers in the playground or an assigned space, or have a broom and dustpan ready to clean up.

1 Create your character's routines. Choose from the list and write it down.

Morning

Get up: early / late.



Breakfast: big / small

Drinks: tea / coffee



Afternoon

Homework / study

Evening



Weekend



2 Play.



- Learners introduce themselves before popping their party poppers, saying: *I'm (nationality), I'm from (country), and I celebrate (tradition / celebration)*. Everyone can shout out 3, 2, 1! for the learner to pop the popper.

Reflect / Re-design:

- Have learners pick up some confetti and fill their poppers again. Have them try differently every time by asking questions like these:
- *Did you have enough / too much confetti in your party popper?*
- *What happens if you pull hard / don't pull hard on the knot?*
- *Can you make a louder / softer sound with your popper?*
- *Does the type of confetti change the way it sounds?*
- *How far can you make the confetti fly?*

Clean up:

- Remind learners to clean up using a broom and dustpan or picking up the confetti off the floor.

Aim of the lesson

To revise and integrate language.

Learning objective

Learners

- can talk about routines.

Lesson opening

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

Explain the rules

- Ask learners to open their books at page 31 and say the name of the lesson as you point to it. Explain that when it's Break Time, you'll play a game. Say that today they are going to play *How many guesses?* in pairs or groups.
- Go over all the language on the page to check learners understand what the prompts mean, e.g. the TV represents *She / He watches TV*.
- Explain that first they must choose some routines from the list for an invented character, e.g. *A boy who gets up late, has a big breakfast. He does his homework in the afternoon and listens to music. He plays tennis at the weekend*. Then, they will play a game to guess the character's routines. They will get a point for every correct guess.
- Demonstrate the game by reading out the example and continuing the game to make sure they understand. Say, *Boy!* for your learners to read out *He gets up late*. Reply, *Yes, one point for you* and draw one point on the board. Then, encourage them to say more statements in the affirmative to guess the rest of the routines, e.g. *He has a big breakfast*. Answer either *Yes, one point for you* or *No, no points* and have learners continue with the prompts in order down the page. At the end, count how many guesses it took them to guess all the routines.

1 Create your character's routines. Choose from the list and write it down.

- Learners choose the routines for their character from the list and write them down.

2 Play.

- Have learners in pairs or in groups of four playing the game. One learner starts by having his / her character's routines ready. The other learner/s guess/es by saying statements referring to the prompts starting at the top of the page. The learner checks the routines he / she has written down, answering, *Yes, one point* or *No, no points*, and records the points. At the end, they count the points and swap roles.

Lesson closing

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

Celebrations

2

1 Write the words in the correct column. Then, complete.

American	Argentina	Australia	Bolivian	Chilean	Chinese
Colombian	France	Germany	Italy	Japan	Mexico
	Peru	South African	Spain		Paraguayan

NAME OF COUNTRY		NATIONALITY	
Argentina	Japan	American	Italian
Australia	Mexico	Bolivian	Paraguayan
France	Peru	Chilean	South African
Germany	Spain	Chinese	Colombian

2a Write the nationalities in Exercise 1 in the correct column.

-an	-ese	-ish	others
Chilean	Japanese	English	French
American, Bolivian, Chilean, Colombian, Italian, Paraguayan, South African, Costa Rican, Ecuadorian	Chinese	Polish Scottish Turkish Irish	Greek Swiss Thai Dutch Czech

2b Match. There's an extra nationality. Then, write the nationalities in Exercise 2a.

- | | |
|---------------|---------------|
| 1 Costa Rica | a Polish |
| 2 Ecuador | b Greek |
| 3 Greece | c Scottish |
| 4 Ireland | d Swiss |
| 5 Netherlands | e Costa Rican |
| 6 Poland | f Turkish |
| 7 Scotland | g Czech |
| 8 Switzerland | h Thai |
| 9 Thailand | i Dutch |
| 10 Turkey | j Ecuadorian |
| | k Irish |

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3 Match questions and answers. There's an extra answer.

- | | |
|------------------------------------|-------------------|
| 1 Where's Mr Mont from? | He's from Canada. |
| 2 Is he from Switzerland? | No, we aren't. |
| 3 Where are your mum and dad from? | I'm Mexican. |
| 4 Is your aunt American? | No, he isn't. |
| 5 Where are you from? | They're Spanish. |
| | Yes, she is. |

4 Read and tick (✓) or cross (✗).

Angela's week

	MON	TUE	WED	THU	FRI	SAT	SUN
MORNING	school	school	school	school	school	tennis	swimming pool
AFTERNOON	homework	TV / study	homework	study	bike	TV	barbecue
EVENING	cook	read	gym		cook	friends	

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| 1 Angela goes to school in the morning. | <input checked="" type="checkbox"/> | 6 She does her homework in the evening. | <input checked="" type="checkbox"/> |
| 2 She plays tennis on Saturdays. | <input checked="" type="checkbox"/> | 7 She visits friends on Saturdays. | <input checked="" type="checkbox"/> |
| 3 She doesn't swim on Sundays. | <input checked="" type="checkbox"/> | 8 She doesn't watch TV. | <input checked="" type="checkbox"/> |
| 4 She does her homework in the afternoon. | <input checked="" type="checkbox"/> | 9 She cooks in the evening. | <input checked="" type="checkbox"/> |
| 5 She doesn't study on Thursdays. | <input checked="" type="checkbox"/> | 10 She doesn't do gym. | <input checked="" type="checkbox"/> |

5 Match. There's an extra part.

- | | |
|--------------------------------------|------------------------------|
| 1 Bridget cooks in _____ | a the kitchen. |
| 2 Diana wears _____ | b hamburgers. |
| 3 Harry is a vet. He _____ | c tea. |
| 4 On Saturdays, Henry eats _____ | d football at school. |
| 5 Jack rides _____ | e a blue uniform. |
| 6 John doesn't do _____ | f wear a uniform. |
| 7 Lucia is a doctor. She works _____ | g her bike on Saturdays. |
| 8 Melanie doesn't _____ | h in a hospital. |
| 9 Mila doesn't drink _____ | i cures animals. |
| 10 Paul plays _____ | j his homework on Saturdays. |
| | k his bike on Sundays. |

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6 Look and write about their routine.

IN THE MORNING	IN THE AFTERNOON	IN THE EVENING
Maggie (milk), Rick (bicycle), Julia (bicycle)	Alex (cooking), Vicky (sweeping), Kate (tennis)	Barry (shower), Jack (TV), Betty (reading), Will (flip-flops)

- Maggie drinks milk in the morning. _____
- Rick doesn't do his homework in the morning. _____
- Julia rides her bike in the morning. _____
- Alex doesn't cook in the afternoon. _____
- Kate doesn't play tennis in the afternoon. _____
- Vicky cleans the house in the afternoon. _____
- Barry has a shower in the evening. _____
- Betty doesn't read a novel in the evening. _____
- Jack watches TV in the evening. _____
- Will wears flip-flops in the evening. _____

7 Circle.

My family's typical day? We **get up** gets up at 7 in the morning. Mum **make** / makes breakfast. We **drink** drinks milk. **eat** eats cereal and my sister **eat** / eats biscuits. She **don't** / doesn't like cereal. We **walk** walks to school with Mum. She **work** works in a bank next to the school. We **have** has lunch at home. In the afternoon, Mum **clean** cleans the house, and we **help** helps. Then, I **study** / studies and my sister **do** does her homework. We **don't** doesn't watch TV in the evening. **play** plays on the computer. My sister **don't** / doesn't play computer games. We **have** has dinner and then my sister and I **go** goes to bed. My mum **listen** / listens to music in the living room.

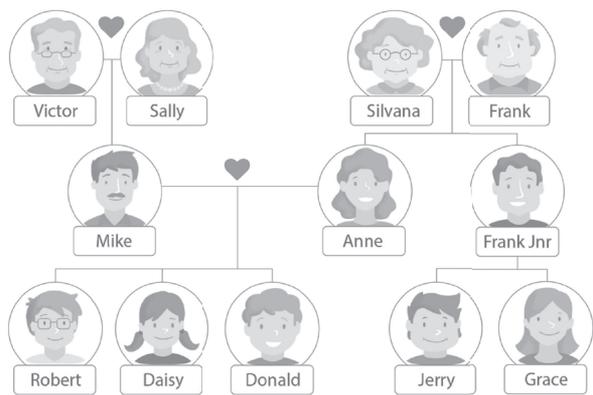
8 Write about your family's routine. Make true sentences.

- | | |
|-------------------------------------|-------------------------------------|
| 1 My mum / dad _____ | 5 My granny / grandpa _____ |
| 2 My mum / dad doesn't _____ | 6 My granny / grandpa doesn't _____ |
| 3 My brother / sister _____ | 7 My best friend _____ |
| 4 My brother / sister doesn't _____ | 8 My best friend doesn't _____ |

Learners' own answers

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9 Read and complete.



- | | |
|---|---------------------------------------|
| 1 I'm Donald. Mike and Anne are my parents . | 5 Silvana is my granny . |
| 2 Daisy is Mike's daughter . | 6 Frank is Silvana's husband . |
| 3 Jerry and Grace are my cousins . | 7 Anne is Mike's wife . |
| 4 Frank Jnr is my uncle . | 8 Jerry is Frank Jnr's son . |

10 A quiz

- | | |
|---|--|
| 1 My mother's husband is my father uncle. | 4 My dad's sister is my cousin aunt. |
| 2 My granny's son is my cousin father. | 5 My dad's brother is my husband uncle. |
| 3 My grandpa's daughter is my wife mother. | 6 My uncle's children are my parents cousins. |

11 Complete. Use its, our, my, your, their, his, her.

- | |
|---|
| 1 Max lives in a house. Its bedrooms are small, but its living room is big. |
| 2 Laura: What's your name? Bob: My name's Bob, and my mum's name is Jinda. Her husband's name is John. |
| 3 That's Michael and look at his dog. Its legs are very long! |
| 4 Charles and Connie are twins. Their birthday is in May. |
| 5 We live in a small city. We love our city, its parks are very nice. This is our house, and that's our granny's house. She lives next to our house. |

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12a Read Otto's description of Oktoberfest and circle.

2



Oktoberfest

Oktoberfest is a very important celebration in Munich **Germany** / **German**. People from **Austria** / **Austrian** celebrate Oktoberfest, too. Latin American cities like Villa General Belgrano in **Argentina** / **Argentinian**, Valdivia and Llanquihue in **Chile** / **Chilean**, and the **Peruvian** / **Peru** capital city, Lima, celebrate the festival. There are attractions in Oktoberfest: **Its** / **Their** games, music, and dancing are children's favourite part of the festival. People wear traditional clothes. There's also a big variety of traditional **German** / **Germany** food.

12b Choose an important celebration / festival in your country / culture and complete the text.

Learners' own production

_____ (name of celebration)

_____ is a very important celebration in _____ (city or country)

People wear _____ (clothes)

We drink _____ (drinks) and eat _____ (food)

Typical activities? People _____ (activities)

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Exercise 1

Help learners to notice the similarity between the name of the country and the nationality. Learners can add other countries and nationalities, especially the ones present in the group.

Exercise 2a

Learners add nationalities in the first group.

Exercise 2b

After they do the matching, they can write the name of the country for the extra nationality, and then write the nationality adjectives in the correct column in Exercise 2a.

Exercise 3

Help learners to focus on clues. These clues will be whether the question is a *Wh-* question or a *Yes / No* one, and then the pronouns. They can write possible questions for the extra answer.

Exercise 4

Play a *Memory* game, a *Chain* game, or a *Repeat if correct* game after learners do the exercise. They can also write about all the activities.

Exercise 5

Help learners to focus on clues. For instance, the first one needs some reference to a place, and if the action is cooking, then it's not any place but a kitchen. Learners can write the first part for the extra phrase.

Exercise 6

Learners can add drawings and write further routines. They can also play different games with the information provided by the pictures.

Exercise 7

Work on the clues for each of the options. Learners can rewrite the text using the uncircled options, making the necessary changes.

Exercise 8

Learners can compare their statements. For instance, one learner reads out his / her first statement, and all those whose statement is the same stand up.

Exercise 9

Focus on the clues that help learners to write the names. Play a *Memory* game. Learners can write further statements about the family.

Exercise 10

Invite learners to add more statements to the quiz.

Exercise 11

Focus on the clues for each of the blanks.

Exercise 12a

Again, focus on the clues for each of the options. Ask learners to rewrite the text using the uncircled options, making the necessary changes.

Exercise 12b

Help learners to notice that the text in Exercise 12a can be used as a model. Elicit what references they have in case they have a query.

UNIT OVERVIEW

Vocabulary

Safety vocabulary
Activities

Grammar

Imperative, affirmative and negative
can (ability, all forms)
Why? Because ...

Communication

can (permission and request)

Recognition

Classroom language

Routines

*Today is (sunny). Yesterday was (rainy).
I'm (happy). Yesterday, I was (happy).
Today is (Monday / rainy). (Two) days ago, it was
(Saturday / sunny).*

Awareness

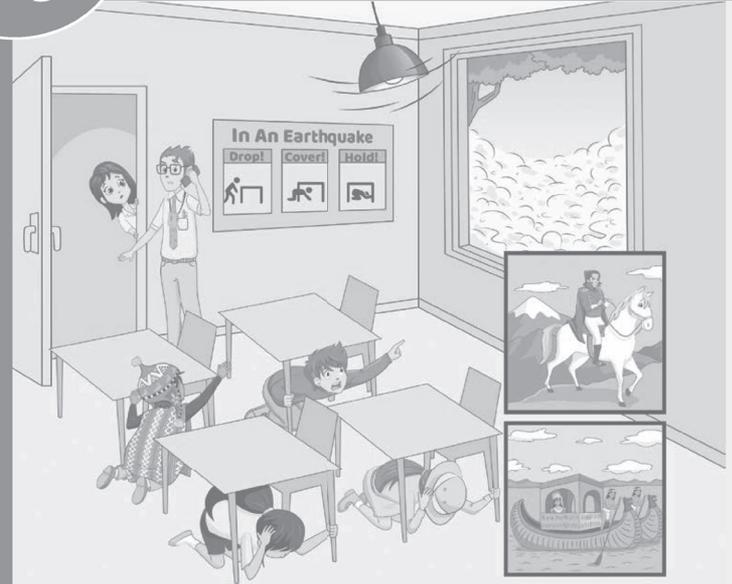
Cognitive, social, intercultural, inclusive classrooms, ESI /
CSE, and language awareness will be addressed in each of
the lessons where relevant.

STEAM Challenge: Science and Maths

Create an avalanche

Project Time

Special people



1 20 Look, read, and listen.

Girl: Look, Mr Mont! The lamp's shaking. It's a small earthquake.

Mr Mont: OK. Stay calm, children. Remember: drop, cover, hold!

Chuwu: The floor is not moving any more. Can we stand up?

Mr Mont: Yes, of course.

Otto: Look at the windows! The snow's covering them. We can't see any light.

Martina: Can you open a window, Mr Mont?

Mr Mont: No, I can't. Look at the snow.

Another teacher: We can't open the door. Please, stay calm.

Boy: What can we do? I don't want to stay here all day.

Mr Mont: Don't panic, children. We can phone the rescue team. They can ski and they can help us.

Lisandro: The children need me.

Qapaq: Let's help the children.

32

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand commands.

Key language

Imperative, affirmative and negative
Safety vocabulary

Areas of awareness

Social awareness
Inclusive classrooms
Cultural background
Language awareness

Lesson opening

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

1 20 Look, read, and listen.

Possible lead-ins:

- Tell learners about an accident or dangerous situation when you were a student at school.

- Follow the suggestions on page 14 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 the situation is. Accept all their predictions. Focus on the two heroes and ask learners what the connection may be between them and the situation.
- Play the audio and go back to their predictions.

20 → SEE PB PAGE 32.

Social awareness

Reflect on how following instructions is essential in dangerous situations.

Inclusive classrooms

Discuss with learners how they can make sure everybody has a chance if there's a dangerous situation at school.

Cultural background

Titora reed boats are made by the Uros, an ancestral community that lives in Peru nowadays. This community lives on the *Islas Flotantes*, a group of habitable, artificial

2a 21 Write in the correct column. Then, listen and check.
In an earthquake ...

✓	✗
Stay calm. Cover your head and neck. Hold on to your protection. Use a torch. Turn off electricity and gas.	Don't run Don't use a lift. Don't shout. Don't panic.
Run. Turn off electricity and gas. Stay calm.	Use a lift. Panic. Cover your head and neck. Shout.
	Be alert. Hold on to your protection. Use a torch.

2b Circle.

- In an earthquake ...
- 1 Be / Don't be alert.
 - 2 Cover / Don't cover.
 - 3 Panic / Don't panic.
 - 4 Run / Don't run.
 - 5 Shout / Don't shout.
 - 6 Stay / Don't stay calm.
 - 7 Turn off / Don't turn off electricity and gas.
 - 8 Use / Don't use lift.
 - 9 Use / Don't use a torch.
 - 10 Hold / Don't hold on to your protection.

3 Complete the caution poster. Use affirmative or negative instructions.

In a storm or hurricane ...

			cover windows
Pay attention to rescue team instructions.	Don't go outside.	Don't stand next to a window.	use water when there's lightning ⚡
			stand next to a window
Turn off electricity and gas.	Cover windows.	Don't use water when there's lightning.	pay attention to rescue team instructions
			go outside
			turn off electricity and gas

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surfaces made of *titora* reeds on the Peruvian side of the Titicaca lake.

2a 21 Write in the correct column. Then, listen and check.

- Before the activity, play a game to show the use of instructions, both affirmative and negative. Instruct learners to follow your directions. Tell them, e.g. *Stand up. Sit down. Don't stand up! Now stand up. Don't sit down.* Use gestures, if necessary, the first time you give a negative command.
- Ask learners to read the instructions. Go over the rules and check they understand what they mean. Do the first one with them to elicit if it should be affirmative or negative.
- Agree on a time limit and get learners to work.
- Check the answers by playing the audio.

AUDIO SCRIPT

In an earthquake ...	Be alert.
Don't run.	Hold on to your protection.
Stay calm.	Use a torch.
Don't use a lift.	Turn off electricity and gas.
Cover your head and neck.	Don't panic.
Don't shout.	

Language awareness

Elicit from learners how to give instructions. Refer them to page 86 in the Language Time section.

Building confidence activity

Rules for the classroom. Learners come up with a list of instructions for the classroom, which they write on a sheet of board paper. They can do so for other places at school as well.

2b Circle.

- Ask learners to read the instructions.
- Agree on a time limit and check their answers when time's up.

3 Complete the caution poster. Use affirmative or negative instructions.

- Tell learners to read the instructions and look at the poster.
- Instruct them to match the pictures with the instructions first. Check they understand. Ask them to cross out the negative instructions so that it's easy for them to complete the poster.
- Have learners do the activity after you've set a time limit.
- Check their answers.

Building confidence activity

Classroom and school safety instructions. Invite learners to design a poster with safety instructions for their classroom and for the school. They should consider the situations which are likely to occur in the area, e.g. floods, power cuts, earthquakes, etc. Show them they can use the poster as a model. See page 158 in this Teacher's Book for a template of the poster and possible illustrations.

BRAINSTORMING

Images to ask for: window, door, computers (unplug them), lockers (they should close the doors), electricity, gas, playground (they should not stay there if there's an electric storm), table / desks (take cover under them), loudspeakers (follow instructions), schoolbags on hooks or on a chair (they should leave them in the classroom).

Workbook

Page 100, Exercises 1, 2, and 3

Lesson closing

Before saying goodbye, go over the suggested steps on page 27 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 abilities.
- can make requests and ask permission.
- can understand an article.

Key language

can (ability, request, permission)

Activities: *climb, skate, ski*

Areas of awareness

Language 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

Repeat if correct. See page 21 in this Teacher's Book. Include both affirmative and negative statements about your routines.

4 Read and circle.

- Ask learners to open their books at page 34, read the instructions, and look at the picture. Remind them of the situation, *Who's this? Where is he? What's the problem?*
- Make different requests, e.g. *Can you open the window, please? Can you please clean the board?* Elicit what you mean, e.g. *Am I asking permission or asking you to do something?* Emphasize this is a polite way, that's why you're using *please*. Give a couple of examples of permission asking learners where in the school you'd say this, e.g. *Can we run? Can we talk?*
- Have learners do the activity and check.

Language awareness

Focus on the intonation when asking permission and making requests.

5 Listen and circle. Then, listen and check.

- Ask learners to read the instructions and focus on the first choice. Elicit which is permission and which is a request. Play the audio for learners to understand they need to listen to the response to check which one to circle.
- Play the rest of the audio. To check, play the complete audio.

AUDIO SCRIPT (COMPLETE VERSION)

- 1 Boy: Can we use water?
Mr Mont: No, you can't. We're in an emergency.

4 Read and circle.



5 Listen and circle. Then, listen and check.

- 1 Can I have some water, please? Can we use water?
- 2 Can you close the door, please? Can I close the door?
- 3 Can we play outside? Can you sit down, please?
- 4 Can we use a marker? Can I have a marker, please?

6a Look and read.

AVALANCHES

When snow, ice, and rock fall down a mountain, they produce avalanches.

They are very common in winter in snowstorms.

When there's an avalanche, you can't ski or skate. You can't run or walk. What can you do? Sit down and stay calm, and wait for the rescue team.

'We work very hard in winter, and our teams rescue about 100 people when there's an avalanche. We use our skis or wear snowshoes. Our job is very risky, but it's great to help others,' a member of a rescue team says.



The rescue team at work.

6b Tick (✓) or cross (✗).

- 1 This text is an email.
- 2 This text is about avalanches.
- 3 There are avalanches every month.
- 4 Rescue teams work hard when there's an avalanche.

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2 Girl: Can you close the door, please?

Mr Mont: Yes, of course. Ready!

3 Boy: Can we play outside?

Mr Mont: Yes, but put on your jackets. It's cold.

4 Girl: Can I have a marker, please?

Mr Mont: Here you are.

Building confidence activity

Act out. Learners can act out different exchanges. Ask them to imitate the speakers.

Language awareness

Work on the different ways to respond to permissions and requests.

Social awareness

Reflect with learners on the importance of being polite when making and responding to requests and permission.

6a Look and read.

- Ask learners to read the instructions and look at the text. Elicit what it is about. Focus on clues.
- Instruct learners to browse the text and go back to their predictions. Elicit the genre. Give options if necessary.

7a Listen and tick (✓) or cross (X).

HIGH MOUNTAIN RESCUE TEAM

NAME	Max Green		
AGE	27		
ABILITIES			
ski	<input checked="" type="checkbox"/>	drive	<input checked="" type="checkbox"/>
skate	<input checked="" type="checkbox"/>	ride a snow bike	<input checked="" type="checkbox"/>
swim	<input checked="" type="checkbox"/>	climb	<input checked="" type="checkbox"/>

7b Circle.

HIGH MOUNTAIN RESCUE TEAM

Report on Max Green, age 27.
 Mr Green can can't ski.
 He can can't skate.
 He can can't swim.
 He can / can't drive.
 He can can't ride a snow bike.
 He can can't climb.

8a Complete. Use can or can't.

- | | |
|---------------------------------|-----------------------------------|
| 1 Greg <u>can't</u> swim. | 5 He <u>can</u> sing. |
| 2 He <u>can</u> use a computer. | 6 He <u>can</u> write. |
| 3 He <u>can't</u> run. | 7 He <u>can</u> draw. |
| 4 He <u>can</u> walk. | 8 He <u>can</u> play board games. |

8b Add two activities Greg can do and two he can't do.

- | | |
|-----------------------------------|------------|
| 1 He <u>Learners' own answers</u> | 3 He _____ |
| 2 He _____ | 4 He _____ |



Language awareness

Focus on the CAUTION sign and elicit its meaning. Reflect when and why symbols are used.

6b Tick (✓) or cross (X).

- Ask learners to read the instructions.
- Challenge them to do the activity before rereading the text. Check their answers and focus on the clues.

7a Listen and tick (✓) or cross (X).

- Tell learners to read the instructions and look at the text. Elicit what it is (a [filing] card). Focus on the information requested and check learners understand it.
- Go over the rules for listening and play the audio. Check their answers.
- Write a statement on the board about Max, e.g. *He can ski*. Elicit the meaning of *can*. Give options, e.g. *Is it permission, ability, or request?*

Language awareness

Reflect with learners on when (filing) cards are used and why they're used. Refer learners to the Language

Time section, page 85, for *can* (ability). Play the audio and focus on the intonation in questions and the pronunciation of *can* in statements.

Building confidence activity

Act out. Learners can act out a part of the interview.

AUDIO SCRIPT

F: Let's start. What's your name?	M: Swim? For the rescue team?
M: Max. Max Green.	F: Yes, it's necessary.
F: How old are you, Mr Green?	M: Yes, I can.
M: I'm 27.	F: Can you drive?
F: Let's check your skills. Can you ski?	M: No, I can't. I don't have a car.
M: Yes, I can. I can ski very well.	F: That's OK. Can you ride a snow bike?
F: Can you skate?	M: Yes, I can. And I can climb trees and mountains, too.
M: I can skate and roller skate. I like winter sports.	F: Thank you, Mr Green.
F: Can you swim?	M: You're welcome.

7b Circle.

- Ask learners to read the instructions and elicit what to do.
- Agree on a time limit and check their answers. Focus on the pronunciation of *can* and *can't*.

8a Complete. Use can or can't.

- Tell learners to read the instructions and focus on the picture. The boy has a leg in plaster, so there are some activities he can't do.
- Set the time limit agreed upon and check their answers.

Inclusive classrooms

Focus with learners on how a physical disability or problem should not be an obstacle for a number of activities.

8b Add two activities Greg can do and two he can't do.

- Tell learners to read the instructions. Go over a list of actions if necessary.
- Check learners' answers.

Assessment

Ask learners what they've 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, Exercises 4, 5, and 6

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 an interview.

Learning objectives

Learners

- can use language related to abilities.
- can understand questions and answers related to reasons.

Key language

can (all forms)

Why? Because ...

Areas of awareness

Social awareness

Inclusive classrooms

ESI / CSE

Language awareness

Lesson opening

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

9 A challenge!

- Ask learners to open their books at page 36 and read the instructions.
- For each of the challenges, there's a picture to help them to understand.
- Remind them of the rules for playing.
- You may add some further challenges, e.g. *Can you touch your ear with your knee?*

Social awareness

Reflect on how we can enjoy ourselves playing, even if there are no winners.

Inclusive classrooms

Some learners may find all the challenges impossible to meet. Focus on how to show them there's nothing wrong with it.

ESI / CSE

Learners are playing using their body. However, they should be careful not to take it to extremes so as not to harm it.

10 A game

- Ask learners to read the instructions and look at the speech bubbles. Check they know what to do.
- Tell learners they can use affirmative and negative statements. Remind them of the use of *and* and *but*.

9 A challenge!

Learners' own answers

Try these challenges and answer the questions. Write Yes, I can or No, I can't. Can you ...

... touch your nose with your tongue?

... touch your elbow with your tongue?

... lift one eye-brow?

... wiggle your nose?

... wiggle your ear(s)?

... separate your fingers in twos?

... touch your knee with your nose?

... stand on one foot for one minute?

10 A game

I can swim.

Mila can swim and I can run.

Mila can swim, Nacho can run, and I can ...

11 Find a friend who ...

Learners' own answers

Can you swim?
No, I can't.

_____ can swim.
_____ can't swim.
_____ can play volleyball.
_____ can't play volleyball.
_____ can play the guitar.
_____ can't play the guitar.

- Learners can dictate a list of activities to you.
- Challenge them to make a very long sequence.

11 Find a friend who ...

- Have learners read the instructions and the statements, and to look at the pictures. Check they understand what to do.
- First, focus on the questions they need to ask. Remind them of the intonation and pronunciation of *can* in the questions and in the answers.
- Depending on the number of learners, divide the class into two groups. As suggested before, one half (e.g. even rows) stands up and asks the questions to the ones sitting down, and then they swap roles.
- Agree on a time limit. Show learners what you'll do to show time's up, e.g. clap your hands, raise one hand or both. Do not strain your voice.

Inclusive classrooms

Point out that there's nothing wrong with not being able to do some activities.

12a 24 Look, read, and listen.

Journalist 1: This is breaking news. Why are people in the Andes area worried?
Journalist 2: Because there's a school under the snow. At this moment, there are 120 children and their teachers in the school.
Journalist 1: Is the rescue team there?
Journalist 2: No, they're walking up the mountain.
Journalist 1: They can use a truck or their snow bikes. Why are they walking?
Journalist 2: Because you can't drive on the roads. There's a terrible snowstorm.



12b Match. There's an extra answer.

Journalist 1	Journalist 2
Why is the school under the snow?	Because the children and the teachers need to drink.
Why are the children and the teachers in the school?	Because it's very cold.
Why are the rescue team taking water?	Because there's a terrible snowstorm.
Why are they carrying torches?	Because there's no electricity.
Why are the hospitals alert?	Because they can't get out.
	Because they help the rescue teams.

13 25 Listen and act out.



Boy journalist: Here's Lynn, from the rescue team. Thank you, Lynn.
Lynn: You're welcome.
Boy journalist: Can you ski?
Lynn: Yes, I can, but I can't ski to the school.
Boy journalist: Why?
Lynn: Because there's a terrible snowstorm. And our dogs can't walk there. It's dangerous.
Boy journalist: Oh!

Language awareness

Refer learners to page 87 in the Language Time section.

13 25 Listen and act out.

- Ask learners to read the instructions and elicit what to do.
- See page 20 in this Teacher's Book for suggestions for Act out activities.
- Have pairs perform in front of the rest. Use props as well, e.g. a mike.

25 → SEE PB PAGE 37.

Workbook

Page 102, Exercises 7 and 8

Lesson closing

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

12a 24 Look, read, and listen.

- Focus learners' attention on the instructions and the picture. Ask them what those two people are and what TV programme it is. Give them options if necessary, e.g. *Are they students? Are they journalists?*
- Ask them if what they're reporting is a happy or a problematic situation. Ask them how they can tell.
- Play the audio and have them read, and then go back to their predictions.

24 → SEE PB PAGE 37.

12b Match. There's an extra answer.

- Ask learners to read the instructions and elicit what to do.
- Write one of the *why* questions and its answer on the board. Focus on the question and ask learners what information you need. Give options, e.g. reason, time, quantity. Help them to notice the answer begins with *because*.
- Agree on a time limit and check their answers. As they say the options, ask them to focus on the clues that helped them to do the matching.
- Reflect on timing.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can write and talk about a hero.
- can understand statements explaining problems.
- can express commands.

Key language

Imperative, affirmative and negative

because

Descriptions

Area of awareness

Social awareness

Lesson opening

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

14 Read and tick (✓).

- Ask learners to read the instructions and look at the pictures. Elicit what the text is and what it is about.
- Invite learners to browse the text and go back to their predictions.
- Agree on a time limit, let them work, and check their answers.

Building confidence activity

A campaign. Learners can design a poster in which they instruct others what to do and what not to do to preserve our environment.

15 Complete the signs. Use affirmative and negative instructions. Use the ideas in the box. There's an extra idea.

- Tell learners to read the instructions.
- Invite them to look at the signs and think what action they represent. They can use the words in the box.
- Ask them to cross out those instructions that will be in the negative.
- Allot the time agreed upon and check their answers when they've finished.

16 Read and write. Show and tell.

- Tell learners to read the instructions and elicit what they have to do.
- Instruct them to read the text and the chart and explain the connection between the two.

14 Read and tick (✓).

NATURE IN DANGER



Fire in a forest

Why do fires start?
There are different reasons.
Because it doesn't rain. ✓
Because people light matches. ✓
Because volcanoes erupt.
Because people aren't cautious. ✓
Because people don't extinguish fires. ✓



A dodo, an extinct animal

Why are some animals extinct?
There are different reasons.
Because people eat them.
Because they can't find food. ✓
Because it's very cold or very hot. ✓
Because there are predators. ✓

15 Complete the signs. Use affirmative and negative instructions. Use the ideas in the box. There's an extra idea.

clean cut flowers draw eat play recycle ride run swim



Don't run. Eat at a table. Don't play football. Don't swim.



Recycle. Clean the table. Don't draw on the tables. Don't cut flowers.

- Agree on a time limit to complete their own chart. You may ask learners to share their ideas before they actually write about their heroes.
- Invite learners to write their descriptions. Give them time to rehearse and invite them to present to the rest.
- You can film learners at school or check if they can all video their presentations at home. If so, ask them to send you the videos and upload them onto the school blog.

Social awareness

Reflect with learners on the notion of hero, how it is not related to superpowers but to attitudes, people's contributions to society, among other ideas. Show them how everybody can be a hero.

Workbook

Page 103, Exercises 9a, 9b, and 9c

Lesson closing

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

16 Read and write. Show and tell.

My hero. My hero is ...



My hero is my cousin Andrea. She's my uncle's daughter. She's 20 years old and she lives next to my house. She's tall and slim. She has long brown hair and brown eyes. She can swim and skate, but she can't ride a horse. Why is she my hero? Because she's a very good person. She wants to be a vet. Every day, she gets up at 7 and goes to university. In the afternoon, she works in a pet shop. She loves animals. In the pet shop, she helps the vet. She washes the animals, gives them food, and plays with them. At the weekend, she's a volunteer at an animal rescue centre and she studies. She doesn't have time for TV or sports, but she's very happy. I love Andrea!

This is the girl's chart for her hero.

Name	Andrea
Relationship	my cousin, my uncle's daughter
Age	20
Description	tall, slim, long brown hair, brown eyes
Abilities	swim ✓ skate ✓ ride a horse ✗
Why is he / she your hero?	good person
Everyday activities	Get up at 7, university, pet shop, wash animals, give them food, play with them Weekend: volunteer at animal rescue centre and study no time for TV or sports



Complete the chart and write about your hero.

Name	
Relationship	
Age	
Description	
Abilities	
Why is he / she your hero?	
Everyday activities	

Learners' own production

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can use language meaningfully.

Key language

Great thinking

Areas of awareness

Social awareness
Intercultural awareness

Lesson opening

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

17 Look, read, 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 pictures. Elicit what is going on.
- Play the audio and go back to their predictions.

 → SEE PB PAGE 40.

Social awareness

Focus on how the two heroes collaborate to save the children and their teachers.

Intercultural awareness

The heroes understand the world from their own perspective and have no idea what an SMS is.

Building confidence activity

Act out. Invite learners to act out the conversations.

18 Read and tick (✓) or cross (X).

- 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.
- 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.

17 Look, read, and listen.

Lisandro: I'm Lisandro. The great hero of the Andes. I want to help the children. Who are you?

Qapaq: I'm Qapaq, the Inca leader of the old Inca Empire. I want to help the children, too. Let's work together.

Lisandro: Good idea. Together we can rescue the children.

Qapaq: Children, can you hear us?

Children: Yes, we can. But we can't see you! Where are you?

Mr Mont: Some children are scared and their families are very worried. They're sending me hundreds of SMS messages.

Qapaq: SMS messages? What's that?

Lisandro: I have an idea: we can use my horse.

Qapaq: Great thinking.



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Reflection Time

Refer to page 11 in this Teacher's Book.

Workbook

Page 104, Exercises 10, 11, 12, and 13

Assessment

Work on assessment. For assessment activities for Unit 3, go to page 136 in this Teacher's Book.

Lesson closing

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

18 Read and tick (✓) or cross (X).

- 1 Qapaq and Lisandro want to help the children.
- 2 They're from the rescue team.
- 3 Lisandro can't ride a horse.
- 4 Mr Mont can hear Lisandro and Qapaq.
- 5 He can see Lisandro and Qapaq.
- 6 He's communicating with the children's families.
- 7 Lisandro's horse can't help.
- 8 Martina and Otto have some coins.

**REFLECTION
TIME**

Read Unit 3 (the workbook section, too) and complete.

Now I know _____
_____, I can say it.

I read or hear and I understand _____
_____.

To revise: _____
_____, I can't remember this.

Write the exercise number to revise: _____

STEAM CHALLENGE: Create an avalanche

Aims of the lesson

- To do an experiment to discover how avalanches occur differently on a variety of surface types.
- To revise and integrate language.

Learning objectives

Learners

- can follow instructions to make something.
- can talk about abilities.

Lesson opening

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

STEAM AREAS:

Science and Maths

SKILLS:

Hypothesising, recording data, experimenting, thinking skills, collaborating, asking and answering questions, understanding friction

MATERIALS:

- Snow substitute: flour, sand, sugar, or salt
- Cardboard pieces (3)
- Mountain type substitutes: contact paper, sheet of acetate or wax paper; dry cereal, pebbles, or small stones; felt (green if possible)
- Thick books
- Newspaper

PREPARATION:

Cover one piece of cardboard with contact paper, wax paper, or a sheet of acetate, another with dry cereal (like corn flakes), pebbles, or small stones, and another with felt.

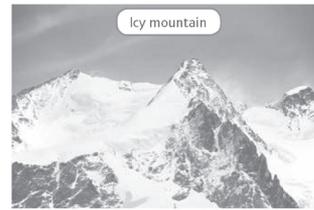
Contextualise:

- Refer learners back to Exercise 6a on page 34 and review what an avalanche is.
- Explain that for this STEAM Challenge, learners will conduct an experiment to try to create an avalanche.

Explore:

- Page 42: Explain that mountain slopes have different types of surfaces that can affect the way avalanches behave. Learners will have to try to create an avalanche on different surfaces: icy, rocky, and grassy.
- Ask learners to guess which cardboard piece represents each of the mountain types: The contact paper cardboard represents the ice-covered mountain, the felt-covered cardboard represents the grassy mountain, and the piece of cardboard with cereal glued on represents the rocky mountain.
- Show that the flour, sand, sugar, or salt represents the snow.
- Keep the cardboard pieces flat and ask if an avalanche can occur (no, there must be a slope). Tilt the cardboard to resemble the slope of a mountain and ask the question again.

Try to create an avalanche on different types of mountains.



EXPERIMENT!

Answer Yes, I can or No, I can't.

Learners' own production

Can you ...	HYPOTHESIS	RESULT
... create an avalanche on an icy mountain?		
... create an avalanche on a grassy mountain?		
... create an avalanche on a rocky mountain?		

- Show that the slope can be maintained by using books to hold the cardboard up. Explain that they have a maximum number of books they can use to create the slope, decided by you (the number of books should make a 45-degree angle).

(Note: Learners may need to use the word *mountain* while doing this experiment—help them to notice the difference in the way the word is spelt and pronounced.)

Predict:

- Page 42: Point to the table and show that learners will be experimenting with the three mountain types and will first jot down their hypothesis (predictions), conduct the experiment and then write down the results, just like scientists do.
- Assign three groups and have them discuss the different types of surfaces. Allow them to touch the cardboard pieces to help them to come to their conclusions and write down their answers, *Yes, I can.* or *No, I can't.*, in the table.

Experiment:

- Have learners cover their testing area with newspaper to facilitate clean-up.
- Distribute a 'mountain' to each group.
- Learners place a thick layer of 'snow' on their flat 'mountain'.
- They then gradually start tilting the cardboard slowly and placing the books under one end, one at a time, as

PROJECT TIME

Special people



Gustavo Fernández is a special person. He's an Argentinian athlete, but a very special athlete because he can't walk. He needs a wheelchair. He can play tennis very well, and he's an Olympic champion. Some of his important prizes are: Roland Garros 2016, Australia Open 2017 and 2019, Roland Garros 2019, Wimbledon 2019. He has five gold medals in Parapan American Games. He's amazing!



1 Read the chart.

Name of special person	Gustavo Fernández
Nationality	Argentina
Why is he / she special?	He can't walk.
Abilities	Tennis
Activities / Extra information	Important prizes (Roland Garros 2016, Australia Open 2017 and 2019, Roland Garros 2019, Wimbledon 2019), five gold medals (Parapan American Games)

2 Complete the chart for your special person. Learners' own production

Name of special person	
Nationality	
Why is he / she special?	
Abilities	
Activities / Extra information	

3 Write about your special person.

Use the information in the chart and the first text as a model.

MY SPECIAL PERSON

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they count. If the 'snow' slides down the board creating an avalanche, they complete the RESULT column with *Yes, I can*. If the 'snow' doesn't slide down and they have reached the maximum number of books to create the slope, the answer in the RESULT column is *No, I can't*.

- Groups swap 'mountains' and do the experiment again.

Present / Reflect:

Invite learners to present their unique conclusions and compare their hypotheses with their results. Most learners should find that the 'snow' on the 'icy mountain' slides at a lowest angle of incline as it is smooth, but the 'rocky mountain' and the 'grassy mountain' bring about more resistance because of friction.

Re-design:

Allow time for learners to explore further, guiding them with questions or accepting suggestions they may have. E.g.:

- *If you add more books, can you create an avalanche on a grassy / rocky mountain?*
- *Is the surface of a mountain the only factor to consider?*

PROJECT TIME: Special people

Aims of the lesson

- To complete a chart and a description of a special person.
- To revise and integrate language.

Learning objectives

Learners

- can understand descriptions of people.
- can write a description of a person.

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 special person and then write about a special person of their choice.
- Say that the special person they will learn about is Gustavo Fernández. Refer learners to the photograph and ask them to describe what they can see: elicit words like *tennis, sport, wheelchair*.
- Focus learners' attention on the chart and help them to notice that charts are useful for writing down information in a summarised way.
- Read the paragraph about Gustavo Fernández. Ask comprehension questions, like: *Where is Gustavo from? Why is he special? What is his ability?*
- Help learners to notice that all this information is in the chart and check their answers against the information in the chart.

2 Complete the chart for your special person.

- Ask learners to think of a special person they know a lot about. Go over the chart categories and ask them to identify what information they need to know about their special person (nationality, abilities, etc). If any learners are having trouble coming up with a special person that they know, they can invent one.
- Give them time to fill in the chart. Walk around monitoring and checking vocabulary and spelling.

3 Write about your special person.

- Instruct learners to now write about their special person using the first text as a model and the information they summarised in the chart.
- When they finish, learners present their texts. Ask them to identify similarities between the person they described and the special people described by their classmates.
- Take photographs or videos and upload to the school blog if there is one.

Lesson closing

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

An avalanche!

1 Where at school? Write the correct room.



Pass the ball to others.
playground, gymnasium, multipurpose room

Don't talk.
library

Use your recorder.
music room

Don't turn off the computer.
computer lab

Don't play the school's piano.
music room, multipurpose room

Click on the symbol.
computer lab

Respect the rules of the game.
playground, gymnasium, classroom, multipurpose room

Return the books.
library, classroom

2 Complete with the correct verb. Use affirmative or negative instructions. You can use the verbs more than once.

In class ...

be clean follow listen pay run write

1 Pay attention.
2 Be quiet.
3 Don't run.
4 Listen to your classmates.

5 Follow instructions.
6 Clean your desk.
7 Write in your notebook.
8 Don't write on your desk.

Do you want to be a good person? Complete these ideas.

1 Be honest. (be)
2 Say 'please' and 'thank you'. (say)
3 Help your family at home. (help)
4 Tidy up your room. (tidy up)
5 Don't listen to very loud music. (listen)

6 Share your games and toys. (share)
7 Don't read your family's text messages. (read)
8 Play with all your classmates. (play)
9 Work quietly in groups. (work)
10 Don't shout at people. (shout)

4 Write in the correct column.

Can I have a biscuit, please? Can you stop that noise, please?
Can we use a ball? Can we sing the new song?
Can you help me, please? Can I write on the board?
Can I use your book? Can you give me the answer?

PERMISSION	REQUEST
Can we use a ball?	Can I have a biscuit?
Can we sing the new song?	Can you help me, please?
Can I use your book?	Can you stop that noise, please?
Can I write on the board?	Can you give me the answer?

5 Write the answer. You can use some of the expressions below.

Yes, please. Sorry, you ... Yes, of course! OK, but ...

Can I have a biscuit, please? Learners' own answers
Can we use a ball? _____
Can you help me, please? _____
Can I use your book? _____
Can you stop that noise, please? _____
Can we sing the new song? _____
Can I write on the board? _____
Can you give me the answer? _____

6 Match A and B. There's an extra option in B.

A

Can we eat that cake?
Can I play in the garden?
Can we visit Grandpa Luke?
Can you open the window?
Can you pass me the book, please?
Can you ride a bike?

B

No, it's raining.
Yes, it's raining.
Yes, here you are.
Yes, I can. I have a new bike.
Yes, let's go together.
Yes, of course. Do you like it?
Yes, of course. Is it hot in here?

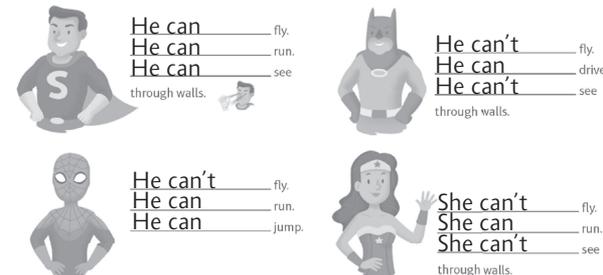
7 Look and write about their abilities.



Roger Federer can play tennis
Manu Ginobili can play basketball
Paula Pareto can do judo

Silvio Velo can play football
Tessa Virtue can skate
Usain Bolt can run

8 A superhero quiz



9a Circle.

1 An elephant is a long, big animal. It lives in Asia and Africa. It has big ears, but it isn't have big eyes. It can't run and swim, but it can't jump.

2 A platypus is a strange animal. It's from Australia, Australian and Tasmania. It eat crayfish and worms.

3 A worm is a carnivore, but it doesn't eat meat. It lives in rivers. It can't swim, but it can't run. Its eyes are very special.

4 This is a small and strange salamander. It's Mexican / Mexico and lives near the city of Mexico. Their legs are very short. It can't swim, but it can't walk. It eat small fish and worms.

9b Complete the fact files.

NAME	ORIGIN / HABITAT	DESCRIPTION	DIET	ABILITIES
elephant	Asia and Africa	big, small eyes, big ears		run and swim, jump
platypus	Australia and Tasmania	strange	crayfish and worms	
axolotl	Mexico	short legs	fish and worms	swim, walk

9c Write about the ostrich and the penguin.

NAME	ORIGIN / HABITAT	DESCRIPTION	DIET	ABILITIES
ostrich	Africa	very tall, long legs, small head	plants, insects, snakes, stones	run / fly X
penguin	South of Southern hemisphere	short, short legs	fish	swim / fly X

Learners' own production

10 Complete. Write true statements.

- I can _____, but _____
 I can't _____
 My mother / father can _____
 but _____
 My brother / sister can _____
 but _____
 My best friend can _____
 but _____

Learners' own production

11 Circle.

- 1 Justi's happy **but** **because** he has a new board game.
 2 Matilda's tired **but** **because** he's doing gym.
 3 Vicente's eating **but** **because** he isn't hungry.
 4 I don't have a bike **but** **because** I can ride a bike.
 5 Alex's wearing a costume **but** **because** it's Carnival.
 6 Mila's drinking water **but** **because** she doesn't like it.
 7 Alfonsina can swim **but** **because** she takes swimming lessons.
 8 Giulio can play the guitar **but** **because** she doesn't have one.

12 Match. There's an extra answer.

- | | |
|------------------------------|---|
| Where are your parents from? | Because he's doing gymn. |
| Where's your daughter from? | Because she's doing her homework. |
| Is her son from Australia? | Because they're playing their favourite game. |
| Why are they happy? | Mum's from Ireland and Dad's English. |
| Why is Emma at home? | No, he doesn't. |
| Why is Mr Mont tired? | No, he isn't. |
| Does your uncle have a wife? | No, she doesn't. |
| Does your wife cook? | No, sorry, I'm cooking. |
| Can your husband cook? | She's Costa Rican. |
| Can we play in the kitchen? | Yes, she is. |
| | Yes, he can. |

13 Match. There's an extra reason.

- | | |
|---|---|
| We can't play in the garden | because he's working. |
| My cousins are at the club | because it's raining. |
| John's wife is making a cake | because she takes cooking lessons. |
| Alice's daughter is in the library | because she wants to read a novel. |
| Lucila's best friend can cook very well | because it's her birthday. |
| | because they're in the volleyball team. |

Exercise 1

Elicit the clues that helped learners to identify the place in the school. Learners can add further examples. They can also play a Memory game. A learner reads out one of the statements and the rest say which room it is.

Exercise 2

Work on strategies. Learners can start with the ones they're sure about and then do the rest. This way, there will be fewer options to choose from.

Exercise 3

After learners do the activity, they can add further examples. You can turn any of these ideas into an attitude contract.

Exercise 4

Work on the clues for each case. Learners can then create an exchange with each and act it out. Some learners may think that *Can I have a biscuit?* can also indicate permission, which is fine.

Exercise 5

When checking, elicit all possible answers. Learners can then act out the exchanges.

Exercise 6

First, ask learners to identify which are requests and which ask permission. Then, elicit the clues they've found to do the matching. When they finish, ask learners to come up with

different possibilities for the extra option in B.

Exercise 7

If learners do not know anything or much about these people, invite them to do some research. In all the cases, focus on how much they train and how much effort they put into it. Help learners to notice that Silvio Velo is blind and he plays football. His team is called The Bats (*Los murciélagos*).

Exercise 8

Point to each of the superheroes and ask learners who they are. If there's one or more they don't know, either tell them about them or invite them to do some research online to complete the activity. When they finish, they can also describe another hero's abilities.

Exercise 9a

Ask learners what the connection is between the pictures and the texts. Focus on the clues that they have to decide on each of the options. Learners can use the texts as a model to describe another animal. You can also play a Memory game. Learners have to remember the information and decide if your statements are true or false.

Exercise 9b

Learners can draw another chart and complete it for the worm. Show them that in some cases, they do not have all the information. However, they can ask the Science teacher so that they can complete it.

Exercise 9c

Check that learners know they can use the texts in Exercise 9a as models. Once they finish, you can take photos of their productions and upload them onto the school blog.

Exercise 10

Once learners complete the statements, they can take it in turns to read them out. Those whose statements are the same, should raise their hand or stand up. You can then play a chain game, challenging learners to add true information about their classmates.

Exercise 11

Learners can then rewrite the statements using the uncircled conjunct, making the necessary changes.

Exercise 12

Help learners to reflect on the different types of questions: *yes / no* and *wh-*. Elicit if this information is useful to find the answers. When checking, elicit what clues helped them to identify the answers. Learners can come up with possible questions for the extra answer.

Exercise 13

Elicit what clues helped them to identify the correct match. They can provide different possibilities for the extra part in the second column.

UNIT OVERVIEW

Vocabulary

ago
last (week)
yesterday

Grammar

Simple Past, affirmative
was / were, affirmative and negative
like + -ing
Simple Present, 3rd person singular, interrogative

Communication

Would ... like to?

Recognition

Classroom language

Routines

Today is (sunny). Yesterday was (rainy).
I'm (happy). Yesterday, I was (happy).
Today is (Monday / rainy). (Two) days ago, it was
(Saturday / sunny).
Yesterday, I had (chicken) for dinner.

Awareness

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

STEAM Challenge: Technology, Arts, and Maths

Code a weekend

Break Time

Flip a coin

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand past actions and states.

Key language

was / were, affirmative and negative

Areas of awareness

Intercultural awareness
Inclusive classrooms
Language awareness

Lesson opening

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

1 (27) Look and listen.

Possible lead-ins:

- Tell learners about an amazing experience at school as a student.



1 (27) Look and listen.

Mr Mont: Thank you for helping us. Are you the rescue team?
Lisandro: Rescue team? No, we're from the past. I'm Lisandro. I was an independence leader.
Qapaq: I'm Qapaq. I was an Inca leader.
Otto: Hi! I'm Otto. Nice to meet you. Where are you from?
Lisandro: I'm from the ...
Otto: Sorry, can you repeat that?
Mr Mont: Otto reads your lips.
Lisandro: Wow! That's incredible! Does he really read lips?
Mr Mont: Yes!

Lisandro: I'm from the Andes. I lived in the Andes in the 1800s.
Otto: And you?
Qapaq: I'm from an old Inca Empire. I lived in the empire in the 1500s.
Martina: You're our heroes. Do you have super powers?
Lisandro and Qapaq: No, we don't, and we can't read lips. Otto has a great super power.
Martina: You're right. We admire Otto, too.
Mailén: What are you doing, Chuwi?
Chuwi: I'm creating their Kidsbook profiles. Heroes have lots of fans.

- Follow the suggestions on page 14 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 44. Point to the two adults and ask learners, *Who are these people?* Ask them to account for their answers.
- Play the audio as learners read and go back to their predictions.

27 → SEE PB PAGE 44.

Intercultural awareness

The two people from the past interpret the world from their own perspective; yet, they're open to what's new.

Inclusive classrooms

The two heroes consider Otto has superpowers because he can read lips, whereas some would consider he does not have any special powers.

2a (28) Listen and match. There's an extra country.

- Tell learners to read the instructions and look at the names. Ask them what they have in common. Give them options if necessary, e.g. *Writers? Actors? Teachers?*

2a Listen and match. There's an extra country.

Jorge Amado	_____	Argentina	
Mario Benedetti	_____	Brazil	
Pablo Neruda	_____	Chile	
Federico García Lorca	_____	Colombia	
Alfonsina Storni and Julio Cortázar	_____	England	
James Joyce and Oscar Wilde	_____	Ireland	
William Shakespeare and Jane Austen	_____	Paraguay	
Gabriel García Márquez	_____	Spain	
		Uruguay	

2b Write the nationality. **LT**

- Jorge Amado was Brazilian.
- Mario Benedetti was Uruguayan.
- Pablo Neruda was Chilean.
- Federico García Lorca was Spanish.
- Alfonsina Storni and Julio Cortázar were Argentinian.
- James Joyce and Oscar Wilde were Irish.
- William Shakespeare and Jane Austen were English.
- Gabriel García Márquez was Colombian.

3 Look at the image and the caption, and circle. **LT**



Julio Cortázar, Argentinian writer and translator. Argentinian parents. Argentinian wife (Aurora). First story: Bruja.

- Julio Cortázar **was** wasn't Argentinian.
- He **was** wasn't a writer and translator.
- He **was** wasn't short.
- His legs **were** weren't short.
- He **was** wasn't slim.
- His parents **were** weren't from Argentina.
- Aurora **was** wasn't his daughter.
- Bruja **was** wasn't his first novel.

- Check they know they're all dead. Have them look at the flags and ask what information they think will be provided. Elicit if this information is about now, the future, or the past.
- Play the first statement and go back to their predictions.
- Check their answers.

AUDIO SCRIPT

Mr Mont: OK, children, let's see the answers to the quiz.
 Boy 1: Jorge Amado was from Brazil.
 Girl 1: Mario Benedetti was Uruguayan.
 Boy 2: Neruda was Argentinian.
 Mr Mont: No, he wasn't Argentinian. He was from Chile. What about García Lorca?
 Girl 2: He was Spanish.
 Mr Mont: Good. Lucas?

Boy 3: Alfonsina Storni and Julio Cortázar were Argentinian.
 Girl 3: James Joyce and Oscar Wilde were English.
 Mr Mont: No, they weren't English.
 Boy 4: They were Irish.
 Girl 4: Shakespeare and Austen were English. What about García Márquez?
 Girl 5: He was Colombian.
 Mr Mont: Great job, children!

Building confidence activity

Repeat if correct. See page 21 in this Teacher's Book. Focus on the information in Exercise 2a.

2b Write the nationality.

- Ask learners to read the instructions. Elicit where they can find information about nationality words if they can't remember them.
- Agree on a time limit and check the answers.
- Reflect on timing as well.

Language awareness

Go back to the fact that you're talking about the past. Focus learners' attention on the first example and say, *Jorge Amado was Brazilian. What about (Neymar)? (or any other well-known Brazilian person) Where's he from? Yes, Neymar is from Brazil.* Write the two sentences on the board. Point to *is* and ask learners what the past of *is* is. Elicit what the past of *are* is. Give them an example with *am* and *was* as well.

3 Look at the image and the caption, and circle.

- Ask learners to read the instructions. Point to the drawing and ask who he is.
- Check they know they have to focus on both the image and the information in the caption to circle the correct options.
- Agree on a time limit and check.

Language awareness

Write a sentence on the board. It should be false, e.g. *Batman is from Rio de Janeiro.* Ask learners to make this statement true (either saying *Gotham City* or using a negative verb). Point to the negative statements in the activity and elicit how to form the negative of *was* and *were*.

Note: Ask learners to bring a drawing or information about some of the writers in Exercise 2. They'll need to describe them to the rest.

Workbook

Page 105, Exercises 1, 2, and 3
 Note: Bring a local newspaper and a local magazine for next class. If you don't have one, bring a picture. Inform families that, if possible, learners need to bring any newspaper or magazine. It doesn't need to be the current one, any will do.

Lesson closing

Before saying goodbye, go over the suggested steps on page 27 in this Teacher's Book.

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a quiz and an article.

Learning objectives

Learners

- can ask and answer questions about a person's routine.
- can understand information about the past.

Key language

Simple Present, 3rd person singular, interrogative
Simple Past, affirmative

Areas of awareness

Language awareness
Cognitive awareness

Lesson opening

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

4 A quiz! Read and circle.

- Tell learners to read the instructions and look at the text. Elicit what it is. Give them options if necessary, e.g. *An interview? A quiz? Explain what a quiz is.*
- Challenge learners to do the quiz without going back to the story.
- To check, learners need to ask you the questions.

Note: Mr Mont needs to use a part of the hearing device so that Otto can hear him.

Language awareness

Help learners to notice the use of *does* in the questions and in the answers. Ask them to compare the *he / she / it* questions with *you / we / they* questions. You can also refer them to questions about likes and dislikes. Work on the notion of routine. It will take a while for learners to use the *-s* for the third person singular when necessary. It's natural for learners to use it in the interrogative form since you've been emphasising its use with *he, she, and it*, so give them the time they need.

Cognitive awareness

Brainstorm different strategies for learners to remember when to use *does* and when to use *do* in questions.

5 An interview

- Tell learners to read the instructions and look at the picture.
- Work on the intonation of *wh-* questions and *yes / no* questions. Invite learners to guess the answers and come up with further questions. You can have them dictate the

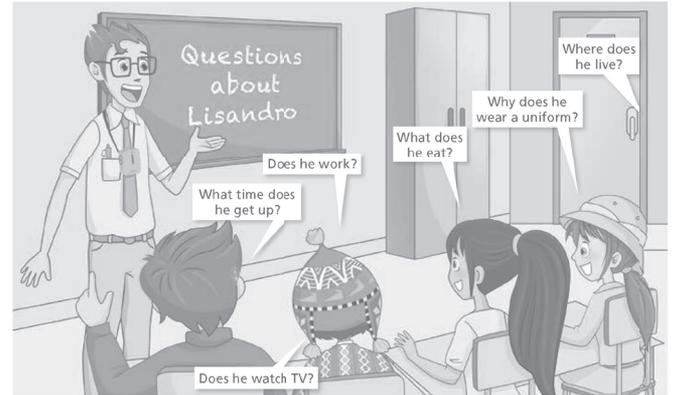
4 A quiz!

Read and circle. **LT**

Do you know the characters?

- | | | |
|---|----------------|------------------|
| 1 Does Chuwi wear a blue poncho? | Yes, he does. | No, he doesn't. |
| 2 Does he have an uncle? | Yes, he does. | No, he doesn't. |
| 3 Does Otto have a granny? | Yes, he does. | No, he doesn't. |
| 4 Does Martina live in a national park? | Yes, she does. | No, she doesn't. |
| 5 Does Mailén live in a big house? | Yes, she does. | No, she doesn't. |
| 6 Does Mr Mont use a hearing device? | Yes, he does. | No, he doesn't. |
| 7 Does Martina's mum work? | Yes, she does. | No, she doesn't. |
| 8 Does Mailén's dad wear glasses? | Yes, he does. | No, he doesn't. |

5 An interview



6 Listen and act out.



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different *wh-* words they remember and write them on the board so that they can use them as reference for their questions.

Building confidence activity

Hot seating. One learner pretends to be a character and sits in the 'hot seat' (any chair that you designate as a special chair or a chair with a sheet or tablecloth on it to make it look special). The rest of the learners ask this character questions. If there are any questions that you don't know the answer to, the learner can invent the answers. The learner should answer and behave in character.

6 Listen and act out.

- Ask learners to read the instructions and the speech bubbles. Elicit what the conversation may be. Tell them it has three exchanges, i.e. three questions and three answers. Play the audio and go back to their predictions.
- Follow the suggestions in this Teacher's Book to work on Act out activities. See page 20.
- Invite learners to change some of the questions and the answers.

7a Look and read.

The Andes News

Friday, 20th August

MYSTERIOUS HEROES RESCUED CHILDREN AT SCHOOL

Two days ago, an earthquake started a snow avalanche in the Andes. Unfortunately, 120 students and teachers were in the school at the time. The school was under a huge pile of snow. After three hours, two men, called Lisandro and Qapaq, helped the children out of the snow. These mysterious rescuers

are the new local heroes. Last Monday, we asked them questions for the newspaper. They gave us a lot of information. Lisandro heard strange noises, saw the pile of snow, and ran there. Qapaq woke up and heard the noises, too, and he wanted to help. The school needed them.



School under the snow

Yesterday, one of the school students, Chuwi Alqa, made their Kidsbook profiles. You can read about the heroes and contact them. At the moment, they have almost 10,000 followers.

7b Read and tick (✓) or cross (X).

- This text is an article.
- The writer is Mr Mont and his students.
- This text is about the avalanche accident at school.
- In this text, there's a lot of information about the two mysterious heroes.
- This text is about an event in the past.



7c Read and match.

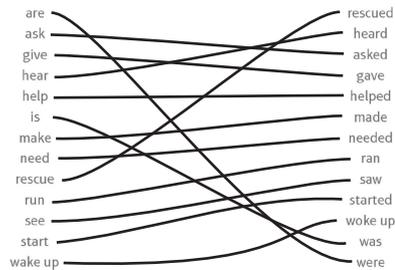


PRESENT

- are
- ask
- give
- hear
- help
- is
- make
- need
- rescue
- run
- see
- start
- wake up

PAST

- rescued
- heard
- asked
- gave
- helped
- made
- needed
- ran
- saw
- started
- woke up
- was
- were



- Have them perform in front of the rest.

AUDIO SCRIPT

G: Does his mother work? B: At 7:30.
 B: Yes, she does. G: Where does she work?
 G: What time does she get up? B: I can't remember!

Building confidence activity

Questions about the characters. Refer learners to page 22, Exercise 6. They can come up with questions to test their classmates' memory.

7a Look and read.

- Ask learners to read the instructions. Focus their attention on the layout of the text and elicit what it is. Give them options if necessary, e.g. *Is this a quiz? A brochure? An article?*
- Show them the newspaper and the magazine you brought and ask them to take out theirs. Point their attention to the date in the case of the newspaper, the layout, the types of headlines, etc. Then, ask them if the article in the book is a newspaper or a magazine article. Now instruct them to look at the photo 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.

7b Read and tick (✓) or cross (X).

- Ask learners to read the instructions.
- Agree on a time limit and get them to work.
- When checking, ask them to account for their answers by focusing on clues in the text.

7c Read and match.

- Ask learners to read the instructions. Remind them that this article is about a past event.
- Do the first example with them. They may remember that the past of *are* is *were*, but they should go to the article and check, e.g. line 4, last word. You can ask learners to think of that situation in the present. What would they say? Start the statement, e.g. *Today, 120 teachers and students ...*
- Do one more if necessary; otherwise, let learners work.
- When checking, ask learners to go back to the text and point to the correct sentence.

Language awareness

If the school's language of instruction is a romance language, learners will know there are lots of different forms for the past tense. Help them to notice that in English, there's only one, with the exception of *was / were*. You can refer them to page 86 in the Language Time section.

Cognitive awareness

Discuss with learners how they can learn the past forms.

Assessment

Ask learners what they've been learning so far. They can check their books and notebooks to make the list as long as possible.

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

Learning objectives

Learners

- can understand information about the past.
- can talk about events in the past.
- can understand likes and dislikes related to activities.

Key language

last, ago

Simple Past

like + -ing

Areas of awareness

Language awareness

Social awareness

ESI / CSE

Cognitive awareness

Lesson opening

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

8 Find the answer.

- Tell learners to read the instructions and look at the calendar page.
- Do the first one with learners. Check they know you're not referring to today but to 21st August, 2017.
- Learners have been using *last* and *ago* in their routine, so they won't have any trouble understanding what to do.
- Agree on a time limit, get learners to work, and check their answers.

Language awareness

Help learners to notice the pattern with *last* and *ago*, i.e. *last* + time reference and time reference + *ago*.

Building confidence activity

A calendar quiz. Now instruct learners to answer your questions with the reference point being today.

9 Read and circle YES or NO.

- Tell learners to read the instructions and look at the text. Elicit what kind of text it is and what information it has. Ask them to focus on the pictures. Then, instruct them to browse the text and go back to their predictions.
- Allot the time agreed upon and get them to work.
- When checking the answers, ask them what clues helped them.

8 Find the answer. LT

Today is Monday, 21st August, 2017
 Last Monday was 14th August.
 Last month was July
 Last year was 2016

2017 AUGUST						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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		

Two days ago, it was Saturday.
 Five days ago, it was Wednesday.
 Two years ago, it was 2015.
 Six months ago, it was February.
 Three weeks ago, it was 31st July.

9 Read and circle YES or NO.

Dear Diary,
 Yesterday I woke up at 8:00 and had breakfast. I ate biscuits and cereal and drank chocolate milk. It was delicious! I did my homework (it was difficult 😞) and then I read the newspaper. At 2, I went to the club with Mum and my sister. We played basketball and rode our bikes. In the evening, we visited Granny and Grandpa, and watched TV. Back home, I wrote in my diary. My favourite part? Granny's chocolate cake!

EMMA ♥

- 1 This is Emma's diary. YES NO
- 2 Emma doesn't like chocolate milk. YES NO
- 3 Emma can play basketball. YES NO
- 4 Emma doesn't have a bike. YES NO
- 5 Emma likes chocolate cake. YES NO

10 Write the past form. LT

PRESENT	PAST	PRESENT	PAST	PRESENT	PAST
wake up	<u>woke up</u>	do	<u>did</u>	ride	<u>rode</u>
have	<u>had</u>	read	<u>read</u>	visit	<u>visited</u>
eat	<u>ate</u>	go	<u>went</u>	watch	<u>watched</u>
drink	<u>drank</u>	play	<u>played</u>	write	<u>wrote</u>

11 Write about Tony's last Saturday.

Learners' own production

Last Saturday, Tony _____

He _____

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10 Write the past form.

- Ask learners to read the instructions and elicit where they can find the information.
- Agree on a time limit and check their answers.
- You can refer them to the Language Time section, page 86.

Language awareness

Work on the pronunciation of regular verbs ending in /ɪd/, /d/, and /t/, e.g. *visited, played, watched*.

Building confidence activity

True statements. Invite learners to tell everybody something true about the past, using one of the verbs in Exercise 10. You can start, e.g. *Yesterday, I watched TV in the evening.*

11 Write about Tony's last Saturday.

- Tell learners to read the instructions. Elicit where they can find information if they can't remember a past form.
- Allot the time agreed upon and have them present their writings.

12a Look and read.

12b Read and write the name. **LT**

- Lisandro _____ likes reading.
- Qapaq _____ likes doing sports.
- Qapaq _____ likes visiting schools.

13 A game



12a Look and read.

- Ask learners to read the instructions and look at the texts. Elicit what they are. Going on with the flow of the conversation, say, *Yes, they're social media profiles*. Ask learners what information is recorded in the profiles, e.g. *Name? Age? Birthday? Groups? Number of friends? Likes and dislikes? Telephone number?*
- Point to the wall in the profiles and ask learners if this is for questions or for personal information.
- You can ask learners what social media they know.

Social awareness

Discuss with learners how people need to be in touch with others, social media being one way of doing so.

ESI / CSE

Social media is for learners over 13. However, some may have their own account. Reflect with them on how important it is not to share any personal information and to ask adults in the family to check everything.

12b Read and write the name.

- Instruct learners to read the instructions.
- Agree on a time limit and let learners work.
- Reflect on timing.

Language awareness

Ask learners what these statements refer to: likes and dislikes. Write two statements on the board, e.g. *I like chocolate. I like reading*. Ask learners if both refer to likes. Elicit that the first focuses on food / objects whereas the second focuses on activities. You can ask them to compare this structure with the same one in the school's language of instruction. Refer them to page 86 in the Language Time section.

Cognitive awareness

Discuss with learners strategies to remember to use an *-ing* form when talking about likes and dislikes.

13 A game

- Ask learners to read the instructions and the speech bubbles. Check they all understand what to do.
- Help them to become aware they have to use both *like* and *likes*. Elicit when they'd use each.
- Go over the rules for games.
- Challenge them to make a very long sequence.

Social awareness

Reflect on how important it is to respect everybody's likes, no matter how strange they may sound.

Building confidence activity

A survey. Ask learners to dictate a list of popular activities, e.g. riding a bike, playing sports, etc. Write one below the other. As learners tell you which activity they like doing, draw a tally mark next to the activity. At the end, count the number of tally marks to check which is the most popular activity.

Workbook

Page 107 and 109, Exercises 7, 8, 9, and 13

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 talk about their likes and dislikes.
- can use *Would ... like to ...?*

Key language

Would ... like to ...?
like + -ing

Areas of awareness

Social awareness
Language awareness

Lesson opening

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

Building confidence activity

Repeat if correct. See page 21 in this Teacher's Book. Start by talking about some activity you like. Then, invite learners to do so as well.

14 Write.

- Have learners read the instructions and look at the picture. Then, elicit what to do. Check they know they have to find clues in the bedroom.
- Agree on a time limit, then check the learners' answers.

Building confidence activity

Memory game. See page 21 in this Teacher's Book. Use the information in the picture in Exercise 14.

15 Look and circle.

- Focus learners' attention on the first picture. Ask them if the girl is asking permission or inviting the boy to do something. Point to the boy's face and ask learners if he's saying *Yes* or *No* to the invitation. Now ask them to read the speech bubbles and circle the correct option.
- Do the same with the second situation.

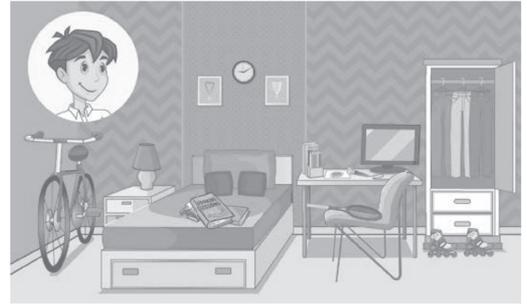
Social awareness

Show learners how important it is to be polite when rejecting an invitation.

Language awareness

Elicit from learners what they say in the school's language of instruction when they reject an invitation, and when they accept one.

14 Write.



Look at Nick's bedroom. What does he like doing?

- | | |
|--|---|
| 1 He <u>likes riding his bike</u> _____. | 5 He <u>likes playing tennis</u> _____. |
| 2 He <u>likes cooking</u> _____. | 6 He <u>likes drawing</u> _____. |
| 3 He <u>likes skating</u> _____. | 7 He <u>likes wearing jeans</u> _____. |
| 4 He <u>likes singing</u> _____. | 8 He <u>likes watching TV</u> _____. |

15 Look and circle.



16 Listen and act out.



50

16 Listen and act out.

- Tell learners to read the instructions and look at the picture. Then, elicit what they need to do.
- Refer to page 20 in this Teacher's Book for suggestions.
- Invite learners to change different parts of the conversation and perform in front of the rest.

AUDIO SCRIPT

Girl: Would you like to have some water?
Boy: Yes, please. I'm thirsty.

Social awareness

Remind learners how to show politeness when accepting and rejecting an invitation.

17 Read and write. Show and tell.

- Ask learners to read the instructions.
- Focus learners' attention on the information in the profile: name, three favourite activities, and four activities done last week.
- Agree on a time limit. Elicit the references they can use if they have any query.

Kidsbook Find friends Home



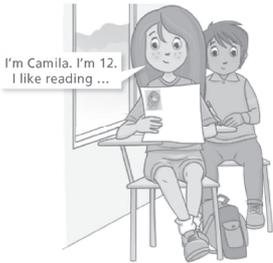
Camila Martin

PERSONAL INFORMATION	LAST WEEK'S ACTIVITIES
Age: 12 Favourite activities: I like reading and playing computer games. I love listening to music.	I visited Grandpa Luis on Saturday. I did my homework. I went to school. I saw my friends at the club.

Kidsbook Find friends Home

Learners' own production

PERSONAL INFORMATION	LAST WEEK'S ACTIVITIES
Age: _____ Favourite activities: _____ _____	_____ _____ _____



- Take photos of the learners' productions and upload them onto the school blog.
- Give learners time to rehearse their presentations and have them present their profiles.

Building confidence activity

Videos. Check first that all learners can video themselves at home. If so, tell them they have to show their profile and describe it. You can upload the videos onto the school blog.

Workbook

Page 108, Exercises 10 and 11

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 use language meaningfully.

Key language

Turn on your cameras.

Mute your microphones.

Areas of awareness

Social awareness

Cognitive awareness

Lesson opening

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

18 Look, read, and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 52. Ask them to look at the pictures. Ask them, *Are the children and Mr Mont at school? Why?*
- Play the audio while they read and go back to their predictions.

 → SEE PB PAGE 52.

Social awareness

As this is an online class, some new rules apply, e.g. the cameras should be on, the mikes have to be off, etc.

Cognitive awareness

Learners may have had experience with online classes. Discuss with them what they need to do to be able to learn if they're having online lessons. You can suggest some ideas, e.g. having all their materials ready, asking families to check the school blog to see if there's anything in particular for English, etc.

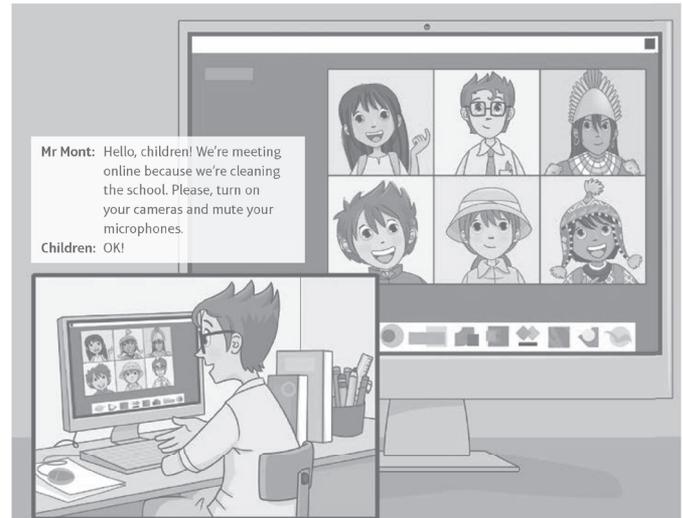
Building confidence activity

Act out. Invite learners to act out the panels. Different pairs or groups can act out different panels.

19 Tick (✓) the true statements.

- Have learners read the instructions. Check they understand they have to refer to the story.
- You can challenge them to check the true statements before going back to the story to see how much they can

18 Look, read, and listen.



Mr Mont: Today we're studying the Incas and I wanted Qapaq to help us. Hello, Qapaq. Can you see me?

Qapaq: Yes, I can. Computers are magical for me. Nice to see you again, children.

Mr Mont: Please, raise your hands, children. When I call your name, unmute the microphone and ask Qapaq a question. Otto.

Otto: Do you use calculators?

Qapaq: No, I don't. I'd like to learn. During the Inca Empire, we used the **taptana**. The **taptana** was an Inca calculator.

Otto: Cool!

Mr Mont: Mailén.

Mailén: What do you like eating?

Qapaq: Popcorn. We ate popcorn thousands of years ago.

Mailén: I love popcorn.

Mr Mont: Martina.

Martina: Do you like doing physical exercise?

Qapaq: Yes, I do! In the past, the Incas walked up and down the mountains all the time. Their descendants do it at present. Am I right, Chuwi?

Chuwi: Yes, you are, Qapaq.

Martina: I can't walk up and down the mountains. I get tired.

Qapaq: I have an idea. Let's go on an excursion to the mountains.

52

remember. If you choose to conduct the activity this way, learners complete the activity and then check by reading the story. Then, check the answers. Otherwise, have them re-read the story first, tick the true statements, 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.

Reflection Time

Refer to page 11 in this Teacher's Book.

Workbook

Page 109, Exercises 12 and 14

Assessment

Work on assessment. For assessment activities for Unit 4, go to page 138 in this Teacher's Book.

Note: For the first lesson in Unit 5, bring the following (real objects or pictures): a bottle, a pot (of yoghurt or cream cheese), a box (of rice, of pasta, of tea, etc.), a packet (of biscuits, of coffee), and a can (of a soft drink and of tuna fish or vegetables).

19 Tick (✓) the true statements.

- | | |
|---|-------------------------------------|
| 1 The children are on holiday. | <input type="checkbox"/> |
| 2 The teacher is in the classroom. | <input type="checkbox"/> |
| 3 Qapaq has a modern calculator. | <input type="checkbox"/> |
| 4 He used an Inca calculator. | <input checked="" type="checkbox"/> |
| 5 He likes eating popcorn. | <input checked="" type="checkbox"/> |
| 6 Mailén doesn't like popcorn. | <input type="checkbox"/> |
| 7 Chuwi is an Inca descendant. | <input checked="" type="checkbox"/> |
| 8 Martina likes doing a lot of physical exercise. | <input type="checkbox"/> |

REFLECTION TIME

Read Unit 4 (the workbook section, too) and complete.

Now I know _____
_____, I can say it.

I read or hear and I understand _____
_____.

To revise: _____
_____, I can't remember this.

Write the exercise number to revise: _____

Lesson closing

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

BREAK TIME

Flip a coin

- 1 Flip a coin. Move one or two spaces.



- 2 Say the sentence. Miss a turn if you make a mistake.

- 3 Race to get to the finish line first!

- 4 Play again!



55

Communicate and record:

- One member of the group will place the three drawings on the grid and will think of a sequence of activities. This learner will challenge the rest of the team to write the code that programmes the robot character to follow the sequence by describing what the character did last weekend, e.g. *First, Martina rode her bike.* (Team writes the code and checks by moving the robot.) *Then, she ate an apple.* (Team writes the code and checks.) *Then, she watched TV.* (Team writes the code and checks.)
- Another member of the team places the three drawings in different squares and decides on a new sequence. Learners play again.

Reflect:

- Ask, *Is it easy or difficult to code? Did you make many mistakes? Do you think it's easier or more difficult if the grid is smaller / bigger?*

BREAK TIME: Flip a coin

Aims of the lesson

- To play a game.
- To revise and integrate language.

Learning objective

Learners

- can talk about past activities.

Lesson opening

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

For this game, a coin for every pair of learners is needed.

Go over the rules on page 55 with your learners.

Help learners to notice that the question is *What did you do last week?* Elicit whether learners should use the present or the past tense.

Give an example first, and then allow learners to play in pairs. Before they start, check they know what references they can resort to if they have a query.

Instructions:

1. Take turns flipping a coin. Move one or two spaces depending on the side the coin falls on.
2. Interpret the picture and make a sentence starting with *I ... (+ past tense)*. If you make a mistake, you miss a turn.
3. The first player to get to the finish line is the winner.
4. Play again as time allows.

Social awareness

Discuss with learners the importance of being honest and not cheating.

Lesson closing

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

Heroes from the past

4

1 Circle.

- Bernardo O'Higgins **was** were from Chile.
- Francisco de Paula Santander **was** were Colombian.
- Antonio José de Sucre and Simón Bolívar **was** were from Venezuela.
- Andrés de Santa Cruz **was** were Bolivian.
- José de San Martín and Manuel Belgrano **was** were from Argentina.
- José Gervasio Artigas **was** were from Uruguay.
- Miguel Grau and Francisco Bolognesi **was** were from Peru.
- Pedro Juan Caballero **was** were Paraguayan.



2 Look at the photo and complete the description.



Look at Mr Mont's grandparents. They **were from** _____ Ireland.
 Dermott, his grandpa, **was tall** _____ and plump. His eyes **were big** _____ and his nose **was small** _____ Kira, his granny, **was short** _____ and slim. Her eyes **were small** _____ and her mouth **was small** _____

3 How old?

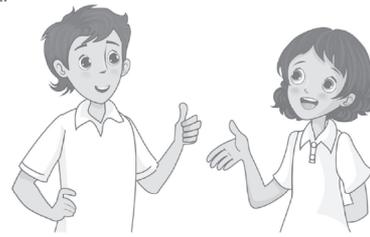


I'm 25, my brother and sister are 20, my mum's 48, my dad's 51. Ella, one of my grannies, and her husband are 80.
 In 2010, I was _____
 My brother and my sister _____
 My mum _____
 My dad _____
 Ella and her husband _____

The answers will depend on the year we're in.

105

4 Circle.



- Do** Does you have a brother? Yes, I do. **His** Its name's Fran.
Do Does he go to school? No, he **doesn't** isn't. He's two years old.
Do Does your parents play with Fran? Yes, I **they** do. I play, too.
 Where **does** do he play? In the living room, he **play** plays with his building blocks.
Do Does he like ball games? Yes, he do **does**

5 Match. There's an extra answer.

- How old is your dog Bruce? No, he doesn't.
 Does he eat meat? Because he likes apples.
 What does he eat? In the afternoon.
 Why does he eat fruit? He's two.
 Where does he play? He has two.
 When does he play? Dog biscuits and apples.
 In the garden.

6 Complete with the right word. Use the words in the box. You can repeat them.

What What time Where Why Who

- Where** does your aunt work? In an office. She's in charge of the phone.
- What time** does she get up? At 7:00.
- Who** does she phone? Clients.
- What time** does she have lunch? At 12:30 or 1:00.
- What** does she eat? A salad.
- Why** does she eat a salad? Because she loves salads!

106

7 Write the present form.

4

PAST	PRESENT
was	is, am
asked	ask
gave	give
heard	hear
helped	help
were	are
made	make
needed	need
rescued	rescue
ran	run
saw	see
started	start
woke up	wake up

8 Complete with one of the verbs in Exercise 7.

Yesterday **was** a nice day. I **woke up** 7 and **ate** a chocolate cake and chocolate biscuits. They **were** delicious!
 The children at school **needed** help. Qapaq **heard** noises and Lisandro **saw** the pile of snow. They **ran** to the pile of snow and **rescued** the children. It **was** fantastic!
 The reporters **asked** questions and Lisandro and Qapaq **gave** them a lot of information.

9 Complete. Use a current calendar.

- Last Wednesday was _____
 Last month was _____
 Last year was _____
 Three days ago, it was _____
 Nine months ago, it was _____
 Seven years ago, it was _____

The answers will depend on the date.

107

10 Do the crossword puzzle.

What did the Allen family do last month?



11 Complete these sentences. Make them true for you.

Write about last month. **Learners' own answers**
 I _____ and _____
 My dad / mum _____ and _____
 My brother / sister _____ and _____
 My cousins _____ and _____
 My best friend _____
 My aunt / uncle _____

108

12 Complete the conversations.



- 1 Would you like to ride a bike ? Look! It's raining
 2 Would you like to watch TV ? Yes! I love watching TV

13 Write about what Maggie likes.



- She likes singing. _____
 She likes drawing. _____
 She likes reading. _____
 She likes roller skating. _____
 She likes playing board games. _____
 She likes watching TV. _____

14 Write about your likes and dislikes. Make true sentences.

- I like _____ **Learners' own answers** _____
 I don't like _____
 My best friend likes _____
 He / She doesn't like _____
 My teacher likes _____
 He / She doesn't like _____

Exercise 1

Learners can play a memory game. They can also do some research to write statements using the uncircled verbs.

Exercise 2

Learners can use the text as a model and write a description of their ancestors, e.g. a great grandmother, great grandfather, etc.

Exercise 3

Learners can create their own quizzes using this exercise as a model.

Exercise 4

When checking, learners have to account for their answers. They can also make the necessary changes to use the uncircled words.

Exercise 5

Instruct learners to work on the clues in the questions and the answers. They can then come up with possible questions for the extra answer.

Exercise 6

Tell learners to work on the clues to decide on the *wh*-word. They can then act out the conversation in pairs.

Exercise 7

Remind learners of the reference materials they have if they can't remember a past form. Once they have completed the list, they can write true statements using some of the verbs.

Exercise 8

Work on the clues that learners have to complete each of the blanks.

Exercise 9

You can play a memory game. You can also work on a different calendar so that the answers should be different, e.g. *Imagine today is 2nd February.*

Exercise 10

After completing the crossword puzzle, learners can write a short text about the Allens.

Exercise 11

You can ask learners to read out their statements to see if there's anything in common with other learners. You can also tell them to read only one statement. Then, play a Memory game or a Repeat if correct game.

Exercise 12

Tell learners to look at the children's faces and the situation to write the invitations and the answers. They can produce further exchanges as well.

Exercise 13

Learners need to focus on the pictures to decide what the girl likes. They can add drawings and further statements.

Exercise 14

Have learners read out their statements. When a learner reads out one and others have the same statement, they should raise their hand or stand up.

UNIT OVERVIEW

Vocabulary

box, can, pot, packet, bottle
ham, cereal bar, rice

Grammar

some, any, no, a lot of
Countable and uncountable nouns
How much ...? How many ...?
these / those
Is / Are there ...?

Communication

How much is it?

Recognition

Classroom language

Routines

Today is (sunny). Yesterday was (rainy).
(Two) days ago, it was (Saturday / sunny).
Yesterday, I had (chicken) for dinner.
(Two days) ago, (Pedro) had milk for breakfast. (Last)
Wednesday, (Josefina) was happy.

Awareness

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

STEAM Challenge: Science, Technology, and Maths

Weigh food

Project Time

Typical food

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can ask and answer about quantity.

Key language

How much ...? How many ...?
box, can, pot, packet, bottle
ham, cereal bar, rice

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 32 Look, read, and listen.

Otto: Look! We're on the corner of Qapaq Street and Lisandro Street. Ha, ha.

Lisandro: Are you ready to shop for the school excursion?

Children: Yes!

Qapaq: To Machu Picchu?

Mr Mont: No. I'd like to visit it, but we can't.

Lisandro: OK. Let's go into the supermarket.

Lisandro: Good afternoon! We'd like to buy some things for an expedition.

Salesman: What do you need?

Qapaq: We need water.

Salesman: How much water do you need?

Qapaq: We need 10 bottles. We also need cheese.

56

Salesman: How much cheese do you need?

Lisandro: A lot. Three kilos of cheese.

Qapaq: We need apples and oranges.

Salesman: How many?

Qapaq: 20 apples and 20 oranges.

Mr Mont: How much is it?

Salesman: \$200.

Martina: I'm cold!

Qapaq: Let's have a cup of chocolate milk.

Martina: But we have no money.

Qapaq: I'm inviting you.

Children and

Mr Mont: Yeah!

1 32 Look, read, and listen.

Possible lead-ins:

- Tell learners about a school excursion or outing. Include information about what you needed to take.
- Follow the suggestions on page 14 in this Teacher's Book to tell stories.
- Tell learners to open their books at page 56. Point to the smaller illustration and ask elicit why they're at a supermarket.
- Play the audio as learners read and go back to their predictions.

32 → SEE PB PAGE 56.

Social awareness

Reflect with learners on the names of streets, parks, schools, and other important areas in town.

ESI / CSE

Show learners that the food the teacher is buying is healthy and appropriate for an excursion. Discuss the importance of a healthy diet for different special occasions. Work on the concept of balance.

2 Read and tick (✓) the items they buy. Then, add the quantity.

We need	quantity
water ✓	10 bottles
bread	_____
cheese ✓	3 kilos
ham	_____
apples ✓	20 _____
oranges ✓	20 _____

3 (33) Listen and write the quantity. Then, complete the questions.

eggs	6 _____	How many eggs?	How much milk?
milk	1 bottle		
biscuits	2 packets	How many biscuits?	
yoghurt	4 pots	How much yoghurt?	How much tuna fish?
tuna fish	2 cans		

4 (34) Match and listen. Then, complete. Use the words in the box.

orange juice
chocolate
cream
fish
rice

box bottle packet can pot

A bottle _____ of orange juice
A packet _____ of chocolate
A pot _____ of cream
A can _____ of fish
A box _____ of rice

2 Read and tick (✓) the items they buy. Then, add the quantity.

- Tell learners to read the instructions and look at the text. Elicit the text type. Give them options if necessary, e.g. *Is it a brochure? A list?*
- Check learners' answers after they do the activity.

Language awareness

Discuss with learners when and why to use lists.

3 (33) Listen and write the quantity. Then, complete the questions.

- Before the activity, tell learners you'll test their memory. Ask them to close their books. Show a bottle and ask, *Are there bottles in the supermarket?* Do the same with the other containers: the pot, the can, the packet, and the box. Then, instruct learners to open their books and check.
- Now tell them to read the instructions and the shopping list. Elicit what information they need.
- Play the audio and check by asking *How much* and *How many*.

Language awareness

Focus learners' attention on the words on the list. Help

them to notice some are in the plural while others are not. Help them to understand you can count some, e.g. eggs. Show them we count the bottles of milk, not the milk itself. Help them to see the difference by saying, e.g. *a kilo of* or *a box of* and the food, using the school's language of instruction. They'll see that in some cases, the food item is singular, whereas in others, it's plural. This shows that *biscuits* is countable and *milk* is uncountable. Refer learners to page 86 in the Language Time section.

- Play the first two exchanges of the audio again and elicit the meaning of *How much* and *How many* first, and then when to use each.
- Agree on a time limit and check. Play the questions for learners to imitate the intonation as they read out their answers.

AUDIO SCRIPT

Man: Check the list, please.
How many eggs do we need?
Girl: Six. And we need milk.
Man: How much milk?
Girl: A bottle. And we need biscuits.

Man: How many biscuits?
Girl: Two packets. We need yoghurt.
Man: How much yoghurt?
Girl: Four pots. And two cans of tuna fish, please.

Social awareness

Bring learners' attention to the use of *please* in this exchange. Reflect on polite words.

4 (34) Match and listen. Then, complete. Use the words in the box.

- Ask learners to read the instructions.
- Instruct learners to match the food and the words; then, check. The same thing happens with *chicken*.
- Focus their attention on the containers and the words in the box. Point to one, e.g. the bottle, and tell learners, e.g. *Complete my phrase. A bottle of ...* Do the same with the other containers.
- Play the audio and check.

AUDIO SCRIPT

John, this is the list for the supermarket. A bottle of orange juice, a packet of chocolate, a pot of cream, a can of fish, and a box of rice.

Building confidence activity

What's the container? Name different food and drinks for learners to say in what containers they can find them.

Workbook

Page 110, Exercises 1 and 2

Note: Inform families that learners need to bring empty containers or cut-outs from magazines.

Lesson closing

Before saying goodbye, go over the suggested steps on page 27 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 food and quantity.
- can identify countable and uncountable nouns.
- can understand the main ideas in an article.

Key language

Food items

How much ...? / How many ...?

Areas of awareness

Language awareness
Inclusive classrooms
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 and write in the correct column.

- Ask learners to open their books at page 58 and read the instructions for Exercise 5. Elicit what they have to do.
- Agree on a time limit and let learners work. When time's up, check their answers.

Language awareness

Refer learners to page 86 in the Language Time section. Some learners may consider that bread is countable since they can count buns or baguettes, for instance. Ask them to use the *a kilo of* rule and they'll see that the word for bread in both Spanish and Portuguese is singular (*un kilo de pan* [Spanish], *um quilo de pão* [Portuguese]).

Building confidence activity

Quickly. As you name food items, count to three so that everybody has time to think. Then, learners have to say if they're countable or uncountable. They can say the words or they can show a C or a U with their hands.



Inclusive classrooms

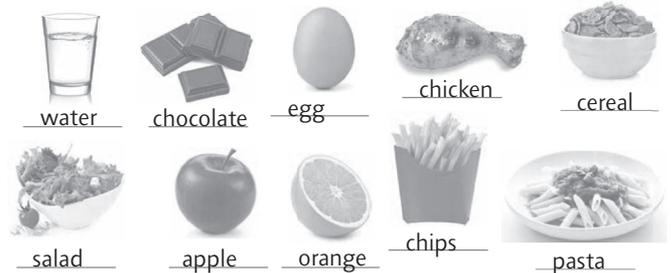
Show learners how being fast is not the issue here. It does not mean you're learning better or more effectively.

5 Read and write in the correct column. LT



I can count them. (1, 5, 20)	I can't count them.
ice cream	cheese
biscuits	yoghurt
banana	bread
hamburger	jam
	meat
	soft drink

6 Write the name. Then, write in the correct column.



I can count them. (4, 27, 58)	I can't count them.
egg	chips
apple	salad
orange	water
	chocolate
	chicken
	cereal
	pasta

58

6 Write the name. Then, write in the correct column.

- Instruct learners to read the instructions.
- Allot the time agreed upon; then, check the first part.
- Have them complete the columns and then, check.

Building confidence activity

Further items. Invite learners to dictate the list of all the food items they know. Once the list is finished, ask them to include the new items in the correct column.

7 (35) Listen and act out.

- Ask learners to read the instructions. Elicit what to do.
- See suggestions to work on Act out activities on page 20.
- Play the audio for learners to learn the lines.
- Encourage them to create new lines or to change the food items and containers.

AUDIO SCRIPT

Girl's voice: I want rice, please.

Boy's voice: How much rice do you want?

Girl's voice: Two boxes.

7 Listen and act out.



5

8 Look and read. Tick (✓) the true statements.

Explore Machu Picchu

The beginning

In the 15th and 16th centuries, the Incas built the city of Machu Picchu for their king Pachacutec Inca Yupanqui and then for Túpac Inca Yupanqui. These kings lived there with 750 people. Those people were farmers.

A ghost city

When the Spanish started their conquest of Peru, the Incas abandoned Machu Picchu. For many centuries, only the local farmers knew about the city. In 1911, a farmer told an American archaeologist, Hiram Bingham, and his team of explorers about some ruins at the top of a mountain. A group of farmers guided Bingham and his team to Machu Picchu.

Tourism

Back in the USA, Bingham wrote **The Lost City of the Incas**. In this book, he described the Trail, a path of stones in the mountains. The path took the Incas to the lost city of Machu Picchu. A lot of people read Bingham's book and travelled to Peru for tourism. Some people wanted to see the city and its beautiful mountains and forests, and others wanted to walk the Trail. Nowadays, you can go to Machu Picchu and walk the Trail like the Incas.

- 1 Pachacutec Inca Yupanqui and Túpac Inca Yupanqui were kings.
- 2 The kings were farmers, too.
- 3 The Incas abandoned their city in 1911.
- 4 Bingham was from the USA.
- 5 Bingham's book was popular.

59

among other communities, have left proof of how advanced they were. Help learners to reflect on their legacy.

Assessment

Ask learners what they've been learning so far. Invite them to browse their books and notebooks.

Workbook

Pages 111–112, Exercises 3, 4, 5, and 6

Note: Bring a photo of friends and family, if possible, celebrating something or having fun at a party, picnic, etc.

Lesson closing

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

8 Look and read. Tick (✓) the true statements.

- Ask learners to read the instructions and look at the text. Elicit what it is. Ask them what clues have helped them to conclude it's an article.
- Ask them what the article may be about. Again, they should base their predictions on clues.
- Instruct learners to read the text and go back to their predictions.
- Agree on a time limit for them to do the ticking; then, check their answers. They have to find clues in the text to support their answers.

Building confidence activity

Places to explore. Write the following statement on the board: *Machu Picchu is in the Urubamba province, in the south of Peru.* Invite learners to suggest nice places that they know to visit.

Intercultural awareness

Some people have the idea that indigenous communities had very little to offer, that they were not as intelligent as their conquerors, and that their way of life was not as advanced as their conquerors' either. However, the Incas,

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through an advice column.

Learning objectives

Learners

- can talk about past events.
- can signal people and elements close to and away from them.
- can understand an advice column.

Key language

Simple Past
these / those

Areas of awareness

Language awareness
Cognitive awareness
ESI / CSE

Lesson opening

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

9a Look, write the verb, and write the past.

- Ask learners to open their books at page 60 and read the instructions. Elicit what they have to do.
- Help them to notice how the chart can help.
- Agree on a time limit and get them to work.
- Check their answers.

Language awareness

Check that learners pronounce *guided* correctly /gaidɪd/. Work on the *-ed* pronunciation in the case of regular verbs. However, don't make any reference to these verbs being regular.

9b (36) Complete with verbs from the list above. Then, listen and check.

- Instruct learners to read the instructions and elicit what to do.
- Do the first example with them if necessary to show how they can look for clues in the text to choose the correct verb.
- Allot the time agreed upon and, when time's up, play the audio for learners to check their answers.

AUDIO SCRIPT

Girl: We wanted to visit Machu Picchu, and last summer we travelled there. A taxi took our family to the hotel. The hotel manager told my dad, 'Welcome to Machu Picchu, the lost Inca City.' Then, he

described the city, and we listened. 'Our Incas built the city many years ago, and then they abandoned it. Why? Because the Spanish started their expeditions.'

9a Look, write the verb, and write the past.

PRESENT	PAST
abandon	abandoned
build	built
describe	described
guide	guided
know	knew
live	lived
take	took
tell	told
travel	travelled
want	wanted

9b (36) Complete with verbs from the list above. Then, listen and check.

We ¹wanted to visit Machu Picchu, and last summer we ²travelled there. A taxi ³took our family to the hotel. The hotel manager ⁴told my dad: 'Welcome to Machu Picchu, the lost Inca City.' Then, he ⁵described the city and we listened. 'Our Incas ⁶built the city many years ago, and then they ⁷abandoned it. Why? Because the Spanish started their expeditions.'

60

10 Read and complete.

- Before the activity, take out the photo and introduce the people, e.g. *This is (me). These are my (grandparents). Those are (my friends Juan and Ricardo).* Point to the people in all the cases.
- Elicit if you're describing or introducing your friends and family. Write the examples on the board and help learners to become aware of when to use *these* and *those*. Make reference to *this* and *that* as well.
- Now ask learners to read the instructions.
- Agree on a time limit and get them to work.
- Check their answers.

Language awareness

Work on the difference in pronunciation between *this* /ðɪs/ and *these* /ði:z/. Refer learners to page 87 in the Language Time section.

Cognitive awareness

Discuss strategies to help learners to remember when to use *this* and when to use *these*.

10 Read and complete.

LT

→ These kings

→ Those farmers

→ These boxes of rice

→ This box of tea

→ That can of fish

→ Those packets of biscuits

→ These pots of cream

→ Those bottles of orange juice

11a Look and read.

ASK me a question! Advice column

Question:

Dear Qapaq,
I'd like to walk the Trail. I have no experience. I don't have any sport clothes. What can I do? Do I need any special food? Do I need any certificates?
Love,
María

Answer:

Dear María,
These are my recommendations:

- Do a lot of exercise.
- Adapt to the mountains. Don't start the journey immediately.
- You need good boots.
- Bring some fruit and vegetables. Don't forget ham, cheese, and bread. Sandwiches are a good option.
- Drink a lot of water and take some bottles of water in your backpack. Don't drink tea or coffee.
- You don't need any certificates, don't worry.

Love,
Qapaq

Walk the Trail

Do a lot of exercise.

Wear good boots.

You need fruit and vegetables.

Drink a lot of water.

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Building confidence activity

What am I saying? Demonstrate with an example. Point to the windows but don't say anything. Learners have to provide the words. You can give them options, e.g. *Am I saying 'These are windows' or 'Those are windows'?*

11a Look and read.

- Have learners read the instructions and look at the text. Ask them what information they can see in the text. Let them know this is an advice column, in which people write about their issues so that they can get some advice. If you have the possibility, google some advice columns for learners to see.
- Point to the pictures and ask learners what the advice is related to. Instruct learners to browse the text and go back to their predictions.

ESI / CSE

Some people write to these advice columns because, in a way, they trust the advice they will be given. Something similar may happen today with influencers. Reflect with learners on how important it is to check with the adults in the family when they follow an influencer's suggestion.

Workbook

Pages 112–113, Exercises 7a and 7b

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 talk about quantity.
- can ask questions about availability using *Is there ...* and *Are there ...*
- can write about their ideal cupboard.

Key language

some, any, no, a lot of
Is there ...? / Are there ...?

Areas of awareness

Language awareness
Social awareness
Cognitive awareness
Inclusive classrooms

Lesson opening

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

Building confidence activity

Memory game. Tell learners not to open their books and ask, *For the Inca Trail, you need a lot of water. You need a lot of biscuits. You need some fruit and vegetables.* In all the cases, show quantity with your hands.

11b Tick (✓) the necessary elements.

- Ask learners to open their books at page 62 and read the instructions. Elicit what to do.
- Ask learners to go back to the advice column to do the exercise.
- Check their answers.

Language awareness

Focus on these statements from the advice column: *I have no experience. I don't have any sport clothes.* Ask learners, e.g. *What about experience? Any experience? What about sport clothes?* Help them to notice these are two different ways of showing no availability. Now work on *Drink a lot of water and take some bottles of water in your backpack.* Elicit that both *a lot of* and *some* show quantity but to different degrees. Finally, refer to *Do I need any special food? Do I need any certificates?* Help learners to see the pattern with *any* (in questions, with uncountable and plural countable words). Tell them that in many languages, this *any* does not have any meaning and is therefore not translated. Refer learners to page 87 in the Language Time section.

11b Tick (✓) the necessary elements.

physical exercise	<input checked="" type="checkbox"/>	soft drinks	<input type="checkbox"/>
boots	<input checked="" type="checkbox"/>	water	<input checked="" type="checkbox"/>
jackets	<input type="checkbox"/>	coffee	<input type="checkbox"/>
fruit	<input checked="" type="checkbox"/>	tea	<input type="checkbox"/>
vegetables	<input checked="" type="checkbox"/>	a backpack	<input checked="" type="checkbox"/>

12 Read and complete. Use some, any, a lot of, and no.

Ask me a question! Advice column

Question:
Dear Qapaq,
I have some questions. I have no experience. I walked trails in the south of Argentina. Is it cold in Machu Picchu? Do I need any warm clothes? Do I need a lot of water or is a small bottle OK?
Thank you!
Emily

Answer:
Dear Emily,
I have some answers! You don't need any special clothes, a jacket is OK. But you need a lot of water, four or five bottles.
Bye for now!
Qapaq

13 Listen and tick (✓) or cross (X). Then, read and answer.

Is there any water? Yes, there is

Are there any bananas? No, there aren't

Are there any apples? Yes, there are

Are there any oranges? Yes, there are

Are there any sandwiches? No, there aren't

Is there any ham? Yes, there is

Is there any cheese? Yes, there is

Is there any bread? Yes, there is

Is there any cereal? No, there isn't

14 A guessing game

Is there a pen? Are there any markers?

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12 Read and complete. Use some, any, a lot of, and no.

- Tell learners to read the instructions and concentrate on the first example. Elicit which word goes there. Focus their attention on the clues.
- Agree on a time limit and check their answers when time's up.

Building confidence activity

A list for an outing. Learners dictate a list of what they need for an excursion to a certain place. Decide on the place and also focus on the weather for learners to make the list.

13 Listen and tick (✓) or cross (X). Then, read and answer.

- Ask learners to read the instructions and look at the pictures. Elicit what the conversation may be about. Play the audio and go back to their predictions.
- Play the audio again for learners to tick or cross the food items. Check their answers.
- Focus learners' attention on the questions. Elicit when to use *Is there ...?* and when to use *Are there ...?*
- Give learners time to complete the answers and check.
- Remind learners of the intonation in *yes / no* questions.

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 identify specific information in a simple story, if guided by questions.

Key language

some, any, no, a lot of

Area of awareness

ESI / CSE

Lesson opening

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

16 38 Look, read, and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 64. Remind learners that the characters are going on an excursion.
- Point to the small panel in which Chuwi and Mr Mont are seen. Say that Chuwi wants to go on piggyback and explain what that means. Ask learners why they think Chuwi wants to go on piggyback.
- Play the audio and go back to their predictions.

 38 → SEE PB PAGE 64.

ESI / CSE

Reflect with learners on how the adults in the story are leading the way and taking care of the children. It's children's right to be protected and to demand protection from adults.

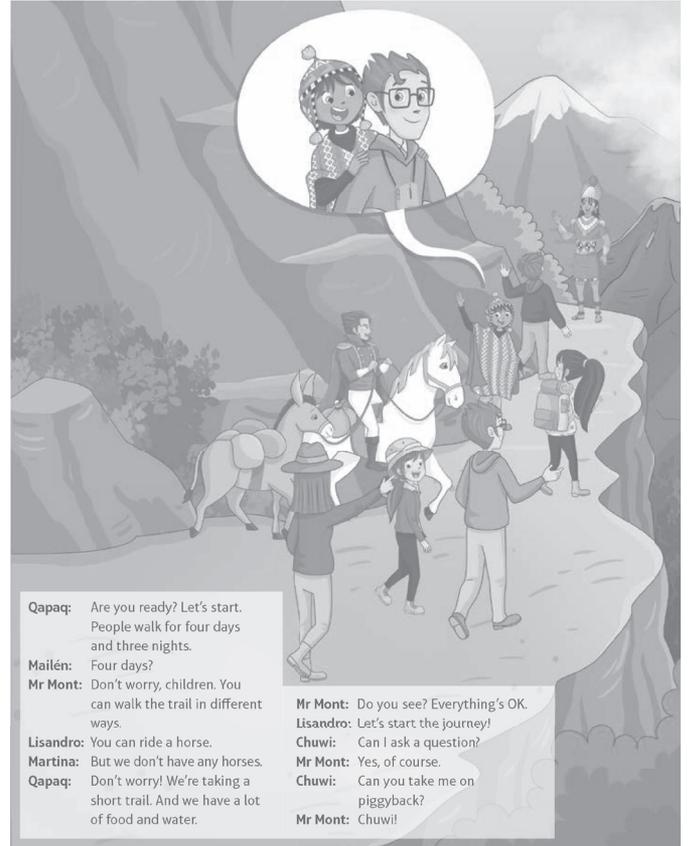
Building confidence activity

Act out. Invite learners to act out the story. Different pairs or groups can act out different parts of the story.

17 Read and tick (✓) or cross (X).

- Have learners read the instructions. Check they understand they have to refer to the story on page 64.
- They can try to 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.

16  38 Look, read, and listen.



Qapaq: Are you ready? Let's start. People walk for four days and three nights.

Mailén: Four days?

Mr Mont: Don't worry, children. You can walk the trail in different ways.

Lisandro: You can ride a horse.

Martina: But we don't have any horses.

Qapaq: Don't worry! We're taking a short trail. And we have a lot of food and water.

Mr Mont: Do you see? Everything's OK.

Lisandro: Let's start the journey!

Chuwi: Can I ask a question?

Mr Mont: Yes, of course.

Chuwi: Can you take me on piggyback?

Mr Mont: Chuwi!

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- Allot the time agreed upon for learners to complete the activity; then, check.

Reflection Time

Refer to page 11 in this Teacher's Book.

Workbook

Page 114, Exercise 10

Assessment

Work on assessment. For assessment activities for Unit 5, go to page 140 in this Teacher's Book.

Lesson closing

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

17 Read and tick (✓) or cross (X).

- 1 Mailén wants to walk for four days.
- 2 There are horses for all the children.
- 3 They're taking a short trail.
- 4 They have a lot of food.
- 5 Chuwi likes walking.



**REFLECTION
TIME**

Read Unit 5 (the workbook section, too) and complete.

Now I know _____
_____ I can say it.

I read or hear and I understand _____

To revise: _____
_____ I can't remember this.

Write the exercise number to revise: _____

STEAM CHALLENGE: Weigh food

Aims of the lesson

- To predict and compare the weight of food to discover which is lighter and heavier to take on an adventure.
- 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 use food and container words.

Lesson opening

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

STEAM AREAS:

Science, Technology, and Maths

SKILLS:

Making observations, predicting, testing, recording results, critical thinking, communicating, making decisions, collaborating, measuring, comparing

MATERIALS:

- Digital weighing scales (kitchen or bathroom scales) or big balance scales (two if possible)
- Products in their containers: cans of tuna fish, bottles of water / milk, packets of biscuits / spaghetti, boxes of rice, etc.
- Others: apples, oranges, etc.
- Baskets, boxes, or bags
- Printed or digital photographs of some landmarks, e.g. Machu Picchu, the Iguazu Falls, the Atacama Desert

Preparation:

Put the food and drinks in baskets, boxes, or bags (one for each group).

Contextualise:

- Remind learners about the story and how the characters had to select the food and drinks they needed to take on their adventure.
- Show the baskets and say that you have selected some products to take on an adventure to Machu Picchu, the Iguazu Falls, the Atacama Desert, etc. Show them some pictures of the places.
- Explain that for this challenge, learners will find out which products are lighter and which are heavier to decide which they would take on their adventure. Say that they must choose one product to take out (either because it is too heavy, because they don't like it, because they won't need it where they're going, etc.).



1 How can we measure weight? Circle the tools to measure WEIGHT.



balance scale



bathroom scale



ruler



thermometer



kitchen scale



digital kitchen scale

2 Compare weight.

LIGHTER



HEAVIER



This is **lighter**.

This is **heavier**.

Learners' own production

This is **lighter**.

This is **heavier**.

This is **lighter**.

This is **heavier**.

3 We will take out of our basket:

Explain:

- Explain the terms *heavier* and *lighter*. Hold up something obviously light (like a piece of paper) and something obviously heavy (like a thick hard cover book) and ask which they think is light and which they think is heavy (use your body to show that something is *heavy*). Say, *The book is heavier than the piece of paper*. Say that these terms refer to the weight of something. Write the keywords *heavy*, *light*, and *weight* on the board.
- Play I Spy: Show a light object, like a pencil, and say, *I spy something heavier than my (pencil)*.
- Page 66: Ask, *How can we tell if something is lighter or heavier than something else? You just used your hands to hold the items and feel their weight, or a balance scale can be used, a digital kitchen scale, or a bathroom scale*. Have learners circle the correct tools in their books.

Predict and test:

- Assign groups and hand out a basket to each group.
- Have learners take out two products at a time. First, they predict which they think will be lighter or heavier than the other. Next, they place the items on the balance scale or digital scale to find out the result.
- Page 66: Learners write the products that are lighter and heavier than the other in the correct spaces, paying

- 1 Find out.
Typical food in your area
- 2 Complete the information.
Name of food:
Ingredients:

Learners' own production

- 3 Make a shopping list.

We need:

- 4 Make a poster.

Glue a photo or drawing of the typical food.
Write the name of the typical food and where it is from.
Make a list of the ingredients.

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attention to whether their predictions were correct or not, e.g. *This is lighter: one can of tuna fish, This is heavier: three bananas.*

Reflect:

- Page 66: Members of each group collaborate to decide which product they would leave out of their basket and write it in their books, e.g. *one box of rice.*

Present:

- Have learners present one set of products that they compared the weight of that showed a surprising answer (their predictions were different to the result).
- Learners say which product/s they would leave out of their basket.

Re-test:

If time allows, have learners place the products in order by weight. They might have to weigh some products again.

PROJECT TIME: Typical food**Aims of the lesson**

- To make a poster about typical food.
- 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 write about food items 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, markers, glue, or tape. If possible, have some books about typical food, encyclopaedias, or a computer / tablet.
- Start by telling your learners about your favourite typical food. Talk about where it is from and the ingredients needed to make it.
- Ask learners to open their books at page 67. Show them the title of the project. Explain that they will make a poster to present a typical dish.
- Have learners think about the typical food in their area. You could also ask them to discuss this at home before this lesson or have some books or a computer / tablet ready for them to make their inquiries. If possible, learners could visit other classrooms or ask other members of staff at school about typical food. Make sure they find out not only about the name of the dishes but also the ingredients needed to cook them and where they are from.
- Have learners choose one of the dishes and complete the name and the ingredients it takes.
- Learners write the items to go on their shopping list by using *some, a lot of, a / three packet(s) of, etc.*
- Learners glue a photo or drawing of the typical food they have chosen, write the name of the dish and where it is from, together with the list of ingredients.
- Learners display their posters and present the information to the rest.
- Take photos of the posters and presentations for the school blog.

Lesson closing

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

1 Complete. Use the words below. Then, write the number.

box bottle packet can pot

- A **packet** _____ of spaghetti **3**
 A **bottle** _____ of yoghurt **5**
 A **can** _____ of soft drink **2**
 A **pot** _____ of cream cheese **1**
 A **box** _____ of biscuits **4**



2 Write all the possible containers.

	box, packet		box, packet
	box, packet		pot, bottle
	packet, box		bottle, can
	can, box		box, packet

5 Write the name and C (I can count) or U (I can't count).

	salad	U		rice	U
	sandwich	C		meat	U
	hamburger	C		apple	C

6 Write and draw five food items in each box.

COUNTABLE (I can count.)	UNCOUNTABLE (I can't count.)
Learners' own production	

7a Write the present form of these verbs.

- | | | | |
|-----------|-----------------------|-----------|---------------------|
| abandoned | abandon _____ | lived | live _____ |
| built | build _____ | took | take _____ |
| described | describe _____ | told | tell _____ |
| guided | guide _____ | travelled | travel _____ |
| knew | know _____ | wanted | want _____ |

3 Write the name in the correct column.

HOW MUCH	HOW MANY
water	apples
bread	oranges
cheese	eggs
ham	biscuits
yoghurt	
cream cheese	
rice	
chocolate	



4 Complete the questions. Use How much and How many. Then, write one possible answer.



- Man: **How much** _____ orange juice?
 Boy: _____
 Man: **How much** _____ ice cream?
 Girl: _____
 Man: **How many** _____ biscuits?
 Boy: _____
 Man: **How many** _____ sandwiches?
 Girl: _____
 Man: **How much** _____ jam?
 Boy: _____
 Man: **How many** _____ eggs?
 Girl: _____
 Man: **How much** _____ cheese?
 Girl: _____
 Man: **How many** _____ bananas?
 Boy: _____

7b Complete. Use the verbs in Exercise 7a.

Last year, my family **travelled** to Easter Island. We **wanted** to see the Moai (gigantic statues). The tour guide **described** the island. The Rapa Nui, an indigenous community, **lived** on the island, and they **built** the statues. We **took** photos of the Moai. My dad said, 'The Rapa Nui **abandoned** the island, right?' And the tour guide **told** my dad, 'No, there are Rapa Nui descendants on the island, they live in a small city.'



8a Look and complete. Use some, any, a lot of.



- I need _____ a lot of water
 I need _____ a lot of cereal
 I need _____ some biscuits
 I need _____ some apples
 I don't need _____ any milk
 I don't need _____ any sandwiches

8b Ask about the food in the schoolbag. Use is there or are there.

- Is there any** _____ water?
Are there any _____ cereal bars?
Is there any _____ milk?
Are there any _____ sandwiches?

9 Circle.

Two years **ago** last, I **go** **went** to Purmamarca with my family. We **has** **had** great time. We **saw** **heard** artisans. **Its** **Their** products are beautiful! We **ate** **eat** made regional products, too. Look! I have **some** **any** quinoa and **any** **a lot of** potatoes. We don't have **any** **no** ponchos **but** **because** they were very small.



10 Read, complete, and write.

Ask me a question! Advice column

Question:
Dear Harry,
I'd like to visit Cerro Castor, in Ushuaia. I want to ski and skate, but I have no experience. Do I need any special clothes? Do I need skis and skates? Do I need water or food? Do you have any information? Thank you!
Sylvia

Answer:
Dear Sylvia,
These are my recommendations:
• Do a lot of exercise. Walk every day. That's very good practice.
• You need a good jacket and snow clothes. Don't buy them! You can get them at the ski centre.
• You need good boots.
• You don't need any special food because there are restaurants on the mountain.
• It's very cold on the mountain. Bring a flask with hot tea or coffee.
• Any other question?
Bye for now,
Harry

Complete Sylvia's chart.

Visit	Cerro Castor (Ushuaia)
Activities	ski and skate
Clothes?	special clothes
Food?	food
Drinks?	water

Now complete your chart about a new excursion.

Visit	Learners' own production
Activities	
Clothes?	
Food?	
Drinks?	

Write to Harry asking him for advice.

Ask me a question! Advice column

Question:
Dear Harry,
Learners' own production

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Exercise 1

Play a memory game.

Exercise 2

Learners can add further food items and write two different containers for each.

Exercise 3

Once they have completed the activity, learners can add further food items to each column.

Exercise 4

Learners can act out the exchanges.

Note: In the case of ice cream, when referring to ice cream cones, the word is countable but when talking about the substance, it's uncountable. Show learners in this case the word is in the singular, and therefore it's uncountable.

Exercise 5

Note: Salad can be countable or uncountable. When making reference to a bowl, it's countable, e.g. a chicken salad, a green salad. When talking about the food in general, it's uncountable, e.g. *I never eat salad.*

Exercise 6

Learners can make posters using drawings and cut-outs.

Exercise 7a

You can play a game. Say the present form for learners to say its past. After a while, say the past form for learners to say the present form. Learners can be in charge as well.

Exercise 7b

When checking, focus on the clues that help learners to decide which verb to use in each blank.

Exercise 8a

Remind learners of the difference in meaning between *some* and *a lot of*.

Exercise 8b

Focus on the intonation of *yes / no* questions when checking.

Exercise 9

For each of the options, ask learners what clues helped them to circle the correct one. You can also ask them what changes they'd need to make if they were to use the uncircled options.

Exercise 10

Remind learners of the advice column text. Show them that Sylvia's chart is the one she completed before writing her question, as a way to organise the information and not to forget anything. Let learners think of what information they'd need and complete the chart. Finally, they write to Harry.

You can make a classroom display of the learners' productions or take photos and upload them onto the school blog. Learners can also be invited to write an answer as if they were Harry, in which case they need to use his answer as a model.

UNIT OVERVIEW

Vocabulary

torch, rope, matches, fire, volcano, crater
useful, not useful, dangerous

Grammar

when clauses

Regular and irregular verbs

Communication

Past experiences

Recognition

Classroom language

Routines

Today is (sunny). Yesterday was (rainy). I'm (happy).

Yesterday, I was (happy).

Today is (Monday / rainy). (Two) days ago, it was
(Saturday / sunny).

Yesterday, I had (chicken) for dinner.

(Two days) ago, (Pedro) had milk for breakfast. (Last)
Wednesday, (Josefina) was happy.

(Last Saturday), I played with my friends.

Awareness

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

STEAM Challenge: Engineering, Arts, and Maths

Construct a card structure

Break Time

True or false?

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can talk about useful, not useful, and dangerous elements.

Key language

rope, fire, lava, volcano, torch, matches, crater
useful, dangerous

Area of awareness

ESI / CSE

Lesson opening

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

1  39 Look, read, and listen.

Possible lead-ins:

1  39 Look, read, and listen.

Martina: What's that? Is it a volcano? Are there
volcanoes in the Andes?

Lisandro: Yes, that's an active volcano. There are a lot
of volcanoes in this area.

Qapaq: Many years ago, that volcano brought a lot
of problems to my people.

Otto: Look! There's a fire near the crater.

Mailén: Why is there a fire?

Martina: Mmm ... Let's have a look. The lava is
setting fire to the grass and the trees.

Mailén: We can't cross the river!

Martina: Don't panic!

Chuwi: We can use the rope.

Lisandro: It's not dangerous, hold on to the rope.

Otto: Do you have a mobile phone, Mr Mont?

Mr Mont: Yes, let's call the firefighters.

Mailén: What's that noise? Turn on the torches!

Martina: Look! The animals are escaping the fire.
They hate fires!

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- Tell learners about a time in which you and your family or friends were in trouble because of a natural phenomenon, e.g. a storm.
- Follow the suggestions on page 14 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 68. Point to the characters' faces (except for Qapaq and Lisandro) and ask learners how they're feeling. Ask why. You may guide learners' attention to the volcano and the lava coming out of it. Then, point to Lisandro and Qapaq, ask learners if they're worried, and elicit why they're not.
- Play the audio as learners read and go back to their predictions.
- Learners may think that the river is quite shallow, which means they'd be able to walk across it. However, even shallow rivers can have very strong currents that can sweep you away. There may be rocks in the bottom and your feet can get stuck, making it impossible to get to the other bank.

 39 → SEE PB PAGE 68.

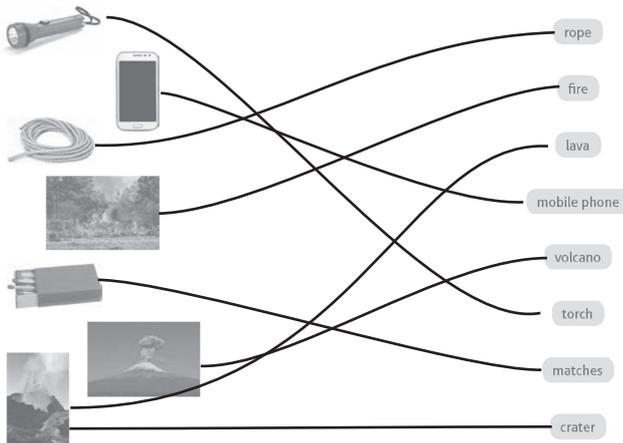
ESI / CSE

The characters are not panicking. They're following the adults' instructions, which is the right thing to do in an emergency.

2 Read and tick (✓) the true statements.

- 1 All volcanoes are active.
- 2 There's lava on one volcano.
- 3 Lisandro is crossing the river.
- 4 The children are crossing the river.
- 5 The children have torches.
- 6 The animals are making a noise.

3 (40) Listen and match. You can match two words to one picture.



4 (41) Listen and write in the correct column.

USEFUL	NOT USEFUL	DANGEROUS
rope, a torch, fruit, cereal bars, water, sweater or jacket	mobile phone, biscuits, tea	matches

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2 Read and tick (✓) the true statements.

- Ask learners to read the instructions. Challenge them to tick the true statements before going back to the story.
- Agree on a time limit and instruct learners to go back to the story and check. Have them focus on clues.
- Check their answers.

3 (40) Listen and match. You can match two words to one picture.

- Ask learners to read the instructions.
- Focus their attention on the pictures and ask them which they can see in the story on page 68.
- Remind them of the rules for listening and play the audio.
- Check the answers.

AUDIO SCRIPT

Some rope	Matches
A fire	A volcano
A mobile phone	A crater
A torch	Lava

Building confidence activity

Mime. Agree on a way to mime each of the items. Start by naming the items for learners to mime; then, mime and ask them to say what it is.

4 (41) Listen and write in the correct column.

- Ask learners to read the instructions. Check they understand the meaning of *useful* and *dangerous*.
- You can ask learners what items they'd consider useful, which not useful, and which dangerous. Check their answers. Then, play the audio and compare the answers.

AUDIO SCRIPT

Are you going on an excursion? Take some rope and a torch. They're very useful. Don't take matches because it's dangerous. They can start a fire, and fire is very dangerous. Do you want to take a mobile phone? Remember reception. In some places, there's no reception, or it's very poor.

What about food? Fruit and cereal bars are very good because they give you lots of energy. Water, too. Don't take biscuits. You get thirsty and they do not give you much energy. Don't take tea either. It's hot and it can cause an accident. Take a sweater or a jacket. It's cold at night.

Building confidence activity

A new situation. Present a situation to learners, e.g. going on a field trip to a museum. Ask them to suggest useful elements, not useful ones, and dangerous ones. Invite them to comment on them, e.g. *Take a pencil and a notebook. They're useful. Don't take an umbrella. It's not useful.*

Workbook

Page 115, Exercises 1 and 2

Lesson closing

Before saying goodbye, go over the suggested steps on page 27 in this Teacher's Book.

Aims of the lesson

- To expose learners to key language through a newspaper article.
- To practise and integrate language.

Learning objectives

Learners

- can understand the main points in an article.
- can talk about past activities indicating time.

Key language

Simple Past
when clauses

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.

5 Look and read.

- Ask learners to open their books at page 70, read the instructions, and look at the text. Elicit what text type or genre it is. Ask them what clues helped them to come to their conclusion.
- Focus on the headline (School heroes) and the pictures. Elicit what the article may be about.
- Instruct learners to browse the article and go back to their predictions.
- Elicit if the article refers to everyday activities or to events in the past.
- Ask them if they agree that the characters are heroes.

Social awareness

Many learners may have the idea that heroes are those superheroes they see on a screen or in comics. However, the concept of hero is quite different. Reflect with learners on how everybody can be a hero.

ESI / CSE

Some learners may think there's no heroic quality in them. Help them to become aware that they can be heroes. Brainstorm different ways in which a young person can be a hero at school, at home, or anywhere.

6a Write the present form.

- Instruct learners to read the instructions.
- Help them to understand they will find some information in the article.

5 Look and read.

THE CLASSROOM TIMES

School heroes



Last week, we, Mr Mont's class, had a great adventure in the Inca Andes. We went on an excursion with Lisandro, the hero from the Andes, Qapaq, the great Inca leader, and Mr Mont. When we were in the middle of the trail, the lava of a volcano started a fire. Many of our classmates became heroes.

Martina helped people with her recommendations. These were her ideas: 'I know a lot from my parents. They're forest rangers. When there's a fire in the forest, be calm, cover your nose and mouth with something wet, go to a river, and cross it. Be careful! Are there any plants? Check. Plants are dangerous. Don't get near any plants. Don't forget, look down all the time.'

Chuwi saved a baby bear. Let's read his story: 'There are bears in Peru, and I found a baby bear on top of a tree. It was scared. I took everything out of my backpack and carried the baby bear in it. When we saw a big bear, we were scared. It was the bear's mother! We gave the big bear her baby, my backpack, and many of our things, and ran.'



6a Write the present form.

Present
become
save _____

Past
became
saved

Present
find
carry _____

Past
found
carried

6b Complete the captions. Use the verbs in Exercise 6a.



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- Allot the time agreed upon and get them to work. When checking, focus on the clues they've found.

6b Complete the captions. Use the verbs in Exercise 6a.

- Instruct learners to read the instructions. Show them what a caption is if they haven't worked with them before. Elicit where they can see captions, e.g. in newspapers and magazines below a photo, in online publications, in digital photo albums, etc.
- When checking, ask learners what clues in the captions helped them to identify which verb to use.

7 Match.

- Tell learners you'll test how much they remember about the story, e.g. *When Chuwi saw the calendar with the holidays, he was very happy. Martina shouted when there was an avalanche at school.*
- Write the previous sentences on the board and elicit from learners which part of the sentence shows time reference.
- Ask learners to read the instructions.
- Agree on a time limit and get learners to work.
- Check learners' answers. Focus on the clues.

7 Match.



- 1 When Lisandro saw the big pile of snow, _____
 2 When there's a fire, _____
 3 When Chuwi saw the big bear, _____
 4 When there's an earthquake, _____
 5 When there's an electric storm, _____
 6 When Qapaq and Lisandro rescued the children, _____
 7 When you see an accident, _____
 8 When Mailén heard noises, _____
- a they became heroes.
 b call for an ambulance.
 c he rode to the school.
 d cover your head and neck.
 e don't stand in the middle of the street.
 f she was scared.
 g he was scared.
 h cover your mouth and nose.

8 Complete.

Learners' own production



When a volcano erupts,



When a fire starts,



When there's an avalanche,



When there's a car crash,

9 Say.

When I was six,
 my mum gave
 me a dog.



When I started
 school, I was
 very happy.



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Language awareness

Help learners to notice that *yesterday, now, at two o'clock, etc.* are also references of time. Focus on the structure: *when + clause*. Do not use any specific linguistic terminology: learners may say that a sentence follows *when*, which is OK at this level. Help them to see you can refer to routines, to general statements, or to the past when using *when* clauses.

Building confidence activity

Memory game. See page 21 for suggestions. Give learners a time reference, e.g. *When I entered the classroom this (morning) ...* for them to complete with true information.

8 Complete.

- Ask learners to read the instructions and look at the pictures. Elicit what they have to do.
- Ask learners if these refer to general situations or to the past.
- You can brainstorm different courses of action before learners start writing.
- Agree on a time limit and check the learners' answers.

Building confidence activity

Situations at school. Discuss with learners possible risky situations at school. Have them work in groups. Give them copies of the instruction icons on page 159 in this Teacher's Book. Learners can make a poster and hang it on a wall in the classroom or outside, in a corridor, or entrance hall if possible.

9 Say.

- Tell learners to read the instructions and the speech bubbles. Elicit what to do.
- You can decide on the same time reference for everybody, e.g. *When I started Primary school, or When I was five, etc.*
- If you agree on the same time reference for everybody, when they hear something that applies to them, they should stand up.
- Give learners a minute or two to think about what to say; then, do the activity.

Building confidence activity

What did they say? Learners need to quote their classmates, e.g. *When (Fran) was six, (he had a dog).*

Assessment

Ask learners what they've been learning so far. Invite them to browse their books and notebooks.

Workbook

Pages 116–117, Exercises 3, 4, 5, 6, and 7

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 microblogging texts.
- To practise and integrate language.

Learning objectives

Learners

- can understand tweets.
- can talk about the past.

Key language

Simple Past

Regular and irregular verbs

Areas of Awareness

ESI / CSE

Language awareness

Cognitive awareness

Social awareness

Lesson opening

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

10a Look and read.

- Ask learners to open their books at page 72 and focus their attention on the texts. Show them that these are texts from Mountain School. Ask them to check how you know. Work on the red symbol (📍). Ask learners what it shows. Give them options if necessary, e.g. *Name of the school? Place where the school is?* Focus on the tweets (explain these short texts are called tweets) and ask learners who's written them. Focus on the # symbol and the phrases that follow. Explain that when a person looks for this information, they will be able to read all the tweets with the same hashtag.
- Now ask learners to read the instructions and focus on the pictures. Elicit what the tweets may be about.
- Instruct learners to browse the tweets and go back to their predictions.

ESI / CSE

Explain to learners that Twitter, a famous microblogging app, is for adults. In this case, this is a sort of internal school microblogging platform, so learners are invited to post their tweets. Discuss with learners how important it is to be safe and not have accounts on these sites.

10b Read and tick (✓) or cross (✗).

- Have learners read the instructions.
- Ask learners if they can do the activity before going back to the text. Those who do will check by rereading the text before the general checking.
- Allot the time agreed upon and then check learners' answers.

10a Look and read.

Mountain School
@mountainschool
📍 The Andes, South America
🌐 www.mountainschool.com

234 TWEETS 45 PHOTOS/VIDEOS 1,000 FOLLOWING 15,000 FOLLOWERS

Otto @otto
We crossed the river and we continued our journey on the trail. We saw the lights of a small farm down the mountain. We wanted to tell the farmer about the fire, but that part of the mountain was full of snow. #ottotheskier #youcanbeahero

Otto @otto
I had my mini ski shoes in my backpack. I bring them with me all the time. I put them on and skied down the mountain with a torch. Lisandro rode his horse next to me. It was a lot of fun. I like skiing. #ottotheskier #youcanbeahero

Otto @otto
We told the people of the village about the fire. They waited for the firefighters in a safe place. #ottotheskier #youcanbeahero

Mailén @mailen
The firefighters stopped the fire, but many animals lost their homes, food, and families. I was very sad but I had an idea. I told my idea to Mr. Mont and he told the head of the school and all the teachers. #mailenature #youcanbeahero

Mailén @mailen
We're back at school, and we're collecting money for groups that help wild animals. You can donate money, food, or lime. We need vets and volunteers. Our school head and all the teachers receive donations every day from 8 a.m. to 8 p.m. We can all help the animals. #mailenpeaceandlove #youcanbeahero

10b Read and tick (✓) or cross (✗).

- 1 The children told the farmer about the fire.
- 2 Otto put on his mini skis and skied down the mountain.
- 3 The people in the village waited for the firefighters.
- 4 A lot of animals lost their homes.
- 5 Mailén had a great idea.



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Language awareness

Ask learners to dictate the list of past forms in the tweets. As they do so, write them in two columns on the board, one for regular and the other one for irregular verbs, but don't write any headings yet. Once the list is finished, instruct learners to look at the verbs in one column and see if they can see something in common. They may come up with different ideas. If they are OK in that they're true (e.g. all are two-syllable verbs), tell them OK and invite them to find something else in common. If they do not get to the endings, ask them to focus on the first letters of the verbs, and then on the last letters. Once they conclude they all end in *-ed*, inform them that because of this, they're called *regular* verbs, whereas the others are called *irregular*. Refer learners to page 86 in the Language Time section. Focus on the pronunciation of *-ed*, in particular when it's pronounced /ɪd/.

Cognitive awareness

Discuss with learners ways to remember which verbs are regular and which ones are irregular.

10c Complete the texts. Use the verbs below. There's an extra verb. They're regular verbs.

celebrate clean close cook dance
discover help inform interview
listen protect return



11a Listen and tick (✓) or cross (✗).

- | | |
|---|---|
| 1 The reporter wants to talk about school. <input checked="" type="checkbox"/> | 4 The children found some animals. <input checked="" type="checkbox"/> |
| 2 The children ran to the river when there was an earthquake. <input checked="" type="checkbox"/> | 5 The children gave cereal bars to the animals. <input checked="" type="checkbox"/> |
| 3 The children stopped because they wanted to eat. <input checked="" type="checkbox"/> | 6 The firefighters arrived quickly. <input checked="" type="checkbox"/> |
| | 7 The farmers put out the fire. <input checked="" type="checkbox"/> |
| | 8 The farmers closed the roads. <input checked="" type="checkbox"/> |

11b Listen again and write the name.

Can I ask you some questions? reporter I don't need rope. I can ride my horse. Lisandro I can use my phone, don't worry. Mr Mont

I want to eat! Mailén Those animals are scared. I want to help them. Martina I love skiing. Otto

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Building confidence activity

More verbs. Invite learners to browse their books and add verbs to the list of regular and irregular verbs. Instruct them to consider rubrics as well and verbs you normally use in class to give instructions, e.g. sit down, open your books.

10c Complete the texts. Use the verbs below. There's an extra verb. They're regular verbs.

- Have learners read the instructions and look at the text. Ask them what text type or genre it is.
- Agree on a time limit and get learners to work. Remind them to focus on clues to decide on which verb to use.
- Check their answers and ask them to say the clues. Check their pronunciation of the past forms.

Building confidence activity

A chain game. See page 21 in this Teacher's Book. Instruct learners that each one will have to say something they did (last Sunday). Start the chain, e.g. *I cooked lunch.* Learner 1 says, *(Laura) cooked lunch and I played a video game.* Learner 2 says, *(Laura) cooked lunch, (Bruno) played a video game, and I helped my mum.*

11a Listen and tick (✓) or cross (✗).

- Have learners read the instructions.
- Now instruct them to read the statements and elicit what the conversation may be about. Give them options if necessary, e.g. *Is it about the adventure on the mountain? Is it about the avalanche? Is it about the leaders?*
- Play the audio and go back to their predictions.
- Remind learners of the rules for listening.
- Play the audio again for learners to do the activity; then, check their answers.
- If there are discrepancies in the answers or wrong answers, play the audio again for learners to check.

AUDIO SCRIPT

Reporter: Hi, children. I'm a reporter at the *Town Newspaper*. Please, tell me about your adventure.
Chuvi: It was incredible! When the volcano erupted, we ran to a river. Lisandro rode his horse and we used a rope.
Mailén: When we crossed the river, we stopped because I was hungry. I ate cereal bars and fruit and drank water.
Reporter: Thank you, Mailén.
Martina: Then, I discovered

some animals. Poor things, they were scared. We helped them. We gave them water and fruit.
Reporter: Great idea, Martina.
Otto: When we saw the fire, Mr Mont phoned the firefighters. They arrived quickly and put out the fire. Some farmers helped them. They closed the roads and the trail because it was dangerous. I skied down the mountain. It was fun!

Social awareness

Help learners to see how the conversation is organised and runs smoothly since nobody speaks over the others.

11b Listen again and write the name.

- Have learners read the instructions. Demonstrate with the first speech bubble, even before playing the audio. Ask learners who could have said that. *Was it Mailén? Was it Lisandro? Was it the reporter?*
- Invite learners to read the speech bubbles and write the name of the person who said those words. Have a general feedback session; then, play the audio for everybody to check.

Building confidence activity

The interview. Learners can dictate to you how the interview goes on.

Workbook

Pages 117–118, 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 objective

Learners can talk about past activities and events.

Key language

Simple Past

Areas of awareness

Social awareness

ESI / CSE

Inclusive classrooms

Lesson opening

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

Building confidence activity

A ball game. You can use a balloon, a ball, or any other object you can gently throw to learners. As you throw the ball to learners, say a verb in the present form. The learner who catches the ball will throw the ball to another learner while he / she says the past form. The learner who receives the ball has to say another verb in the present and throw the ball to another one, who, in turn, says its past form while he / she throws the ball to another classmate.

Social awareness

Discuss the rules for games and the need to be gentle and not disruptive if they want to keep on playing.

ESI / CSE

Learners may want to be funny or play a sort of trick on others. In the case of ball games, they might throw the ball quite strongly or carelessly, resulting in breaking things or hurting somebody. Reflect with them on how important it is to play by the rules and to demand respect from others.

Inclusive classrooms

Some learners may not be accurate when throwing the ball and it might not reach the person intended. Show them how nobody should be mocked because of this.

11c (42) Complete. Then, listen again and check.

- Ask learners to open their books at page 74 and read the instructions.
- Check that learners know what references they have if they can't remember a past form.
- Instruct them to focus on the clues in the text to decide on which verb to use in each blank.

11c (42) Complete. Then, listen again and check.

Chuwi: The excursion was incredible. When the volcano erupted, we ran to a river. Lisandro rode his horse and we used a rope.
Mailén: When we crossed the river, we stopped because I was hungry. I ate cereal bars and fruit, and drank water.
Martina: Then, I discovered some animals. Poor things, they were scared. We helped them. We gave them water and fruit.
Otto: When we saw the fire, Mr Mont phoned the firefighters. They arrived quickly and put out the fire. Some farmers helped them. They closed the roads and the trail because it was dangerous. I skied down the mountain. It was fun!

12 (43) Listen and act out.

I told the people about the fire.



I gave water to the animals.

13 Read and write yes or no.

Jackie

to: Cousin Lila

Dear Cousin Lila,

How are you? How's your mum? I want to tell you about a school semi excursion. Why semi? Read on ... Last week, our teacher said, 'I'd like to invite you to a picnic. We need permission from home.' All the families were happy and said, 'Yes!'

On the day of the picnic, I woke up early and had breakfast: tea and a piece of toast. I rode my bike to school. All the children were there. It wasn't sunny, but it was OK. We took a school bus to the mountains. Guess what? It started to rain. ☔ We had our lunch under some trees: sandwiches and orange juice. Then, it stopped raining. Some of the children swam in the river and others played volleyball or football. Then, at 3, rain again! ☔

We went back to the school and sang songs, listened to music, and danced in our classroom. At 5, we returned home. Back home, TV and dinner. Not terribly bad, but not a very nice day!

Lots of love,
Jackie

- 1 Lila is Jackie's cousin. yes
- 2 She had a big breakfast. no
- 3 She can ride a bike. yes
- 4 They ate sandwiches. yes
- 5 She swam in the river. no
- 6 She watched TV in the evening. yes

74

- Agree on a time limit and play the audio to check.

(42) → SEE PB PAGE 74.

12 (43) Listen and act out.

- Tell learners to read the instructions. Elicit what they need to do.
- See page 20 in this Teacher's Book for suggestions for Act out activities.
- Challenge learners to say what else the characters did. They can refer to the story and they can also invent.
- Invite learners to perform before the rest, playing the role of the characters.

AUDIO SCRIPT

Girl: I told the people about the fire.

Boy: I gave water to the animals.

13 Read and write yes or no.

- Ask learners to read the instructions. Tell them to look at the text and say what it is, accounting for their answers.
- Agree on a time limit for the activity and get learners to work.

14 Read and write. Show and tell.



1 Read Candy's notes.

- Photo 1: When I was 3, I ate chocolate for the first time. I loved it!
(age) (an action in the past)
- Photo 2: I played with building blocks.
(an action in the past)
- Photo 3: I tidied up my bedroom.
(an action in the past)
- Photo 4: When I was 6, my parents gave me a bike.
(age) (an action in the past)
- Photo 5: I love skating.
(an action)
- Photo 6: I'd like to work in a laboratory.
(an action)

2 Complete your notes.

Learners' own production

- Photo 1: When I was _____,
(age) (an action in the past)
- Photo 2: I _____
(an action in the past)
- Photo 3: I _____
(an action in the past)
- Photo 4: When I was _____,
(age) (an action in the past)
- Photo 5: I love _____
(an action)
- Photo 6: I'd like _____
(an action)

3 Create your album and present it.

Building confidence activity

Videos. First, check if all learners can video record themselves at home. A mobile phone will do. They can choose a photo and describe it, following the model in Exercise 14. You can then upload all the videos onto the school blog.

Workbook

Page 119, Exercise 10

Lesson closing

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

- When checking the answers, they should focus on the clues in the text.

14 Read and write. Show and tell.

- Have learners read the instructions and the texts.
- Ask them what they have to write: captions for the photos.
- You may instruct learners to draw some elements, not the complete action, e.g. a chocolate bar for the first picture, a couple of building blocks for the second one, and so on.
- Go over all the captions and elicit what each one shows: an activity in the past (saying when), an activity you like doing, and a wish for the future.
- Elicit where they can find information if they need help. Check they know they can use the captions as a model to write their own.
- Agree on a time limit and have learners work. Walk around guiding and helping as necessary.
- Once they finish, give them a few minutes to rehearse what they're going to say.
- Take photos of the learners' productions and upload them onto the school blog.

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

Revision

Areas of awareness

Social awareness
Language awareness
Cognitive awareness

Lesson opening

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

15 Look, read, and listen.

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 76. Ask them what the characters are celebrating.
- Instruct learners to read as you play the audio and go back to their predictions.

 → SEE PB PAGE 76.

Social awareness

Help learners to become aware of how much they can help and achieve when they all contribute to an aim.

Qapaq and Lisandro have prepared Certificates of Achievement. It's important to acknowledge and celebrate people's achievements.

Language awareness

Focus learners' attention on Lisandro's words, when he says, *Now, THEY are the heroes* (column on the right, the first time he speaks). Elicit why *they* has been spelt in block capitals. Play that part of the audio, either to guide learners or to check their predictions.

Building confidence activity

Act out. Invite learners to act out the conversation. Different pairs or groups act out different parts of the conversation.

16 Find the page.

- Tell learners to read the instructions and elicit what they have to do.

15 Look, read, and listen.



Mr Mont: Martina, Mailén, Chuwi, and Otto, would you like to come to the front, please?

Lisandro: I'd like to present this award and photo to Mr Mont's class.

Qapaq: You saved your classmates, farmers, animals, and the forest.

Mr Mont: And you organised this fundraiser.

Children: Thank you very much!

Qapaq: I think we finished our work today, Lisandro.

Lisandro: Yes, they don't need any heroes. Now, **THEY** are the heroes.

Otto: Are you going home?

Lisandro: Yes, we are, but not right now.

Qapaq: That's right. We want to eat.

Lisandro: Is there any cake for me?

Qapaq: Are there any sandwiches?

- You can do the first one with your learners to check they all understand the activity. Check they all know they have to go over the whole story.
- Invite learners to reread the story to jog their memory. Instruct them to write a kind of short summary of each part, including the page number so that it's easier to spot the right situation when they do the activity.
- Then, agree on a time limit so that they can start completing the page numbers.
- When time's up, check their answers. Ask learners to go to the page to show where the situation referred to in the activity is.

Cognitive awareness

Help learners to become aware of the importance of reviewing and of taking notes to help to organise and remember.

Reflection Time

Refer to page 11 in this Teacher's Book.

Assessment

Work on assessment. For assessment activities for Unit 6, go to page 142 in this Teacher's Book.

16 Find the page.

- 1 Lisandro and Qapaq rescue the children at school. 40
- 2 Lisandro and Qapaq use their online profiles. 49
- 3 Martina talks about her family's nationalities. 20
- 4 Mr Mont buys food for the excursion. 56
- 5 Mr Mont tells the children about the excursion to a volcano. 13
- 6 Qapaq answers questions about Machu Picchu. 61
- 7 The children and adults start the excursion to the volcano. 64
- 8 The children become school heroes. 72
- 9 The children see a fire. 68
- 10 The children organise a fundraiser. 76
- 11 The children's families can't get to the school because there's a snowstorm. 25
- 12 There's an earthquake. 32
- 13 We learnt about avalanches. 34
- 14 We learnt about Machu Picchu. 59
- 15 We learnt about the Pachamama. 24

REFLECTION
TIME

Read Unit 6 (the workbook section, too) and complete.

Now I know _____
_____, I can say it.

I read or hear and I understand _____
_____.

To revise: _____
_____, I can't remember this.

Write the exercise number to revise: _____

77

Lesson closing

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

STEAM CHALLENGE: Construct a card structure

Aims of the lesson

- To collaborate to construct a structure using only index cards.
- To revise and integrate language.

Learning objectives

Learners

- can follow instructions to colour, draw, or make something.
- can talk about a past experience using *when*.
- can give useful tips using *when*.

Lesson opening

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

STEAM AREAS:

Engineering, Arts, and Maths

SKILLS:

Collaborating, communicating, decision making, creative thinking, drawing, planning, building, understanding structures and stability

MATERIALS:

- Index cards, thick paper, or poster board cut into rectangles
- Pens, pencils, or markers
- Rulers

Explain:

- Explain that learners will be writing sentences on some cards (show them the index cards) and that the challenge is to work together to build a structure that is 20 centimetres tall using only the cards. Make it clear that they cannot use cello tape, glue, or any other supply.
- Page 78: Talk about different types of structures: their size, shapes (mainly triangles and rectangles), and materials. Elicit from learners what they notice about the pictures, even if they don't use English at this point.
- Next, focus learners' attention on the type of sentences learners are expected to write, starting *When ...* (*it's cold ...*, *I was 5 ...*, *you are in an earthquake ...*).

Plan:

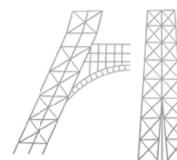
- Put learners in groups and give each group a stack of around 20 index cards (or make your own by cutting thick paper or poster board into 7×12 cm rectangles).
- Assign a construction table to each group, on which they will build their index card structure.
- Tell your learners to discuss what type of sentences they want to write:
 - sentences about themselves which are real (e.g. *When I was 6, I learnt to ride a bike.*)

STEAM CHALLENGE

Construct a card structure



1 Learn about structures:



Brandenburg Gate – Germany



Eiffel Tower – France



Tower Bridge – England

2 Plan your structure.



3 Write sentences: 'When ...'

Crazy life structure

When I was 3, I saved the President.

Useful tips structure

When it's cold, wear a jacket.

78 Language focus: *When ...* + (past and present tenses), structure

- crazy sentences (e.g. *When I was 3, I saved the President.*)
- useful tips (e.g. *When it's hot, don't wear a jacket.*)
- useless / crazy / false tips (e.g. *When you're cold, take a cold shower.*)
- Following their decision about the type of sentences they want to write, they come up with a name for their structure, e.g. *Dangerous tips structure*, *Real life structure*, etc.
- Invite learners to become engineers or architects and allow time for them to draw a sketch of their structure using a pencil.

Build:

- In their groups, learners take turns writing a sentence starting *When ...* on one of the cards. Have learners check with their group members if the spelling, grammar, and vocabulary is correct.
- Once checked, they place their card on the assigned table to help to construct the structure. At times, learners will be able to place their card in its position, but at other times they will have to collaborate with a partner to place two cards or more together (e.g. if they want to have the cards leaning against each other forming a triangular shape or a cuboid).

Otto says, 'I need break time!'

Page 8

False! Chuwi says, 'I need break time!'



1 Write 10 statements about the story. Are they all true? One or two can be false.

2 Pair A: Read one statement to Pair B.

3 Pair B: Say the page and then say **True!** or **False!**

4 Point for B if the answer is correct or point for A if the answer is incorrect.

5 Now Pair B reads one statement and Pair A finds the page.

79

- If the structure falls down, the whole group can help to re-construct it and continue adding cards, or try a different type of structure.
- Learners use their rulers to measure the height of the structure until it reaches 20 cm.
- Take photographs of the structures before they get knocked down.

Present:

- After the structures have been constructed, challenge learners to see if they can take it back down again gradually, taking one card at a time. As each card is taken from the structure, you or they read out the sentences. Some ideas could be quite amusing! If you find any spelling, grammar, or vocabulary mistakes, use this as an opportunity to point this out by writing the sentence on the board and asking your class to discover what is wrong.

Reflect:

- Ask, *Was it easy or difficult to construct a structure with only cards? Did you follow your initial sketch or did you change the type of structure? Did you work well together? Which was your favourite sentence? Was your structure 20 cm tall? If not, or if it was taller, how tall was it?*

BREAK TIME: True or false?

Aims of the lesson

- To play a game.
- To revise and integrate language.

Learning objective

Learners

- can talk about the story.

Lesson opening

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

- Ask learners to open their books at page 79 and say the name of the section. Ask them what type of activity they do when it's break time (play a game).
- Tell them that this time they will play *True or false?* related to the story in Level 3. Remind them of Exercise 16, in which learners had to find the page for the different statements. Explain that this is similar but in the form of a game. Read through a few of these statements for learners to understand what you mean.
- Explain the general rules of the game:
 - Learners write statements about the story, some true and some false.
 - In pairs or groups of four (one pair against the other), A reads out a statement and B has to find the situation or the dialogue in the book and say the page number and whether it's true or false. If it is false, they should read out the corrected statement.
 - B gets a point if they answer correctly, and A gets a point if the answer is incorrect.
 - Then, swap roles.
- Refer to the picture as an example and demonstrate how to play the game to make sure everyone understands. Bring learners' attention to the fact that the instructions are on the page for their reference.
- Have learners write their ten statements about the story. Walk around monitoring and giving learners support.
- Go over the rules for games. Learners play in pairs or small groups.

Lesson closing

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

10 Write.

Suggested answers

6

Look at the photo album on page 75. This is Joe's photo album. Look at the photos and write the captions.



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Exercise 7

Again, learners can read their statements. The others can comment on them, e.g. *Great! That's excellent! Poor thing!*

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. *Two days ago* instead of *Last Saturday*.

Exercise 9

Encourage learners to include all the verbs they know. Then, they can choose a few and write true statements.

Exercise 10

Focus on the meaning of each caption, i.e. *Is it about the activities this boy likes? Is it about a past activity?* When checking, invite learners to say all the possibilities for each caption.

Exercise 1

Do a What's the word? activity. Mouth the words for learners to say them.

Exercise 2

Learners can add further instructions for different risky situations at school.

Exercise 3

Learners can write a true sentence using some of the verbs.

Exercise 4

When checking, ask learners how they knew whether to give information about routines and general statements or about a past event or activity.

Learners can bring cut-outs or photos and add captions, using the ones in the exercise as a model.

Exercise 5

When checking, as learners read out their statements, those with the same or very similar information can stand up.

Exercise 6

Elicit what clues learners have found to do the matching. They can add a first part to the extra item.

Our Show

SECTION 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 – Great Heroes

- Tell learners that they're going to get ready to show families how much they've learnt by putting on a show. Make it a point that everybody will participate and contribute to the show in one way or another.
- Instruct learners to open their books at page 82–83 and bring learners' attention to the people in the illustrations. Ask if they know them, if they know their names and what they are famous for. Explain that these are all great heroes in history. Ask, *Do these heroes have superpowers? Do they wear special superhero clothes?* Help learners to realise that these are real people who have been able to change the world with their actions.

1 Get organised.

- Have learners now turn to page 80 and read the tasks in the chart to get organised. Everybody will contribute to the writing of the texts, i.e. the invitations, the programme, the flashcards, and the posters.
- Copy the chart onto a piece of poster board and write the learners' names. You can offer your learners the choice to choose which task they would like to be responsible for or you can conduct a raffle and then allow learners to exchange roles if they want to. Check that every learner has been assigned a task.

2 Flashcard time

- In all, there are 12 heroes and a narrator who introduces the theme: 13 roles in total. Some of the lines can be divided into more learners if you have a large group so that every learner has something to say. This can help shy learners or learners who need extra help, too.
- Learners read the heroes' descriptions. Have them focus

Our Show

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 the posters.	
Make the flashcards.	
Make the programme.	
Learn the lines.	

2 Flashcard time

Make the flashcards.



3 Make the invitations.



80

on the photographs and illustrations to clarify who they are and what each hero represents.

- Read the descriptions aloud to your learners, having them follow in their books and trying to make meaning out of the story. Ask comprehension questions after each description, focusing on the most important aspects, e.g. *Did Mahatma Gandhi like violence?* Avoid language practice questions, e.g. *Did Mahatma Gandhi wear glasses?* Make sure all learners understand the texts 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 and then play a Who? game. Describe a hero for learners to say who it is, e.g. *An astronomer* or *The man who invented the telescope (Galileo Galilei)*.
- Print out the heroes' flashcards on pages 154–156 in this Teacher's Book. Distribute them to the group of learners who are in charge of preparing the flashcards. Learners cut them out and stick a straw, lollipop stick, or brochette stick on the back of them. This is so that learners can hold them up during the show.

3 Make the invitations.

- You can use the invitation on page 153 in this Teacher's 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. 5th A, 6th B, etc.
- Learners can give their own invitation to their families.

4 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 board 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.

5 Make the programme.

- Brainstorm what should be included in the programme: learners might suggest including the title, the names of the learners, the heroes' names, pictures to decorate it, among other things. If learners decide on writing the roles, e.g. designers, actors, etc., check that all the roles are included in the programme as well as all the learners' names.
- 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.

6 Present the heroes.

- Inform learners that this is a rehearsal and you will first 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 lines (e.g. drawing of an airplane), realia (e.g. a real object like a clock), and gestures (e.g. looking through a telescope).
- underline or highlight 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.
- write out only the initial letter of each word as clues to see if they can remember the words.

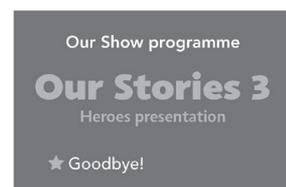
- perform an easy automatic activity like bouncing a ball, twiddling their fingers, tidying up, or walking while revising their lines in their heads.
- make a voice recording to hear how they sound, to listen to their own pronunciation and enunciation, to then ask their teacher for help.
- When each learner is reading their part, the rest should listen attentively and give constructive feedback.
- Go over the lines again, but have learners try to look at the scripts as little as possible.
- Once learners know their lines, take on the role of stage director and help them to find their space on the 'stage' or space (the front of the classroom or a real stage in the school auditorium). Mark entrances and exits of each hero 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.
- Remember to take photos.

Our Show day!

- Agree with learners if they want to write the 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 greet families and end the show.
 - Greeting: Play some welcoming music. Stand in different areas for families to walk around and greet them. Teach them different ways of greeting as they arrive: *Hello. Hi. Welcome. Nice to see you. Thank you for coming. Come in, please. This way.* Elicit what they might say as they hand out the programmes: *A programme? Would you like a programme? A programme for you.*
 - Ending: 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 show.

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 might want to ask the IT teacher or team for help to make the photos into an animated book.



LANGUAGE TIME

Actions now / actions in progress

Learners do not know that *is*, *am*, and *are* are forms of the verb *to be*. Yet, they know when to use each, which is the main point here.

You can work with *wh*- questions, too. Remember to focus on intonation in questions as well.

There is / There are

The main point here is to help learners to remember there are two forms, one for the singular and one for the plural, while there's only one in the school's languages of instruction in Latin America (*hay*, Spanish and *há*, Portuguese).

Time prepositions: in, on, at

Learners can add further examples as they encounter them.

Habits, routines, frequent activities

It's important to focus on the notion of *routine*, *habit*, *something permanent*, which is the most frequent use of the Simple Present. This part is divided into two, the first one for all the pronouns except for the 3rd person singular, and the second one for the 3rd person singular.

Remind learners of the structure *like / don't like* and *likes / doesn't like*, for them to see the rule is the same.

Possessives

Learners will have been using *my* and *your* without any difficulty, and have already been exposed to *his*, *her*, and *their*. They can write in the ones they know and complete the table as they learn new ones: *our*, *its*.

Nationality

Help learners to notice nationality can be expressed in two different ways. When working with the *from* form, check they do not make a pause after *from*. Check they know nationality adjectives have no plural form.

Ability (Can)

Can offers no challenge from the point of view of structure. However, it's necessary to focus on its different pronunciations.

LANGUAGE TIME

Read, think, and answer.

Actions now / actions in progress

My mum's reading, my brother and sister are playing, and I'm writing text messages. My dad? He isn't working, he's cooking. Are you cooking?

I use is with he.

I use am with _____

I use are with _____

For the negative, we add _____ to is,

_____, and _____

For questions, we start with Are ... and Is ...?

Find exercises with actions now / actions in progress:

Exercise _____ page _____ Exercise _____ page _____

Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.

There is / There are

There's a small kitchen in my house. There isn't a garden. There are two bedrooms, but there aren't two bathrooms. Is there a garden in your house? Are there two bedrooms?

There is / are = _____

There's + singular or plural? _____

There are + singular or plural? _____

For the negative, There _____ and There _____

For questions, Is _____ and Are _____?

Find exercises with there's / there are:

Exercise _____ page _____ Exercise _____ page _____

Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.

Time prepositions: in, on, at

I get up at 7:00 every day. I go to school in the morning. On Saturdays, I play with my friends.

Read the examples, read Unit 1, and complete.

We use on with _____

We use at with _____

We use in with _____

Find exercises with time prepositions: in, on, at

Exercise _____ page _____ Exercise _____ page _____

Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.

Habits, routines, frequent activities

My friends and I go to school in the morning. We do our homework in the afternoon. We don't watch TV.

For routines, we use the action with I, we, you, and _____

We form the negative with _____ and the action.

Chuwí: Do we have Maths on Mondays?

Mailén: Yes, we do.

Chuwí: Do we have English on Tuesdays?

Mailén: No, we don't.

For questions, we use _____, the person, and the action. Yes answers: Yes, I / we / they _____

No answers: No, I / we / they _____

Find exercises with routines:

Exercise _____ page _____ Exercise _____ page _____

Exercise _____ page _____ Exercise _____ page _____

Want to

Elicit from learners the meaning of *want to*.

Orders and instructions

Show learners how many instructions they've been exposed to (in all the instructions for the activities and exercises). Help them to see there's only one form for positive commands and one for negative commands.

Likes and dislikes (actions)

Learners are familiar with likes and dislikes. What is new is that, in this case, they can refer to actions they like or don't like. If learners should compare this structure with the same one in the school's language of instruction, let them know that in some languages you use one form, while in English you use another one. Work on strategies to remember this.

How much? / How many?

The main points for learners to understand is that these are questions about quantity, and that there are two different forms. Help them to notice that *How many* is always

My aunt Lisa lives in Portugal. She works there. She has a car and she drives children to school. She doesn't work at the weekend.

For routines, we use the action + -s with he, _____, and _____. For the negative, we use _____ and the action.

Lisandro: Does Otto read lips?
Mr Mont: Yes, he does.
Lisandro: Does Chuwi read lips, too?
Mr Mont: No, he doesn't.

For questions, we use _____, he / she / it and the action. Yes answers: Yes, he / she / it _____. No answers: No, he / she / it _____

Find exercises with **routines**:

Exercise _____ page _____ Exercise _____ page _____
Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.

Possessives

That's Laura, and that's her father. His name's Frank. They live in a house. Their house is nice. I like its garden.

Complete the table:

I	my	It	_____
You	your	We	_____
He	_____	They	_____
She	_____		

Find exercises with **possessives**:

Exercise _____ page _____ Exercise _____ page _____
Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.

Nationality

Otto's parents are from Germany. Otto's German, too. Where are your mum and dad from? Are they English?

For nationality, we use is / am / are _____ + name of the country (Argentina, Uruguay, Colombia, etc.)
OR
is / am / are and a nationality adjective (Argentinian, English, Japanese, etc.).

Find exercises with **nationality**:

Exercise _____ page _____ Exercise _____ page _____
Exercise _____ page _____ Exercise _____ page _____

Read, think, and answer.

Ability (Can)

Otto can ski, but he can't swim. Mailén and Chuwi can ride a bike.

Otto: Can you swim?
Mailén: Yes, I can, and I can ride a horse. Can you ride a horse?
Otto: No, I can't.

For ability, we use _____ and an action. For the negative, we use _____ and the action. For questions, we begin with _____, then the person and the action. Yes answers: Yes, I / we / you / he / she / it / they _____. No answers: No, I / we / you / he / she / it / they _____

Find exercises with **ability (can)**:

Exercise _____ page _____
Exercise _____ page _____
Exercise _____ page _____
Exercise _____ page _____

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Some, any, a lot of, no

Help learners to focus on the use of each of these words.

followed by a plural form, whereas *How much* is followed by a singular word.

The past

This section is a summary of all the past forms: *to be*, regular, and irregular verbs. As learners are exposed to new forms, they can complete a list. Once they learn some verbs are regular and some irregular, they can write all the verbs in the correct column in the workbook section.

Why? / Because

After focusing on the meaning of *why* and *because*, show learners that the answer to *Why*- questions will begin with *because*. Without focusing on any metalanguage, help them to notice what follows *because*.

This, that, these, those

In Spanish and Portuguese, there are three different forms of demonstratives, depending on the person (first, second, and third person), whereas in English, the use depends only on the proximity to the speaker.

Recognition and production

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. If they have not worked with this concept before, 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*, meaning *Production with help*.

For the structure area, say a statement with the content at stake, e.g. *I get up at 6 every day*. 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.

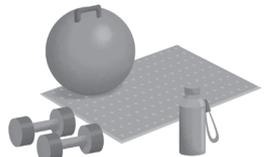
Instructions for Exercise 2

- 1 Here, take this ball. Run quickly!
- 2 Turn on the PC and click on the yellow folder.
- 3 Forty-two multiplied by four equals ...
- 4 You need a microscope.
- 5 Do you remember the Incas and the Mayans?

NAME _____ DATE _____

1 Read and tick (✓) or cross (X).

Sabrina's weekend

TIME	SATURDAY	SUNDAY
Morning		
Afternoon		
Evening		

1 My name's Sabrina. I work on Saturdays.

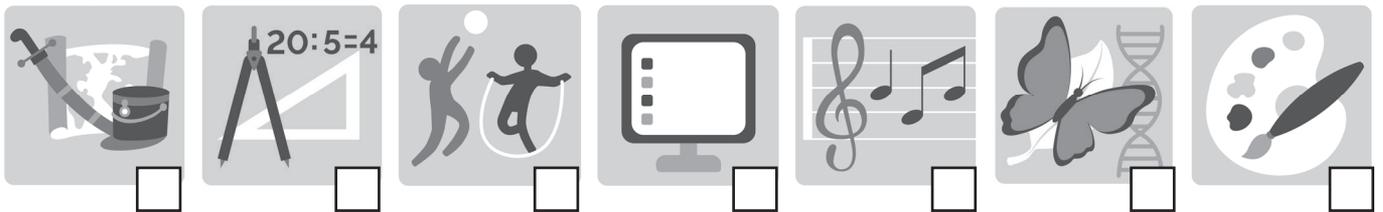
2 I don't have breakfast.

3 I don't play a sport.

4 I do gym on Sunday.

5 I don't go to the supermarket on Sunday.

2 Listen and number the pictures. Then, write the name of the subject. There are two extra pictures.



3 Complete. Use the words in the box. There are two extra words.

at in on uncle aunt gymnasium library playground don't
read work weekend

Hi! I'm Emily! I'm Mr Mont's ¹_____. I'm a PE teacher and I ²_____ at a school. I get up ³_____ 6:00 and I have a big breakfast. I ⁴_____ walk to school; I ride my bike. At school, I use the ⁵_____ or the ⁶_____.

⁷_____ weekdays, I ⁸_____ a lot of books ⁹_____ the afternoon, but at the ¹⁰_____, I go to the club and do sports.

Recognition and production

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 to you the topics they have learnt. Once the list is ready, tell them you'll play a game. You need photos of your family. You can also bring cut-outs from magazines and introduce the people as members of your family. Show a picture, introduce the person, and talk about his / her routines. Include information about nationality. Some information will be true and some false. Challenge learners to guess what's wrong. To check production, instruct learners to choose a member of their family and talk about him / her, following these ideas:

Name

Family relationship

Routines

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.

Instructions for Exercise 2

1 *Carnaval de Barahona* is an important celebration in the Dominican Republic. It's carnival, but people don't wear costumes. Local people called *Pintaos* paint their bodies.

2 My favourite celebration is *Semana Valdiviana*. There are a lot of very special boats that sail down Calle-Calle river.

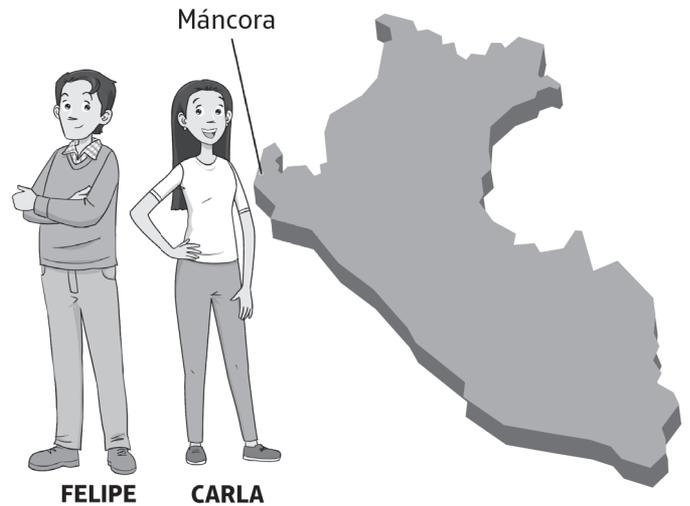
3 *Palmares* Festival is a very important celebration in Costa Rica. The most important part is when thousands of people ride their horses along the main street of the city.

4 *Festival de Parintins* is a celebration in Brazil. There's no typical food but people sing all the time. An important part is a dramatization between two animals.

NAME _____ DATE _____

1 Tick (✓) the correct information.

- 1 I'm from Máncora, in the east of Peru. I'm Irish.
- 2 My name's Carla. I'm Felipe's wife.
- 3 We have two daughters, Soledad and Lucas.
- 4 My mum's husband is my uncle.
- 5 My granny and my grandpas are my grandparents.
- 6 My aunt's children are my cousins.
- 7 My parents' son is my brother.
- 8 My granny has two daughters. One is my mum.



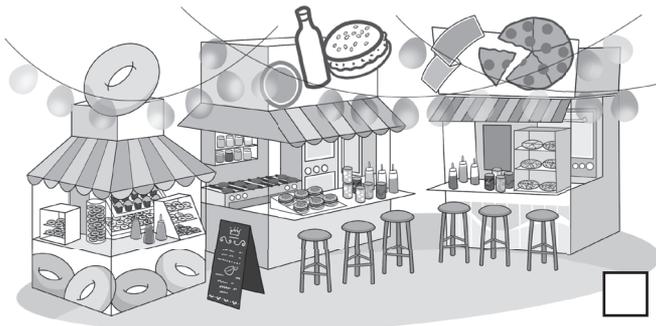
FELIPE CARLA

2 Listen and write the number. There's an extra picture.











3 Circle.

Sam: Mum, ¹where / **what** is grandpa from?

Mum: He's ²Italy / **Italian**.

Sam: Are we Italian, too?

Mum: No, ³our / **its** family is from Colombia, from ⁴its / **his** capital city, Bogotá.

Sam: Oh, I want ⁵learn / **to learn** about Italy. My friend Enrico is from Italy. He ⁶talk / **talks** about it all the time. He loves Italy, but he ⁷isn't / **doesn't** eat ⁸Italy / **Italian** food.

Mum: That's strange. Remember my friends Paulo and Chiara? They ⁹cook / **cooks** Italian food. They ¹⁰don't / **doesn't** eat Colombian food.

Sam: Oh, you're right. That's strange!

Recognition and production

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 to you. Once the list is ready, tell them you'll start with the lexical areas. Start with safety vocabulary and commands.

Agree on a situation, e.g. an electrical storm. Give a few instructions, using both negative and affirmative verbs. Learners show if your instructions are correct by showing a thumbs up or down gesture. To check production, name key words, e.g. *torch, gas, window*, for learners to give the correct instruction. Remind learners to write an *R* and a *P* to show if they can recognise instructions and safety vocabulary and if they can produce it.

To work on requests, permission, and ability, give different examples for learners to say which they are. You can then invite learners to take your role for the rest to say which they are.

To work on *because*, present a few situations to learners for them to say if they're true or false, e.g. *Polly is wearing a jacket because it's very hot*. Learners can then come up with their own ideas for the rest to identify them as true or false. 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 for Exercise 2

It's very hot! Can you open the window, please?

Can you swim?

Can we use a marker, Mr Mont?

Can elephants run?

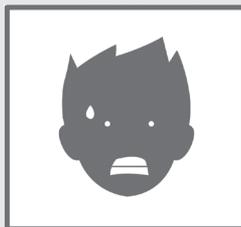
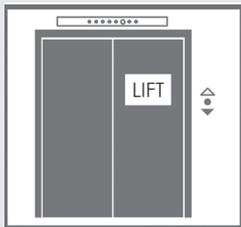
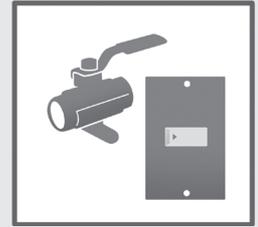
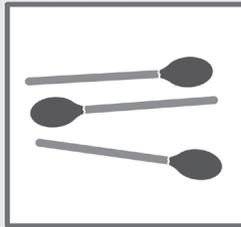
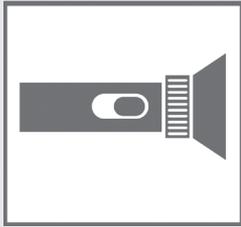
Can you run in a fire?

NAME _____ DATE _____

1 Look and complete the instructions. Use the words in the box; you can repeat them. Use affirmative and negative instructions.

use cover turn off take panic follow phone

SAFETY INSTRUCTIONS IN CASE OF A FIRE



2 Listen and circle the correct answer.

- | | |
|--------------------------|-------------------------------------|
| 1 Yes, of course. | No, I can't. |
| 2 Yes, I can. | Oh, I'm sorry. |
| 3 No, you need a pencil. | Yes, I can. |
| 4 Sure, here you are. | Yes, they can, but they can't jump. |
| 5 No, I can't. | No, it's dangerous. |

3 Circle.

Dad: ¹**Why / Where** are you sad?

Bea: ²**Because / But** it's raining, and I ³**want to / can** play in the garden.

Dad: ⁴**Not / Don't** be sad.

Bea: OK. ⁵**Can we / Do we** make a cake?

Dad: Yes, that's a great idea. Bring some eggs, ⁶**but / because** be careful.

Bea: OK, Dad.

Dad: I ⁷**can / can't** see the sugar. Where is it?

Bea: It's in the cupboard. ⁸**Can you / Can I** have the milk, please?

Dad: Sure, here you are.

...

Bea: The cake's ready.

Dad: Mum ⁹**make / makes** good cakes, but this one's delicious!

Bea: Mum ¹⁰**isn't / doesn't** make chocolate cakes. ☹

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, the ones in which they wrote the list of topics learnt. 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 go over the topics to see if there are any *R*'s that can be turned into *P*'s.

One way to assess the past is to tell learners a story about your weekend in which you include information that is obviously false, e.g. *I had chicken for breakfast*. As they detect the false information, they have to do something to show this, e.g. clap, raise their hand, stand up, etc. You can also name past forms for learners to say the present form, e.g. Teacher: *woke up*. Learners: *wake up!*

To assess *last* and *ago*, you can talk about the calendar for learners to say if the information is true or false. Check Exercise 8, page 48.

To work on questions with the Simple Present, 3rd person singular, you can carry out a quiz, e.g. *Does an elephant eat meat? Does Mr Mont wear jeans?*

Finally, for *like* + *-ing* at recognition level, you can show

learners some objects (or pictures) that represent your likes as regards activities. Talk about them for learners to say if they agree or not. For instance, show a train / bus ticket or travelling card and say, *I like travelling by (train)*. Let them know that it may be part of your routine, yet it may be something you don't particularly like doing.

To assess production, learners can talk about:

- Their likes and dislikes
- Their activities last week / weekend

They can also ask questions for a quiz as you have done.

Instructions for Exercise 2

- 1 Does your sister skate every day?
Yes, she does. She can skate very well.
- 2 We played in the playground yesterday.
- 3 Would you like to play in the garden?
Sorry, I can't.
- 4 I love skating!
- 5 It wasn't sunny yesterday, it was rainy.

NAME _____ DATE _____

1 Read and tick (✓) or cross (X).

Dear Sue,

How are you? We're very happy in our new house in the new city. Richard is the manager of the local bank and I teach at school. Melanie is happy, too. She likes her new school and her classmates are great. She says, 'Mum, this school is cool! I love it!'

We like sports, and last Saturday, we went to the club in the morning and played volleyball and basketball. Melanie rode her bike and played with her friends. The weather was fantastic, but in the afternoon, it was rainy. We went back home and watched a film on TV.

How's James? Let's have a video call. I miss you!

Love,

Sabrina

- | | | | |
|---|--------------------------|--|--------------------------|
| 1 This text is formal. | <input type="checkbox"/> | 6 Sabrina likes playing sports. | <input type="checkbox"/> |
| 2 Sue is the writer. | <input type="checkbox"/> | 7 She can't play volleyball. | <input type="checkbox"/> |
| 3 Sue and Sabrina live in different places. | <input type="checkbox"/> | 8 Melanie was with her friends. | <input type="checkbox"/> |
| 4 Richard works at the local bank. | <input type="checkbox"/> | 9 Last Saturday, it was sunny in the morning. | <input type="checkbox"/> |
| 5 Melanie is Sabrina's daughter. | <input type="checkbox"/> | 10 Sabrina and her family were at home in the evening. | <input type="checkbox"/> |

2 Listen and number the pictures. There's an extra picture.



3 Circle.

Will: Hi, Emma. How old is your brother?
Emma: ¹**He's two. / He's my brother.**
Will: ²**Does / Do** he go to school?
Emma: Yes, he does. He loves ³**play / playing** with his friends.
Will: Why is he sad now?

Emma: ⁴**But / Because** it's raining and he ⁵**wants / can** to go out.
Will: ⁶**Do / Does** you play with your brother?
Emma: Yes, I do, ⁷**but / because** I can't play now ⁸**but / because** I'm doing my homework.
Will: But you ⁹**aren't / weren't** at school last week.
Emma: Yes, but I like ¹⁰**do / doing** my homework.

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 the previous units. 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 go over the topics to see if there are any *R*'s that can be turned into *P*'s. You need to have told learners before this class to bring cut-outs of the food items and the different containers they have learnt. They can also draw pictures if they can't find cut-outs. Now, tell learners to dictate and write down the new topics in this unit. Then, instruct learners to take out their cut-outs. Tell them what they need to show you, e.g. *Show me (a pot). Show me (a box).* As they show you the correct items, they can write an *R* next to each container on their list. To assess production, they can tell the rest what they have, e.g. *I have a pot of cream cheese* as they hold the right picture up. If it's correct, they write a *P* next to the container.

To assess the notion of countable and uncountable nouns, ask learners to divide their food items into two groups—countable and uncountable. Walk around checking the groups are OK.

To assess production, learners can create their own dialogues in pairs in which they ask about a food item on their lists and then ask about the quantity, e.g. *Is there (any milk)? How much is there? Or Are there (any biscuits)? How many are there?*

In the case of the Simple Past, invite learners to tell you about their last weekend.

Instructions for Exercise 2

Mila: I want to make a cake, Mum. Is there any milk?

Mila: OK. Are there any eggs?

Mila: What about chocolate?

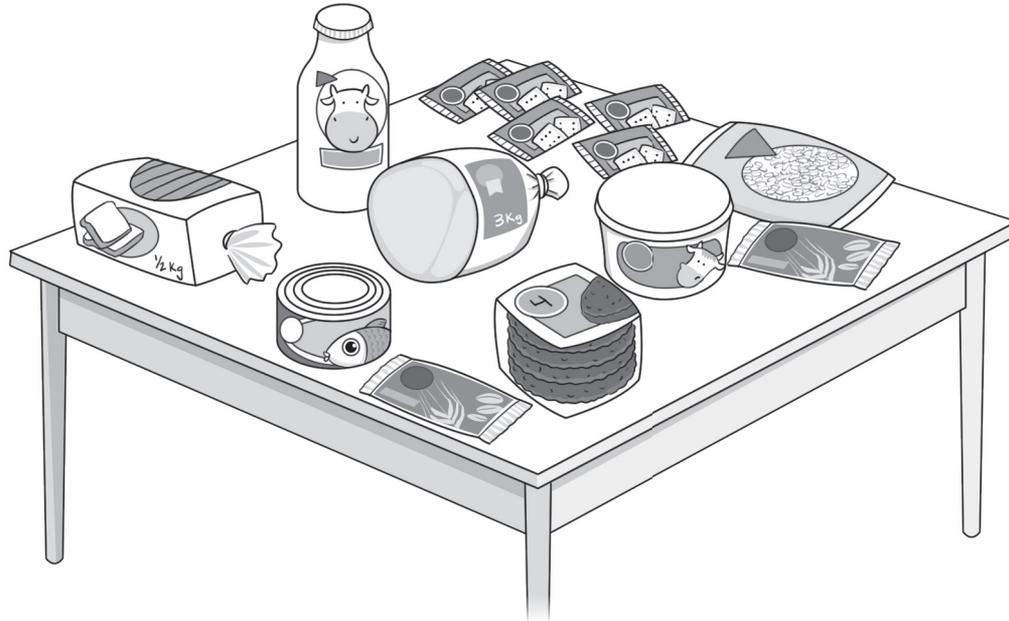
Mila: OK. I need apples.

Mila: And some cream.

Mila: Let me get the recipe. Thank you, Mum.

NAME _____ DATE _____

1 Read and tick (✓) or cross (X).



- | | | | |
|--------------------------------|--------------------------|--------------------------------|--------------------------|
| 1 There are a lot of biscuits. | <input type="checkbox"/> | 6 There's a can of tuna fish. | <input type="checkbox"/> |
| 2 There isn't any bread. | <input type="checkbox"/> | 7 There's a pot of cream. | <input type="checkbox"/> |
| 3 There's some milk. | <input type="checkbox"/> | 8 There aren't any hamburgers. | <input type="checkbox"/> |
| 4 There's some ham. | <input type="checkbox"/> | 9 There's no rice. | <input type="checkbox"/> |
| 5 There are no cereal bars. | <input type="checkbox"/> | 10 There's some fruit. | <input type="checkbox"/> |

2 Listen and circle the correct answer.

- | | |
|-------------------------------|---------------------------|
| 1 Yes, there are two bottles. | Yes, there's a packet. |
| 2 No, there isn't. | No, there are no eggs. |
| 3 There's a lot. | Those are cans. |
| 4 OK. How many do you need? | OK. How much do you need? |
| 5 OK. How many do you need? | OK. How much do you need? |

3 Complete. Use the past forms of the verbs in the box. There are two extra verbs.

do drink eat go have make play tell
wake up want watch write

Last Saturday, I ¹ _____ at 9 in the morning and ² _____ a big breakfast. I ³ _____ chocolate milk and I ⁴ _____ toast and two eggs. I ⁵ _____ my homework and then I ⁶ _____ emails.

In the afternoon, I ⁷ _____ to my granny's house because I ⁸ _____ to play with her dog. We ⁹ _____ a chocolate cake and we ¹⁰ _____ TV. I 😊 last Saturday.

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 the previous units. Once they are ready, tell them you'll go over the topics to see if there are any *R*'s that can be turned into *P*'s.

To assess the lexical area, tell learners you're going on an excursion. Set the place and name different items for them to say if they're useful, not useful, or dangerous.

For *when* clauses, talk about situations and what to do or not to do for learners to respond if your instructions are correct or not, e.g. *When there's a fire, open all the doors and windows*. For past clauses, tell them stories about your

childhood for them to guess if they're true or not, e.g. *When I was five, I started primary school*. Next, encourage learners to say one sentence each starting *When ...* for the rest to say *True* or *False*. If the sentences are formulated correctly, they write a *P* for production.

To assess past forms, you can play the ball game suggested on page 120. You can also invite learners to tell you about their last weekend, their winter break, etc.

Instructions for Exercise 2

When we visited the mountains, we found a baby bear.

When we saw the bear, Melanie carried it in her backpack.

When we saw a volcano, we were scared.

We heard a noise when the volcano erupted.

When we saw the lava, we ran to the bus.

NAME _____ DATE _____

1 Read and tick (✓) or cross (X).

- 1 Mia goes to Beach School.
- 2 She can't skate.
- 3 She likes cooking.
- 4 Last weekend, she interviewed a singer.
- 5 She read a novel.
- 6 People danced at the party.
- 7 A girl sang at the party.
- 8 She wasn't happy at the party.
- 9 She liked the food.
- 10 The drinks were OK.

Kidsbook
Find friends Home

Mia
From Beach School

HOBBIES

LAST WEEKEND'S ACTIVITIES

NOVEL

SINGER

Party: ❤️ Food: 😊 Drinks: 😊

2 Listen and match. There's an extra part.



3 Complete. Use the past forms of the verbs in the box. There are two extra verbs.

are describe give have is listen read
see take tell travel visit

Last summer, we ¹ _____ Machu Picchu. We ² _____ very excited. A taxi ³ _____ my family to the hotel. There, the hotel manager ⁴ _____ the city. He ⁵ _____ me a book about Machu Picchu, and I ⁶ _____ it. The following day, we ⁷ _____ breakfast and ⁸ _____ to the famous city. We ⁹ _____ marvellous things. It ¹⁰ _____ a great experience.

Unit Tests Answer Key

Unit 1

Ex 1: 1X, 2X, 3X, 4✓, 5X

Ex 2: 1 PE (picture 3), 2 Computer Studies (picture 4), 3 Maths (picture 2), 4 Science (picture 6), 5 Social Studies (picture 1)

Ex 3: 1 aunt, 2 work, 3 at, 4 don't, 5 playground, 6 gymnasium, 7 on, 8 read, 9 in, 10 weekend (5 and 6 are interchangeable)

Unit 2

Ex 1: Tick: 2, 5, 6, 7, 8

Ex 2: 1 picture 3, 2 picture 5, 3 picture 2, 4 picture 1

Ex 3: 1 where, 2 Italian, 3 our, 4 its, 5 to learn, 6 talks, 7 doesn't, 8 Italian, 9 cook, 10 don't

Unit 3

Ex 1: 1 Use a torch. 2 Don't use matches. 3 Cover your face. 4 Turn off the gas and electricity. 5 Don't take the lift. 6 Don't panic. 7 Follow instructions. 8 Phone the firefighters.

Ex 2: 1 Yes, of course. 2 Yes, I can. 3 No, you need a pencil. 4 Yes, they can, but they can't jump. 5 No, it's dangerous.

Ex 3: 1 Why, 2 Because, 3 want to, 4 Don't, 5 Can we, 6 but, 7 can't, 8 Can I, 9 makes, 10 doesn't

Unit 4

Ex 1: 1X, 2X, 3✓, 4✓, 5✓, 6✓, 7X, 8✓, 9✓, 10✓

Ex 2: 1 picture 2, 2 picture 4, 3 picture 1, 4 picture 3, 5 picture 6

Ex 3: 1 He's two, 2 Does, 3 playing, 4 Because, 5 wants, 6 Do, 7 but, 8 because, 9 weren't, 10 doing

Unit 5

Ex 1: 1✓, 2X, 3✓, 4X, 5X, 6✓, 7✓, 8X, 9X, 10X

Ex 2: 1 Yes, there are two bottles. 2 No, there are no eggs. 3 There's a lot. 4 OK. How many do you need? 5 OK. How much do you need?

Ex 3: 1 woke up, 2 had, 3 drank, 4 ate, 5 did, 6 wrote, 7 went, 8 wanted, 9 made, 10 watched.

Unit 6

Ex 1: 1✓, 2X, 3✓, 4✓, 5✓, 6✓, 7✓, 8X, 9X, 10✓

Ex 2: 1 mountains and baby bear, 2 baby bear and backpack, 3 volcano and scared faces, 4 noise and eruption, 5 lava and legs running

Ex 3: 1 visited, 2 were, 3 took, 4 described, 5 gave, 6 read, 7 had, 8 travelled, 9 saw, 10 was

The main aim of the progress tests is to collect information about how well a class as a whole and individual learners are progressing. 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 is 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. Therefore, 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 previous levels, but there may be some new learners in the group, so going over these ideas will be beneficial to everybody. As suggested for Levels 1 and 2, 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 2 (school subjects)
- Exercises 7a and 7b (activities at school)
- Exercise 8a (places at school)
- Exercise 11 (activities)

And these from Unit 2:

- Exercise 2 (nationalities)
- Exercise 15 (family nouns)

Go over the lexical areas as suggested for the assessment instances (pages 132–142 in this Teacher's Book). You can discuss different strategies to revise lexical sets and items. Help them to 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 the particulars, if applicable, e.g. time prepositions and when to use each, when to use each of the possessives they have learnt (*its, our, etc.*).

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.

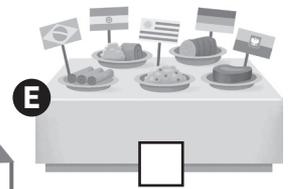
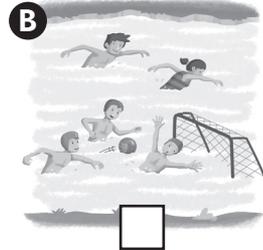
Marking and grading tests

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 the learners. 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 question / sentence, or incomplete even if the meaning is conveyed. It is advisable to focus on what learners can do and help them to 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 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 the learners' progress.

1a Read and number the pictures. There's an extra picture.



Welcome to our festival!

We celebrate our town's birthday in May every year. There are lots of things to do. Come and join us!

- 1 The town mayor gets up early and invites all the children to decorate their houses. There's a big park and people go to the park at 12:00. There are stalls with fast food and drinks.
- 2 We celebrate diversity. There are people from different communities. They wear their typical clothes and make typical food. You can choose **sauerkraut** from Germany, Brazilian **feijoada**, Paraguayan **chipá guasú**, **rosól** from Poland (chicken soup) and **chivitos** from Uruguay (a huge sandwich with chips, eggs, some vegetables, bacon, and salad).
- 3 In the afternoon, families dance, sing, and play games. Some families swim in the river and others play water sports. Water polo is a very popular game.
- 4 The evening is very special with amazing fireworks and local bands. The end of the celebration is great, too. Hot tea and homemade muffins for everybody!

1b Read and tick (✓) or cross (X).

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 This text is an article. | <input type="checkbox"/> | 6 German people like sauerkraut . | <input type="checkbox"/> |
| 2 This text is informative. | <input type="checkbox"/> | 7 Rosól is for breakfast. | <input type="checkbox"/> |
| 3 We know the writer of the text. | <input type="checkbox"/> | 8 There isn't a river in the town. | <input type="checkbox"/> |
| 4 There's information about a national holiday. | <input type="checkbox"/> | 9 Bands play music in the evening. | <input type="checkbox"/> |
| 5 There are a lot of people in the park in the morning. | <input type="checkbox"/> | 10 People drink tea and eat muffins in the evening. | <input type="checkbox"/> |

2 Listen and circle the correct answer.

- | | |
|------------------------------------|--------------------------------|
| 1 Martina. | Antonio. |
| 2 She's from Argentina. | No, she's Uruguayan. |
| 3 Yes, and our house is beautiful. | Yes, their house is beautiful. |
| 4 Yes, it is. | Yes, there is. |
| 5 No, it isn't. | No, I don't. |

1a Read and match the pictures and the clocks. You can repeat the clocks.



Dear Granny Hellen,

How are you? How's Grandpa John?

I'm very happy because yesterday was my birthday. I was at school in the morning. In the afternoon, we went to the club with Mum, Dad, and Rachel. I played with my friends, and we swam in the winter swimming pool. That was great! Will was at school. He had classes in the morning and in the afternoon. In the evening, we had a party at home with the family. Chicken and chocolate ice cream, and a birthday cake, of course!

Can I give you some ideas for my birthday present? I like skating and singing. I don't like drawing or painting. Ah, and I love swimming! I'd like a dog, too, but Mum and Dad don't want another dog in the house.

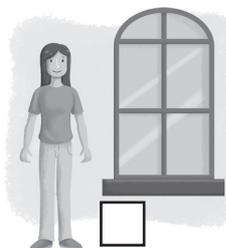
Can we make a video call tomorrow? It's Saturday and we don't go to school.

A big kiss,
Caroline

1b Read and tick (✓) or cross (✗).

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 This text is an article. | <input type="checkbox"/> | 6 It's Caroline's birthday today. | <input type="checkbox"/> |
| 2 This text is personal. | <input type="checkbox"/> | 7 Caroline ate chicken for dinner. | <input type="checkbox"/> |
| 3 We know the writer of the text. | <input type="checkbox"/> | 8 Caroline can't skate. | <input type="checkbox"/> |
| 4 John is Hellen's husband. | <input type="checkbox"/> | 9 Caroline doesn't have a dog. | <input type="checkbox"/> |
| 5 Caroline's brother went to the club in the afternoon. | <input type="checkbox"/> | 10 Caroline wants to make a video call with her granny. | <input type="checkbox"/> |

2 Listen and number the pictures for the instructions. Cross out (✗) the ones which are negative. There's an extra picture.



NAME _____ DATE _____

3 Read, complete the chart, and write an email.

Caroline's email chart

YESTERDAY

FEELING 😊	because ... my birthday
MORNING	at school
AFTERNOON	at the club: play with friends, swim
EVENING	at home: celebration (chicken, ice cream, and cake)
IDEAS FOR A PRESENT	😊 skating, singing 😞 drawing, painting 😊 😊 😊 swimming a dog

It was your birthday yesterday and you're writing to your aunt / uncle. Complete the chart.

Your chart

YESTERDAY

FEELING	because ...
MORNING	
AFTERNOON	
EVENING	
IDEAS FOR A PRESENT	

Now, write an email to your aunt / uncle.

1 Read and tick (✓) or cross (X).

EXCURSION TO THE MOUNTAINS

John

Here's the list of food for the excursion:

Water: 20 bottles

Fruit: 3 apples and 3 oranges

Cereal bars: 2 or 3

Chocolate bars: X

Ham: 100 gr

Cheese: 1 kg

Bread: 1 small packet

Maggie

Here are some photos of the excursion:

- 1 This text is an article.
- 2 The children need a lot of water for the excursion.
- 3 They don't need any ham.
- 4 They need a lot of cheese.
- 5 They need some bread.

- 6 The children skated.
- 7 They swam in the river.
- 8 They had lunch at home.
- 9 They listened to the teacher.
- 10 The weather was fine.

2 Listen and complete the captions.



I'm _____ years old in this picture.



Bobby's _____ years old here.



Mum with her _____.



Dad and our _____.



It's _____.

3 Read, complete the notes, and write a post.

EXCURSION TO THE MOUNTAINS

🔍



The school excursion was fantastic. I woke up at 7:00 and I took a shower. I had breakfast and then I rode to school with Mum. I had a bottle of orange juice, two apples, and 10 cereal bars in my schoolbag.

We played and celebrated the teacher's birthday. We gave him a drawing with all our names.

In the afternoon, we cleaned the area and went back home. We had a great time!

My notes

Day of the excursion: *wake up at 7, shower, breakfast, ride to school with Mum*

Schoolbag: *orange juice, apples (2), cereal bars (10).*

Excursion activities: *play, teacher's birthday (a special present), clean and back home*



My notes

Day of the excursion:

Schoolbag:

Excursion activities:

Now, write a post.

EXCURSION TO THE MOUNTAINS

🔍

Progress Tests Answer Key

Progress Test 1

Ex 1a

- Picture A 4
- Picture B 3
- Picture C 1
- Picture D
- Picture E 2

Ex 1b: 1X, 2✓, 3X, 4X, 5X, 6✓, 7X, 8X, 9✓, 10✓

Ex 2:

1. Martina.
2. No, she's Uruguayan.
3. Yes, and our house is beautiful.
4. Yes, there is.
5. No, I don't.

Instructions for Exercise 2

- What's your daughter's name?
- Is she from Argentina?
- Is that your house?
- Is there a big kitchen?
- Do you have a big bedroom?

Ex 3: Learners' own production

Progress Test 2

Ex 1a

- | | |
|-----------|------------|
| cake | 10:00 a.m. |
| ice cream | 08:00 p.m. |
| classroom | 04:00 p.m. |
| club | |

Ex 1b: 1X, 2✓, 3✓, 4✓, 5X, 6X, 7✓, 8X, 9X, 10✓

Ex 2: The X means learners have to cross out the picture.

- Tap and hands 4
- Open doors and windows 3
- Person under a table
- Person standing by a window 1 X
- Person opening a door 2 X
- Person with a megaphone 5

Instructions for Exercise 2

- 1 Look. There's an electrical storm outside. Please, don't stand close to the windows.

- 2 Is there a fire in the school or in your house? Please, don't open the doors or windows. It's dangerous.
- 3 COVID-19 is very dangerous. Open all the windows and the doors.
- 4 Remember COVID-19. Wash your hands and don't touch your face.
- 5 Is there a problem? Follow your teacher's instructions.

Ex 3: Learners' own production

Progress Test 3

Ex 1: 1X, 2✓, 3X, 4✓, 5✓, 6✓, 7✓, 8X, 9✓, 10✓

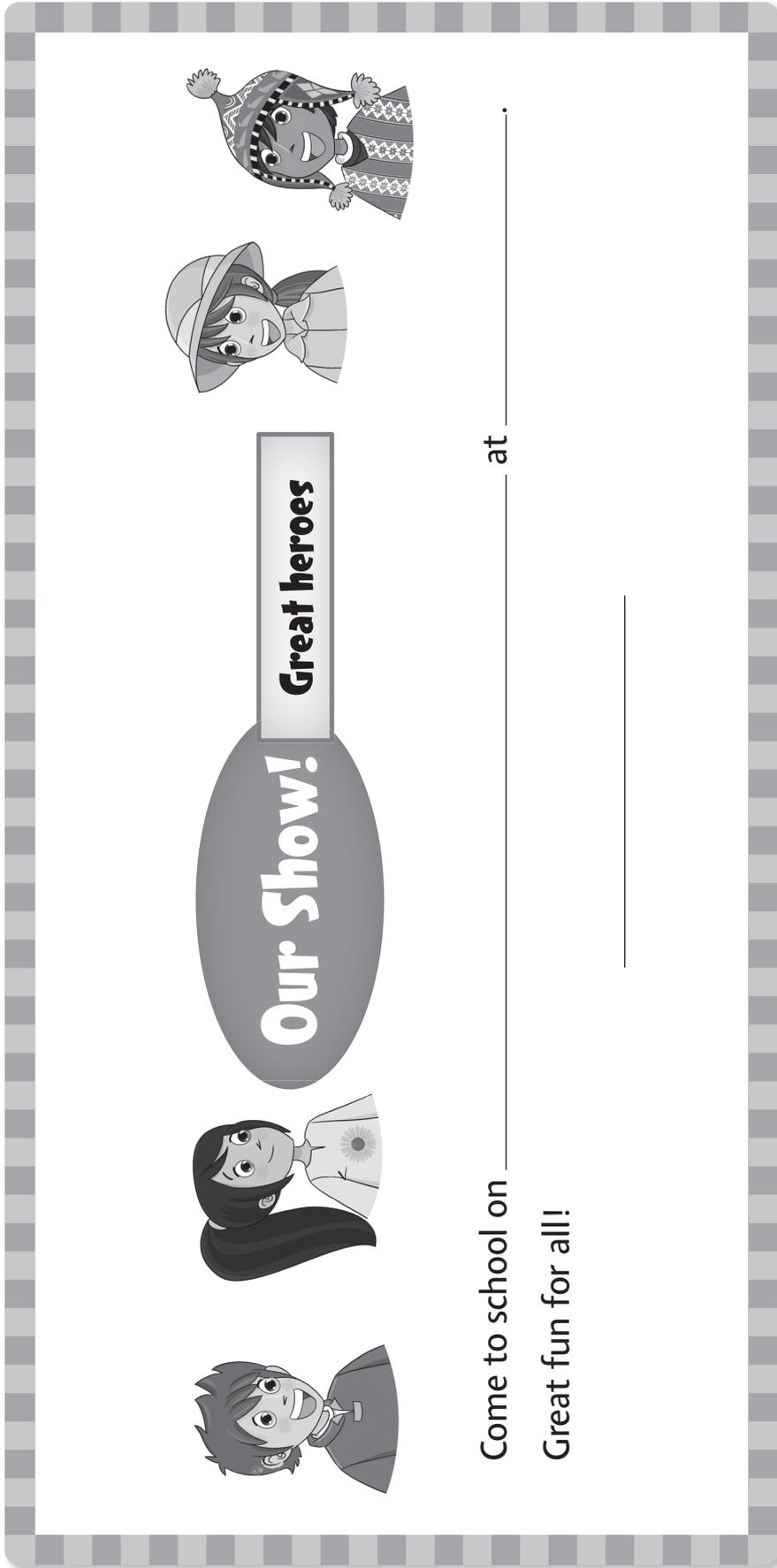
Ex 2:

- 1 three
- 2 six
- 3 schoolbag
- 4 dog
- 5 sunny

Instructions for Exercise 2

- When Dad found a dog, he took the little dog home.
- When Bobby was six, he started primary school.
- When I was three, I rode my first bike.
- When it's sunny, we play in the garden with our dog.
- When Mum became a teacher, we gave her a schoolbag.

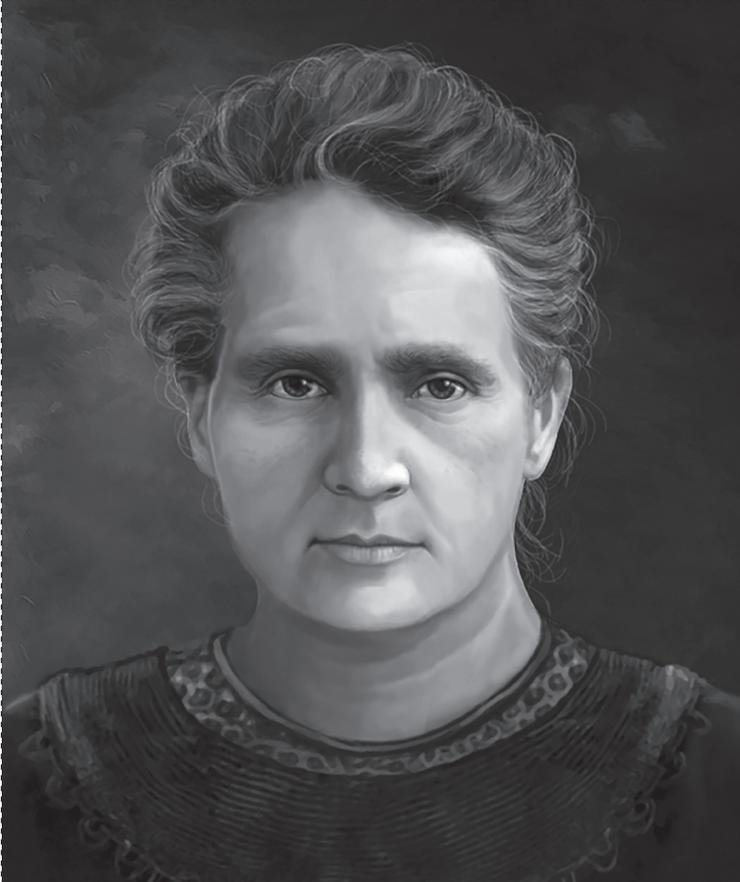
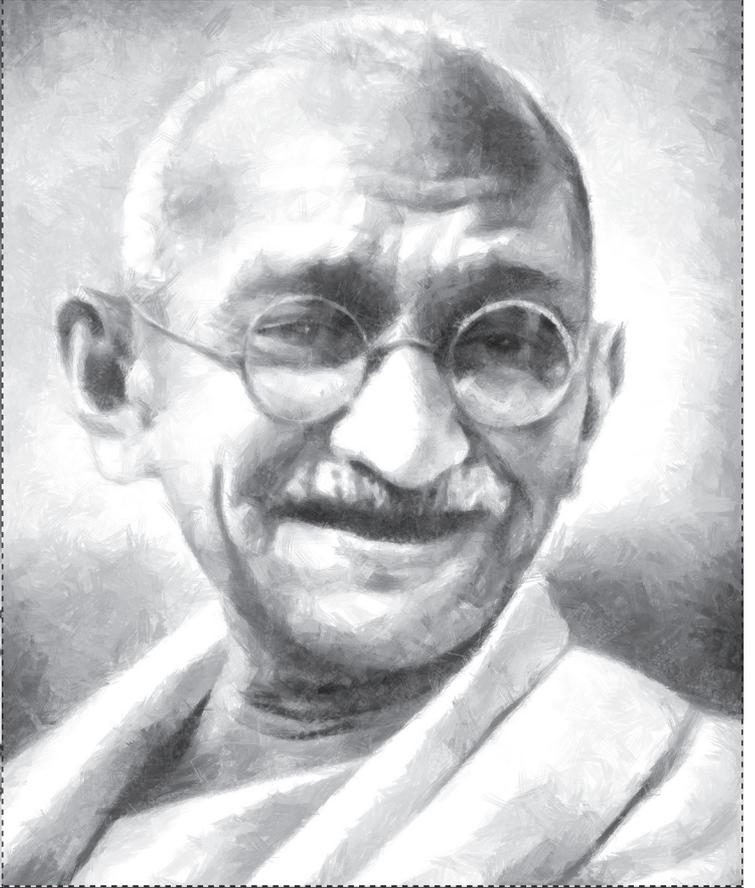
Ex 3: Learners' own production

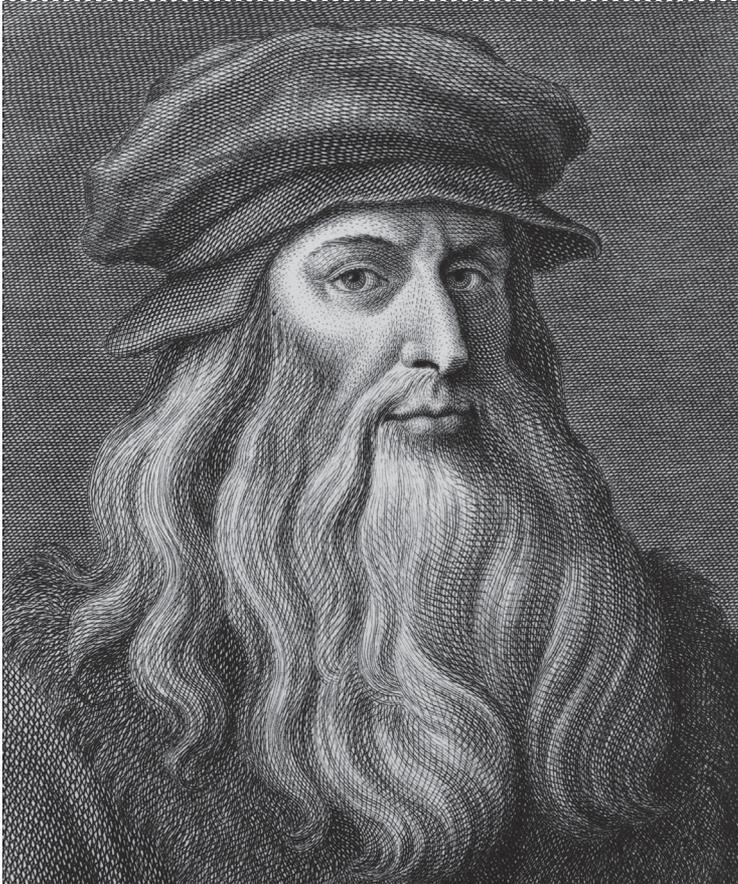
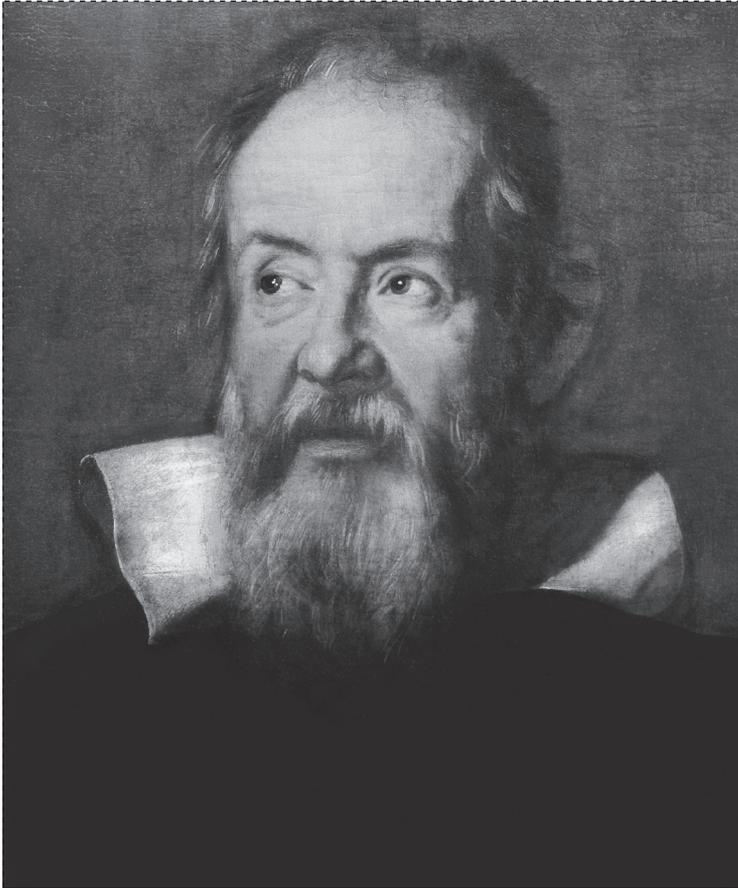


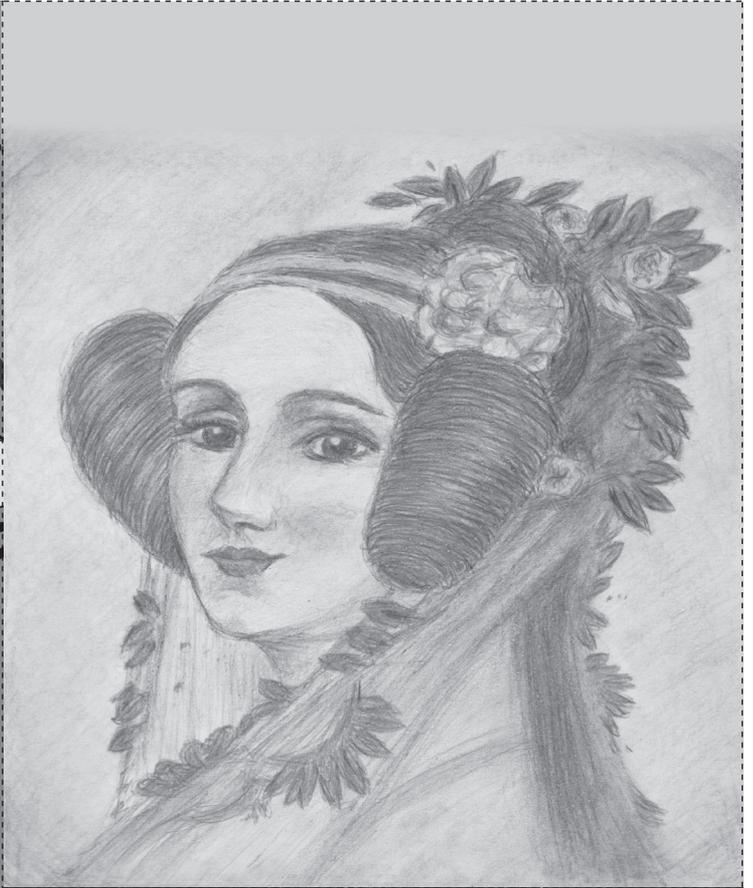
The poster features four cartoon characters: a boy in a suit, a girl in a dress with a sunflower, a girl in a hat, and a girl in a patterned dress. The central text reads "Our Show!" in a large oval, with "Great heroes" in a smaller box below it.

Come to school on _____ at _____.

Great fun for all!

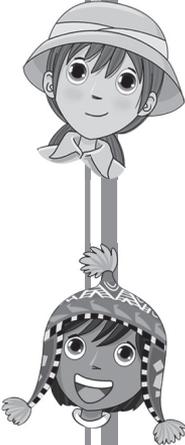






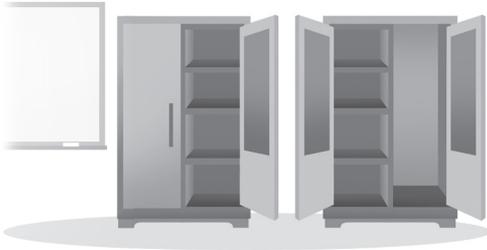
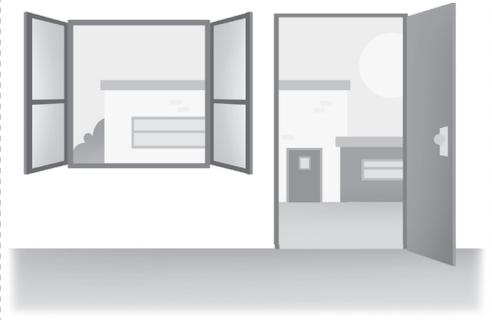


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