

# Our Stories

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INTERACTIVE  
FREE  
DIGITAL BOOK

TEACHER'S BOOK

4



# Our Stories

# 4

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# SCOPE AND SEQUENCE

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
	Characters' names Revision: everyday activities, school objects, city vocabulary	<i>There is / are</i> <i>can</i> (ability) Genitive Simple Present	Physical appearance	Feelings and the weather in the past Classroom language
<b>1</b>	Personality adjectives: <i>shy, talkative, adventurous, curious, friendly, flexible, skilful, reliable, creative, helpful, energetic</i> Descriptions Physical appearance: <i>have / has</i> and <i>is / am / are</i>	<i>like + -ing</i> Prepositions of place: <i>near, next to, on, in, behind, in front of, under</i> <i>can</i> : ability and permission	<i>Why don't we ...?</i>	School subjects: <i>Yesterday, we had ... at (8:30). We studied ...</i> Classroom language
STEAM CHALLENGE: Design playing cards PROJECT TIME: An ideal classroom				
<b>2</b>	Jobs and professions: <i>architect, mechanic, clerk, chef, doctor, police officer, artisan, engineer, homemaker, street cleaner, teacher, firefighter, shopkeeper</i> Transport: <i>by ... / on foot</i>	Simple Past, negative and interrogative Frequency adverbs <i>how often</i> Objective pronouns	An interview	<i>Last (Saturday) I (made a chocolate cake).</i> Classroom language
STEAM CHALLENGE: Become myth breakers! BREAK TIME: Questions				
<b>3</b>	Descriptive adjectives: <i>attractive, adventurous, boring, careful, creative, dangerous, difficult, expensive, flexible, important, intelligent, interesting, popular, talkative, terrible</i> Musical instruments: <i>drums, keyboard, piano, recorder, trumpet, guitar, violin, tambourine</i>	<i>was / were born</i> Comparatives (long adjectives) <i>before / after</i>	<i>Would you like to ...?</i>	<i>San Martín was born in February. José Artigas and Lionel Messi were born in June.</i> Classroom language
STEAM CHALLENGE: Make a musical instrument PROJECT TIME: Legendary characters				

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR	COMMUNICATION	RECOGNITION
4	Descriptive adjectives: <i>angry, big, cheap, clean, cold, dirty, easy, happy, hot, long, new, nice, old, plump, pretty, sad, short, slim, small, tall, ugly, warm, young</i>	Comparatives (short adjectives) <i>better – worse</i> <i>so</i> <i>I'd like to vs I like + -ing</i> interrogative	Ambitions	<i>I'd like to be (an engineer).</i> Classroom language
	STEAM CHALLENGE: Make an egg float BREAK TIME: Make it true			
5	Places in town: <i>restaurant, hospital, shopping centre, cinema, theatre, baker's, bookshop, grocer's, greengrocer's, school, supermarket, shop</i>	Superlatives (long adjectives) <i>going to</i> (all forms) Infinitive of purpose – <i>Why?</i>	Plans	<i>Next (Saturday), I'm going to ride my bike in the park.</i> Classroom language
	STEAM CHALLENGE: Build the most interesting building in town PROJECT TIME: My town			
6	Places in town: <i>church, Town Hall</i> Adverbs of manner	Superlatives (short adjectives) Plural genitive <i>best – worst</i> <i>What's ... like?</i>	Descriptions	<i>Records: Russia is the biggest country in the world.</i> Classroom language
	STEAM CHALLENGE: Make the longest paper chain BREAK TIME: The story game			

### AREAS OF AWARENESS

Linguistic awareness

Social awareness

ESI / CSE

Inclusive classrooms

Cognitive awareness

Competences



# Our Stories 4 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 Myth breakers



**1 408 Look, read, and listen.**

**Old woman:** Hi! Can I talk with the Myth breakers?  
**Lupe:** Myth breakers speaking. What can we do for you?  
**Old woman:** There's a mysterious girl in white near my house.  
**Ben:** Is she dangerous?  
**Old woman:** I don't know. She usually walks outside the fortress near the cemetery at night and she sometimes talks to people.  
**Juan Diego:** How often does she do this?  
**Old woman:** Sometimes. Every Tuesday.  
**Ben:** OK... but what's wrong with that? Perhaps she likes walking in cemeteries.

**Old woman:** She walks and talks to people only at night. During the day, we can't find her.  
**Lupe:** We promise to call you back.  
**Izamal:** Thanks a lot.  
**Lupe:** This is the perfect case for us! Let's meet at 11 o'clock tonight.  
**Juan Diego:** Can your parents come with us, Ben?  
**Ben:** Yes, no problem. They always deliver **empanadas** in town at that time.

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### 1 Why don't we investigate?

**1 409 Look, read, and listen.**

**Lupe:** Look at my notepad, friends! Strange things are happening in town.  
**Ben:** Strange things?  
**Lupe:** Yes. Are these things real or not? Why don't we investigate?  
**The children:** Yeah!  
**Lupe:** Izamal, you're talkative. Ask the customers at your shop.  
**Izamal:** Great! Ideal! Customers buy handicrafts in my shop all the time.

**Ben:** I meet new people all day every day. I can ask them, I'm friendly.  
**Juan Diego:** I go out with Mum and Dad at night. Our band plays at night. I can watch the streets.  
**Lupe:** Great, you're adventurous. Thanks for your help! Why don't we start now?



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### 3 A new case



**1 418 Look, read, and listen.**

**La Dama de Blanco:** I'm a historian. I came to this town to study its history.  
**Lupe:** That's why you like the cemetery so much.  
**La Dama de Blanco:** Yes, the cemetery is a great place to find information.  
**Izamal:** But what are you doing now?  
**La Dama de Blanco:** I'm stone rubbing.  
**Juan Diego:** What's that?  
**La Dama de Blanco:** I'm rubbing a crayon on a piece of paper that I put on the stone. See? Can you read it?  
**Ben:** Here is Pancho. He was born in 1889.  
**Izamal:** When was he born? That's before my great grandparents were born!

**Ben:** He was a Chihuahua dog. Everybody in town loved him.  
**Lupe:** A dog? They made a stone for a dog?  
**La Dama de Blanco:** He's the only dog in this cemetery. I'm sure he was very special.  
**Juan Diego:** The stone for the dog is interesting, but that one over there is more interesting than the dog stone! Listen! I was born a tree. An artisan changed me!  
**Izamal:** An artisan like my parents.  
**Juan Diego:** Then, a musician bought me and loved me all his life!  
**La Dama de Blanco:** Can you guess what it is?  
**Juan Diego:** A guitar!  
**La Dama de Blanco:** You were close. It's a viola.

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### 4 El Sombrero



**1 422 Look, read, and listen.**

**Lupe:** Watch out! El Sombrero is coming back.  
**Ben:** Let's hide again and catch him.  
**El Sombrero:** Ay, ay, ay, ay, canta y no llores... All the children: *Go!*  
**Juan Diego:** No, please. Let me go! Ahhh!  
**Mr Fernández:** You're a fake. You're using a playlist to sing and play the songs to Maria. Shame on you!  
**El Sombrero:** I can explain everything! I love Maria and I want her to love me.  
**Izamal:** That's not the way. You can help her fall in love with you in another way.

**El Sombrero:** Look at me! I'm short and ugly.  
**Ben:** No, you're not.  
**El Sombrero:** Well, I'm shorter than many men. So, I'd like to be taller. And I'm ugly.  
**Izamal:** I think you're handsome, but you have to stop hiding under that big hat and ridling with those scary dogs.  
**El Sombrero:** I know I'm not Prince Charming, I'm ugly.  
**Lupe:** I think you need to be more confident.

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### 5 A love story

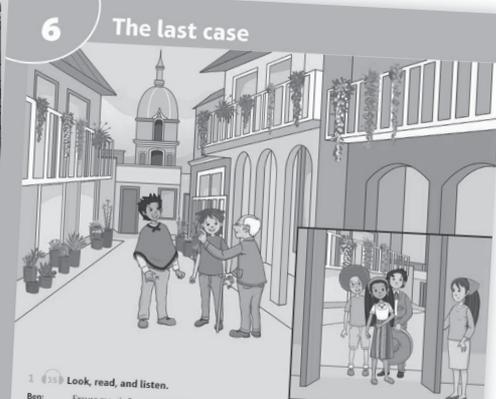


**1 427 Look, read, and listen.**

**Children:** Thank you for helping us, Mr and Mrs Cumatz.  
**Mrs Cumatz:** You're welcome. Today we're going to close the shop late, so we can see the most famous person in this market place: La Llorona.  
**Mr Cumatz:** Who's your new friend?  
**Izamal:** He's Ramón. He's going to investigate with us. This is his first case.  
**Ramón:** Hello! Nice to meet you, Mr and Mrs Cumatz. I love your shop.  
**Mr Cumatz:** Thank you. We have the most delicious sweets and the most magnificent clothes in the most crowded market.  
**Mrs Cumatz:** We're very proud of our shop.  
**Ben:** Oh yes, he's our new friend, El Sombrero. He wants to meet La Llorona.  
**El Sombrero:** Good afternoon, Mr and Mrs Cumatz.  
**La Llorona:** Wah. How sad! I want to cry all day.  
**Wah.**  
**Izamal:** There she is. She's walking around the fountain and she's crying as usual.  
**Juan Diego:** I brought my guitar with me. I'm going to play some music to her. People say music makes you happy.  
**Lupe:** Good idea, Juan Diego.  
**El Sombrero:** I think I'm in love.  
**Izamal:** Look! She's smiling. She likes the music! She likes El Sombrero, too!

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### 6 The last case



**1 439 Look, read, and listen.**

**Ben:** Excuse me, sir. Someone told me you saw El Chupacabras this week. Where did you see it?  
**Old man:** I saw it near Señora de los Milagros' church. I was born a long time ago. This is the worst monster of all. Trust me, kid. Worse than La Llorona!  
**Ramón:** Much worse. Before you discovered the truth, we were afraid of La Llorona. But she's a very nice lady after all. El Sombrero and she are going to get married at the Town Hall next Friday. I'm going to be there.  
**Ben:** The whole town is going to be there. Thank you for the information.  
**Old man:** You're welcome.

**Izamal:** Excuse me. We were at your neighbour's house. They told us you sometimes see El Chupacabras. How often do you see it?  
**Woman:** Once a week.  
**Juan Diego:** Where? It moves from the school to the church.  
**Woman:** How?  
**Izamal:** On foot.  
**Lupe:** What's it like?  
**Woman:** It's the ugliest, biggest, strongest, and fastest creature in the world.  
**Izamal:** It sounds frightening.  
**Woman:** It is frightening.

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

## Recognition and production

17 Read and write. Show and tell.



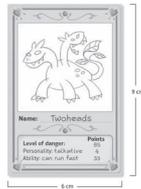
This is me. I was born in Louisville in 2012. I'm shorter than ...

This is me. I was born in Louisville in 2012. I'm shorter than my brother. My hair is longer than my sister's hair. She's taller than me because she's older. I like reading and writing stories. I'd like to be a famous writer, so I always publish my stories in the school newspaper.

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

STEAM CHALLENGE Design playing cards

1 Design.



2 Play!



18 Language focus: creature (characteristics, personality, ability numbers)

## Listening

16 Listen and complete. Then, match.



Mr Jones goes to work by \_\_\_\_\_

At the weekend, he goes to work by \_\_\_\_\_

His children go to school on \_\_\_\_\_



## Speaking

9 Say. Records!

Mila is the youngest girl in class.

Pedro is the tallest boy in the school.

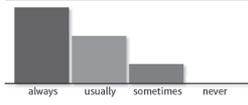
## Reading and writing

2 Read and complete. Use the words in the box. You can repeat one word.

always never sometimes usually

Old lady's week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8: get up	8: get up	8: get up				
10: virtual lesson	10: virtual lesson	10: virtual lesson	11: virtual lesson	10: virtual lesson	breakfast at club	8: get up



She \_\_\_\_\_ gets up at 8.  
 She \_\_\_\_\_ has breakfast at the club.  
 She \_\_\_\_\_ has breakfast at home.  
 She \_\_\_\_\_ does gym.  
 She \_\_\_\_\_ has a virtual lesson at 11.

PROJECT TIME An ideal classroom

1 Draw or print the plan of the classroom.



2 Make a list of items.

Desks    
 Chairs    
 Tables  one big table   
 Plants  two next to the board   
 Computers  on the table

3 Draw the items on the plan.

4 Describe your ideal classroom.

5 Display.



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**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

1 Why don't we investigate?

1 Read and draw.

Ramiro's desk

There's a big computer on his desk, and there are three books next to the computer. There's a lamp too, near the computer. There's a very small ball in front of the lamp and an action figure behind the lamp. There's a ruler on the books. There's a schoolbag under the desk, and there are coloured pencils in the schoolbag.

2 Look and write.

Luciana's desk

3 Read and complete. Use in, on, under, behind, next to, and near.

This is a strange town. There's a big fountain in the fortress. There's a bird \_\_\_\_\_ the fountain. It's a strange bird. There's a river \_\_\_\_\_ the fortress and there's a bridge. There's a big fish \_\_\_\_\_ the river and there's a girl \_\_\_\_\_ the bridge. Is she real? There are some rocks \_\_\_\_\_ the fountain, and there's a bird \_\_\_\_\_ the rocks. Oh, look! There's a map \_\_\_\_\_ a rock. It's a map of a treasure!

personality adjectives

personality adjectives.

sports, study, do our homework, tidy our room. We're \_\_\_\_\_ a geography, and science. I want to learn! I'm \_\_\_\_\_ like talking to people. She's very \_\_\_\_\_ here. She's very \_\_\_\_\_ istic. He's very \_\_\_\_\_ adapt. She's very \_\_\_\_\_ option.

Why don't we go to the river and swim?  
 Why don't we go to the supermarket?  
 Why don't we investigate online?  
 Why don't we make her a cake?  
 Why don't we put on a jacket?  
 Why don't we sit down?  
 Why don't we start now?

Look, homework about the Romans.

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# 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.**  
Why don't we ... ?  
Lupé: Why don't we start now?  
Izamal: Great idea!  
Beto: Sure!  
Juan Diego: I'm sorry, I can't.

Is this a question about reason or a suggestion? \_\_\_\_\_  
When we follow the suggestion, we say \_\_\_\_\_  
When we can't follow the suggestion, we say \_\_\_\_\_

**Find exercises with suggestions:**  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**  
The past  
Journalist: Did you see the girl in white last Monday?  
Taxi driver: Yes, I did.  
Journalist: Where did you see her? What time did you see her? What did you tell him?  
Taxi driver: The man didn't know her.

We form the negative with \_\_\_\_\_ and the action. This action is in the **present / past** form.  
**There are changes / There are no changes** for he, she, and it.  
For questions, we use \_\_\_\_\_ the person, and the action.

**Find exercises with past actions, questions, and negative forms:**  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**  
Frequency adverbs  
Old woman: A mysterious woman usually walks outside the fortress near the cemetery at night and she sometimes talks to people. She's always very sad.  
Juan Diego: How often does she do this?  
Old woman: Sometimes. Every Tuesday.

Frequency shows **exact time / repetition**.  
Frequency adverbs go **before / after** is, am, and are.  
Frequency adverbs go **before / after** all other verbs.  
We use **how often** to ask about **exact time / frequency**.

**Find exercises with frequency adverbs:**  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**  
Was / were born  
Beto: Here is Planchó. He was born in 1889.  
Izamal: When was he born? That's before my great grandparents were born!

We use **was / were** born to indicate **birth / place**.  
We use **was** born with I, he, she, and it.  
We use **were** born with you.

**Find exercises with was / were born:**  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**  
Objective pronouns  
Personal pronoun \_\_\_\_\_  
1 You \_\_\_\_\_  
He \_\_\_\_\_  
She \_\_\_\_\_  
It \_\_\_\_\_  
We \_\_\_\_\_  
They \_\_\_\_\_  
We use objective pronouns **before / after** a verb.

**Find exercises with objective pronouns:**  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**  
Before / after  
María Hernández: After he plays love songs, he blows a kiss into the air and disappears in the night!  
José Luis Rodríguez: Before he puts the letters into the mailbox, he closes the envelopes with wax.

After and before indicate **time / place**.  
Before: < or >  
After: < or >  
Are these the same or different? < / >  
Close the windows before you leave. = / > Before you leave, close the windows.

Turn off the lights after you turn off the TV = / > Turn off the TV after you turn off the lights.

**Objective pronouns**  
Taxi driver: A man opened the door.  
Journalist: What did you tell him?  
Taxi driver: I gave him the sweater he looked at. It had a tag with the girl's name. The man didn't know her.

**Find exercises with before / after:**  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**  
Comparatives  
The stone for the dog is interesting, but that one over there is more interesting than the dog stone!  
The violin stone is more beautiful than the dog stone.

We compare **two / more than two** items.  
These are **short / long** adjectives.  
To compare, we use \_\_\_\_\_ = long adjective + than ...

**Find exercises with comparative long adjectives:**  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_

I'm shorter than many men, and I'm uglier than many people.

We compare **two / more than two** items.  
These are **short / long** adjectives.  
To compare, we use **short adjective + than** ...  
Exceptions:  
The comparative of good is \_\_\_\_\_  
The comparative of bad is \_\_\_\_\_

**Find exercises with comparative short adjectives:**  
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.

- 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.	
Write questions for Quiz time.	
Learn the lines.	

- Flashcard time**  
Make the flashcards.



THE YETI

- Make the invitations.**



- Make the posters.**  
Take photos in the classroom or draw scenes.  
Print the photos or use the drawings.  
Glue the pictures on poster paper.  
Label the pictures.



- Make the programme.**

Our Show programme

**Our Stories 4**  
Cryptids presentation

- ★ Quiz for families
- ★ Goodbye!

- Present the cryptids.**  
Read and say the lines.  
Repeat the lines.  
Act out!  
Quiz time!

**Our Show day!**

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

feels more comfortable in colder weather.

**Researcher 2:** Sasquatch or Big Foot lives in forests in the border between Canada and the USA. It likes warmer weather and looks like a monkey.  
Another difference is that Sasquatch is taller than the Yeti.

**Interviewer:** Who are these?  
**Researcher 3:** Nessie and Nahualito. They're lake monsters that look like giant serpents or plesiosaurs.  
**Researcher 4:** Nessie lives in Loch Ness Lake, in Scotland, and Nahualito lives in Nahuel Huapi Lake, in Patagonia. Nessie is probably the oldest lake monster.  
**Interviewer:** Interesting.

**Researcher 5:** These are Quetzalcoatl and Amari. They're fantastic serpents with feathers. In the Aztec culture, Quetzalcoatl separated the earth from the sky and created humans.  
**Interviewer:** What about Amari?  
**Researcher 6:** It's an Aztec serpent. It controls the water of rivers and helps you learn about the future.

**Researcher 10:** Yucuna is another example. He's the god of the amazons. He travels the rivers and lakes of the Amazon on an enormous black caiman.  
**Interviewer:** Can you see him during the day?  
**Researcher 11:** No, you can't. He travels at night. During the day, he sleeps in the water.

**Interviewer:** Are mermaids also cryptids?  
**Researcher 12:** Yes, they are. Lara is a young mermaid from Brazil. She has green hair, brown skin, and brown eyes. Her tail is similar to the tail of a manatee. She lives in rivers in the Amazon.

**Interviewer:** Is the Lobzón a cryptid, too?  
**Researcher 13:** Yes, he's a young man who can change into a wolf.  
**Interviewer:** Does he turn into a wolf when he's angry?  
**Researcher 14:** No, that's the Incredible Hulk. The Lobzón changes into a wolf on the night of a full moon.

**Presenter:** Well, this is all very interesting. Now, time for a quiz. Families, are you ready?

## Our Stories 4 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 21<sup>st</sup> century citizens. In order to achieve this, it is based on the following pillars:

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

- **Stories.** According to John McRae (1994),<sup>1</sup> there are two types of language: referential and representational. Referential language is language that shows, states, and informs. This is the language of survival that only requires, from the 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 4*, 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 4, 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 4 compresses the old colonial town of Antigua, Cartagena de Indias, Cuzco, and Colonia del Sacramento, all cities in Latin America. The reason for this blend of settings comes from Michel Foucault's concept of 'heterotopia' (1967),<sup>1</sup> a setting in which diverse settings overlap which are both contradictory and impossible. The different juxtaposed settings belong to different countries in Latin America; yet, they can be perceived as belonging to the same place. All the adventures in the story take place in heterotopic land that is full of local colour—i.e. customs, dress, food, or other typical features of a place and its inhabitants—belonging to a myriad of cultures. The purpose of such setting is for learners to recognise it, identify with it, and understand the heterotopic place as their own.



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

# UNIT ORGANISATION

In Level 4, 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.

3 Listen and complete.

- Lupe \_\_\_\_\_ studies myths.
- She \_\_\_\_\_ reads books.
- She \_\_\_\_\_ goes online and finds information.
- She \_\_\_\_\_ talks to people.
- Ben \_\_\_\_\_ talks about myths.
- Juan Diego and his family \_\_\_\_\_ sing in the street.
- He \_\_\_\_\_ sees strange things.
- Izamal \_\_\_\_\_ helps her friends.
- She's \_\_\_\_\_ in the shop with her family.
- She \_\_\_\_\_ sees strange things.

4 A survey  
Help at home

How often do you help at home?

ALWAYS	USUALLY	SOMETIMES	NEVER

I usually help at home in the evening.

I sometimes help on Saturdays.

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

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

14a Read and answer.

### FANTASTICAL CREATURES

Can you find them?

<p><b>Description:</b> It's an animal-monster. It looks like a short kangaroo, with wings and no nose.</p> <p><b>Sightings:</b> Rural areas. It likes eating domestic animals.</p> <p><b>Name:</b> El Chupacabras</p> <p><b>Level of danger:</b> Extremely dangerous</p>	<p><b>Description:</b> He's very short, he's a dwarf. He wears a big hat and black clothes. He likes playing the guitar. He rides a black horse and two black dogs walk with him.</p> <p><b>Sightings:</b> Near women's balconies. He likes women with long hair.</p> <p><b>Name:</b> El Sombreroado</p> <p><b>Level of danger:</b> Not very dangerous</p>
<p><b>Description:</b> She's a sad, middle-aged woman. She has long dark hair. She wears a white dress and a black cloak. She's sad because there's tragedy in her life.</p> <p><b>Sightings:</b> Near rivers or water.</p> <p><b>Level of danger:</b> Dangerous. She scares children, women, and men.</p> <p><b>Name:</b> La Llorona</p>	<p><b>Description:</b> She's a mysterious young girl. She has long black hair. She wears a long white dress.</p> <p><b>Sightings:</b> Near cemeteries.</p> <p><b>Level of danger:</b> Harmless, no danger.</p> <p><b>Name:</b> La Donna de Blanco</p>

- Which creature likes black? \_\_\_\_\_
- Which one is not very dangerous? \_\_\_\_\_
- Which one has long black hair? \_\_\_\_\_
- Which one wears a black cloak? \_\_\_\_\_
- Which one is similar to an animal? \_\_\_\_\_
- Which one is sad? \_\_\_\_\_

**REMEMBER**

1 boy, 2 boys  
1 girl, 3 girls  
boys and girls: children  
1 woman, 2 women  
1 man, 2 men  
men and women: people

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

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

1 Why don't we investigate?

1 Look, read, and listen.

Lupe: Look at my notepad, friends! Strange things are happening in town.

Ben: Strange things? Juan Diego: I go out with Mum and Dad at night. I meet new people all day every day. I can ask them. I'm friendly.

Lupe: Yes. Are these things real or not? Why don't we investigate? Our band plays at night. I can watch the streets.

The children: Yeah! Lupe: Great, you're adventurous. Thanks for your help! Why don't we start now?

Izamal: Great! Customers buy handicrafts in my shop all the time.

People saw incredible creatures here:

- near the Fortress
- in front of the church
- under the bridge

8a Read and write yes or no.

Hi, Granny and Grandpa,

How are you? My new school is great. There are 20 students and one teacher. Her name's Ms Shelley. She's strict and very nice.

I have some new friends. Lupe is fantastic. She likes myths and legends. She loves investigating. Izamal (she's a girl) loves talking with people at school and in the city. Juan Diego is a ranch singer. He can sing very well and loves adventures. Ben is super. He makes friends with all the new students and is happy all the time. Emily sits next to me in the classroom. She doesn't like talking to people, but we're friends now. Matt doesn't stop! And he's very good at using the computer and solving problems with computers. I'm not ... But I can adapt to new situations, and this is important.

How's Rosie? Is she OK? You know I love your dog ... Send me a photo!

Please, write back. I love you! ♥♥♥

Emma

- This is a blog. \_\_\_\_\_
- This text is very formal. \_\_\_\_\_
- This text is informative. \_\_\_\_\_
- Emma is a student at school. \_\_\_\_\_
- Rosie is with Emma. \_\_\_\_\_
- Emma wants a photo of Rosie. \_\_\_\_\_

19 Look, read, and listen.

Ms Shelley: Today we start a new project: Our football playing robots!

Children: Yeah!

Ms Shelley: Why don't we start now?

Juan Diego: Great! Can I try?

Ms Shelley: OK, Juan Diego. The remote control is on the table, next to the robot. Turn the robot on. Move the leg and kick the ball to the goal.

Ben: Go! Go! Hit the ball! Hit the ball!

Goal!

Ms Shelley: You are very skillful with robots, Juan Diego! And you are very energetic, Ben! Sorry for shouting, Ms Shelley!

Ben: I want to take a robot home.

Lupe: Yes, first you make your robot, and then you take it home.

Ms Shelley: Perfect!

Lupe: Perfect!

Extra help

The football playing robot can move or throw things. You can use it in the game.

- 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

Make an egg float

3+  
x2

**Sank or floated? Complete the missing information in the CAUSE and EFFECT columns.**

CAUSE	EFFECT
We put the egg in the water.	so the egg _____
We added 1 tablespoon of salt.	so the egg _____
We added _____ tablespoons of salt.	so the egg _____ floated.

54 Language focus: comparatives: so, sank, floated, egg, salt, tablespoon, cause, effect

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

- PROJECT TIME allows learners to integrate the language in hands-on creations, building ownership as they become involved in making something to present and feel proud of (Units 1, 3, and 5), and BREAK TIME offers learners the possibility to play while using language meaningfully (Units 2, 4, and 6).

PROJECT TIME

My town

- 1 **Find out.**  
Shops and facilities near your school or house
- 2 **Complete the information.**  
Comment on these shops:  
The most popular \_\_\_\_\_ The most crowded \_\_\_\_\_  
The most expensive \_\_\_\_\_ The most interesting \_\_\_\_\_
- 3 **Make a map.**  
Draw your school / your house and the streets and the names of the streets. Describe with...
- 4 **Make a poster.**  
Glue the map onto a sheet of drawing paper. Include information about the shops (see exercise 2). Share the posters.

BREAK TIME

Make it true

You need a dice or a pencil with numbers 1 to 6.

**Categories:**

- 1 people
- 2 countries
- 3 jobs and professions
- 4 transport
- 5 food and drinks
- 6 everyday objects and furniture

**How to play:**

**Player A**  
Roll the dice / pencil. Check the category.  
Compare two elements of the category.  
Is the comparison OK? Move forwards one step. Is the comparison not OK? Stay at your spot. It's B's turn.

**Player B**  
Roll the dice / pencil. Check the category.  
Compare two elements of the category.  
Is the comparison OK? Move forwards one step. Is the comparison not OK? Stay at your spot. It's A's turn.

55

3

A new case

- 1 **Match.**

**Are you a writer expert?** Read and check.

Cervantes was born in Spain.	in Argentina in 1930.
Jose Martí was born in Cuba in 1906.	in Chile in 1906.
Maria Elena Walsh was born in Colombia in 1927.	in Cuba in 1853.
Pablo Neruda was born in Ireland in 1856.	in Spain in 1547.
William Faulkner was born in Uruguay in 1940.	in Uruguay in 1940.
Gabriel García Márquez was born in the USA in 1897.	

**Score:** 7-8: You're an expert! 5-6: Not bad 3-4: Keep on working. 1-2: Read more!
- 2 **Complete. Use was / were born.**  
Great writers of all times.  
1 Shakespeare \_\_\_\_\_ in England.  
2 García Lorca and Becquer \_\_\_\_\_ in Spain.  
3 Balzac \_\_\_\_\_ in France.  
4 Edgar Allan Poe and Hemingway \_\_\_\_\_ in the USA.  
5 Mario Benedetti \_\_\_\_\_ in Uruguay.  
6 Gabriela Mistral \_\_\_\_\_ in Chile.  
7 Alfonsina Storni and Jorge Luis Borges \_\_\_\_\_ in Argentina.  
8 Oscar Wilde and James Joyce \_\_\_\_\_ in Ireland.  
9 Dante Alighieri \_\_\_\_\_ in Italy.  
10 Amado Nervo and Sor Juana Inés de la Cruz \_\_\_\_\_ in Mexico.
- 3 **Complete.**  
Include information about the city or country and date, as in the example:  
I was born in Lisabona on 20<sup>th</sup> May 2011.  
I was born \_\_\_\_\_  
My mum / dad was born \_\_\_\_\_  
My best friend was born \_\_\_\_\_  
My brother / sister was born \_\_\_\_\_  
My granny / grandpa was born \_\_\_\_\_  
My favourite cousin was born \_\_\_\_\_

100

- 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.**  
Why don't we ...?

Lupe: Why don't we start now?  
Izamal: Great idea!  
Ben: Sure!  
Juan Diego: I'm sorry, I can't.

Is this a question about reason or a suggestion? \_\_\_\_\_  
When we follow the suggestion, we say \_\_\_\_\_  
When we can't follow the suggestion, we say \_\_\_\_\_

Find exercises with **suggestions**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_

**Read, think, and answer.**  
The past

Journalist: Did you see the girl in white last Monday?  
Taxi driver: Yes, I did.  
Journalist: Where did you see her? What time did you see her? What did you tell him?  
Taxi driver: The man didn't know her.

We form the negative with \_\_\_\_\_ and the action. This action is in the **present / past form**. There are **changes / There are no changes** for he, she, and it.

For questions, we use \_\_\_\_\_, the person, and the action.

Find exercises with **past actions, questions, and negative forms**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_

**Read, think, and answer.**  
Frequency adverbs

Old woman: A mysterious woman usually walks outside the fortress near the cemetery at night and she sometimes talks to people. She's always very sad.  
Juan Diego: How often does she do this?  
Old woman: Sometimes. Every Tuesday.

Frequency shows **exact time / repetition**.  
Frequency adverbs go **before / after** is, am, and are.  
Frequency adverbs go **before / after** all other verbs.  
We use how often to ask about **exact time / frequency**.

Find exercises with **frequency adverbs**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_

**Read, think, and answer.**  
Was / were born

Ben: Here is Pancho. He was born in 1889.  
Izamal: When was he born? That's before my great grandparents were born!

We use **was / were** born to indicate **birth / place**.  
We use **was** born with I.  
We use **were** born with you, \_\_\_\_\_

Find exercises with **was / were born**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_

**Read, think, and answer.**  
Objective pronouns

Taxi driver: A man opened the door.  
Journalist: What did you tell him?  
Taxi driver: I gave him the sweater. He looked at it. It had a tag with the girl's name. The man didn't know her.

Complete the table.

Personal pronoun	Objective pronoun
I	_____
You	_____
He	_____
She	_____
It	_____
We	_____
They	_____

We use objective pronouns **before / after** a verb.

Find exercises with **objective pronouns**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_

**Read, think, and answer.**  
Before / after

María Hernández: After he plays love songs, he blows a kiss into the air and disappears in the night!  
José Luis Rodríguez: Before he puts the letters into the mailbox, he closes the envelopes with wax.

After and before indicate **time / place**.  
Before: < ->  
After: < ->  
Are these the same = or different ≠?  
Close the windows before you leave. = / ≠ Before you leave, close the windows.

Turn off the lights after you turn off the TV. = / ≠ Turn off the TV after you turn off the lights.

Find exercises with **before / after**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_

**Read, think, and answer.**  
Comparatives

The stone for the dog is interesting, but that one over there is more interesting than the dog stone!  
The violin stone is more beautiful than the dog stone.

We compare **two / more than two** items. These are **short / long** adjectives.  
To compare, we use \_\_\_\_\_ + long adjective + than ...

Find exercises with **comparative long adjectives**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_

I'm shorter than many men, and I'm uglier than many people.

We compare **two / more than two** items. These are **short / long** adjectives.  
To compare, we use short adjective + \_\_\_\_\_ than ...  
Exceptions:  
The comparative of good is \_\_\_\_\_  
The comparative of bad is \_\_\_\_\_

Find exercises with **comparative short adjectives**:  
Exercise \_\_\_\_\_ page \_\_\_\_\_ Exercise \_\_\_\_\_ page \_\_\_\_\_  
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.	
Write questions for Quiz time.	
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 poster paper.  
Label the pictures.

5 **Make the programme.**

6 **Present the cryptids.**  
Read and say the lines.  
Repeat the lines.  
Act out!  
Quiz time!

- 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

**Our Stories 4**  
Cryptids presentation  
★ Quiz for families  
★ Goodbye!

**Our Show day!**

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

**RESEARCHER 1:** The Yeti and Sasquatch are wild men figures. The Yeti or the Abominable Snowman lives in the Himalayas. It has a bear shape. It feels more comfortable in colder weather.

**RESEARCHER 2:** Sasquatch or Big Foot lives in forests in the border between Canada and the USA. It likes warmer weather and looks like a monkey. Another difference is that Sasquatch is taller than the Yeti.

**Interviewer:** Who are these?  
**Researcher 3:** Nessie and Nahuellito. They're lake monsters that look like giant serpents or plesiosaurs.

**Researcher 4:** Nessie lives in Loch Ness Lake, in Scotland, and Nahuellito lives in Nahuel Huapi Lake, in Patagonia. Nessie is probably the oldest lake monster.

**Interviewer:** Interesting.

**RESEARCHER 5:** These are Quetzalcóatl and Amaru. They're fantastic serpents with feathers. In the Aztec culture, Quetzalcóatl separated the earth from the sky and created humans.

**Interviewer:** What about Amaru?  
**Researcher 6:** It's an Almará serpent. It controls the water of rivers and helps you learn about the future.

**RESEARCHER 7:** This is Alicanto, a mythological night bird of the Atacama Desert in Chile.  
**Interviewer:** Does it have metal wings?  
**Researcher 8:** No, it doesn't. But it eats metals, so its wings look like metal.  
**Interviewer:** Are there any creatures similar to humans?  
**Researcher 9:** Yes, Triton, for example. He's half human and half fish.

**RESEARCHER 10:** Yacuruna is another example. He's the god of the Amazonia. He travels the rivers and lakes of the Amazon on an enormous black caiman.  
**Interviewer:** Can you see him during the day?  
**Researcher 11:** No, you can't. He travels at night. During the day, he sleeps in the water.

**Interviewer:** Are mermaids also cryptids?  
**Researcher 12:** Yes, they are. Iara is a young mermaid from Brazil. She has green hair, brown skin, and brown eyes. Her tail is similar to the tail of a manatee. She lives in rivers in the Amazon.

**Interviewer:** Is the Lobizón a cryptid, too?  
**Researcher 13:** Yes, he's a young man who can change into a wolf.  
**Interviewer:** Does he turn into a wolf when he's angry?  
**Researcher 14:** No, that's the Incredible Wuk. The Lobizón changes into a wolf on the night of a full moon.

**Presenter:** Well, this is all very interesting. Now, time for a quiz. Families, are you ready?

## 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	
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 4*

- Helpers
- Dealing with the calendar
- 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

After you have elicited the date, you will see a different topic in each unit.

In Unit 1, learners will talk about the subjects they've had during the week. They can say what day and what time they had a subject, what they did in class, etc.

Unit 2 will focus on past activities. You can ask learners to say what they did the day before, (three) days ago, at the weekend, etc. If you're using a blank calendar, write the learner's name and a word that represents what he / she did. You can also draw something, e.g. if a learner says, *Last (Saturday) I (made a chocolate cake)*, write *Vicente* and *cake* on the board, or write the name and draw a cake. You can use this for learners to interpret the drawings as part of the routine. They have to remember what their classmates did.

Unit 3 deals with the phrase *was / were born*. Invite learners to look for information about famous people: national heroes, important people in the country, people who have made a great contribution to humankind, etc. Keep a record in the calendar. When it's a learner's birthday, invite him / her to say, *I was born on (20<sup>th</sup> May) in 2007*. Record this in the calendar, e.g. write *Juana's birthday*. Demonstrate with examples using both *was* and *were*, e.g. *San Martín was born in February. José Artigas and Lionel Messi were born in June.*

In Unit 4, learners can talk about their ambitions. Work on the jobs and professions they know, but teach those that learners need to express, e.g. *I'd like to be (a social worker).*

Unit 5 focuses on plans and intentions. Learners can say, e.g. *Next (Saturday) I'm going to ride my bike in the park.* Record this in the calendar.

Finally, Unit 6 gives the opportunity to work on world records, e.g. *Russia is the biggest country in the world.* Invite learners to find out different world and local records.

All through the units, check that every learner has the chance to say something. One idea is to count the number of lessons you allot to the unit and divide the number of learners by that first number to have an idea of how many learners need to say something in each class.

You can keep a record of learners' participation by ticking their names in a list. You can have this list with the learners' names and the six units / topics (a double entry chart) and stick it on a wall in the classroom. The helpers can be in charge of ticking the names in every class.

## 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. Elicit from 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 4*, 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. As suggested in the units, help learners to focus on the clues they can find in a text—headlines, illustrations, format—that can help them to conclude what type of text they are. 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 4 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.

16  Listen and complete. Then, match. 

8 Talk about Juan Diego's and Lupe's week.

5 Read and tick (✓) or cross (✗). Then, correct the ✗ sentences.

20 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'.

16 Listen and write the name of the shops.

12a Listen and tick (✓) or cross (X).

- 1 The reporter wants to talk about shops in the market.
- 2 Some **empanadas** are bigger than the Saravias' **empanadas**.
- 3 Mrs Saravia's friend cooked very carefully.
- 4 She was a bad chef.
- 5 Mr Saravia buys the ingredients every day.
- 6 The Saravias put all the ingredients in the fridge after they have breakfast.
- 7 They do that very slowly.
- 8 They sometimes sell all the **empanadas**.

12b Listen again and correct the X statements.

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## Speaking activities

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

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

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

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

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.

18 Read and write. Show and tell.

I was born in ...



This is Jim's chart.

Name	Jim Kelly
Year of birth	2011
Country of birth	the USA
President (when you were born)	Obama
Two top songs	'E.T.' / 'Born this Way'
Two top films	<b>The Tree of Life / Harry Potter and the Hallows part II</b>
City of residence	Boston
First school	The Green Tree
First teacher	Ms Tyler

**THE YEAR OF MY BIRTH**

My name's Jim Kelly. I was born in 2011. I was born in the USA. The president of my country was Obama. Two top songs were 'E.T.' and 'Born this Way'. Two top films were **The Tree of Life** and **Harry Potter and the Hallows part II**. I lived in Boston after I was born.

My first school was The Green Tree.



My first teacher was Ms Tyler.

Complete the chart for you.

Name	
Year of birth	
Country of birth	
President (when you were born)	
Two top songs	
Two top films	
City of residence	
First school	
First teacher	

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## Literacy development

In Level 4, 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

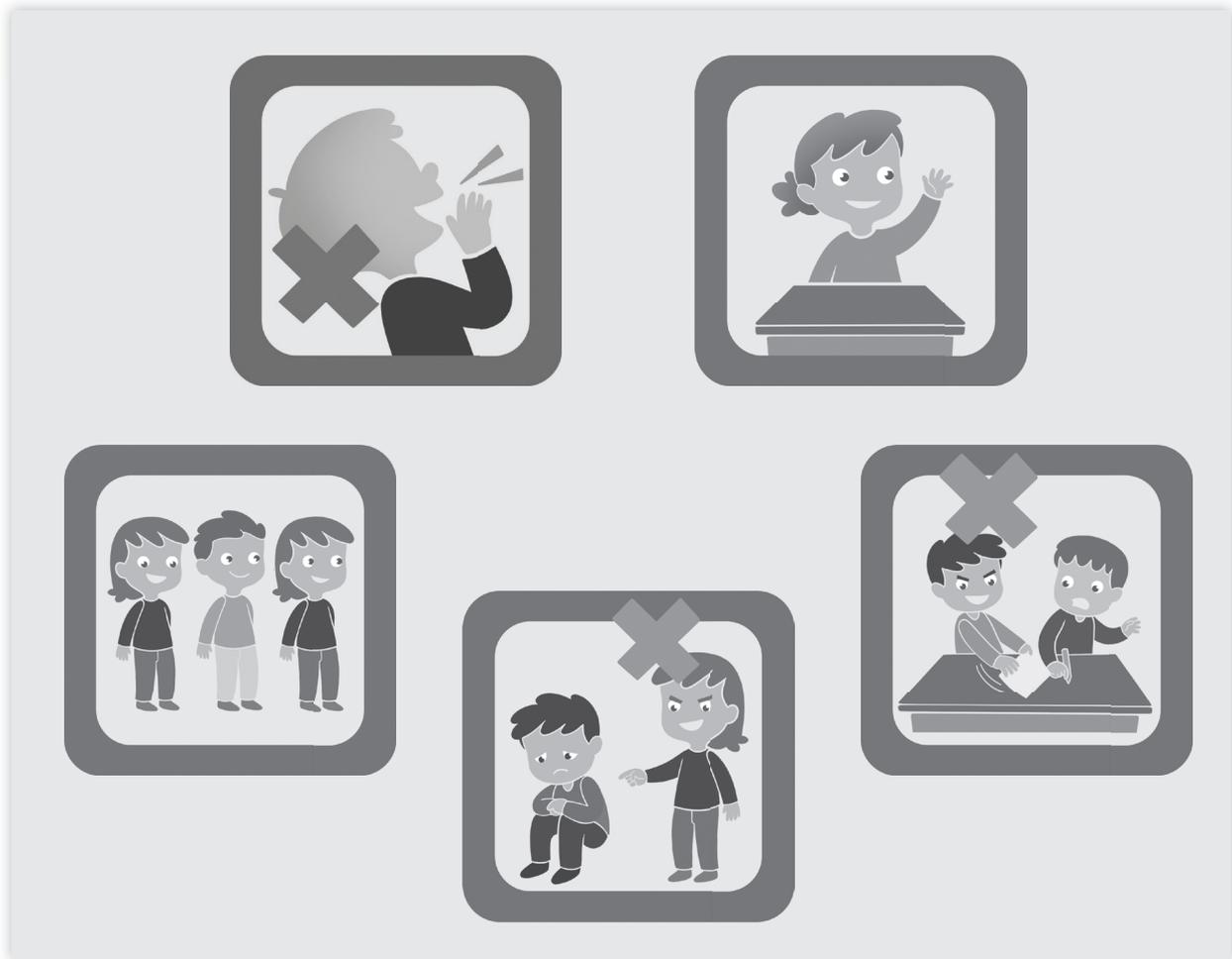
Games offer a unique opportunity for the meaningful use of language and to work on soft skills and educational aspects as outlined in the Introduction above. As with any activity, start by focusing on the rubrics. Focus learners' attention on the information in the activity and ask them if they need 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. A poster with the learning contract can be helpful. If either you or any learner sees that a child is not going by the rules, point to the poster so that the learner in question can change his / her attitude. This will prevent breakdowns in the lesson that affect its flow. Moreover, learners have the opportunity to reflect and change their behaviour. 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.

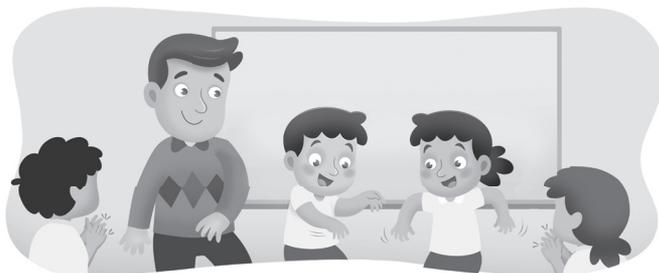
Once they have an idea of what the situation is about, tell them they'll learn the dialogue. Play one line at a time and have learners repeat, imitating the voices in the recording. Do this several times until learners have learnt the lines.

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.

12 Listen and act out.

Why is Angie listening to music? To relax.

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10 Read and say.

It's warm and sunny!

Why don't we play in the playground?

Now, think about other suggestions.  
Situations:  
It's rainy.  
It's snowing.  
I'm hungry.  
We're tired.

## 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, doing some research, 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** **Legendary characters**

**La Viudita** is a slim, tall woman. She always wears a black dress and she always covers her head and face. She walks at night. During the day, she disappears and people can't see her. She has big black eyes. People are afraid of her eyes because they're dangerous. People fall unconscious after she looks at them. They can't remember anything after they regain consciousness.

- Write important information about La Viudita.
- Write important information about
- Write about your legendary character. Use the information in the notes and the f

**BREAK TIME** **Questions**

Questions!

- Get ready.**  
Prepare one question for each of the squares.
- Start playing.**  
Student A: Ask one of the questions.  
Student B: Answer. Is the answer correct? Place a marker on the question. Is the answer not correct? Try later.  
Now student B asks and student A answers.
- Winner**  
The winner is the student with a marker on all the squares.

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## Working with the photocopiables

In Level 4, this is the following list of photocopiables:

- A template for the invitation for Our Show
- The characters to present at Our Show
- Our class contract—a template of a learning contract or ground rules
- My own records
- My fantastical creature
- Certificate of completion (of the series)

When learners present Our Show, they will describe different cryptids. They can use the templates on pages 154–156, which can be photocopied and coloured in. Learners can glue them on a piece of board paper and attach a straw or lollipop stick. There's also a template for the invitation on page 153.

**Our class contract:** different illustrations represent expected attitudes and behaviours and those which should be avoided. You can invite learners to add illustrations so that they can personalise this contract. It's important to do this collaboratively to get better results.

**My own records:** learners are dealing with superlative forms. They can complete the suggestions presented, e.g. the most interesting book, and they can add more records. They can write about them or make a drawing, e.g. as in the case of the most incredible superhero. Learners can also suggest other records.

**My fantastical creature:** fantastical creatures is one of the topics in this level, and learners are invited to create their own. As they deal with different topics, they can add information about their own fantastical creature building on to it. They may draw or bring a print out or cut-out of this creature, and then they can start writing about it. For instance, in the Welcome Unit and Unit 1, they learn about descriptions and personality adjectives, so they can start describing their creature at this point. As they learn more topics, they can add information. It's advisable to have this text on a separate sheet. Once the descriptions are ready, you can make a classroom display. Hand out the descriptions and have learners read the one they are given and find the creature in question.

**Certificate of completion:** As Level 4 is the last level of *Our Stories*, learners can be given a certificate of completion, which they can decorate by drawing their favourite character in the series.

## 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. However, at this stage, learners may be acquainted with some metalanguage, e.g. *verb, noun, etc.*, which they hear from their classroom teacher. Check with the teacher to see which terms you can use with your learners. They may need to understand the word in English, but they will know the meaning.

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*.

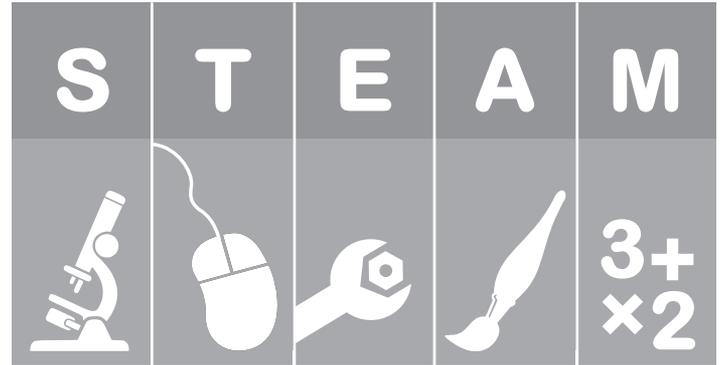
We know that some mistakes are likely to crop up due to the school's language of instruction. We can prevent these mistakes by working on different strategies; e.g. your learners might pronounce the words *school* or *schoolbag* with an initial /ə/. Have learners overemphasise the initial /s/ sound. 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

Build the most interesting building in town

**1 Discover.**  
Discover some of the most interesting buildings in the world!



The Fish Building in India



The Haines Shoe House in the USA



The Crooked House in Poland



The Dancing House in the Czech Republic

**2 Plan.**  
This is the most \_\_\_\_\_ in town!  
Special features: \_\_\_\_\_

**3 Design and label.**

66

Language focus: superlatives, places in town

## 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 or a learning contract. 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

Show learners that they have the right to disagree with a person's opinion, but they have to do so politely. You can teach them *To me*, so as to stress the fact that it's an opinion.

## 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

Show learners how important it is to understand the difference between a fact and a mystery, or an opinion.

## 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

Discuss with learners if they think this letter / poem writing is an old or modern tradition. Elicit how they think people communicate love to each other at present.

## Inclusive classrooms

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

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

### Inclusive classrooms

Reflect with learners on how different means should be available to everybody. You can give them an example, e.g. a low platform to get on any bus for those who have a difficulty walking.

## 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

The characters are alone in Lupe's bedroom, but her mum is keeping an eye on them. It's their right to be protected and taken care of.

## 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

Remind learners of the use of *a / an* for jobs and professions in the singular, e.g. *I'm a teacher, Emma is an architect, but John and his wife are engineers*.

## 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 emphasise 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 it 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 4, 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, 2, and 3, 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:

- Exercises 7 and 8 (personality adjectives)
- Exercise 14a (descriptions)
- And these from Unit 2:
- Exercise 2 (frequency adverbs)

### • Exercises 14 and 15 (jobs and professions)

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. prepositions of place, when to use each of the objective pronouns they have learnt (*is, her, etc.*), or how to form the negative form of the past.

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.

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 working with. 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. If learners have their own personal dictionaries, they can check they have written all the words.

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, miming them, giving a sort of definition, 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 R*h*, meaning *Recognition with help*. For production, you can give them options, e.g. *Is Ben energetic or skilful?* If they answer correctly, they should write P*h*, again meaning *Production with help*.

For the structure area, say a statement with the content at stake, e.g. *My pencil case is in front of my schoolbag*. Learners have to place the objects as you say. 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 The creature is next to the ruler.
- 2 It's in front of the schoolbag.
- 3 It's near the ruler.
- 4 It's under the schoolbag.
- 5 It's behind the schoolbag.

Unit Test 1

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

1 Read and match. There are two extra personality adjectives.

1 An incredible excursion!  
Let's climb mountains, swim in rivers, explore caves, and visit ancient ruins.

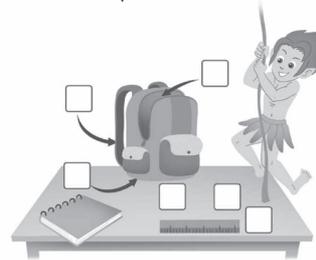
2 Are you an artist?  
Do you like art?  
Can you draw?  
This is just for you!

3 A course for people who don't like talking with others, who don't like acting or showing others their abilities.  
Come and join us!

4 We make toys for children, read stories to old people, go to hospitals, and talk with patients.

- reliable adventurous creative skilful helpful shy

2 Listen and number. There's an extra position.



3 Circle.

My name's Martin. My friends like me **but / because** they can depend on me. I'm **flexible / reliable**. I'm / I have a small nose and **long / plump** hair. I'm / I have young. I like **sing / singing** but I **can / can't** sing very well. My **brother / brother's** name is Roger. We like our bedroom. **There are / They're** two beds and a big cupboard. **There's / There are** a lot of clothes in the cupboard. **It's / There's** a big desk, too. It's **behind / next to** the cupboard.

Progress Test 1

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

1a Read and circle the correct picture.

We need information about John Wilson. He's a street cleaner. He has a bike, but he goes to work on foot. He always wears jeans and black clothes. He never wears a hat. Last week, people saw him near the church. Two days ago, a boy saw him in front of the church. Yesterday, a woman talked to him, but he didn't look at her. There were two dogs next to him. He didn't look at them. He wasn't sad, he was very angry. He put his hands behind his head and turned around. Please call 021987.



1b Read and tick (✓) or cross (X).

- |   |   |
|---|---|
| 1 This text is a blog. <input type="checkbox"/>                       | 5 He can ride a bike. <input type="checkbox"/>              |
| 2 This text is informative. <input type="checkbox"/>                  | 6 He likes wearing black clothes. <input type="checkbox"/>  |
| 3 The name of the journalist is John Wilson. <input type="checkbox"/> | 7 People didn't see him last week. <input type="checkbox"/> |
| 4 John Wilson doesn't work. <input type="checkbox"/>                  | 8 He talked to the woman. <input type="checkbox"/>          |

2 Listen and number the correct answers. There's an extra answer.

- At seven. I was at the supermarket and I saw him.
- Because I'm a chef and I need fresh food.
- By car. I like driving.
- Every day.
- I'm sorry.
- In front of the fountain.
- No, he didn't.
- Yes, he did.
- Yes, I did. He was angry.

Progress Test 1

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

3 Read, complete the chart, and write.

**DANGEROUS CREATURES**

**LA VIEJA**

Description: *La Vieja* is short and plump. She has small eyes, but her mouth and nose are big. She has long arms and short legs.

Routines: She always talks to young women. She sometimes talks to old men.

Last week: She made an apple cake, ~~eat~~ it, take cake to church, write message on the wall, go to a park, sit next to a cat, talk to the cat, ~~cat~~ look at her.

*La Vieja*

DESCRIPTION	Short, plump, small eyes, big nose and mouth, long arms, short legs
ROUTINES	Talk to young women: always Talk to old men: sometimes
LAST WEEK	Made apple cake, <del>eat</del> it, take cake to church, write message on the wall, go to a park, sit next to a cat, talk to the cat, <del>cat</del> look at her.

Your character

NAME	
DESCRIPTION	
ROUTINES	
LAST WEEK	

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Routines: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Last week: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO	
<b>0</b>	Nombres de los personajes Revisión: actividades diarias, útiles escolares, vocabulario relacionado con la ciudad Actividades de reconocimiento y producción	<i>There is / are</i> <i>can</i> (ability) Genitive case Simple Present	La apariencia física	Revisión del clima y sentimientos en el pasado Lenguaje áulico	4 hs
<b>1</b>	Adjetivos: <i>shy, talkative, adventurous, curious, friendly, flexible, skilful, reliable, creative, helpful, energetic</i> Descripciones La apariencia física: <i>have / has and is / am / are</i> Actividades de reconocimiento y producción Diseño de cartas para jugar Proyecto: Nuestra aula ideal	<i>like + -ing</i> Preposiciones de lugar: <i>near, next to, on, in, behind, in front of, under</i> <i>can</i> : habilidad y permiso	Sugerencias: <i>Why don't we ...?</i>	Materias escolares: <i>Yesterday we had ... at (8:30). We studied ...</i> Lenguaje áulico	10 hs
<b>2</b>	Trabajos y profesiones: <i>architect, mechanic, clerk, chef, doctor, police officer, artisan, engineer, homemaker, street cleaner, teacher, firefighter, shopkeeper</i> Transporte: <i>by ... / on foot</i> Actividades de reconocimiento y producción Ser un miembro de los <i>myth breakers</i> Break Time: ¿Cuántas adivinás?	Simple Past, negative and interrogative Frequency adverbs <i>how often</i> Objective pronouns	Una entrevista	<i>Last (Saturday) I (made a chocolate cake).</i> Lenguaje áulico	10 hs

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				PRÁCTICAS DE REFLEXIÓN	TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO		
<b>3</b>	<p>Adjetivos descriptivos:  <i>attractive, adventurous, boring, careful, creative, dangerous, difficult, expensive, flexible, important, intelligent, interesting, popular, talkative, terrible</i></p> <p>Instrumentos musicales:  <i>drums, keyboard, piano, recorder, trumpet, guitar, violin, tambourine</i></p> <p>Actividades de reconocimiento y producción</p> <p>Construcción de un instrumento musical</p>	<p><i>was / were born</i>            Comparatives            (long adjectives)  <i>before / after</i></p>	<p><i>Would you like to ...?</i></p>	<p><i>San Martín was born in February. José Artigas and Lionel Messi were born in June. Lenguaje áulico</i></p>	<p>Reflexión social y la construcción de la ciudadanía: las preguntas sobre la fecha de nacimiento y la adecuación social. El derecho a estar en desacuerdo con una opinión y el derecho a dar la propia en la forma adecuada. La importancia de dar testimonios e información en algunas situaciones. La importancia de informar sobre las reglas de protección. El uso de registros. La honestidad</p> <p>Aulas inclusivas</p> <p>Reflexión cognitiva: cómo reducir opciones para facilitar la tarea. El uso de notas para organizar la información. La diferencia entre hecho y opinión, y hecho y misterio. El uso de pistas para resolver problemas</p> <p>Reflexión lingüística: la referencia a lugar y tiempo al mencionar el nacimiento. Los cognados y la diferencia en pronunciación entre el inglés y la lengua de escolarización. Estructuras comparativas en inglés y la lengua de escolarización. El uso del verbo <i>play + the</i> para los instrumentos musicales. Similitudes y diferencias entre <i>like + -ing</i> y <i>would like to</i></p> <p>Reflexión intercultural: el abordaje de la muerte y ceremonias relacionadas con el entierro. La escritura de poemas de amor y otras formas de comunicación</p> <p>ESI: las reglas que ayudan a nuestra protección</p> <p>Competencias: la predicción, la planificación, la experimentación, la creación, estrategias de pensamiento, la colaboración, comprender cómo se forma el sonido</p>	10 hs
<b>4</b>	<p>Adjetivos descriptivos:  <i>angry, big, cheap, clean, cold, dirty, easy, happy, hot, long, new, nice, old, plump, pretty, sad, short, slim, small, tall, ugly, warm, young</i></p> <p>Actividades de reconocimiento y producción</p> <p>Hacer flotar un huevo</p>	<p>Comparatives            (short adjectives)  <i>better – worse</i>  <i>so</i>  <i>I'd like to vs</i>  <i>I like + -ing,</i>            interrogative</p>	<p>Ambiciones</p>	<p><i>I'd like to be (an engineer). Lenguaje áulico</i></p>	<p>Reflexión intercultural: las cosmovisiones y la interpretación de la belleza. Apertura a lo nuevo</p> <p>Reflexión lingüística: construcciones comparativas. La conjunción <i>so</i>. Construcciones con <i>like: like + -ing</i> y <i>would like to</i>. Los saludos en un correo electrónico. El CV: información que se incluye y formas de incluirla</p> <p>Reflexión cognitiva: estrategias para comenzar por lo conocido para reducir las opciones y facilitar la tarea</p> <p>Reflexión social y la construcción de la ciudadanía: el ganar o perder no modifica quiénes somos. Formas de celebración sin burlarse de ni menospreciar a otros. El respeto por las ambiciones de otros. El intercambio de regalos, formas de cortesía</p> <p>Aulas inclusivas</p> <p>ESI: la persona por sobre las apariencias. La importancia de tener ambiciones</p> <p>Competencias: la experimentación, uso de registros, el trabajo en grupos, la comunicación, el uso de un instrumento de medición, la comprensión de la densidad, y causa y efecto</p>	10 hs

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO	
<b>5</b>	<p>Lugares de la ciudad: <i>restaurant, hospital, shopping centre, cinema, theatre, baker's, bookshop, grocer's, greengrocer's, school, supermarket, shop</i></p> <p>Actividades de reconocimiento y producción</p> <p>La construcción del edificio más interesante de la ciudad</p> <p>Proyecto: Mi ciudad</p>	<p>Superlatives (long adjectives)</p> <p>going to (all forms)</p> <p>Infinitive of purpose – Why?</p>	<p>Planes</p>	<p>Next (Saturday)</p> <p>I'm going to ride my bike in the park.</p> <p>Lenguaje áulico</p>	<p>10 hs</p> <p><b>PRÁCTICAS DE REFLEXIÓN</b></p> <p>Reflexión lingüística: la estructura superlativa. Comparación entre el inglés y la lengua de escolarización. El uso de símbolos para comunicarse. El uso de <i>going to</i> para indicar futuro. El infinitivo para indicar para qué. El uso de <i>Why</i> para preguntar sobre causa y para qué. El uso de <i>'s</i> para algunos negocios. La diferencia entre <i>in front of</i> y <i>opposite</i></p> <p>Reflexión social y la construcción de la ciudadanía: las compras responsables. La importancia de seguir las reglas</p> <p>ESI: estereotipos relacionados con el diario personal y el género. La importancia de conocerse, saber las limitaciones y las capacidades</p> <p>Aulas inclusivas</p> <p>Reflexión cognitiva: estrategias para recordar cuándo usar demostrativos</p> <p>Competencias: la negociación, la colaboración, el pensamiento creativo, la planificación, la construcción, la clasificación, la comunicación</p>
<b>6</b>	<p>Lugares de la ciudad: <i>church, Town Hall</i></p> <p>Adverbios de modo</p> <p>Actividades de reconocimiento y producción</p> <p>La construcción de una cadena de papel lo más larga posible</p> <p>Break Time: El juego de la historia</p>	<p>Superlatives (short adjectives)</p> <p>Plural genitive</p> <p>best – worst</p> <p>What's ... like?</p>	<p>Descripciones</p>	<p>Records: <i>Russia is the biggest country in the world.</i></p> <p>Lenguaje áulico</p> <p>Reflexión social y la construcción de la ciudadanía: cantidad de iglesias, sinagogas y mezquitas en la ciudad y el por qué. La actitud responsable de aquellos que manipulan los alimentos. La necesidad de jugar bien en los juegos de contacto. Las celebraciones</p> <p>ESI: diferencia entre hechos y prejuicios y juicios de valor. Características físicas y las percepciones. La importancia de no tomar riesgos. El cuidado de la salud y puestos callejeros de comida. Las bebidas y el cuidado personal. La actitud responsable frente a las bebidas</p> <p>Reflexión lingüística: el genitivo con sustantivos plurales. Las estructuras superlativas. Diferencias entre <i>What do you like?</i> y <i>What's ... like?</i> Verbos regulares e irregulares. El uso de adverbios de modo</p> <p>Reflexión intercultural: formas de celebración</p> <p>Reflexión cognitiva: la importancia de la lectura y el aprendizaje</p> <p>Aulas inclusivas</p> <p>Competencias: la comunicación, estrategias de pensamiento, la toma de decisiones, la planificación, la creación, compartir, la motricidad fina, mediciones</p>	<p>10 hs</p>

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 (Mica)*. 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 (Mica), 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 SCHOOL OBJECTS

- Tell learners you'll play a Repeat if correct game. Show a school object, e.g. an eraser, and say, *Eraser!* Learners repeat. Point to a learner's ruler and say, *Notebook!* Learners don't repeat. Show another school object, e.g. a marker, and say, *Pen!* Learners remain silent. Invite learners to give the instructions to the rest.

#### Building confidence activity

**A chain game.** Learners have to make a long chain adding one element every time, e.g. Learner 1: *A ruler*. Learner 2: *A ruler and an eraser*. Learner 3: *A ruler, an eraser, and ...*

## REVISION OF 'S GENITIVE

- Ask four learners to lend you their ruler (or pen or marker). Without showing learners whose ruler you're holding behind your back, have them guess, e.g. *Mila's ruler*. Learners score a point for every guess. After a while, divide the class into groups and have them play.

#### Building confidence activities

**Memory game.** Collect (eight) school objects from eight different learners. It can be the same object, e.g. a notebook or different ones. Display them and ask learners to take a photo of them with their mobile phone. Hide them and invite learners to describe the colour of the objects, indicating the owner, e.g. *Alex's ruler is blue. Justina's schoolbag is yellow.*

**What's missing?** Ask 10 learners to lend you the same school object, i.e. their pen, their pencil case. Display them on your desk or place them on the board (on the board sill). Have learners look at the objects attentively and ask them to close their eyes. Remove one item and invite learners to answer, *What's missing?* Remind learners they have to identify the owner, e.g. *Alfonsina's pen*.

## 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. Then, refer to your city, e.g. *There are trees in the street. There aren't any houses*.

#### Building confidence activity

**Crazy houses.** Invite learners to describe crazy cities, e.g. *In our city, there are 20 traffic lights next to my house. There are 15 palaces, but there aren't any trees*.

## REVISION OF DESCRIPTIONS

- Demonstrate with an example. Describe one of the learners in the classroom impersonating him / her, e.g. *I have short brown hair and my eyes are brown, too. I have a small nose and my mouth is big. I like blue and purple, but I don't like green. I don't wear glasses. Who am I?*  
Invite learners to describe a classmate for the rest to guess who it is.

### Building confidence activity

**Stand up if ...** As you describe different characteristics, those who fit that description should stand up, e.g. *Stand up if you have brown hair. Stand up if you have small eyes.*

## REVISION OF EVERYDAY ACTIVITIES

- Challenge learners to mime the action you name, e.g. *get up, have breakfast, ride a bike*. Then, tell them you'll talk about your routines, and they have to identify the false information, e.g. *I get up at 10, have breakfast in the kitchen, and I drive to work*. Then, invite learners to do the same when talking about their routines.

### Building confidence activities

**Me too!** Demonstrate with an example. Invite a learner to talk about his / her routines, e.g. *I get up at 7. Say, Me too!* showing you get up at that time. As different learners say their routines, those with the same one have to say, *Me too!*

**A Venn diagram.** Draw a Venn diagram on the board. On the circle on the left, write WEEKDAY ACTIVITIES. On the one on the right, write WEEKEND ACTIVITIES. Elicit from learners what activities will go in the intersection of the two circles. Invite learners to say what activities they do on weekdays and at the weekend, e.g. *I get up at 7 on weekdays. I get up at 10 at the weekend.*

## 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*.

# Hello again!

## UNIT OVERVIEW

### Vocabulary

Revision: everyday activities, school objects, city vocabulary

### Grammar

*There is / are*

*can* (ability)

Genitive

Simple Present

### Communication

Physical appearance

### Recognition

Classroom language

### Routines

Revision of the weather and feelings in the past.

*Yesterday was sunny. Last week, Lila and Paco were angry.*

### 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

*I'm ...*

*My friends call me ...*

*X is short for ...*

#### 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.

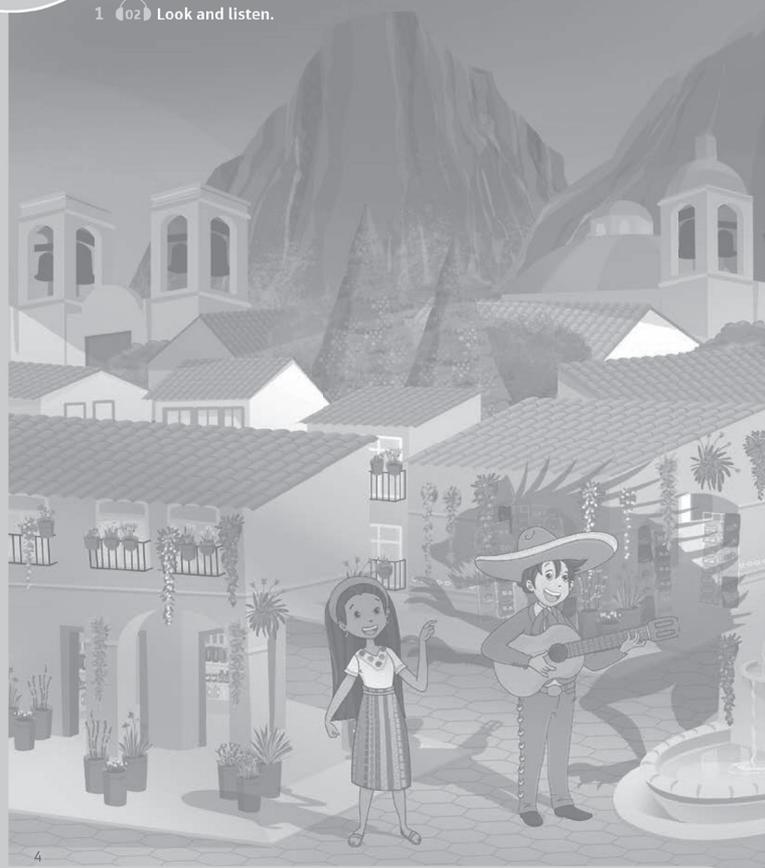
### 1 02 Look and listen.

Possible lead-ins:

- As learners look at pages 4–5 and try to identify clues in the images that tell them something about the characters, e.g. *This boy likes empanadas.*
- 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 listen and identify the characters.

# Hello again!

1  02 Look and listen.



#### AUDIO SCRIPT

Hello! I'm Izamal.

Hi! I'm Juan Diego.

Hello! I'm Lupe. That's short

for Guadalupe.

Hi! My name's Benjamín, but

my friends call me Ben.

## Intercultural awareness

Izamal is wearing a traditional skirt, just like Juan Diego is dressed in his traditional clothes. Discuss with learners how important it is to feel proud of one's origins and roots.

**Who are Benjamín, Lupe, Juan Diego, and Izamal? What qualities do they stand for?**

Izamal and her family are of Mayan descent. They are artisans and sell the handicrafts they make in their shop. They dress in their traditional clothes and are very proud of their roots. Juan Diego and his parents are mariachi singers in a band. They have the honour of keeping the national songs of their country alive. Ben and his family are *gauchos* from the north of Argentina. They make *empanadas* and sell them across the town. The last youngster is Lupe, the leader and binding force of the group they have formed at the beginning of the school: *Myth breakers*. She is the inquisitive one who is ready to do research on the traditions, customs, and mysteries of the town.



With respect to *La Dama de Blanco*, *El Sombrero*, *La Llorona*, and *El Chupacabras*, these characters are the protagonists of very well-known urban myths all around Latin America. An urban myth is a very short story with elements of fantasy, mystery, surprise, horror and, sometimes, humour. They are most often based on supernatural or paranormal events. The storyteller of urban myths tells the audience that he or she believes the story to be true but, usually, nobody knows who told the story first because it always belongs to a friend of a friend. Although the Latin American culture is diverse and heterogeneous, it shares the most terrifying urban myths of the world.

Last but not least, another important character of Level 4 is the town, Antigua. With its labyrinthine cobbled streets and colourful old buildings, colonial Antigua town is the perfect Gothic setting for the juxtaposition of myths of both present and past. Through the investigation of the town's urban myths, the children learn to appropriate the place they live in. The Myth breakers walk around the different landmarks of the town, like the fountain, the fortress, the church, and the market. As a result of the characters' exploration of their cultural settings, *Our Stories 4* 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' (Grunewald, 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. Make it a point they are not costumes but traditional clothes.

## Inclusive classrooms

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

Lupe wears reading glasses. Discuss with learners how they can help those who need glasses. This is a good opportunity to discuss other disabilities as well, e.g. dyslexia, hearing issues, physical problems, among others, and reflect on how we can make learning easier and accessible to everybody.

### Building confidence activity

**Who is it?** Have learners describe one of the characters. 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.

### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can understand descriptions of a place.
- can understand statements about physical description and everyday lives.

### Key language

*There is / are*

Places in a city

Simple Present

*can* (ability)

### Area of Awareness

Language awareness

## Lesson opening

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

## 2 Read and match.

- Ask learners to open their books at page 6 and read the instructions.
- You can challenge learners to do the matching before going back to pages 4 and 5. In this case, have them check their answers in pairs by looking at the illustration.
- 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 activities

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

**Thumbs up or down.** Learners describe the characters, e.g. *Izamal has short red hair*. They may include true or false information. The rest show a thumbs up / down gesture depending on the information.

## 3 Read and tick (✓).

- Have learners read the instructions and elicit what to do.
- Agree on a time limit and then check their answers. If there are discrepancies, check by focusing on the picture on pages 4 and 5.

## Language awareness

Remind learners of the meaning of *there is / are*, and of their use, i.e. when to use *there is* and when to use *there are*.

## 2 Read and match.

## 3 Read and tick (✓).

Look at the city on pages 4 and 5.

- |                              |                                     |                                   |                                     |
|------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| 1 There are mountains.       | <input checked="" type="checkbox"/> | 6 There are trees in the streets. | <input checked="" type="checkbox"/> |
| 2 There are shops.           | <input type="checkbox"/>            | 7 There are traffic lights.       | <input type="checkbox"/>            |
| 3 There's a supermarket.     | <input checked="" type="checkbox"/> | 8 There are streetlights.         | <input type="checkbox"/>            |
| 4 There's a cinema.          | <input type="checkbox"/>            | 9 There are houses.               | <input checked="" type="checkbox"/> |
| 5 There's an artisan's shop. | <input checked="" type="checkbox"/> | 10 There's a palace.              | <input type="checkbox"/>            |

## 4 Listen and write the name.

- |                     |                   |
|---------------------|-------------------|
| 1 <u>Juan Diego</u> | 3 <u>Lupe</u>     |
| 2 <u>Izamal</u>     | 4 <u>Benjamín</u> |

6

## Building confidence activity

**Our classroom.** Ask learners to look around and then close their eyes. Describe the classroom for them to say if it's true or false, e.g. *There are three windows*.

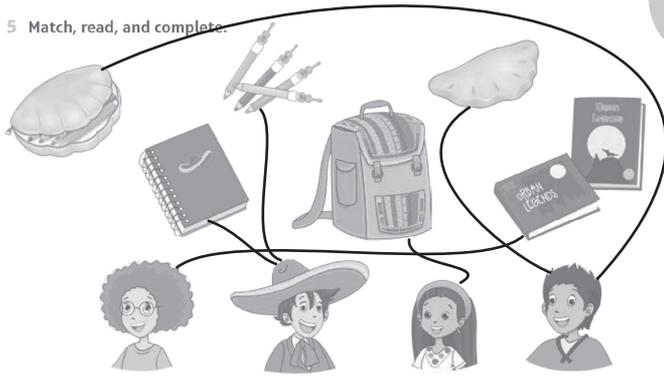
## 4 Listen and write the name.

- Ask learners to read the instructions and elicit what to do.
- Remind learners of the rules for listening. Check page 16 in this Teacher's Book.
- Play the first description for learners to write the correct name.
- Play the audio and go back to the learners' predictions.
- Check learners' answers.

### AUDIO SCRIPT

1. This boy's short. He isn't slim. He has short, black hair. He loves his guitar.
2. This girl wears traditional clothes, her favourite clothes. She's short with long, black hair and small, black eyes.
3. This girl's tall and slim. She has short, red hair. She loves myths and legends.
4. This boy isn't short. He's tall. His hair's short and black. He loves *empanadas*, his favourite food.

5 Match, read, and complete.



Izamal's \_\_\_\_\_ schoolbag  
 Benjamín's \_\_\_\_\_ eraser  
 Juan Diego's \_\_\_\_\_ notebook

Benjamín's \_\_\_\_\_ pencil case  
 Lupe's \_\_\_\_\_ books  
 Juan Diego's \_\_\_\_\_ pencils

6 04 Listen and tick (✓) or cross (✗). Then, write the action.



7

**Building confidence activity**

**Who is it?** Remind learners of the audio and have them dictate the clues for one of the characters. Using this text as a model, they have to describe a classmate for the rest to identify who it is.

**5 Match, read, and complete.**

- Tell learners to read the instructions and elicit what they have to do.
- Agree on a time limit and check their answers. Elicit what clues helped them to identify the owner of the school objects.

**Language awareness**

Remind learners of the use of 's to show possession.

6 04 Listen and tick (✓) or cross (✗). Then, write the action.

- Tell learners to look at the instructions and the pictures, and elicit what they have to do.
- Remind them of the rules for listening and play the audio.

- Check their answers and have them write the actions. Then, check.

**AUDIO SCRIPT**

We get up at 7 or 7:30 every day.  
 I don't make my bed.  
 We have breakfast in the kitchen. We drink milk and eat biscuits.  
 We have lunch at school. We eat chicken and chips, and drink water.

In the afternoon, I cook with Mum.  
 I play football or ride my bike.  
 I read a book. I love books.  
 We do our homework in the living room.  
 We watch TV. We like some TV programmes.

**Building confidence activity**

**Stand up if ...** Check page 21 in this Teacher's Book. Learners take it in turns to talk about their routines (one statement each, e.g. *I get up at 7*).

**Assessment**

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

**Workbook**

Pages 88–89, Exercises 1, 2a, 2b, 3, and 4

**Lesson closing**

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

## Working with the workbook

The activities in the workbook section offer further opportunities for learners to use language meaningfully. All the activities designed require 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 the learners' answers. The following are different suggestions to go about it:

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

To further exploit the exercises, learners can be asked to work with the items that have not been used—as in circling, ticking, or matching activities. They can draw them if the exercise involves drawing, they can make the necessary changes to use the items which have not been ticked, 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

## Hello again!

### 1 Read and complete the drawings.

Learners' own production



**EMILY**

Emily is Lupe's friend. She has long, brown hair and small, brown eyes. Her ears are small and her nose is big. She has a small mouth.



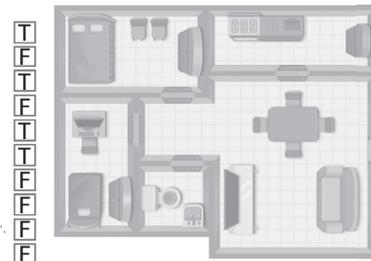
**NICK**

Nick is Lupe's friend, too. His ears are big and his nose is big, too, but he has a small mouth. He has short, black hair and big, green eyes.

### 2a Read and write T (true) or F (false).

In Emily's house ...

- 1 there's a big living room.
- 2 there are four chairs in the kitchen.
- 3 there's a TV in the living room.
- 4 there's a big bathroom.
- 5 there are two bedrooms.
- 6 there are cupboards in the bedrooms.
- 7 there's a double bed in her bedroom.
- 8 there's a TV in her mum's bedroom.
- 9 there's a computer in her mum's bedroom.
- 10 there's a desk in the living room.



### 2b Correct the false statements.

There aren't four chairs in the kitchen. OR There are four chairs in the living room. \_\_\_\_\_  
There isn't a big bathroom. OR There's a small bathroom. \_\_\_\_\_  
There isn't a double bed in her bedroom. OR There's a double bed in her mum's bedroom. \_\_\_\_\_  
There isn't a TV in her mum's bedroom. OR There's a TV in the living room. \_\_\_\_\_  
There isn't a computer in her mum's bedroom. OR There's a computer in her bedroom. \_\_\_\_\_  
There isn't a desk in the living room. OR There's a desk in her bedroom. \_\_\_\_\_

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a skill in itself which requires plenty of practice if it is to be done properly. Moreover, sometimes learners are asked to read a text aloud once they have worked with it in several forms. This is to stress that they should never be asked to read out a text they have just been exposed to. If learners are assigned workbook exercises for homework, it is advisable to keep a record of their work. Keep a form with the learners' names and different columns, two per assignment. Check if learners complete the exercises on time or whether they do not bring it ready. Also keep a record of how well learners did language-wise. When you assign exercises as homework, a good idea is to inform families that learners have some homework to do. Tell them as well when the exercises are due. If a learner does not have the assignment ready, apart from recording this in your form, ask 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 keys and some ideas to further exploit the activities. When relevant, you will also find information about points in particular that learners need to pay attention to and areas that can be challenging for them.

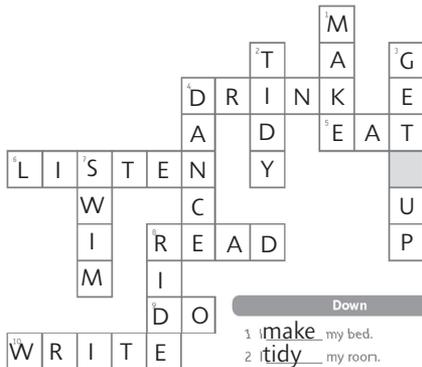
**3 Circle and make true sentences. Answers will depend on each learner.**

- 1 I go / don't go to school in the morning.
- 2 My dad and my mum work / don't work at home.
- 3 My friends play / don't play football.
- 4 I ride / don't ride a bike.
- 5 I make / don't make a cake for my birthday.
- 6 I visit / don't visit friends and family at the weekend.
- 7 I have / don't have a shower in the evening.
- 8 I study / don't study at the weekend.
- 9 I write / don't write on my computer.
- 10 I help / don't help my family at home.

**4 Do the crossword.**

**Across**

- 4 I drink orange juice.
- 5 I eat salad. It's delicious.
- 6 I listen to pop music. It's nice.
- 8 I read History books and Science books at school.
- 9 I do my homework in my bedroom.
- 10 I write stories in my Language class. My stories are super.



**Down**

- 1 I make my bed.
- 2 I tidy my room.
- 3 I get up at 6:30 every day.
- 4 I dance with my friends. We love tango and salsa.
- 7 I swim in the river or in the sea.
- 8 I ride my bike in the park.

**Exercise 4**

Tell learners it's better to complete the blanks first and then check if the words fit each of the rows or columns in the puzzle.

**Exercise 1**

Focus learners' attention on the use of the possessive adjectives. You can invite them to write a description about twins, using these two texts as a model. Work on the right possessive adjectives.

**Exercise 2a**

In the case of the bedrooms, ask learners which room is Emily's and which one is her mum's. It's customary for parents, even single ones, to have a double bed and for their children to have single beds, twin beds, or bunk beds.

**Exercise 2b**

Help learners to notice they can correct the wrong statements in two different ways: turning the verb into the negative or using the correct information. Invite them to use both ways.

**Exercise 3**

In this exercise, the answers will depend on each learner, though in some cases, it will be the same for all, as is the case of sentence 1.

# Why don't we investigate?

## UNIT OVERVIEW

### Vocabulary

Personality adjectives: *shy, talkative, adventurous, curious, friendly, flexible, skilful, reliable, creative, helpful, energetic*

### Descriptions

Physical appearance: *have / has* and *is / am / are*

### Grammar

*like + -ing*

Prepositions of place: *near, next to, on, in, behind, in front of, under*

*can* (ability / permission)

### Communication

Suggestions

### Routines

School subjects: *Yesterday, we had ... at (8:30).*

*We studied ...*

### 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

Design playing cards

### Project Time

An ideal classroom

#### Aim of the lesson

To expose learners to key language through a story.

#### Learning objectives

Learners

- can follow a story.
- can identify specific information in a simple story, if guided by questions.
- can identify location.

#### Key language

Prepositions of place: *near, next to, on, in, behind, in front of, under*

#### Areas of awareness

ESI / CSE

Social awareness

Language awareness

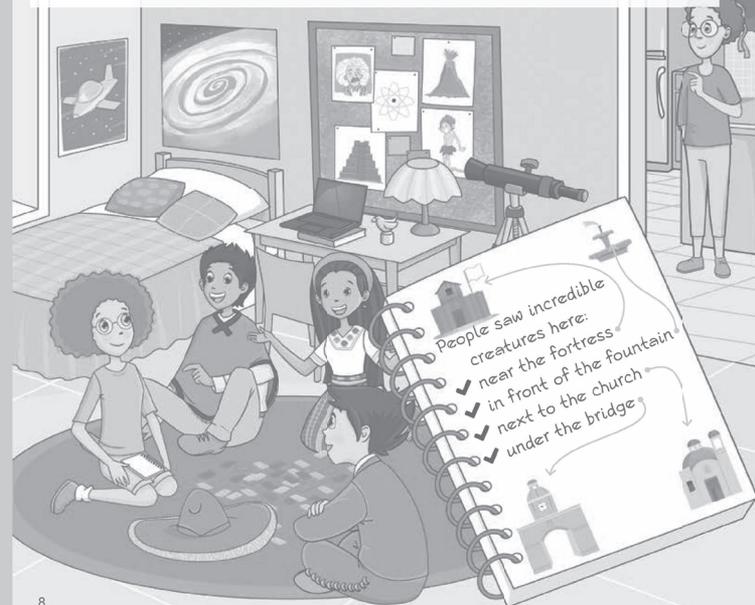
### Lesson opening

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

# Why don't we investigate?

## 1 05 Look, read, and listen.

- Lupe:** Look at my notepad, friends! Strange things are happening in town.
- Ben:** Strange things?
- Lupe:** Yes. Are these things real or not? Why don't we investigate?
- The children:** Yeah!
- Lupe:** Izamal, you're talkative. Ask the customers at your shop.
- Izamal:** Great idea! Customers buy handicrafts in my shop all the time.
- Ben:** I meet new people all day every day. I can ask them, I'm friendly.
- Juan Diego:** I go out with Mum and Dad at night. Our band plays at night. I can watch the streets.
- Lupe:** Great, you're adventurous. Thanks for your help! Why don't we start now?



## 1 05 Look, read, and listen.

Possible lead-ins:

- Tell learners about some special interests you had when you were at school.
- Follow the suggestions on page 14 in this Teacher's Book to tell stories.
- Tell learners to open their books at page 8 and ask them to look at the bedroom and infer what this person likes. Play the audio and invite learners to read. Then, check their predictions and ask them if they can identify whose the bedroom is.

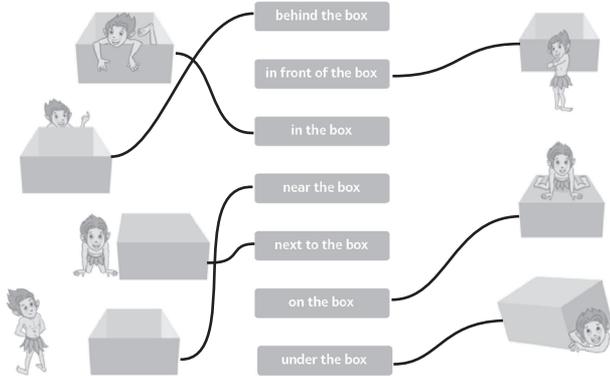
05 → SEE PB PAGE 8.

### ESI / CSE

The children are in Lupe's bedroom, but Lupe's mum is keeping an eye on them. It's a children's right to be supervised by an adult.

### Social awareness

Some families may not like their children to play in somebody else's bedroom. Discuss where else they can play so that nobody feels uncomfortable.

2  Listen and point. Then, match.

## 3 Listen and do.



## 4 Read and draw the creature.

## Learners' own production



The creature is behind the fountain.    The creature is near the fountain.    The creature is in front of the fountain.    The creature is next to the fountain.    The creature is on the fountain.

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2  Listen and point. Then, match.

- Ask learners to focus on the instructions.
- Check they understand the different spots where they can see the creature. Work on the difference between *near* and *next to*.
- Play the audio or give the instructions yourself. You can invite learners to do so as well.
- For the second part, agree on a time limit and check learners' answers when they finish.

## AUDIO SCRIPT

On the box  
Behind the box  
Next to the box  
In front of the box

In the box  
Under the box  
Near the box

## Language awareness

Check learners understand the meaning of *in front of*. In Spanish and Portuguese, *in front of* is closer in form to *enfrente* but has a different meaning.

## 3 Listen and do.

- Ask learners to focus on the instructions and elicit what to do.
- Agree on the school objects they'll need.
- Remind learners of the rules for games.
- After a while, learners can give the instructions.

## Building confidence activities

**Follow my instructions.** You need a box and your desk, and a paper ball or a soft ball for learners to place according to your instructions, e.g. *The ball is under the desk. The ball is next to the box.* Learners can give the instructions themselves.

**Can you do it?** Tell learners where to place their hands, arms, etc. e.g. *Put your hand behind your head.*

## 4 Read and draw the creature.

- Ask learners to focus on the instructions.
- Learners can imitate the creature in Exercise 2 or they can draw a stick figure.
- Allot the time agreed upon; then, check the answers.

## Workbook

Page 90, 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 new language through an email and ads.

### Learning objectives

Learners

- can identify key information in an email and in ads.
- can talk about people's personality.

### Key language

Personality adjectives: *shy, talkative, adventurous, curious, friendly, flexible, skilful, reliable, creative, helpful, energetic*

### Areas of awareness

Cognitive awareness

ESI / CSE

Intercultural awareness

Language awareness

Inclusive classrooms

## Lesson opening

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

## 5 Read and tick (✓) or cross (X). Then, correct the X sentences.

- Ask learners to read the instructions.
- Agree on a time limit and let them work. Check their answers.
- For the second part, show learners they can correct the sentences in two ways: negating the verb or using the correct preposition.

### Building confidence activity

**Find the differences.** Instruct learners to compare the two drawings of Lupe's room, the one on page 8 and the one on page 10. Have them identify the differences, e.g. *On page 8, the lamp is on the desk. On page 10, it's behind the desk.*

## 6 Memory game

- Ask learners to read the instructions and look at the picture.
- Remind them of the rules for playing.
- You can start with the whole class and then have them work in groups. They can create their own settings.

## Cognitive awareness

Brainstorm different strategies to remember where things are.

## 5 Read and tick (✓) or cross (X). Then, correct the X sentences.

In Lupe's bedroom ...

- 1 there are posters on the wall. ✓
- 2 there's a lamp behind the desk. ✓
- 3 there's a computer next to the lamp. X
- 4 there's a telescope near the computer. X
- 5 there's a desk near the bed. X
- 6 there's a bird in front of the lamp. X
- 7 there's a book under the computer. X
- 8 there's a chair next to the desk. ✓



## 6 Memory game



## 7 Read and match.

Match some people's characteristics and their definitions.

- |               |  |
|---------------|--|
| 1 adventurous | can change and adapt with no difficulty      |
| 2 energetic   | doesn't like meeting and talking with people |
| 3 flexible    | you can depend on this person                |
| 4 friendly    | full of energy                               |
| 5 reliable    | likes adventures                             |
| 6 shy         | likes talking to people                      |
| 7 skilful     | nice, can make friends                       |
| 8 talkative   | very good at doing things                    |

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## 7 Read and match.

- Before the activity, remind learners of the characters. Ask them, e.g. *Who's talkative, who likes talking to people? Who's curious, who likes asking questions and is full of questions? Who's adventurous, who likes adventures?*
- Now have learners read the instructions.
- Agree on a time limit. Check the answers when learners finish. Reflect on timing as well.
- Focus on the clues that help learners to find the answers.

## ESI / CSE

Reflect with learners on the fact that nobody should be pigeonholed. We all have different characteristics to different degrees. On some occasions, we may feel shy while, on others, we may be more adventurous.

### Building confidence activity

**A new entry!** Tell learners they have to write a blog entry describing their activities at school. You can make a classroom display of the blog entries, take photos, and upload them onto the school blog.

## 8a Read and write yes or no.

1

Hi, Granny and Grandpa,  
How are you? My new school is great. There are 20 students and one teacher. Her name's Ms Shelley. She's strict and very nice.  
I have some new friends. Lupe is fantastic. She likes myths and legends. She loves investigating. Izamal (she's a girl) loves talking with people at school and in the city. Juan Diego is a ranch singer. He can sing very well and loves adventures. Ben is super. He makes friends with all the new students and is happy all the time. Emily sits next to me in the classroom. She doesn't like talking to people, but we're friends now. Matt doesn't stop! And he's very good at using the computer and solving problems with computers. I'm not ... 😊 But I can adapt to new situations, and this is important.  
How's Rosie? Is she OK? You know I love your dog ... Send me a photo!  
Please, write back. I love you! ❤️❤️  
Emma

- 1 This is a blog. no
- 2 This text is very formal. no
- 3 This text is informative. no
- 4 Emma is a student at school. yes
- 5 Rosie is with Emma. no
- 6 Emma wants a photo of Rosie. yes

## 8b Read and write the name.

- 1 This person likes rules. Ms Shelley
- 2 This person is curious. Lupe
- 3 This person is talkative. Izamal
- 4 This person is friendly. Ben
- 5 This person is shy. Emily
- 6 This person is energetic. Matt
- 7 This person is skilful. Matt
- 8 This person is flexible. Emma

## 9 Read and write the number. There's an extra option.

Here are some great activities for our school community!

- |  |   |  |   |
|--|---|--|---|
| 1 Come and create toys with recyclables, decorate a room, design clothes. Your imagination at work. Tuesdays at 6 p.m. | 2 Problems with your smartphone, your apps, your computer? We can solve all your problems. Wednesdays at 7 p.m. | 3 Aerobics, artistic gym, sports, and dance! Don't miss it! Saturdays at 10 a.m. | 4 Is the world a dangerous place? Are there strange creatures on the planet? Can a meteorite fall on our planet? Answers to these and other questions! Fridays at 5:30 p.m. |
|--|---|--|---|

- 1 A course for curious people 4
- 2 A course for energetic people 3
- 3 A course for creative people 1
- 4 A course for reliable people
- 5 A course for skilful people 2

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## Intercultural awareness

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

## 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 the text is. Elicit what clues they have found.
- Have learners look at it and ask what it may be about. Instruct them to read and go back to their predictions.
- Check the answers. In the case of number 3, some learners may think the email is informative because Emma's giving information about her classmates. Check they understand an informative text educates a reader about a topic in particular. This email is personal.

## Language awareness

Reflect with learners on the purpose and characteristics of a personal email.

## Inclusive classrooms

Emma has a positive attitude towards her classmates and she's aware of what's positive about them and also about herself.

## 8b Read and write the name.

- Tell learners to look at the instructions and elicit what they have to do.
- You can invite learners to do the activity without going back to the email and then check.
- Check learners' answers.

## Building confidence activity

**Repeat if correct.** See page 21 in this Teacher's Book. In this case, talk about the students' characteristics, e.g. *Emma's flexible.*

## 9 Read and write the number. There's an extra option.

- Tell learners to read the instructions and look at the texts. Elicit what genre they are. Give options if necessary, e.g. *Are they brochures? Are they ads?* If learners use the school's language of instruction, go on with the conversation saying, *Yes, they're ads.* You may add, *That's short for advertisement.*
- Instruct learners to work and then check the learners' answers. If necessary, work on the pronunciation of *course* /kɔ:s/.

## Language awareness

Reflect with learners on the purpose and characteristics of an ad.

## 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. If they haven't designed their first dictionary page, learners can start their own using blank sheets of paper.

## Workbook

Page 91, Exercises 4 and 5

## 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 students to key language through instructions for a game and information about the players.

### Learning objectives

Learners

- can make and respond to suggestions.
- can understand different genres.
- can talk about permission and ability.

### Key language

can (ability and permission)

Why don't we ...?

### Areas of awareness

Social awareness

Language awareness

Inclusive classrooms

## Lesson opening

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

## 10 Read and say.

- Focus learners' attention on the name of this unit: *Why don't we investigate?* Refer them back to the opening story on page 8, focus on Lupe's words (the second time she speaks), and ask learners if she's asking about the reason for something. You may now elicit the meaning directly or provide learners with options, e.g. *Is she making a suggestion or a request?* Then, focus on the answer to accept the invitation / suggestion.
- Now ask learners to open their books at page 12 and read the instructions for Exercise 10.
- Allot the time agreed upon for learners to come up with suggestions and have different pairs read the exchanges.
- Work on positive and negative answers.

## Social awareness

Show learners how to show politeness when saying *no* to a suggestion. It's customary to explain why rather than reject the suggestion without any further comment.

### Building confidence activity

**Suggestions at school.** Invite learners to come up with different suggestions for different subjects.

## 11a Read and tick (✓).

- Have learners read the instructions. Focus their attention on the text. Have them look at it and elicit what type of text it may be.

## 10 Read and say. (LT)



Now, think about other suggestions.  
Situations:  
It's rainy.  
It's snowing.  
I'm hungry.  
We're tired.

## 11a Read and tick (✓).

**Why don't we help the four friends investigate?**

PLAYERS	HELP	WARNING!
Help four friends from primary school. Each of them has a special skill. Izamal can talk a lot to people, Ben can make friends with no difficulty, Juan Diego can sing for hours, and Lupe can study any myth.	The four friends can consult Ms Shelley, their teacher. They can also take out books from the library or search the Internet for information.	Be careful! The friends can't work alone or in pairs.

- 1 These are instructions for a game.
- 2 Izamal, Ben, Juan Diego, and Lupe are characters in the game.
- 3 There is no help in this game.
- 4 The characters can use the Internet.

## 11b Read and answer. (LT)

- 1 Diego can sing for hours. Is this permission or ability? ability
- 2 They can take books from the library. Is this permission or ability? permission

## 12 Find examples.

Read the text in Exercise 11a and find examples of ...

- 1 ability: Izamal can talk a lot to people. Ben can make friends ... Diego can sing ...
- 2 permission: can consult Ms Shelly, can take out books, can search the Internet

12

- Instruct learners to read and go back to their predictions.
- Agree on a time limit, get learners to work, and check their answers. Work on the clues in the text.

## Language awareness

Reflect with learners on the meaning of the exclamation mark (!) in isolation. Ask them to think of instances in which it is used.

## 11b Read and answer.

- Ask learners to read the instructions and elicit what to do. Remind them of the different uses of *can*.
- Refer them to page 87 in the Language Time section.

## 12 Find examples.

- Focus learners' attention on the instructions.
- Give them time to find the examples; then, check. Make sure they pronounce *can* correctly.

13 Look and say.



Let's be positive!  
What can he do? What can she do?



14a Read and answer.

**FANTASTICAL CREATURES**  
Can you find them?

 <b>Name:</b> El Chupacabras	<b>Description:</b> It's an animal-monster. It looks like a short kangaroo, with fangs and thorns from its neck to its tail. <b>Sightings:</b> Rural areas. It likes eating domestic animals. <b>Level of danger:</b> Extremely dangerous	 <b>Name:</b> El Sombrero	<b>Description:</b> He's very short, he's a dwarf. He wears a big hat and black clothes. He likes playing the guitar. He rides a black horse and two black dogs walk with him. <b>Sightings:</b> Near women's balconies. He likes women with long hair. ♡ <b>Level of danger:</b> Not very dangerous
 <b>Name:</b> La Llorona	<b>Description:</b> She's a sad, middle-aged woman. She has long dark hair. She wears an old white dress and a black cloak. She's sad because there's tragedy in her life. <b>Sightings:</b> Near rivers or water. <b>Level of danger:</b> Dangerous. She scares children, women, and men.	 <b>Name:</b> La Dama de Blanco	<b>Description:</b> She's a mysterious young girl. She has long black hair. She wears a long white dress. <b>Sightings:</b> Near cemeteries. <b>Level of danger:</b> Harmless, no danger

- 1 Which creature likes black? El Sombrero
- 2 Which one is not very dangerous? La Dama de Blanco
- 3 Which one has long black hair? La Dama de Blanco
- 4 Which one wears a black cloak? La Llorona
- 5 Which one is similar to an animal? El Chupacabras
- 6 Which one is sad? La Llorona

**REMEMBER**  
1 boy, 2 boys  
1 girl, 3 girls  
boys and girls: children  
1 woman, 3 women  
1 man, 2 men  
men and women: people

14a Read and answer.

- Ask learners to read the instructions and look at the text. Elicit what genre it is. Help them to see it's related to the game referred to in Exercise 11a. These are the creatures they have to investigate.
- Allot the time agreed upon, get learners to work, and check their answers.
- Check by asking learners to read out their examples.

**Building confidence activity**

**True or false?** Invite learners to talk about the characters for the rest to say if the statements are true or false.

**Workbook**

Page 91, Exercise 6

**Lesson closing**

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

**Language awareness**

Help learners to notice that *can't* can also show prohibition, e.g. *You can't talk in the library.*

**Social awareness**

Reflect with learners on how important it is to ask permission.

13 Look and say.

- Tell learners to read the instructions and look at the pictures.
- Instruct them to get into pairs and brainstorm as many activities as possible.
- Agree on a time limit and check learners' answers.

**Inclusive classrooms**

Help learners to notice how there are possibilities for everybody irrespective of the difficulties they may have.

### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can describe people.
- can talk about likes and dislikes.
- can write about a hero.

### Key language

like + -ing

have and be to describe people

### Area of awareness

Social awareness

## Lesson opening

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

### Building confidence activity

**Handy ticks and crosses.** Demonstrate with an example. Have learners first look at the four characters in Exercise 14a and take a photo with their mind's smartphone. Once they close their books, start describing them, e.g. *El Sombrero is short*. Learners have to show a tick or a cross with their hands. Use *have* and *be* in your statements.

## 14b Read, think, and complete the table with more words.

- Ask learners to read the instructions. Focus on the fact that you're dealing with physical descriptions.
- Refer learners to some of the statements in Exercise 14a and some of your own statements. Elicit the meaning—description—and ask learners what differences they can see. Guide them into noticing the use of *have / has* and *is / are*.
- Agree on a time limit and get learners to work.
- Check their answers.

## 15 Find examples and say.

- Ask learners to read the instructions and the example. Inform them you'll name different characteristics, e.g. *tall, long hair, big eyes*, etc.
- Once they know what to do, they can work in small groups.

### Building confidence activity

**A chain description.** Learners have to describe a person, adding one characteristic at a time. You can describe a real person or an imaginary one. Learners have to pay attention not to be inconsistent, e.g. if a learner has said this person

14b Read, think, and complete the table with more words.

#### Descriptions

Physical characteristics:

Learners' own production

hair	long, black, short
body	tall, slim
eyes	
mouth	
nose	
arms, legs	
age	young, middle-aged

A person is young, tall, and slim.

A person has big brown eyes, a small nose, and short legs.

15 Find examples and say.

Give me examples of young people.

Our teacher is young.

My aunt is young.

My sister is young.

16 Read and tick (✓).

- 1 Lupe likes reading about myths.
- 2 Izamal likes talking to people.
- 3 Ben likes playing the guitar.

- 4 Juan Diego likes singing.
- 5 El Sombrero likes playing the guitar.
- 6 El Chupacabras likes eating animals.

17 Find a friend who likes ...

Activity	Name
reading	
singing	
watching sports on TV	Learners' own production
playing sports	
eating salad	
doing gym	
riding a bike	

14

is slim, nobody can say this person is plump. If you describe an imaginary character, ask learners to give it a name so as to use the right possessives and pronouns. You can also tell them to describe identical twins to use other pronouns as well.

## 16 Read and tick (✓).

- Tell learners to read the instructions.
- Have them read the first statement and elicit what the difference is between, e.g. *I like pictures* and *I like drawing pictures*.
- They can tick the statements before rereading the story. If they do, instruct them to check their own answers first by going back to the story.
- Once the time allotted is up, check their answers.
- Remind learners how important it is to give constructive feedback.

## 17 Find a friend who likes ...

- Tell learners to read the instructions and the chart, and elicit what they have to do.

18 Write, show, and tell.

1

**My hero**

Mariano Funes is my hero. He's a middle-aged man. He's short and slim, and has short black hair and brown eyes. He likes wearing a T-shirt, jeans, and trainers. Mariano is reliable and creative. He likes helping people. He's a volunteer at LHF (Let's Help Foundation), an organisation for social inclusion. He can cook very well and he likes teaching people. Other volunteers at LHF like Mariano because he likes working in groups.

My hero	
Name	Mariano Funes
Physical description	middle-aged, short, slim, short black hair, brown eyes
Favourite clothes	T-shirt, jeans, trainers
Personality	reliable, creative
Ability	cook
Likes (activities)	helping people, teaching people, working in groups

Complete the chart for your hero (man or woman).

My hero	
Name	
Physical description	
Favourite clothes	
Personality	
Ability	
Likes (activities)	

Learners' own production

Write about your hero.

15

- Instruct them to read the text and the chart, and say what the connection is between the two.
- Let them think of a hero they'd like to write about. Tell them that a hero can be a man or a woman.
- Before learners complete their charts, help them to notice that they need to record key words and phrases.
- Once the charts are complete, they have to write the text. They can use the first one as a model.
- Allot a few minutes for learners to rehearse how to present their heroes.

**Building confidence activity**

**Heroes!** Tell learners they will have to video themselves at home presenting their heroes. Inform families about this. You can either ask families to send you the videos or upload them onto the school blog if this is possible.

**Workbook**

Pages 92–93, Exercises 7, 8a, 8b, 9, 10a, and 10b

**Lesson closing**

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

- Depending on the number of learners, you can divide the class into two. For instance, first even rows or lines stand up and walk around asking questions. After a while, they sit down and the other learners stand up and ask the questions to complete the chart.
- Before starting the game, instruct learners to give a few examples. Work on the correct intonation.
- Remind learners of the rules for games and start the activity.

**Social awareness**

Focus on the importance of respecting rules so that everybody can have a nice time. If you have to stop the game because learners are not following the rules, help them to see how their actions will have consequences.

**Building confidence activity**

**A report.** Learners can report to the rest using the information in their charts, e.g. *Carla likes singing.*

18 Write, show, and tell.

- Tell learners to read the instructions.

### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information in a simple story, if guided by questions.
- can reflect on their learning.

### Key language

*Can I try?*

### Area of awareness

Social awareness

## Lesson opening

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

### 19 Look, read, and listen.

- Follow the suggestions in this Teacher's Book to work with stories.
- Ask learners to look at the picture and tell you where the characters are and what they're doing. Focus on the clues in the picture. Ask them why they're celebrating.
- Play the audio while learners read and go back to their predictions.



→ SEE PB PAGE 16.

## Social awareness

Reflect with learners on how important it is to follow rules and to say you're sorry when you realise you're doing something wrong.

### Building confidence activity

**Act out.** Invite learners to act out the situation.

## 20 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.

### 19 Look, read, and listen.

**Ms Shelley:** Today we start a new project: Our football playing robots!

**Children:** Yeah!

**Ms Shelley:** Why don't we start now?

**Juan Diego:** Great! Can I try?

**Ms Shelley:** OK, Juan Diego. The remote control is on the table, next to the robot. Turn the robot on. Move the leg and kick the ball to the goal.

**Ben:** Go! Go! Hit the ball! Hit the ball!

**Children:** Goal!

**Ms Shelley:** You are very skilful with robots, Juan Diego! And you are very energetic, Ben!

**Ben:** Sorry for shouting, Ms Shelley!

**Lupe:** I want to take a robot home.

**Ms Shelley:** Yes, first you make your robot, and then you take it home.

**Lupe:** Perfect!



16

## Workbook

Page 94, Exercises 11 and 12

## Assessment

Work on assessment. Go to page 31 for suggestions.

## Lesson closing

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

20 Read and write yes or no.

- 1 This is a PE lesson. **no** \_\_\_\_\_
- 2 The children like the lesson. **yes** \_\_\_\_\_
- 3 They can make robots. **yes** \_\_\_\_\_
- 4 The children can't take the robots home. **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 playing cards

### Aims of the lesson

- To design fantastical creature playing cards to play a game of cards for children and teens.
- To revise and integrate language.

### Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can design playing cards.

## Lesson opening

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

### STEAM AREAS:

Engineering, Arts, and Maths

### SKILLS:

Creative thinking, drawing, designing, counting, describing, communicating, numeracy, turn-taking

### MATERIALS:

- White construction paper
- Pencils
- Scissors and ruler

### Contextualise:

- Show page 13 and ask learners if they remember the descriptions of the fantastical creatures in Exercise 14a. Say that there is a card game that uses playing cards similar to these. Explain that the challenge is to design three cards to play the game. Draw learners' attention to page 18 for the measurements and categories to be used on the cards.

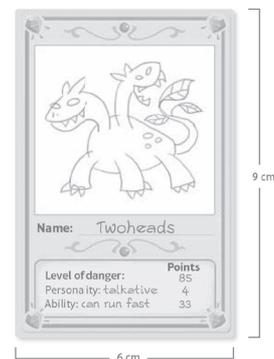
### Design:

- Learners create their three playing cards following the measurements on page 18, using a ruler and scissors.
- Learners draw their fantastical creatures, write the categories listed, and complete the points they are giving their creatures in each category, e.g. *Level of danger: 85*. Make sure learners understand that they must have a variety of points (i.e. they cannot give 100 points to all their creatures in every category) and that, anyway, the cards will be mixed later.

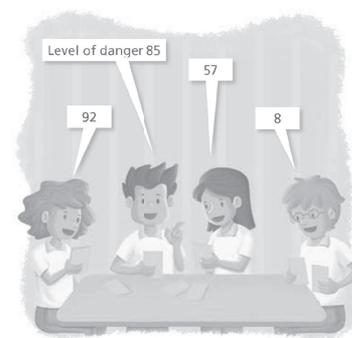
### Play:

- Assign groups of about four. Explain the instructions and demonstrate:
  1. Mix all cards and deal them face down. Each player holds their cards so that they can only see the top card.
  2. Flip a coin, hold an eraser in one of your fists for learners to guess what hand it's in, or use any other strategy to decide who starts.

### 1 Design.



### 2 Play!



3. The first player reads out a category from their top card—e.g. *Level of danger: 85*.
4. The rest of the players take it in turns to read out the same category on their cards. The person with the highest value wins and gets to keep everyone else's card placing them at the bottom of their pile.
5. The person who has won the round gets to take the next turn and chooses a category from their top card.
6. Carry on until one person ends up with all the cards. That person is the winner!

Note: If cards have the same value, all the cards are placed in a pile in the middle and the same player gets another go choosing a category from his / her next top card. The winner of the hand takes all the cards in the middle as well.

### Present:

- Invite learners to present their favourite fantastical creature card from the whole pile (it doesn't have to be their own), e.g. *This is ... Level of danger: 85. Personality: 4—it is talkative.*

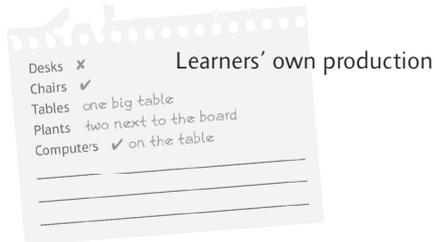
## PROJECT TIME

# An ideal classroom

1 Draw or print the plan of the classroom.



2 Make a list of items.



3 Draw the items on the plan.

4 Describe your ideal classroom.

5 Display.



19

are, are there any plants / computers / books / carpets / shelves?

- Explain that today they are going to think about their ideal classroom, so they need to start with an empty plan to draw the items they would like to have in it.
- Either have print-outs of a classroom plan or have learners draw a plan of their classroom without any items in it.

## 2 Make a list of items.

- Read out the items on the list in the book.
- Give them time to write their lists. Explain that they can be as creative as they like. Refer them to the pictures at the bottom of the page, and show that there are tables in one picture, in another there are rugs on the floor, and in another there is even a slide.
- Walk around monitoring and checking vocabulary and spelling.

## 3 Draw the items on the plan.

- Instruct learners to now draw those items on their plan.

## 4 Describe your ideal classroom.

- Learners write a description under their classroom plan.

## 5 Display.

- When they finish, learners contribute their plans to the display and present their texts.
- Ask them to identify a favourite item in the different plans.
- 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.

## PROJECT TIME: An ideal classroom

### Aims of the lesson

- To design and describe an ideal classroom.
- To revise and integrate language.

### Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can write a description of a classroom.

## Lesson opening

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

### 1 Draw or print the plan of the classroom.

- Check you have the necessary materials: some poster board, markers, and pencils ready for your learners to draw and colour in their plans. Optional: Print out some classroom plans.
- Have learners pay attention to the details in their classroom: count how many desks / chairs / tables there

# Why don't we investigate?

1 Read and draw.

Learners' own production

♡ 🗨️ 📌

**Ramiro's desk**

There's a big computer on his desk, and there are three books next to the computer. There's a lamp too, near the computer. There's a very small ball in front of the lamp and an action figure behind the lamp. There's a ruler on the books. There's a schoolbag under the desk, and there are coloured pencils in the schoolbag.

2 Look and write.



♡ 🗨️ 📌

**Luciana's desk**

There's a ruler under the notebook.  
 There's a doll near the eraser.  
 There's an eraser next to the notebook.  
 There's a pen in the pencil case.  
 There's a pencil case behind the notebook.

3 Read and complete. Use in, on, under, behind, next to, and near.

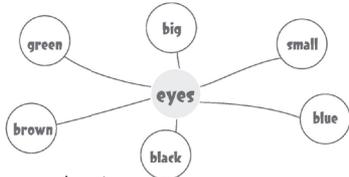


This is a strange town. There's a big fountain in front of the fortress. There's a bird on the fountain. It's a strange bird. There's a river next to the fortress and there's a bridge. There's a big fish in the river, and there's a girl on the bridge. Is she real? There are some rocks near the fountain, and there's a bird behind the rocks. Oh, look! There's a map under a rock. Is it a map of a treasure?

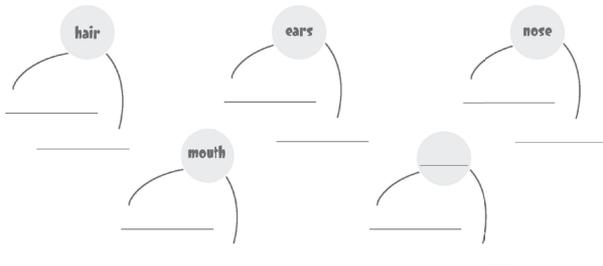
7 Write in the correct column. Then, add one extra example.

is / am / are	have / has
long	arms
middle-aged	ears
plump	eyes
short	hair
slim	hands
tall	legs
young	nose
arms	mouth
ears	
eyes	
hair	
hands	
legs	
long	
middle-aged	
mouth	
nose	
plump	
short	
slim	
tall	
young	

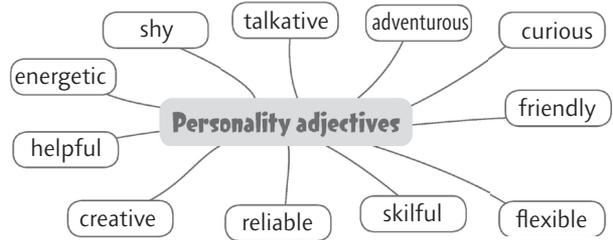
8a Look at the example and complete the webs.



Learners' own production



4 Complete.



5 Read and complete. Use personality adjectives.

- In the afternoon, we play sports, study, do our homework, and tidy our room. We're energetic.
- I read books about history, geography, and science. I want to learn! I'm curious.
- Will likes people. He's very friendly.
- His sister Maggie doesn't like talking to people. She's very shy.
- Do you need help? Linda's here. She's very helpful.
- I love rules. I'm very reliable.
- Tim's imagination is fantastic. He's very creative.
- Macarena can change and adapt. She's very flexible.

6 Match. There's an extra option.

Left side: I'm tired, It's very hot, It's late!, I want to cook, It's Meg's birthday, Look, homework about the Romans.

Right side: Why don't we go to the river and swim?, Why don't we go to the supermarket?, Why don't we investigate online?, Why don't we make her a cake?, Why don't we put on a jacket?, Why don't we sit down?, Why don't we start now?

8b Circle.

Agustina is my best friend. <sup>1</sup> She's She has big plump green eyes and <sup>2</sup> tall long hair. <sup>3</sup> She's She has tall and slim short.

9 Read and write ability or permission.

- We can swim in the river. It's not dangerous. permission
- I can't swim, I don't like the sea. ability
- Can we go to the club and swim? It's hot today. permission
- We can't speak in the library. permission
- We can use the computers in the school library. permission
- My sister is three, but she can use a computer. ability

10a Complete. Use the verbs in the box. There's an extra verb.

doing having making playing reading riding  
singing studying swimming walking watching writing

- I like swimming the river or in the sea.
- Maggie doesn't like doing her homework, but she likes studying about old civilisations.
- Max is very artistic. He likes playing the guitar and singing pop songs.
- Mila loves making chocolate cakes. She can cook very well.
- Juan Manuel doesn't like walking or running. He likes riding his bike.
- I love having a shower in the morning.
- Nuria likes writing emails to her friends and family.
- Do you like watching TV? I don't.

10b Write about your likes and dislikes.

Learners' own answers

- I like \_\_\_\_\_.
- I don't like \_\_\_\_\_.
- My best friend likes \_\_\_\_\_.
- My best friend doesn't like \_\_\_\_\_.
- My teacher likes \_\_\_\_\_.
- My teacher doesn't like \_\_\_\_\_.

11 Read and complete.

### Learners' own production

Are there strange things in town?  
We are the Myth breakers!

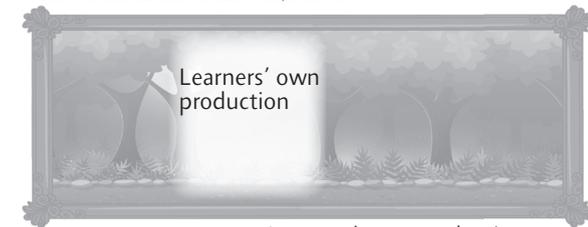
I'm \_\_\_\_\_ and I can \_\_\_\_\_  
(personality)  
(special skill)

I'm \_\_\_\_\_ and I can \_\_\_\_\_  
(personality) (special skill)

I \_\_\_\_\_ and I can \_\_\_\_\_

I \_\_\_\_\_ and I can \_\_\_\_\_

12 Read and describe the monster. Then, draw it.



Learners' own production

### Learners' own production

Name: \_\_\_\_\_  
Description: It / He / She's a \_\_\_\_\_. It / He / She has \_\_\_\_\_.  
(physical description). It is \_\_\_\_\_.  
(personality). It likes \_\_\_\_\_.

Level of danger: Extremely dangerous / dangerous / slightly dangerous / harmless

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### Exercise 1

You can also ask learners to draw their bedroom and exchange drawings with a classmate so that they can write the description, following the example in the exercise.

### Exercise 2

After completing the activity, play a memory game. Learners can also add two school objects and write about them.

### Exercise 3

Play a memory game in pairs. One learner asks a question, e.g. *Where's the ...?* and the other one answers.

### Exercise 4

Invite learners to go over the unit to find different personality adjectives. If they know more, they can add notes to the spider web. Check they all know what they mean.

### Exercise 5

When checking, elicit what clues helped them to decide on the correct personality adjective. Invite learners to write the descriptions for the adjectives that have not been used.

### Exercise 6

Work on the clues that help learners to identify the correct matches. They can then complete the exchange for the suggestion they have not used.

### Exercise 7

Learners can check in Unit 1 if they can't remember where to place a phrase / word. Learners can add further words in the columns.

### Exercise 8a

Learners can draw more lines if they want to add more words. Help them to notice they can use this as reference when they're describing somebody.

### Exercise 8b

Learners can make the necessary changes and rewrite the text using the uncircled words.

### Exercise 9

When checking, ask learners to explain how they arrived at the right answers.

### Exercise 10a

Learners can write further statements with the verb they have not used.

### Exercise 10b

Learners can be asked to say whether they also like or don't like those items that their best friend and teachers mentioned.

### Exercise 11

Invite learners to share a characteristic about their own personality and what they think is special about themselves.

### Exercise 12

Ask learners to swap books with a friend and find out what other monsters they have created. They need to find one monster who has a similar characteristic to theirs.

## UNIT OVERVIEW

## Vocabulary

Jobs and professions: *architect, mechanic, clerk, chef, doctor, police officer, artisan, engineer, homemaker, street cleaner, teacher, firefighter, shopkeeper*  
 Transport: *by ... , on foot*

## Grammar

Simple Past, negative and interrogative  
 Frequency adverbs, *how often*  
 Objective pronouns

## Communication

An interview

## Recognition

Classroom language

## Routines

*Last (Saturday), I (made a chocolate cake).*

## 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

Become myth breakers!

## Break Time

Questions



## 1 08 Look, read, and listen.

**Old woman:** Hi! Can I talk with the Myth breakers?  
**Lupe:** Myth breakers speaking. What can we do for you?  
**Old woman:** There's a mysterious girl in white near my house.  
**Ben:** Is she dangerous?  
**Old woman:** I don't know. She usually walks outside the fortress near the cemetery at night and she sometimes talks to people.  
**Juan Diego:** How often does she do this?  
**Old woman:** Sometimes. Every Tuesday.  
**Ben:** OK ... but what's wrong with that? Perhaps she likes walking in cemeteries.

**Old woman:** She walks and talks to people only at night. During the day, we can't find her.  
**Lupe:** Interesting. Thank you for the information.  
**Izamal:** We promise to call you back.  
**Old woman:** Thanks a lot.

**Lupe:** This is the perfect case for us!  
**Izamal:** Let's meet at 11 o'clock tonight.  
**Juan Diego:** Can your parents come with us, Ben?  
**Ben:** Yes, no problem. They always deliver **empanadas** in town at that time.

20

## Aim of the lesson

To expose learners to key language through a story.

## Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information in a simple story, if guided by questions.
- can talk about frequency.

## Key language

Frequency adverbs: *always, usually, sometimes, never*

## 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 08 Look, read, and listen.

Possible lead-ins:

- Tell learners about special projects you had with your

friends or classmates, e.g. finding out information about historical places in town.

- 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 lady on the PC screen and ask learners what may be going on.
- Play the audio as learners read and go back to their predictions.

08 → SEE PB PAGE 20.

## Social awareness

Reflect with learners on how technology has changed the way we communicate.

The characters have given their group a name: the Myth breakers. Discuss with learners how important the sense of belonging is and how powerful group work can be.

## ESI / CSE

The characters are alone in Lupe's bedroom, but her mum is keeping an eye on them. It's their right to be protected and taken care of.

## 2 Read and complete. Use the words in the box. You can repeat one word. LT

always never sometimes usually

Old lady's week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8: get up	8: get up	8: get up				
10: virtual lesson	10: virtual lesson	10: virtual lesson	11: virtual lesson	10: virtual lesson	breakfast at club	<del>gym</del>



She **always** gets up at 8.  
 She **sometimes** has breakfast at the club.  
 She **usually** has breakfast at home.  
 She **never** does gym.  
 She **sometimes** has a virtual lesson at 11.

## 3 09 Listen and complete.

- Lupe **always** studies myths.
- She **usually** reads books.
- She **sometimes** goes online and finds information.
- She **usually** talks to people.
- Ben **always** talks about myths.
- Juan Diego and his family **usually** sing in the street.
- He **never** sees strange things.
- Izamal **always** helps her friends.
- She's **usually** in the shop with her family.
- She **sometimes** sees strange things.

## 4 A survey

Help at home

How often do you help at home?



21

## 2 Read and complete. Use the words in the box. You can repeat one word.

- Have learners read the instructions. Point to the calendar and instruct learners to read the activities. Does the lady do the same things every day? Refer them to the chart so that they can understand the meaning of each of the frequency adverbs.
- If necessary, do the first one together. Then, agree on a time limit and get learners to work.
- Check their answers.

### Language awareness

Refer learners to page 84 in the Language Time section. Focus on the meaning of the adverbs first, and then their place in a sentence, i.e. before all verbs except for the verb *to be*.

### Social awareness

The lady has a virtual lesson on weekdays. Discuss with them if they think she's the teacher or a student. Emphasise everybody has the right to learn, no matter how old they are.

## 3 09 Listen and complete.

- Have learners read the instructions and elicit what to do.
- Instruct learners to read the statements and predict what information is missing.
- Remind them of the rules for listening and play the audio.
- Check their answers.

### AUDIO SCRIPT

Girl: Here are the Myth breakers. How often do you study myths, Lupe?

Lupe: I always study myths, I love myths. I sometimes find information on the Internet, but I usually read books and talk to people.

Girl: What about you, Ben? Do you like myths?

Ben: Yes, I do. I'm very talkative, and I always talk to people about myths.

Juan Diego: I usually go out at night with Mum and Dad and we sing in the street, but I never see strange things in the street.

Girl: How often do you help your friends? Izamal?

Izamal: I always help them.

Girl: I'm usually in the shop with my family, and I sometimes see strange things.

Girl: Thank you for your answers, and good luck!

### Building confidence activity

**Repeat if correct.** See page 21 for suggestions. After a while, learners can say the statements.

## 4 A survey

- Have learners read the instructions and the picture. Elicit what they have to do.
- Focus their attention on the question. Is it about time or frequency? Work on the intonation.
- Demonstrate with a couple of questions. Then, invite learners to ask the question.

### Social awareness

Discuss with learners the importance of helping at home. It's everybody's responsibility to contribute to creating a nice home.

### Workbook

Page 95, Exercises 1, 2, and 3

### 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 an interview.
- can talk about what people did or didn't do.
- can understand objective pronouns.

### Key language

Objective pronouns  
Simple Past, negative

### Areas of awareness

Language awareness  
Social awareness

## Lesson opening

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

### Building confidence activity

**Good learning habits.** Inform learners about learning habits. Make a list of activities on the board: drink water, eat food with lots of sugar, sleep well, ventilate your room, organise your desk, make a list of activities, plan your work, listen to loud music. Ask learners about frequency for each of the activities, e.g. *How often do you drink water when you study?* Next to the activity on the board, write the most frequent answer. Do this with the rest. At the end, tell them which habits are good and which are not. Good: drink water, sleep well, ventilate your room, organise your desk, make a list of activities, plan your work. In the case of music, some people need background noises, maybe soft music, a radio, or even the TV. Listening to loud music is not desirable if you're studying and need some degree of concentration.

## 5 Look and read. Then, tick (✓) or cross (X).

- Have learners read the instructions and look at the picture. Elicit what the text is and ask learners to predict what the interview in the newspaper may be about.
- Instruct them to read and go back to their predictions.
- Ask them how they feel about the story.
- Agree on a time limit for the activity; then, check their answers. Ask learners to say what clues helped them to find the correct answer. If an answer is incorrect, refer them to the text to check.

## 6 Read and number the pictures.

- Ask learners to read the instructions. Check they all understand what to do.
- Allot the time agreed upon and check their answers.

## 5 Look and read. Then, tick (✓) or cross (X).

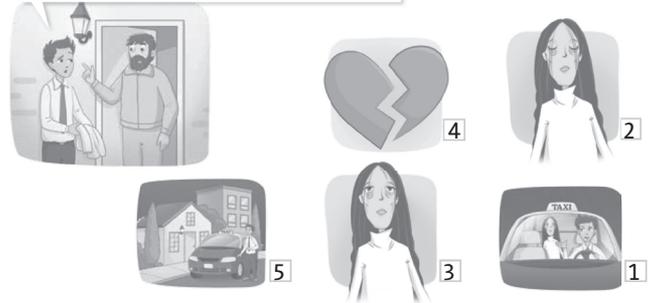


**Journalist:** You saw the girl in white last Monday. Where did you see her? What time did you see her?  
**Taxi driver:** I was outside the town's fortress on the road to the cemetery. It was 10 o'clock at night. She was there.  
**Journalist:** And what did she do?  
**Taxi driver:** She was next to the road. She wanted a taxi. I took her to her house.  
**Journalist:** What happened when you arrived?  
**Taxi driver:** She entered a house. Then, I realised her sweater was in the back seat of my car. I rang the bell and a man opened the door.  
**Journalist:** What did you tell him?  
**Taxi driver:** I gave him the sweater. He looked at it. It had a tag with the girl's name. The man didn't know her.

- 1 This text is an interview. ✓
- 2 The journalist is asking questions to the girl in the white dress. X
- 3 The girl walked home. X
- 4 She left her sweater in the taxi. ✓
- 5 The man at the house was the girl's father. X

## 6 Read and number the pictures. LT

I talked to her, but she didn't talk to me. She closed her eyes, then she opened them. I saw tears in her eyes. She opened her mouth and said 'I love him, but he doesn't love me. What can I do?' She turned around and disappeared.



22

## Language awareness

Focus learners' attention on the man's words. Ask them, *When the man says, 'I talked to her,' who did he talk to? When he says, 'she didn't talk to me,' who's me?* Do the same with the rest of the objective pronouns. Refer learners to page 85 in the Language Time section.

## 7 Write. Use the phrases in the box. There's an extra phrase.

- Ask learners to read the instructions. Explain how the pictures will provide them with clues to match the phrases.
- Agree on a time limit and check the answers.
- Invite learners to create a situation for the extra phrase.

## Language awareness

Invite learners to complete the list of objective pronouns in the Language Time section.

## Social awareness

Reflect with learners on how important it is to be polite when making requests. You can compare how to be polite in English and in the school's language of instruction.

7 Write. Use the phrases in the box. There's an extra phrase. **LT**

Give her the book, please. I love you. I love it! Put them on the table, please.  
 Can you help me? Give her some water, please.  
 Pip is thirsty. Can you give him some water?

I love you. \_\_\_\_\_

Put them on the table, please. \_\_\_\_\_

Pip is thirsty. Can you give him some water? \_\_\_\_\_



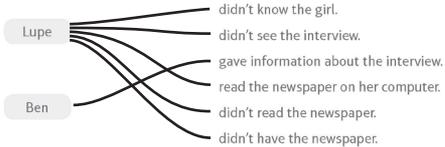
Give her the book, please. \_\_\_\_\_

I love it! \_\_\_\_\_

Can you help me? \_\_\_\_\_



8 **10** Listen and match.



9 Complete the description. Use the verbs in the past (affirmative or negative). You can use them more than once.

are has show is look see

Man: I <sup>1</sup> **saw** a strange woman yesterday. She <sup>2</sup> **didn't have** a long white dress on, she <sup>3</sup> **had** a red dress. It <sup>4</sup> **was** short. The woman <sup>5</sup> **had** long hair, and her eyes <sup>6</sup> **weren't** small, they <sup>7</sup> **were** big and black. I <sup>8</sup> **looked** at the woman, but she <sup>9</sup> \_\_\_\_\_ at me. She <sup>10</sup> **was** very sad. She <sup>11</sup> **had** a piece of paper in her hand, but she <sup>12</sup> \_\_\_\_\_ it to me. \_\_\_\_\_ didn't look \_\_\_\_\_ didn't show



**Building confidence activity**

**Act out.** Get learners into pairs or small groups and invite them to act out some of the situations.

8 **10** Listen and match.

- Before the activity, invite learners to guess if your statements are true or false. Tell them, e.g. *Yesterday, I didn't come to school / didn't work here. Last Monday, I didn't have breakfast.* Elicit that you're talking about activities in the past in the negative, things that did not happen.
- Have learners focus on the instructions and elicit what to do.
- Remind them of the rules for listening.
- Play the audio and check their answers.

**AUDIO SCRIPT**

Lupe didn't read the newspaper yesterday and she didn't see the interview to the taxi driver. Ben phoned Lupe and told her about it. Lupe didn't have the newspaper at home but that wasn't a problem. She read it online. Who was the girl? She didn't know.

**Language awareness**

Help learners to notice the relationship between the use of *don't* and *doesn't* for the Simple Present and the use

of *did* for the Simple Past. Refer them to page 84 in the Language Time section.

**Building confidence activity**

**Miming game.** Mime an activity as you shake your head showing *no*. Tell learners these activities refer to yesterday (or any other day in the past).

9 Complete the description. Use the verbs in the past (affirmative or negative). You can use them more than once.

- Have learners read the instructions and look at the pictures. Elicit what they have to do.
- You can do the first three together for learners to understand that, in some cases, the verbs have to be in the negative.
- Agree on a time limit and then check their answers. When checking, learners should talk about the clues that helped them to identify the verb, and whether it should be affirmative or negative.

**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, 6, and 7a

**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 missing person poster.

### Learning objectives

Learners

- can ask and talk about past actions.
- can talk about jobs and professions.

### Key language

Simple Past, interrogative

Jobs and professions: *homemaker, firefighter, street cleaner, shopkeeper, architect, mechanic, clerk, chef, doctor, police officer, artisan, engineer*

### Areas of awareness

Language awareness  
Intercultural awareness  
Social awareness  
ESI / CSE

## Lesson opening

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

## 10 Match. There's an extra answer.

- Before the activity, invite one learner to tell the rest what he / she did at home yesterday without you listening. Tell them you'll try to guess by asking (10) questions. Ask all the learners, not only the one whose activity you have to guess.
- Now ask learners to open the books at page 24 and read the instructions for Exercise 10. Elicit what they have to do.
- Agree on a time limit. When checking, focus on the clues that helped them to identify the matches.

## Language awareness

Help learners to notice the similarity in questions in the Simple Present and Simple Past. Refer them to page 84 in the Language Time section. Remember to work on intonation and answers as well.

## 11 Complete the questions about the mystery woman.

- After learners read the instructions, get them to work.
- Allot the time and check the answers when time's up.

## Intercultural awareness

Go over the list of questions in the two previous exercises and reflect with learners if any of them may be inappropriate in some contexts.

## 10 Match. There's an extra answer. LT

- What time did you see the woman? Because I heard a noise and I wanted to check.  
Where did you see the woman? I said, 'Hello, do you need help?'  
Why were you there? In the street, near the cemetery.  
Was she short? No, I wasn't.  
Did she have a big nose? No, she didn't.  
Did she talk to you? Very late, at 10.  
What did you say to the woman? Yes, it was.  
Were you afraid? Yes, she did.  
Yes, she was.



## 11 Complete the questions about the mystery woman.

I have some questions.



- Where was she from?  
Where were her parents?  
What was her name?  
How old was she?  
Why was she sad?  
When was her birthday?  
What colour were her eyes?  
What colour was her dress?  
Was she near the cemetery?  
Were her friends with her?

## 12a Listen and write the answer.

- 1 At 7.  
2 Yes, I did.  
3 Yes, I watched Sports Today.  
4 I had chicken and a salad. And I drank water.  
5 No, I didn't.

## 12b Now complete the questions.

- 1 What time did you get up yesterday?  
2 Did you go to work?  
3 Did you watch TV at home?  
4 What did you have for dinner?  
5 Did you open a window?

24

## 12a Listen and write the answer.

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

### AUDIO SCRIPT

Woman: Tell me a bit about yourself. What time did you get up yesterday?

Man: At 7.

Woman: Did you go to work?

Man: Yes, I did. I went to the office. I left the office at 5 and I went home.

Woman: Did you watch TV at home?

Man: Yes, my favourite programme: 'Sports today'. I

love sports.

Woman: What did you have for dinner?

Man: Chicken and a salad. And I drank water.

Woman: I see.

Man: Then, I heard a noise.

Woman: Did you open a window?

Man: No, I didn't. I can't see the street from my flat. I went outside, and I saw her.

## 12b Now complete the questions.

- Tell learners to read the instructions.
- If they're ready, they can complete the questions first and then listen again to check.
- Agree on a time limit and let learners work.

13 Guessing game



2

Did you write yesterday?

14 Look and read. Then, write the profession.

**MISSING!**  
Can you help?

Age: She's 20-25 years old.  
Physical appearance: She looks pale and has black hair. She always wears a long white dress.

Testimonies of people who saw her last:

1. A firefighter saved an old lady's cat from the top of a tree near the cemetery with her help.
2. A shopkeeper sold some crayons and paper to her.
3. A street cleaner met her on the road to the cemetery. She was on foot.
4. A homemaker opened the door of her house to her. She asked about the old owner of the house. Then, she took a taxi. This is all the information we have.

If you see her or know where she is, please call us at 4481-0037 or go to the police station.



15 Match.

I design houses. I'm an architect.  
I fix cars and motorbikes. I'm a mechanic.  
I work in a bank. I'm a clerk.  
I'm a chef. I work at a small restaurant near my house.  
I'm a doctor. I cure people.  
I'm a police officer. I help and protect people.  
I'm an artisan. I love making beautiful things.  
I'm an engineer. I build houses, bridges, and roads.

25

**Building confidence activity**

**Memory game.** Ask learners the questions in Exercise 12b to see how much they remember about the interview.

**13 Guessing game**

- Have learners focus on the instructions and the picture.
- Remind learners of the rules for playing. You can set a number of questions before you give them the answer.
- After a while, they can play in groups.

**Building confidence activity**

**Questions for our favourite character.** Tell learners to think of questions they'd like to ask their favourite character. You can decide on one character for the whole class or each group can decide on one. Divide learners into groups. Agree on a time limit and then listen to all the questions.

**14 Look and read. Then, write the profession.**

- Ask learners to read the instructions and look at the text. Ask them if it's a poster or a brochure. Point to the title, *Missing*, and tell them these posters help to find people who are missing.

- Ask them what information they think they'll find on a Missing poster. Have them read the poster and go back to their predictions.
- Now focus on the second part. Demonstrate by doing the first one with the learners. Let them work on the others. Check their answers.

**Language awareness**

Remind learners again that the words are used for both men and women. Even though the word *housewife* can be seen, and also *househusband*, it's better to use the same word for everybody: *homemaker*.

**Social awareness**

Missing people posters are helpful to find people since they include descriptions, places where people have seen them, and some other useful information. It's another instance of social responsibility.

**ESI / CSE**

Discuss with learners what they can do so as not to get lost in the street, in a supermarket, or a big place, etc.

**15 Match.**

- Focus learners' attention on the instructions.
- Agree on a time limit and check their answers.
- Teach other jobs and professions so that all the learners can talk about what their parents do.

**Social awareness**

Reflect with learners on the fact that all jobs and professions are necessary and none is better or more important than the rest.

**Language awareness**

Remind learners of the use of *a / an* for jobs and professions in the singular, e.g. *I'm a teacher*, *Emma is an architect*, but *John and his wife are engineers*.

**ESI / CSE**

Discuss with learners the fact that there are not jobs for men or for women only. If a learner says that his / her mother doesn't work because she's a homemaker, help them to understand they do work.

**Workbook**

Pages 97–98, Exercises 7b, 8, and 9

**Lesson closing**

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

### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can talk about transport.
- can write and talk about their life.

### Key language

by (car), on foot

### Areas of awareness

Cognitive awareness  
 Inclusive classrooms  
 Social awareness

## Lesson opening

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

### Building confidence activity

**A survey.** Tell learners you want to do a survey on jobs and professions in their families. You can work on mums or dads only or on both. Write the jobs on the board and add a tally mark whenever one is mentioned, e.g. *What do your parents do?* or *What does one of your parents do?* for learners to decide on which one they want to talk about.

## 16 Listen and complete. Then, match.

- Ask learners to read the instructions and look at the pictures. Elicit what the connection may be between them.
- Play the first line of the audio and go back to their predictions.
- Remind them of the rules for listening. Play the audio and check their answers.

### AUDIO SCRIPT

Woman: Tell me about your family, Mr Jones.

Man: I'm a firefighter. I work in the street. My wife's a teacher. She works at the school next to the fire station. We go to work by bus. When I work at the weekend, I go by bike.

Woman: Do you have any

children?

Man: Yes, a son and a daughter.

Woman: How do they go to school?

Man: The school is near our house; they go on foot.

Woman: That's great.

### Cognitive awareness

Brainstorm different strategies to remember when to use on with transport.

### Building confidence activity

**Transport.** First, ask learners which they think is the most popular means of transport to come to school. Then,

## 16 Listen and complete. Then, match.



Mr Jones goes to work by bus \_\_\_\_\_

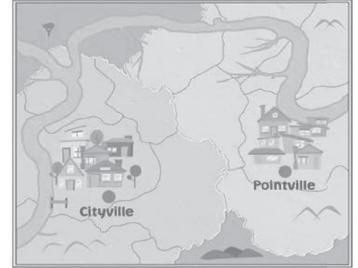
At the weekend, he goes to work by bike \_\_\_\_\_

His children go to school on foot \_\_\_\_\_



## 17 Read and circle.

- 1 How can I go from Cityville to Pointville?
- 2 You **can** **can't** go by plane. 
- 3 You **can** **can't** go on foot. 
- 4 You **can** **can't** go by boat. 
- 5 You **can** **can't** go by car. 
- 6 You **can** **can't** go by bus. 
- 7 You **can** **can't** go by taxi. 
- 8 You **can** **can't** go on horseback. 
- 9 You **can** **can't** go by bike. 



## 18 Game



26

instruct them to say how they come to school. Write the means of transport on the board and draw a tally mark for each reference to them. Count the number of tally marks and go back to the learners' prediction.

### Inclusive classrooms

Reflect with learners on how different means should be available to everybody. You can give them an example, e.g. a low platform to get on any bus for those who have a difficulty walking.

## 17 Read and circle.

- Tell learners to read the instructions. Elicit what to do.
- Focus on the map and show them that all maps are on a scale. In this one, the scale is 1:1,000 km. This means that one centimetre represents 1,000 km.
- You can do the first one with the learners so that they have a better idea.
- Agree on a time limit, get learners to work, and check their answers.

19 Listen and act out.



20 Read and write. Show and tell.

This is my week. I usually get up at 7...

This is my week. I usually get up at seven and have breakfast with my family. I never drink coffee.

I don't like it, but I sometimes drink tea. I go to school on foot. My dad's a police officer, and my mum's a homemaker. In the evening, I do my homework. I go to bed at 9:30. Last weekend, my aunt visited us. She's a chef and she makes delicious cakes. But last week, she didn't work / cook because she was very tired.

*Math problems: a.  $265 + (45 \times 3) - 89 =$  b.  $936 - 340 + (810 \div 90) =$*

27

18 Game

- Have learners focus on the speech bubbles. Check they all understand what to do.
- You can bring a world map to the classroom, or the map of the country. Ask learners about different cities in the world or in their country.

19 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.
- See page 20 in this Teacher's Book for suggestions for Act out activities. Encourage learners to change a 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: Did you see a strange person?  
 Girl: Yes, I did. It was a man.  
 Boy: Where did you see him?  
 Girl: Near the cemetery.  
 Boy: Was he tall?  
 Girl: No, he wasn't. He was very short.

20 Read and write. Show and tell.

- Have learners read the instructions and look at the text. Ask them if they remember what you call this text: a rebus text. A rebus text 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.
- Allot a couple of minutes for learners to rehearse what they're going to say. Then, have learners present their productions.
- Congratulate learners on their presentations. Invite others to make comments, e.g. *Super! Great! Wow!*

**Social awareness**

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

**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. If it's possible, learners can video themselves presenting their texts. Collect all the videos and upload them onto the school blog. If this is not possible, take pictures of the texts, make them into a book with the help of the ICT teacher, and upload them onto the school blog.

**Workbook**

Page 98–99, Exercises 10, 11a, and 11b

**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 identify specific information in a simple story, if guided by questions.
- can reflect on their learning.

### Key language

*Stop it!*

### Areas of awareness

ESI / CSE

Inclusive classrooms

Social awareness

## Lesson opening

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

## 21 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.

 → SEE PB PAGE 28.

### ESI / CSE

Ben's parents are going to help the children. They should never be left alone. Juan Diego is scared. It's OK to feel scared. This is a good opportunity to debunk the myth that boys cannot be afraid.

### Inclusive classrooms

Izamal offers Juan Diego to hold hands as he's scared. Reflect with learners how they can make sure they include everybody at school, during class time, at break time, etc.

### Building confidence activity

**Act out.** Invite learners to act out the conversation.

## 22 Read and circle the correct answer.

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

21  Look, read, and listen.



Izamal: We needed someone to come with us. Thank you, Mr and Mrs Saravia.

Mrs Saravia: We're always around town at this time of the night and ... maybe we will see something strange. Great!

Juan Diego: Haha, true!

Mrs Saravia: And we can help our favourite myth breakers!

Ben: Mum, stop it!

Mr Saravia: Where does **La Dama de Blanco** usually walk?

Lupe: People sometimes see her outside

town, on the road to the cemetery. How can we get there? By car?

Mr Saravia: Let's go on foot. We need to deliver some **empanadas** in that area.

Mrs Saravia: Look! There's a young girl.

Ben: Is she **La Dama de Blanco**?

Mr Saravia: What's she doing on this road near the cemetery at night?

Lupe: Does she live here? Let's follow her.

Juan Diego: I'm scared.

Izamal: Let's hold hands.

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 at 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.

### 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.

22 Read and circle the correct answer.

- 1 Who are Mr and Mrs Saravia?  
Ben's parents. Juan Diego's parents.
- 2 Why are they with the children?  
Because they want to help them. Because they want to walk.
- 3 Where can people see La Dama de Blanco?  
In the town. Near the cemetery.
- 4 Can they go on foot?  
Yes, they can. No, they can't.
- 5 Why are Mr and Mrs Saravia walking?  
Because they like walking. Because they need to work.
- 6 Why is Juan Diego scared?  
Because he saw a strange girl. Because he doesn't like the cemetery.

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: Become myth breakers!

### Aims of the lesson

- To hypothesise and test 'always, sometimes and never true' Maths and Science statements to promote reasoning and the importance of justifying answers.
- To revise and integrate language.

### Learning objectives

#### Learners

- can follow basic instructions to experiment, colour, draw, or make something.
- can use *always*, *sometimes*, and *never*.

## Lesson opening

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

### STEAM AREAS:

Science and Maths

### SKILLS:

Critical thinking, creative thinking, hypothesising, testing, demonstrating, problem solving, communicating, understanding maths and science

### MATERIALS:

- A bit of blue and yellow paint
- A small piece of blue and yellow cellophane paper
- Classroom supplies: paper, pencils, scissors, rulers, erasers
- Coins, small plastic containers, water
- Magazines, encyclopaedias, computers or tablets

### Contextualise:

Ask your learners if they would like to become myth breakers. Explain that their job is to discover if some 'myths' (statements) are always true, sometimes true, or never true. This is a strategy that is used to teach mathematical and scientific concepts. To do this, they have some options: They can ...

- come up with experiments to test these myths.
- discuss the statements by using their general knowledge.
- make drawings to compare or show.
- find a picture or photograph as evidence.
- build or create something to demonstrate.

### Explain:

Give an example by writing on the board: *If you mix blue and yellow, you get green.* Write HYPOTHESIS and RESULT. Say that first you will predict / hypothesise what you think the answer might be and write an A (always), S (sometimes), or N (never) under the word HYPOTHESIS. Then, say that you need to test your hypothesis by doing an experiment or doing something to demonstrate this. Show two different options, e.g. Mix blue and yellow paint together to discover whether it makes green, and place a yellow piece of cellophane paper on some blue

### 1 Hypothesise.

What do you think?



odd numbers — 1 — 2 — 3 — 4 — 5 — even numbers

#### MATHS MYTHS?

	HYPOTHESIS	RESULT
1 If you put two squares together, you get a rectangle.	Learners' own production	
2 When you cut a square in half, you get a triangle.		
3 Shapes with four sides are squares.		
4 The sides of a triangle are all long.		
5 A square is a circle.		
6 Rectangles have two short sides and two long sides.		
7 A week has eight days.		
8 An even number plus an even number will be even.		
9 An odd number plus an odd number will be even.		



#### SCIENCE MYTHS?

	HYPOTHESIS	RESULT
1 If you throw a pencil in the air, it comes back down.	Learners' own production	
2 An eraser will bounce when it is dropped.		
3 Heavy objects fall to the ground faster than light objects.		
4 Hard materials are made from metal.		
5 Cars have wheels.		
6 Birds fly.		
7 Coins sink.		
8 It's impossible to lick your own elbow.		
9 Everyone has a unique fingerprint.		

### 2 How do you know?

Test it. Record the result.

### 3 Present.

Explain it, draw it, and show it.

cellophane paper. Make a point of having different ways of demonstrating something about the same statement. Write the result in the RESULT column. Mention whether your hypothesis and result are the same or different. Explain that it is fine if they are different—this is how scientists and mathematicians discover new things.

### Predict:

Page 30: Have learners look at the statements and come up with a hypothesis for each one writing A for *always*, S for *sometimes*, and N for *never* in the HYPOTHESIS column. Bring their attention to the images for them to refer to if they need to clarify some terms. Explain that in this first step they shouldn't try out their experiments or think too hard, just come up with a first idea. Only give them a few minutes for this step.

### Test:

Assign groups and have them choose a subject, either Maths or Science, to focus on those statements and test their predictions to uncover the myths. Give learners time to discuss their reasoning and find ways in which they could justify their answers to others. E.g.

- To demonstrate whether two squares make a rectangle, they might cut out two squares from a piece of paper and test whether they always make a rectangle, or they might use two squared objects that they find in the classroom.

## Questions!

**1 Get ready.**

Prepare one question for each of the squares

**2 Start playing.**

Student A: Ask one of the questions.

Student B: Answer. Is the answer correct? Place a marker on the question. Is the answer not correct? Try later. Now student B asks and student A answers.

**3 Winner**

The winner is the student with a marker on all the squares.

31

- To show that, if you throw a pencil in the air, it comes back down; they might get a few pencils and test whether they all fall to the ground.

Note that learners might not be using English while discussing.

**Record:**

Learners write their final decision in the RESULT column.

**Present:**

Choose one of the subjects and read out the first statement. Ask all learners to say what their prediction was: always, sometimes, or never true. Then, ask the groups who tested that subject to give their demonstrations or explanations to convince the others of what they have discovered.

**Reflect:**

Remind learners that it is important to not only have an answer but to find creative ways to test it and also justify by different means: showing, explaining, drawing, experimenting, etc.

- *Was it easy or difficult to test the statements?*
- *Were the results similar or different to your predictions?*

**Extension:**

There may be inconsistencies between what learners have discovered, but it is OK at this point as it is all based on

rudimentary experiments they have conducted. These serve as statements that learners might want to continue exploring by researching on the Internet or finding out at home.

**BREAK TIME: Questions****Aim of the lesson**

To revise and integrate language.

**Learning objective**

Learners

- can ask and answer questions.

**Lesson opening**

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

**Introduce the game.**

- Check you have some counters / markers or elements to mark off the questions that have been answered correctly.
- 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 *Questions!* in pairs or groups.
- Take a look at the board game. Ask learners what type of words they can see on it (*question words*).

**1 Get ready.**

- Go through the instructions on the page.
- Elicit an example for one of the question words, e.g. *What time do you have breakfast?* Learners write down their questions for each of the question words.

**2 Start playing.**

- Following the example for *What ...?*, e.g. *What time do you have breakfast?*, say that one learner asks the question and another answers, e.g. *I have breakfast at 8 o'clock.* As the answer is correct, the answering learner puts a counter / marker on the *What ...?* word on the board. If the answer isn't correct, they don't get to put a counter / marker on it yet, but will have the chance to answer again later as the game continues. The winner is the learner who covers all the question words on their board. Demonstrate.
- Have learners in pairs or in groups of four playing the game, two against the other two. One learner asks the first question (*Were ...?*) and the other learner answers placing a counter / marker on the words if the answer is correct.

**Lesson closing**

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

# Myth breakers

2

## 1 Make true sentences. Rewrite with the frequency adverb in the right place.

- Elephants eat meat. **Elephants never eat meat.**
- A baby cries. **A baby usually / sometimes cries.**
- Our English teacher speaks Spanish in class. **Answers will depend on each learner.**
- My mum cooks. \_\_\_\_\_
- My dad cooks. \_\_\_\_\_
- I do my homework at the weekend. \_\_\_\_\_
- My brother / sister gets up late at the weekend. \_\_\_\_\_
- I get up early on weekdays. \_\_\_\_\_

## 2 Write about Jim's routines. Use frequency adverbs.



- |  |   |
|--|---|
| 1 Jim <b>always</b> _____ reads stories.     | 6 He <b>usually</b> _____ drinks water.     |
| 2 He <b>never</b> _____ plays football.      | 7 He <b>always</b> _____ wears jeans.       |
| 3 He <b>sometimes</b> _____ skates.          | 8 He <b>usually</b> _____ wears trainers.   |
| 4 He <b>usually</b> _____ plays board games. | 9 He <b>sometimes</b> _____ wears T-shirts. |
| 5 He <b>sometimes</b> _____ eats biscuits.   | 10 He <b>never</b> _____ wears a jacket.    |

## 3 Complete. Write true sentences.

- Learners' own production
- I always \_\_\_\_\_
- I sometimes \_\_\_\_\_
- I never \_\_\_\_\_
- I usually \_\_\_\_\_
- My mum / dad always \_\_\_\_\_
- He / She never \_\_\_\_\_
- My best friend usually \_\_\_\_\_
- My best friend never \_\_\_\_\_
- Our teacher sometimes \_\_\_\_\_

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## 4 Complete the poster. Use the words in the box. There's an extra word. You can use the words more than once.

him her me them us it

Do you want to meet **La Dama de Blanco** and talk with **her**?

Do you want to listen to **El Sombrero**'s songs and sing with **him**?

Do you want to talk with **La Llorona** and **El Sombrero** and help **them**?

Do you want to follow **El Chupacabras** and catch **it**?

**We are the Myth breakers.**

Do you want to join **us**? Call **us** at 1155987345

## 5 Match and complete with a word in the box. You can use the words more than once.

him her me them us

- |  |   |
|--|---|
| 1 This is very difficult.                              | a Can you give <b>us</b> some biscuits, please?               |
| 2 Tommy is thirsty.                                    | b Can you help <b>me</b> ?                                    |
| 3 Mum gave me these books.                             | c Do you want to dance with <b>her</b> ?                      |
| 4 Fred lives in New Zealand.                           | d Do you want to play with <b>us</b> ? It's a fun board game. |
| 5 Kate likes dancing.                                  | e Give <b>him</b> some water, please.                         |
| 6 The children want to play football.                  | f Give <b>them</b> the ball, please.                          |
| 7 We're very hungry.                                   | g I love <b>them</b> ; they're fantastic!                     |
| 8 I'm talking to you.                                  | h Now I'm writing to <b>him</b> .                             |
| 9 We're playing a board game.                          | i Please, listen to <b>me</b> .                               |
| 10 Linda wants to draw, but she doesn't have a pencil. | j You have two pencils, can you give <b>her</b> one?          |

## 6 Circle.

- Journalist: Do you go out **in** on the evening?  
 Lady: Yes, I do.  
 Journalist: **How often** When do you go out?  
 Lady: **Sometimes** Never. I like 'walk / walking' outside.  
 Journalist: Do you walk alone?  
 Lady: No, I don't. My friend Sarah comes with **me**. I sometimes we buy food at the market, **empanadas**. We love **they** / **them**. Sometimes, we're at home and **the boys** from the market bring 'we **us** some **empanadas**.  
 Journalist: Look that's Ben. Do you know **he** / **him**? **His** parents make delicious **empanadas**.  
 Lady: Yes, he's one of the Myth breakers. I **talk** **talked** with **they** / **them** five days **last** / **ago**.  
 Journalist: Oh!

96



## 7a A history quiz. Correct the wrong information.

2



- Neil Armstrong travelled to the sun. **He didn't travel to the sun.**
- Columbus discovered America in 1810. **He didn't discover America in 1810.**
- Miguel de Cervantes wrote television programmes. **He didn't write TV programmes.**
- Elvis Presley sang tango. **He didn't sing tango.**
- Leonardo da Vinci lived in Uruguay. **He didn't live in Uruguay.**
- Walt Disney made delicious cakes. **He didn't make delicious cakes.**
- John Lennon played the violin. **He didn't play the violin.**
- Vincent van Gogh painted walls. **He didn't paint walls.**
- Pablo Picasso spoke Japanese. **He didn't speak Japanese.**
- The Wigh brothers invented the car. **They didn't invent the car.**

## 7b Now write the questions and ask your teacher. Then, write the answers.

- Where did he travel?** He travelled to the moon.
- When did he discover America?** In 1492.
- What did he write?** He wrote novels.
- What did he sing?** He sang rock.
- Where did he live?** He lived in Italy.
- What did he make?** He made films.
- What (instrument) did he play?** He played the guitar.
- What did he paint?** He painted pictures.
- What language did he speak?** He spoke Spanish.
- What did they invent?** They invented the airplane.

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## 8 Unscramble the questions. Then, answer them.

- San Martin - from - was - England - ? **See page 71 for the answers.**
- your parents - at home - were - yesterday - ? \_\_\_\_\_
- English teacher - at - your - school - last Monday - was - ? \_\_\_\_\_
- Michelangelo and Raphael - singers - Italian - were - ? \_\_\_\_\_
- García Lorca and Becquer - were - painters - English - ? \_\_\_\_\_
- Italian - Aristotle - philosopher - an - was - ? \_\_\_\_\_

## 9 Complete. Use the words in the box. You can repeat the words.

What What time When Where Why

- Where** did you go on holiday? We stayed at home.
- What** did you do? We played a lot!
- What time** did you get up? Late, at 9 or 10.
- When** did you play? In the afternoon.
- Why** did you play in the afternoon? Because we helped our parents in the morning.
- What** did you play? Board games, volleyball, and football.

## 10 Match.



- by boat by bus by car by plane by taxi by train on foot on horseback

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**11a Write a list poem.**

You're a Myth breaker. Complete the poem. Use the phrases in the box.

lose our patience	ask a lot of people	become anxious	use digital technology
find useful information with some apps	they give us information		

We always ask a lot of people  
 because they give us information.  
 We usually use digital technology  
 because we find useful information with some apps  
 We sometimes become anxious  
 but we never, never lose our patience  
 because ... we're the Myth breakers!

**11b Write your list poem.**

Choose your profession: firefighters, doctors, artisans, etc.

Write your poem.

Learners' own production

We always \_\_\_\_\_  
 because \_\_\_\_\_  
 We usually \_\_\_\_\_  
 because \_\_\_\_\_  
 We sometimes \_\_\_\_\_  
 but we never, never \_\_\_\_\_  
 because ... we're \_\_\_\_\_

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**Exercise 1**

The answers in many cases will depend on the learners' own ideas. For instance, elephants never eat meat, but learners may consider that a baby always cries, or sometimes, or usually. Once they finish, they can add statements for their classmates to complete.

**Exercise 2**

Some of the answers provided may be debatable because they will depend on the learners' opinion. For instance, they may think that Jim sometimes skates because his roller skates are on the cupboard, while others may think he never skates precisely for the same reason. You can play a memory game afterwards.

**Exercise 3**

Once learners read out their answers, those with the same one can raise their hand.

**Exercise 4**

You can ask learners to colour the objective pronoun and its referent.

**Exercise 5**

Learners can change the second part and come up with a new one. Again, they can colour the objective pronoun and its referent.

**Exercise 6**

Ask learners to account for their answers. Then, they can think of other possibilities to use the uncircled words.

**Exercise 7a**

Learners can add further statements for the quiz.

**Exercise 7b**

Ask learners to write the questions first. Secondly, they ask the questions and write the answers you give them.

**Exercise 8**

Do a think-aloud with the first example. Show them how you place words that you know go together. For instance, the preposition *from* will go together with a place, i.e. England.

**Exercise 9**

Focus on the clues that help learners to decide on the correct *wh-* word.

**Exercise 10**

Invite learners to add further means of transport, e.g. a helicopter.

**Exercise 11a**

Ask learners to read all the phrases and to focus on the skeleton of the poem. First, they can connect the frequency adverbs with the phrases provided. For instance, lose your patience should not be something you always do. Once they do this, they can check which are plausible reasons.

**Exercise 11b**

You can all do one together. Choose one of the jobs and elicit possible verbs. Once you decide on the frequency for each of the actions, think about reasons. Then, write the poem. Now invite learners to write another poem.

**Page 70 Answer Key**

Answers for Exercise 8 on page 98 in the Pupil's Book:

1. Was San Martín from England? No, he wasn't. He was from Argentina.
2. Were your parents at home yesterday? Yes, they were. / No, they weren't.
3. Was your English teacher at school last Monday? Yes, he / she was. OR No, he / she wasn't.
4. Were Michelangelo and Raphael Italian singers? No, they weren't. They were painters.
5. Were García Lorca and Becquer English painters? No, they weren't. They were Spanish writers.
6. Was Aristotle an Italian philosopher? No, he wasn't. He was Greek. / a Greek philosopher.

## UNIT OVERVIEW

## Vocabulary

Descriptive adjectives: *attractive, adventurous, boring, careful, creative, dangerous, difficult, expensive, flexible, important, intelligent, interesting, popular, talkative, terrible*

Musical instruments: *drums, keyboard, piano, recorder, trumpet, guitar, violin, tambourine*

## Grammar

*was / were born*

Comparatives (long adjectives)  
*before / after*

## Communication

*Would you like to ...?*

## Recognition

Classroom language

## Routines

*San Martín was born in February.*

*José Artigas and Lionel Messi were born in June.*

## Awareness

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

## STEAM Challenge: Science, Engineering, and Arts

Make a musical instrument

## Project Time

Legendary characters



## 1 15 Look, read, and listen.

La Dama		Ben:	'He was a Chihuahua dog. Everybody in town loved him.'
de Blanco:	I'm a historian. I came to this town to study its history.	Lupe:	A dog? They made a stone for a dog?
Lupe:	That's why you like the cemetery so much.	La Dama	
de Blanco:	Yes, the cemetery is a great place to find information.	de Blanco:	He's the only dog in this cemetery. I'm sure he was very special.
Izamal:	But what are you doing now?	Juan Diego:	The stone for the dog is interesting, but that one over there is more interesting than the dog stone! Listen! 'I was born a tree. An artisan changed me.'
La Dama		Izamal:	An artisan like my parents.
de Blanco:	I'm stone rubbing.	Juan Diego:	'Then, a musician bought me and loved me all his life.'
Juan Diego:	What's that?	La Dama	
La Dama		de Blanco:	Can you guess what it is?
de Blanco:	I'm rubbing a crayon on a piece of paper that I put on the stone. See? Can you read it?	Juan Diego:	A guitar!
Ben:	'Here is Pancho. He was born in 1889.'	La Dama	
Izamal:	When was he born? That's before my great grandparents were born!	de Blanco:	You were close. It's a violin.

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## Aim of the lesson

To expose students to key language through a story.

## Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information in a simple story if guided by questions.
- can talk about when people were born.

## Key language

*was / were born*

Years

## Areas of awareness

Intercultural awareness

Language awareness

Social awareness

## Lesson opening

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

## 1 15 Look, read, and listen.

Possible lead-ins:

- Tell learners about an outing to a historic place in your town or about the cemetery in your town.
- 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 where the characters are, who the woman is, and why they're there. Accept all their predictions.
- Play the audio while learners read and go back to their predictions.
- Ask learners if they know about any special headstones.

15 → SEE PB PAGE 32.

## Intercultural awareness

Discuss with learners how different cultures approach death and the ceremonies related to burials.

## 2 Tick (✓) or cross (X).

- Ask learners to read the instructions. Challenge them to do the activity before rereading the text.
- Once they finish, instruct them to reread the story and check their answers before the general checking.

## 2 Tick (✓) or cross (X).

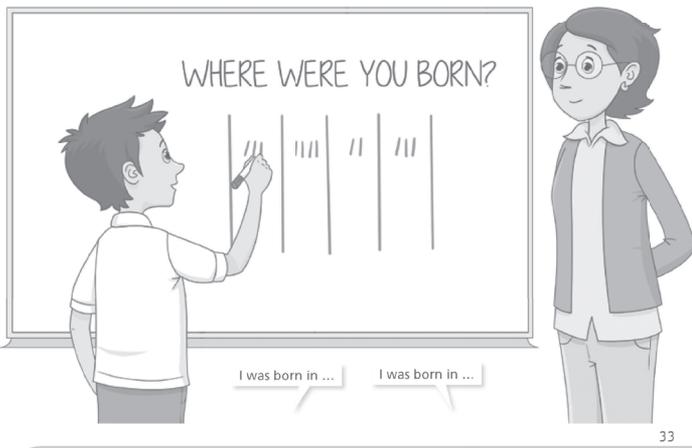
- 1 La Dama de Blanco likes history. ✓
- 2 She wants to study the town's history. ✓
- 3 She can find a lot of information in a cemetery. ✓
- 4 Pancho was one of Izamal's great grandparents. ✗
- 5 Juan Diego's parents are artisans. ✗
- 6 There's a stone for a violin in the cemetery. ✓

## 3 16 Listen and complete. LT

- 1 Izamal's mum was born in 1981.
- 2 Her father was born in 1978.
- 3 Ben's mum was born in Mexico in 1978.
- 4 Ben's grandparents were born in Peru.
- 5 Juan Diego's grandparents were born in Colombia and in Mexico.
- 6 His mum's parents were born in 1957.

REMEMBER
1987
Nineteen eighty-seven
2016
Twenty sixteen
BIT
2007
Two thousand and seven

## 4 A survey



- If there are discrepancies in the answers, refer learners to the text. Ask them to account for their answers.

## 3 16 Listen and complete.

- First refer learners to the *Remember* box and ask them what those numbers are. If necessary, give them options, e.g. *quantity, years?* Then, present them with a quiz, e.g. *Cervantes was born in Spain. He was born in 1810. Gabriela Mistral and Neruda were born in Uruguay.* Elicit the meaning of *was / were born*.
- Tell learners to read the instructions and the statements. Elicit what information the audio may provide.
- Play the audio (or the first two statements) and go back to their predictions.
- Remind learners of the rules for listening and play the audio.
- Check their answers.

## AUDIO SCRIPT

Woman: When were your parents born, Izamal?  
 Izamal: My mum was born in 1981 and my dad in 1978.  
 Ben: My mum was born in 1978, too. She was born in Mexico.  
 Woman: Were her parents from Mexico?  
 Ben: No, they were born

in Peru, but they moved to Mexico when they were four.

Woman: What about your grandparents, Juan Diego? Where were they born?

Juan Diego: Two were born in Colombia, and two in Mexico.

Woman: When were they born?

Juan Diego: Hmm, my mum's parents in 1957, I think. My dad's parents? My grandpa is 68 and my granny's 60. Can you do the maths?

## Language awareness

Help learners to notice that when mentioning both the place and time when a person was born, the order is first the place and then the time (date, month, or year), e.g. *Eduardo Galeano was born in Uruguay in 1940*. Refer learners to page 84 in the Language Time section.

## Social awareness

Discuss with learners when it is appropriate to ask a person when he / she was born. Show them how this changes as you grow older.

## 4 A survey

- Tell learners to read the instructions and the speech bubbles. Elicit what they have to do.
- Decide whether you're going to ask them about the month they were born in or the city / province / department. If you go for the months, write them on the board. If it's cities, write them as each learner names one.
- Draw a tally mark below each month according to the learners' utterances. You can then translate the results into a bar chart.

## Building confidence activity

**Memory game.** Take a photo of the board and clean it. Invite learners to say what they remember about their classmates, e.g. *Juan and Martina were born in May*.

## Workbook

Page 100, Exercises 1, 2, and 3

Note: Inform families that learners have to bring a statement about an important person's year and place of birth. Discuss with them what you mean by important people, e.g. national heroes, writers, etc. Remind them that these people should be known to everybody.

## 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 students 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

Cognitive 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 activities

**Repeat if correct.** See page 21 in this Teacher's Book. In this case, learners read out their statements about important people.

**A collaborative quiz.** Collect all the learners' statements and make a quiz with them. Learners can do the quiz at home and then bring the results next time.

## 5 17 Match. Then, listen and check.

- Ask learners to open their books at page 34, read the instructions, and look at the pictures. Ask them what they are. Give them options if necessary, e.g. *Are they toys? Are they musical instruments?*
- Invite learners to match the ones they're sure about.
- Play the audio for learners to check the ones they're sure about and match the ones they did not know.
- Check their answers.
- Note: Flute is typically used to refer to this musical instrument. The most obvious difference between a flute and a recorder is in the playing position: the recorder is held straight and with both hands at the front, while the flute is held over the right shoulder.

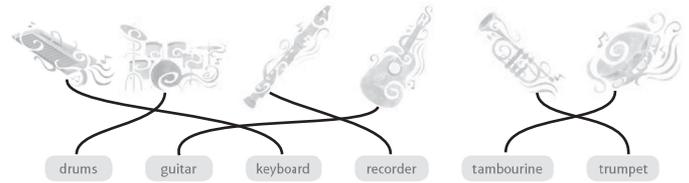


### Cognitive awareness

Show learners how it's better to start working with the options we're sure about so as to reduce the number of options and make the activity less challenging.

## 5 17 Match. Then, listen and check.

An artisan's creations



## 6 A quiz

How much do you know about famous musicians? Guess!

Did Paganini play the piano?

- ? Ringo Starr, from The Beatles, played the drums.
- ? Brian May, from Queen, played the guitar.
- ? Mozart played the piano.
- ? Paganini played the violin.
- ? Louis Armstrong played the trumpet.
- ? Phil Collins played the drums and the piano.

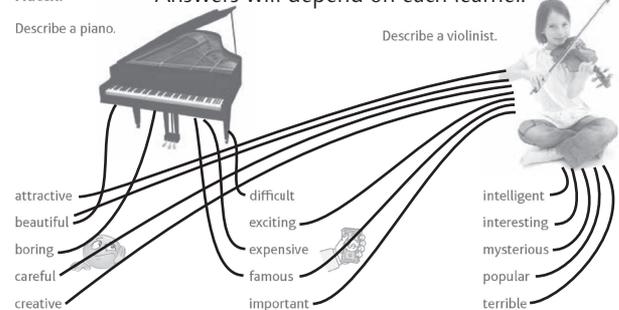


## 7 Match.

Answers will depend on each learner.

Describe a piano.

Describe a violinist.



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### AUDIO SCRIPT

A drum set

A keyboard

A tambourine

A guitar

A recorder

A trumpet

### Language awareness

Help learners to notice that some words are quite similar in English and the school's language of instruction (Spanish and Portuguese), but their pronunciation changes. Focus in particular on the pronunciation of violin /vaɪə'liːn/ and guitar /gɪ'tɑː/, paying special attention to where the stress is.

## 6 A quiz

- Tell learners to read the instructions and elicit what to do.
- Agree on a time limit and check their answers.

### Language awareness

Focus learners' attention on the use of the verb *play* + *the* for musical instruments.

### Building confidence activity

**Mime.** Learners take it in turns to mime playing a musical instrument. The rest have to either ask or say what they're

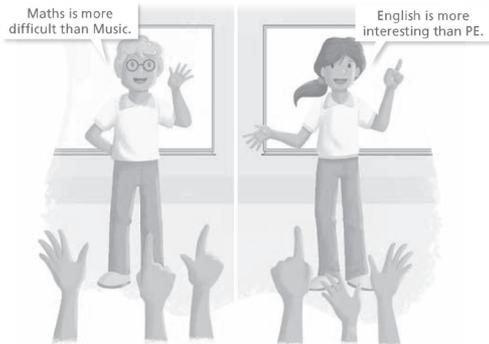
8 Tick (✓) or cross (✗). **LT**

- 1 A violin is more expensive than a piano.
- 2 Playing the recorder is more difficult than playing the guitar.
- 3 Mozart was more famous than Paganini.
- 4 Lupe is more adventurous than Juan Diego.
- 5 Izamal is more talkative than Lupe.
- 6 Lupe is more energetic than Ben.
- 7 **La Dama de Blanco** is more attractive than Izamal.
- 8 The violin stone is more interesting than the dog stone.

Answers will depend on each learner.


## 9 Opinion survey



## 10 Compare the following. Use the adjectives in the box. There are extra adjectives.

attractive interesting difficult beautiful important boring creative  
expensive dangerous careful popular exciting artistic

- Answers will depend on each learner.
- 1 History / Geography \_\_\_\_\_
  - 2 A recorder / A keyboard \_\_\_\_\_
  - 3 An architect / An engineer \_\_\_\_\_
  - 4 Music / PE \_\_\_\_\_
  - 5 Izamal / Lupe \_\_\_\_\_
  - 6 Ben / Juan Diego \_\_\_\_\_
  - 7 A capital city / A town \_\_\_\_\_
  - 8 A plane / A car \_\_\_\_\_

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playing, e.g. *Are you playing the piano?* or *(Alex) is playing the piano.*

## 7 Match.

- Ask learners to read the instructions and read the adjectives. Go over them and check learners know what they mean. Ask them to give you examples, e.g. *Izamal is attractive.* If there are some whose meaning they don't know, give them an example in which the meaning is clear.
- Focus their attention on the pictures: one is a musical instrument whereas the other is a person who plays an instrument.
- Allot the time agreed upon and check learners' answers.

## 8 Tick (✓) or cross (✗).

- Before the activity, ask learners if they agree with your opinion. Tell them, *A piano is expensive, but a keyboard is more expensive than a piano. Do you agree? The Rolling Stones are popular, but The Beatles were more popular. Do you agree?* Write *keyboard*, *expensive*, and *piano* on the board. Use gestures as you say, *A keyboard is more expensive than a piano.* Use the > symbol or any other symbol that learners understand. Elicit the notion of comparison.

- Now tell learners to read the instructions.
- Agree on a time limit and check their answers.

## Language awareness

Help learners to notice the structure to compare and find similarities or differences with the school's language of instruction's way to compare. Refer them to page 85 in the Language Time section.

## 9 Opinion survey

- Ask learners to read the instructions and the speech bubbles, and elicit what to do.
- Instruct them to dictate a list of school subjects to you, and discuss how you can describe them, i.e. which adjectives you can use.
- Give learners time to think of one statement comparing two subjects.
- As each one gives his or her opinion, those who agree can stand up or raise their hand.

## Social awareness

Show learners that they have the right to disagree with a person's opinion, but they have to do so politely. You can teach them *To me*, so as to stress the fact that it's an opinion.

## Inclusive classrooms

Nobody should be left aside or mocked because his or her opinion is different from the rest's. Everybody should have the right to give their opinion, inasmuch as they do so politely. The rest can also offer help, e.g. if a learner says that to him / her, *PE is more difficult than (Maths)*, brainstorm ways in which you can help this learner.

## 10 Compare the following. Use the adjectives in the box. There are extra adjectives.

- Tell learners to read the instructions. Go over a list of adjectives if necessary.
- Agree on a time limit and check their answers. If some others agree with a learner's statement, they can again stand up, raise their hand, or say *True!* or *To me, too.*

## 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

Pages 101–102, Exercises 4, 5, 6, and 7

## 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 students to key language through notes.

### Learning objectives

Learners

- can understand notes.
- can talk about activities using *before* and *after*.

### Key language

*before / after*

### Areas of awareness

Cognitive awareness

Social awareness

Language awareness

ESI / CSE

## Lesson opening

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

### 11a Look, read, and listen.

- Ask learners to open their books at page 36 and read the instructions.
- Focus on the picture and ask them when a clipboard is used. Give them options if necessary, e.g. *For notes? For stories?*
- Tell learners to look at the pictures in the first clipboard and the title of the notes, and elicit what the connection may be between them. Instruct them to read the text and go back to their predictions.
- Play the audio and have learners read as they listen.
- Note: You can show learners an online image of an envelope with wax.

 **18** → SEE PB PAGE 36.

## Cognitive awareness

Reflect on how useful notes are when we have to organise information.

## Social awareness

Testimonies from citizens can help to solve crimes. Discuss with learners how this is a responsible attitude. They may feel that at school, it's unacceptable to tell on others. However, when something serious is involved, this is the right thing to do.

### 11b Write in the correct column.

- Ask learners to read the instructions and look at the statements. Check they know what to do.
- Elicit the difference between a fact and a mystery. Give them a few examples, e.g. *Cecilia is absent today. Fact or*

### 11a Look, read, and listen.



#### NEW CASE: El Sombrero

These are the testimonies of people who saw El Sombrero last month:

María Hernández: 'A man on horseback sometimes plays his guitar under my balcony. He has a great voice and plays the guitar very well. He likes wearing a big hat and dark clothes. After he plays love songs, he blows a kiss into the air and disappears in the night.'

José Luis Rodríguez: 'I live near the bridge. I'm María Hernández's neighbour. A short man leaves letters in my neighbour's mailbox every night. He uses very expensive envelopes for his letters. Before he puts the letters into the mailbox, he closes the envelopes with wax.'

**Comment:** María's story is romantic, but José Luis's is more interesting. Is El Sombrero in love with this girl? Is he a very old person or does he come from the past? In the past, people used wax to close envelopes.

### 11b Write in the correct column.

FACT	MYSTERY
The mysterious man can sing very well. José Luis Rodríguez and María Hernández live near the bridge. The short man uses wax to close the envelopes. The short man bought very expensive envelopes.	The mysterious man is El Sombrero. The man on horseback and the short man are two different men.

The mysterious man can sing very well.  
The mysterious man is **El Sombrero**.  
José Luis Rodríguez and María Hernández live near the bridge.  
The short man bought very expensive envelopes.  
The short man uses wax to close the envelopes.  
The man on horseback and the short man are two different men.

### 12 Circle the correct word.

- 1 The Myth breakers are working on the new case **before** **after** they solve La Dama de Blanco case.
- 2 They get testimonies **before** **after** people see El Sombrero.
- 3 The mysterious man uses wax **before** **after** he writes the letters.
- 4 He uses wax **before** **after** he puts the letters in the mailbox.
- 5 He buys expensive envelopes **before** **after** he puts the letters into the mailbox.
- 6 He blows a kiss **before** **after** he sings love songs.

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*mystery? She's at home. Fact or mystery? Yesterday was Sunday. Fact or mystery? Yesterday a lot of people went to the park and to the club. Fact or mystery?*

- Agree on a time limit and then check their answers. Ask learners to account for their answers.

## Cognitive awareness

Show learners how important it is to understand the difference between a fact and a mystery, or an opinion.

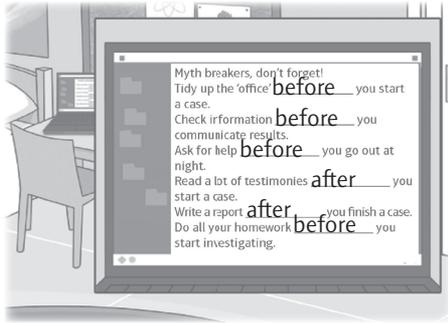
### 12 Circle the correct word.

- Before the activity, tell learners you're going to test their memory. Say, *The mysterious man blows a kiss before he plays the guitar.* Use gestures to show the meaning of *before*. *He puts the letter in the mailbox after he sings.* Again, use gestures.
- Now instruct learners to read the instructions and elicit what to do.
- Allot the time agreed upon and when time's up, check their answers.

## Language awareness

Refer learners to page 85 in the Language Time section.

13 Complete with before or after.

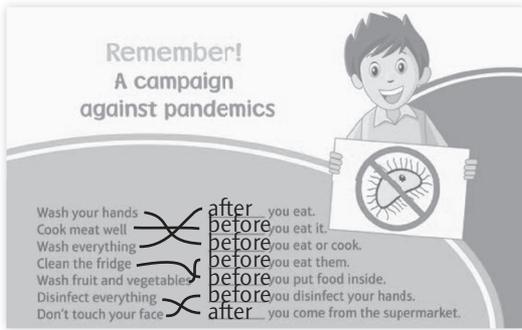


14 Listen and complete.

- 1 La Dama de Blanco **was born** in a small country.
- 2 The country was **more beautiful** than this city.
- 3 She **wasn't** happy, but her parents **were**.
- 4 She was happy **before** she met a man.
- 5 She was sad **after** she met this man.
- 6 She loved him, but he didn't love **her**.

15 Complete with before / after and match.

This is the Myth breakers' homework for school. Can you help them?



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**Building confidence activity**

**What's the number?** Ask learners questions, e.g. *What's the number after 21? What's the number before 57?* Invite learners to ask the questions.

13 Complete with before or after.

- Ask learners to read the instructions and elicit what to do.
- Agree on a time limit and check their answers.
- Reflect on timing.

**Building confidence activity**

**Good learning habits.** Brainstorm different good learning habits with learners. Invite them to use the tips in Exercise 13 as a model. Demonstrate with an example, e.g. *Get all your materials before you do your homework.* Ask learners to make a card with these tips.

14 Listen and complete.

- Ask learners to read the instructions and elicit what to do.
- Instruct learners to read the statements and predict what information will be provided in the audio.

- Play the audio and go back to their predictions.
- Play the audio again for learners to complete; then, check their answers.

**AUDIO SCRIPT**

Lupe: Thank you for this interview, madam.  
 LDDB: No problem!  
 Izamal: Where were you born?  
 LDDB: In a small country. It doesn't exist anymore. It was very beautiful, more beautiful than this city.  
 Ben: Did you have a big family?  
 LDDB: Yes, my parents, a brother and a sister. They were happy, I wasn't.

Juan Diego: Why?  
 LDDB: That's a story for another day. Before I met this man, I was happy. But after I met him, I was always sad.  
 Izamal: Did you love him?  
 LDDB: Yes, I did, but he didn't love me. But tell me about stories in this city. They're more interesting than my story.  
 Lupe: Well ...

**Building confidence activity**

**Act out.** Learners can act out the dialogue between the characters and *La Dama de Blanco*.

15 Complete with before / after and match.

- Ask learners to read the instructions and elicit what to do.
- Allot the time agreed upon and check their answers.

**Cognitive awareness**

Show learners how they can first decide on the two parts of the sentence, and then decide if they should use *before* or *after*.

**ESI / CSE**

Discuss with learners how important it is to consider these rules to take care of ourselves.

**Social awareness**

Reflect on how important it is to remember these rules at home and to tell every member of your family about them.

**Building confidence activity**

**A poster.** Go over the pandemic rules and decide which ones apply in the classroom. Add some new ones which are relevant and make a poster to hang up on the wall.

**Workbook**

Pages 102–104, Exercises 8, 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 understand a poem.
- can write a song.
- can write and talk about themselves.

### Key language

*Would you like to ...?*

### Areas of awareness

Language awareness  
Intercultural awareness  
Social awareness

## Lesson opening

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

### 16 Look, read, and listen.

- Ask learners to read the instructions and look at the text. Elicit what the text is and what it is about. Tell them to focus on clues, e.g. *the waxed envelope*.
- Invite learners to browse the text and go back to their predictions.
- Have learners read the lines that start *I'm your ...* and elicit what the connection is between the two key words.
- Focus on *Would you like to be my girl?* and ask learners if this is similar in meaning to when you say *Would you like some water?*

 → SEE PB PAGE 38.

## Language awareness

Help learners to notice that *would you like* and *would you like to have* similar meanings, only that one refers to an object whereas the other to an action.

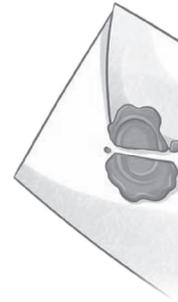
## Intercultural awareness

Discuss with learners if they think this letter / poem writing is an old or modern tradition. Elicit how they think people communicate love to each other at present.

### 17 Write a song.

- Tell learners to read the instructions and look at the structure of the song.
- Go over the photos and elicit what they may stand for.
- Learners can match the words to the blanks and write their song, or they can use the words they want.
- Allot the time agreed upon and have them share their songs.

### 16 Look, read, and listen.

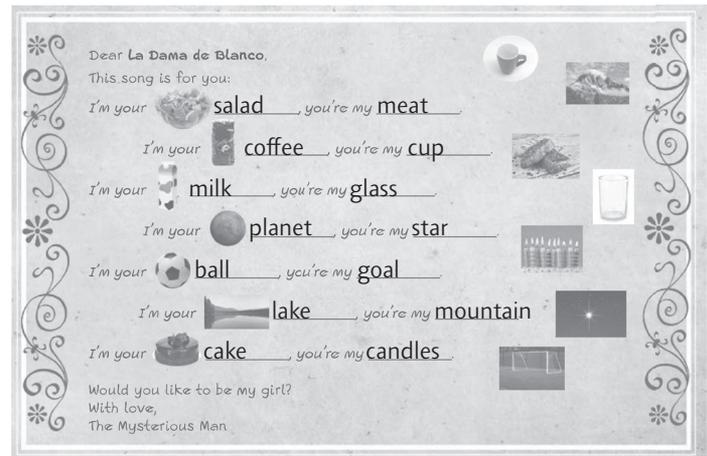


Dear María,  
I was born to love you.  
You were born to love me.  
I wrote this song for you:  
I'm your toast, you're my jam.  
I'm your paper, you're my pen.  
I'm your night, you're my day.  
I'm your ham, you're my cheese.  
I'm your sock, you're my shoe.  
I'm your moon, you're my sun.  
I'm your hamburger, you're my chips.

We belong together.  
Would you like to be my girl?  
With love,  
E. S.

### 17 Write a song.

This is a love letter to **La Dama de Blanco**. Look at the pictures and complete it.



Dear La Dama de Blanco,  
This song is for you:  
I'm your  salad, you're my meat   
I'm your  coffee, you're my cup   
I'm your  milk, you're my glass   
I'm your  planet, you're my star   
I'm your  ball, you're my goal   
I'm your  lake, you're my mountain   
I'm your  cake, you're my candles   
Would you like to be my girl?  
With love,  
The Mysterious Man

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- Learners can invent a tune or use the tune of a song they know and sing the song to this tune. If possible, work with the Music teacher.

## 18 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 elicit the connection between the two.
- Agree on a time limit to complete their own chart. You may ask learners to share their ideas before they actually write about themselves.
- 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 how nice it is to keep this type of record.

18 Read and write. Show and tell.

I was born in ...



This is Jim's chart.

Name	Jim Kelly
Year of birth	2011
Country of birth	the USA
President (when you were born)	Obama
Two top songs	'E.T.' / 'Born this Way'
Two top films	<b>The Tree of Life / Harry Potter and the Hallows part II</b>
City of residence	Boston
First school	The Green Tree
First teacher	Ms Tyler

**THE YEAR OF MY BIRTH**

My name's Jim Kelly. I was born in 2011. I was born in the USA. The president of my country was Obama. Two top songs were 'E.T.' and 'Born this Way'. Two top films were **The Tree of Life** and **Harry Potter and the Hallows part II**. I lived in Boston after I was born.

My first school was The Green Tree.




My first teacher was Ms Tyler.

Complete the chart for you.

Name	Learners' own answers
Year of birth	
Country of birth	
President (when you were born)	
Two top songs	
Two top films	
City of residence	
First school	
First teacher	

Learners' own production

## Workbook

Page 104, Exercises 12 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 follow an illustrated story.
- can identify specific information if guided by questions.
- can use language meaningfully.

### Key language

*He's a fake!*

### Area of awareness

Social awareness

## Lesson opening

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

### 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 40 and to look at the pictures. Elicit what is going on.
- Focus learners' attention on the playlist and elicit what it is. Ask what the connection may be between this playlist and the situation.
- Play the audio and go back to their predictions.

 **21** → SEE PB PAGE 40.

## Social awareness

Focus on how important it is to be honest.

### Building confidence activity

**Act out.** Invite learners to act out the conversations.

## 20 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.

## Reflection Time

Refer to page 11 in this Teacher's Book.

### 19 Look, read, and listen.



**Lupe:** Thank you for coming with us, Mr Fernández. We always need an adult when our cases are late at night.

**Mr Fernández:** You're welcome. But thank you! I wanted to meet **El Sombrero**. He's famous. Some people say he's our competitor.

**Lupe:** We need to hide before **El Sombrero** comes.

**Ben:** Let's hide behind those bushes.  
**Juan Diego:** Is he more dangerous than **La Dama de Blanco**?

**Ben:** He's a bit more dangerous than her. And it's more difficult to see him.

**Izamal:** Can I hold your hand, Ben?  
**Ben:** Yes ... Listen! Someone's singing. It's him.

**Mr Fernández:** Wow! **El Sombrero** is a good singer.

**Izamal:** Look! Something fell out of his pocket. What is it?

**Lupe:** Let's have a look after he leaves.

**Ben:** **El Sombrero** left five minutes ago. Let's see what's on the floor.

**Juan Diego:** Look! It's his mobile and this is a playlist! He's a fake.

40

## 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.

20 Read and tick (✓) or cross (X).

- 1 Mr Fernández is one of the Myth breakers.
- 2 Mr Fernández is afraid of **El Sombrero**.
- 3 Mr Fernández thinks that **El Sombrero** is a competitor because he sings very well.
- 4 **La Dama de Blanco** is more dangerous than **El Sombrero**.
- 5 It's difficult to see **El Sombrero**.
- 6 The Myth breakers can't see **El Sombrero**.
- 7 **El Sombrero** had a mobile phone in his pocket.
- 8 **El Sombrero** is a fake because he uses a mobile phone to play the songs.



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: Make a musical instrument

### Aims of the lesson

- To create musical instruments to identify their classification and the different ways vibration and volume can be caused.
- To revise and integrate language.

### Learning objectives

Learners

- can follow instructions to colour, draw, or make something.
- can talk about musical instruments and use comparatives.

### Lesson opening

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

### STEAM AREAS:

Science, Engineering, and Arts

### SKILLS:

Predicting, planning, labelling, experimenting, creating, thinking skills, collaborating, understanding how sound is made

### MATERIALS:

- Craft sticks (one for each learner)
- Rubber bands
- Cardboard boxes of different sizes
- Plastic bottles (empty)
- Rice or dry beans
- Empty cans without lids
- Optional: 4 glasses, spoons and water, 8 straws
- Scissors, Sellotape, ruler

### Contextualise:

- Ask learners if they remember what musical instruments were mentioned in the story at the beginning of the unit (*guitar* and *violin*). Say that, for this challenge, they will be making their own simple musical instruments. Explain that they will try to make their instruments sound quiet.
- Elicit other musical instruments: *drums, keyboard, recorder, tambourine, trumpet, piano*. Ask if they think one is quieter than the others.

### Explain:

- Hold up a pencil and ask, *Does this pencil make a sound?* (No) *But I can make it make a sound. Listen.* Tap the pencil on a desk a few times so that it bounces back and forth against the desk. Say, *Look. The pencil is moving backwards and forwards when it makes a sound.*
- Ask the same about a ruler and invite a volunteer to try making a sound with it, e.g. putting the ruler on the edge

STEAM  
CHALLENGE

Make a musical instrument



Wind instruments

String instruments

of the desk, holding it firmly in place, and pushing the end down so that it bobs up and down fast. Say, *The ruler is vibrating.*

- Give a craft stick to each learner and have them put it between their teeth. If you push down on the stick and let go, the same will happen as with the ruler. This helps learners to feel the vibration to understand the concept.
- Reflect on what you've done to cause vibration: tap / bang and pull.

NOTE FOR TEACHERS: Sound is made through vibration. Vibration happens when something moves backwards and forwards.

### Explore:

- Display the different materials. Assign groups and ask them to predict what musical instrument they think they can make with these materials, e.g. rubber bands and a box to make a guitar. They should also think how they will cause vibration, e.g. pulling, hitting, blowing, shaking, plucking, rubbing, tapping, etc. They can show you this or tell you in their own language.
- Page 42: Have learners take a look at the different musical instruments and think about how they are classified. Ask, *Why is a guitar a string instrument?* (because it makes sound when its strings vibrate). See if they can understand from context what a *string instrument* is, otherwise point to the strings to clarify. Do the same with the other instruments: a recorder is a wind instrument because its sound is made by blowing air / wind through it; a drum is a percussion instrument because you hit / bang on it; and although the piano can be classified as a string instrument because sounds come from the vibration of its strings, it can also be classified as a percussion instrument because a hammer strikes those strings.

### Plan:

- Each group decides what instrument they want to make and what materials they will need. They can add other objects or classroom supplies.
- Page 42: They draw their plan and label the parts: e.g. *rubber band, pencil case* (if they plan to place a rubber band around a pencil case and pluck the rubber band like a string to make a guitar).

### Create:

- Learners create their instruments. Some possible creations are:
  - Recorder: use a plastic bottle to blow air into and make it sound.
  - Guitar: place a rubber band around two fingers, a box,

**La Viudita** is a slim, tall woman. She always wears a black dress and she always covers her head and face. She walks at night. During the day, she disappears and people can't see her. She has big black eyes. People are afraid of her eyes because



a can, a pencil case, etc, and pluck the rubber band as a string.

- Drums: tap a pencil on a desk / secure a balloon stretched over a can and use a pencil with an eraser on one end to bang on it.
- Shakers / Maracas: fill a plastic bottle with rice or dry beans, put the top back on, and shake it.
- Panpipes / Pan flute: cut straws into different lengths, making each straw a little shorter than the previous one. Place the straws side by side from longest to shortest and hold them together with tape. Blow into each straw to hear a different pitch.

#### Explore:

- Encourage learners from the different groups to mix and compare the sounds of their instruments. Ask them to discover a way of playing their instrument so that it is quieter than their classmates'. Monitor and ask, *Which is quieter?* For your learners to answer, *My (recorder) is quieter than (Maria's guitar).*

#### Present and reflect:

- Invite learners to present their musical instruments, showing how they sound and comparing the volume of their musical instrument's sound to their classmates'.
- Ask some reflection questions, such as *Did your musical instrument work from the start? Did you have to change anything to get a better sound? Were you able to make it quieter?*

#### Extension:

Make a band. Ask learners to vote for a favourite song, play it, and have them join in with their simple musical instruments.

## PROJECT TIME: Legendary characters

#### Aims of the lesson

- To write about a legendary character.
- To revise and integrate language.

#### Learning objectives

Learners

- can understand a text about a character.
- can write a description of a legendary character.

### Lesson opening

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

### 1 Write important information about La Viudita.

- First of all, explain to learners that they are going to learn about a legendary character and then write about one of their choice.
- Say that the legendary character they will learn about is *La Viudita*. Refer learners to the picture and ask them to describe her.
- Read the paragraph and make gestures for words that learners might not know, like *unconscious*. Ask comprehension questions, like: *What does La Viudita wear? Why is she dangerous?*
- Start reading the paragraph again and show how you write down notes on the board, e.g. *slim, tall, big black eyes*. Elicit what else is important information: *black dress, covers head and face ...* Explain that writing down notes is useful for organising thoughts and for writing down information in a summarised way.
- Go over the notes on the board and think in terms of categories. Ask learners to identify what type of information they could focus on: physical appearance, age, clothes, nationality, abilities.

### 2 Write important information about your legendary character.

- Ask learners to think of a legendary character they know a lot about. It can be one from the book or any other. If a computer or tablet is available, allow them to do some research, work with the IT teacher, or plan this as homework for learners to research at home. If any learners are having trouble coming up with a 'real' legendary character, they can invent one.
- Give them time to write their notes. Walk around monitoring and checking vocabulary and spelling.

### 3 Write about your legendary character.

- Instruct learners to now write about their legendary character using the first text as a model and the important information they summarised in their notes.
- When they finish, learners present their texts. Ask them to identify similarities between the character they described and those described by their classmates.
- Take photographs or videos and upload them onto the school blog if there is one.

### Lesson closing

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

1 Match.

**Are you a writer expert?** Read and check.

Cervantes was born \_\_\_\_\_ in Argentina in 1930.  
 José Martí was born \_\_\_\_\_ in Chile in 1904.  
 María Elena Walsh was born \_\_\_\_\_ in Colombia in 1927.  
 Pablo Neruda was born \_\_\_\_\_ in Cuba in 1853.  
 William Faulkner was born \_\_\_\_\_ in Ireland in 1856.  
 Gabriel García Márquez was born \_\_\_\_\_ in Spain in 1547.  
 George Bernard Shaw was born \_\_\_\_\_ in Uruguay in 1940.  
 Eduardo Galeano was born \_\_\_\_\_ in the USA in 1897.

Score: 7-8: You're an expert! 5-6: Not bad 3-4: Keep on working. 1-2: Read more!

2 Complete. Use was / were born.

- Great writers of all times.
- Shakespeare **was born** in England.
  - García Lorca and Becquer **were born** in Spain.
  - Balzac **was born** in France.
  - Edgar Allan Poe and Hemingway **were born** in the USA.
  - Mario Benedetti **was born** in Uruguay.
  - Gabriela Mistral **was born** in Chile.
  - Alfonso Storni and Jorge Luis Borges **were born** in Argentina.
  - Oscar Wilde and James Joyce **were born** in Ireland.
  - Dante Alighieri **was born** in Italy.
  - Amado Nervo and Sor Juana Inés de la Cruz **were born** in Mexico.

3 Complete.

Include information about the city or country and date, as in the example:  
 I was born in Ushuaia on 20<sup>th</sup> May, 2011.  
 I was born \_\_\_\_\_  
 My mum / dad was born Learners' own production.  
 My best friend was born \_\_\_\_\_  
 My brother / sister was born \_\_\_\_\_  
 My granny / grandpa was born \_\_\_\_\_  
 My favourite cousin was born \_\_\_\_\_

6 Read the definitions and write the adjective. Use the ones in the box. There are extra ones.

attractive adventurous boring careful creative dangerous difficult  
 expensive flexible intelligent interesting popular talkative terrible

- Kate is very **creative**. She uses her imagination.
- This house is very **expensive**. It costs a lot of money.
- Lucia is very **attractive**. She has a beautiful face.
- Max always finds solutions to all the problems. He's very **intelligent / creative**.
- People like Brenda a lot. She's very **popular**.
- Toby is **flexible**. He adapts to different situations.
- I didn't like that film. It was **boring**, but my sister loved it. To her, it was very **interesting**.
- Joe can't find a solution to this problem. It's very **difficult**.
- There are a lot of accidents in this area, it's very **dangerous**. Please be **careful** when you go there.
- Did you hear the storm yesterday? It was **terrible**!

7 Complete these statements. Make them true. Learners' own production

- \_\_\_\_\_ is more creative than \_\_\_\_\_
- \_\_\_\_\_ is more expensive than \_\_\_\_\_
- \_\_\_\_\_ is more adventurous than \_\_\_\_\_
- \_\_\_\_\_ is more talkative than \_\_\_\_\_
- \_\_\_\_\_ is more exciting than \_\_\_\_\_
- \_\_\_\_\_ is more mysterious than \_\_\_\_\_

8 Compare the following. Learners' own production

1 \_\_\_\_\_

FLASH TOWN LYNN RICK

2 \_\_\_\_\_

3 \_\_\_\_\_

4 Write.

violin \_\_\_\_\_ guitar \_\_\_\_\_ drums \_\_\_\_\_ tambourine \_\_\_\_\_  
 keyboard \_\_\_\_\_ piano \_\_\_\_\_ recorder \_\_\_\_\_ trumpet \_\_\_\_\_

5 Write the answer.

What's he playing? The recorder

What's she playing? The piano / The keyboard

What are they playing? The trumpet

What are they playing? The drums

What's she playing? The tambourine

What's he playing? The guitar

9 Look at the chart and write.

	NOW	25 YEARS AGO
clothes	\$\$\$\$\$\$	\$\$
people and adventure	+++++	+
people and care	+++++	+
technology and popularity	+++++	+
tennis and popularity	+++++	+
digital games and fun	+++++	+
sports and danger	+	+++++
drivers and care	+	+++++

At present, clothes **are more expensive than** \_\_\_\_\_ 25 years ago.  
 At present, people **are more adventurous than** \_\_\_\_\_ 25 years ago.  
 At present, people **are more careful than** \_\_\_\_\_ 25 years ago.  
 At present, technology **is more popular than** \_\_\_\_\_ 25 years ago.  
 At present, tennis **is more popular than** \_\_\_\_\_ 25 years ago.  
 At present, digital games **are more enjoyable / more interesting /** \_\_\_\_\_ 25 years ago.  
**But** \_\_\_\_\_ **more fun than** \_\_\_\_\_  
 Twenty-five years ago, sports **were more dangerous than** \_\_\_\_\_ at present.  
 Twenty-five years ago, drivers **were more careful than** \_\_\_\_\_ at present.

10 Complete. Use before / after.

Poor Tom. He had an accident **before** \_\_\_\_\_ he arrived at the hotel. His mother phoned him **after** \_\_\_\_\_ he arrived. 'Hi! Did you have a good flight?'

Maggie wanted to make a cake. She started **after** \_\_\_\_\_ her father came from the supermarket. She was happy because she had all the ingredients.

Dan is terrible! He never washes his hands **before** \_\_\_\_\_ lunch or dinner. His parents are angry with him because he doesn't tidy up the bathroom **after** \_\_\_\_\_ he has a shower.

Maggie is very organised and careful. She always puts her books in her schoolbag **before** \_\_\_\_\_ she goes to school and studies **after** \_\_\_\_\_ she has dinner.

Do you prepare for a Maths test? I do. I do exercises **before** \_\_\_\_\_ the test, and I read my Maths book **after** \_\_\_\_\_ I do the exercises.

### 11 Write true statements. Learners' own production

- 1 I always \_\_\_\_\_ before \_\_\_\_\_.
- 2 I never \_\_\_\_\_ after \_\_\_\_\_.
- 3 Last week, I \_\_\_\_\_ before \_\_\_\_\_.
- 4 Last month, I \_\_\_\_\_ after \_\_\_\_\_.
- 5 My mum / dad never \_\_\_\_\_ after \_\_\_\_\_.
- 6 My best friend always \_\_\_\_\_ before \_\_\_\_\_.
- 7 Our English teacher always \_\_\_\_\_ before \_\_\_\_\_.
- 8 Our Maths teacher always \_\_\_\_\_ after \_\_\_\_\_.

### 12 Complete with the correct word.

- 1 **Where** \_\_\_\_\_ were your parents born? In Bolivia.
- 2 **When** \_\_\_\_\_ was your sister born? Four years ago.
- 3 **What time** \_\_\_\_\_ did you start school yesterday? At 10.
- 4 **Why** \_\_\_\_\_ did you start at 10? Because we had a volleyball match.
- 5 **How often** \_\_\_\_\_ do you start at 10? Sometimes, when we have a match at the club.
- 6 **How** \_\_\_\_\_ do you go to the club? By bus.
- 7 **How many** \_\_\_\_\_ matches did you play last month? Three.
- 8 **How much** \_\_\_\_\_ water do you drink when you play? A lot!

### 13 Circle.

Hi! My name's Bradley, but my friends and family call **me** Brad. **I was born** **was** in a small city **near** / **on** the capital, but this city is **important**. **more important** than the capital city. Strange, isn't it? I remember my first school. I went there with Rhianna, my best friend. **Our** **Your** teacher was great. **His** Her name was John. We all loved **he** **him**. It was very cold in winter, and John **always** never said, 'Get your jackets **before** **after** you go out, it's very cold outside. **Not** **Don't** go out in your uniform'. At 10, we had our Arts lesson, Miss Jones was very **creative** **dangerous**. We washed our hands **before** **after** the Arts lesson, and then we had chocolate milk and biscuits. I remember **that** **those** days, they **are** **were** fantastic and I loved **they** **them**.

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### Exercise 1

Learners can create their own quizzes. They can include artists from their country or from all over the world. You can also create a quiz collaboratively and give it to other groups at school and have a school competition.

### Exercise 2

You can play Repeat if correct after learners have completed the exercise.

### Exercise 3

Learners can read out their answers to the rest. Those with a similar answer can say, *Me too!*

### Exercise 4

You can play Hand on or Jump to when the exercise is complete.

### Exercise 5

Learners can play the game in class, in pairs or in small groups.

### Exercise 6

Learners can write further statements for the adjectives they have not used.

### Exercise 7

You can challenge learners to collaboratively write as many statements for each example as possible.

### Exercise 8

Learners can draw clues for the rest to compare the elements.

### Exercise 9

After completing the statements, learners can say if they agree or not. They can add further comparisons.

### Exercise 10

When checking, ask learners what clues helped them to identify which word to use.

### Exercise 11

After reading out their answers, learners can play a memory game. They have to say something about a classmate.

### Exercise 12

When checking, elicit what clues helped them to identify the answers.

### Exercise 13

Elicit what clues helped them to circle the correct word.

## UNIT OVERVIEW

## Vocabulary

Descriptive adjectives: *angry, big, cheap, clean, cold, dirty, easy, happy, hot, long, new, nice, old, plump, pretty, sad, short, slim, small, tall, ugly, warm, young*

## Grammar

Comparatives (short adjectives)

*better – worse*

*so*

*I'd like to vs I like + -ing* interrogative

## Communication

Ambitions

## Recognition

Classroom language

## Routines

*I'd like to be (an engineer).*

## 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

Make an egg float

## Break Time

Make it true



## 1 Look, read, and listen.

Lupe: Watch out! El Sombrero is coming back.

Ben: Let's hide again and catch him.

El Sombrero: Ay, ay, ay, ay, canta y no llores ... All the children: Got you!

El Sombrero: No, please. Let me go! Ahhhh!

Juan Diego: You're a fake. You're using a playlist to sing and play the songs to María.

Mr Fernández: Shame on you!

El Sombrero: I can explain everything! I love María and I want her to love me.

Izamal: That's not the way. You can help her fall in love with you in another way.

El Sombrero: Look at me! I'm short and ugly.

Ben: No, you're not.

El Sombrero: Well, I'm shorter than many men. So, I'd like to be taller. And I'm ugly. Izamal: I think you're handsome, but you have to stop hiding under that big hat and riding with those scary dogs.

El Sombrero: I know I'm not Prince Charming, 'm ugly.

Lupe: I think you need to be more confident.

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## Aim of the lesson

To expose students to key language through a story.

## Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information if guided by questions.
- can understand descriptions.

## Key language

Descriptive adjectives

## Areas of awareness

ESI / CSE

Intercultural awareness

Inclusive classrooms

## 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 an occasion on which you felt you were not up to it, or a problem you thought you had but which, in fact, was not a problem.

- 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 what is going on. Point to the tears coming out of the short man's eyes and ask, *Why is he crying?* Ask them to account for their answers.
- Play the audio as learners read and go back to their predictions.
- Ask learners if they also think he should be more confident.

22 → SEE PB PAGE 44.

## ESI / CSE

Who we are is much more important than how we look. Remind learners that beauty is in the eyes of the beholder. We all have something to be proud of and which makes us unique and valuable as human beings.

2 Complete. Use the adjectives in the box. There are extra adjectives.

angry big cheap clean cold dirty easy happy hot  
long new nice old plump pretty sad short  
slim small tall ugly warm young



El Sombrero is ugly, short,  
and plump. His hat is very big. Poor  
El Sombrero, he isn't happy, he's sad.



This is one of El Sombrero's  
dogs. It's small. It's not  
clean, it's dirty and it's  
angry.



Look at it, now! That  
trick isn't easy  
it's very difficult!



La Dama de Blanco is very tall and slim.  
She has long black hair. She isn't  
ugly, she's pretty. She isn't young, she's  
old. I think she's 190 years old!



This is her dress. It isn't  
old, it's new.  
And it's cheap!

3 Describe these people.

Learners' own production



Megan



Greg

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## Intercultural awareness

Discuss with learners how the concept of beauty is a cultural construction. You can show them paintings by Italian and Spanish painters which show that plumpness was considered beautiful.

## 2 Complete. Use the adjectives in the box. There are extra adjectives.

- Tell learners to read the instructions. Go over the list of adjectives and check they all know what they mean. Ask them to provide examples in which the meaning is clear, e.g. *An elephant's ears are very big.*
- Agree on a time limit and get learners to work.
- Check their answers.

### Building confidence activities

**Opposites.** Ask learners to write the adjectives in two's, showing the opposites, e.g. *long / short*. In some cases, the adjectives have to be repeated, e.g. *short* (the opposite of long and tall).

**Webs.** Write three nodes, one named *people*, another one *animals*, and another one *objects*. You can decide on the

object category, e.g. *school objects, furniture, food*. From each node, invite learners to write all the adjectives that can be used to describe that category, e.g. *people*. You can make big posters with this information and hang them in the classroom.

## 3 Describe these people.

- Ask learners to read the instructions and look at the pictures. If you have made the posters, they will be very useful.
- Agree on a time limit and check the answers.
- Reflect on timing as well.

## Inclusive classrooms

Reflect with learners on the fact that some children and people may need some sort of support to be able to access education. Most probably, learners will refer to physical disabilities, but show them how, for instance, a very short or very tall child may find it uncomfortable to sit at his / her desk. Discuss different ways in which you can make learning accessible to everybody.

## Workbook

Page 105, Exercise 1

Note: Inform families that learners need to bring pictures of different people, animals, and objects to show each of the adjectives they've been working with.

## 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 a form.

### Learning objectives

Learners

- can make comparisons.
- can express consequences.

### Key language

Comparatives (short adjectives)

so

### Areas of awareness

Language awareness

Social awareness

## Lesson opening

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

### Building confidence activity

**Show me!** Ask learners to take out their cut-outs or pictures. You can play in different ways. You may name an adjective for learners to hold up the pictures that show that characteristic. Learners can then name the adjectives. You can also have learners describe their pictures, e.g. *This table is dirty.*

## 4 A quiz!

- Tell learners to read the instructions and look at the text. Elicit what it is.
- Read the first statement and ask learners if it's a description only or a comparison between two characters.
- Agree on a time limit and get learners to work.
- Check their answers. Go over the previous pages to check which are true and which are false. If the answers are not in the book, learners ask the teacher. Then, work on the results of the quiz.

### Language awareness

Remind learners of the form of comparison they know. Focus on what is the same (*than*) and what is different: this time you're not using *more*. Help them to notice these are short adjectives. Refer learners to page 85 in the Language Time section.

### Social awareness

Remind learners that winning does not make you any better as a person and that losing has nothing to do with who you are. Elicit ways to celebrate winners which do not mock those who have not won.

## 4 A quiz! LT

### How much do you know about the characters?

Juan Diego's older than Ben.  
Ben is taller than Juan Diego.  
Juan Diego is slimmer than Ben.  
Lupe is shorter than Izamal.  
Izamal is younger than Ben.  
Izamal's T-shirt is longer than Lupe's T-shirt.  
Ben is friendlier than Lupe.  
Lupe's shyer than Izamal.

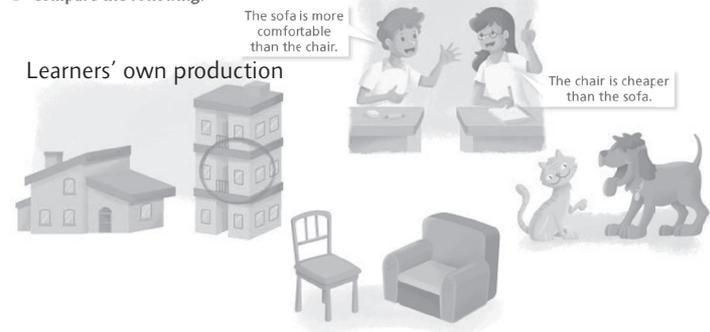


Score: 7-8: You're an expert! 5-6: Not bad 3-4: Keep on working. 1-2: Oh, oh!

## 5 Listen and complete.

- 1 The guitar is cheaper than the violin.
- 2 The small piano is older than the big piano.
- 3 The trumpet is smaller than the box.
- 4 The drum is smaller than the tambourine.
- 5 The Kent recorder is newer than the Berg recorder.
- 6 The woman thinks the Berg recorder is nicer the Kent recorder.

## 6 Compare the following.



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## 5 Listen and complete.

- Tell learners to read the instructions, and elicit what to do.
- Remind them of the rules for listening.
- Play the audio and check their answers. If there are discrepancies, play the audio again to check.

### AUDIO SCRIPT

Woman: How much is that guitar? And the violin?  
Man: The violin is 200, and the guitar is 150.  
Woman: What about that big piano? Is it old?  
Man: Yes, it's from 1920, and that one, the small one, is from 1890.  
Woman: What's in that big box?  
Man: A trumpet.  
Woman: So big?

Man: No, the box is much bigger; the trumpet is small.  
Woman: What's that? A tambourine?  
Man: No, it's a mini drum. It's only 20 centimetres. The tambourine is 30 centimetres.  
Woman: Show me the Kent recorder, please.  
Man: It's from 2020, and the Berg recorder is from 2019.  
Woman: But I prefer the Berg recorder. It's really nice.

## 6 Compare the following.

- Ask learners to read the instructions and the speech bubbles. Elicit what they have to do. Let them know they can use short and long adjectives.

7a Look and read.

**WHO IS YOUR DREAM WOMAN?**  
COMPLETE THE FORM AND SEND IT TO US.

Participant: El Sombrero

**1 What is her ideal height?**

short  tall  
 medium-sized  very tall

**2 What is her ideal hair colour?**

red  
 black I'd like to find someone with long hair!  
 blond  
 brown

**3 What is her ideal age?**

young  old  
 middle-aged  very old

**4 What is her ideal personality?**

creative  
 happy  
 serious  
 shy

**5 How desperate are you to find your dream woman?**

not much  
 so so  
 desperate  
 extremely desperate I'd like to meet her now!

**Our answer:** You have a very clear picture of your dream woman, so you don't need any help with this. The problem is you're obsessed with her. Love appears when you're not waiting for it, so relax and wait for love to come.

7b Read and tick (✓) or cross (X).

- 1 This text is an article.
- 2 This text has useful information for doctors.
- 3 The text is to find physical characteristics and personality.
- 4 In this text, there's information about El Sombrero's characteristics.
- 5 El Sombrero wrote the answer.

8 Put these statements in order.

El Sombrero is in love with María, so he wants her to love him. **4**

Ben found El Sombrero's mobile phone, so he saw the playlist. **3**

El Sombrero is desperate, so he uses a playlist. **1**

El Sombrero's mobile phone fell out of his pocket, so the characters found it in the street. **2**

- Brainstorm all the adjectives they can use to describe these elements.
- Agree on a time limit for learners to think of all possible comparisons.
- Invite learners to share their ideas. Challenge them to make as many comparisons with each of the items as possible.

**Building confidence activity**

**Further comparisons.** In pairs, learners draw or write two elements to compare. They can be objects, people, or animals. Collect all the papers, hand them out in random order, and have learners compare them.

7a Look and read.

- Ask learners to read the instructions. Focus their attention on the text and elicit what it is. Give them options if necessary, e.g. *Is this a quiz? A brochure? A form?* Show them other forms.
- Ask them what this form is about. Have them browse over it and go back to their predictions.
- Ask learners what forms they know of, and if they ever complete forms.

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.

8 Put these statements in order.

- Ask learners to read the instructions.
- Elicit where they can find help if they need any—in the story.
- Allot the time agreed upon and then check their answers.

**Language awareness**

Write this on the board: *Yesterday was Sunday, so we didn't come to school. Focus learners' attention on the second part and ask if that's the reason or the consequence. Elicit which word in the statement shows consequence. Refer learners to page 86 in the Language Time section.*

**Building confidence activity**

**What are the consequences?** Tell learners, *Mila is a baby, so she ...* Invite them to come up with possible consequences.

**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**

Pages 106–107, Exercises 2, 3, 4, and 5

**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 consequences.
- can talk about ambitions.

### Key language

so

*I'd like to* and *I like + -ing*

### Areas of awareness

Cognitive awareness

Language awareness

Social awareness

ESI / CSE

## Lesson opening

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

## 9 Read and match.

- Tell learners to read the instructions and look at the personal diary page. Ask them to read the statements on the left and say what the other part will express (consequence).
- Agree on a time limit, get learners to work, and check their answers. Work on the clues that have helped them to identify the correct consequence.
- Ask them if they consider that that was a good day.

## Cognitive awareness

Help learners to notice that it's better to match the ones you're sure about, so that it's easier to identify the more challenging ones since there are fewer options.

## 10a A game

- Ask learners to read the instructions and the speech bubbles. You can do the first one together.
- Remind them of the rules for playing. Show them it's better to think about possible consequences first.
- You can do one example with the whole group and then divide the class into smaller groups.

## 10b Memotest

- Tell learners to read the instructions.
- Remind them of the rules for playing.
- Challenge them to say all the consequences they have talked about.

## 9 Read and match.

Dear Diary,

Yesterday was a special day and I was nervous, so \_\_\_\_\_ he answered the phone and talked to me.

I wasn't hungry, so \_\_\_\_\_ he came home and brought a pizza.

At 10 I was hungry, so \_\_\_\_\_ I decided to make a sandwich.

The fridge was empty, so \_\_\_\_\_ I didn't have breakfast.

The supermarket was closed, so \_\_\_\_\_ I phoned my best friend.

I decided to ask for help, so \_\_\_\_\_ I went back home.

He was at home, so \_\_\_\_\_ we had a great time!

I told him about my problem, so \_\_\_\_\_ I went to the supermarket.

We had lunch together, listened to music, and talked, so \_\_\_\_\_ I woke up early.

## 10a A game

### How many consequences?

Use these situations:

## 10b Memotest

How much do you remember?

Answers will depend on each learner.

- Alex was tired, so he \_\_\_\_\_
- Maggie was hungry, so she \_\_\_\_\_
- Sam was sad, so he \_\_\_\_\_
- Brenda was cold, so she \_\_\_\_\_
- Harry was hot, so he \_\_\_\_\_

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## 11 Match.

- Ask learners to read the instructions and look at the people. Elicit who they are and what they have to do.
- Agree on a time limit and check their answers. Ask learners what clues helped them to do the matching.

## Language awareness

Focus on what *El Sombrero* says. Write the two statements on the board. Ask learners if the first statement refers to likes and dislikes. Ask them, *Does he ride a horse? Is this a fact?* Focus on the second statement and ask if this is about dislikes or wishes, desires for the future. Ask, *Is he tall? Is this a fact?* Do the same with another set. Refer learners to page 86 in the Language Time section.

## 12 Write.

- Instruct learners to read the instructions and look at the pictures. Ask them to read about what a bucket list is.
- Brainstorm ideas for *El Sombrero*; then, tell learners to complete his bucket list.
- Now focus on the second bucket. Elicit where they can find help if they need any.

**11 Match.** **LT**

Who says ...

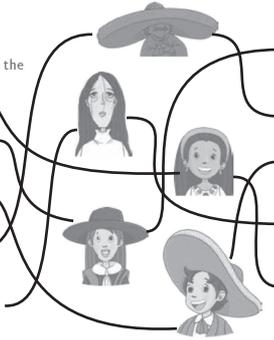
I like helping my parents at the shop.

I like making **empanadas**.

I like playing the guitar.

I like riding my horse.

I like visiting the cemetery.



I'd like to have a lot of customers.

I'd like to be taller.

I'd like to play with the band every night.

I'd like to learn about the history of this town.

I'd like to make beautiful handicrafts.

**12 Write.**

A bucket list is a collection of dreams and aspirations that you'd like to make true in your lifetime. Complete **El Sombrero's** bucket list.



**13 Talk about your ambitions.**

I'd like to be a doctor because I like helping people.



I'd like to be a firefighter because I love protecting people.

**Building confidence activity**

**Who am I?** Taking on the role of somebody they all know—a local hero, a hero from the country's history, a famous person, etc.—, tell learners you're a young version of a famous person and you're talking about your ambitions. They have to guess who it is by focusing on the ambitions you talk about, e.g. *I'd like to explore new places, I'd like to discover new lands, I'd like to have a big and comfortable ship.* *Who am I?* (Columbus)

**Workbook**

Pages 108–109, Exercises 6, 7, 8, 9, and 10

**Lesson closing**

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

- Agree on a time limit and get learners to work.
- Take photos of their productions and upload them onto the school blog.

**13 Talk about your ambitions.**

- Ask learners to read the instructions and the speech bubbles. Check they all understand what to do.
- Go over the rules for speaking activities.
- You may brainstorm the activities that different workers carry out.
- As they present their ambitions, they can compare answers with others who share the same ambition to check if the reason is the same.

**Social awareness**

Reflect on how important it is to respect everybody's ambitions, no matter how strange they may sound.

**ESI / CSE**

Discuss with learners how important it is to have ambitions in life since they can give us a focus and can help us to design a path towards them.

### Aims of the lesson

- To practise and integrate language.
- To expose learners to irregular comparatives through an email.

### Learning objectives

#### Learners

- can understand an email.
- can write and talk about themselves.

### Key language

*better – worse*

### Areas of awareness

Language awareness  
Social awareness

## Lesson opening

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

## 14 (24) Look, read, and listen.

- Instruct learners to open their books at page 50 and read the instructions for Exercise 14. Ask them what type of text they can see and tell them to account for their answers. Focus their attention on the picture and ask what the email may be about, and what the connection may be with the second email. Have them browse the two emails and go back to their predictions.
- Play the audio while they read. Ask them if they think the first email was helpful.

**24** → SEE PB PAGE 50.

## Language awareness

Focus learners' attention on how the email writers greet the other person.

## 15 (25) Listen and tick (✓).

- After learners read the instructions, elicit what to do.
- Focus their attention on the Remember box and check they understand the comparative forms. You may tell them that these two are exceptions because you don't add anything to the adjective. Instead, you change the words.
- Remind them of the rules for listening.
- Play the audio and check their answers. If there are discrepancies, play the audio again.

### AUDIO SCRIPT

Boy: Let's buy Aunt Amy a present.

Girl: Great. How about a book? She likes reading. A story book or a novel?

Boy: A story. And something else. A plant or flowers.

Girl: No, those are bad as a present. Remember she's allergic to flowers.

## 14 (24) Look, read, and listen.

Mr García

to: Myth breakers

Dear Myth breakers,

I'm writing about a middle-aged woman who walks near the fountain in the evening, especially on cold days. Many people can hear her crying at night. Her cries are worse and louder than a baby's. The older people of the town think she's **La Llorona**. Everyone's afraid of her.

I'd like you to help us to solve this mystery.

Regards,

Mr García

P.S: I'm attaching a photograph of the woman. It's not a very good one, but I don't have a better one.



Myth breakers

to: Mr García

Dear Mr Garcia,

Thanks a lot for writing to us. Your photo is better than a drawing, so it's useful.

We find the case very interesting.

Best wishes,

The Myth breakers

## 15 (25) Listen and tick (✓).

Ideas for Aunt Amy's birthday present

The story is better than the novel.

Flowers are worse than a plant.

Trainers are better than jeans.

A jacket is worse than a sweater.

### REMEMBER

COMPARATIVES  
good → better  
bad → worse

## 16 Compare these presents.



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Boy: Oh, yes, you're right. Jeans or trainers?

Girl: Trainers. I know her size, she's a 37.

Boy: OK. What about a jacket or a sweater?

Girl: It's never cold here, so those are not good ideas. A sweater is possible, but not a jacket!

Boy: OK.

## Social awareness

Discuss with learners other instances in which a present is given to somebody. You can reflect on the fact that what is important is the attitude, not how much you've spent on a present. You may discuss what presents they can give to friends and families that will show they care: a drawing, something they themselves make, etc.

## 16 Compare these presents.

- Tell learners to read the instructions and look at the pictures, and elicit what they need to do.
- Decide on a context, e.g. a girl who's turning 10, a man who's turning 40, one of their parents, etc.
- Invite learners to compare the presents and to account for their ideas. You can tell them to include other presents as well.

17 Read and write. Show and tell.



This is me. I was born in Louisville in 2012. I'm shorter than ...

This is me. I was born in Louisville in 2012. I'm shorter than my brother. My hair is longer than my sister's hair. She's taller than me because she's older. I like reading and writing stories. I'd like to be a famous writer, so I always publish my stories in the school newspaper.

This is Matt's information.

NAME	Matt
PLACE OF BIRTH	Louisville
YEAR OF BIRTH	2012
COMPARISON WITH BROTHER / SISTER / FRIEND	shorter than brother, hair longer than sister's, shorter than her
LIKES (ACTIVITIES)	reading and writing stories
AMBITIONS	famous writer
CONSEQUENCE OF AMBITION	write stories and publish them in school newspaper

Now complete this table with your information.

NAME	Learners' own production
PLACE OF BIRTH	
YEAR OF BIRTH	
COMPARISON WITH BROTHER / SISTER / FRIEND	
LIKES (ACTIVITIES)	
AMBITIONS	
CONSEQUENCE OF AMBITION	

Write about you.

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17 Read and write. Show and tell.

- Ask learners to read the instructions.
- Focus learners' attention on the text and the chart, and elicit the connection there is between them.
- Agree on a time limit. Elicit the references they can use if they have any query.
- 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.

**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 identify specific information if guided by questions.

### Key language

Same here

### Area of awareness

Language awareness

## Lesson opening

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

### 18 Look, read, and listen.

- Tell learners to open their books at page 52 and read the instructions for exercise 18. Ask them what type of text they can see and tell them to account for their answers. Ask them what information a CV has. You can tell them that people who want to get a job present their curriculum vitae (or CV) where they detail personal, academic, and professional information. Ask them what the connection may be between the Myth breakers and these CVs. Have them browse the text and go back to their predictions.
- Play the audio while they read. Ask them which of the two applicants they'd choose and why.

 **26** → SEE PB PAGE 52.

## Language awareness

Focus learners' attention on how information is recorded on a CV (using categories).

### 19 Write the name. Raúl or Ramón or the two?

- Have learners read the instructions. Check they understand they have to refer to the story.
- You can challenge them to complete the activity before going back to the story to see how much they can remember. If you choose to conduct the activity this way, learners complete the activity and then check by reading the story. Then, check the answers. Otherwise, have them reread the story first, do the activity, 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.

### 18 Look, read, and listen.



CURRICULUM VITAE		CURRICULUM VITAE	
<b>Personal information</b> Name: Raúl Cruz Born in: Antigua town Lives in: Antigua town		<b>Personal information</b> Name: Ramón Fenris Born in: the countryside Lives in: Antigua town	
<b>Education</b> Antigua School		<b>Education</b> Rancho Viejo Farm School Antigua School	
<b>Experience</b> Worked at: my family's shop		<b>Skills</b> I'm very creative. I adapt to any situation. I pay attention to detail.	
<b>References</b> Ask my mum.		<b>References</b> Ask Ms Shelley.	

**Lupe:** Two children from our school want to be the fifth member. Let's analyse them.

**Izamal:** I prefer Raúl Cruz. He's more sociable. We need someone that can talk with future clients.

**Ben:** And friendlier people can get more information from others.

**Juan Diego:** But Ramón Fenris is more creative than Raúl. It's easier for him to adapt.

**Lupe:** You're right. A Myth breaker needs to pay more attention to detail. So, let's choose.

**Izamal:** OK. I'd like to have Ramón as the fifth member.

**Juan Diego:** Same here.

**Ben:** So, Ramón is officially a Myth breaker.

**Children:** Yeah!

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## Reflection Time

Refer to page 11 in this Teacher's Book.

## Assessment

Work on assessment. For assessment activities for Unit 4, go to page 138 in this Teacher's Book.

## Lesson closing

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

## 19 Write the name. Raúl or Ramón or the two?

- 1 He was born in Antigua. Raúl
- 2 His hair is longer. Ramón
- 3 His eyes are bigger. Ramón
- 4 He's sociable. Raúl
- 5 He can adapt to different situations. Ramón
- 6 He's friendly. Raúl
- 7 He'd like to be a member of the Myth breakers. the two
- 8 He's a better candidate for the Myth breakers. Ramón

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: \_\_\_\_\_

## STEAM CHALLENGE: Make an egg float

### Aims of the lesson

- To explore cause and effect in a density experiment.
- To revise and integrate language.

### Learning objectives

Learners

- can follow basic instructions to do an experiment.
- can use *so* to talk about cause and effect.

### Lesson opening

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

### STEAM AREAS:

Science and Maths

### SKILLS:

Experimenting, record keeping, teamwork, communicating, using a tool of measurement, understanding density and cause and effect

### MATERIALS:

- An egg for each group
- Clear containers: wide jar, tall glass
- Water
- Salt in small containers / bowls
- Tablespoons
- Dish towels

### Contextualise:

- Explain that in this STEAM challenge, learners will do an experiment to try to discover how to make an egg float. Write these words on the board: *sank, floated*. Explain each one if necessary, using actions and examples. Ask them if they have ever tried swimming in the sea (saltwater) and whether they've noticed that they could float more easily than in a swimming pool. Ask them why they think this is.

### Explain:

- Ask learners what they think will happen if you place an egg in plain water. Demonstrate. The density of the egg is higher than the density of the water, so it sinks.
- Say that the *effect* is that the egg sinks and the *cause* is that you put it in water.
- Page 54: Use the illustrations to exemplify the concept of *cause and effect*.
- Show the materials for the experiment and repeat the aim of the challenge: to make an egg float and for this they will use salt. Explain that the tablespoons are going to be used as a measuring tool to check how much salt they are putting in the container. State that they must be very careful with the eggs.
- Go over the chart that learners will have to complete and explain each column.



Sank or floated? Complete the missing information in the CAUSE and EFFECT columns.

CAUSE	EFFECT
We put the egg in the water,	so the egg _____
We added 1 tablespoon of salt,	so the egg _____
We added _____ tablespoons of salt,	so the egg <u>floated</u> .

### Experiment:

- Assign groups and hand out their materials: an egg, a clear container with water, salt in a small container or bowl, a tablespoon, and a dish towel.
- Have each group assign their members' roles: egg holder, salt pourer, record keeper, experiment director, etc.
- First, learners check that their egg sinks in their container with plain water only. They remove the egg and place it on the dish towel. The record keeper writes down their findings, e.g. Cause: *We put the egg in the water*—Effect: *so the egg sank*.
- Next, they add one tablespoon of salt into their container and stir it well until the salt has dissolved. They then place the egg in the container and observe. The record keeper writes down their findings, e.g. Cause: *We added one tablespoon of salt*—Effect: *the egg sank*.
- They keep adding salt to the water, counting one tablespoon at a time, to test how much salt they need in the solution for the egg to float.
- When they've added enough salt to the water, the egg will float up to the surface because the saltwater solution's density becomes higher than the egg's. The record keeper writes down how many tablespoons of salt it took for the egg to float.



You need a dice or a pencil with numbers 1 to 6.



**Categories:**

- 1 people
- 2 countries
- 3 jobs and professions
- 4 transport
- 5 food and drinks
- 6 everyday objects and furniture

**How to play:**

**Player A**

Roll the dice / pencil. Check the category.  
Compare two elements of the category.  
Is the comparison OK? Move forwards one step. Is the comparison not OK? Stay at your spot. It's B's turn.

**Player B**

Roll the dice / pencil. Check the category.  
Compare two elements of the category.  
Is the comparison OK? Move forwards one step. Is the comparison not OK? Stay at your spot. It's A's turn.

55

**Communicate:**

- Invite learners to present their findings. Depending on the size of the container, they will have needed more or less amount of saltwater, so their results will be different.

**Reflect:**

- Ask, *Did you enjoy this experiment? Were your predictions similar or different to your results? How many tablespoons did it take to make your egg float?*

## BREAK TIME: Make it true

**Aims of the lesson**

- To play a game.
- To revise and integrate language.

**Learning objective**

Learners

- can use comparatives.

### Lesson opening

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

### Introduce the game.

- For this game, a dice or pencil with numbers 1–6 is needed for every pair of learners.
- Go over the rules on page 55.
- Refer learners' attention to the categories and the numbers. Give and elicit some examples comparing some of the elements in the categories.

### How to play:

1. Learners play in pairs. They stand a few steps apart. As they respond correctly, they will move forward towards their partner.
2. Learners take turns rolling the dice or pencil.
3. They check the category. E.g. if they roll a 2, they must compare two countries: *Brazil is bigger than Peru*. If the comparison is correct, the learner moves one step forward. If it is not correct, the learner stays where he / she is.
4. Whoever steps on their partner's foot is the winner of the game.
5. Play again as time allows.

### Lesson closing

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

1 Crossword puzzle

Across

Down

105

2 Write in the correct column.

Comparatives

Look at the adjectives in Exercise 1 and write them in the correct column.

-er	double consonant -er	y → i -er
tall	big	dirty
cheap	sad	happy
young	slim	ugly
cold	hot	easy
tall		angry
new		
long		
clean		
short		
small		
plump		
old		

3 A quiz

Tick (✓) or cross (X). Correct the false information.

Paraguay is bigger than Uruguay.

Guyana is smaller than Bolivia.

The Amazon River is longer than the Río de la Plata.

The Big Ben is taller than the Eiffel Tower.

Antarctica is colder than Tierra del Fuego.

Misiones is hotter than Córdoba.

The king cobra is shorter than the boa constrictor.

A Tesla is cheaper than a Ferrari.

The blob fish is uglier than the anglerfish.

A pig is dirtier than a cow.

106

4 Write.



A palace and a mansion

expensive A palace is more expensive than a mansion.  
 comfortable Learners' own ideas  
 nice \_\_\_\_\_



A sweater and a T-shirt

warm A sweater is warmer than a T-shirt.  
 cheap A T-shirt is cheaper than a sweater.  
 small A T-shirt is smaller than a sweater.



A spider and a cockroach

scary Answer will depend on each learner.  
 dirty A cockroach is dirtier than a spider.  
 ugly Answer will depend on each learner.

5 Complete. Make true statements.

Learners' own answers

- I'm more artistic \_\_\_\_\_
- I'm more flexible \_\_\_\_\_
- I'm nicer \_\_\_\_\_
- I'm older \_\_\_\_\_
- I'm younger \_\_\_\_\_
- I'm taller \_\_\_\_\_
- I'm shorter \_\_\_\_\_
- I'm slimmer \_\_\_\_\_
- My hair's longer \_\_\_\_\_
- My hair's shorter \_\_\_\_\_
- I'm better \_\_\_\_\_ at football.
- I'm worse \_\_\_\_\_ at basketball.

6 Match. There's an extra consequence.

The car was expensive, so \_\_\_\_\_ Dad went to the supermarket.

Nina was very friendly, so \_\_\_\_\_ he was exhausted.

Yesterday was Sunday, so \_\_\_\_\_ her teacher wasn't very happy.

Mum needed some food, so \_\_\_\_\_ I brought my umbrella to school.

Last Monday it was rainy, so \_\_\_\_\_ I usually wear jeans and a T-shirt.

We don't wear a school uniform, so \_\_\_\_\_ my parents didn't buy it.

Peter played two football matches at the weekend, so \_\_\_\_\_ people loved her.

Francis didn't do her homework, so \_\_\_\_\_ she ate a piece of cake.

\_\_\_\_\_ the children didn't go to school.

7 Complete. Use because, but, or so.

Sally is happy because her best friend is playing with her.

Mike bought a novel because he loves reading.

The novel was interesting so he finished it in two days.

He was tired but he didn't want to stop reading.

Charlie's very creative so he loves Art lessons. He has new coloured pencils but he doesn't want to use them.

Carla finished her homework so she watched TV before dinner.

She had chicken for dinner because she loves it!

8 Write. Make the statements true for you.

Learners' own answers

Yesterday was very cold, so \_\_\_\_\_

My friend was tired, so \_\_\_\_\_

I was hungry, so \_\_\_\_\_

My friend invited me home, so \_\_\_\_\_

I had chocolate, milk, eggs, and sugar, so \_\_\_\_\_

9 Complete the children's ambitions.

4

I'd like to be a police officer.

I'd like to be a doctor.

I'd like to be a clerk.

I'd like to be a mechanic.

I'd like to be an artisan.

I'd like to be a homemaker.

I'd like to be a chef.

I'd like to be an engineer / an architect.

10 Complete. Use I'd like or I like -ing.

I like roller skating in the park.

I'd like to be a firefighter.

I like swimming in the pool.

I'd like to win a trophy.

I like painting pictures.

I'd like to paint a big picture.

I like reading books.

I'd like to be a famous writer.

### Exercise 1

Learners can write sentences using the adjective in which the meaning is clear.

### Exercise 2

Help learners to notice that the spelling rules are explained in the first row of the chart. Once they finish, they can write comparative sentences in which the meaning is clear. Show them that if they write *Bob is taller than Mary*, unless they know who these two are, this statement has no referent.

### Exercise 3

You can play a Repeat if correct activity once they finish the quiz. Learners can also create their own quizzes.

### Exercise 4

You can remind learners of the use of *To me*, and instruct them to include this phrase in the sentences. They can think of further adjectives to compare the different elements.

### Exercise 5

As learners read out their answers, those with a similar one can raise their hand.

### Exercise 6

Ask learners what clues helped them to identify each of the consequences. Once they have completed the list, they can write the first part of the extra consequence.

### Exercise 7

As you check the answers, ask learners what clues they focused on to decide on the right conjunct.

### Exercise 8

Once learners read out their examples, you can play a memory game. Learners have to remember what their classmates said. Alex: *Yesterday was cold so I didn't play in the garden.* Mila: *Yesterday was cold so Alex didn't play in the garden.*

### Exercise 9

Give a name to each of the children, and play a chain game, e.g. Learner 1: *Vic would like to be a police officer.* Learner 2: *Vic would like to be a police officer and Zoe would like to be an engineer.* Learner 3: *Vic would like to be a police officer, Zoe would like to be an engineer, and Sophie would like to be an artisan.*

### Exercise 10

Check that learners notice that in the first two examples, they just write about the children's ambitions. As from #3, they have to write what they like doing and what they'd like to do. Learners can use this model and talk about their likes and ambitions (showing that they're related).

## UNIT OVERVIEW

## Vocabulary

Places in town: *restaurant, hospital, shopping centre, cinema, theatre, baker's, bookshop, grocer's, greengrocer's, school, supermarket, shop*

## Grammar

Superlatives (long adjectives)  
going to (all forms)  
Infinitive of purpose – *Why?*

## Communication

Plans

## Recognition

Classroom language

## Routines

*Next (Saturday), I'm going to ride my bike in the park.*

## Awareness

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

## STEAM Challenge: Engineering and Arts

Build the most interesting building in town

## Project Time

My town

## Aim of the lesson

To expose learners to key language through a story.

## Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information if guided by questions.
- can understand descriptions that have adjectives in the superlative form.

## Key language

Superlatives (long adjectives)

## Areas of awareness

ESI / CSE

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 a night excursion or outing.
- Follow the suggestions on page 14 in this Teacher's Book to tell stories.

1  Look, read, and listen.

**Children:** Thank you for helping us, Mr and Mrs Cumatz.

**Mrs Cumatz:** You're welcome. Today we're going to close the shop late, so we can see the most famous person in this market place: **La Llorona**.

**Mr Cumatz:** Who's your new friend?

**Izamal:** He's Ramón. He's going to investigate with us. This is his first case.

**Ramón:** Hello! Nice to meet you, Mr and Mrs Cumatz. I love your shop.

**Mr Cumatz:** Thank you. We have the most delicious sweets and the most magnificent clothes in the most crowded market. We're very proud of our shop.

**Mrs Cumatz:** Who's that man with a big hat with you?

**Ben:** Oh yes, he's our new friend, **El Sombrero**. He wants to meet **La Llorona**.

**El Sombrero:** Good afternoon, Mr and Mrs Cumatz.

**La Llorona:** Wah. How sad! I want to cry all day. Wah.

**Izamal:** There she is. She's walking around the fountain and she's crying as usual.

**Juan Diego:** I brought my guitar with me. I'm going to play some music to her. People say music makes you happy.

**Lupe:** Good idea, Juan Diego.

**El Sombrero:** I think I'm in love.

**Izamal:** Look! She's smiling. She likes the music! She likes **El Sombrero**, too!

- Tell learners to open their books at page 56. Point to the smaller illustration and ask them who's there and what is going on.
- Play the audio as learners read and go back to their predictions.



→ SEE PB PAGE 56.

## ESI / CSE

Show learners Izamal's parents are going on the excursion with the children. It's their right to be protected by responsible adults.

## Social awareness

Help learners to notice how Ramón greets Izamal's parents. Elicit what other signs of good manners they can see.

## 2a Read and tick (✓) the true statements.

- Tell learners to read the instructions.
- Challenge learners to do the activity before going back to the story and to check by reading before the general checking.

## 2a Read and tick (✓) the true statements.

- Some shops in the market sell more delicious sweets than Izamal's shop.
- Izamal's parents have more magnificent clothes than other shops.
- Other markets are more crowded than this market.
- El Sombbrero is more famous than La Llorona.



## 2b Number the statements. (LT)

- La Llorona is the most famous person in the market.  
This is the most crowded market.  
Izamal's shop has the most magnificent clothes in the market.  
Izamal's parents sell the most delicious sweets in the market.

1  
4  
3  
2

## 3 Complete.



The red skirt is the most expensive one.

Mysteries is the most interesting book.



Frank is the most creative artist.

$$A: \frac{x-\frac{9}{x}}{1+\frac{2}{x}} = \left(x - \frac{9}{x}\right) + \left(1 + \frac{2}{x}\right)$$

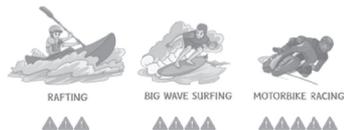
$$B: x = \frac{5+6+7}{5}$$

$$C: 4+3=7$$

A is the most difficult exercise.



Zoe is the most talkative girl.



Motorbike racing is the most dangerous sport.

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- Check learners' answers. As you go over the exercise, elicit what clues helped them to do the activity.

## 2b Number the statements.

- Before the activity, ask learners what they drink for breakfast. Write the drinks on the board and draw a tally mark every time they name one. Count the number of tally marks and make these comments, *In this group, tea is more popular than orange juice, but milk is the most popular drink* (if milk got 16 tally marks, tea 13, and orange juice 5). Use gestures.
- Ask learners to read the instructions and agree on a time limit. When checking, focus on superlative forms.

## Language awareness

When working with superlative adjectives, help learners to notice the pattern—the use of *the most + long adjective*. Focus on the fact that you're comparing three elements or more. Refer learners to page 86 in the Language Time section.

## Building confidence activity

**Thumbs up / down.** See page 21 in this Teacher's Book. Refer to the information in the story.

## 3 Complete.

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

## Language awareness

Elicit from learners how they arrived at their conclusions. Ask which of these symbols can be found elsewhere, i.e. not just in this book. Show them how often we use symbols to communicate.

## Building confidence activities

**Repeat if correct.** Make comparisons using the comparative and superlative forms, e.g. *The green skirt is more expensive than the blue skirt.*

**A survey.** Instruct learners to name the most typical food in their country / region. Remind them they can say, *To me, xxx is the most typical food.* Write the foods they name on the board and draw tally marks. After counting the tally marks, invite learners to dictate a conclusion (using comparative and superlative forms).

## Workbook

Page 110, Exercises 1 and 2

Note: Inform families that learners need to do some price research. They can look for the price of different brands of one product, e.g. milk, on the webpage of an online supermarket if they can't go to the local grocer's. You can assign different foods to different groups, e.g. group 1: milk, group 2: yoghurt, group 3: sodas (agree on a volume, e.g. 1,5 l), group 4: rice, group 5: spaghetti. Give them this chart to complete:

Food: \_\_\_\_\_ Brand 1 price: \_\_\_\_\_

Brand 2 price: \_\_\_\_\_ Brand 3 price: \_\_\_\_\_

Brand 4 price: \_\_\_\_\_

## 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 calendar page.

### Learning objectives

Learners

- can use superlative adjectives to express their opinions.
- can understand and talk about future plans.

### Key language

going to

### 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.

### Building confidence activity

**Prices.** Draw a chart on the board to record the learners' information about prices. Once the chart is ready, learners dictate a report in which they compare the different brands.

## Social awareness

After comparing the prices, reflect with learners on how necessary it is to buy responsibly.

### 4 (28) Listen and circle.

- Ask learners to read the instructions.
- Remind learners of the rules for listening.
- Play the audio and check the answers.
- Ask learners to compare their answers with the girl's, e.g. *To me, vanilla isn't the most delicious cake.*

#### AUDIO SCRIPT

- 1 Boy: Why don't we eat some cake? There's chocolate cake in the kitchen. I love chocolate cake!  
Girl: I prefer vanilla cake.
- 2 Boy: Let's watch TV. There's a football match. So exciting!  
Girl: I think rugby is more exciting.  
Boy: No, no way!
- 3 Boy: Would you like to listen to John? He's playing the recorder.  
Girl: No, please! He's a terrible recorder player.  
Boy: No, Gregg is way worse. Nobody is more terrible than Gregg.
- 4 Boy: That's Nina Kent. She's a famous guitarist.  
Girl: More famous than Martha Jackson?  
Boy: Yes, she's number one in the world.
- 5 Boy: Let's go to the Central Market.  
Girl: Are you sure? It's always very crowded.  
Boy: No, the New Shopping Centre has the record.

### 4 (28) Listen and circle.

What's the boy's opinion?

- 1 **Chocolate** / **Vanilla** cake is the most delicious cake.  
2 **Football** / **Rugby** is the most exciting sport.  
3 **John** / **Gregg** is the most terrible recorder player.



- 4 **Martha Jackson** / **Nina Kent** is the most famous guitarist in the world.  
5 The **New Shopping Centre** / **Central Market** is the most crowded.

### 5 Complete. Use the words in the box.

artistic boring careful creative difficult expensive  
famous flexible popular talkative

The most exciting film is ...

The most interesting story is ...

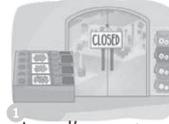


### 6a Write the number in the correct column.

LT

NOW	FUTURE
3, 4	1, 2, 5

Do you remember the story?



1 Izamal's parents are going to close the shop late.



2 Ramón is going to investigate.



3 Izamal's parents are selling their handicrafts.



4 La Llorona is walking around the fountain.



5 Juan Diego is going to play the guitar.

### 6b Write under each picture.

Juan Diego is going to play the guitar.

Ramón is going to investigate.

La Llorona is walking around the fountain.

Izamal's parents are selling their handicrafts.

Izamal's parents are going to close the shop late.

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### Building confidence activity

**Act out.** Divide the class into groups and instruct each group to act out one of the short dialogues.

## 5 Complete. Use the words in the box.

- Ask learners to read the instructions. Elicit what they have to do.
- Agree on a time limit for learners to think about what to say.

### 6a Write the number in the correct column.

- Ask learners to read the instructions. Most probably, they won't have any trouble understanding the word *future*.
- Challenge them to complete the activity without rereading the story.
- Allot the time agreed upon; then, check their answers.

### 6b Write under each picture.

- Tell learners to read the instructions.
- Agree on a time limit and check. Ask them what clues helped them to do the activity correctly.

## 7 Complete.

Today is Monday, 12<sup>th</sup> September, 2016.  
 Next month is October.  
 Next year is 2017.  
 Next Saturday is 17th September

SEPTEMBER 2016						
MON	TUE	WED	THU	FRI	SAT	SUN
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		

## 8 Talk about Juan Diego's and Lupe's week.

Next week is special. There are no classes.  
 Juan Diego

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	Afternoon	Morning	Afternoon	Afternoon
				

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	Afternoon	Afternoon	Morning	Morning and afternoon
				

Next Monday, Lupe's going to ...  
 Next Tuesday, Juan Diego's going to ...



## 9 Game



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## Language awareness

Focus learners' attention on the statements about the future and help them to notice what they have in common: *going to*. Ask them if they refer to predictions or plans / intentions for the future. Refer them to page 86 in the Language Time section.

## 7 Complete.

- Ask learners to read the instructions. Elicit what to do.
- Do the first example with them. Use a gesture so that the meaning of *next* is clearer to learners.
- When time's up, check their answers.

### Building confidence activity

**Calendar.** Work on the current date and ask learners to answer your questions, e.g. *Today is ... Next Monday is ... Next month is ...* Learners can also provide the statements for the rest to complete. They may also change the date.

## 8 Talk about Juan Diego's and Lupe's week.

- Ask learners to read the instructions and look at the text. Elicit what it is.
- You can have a couple of rounds with the class as a whole, and then divide them into groups.
- When learners talk about the character's plans, check the stress in their utterances is correct. Learners tend to make a stop after *to*, and therefore stress it, e.g. *He's going to play.*

### Building confidence activities

**Memory game.** Focus on the information in the calendar page. See page 21 in this Teacher's Book.

**A chain game.** Start by talking about your plans for the weekend, e.g. *Next weekend, I'm going to watch a film.* Learner 1: *Next weekend, the teacher's going to watch a film, and I'm going to make a cake.* Learner 2: *Next weekend, the teacher's going to watch a film, Justina's going to make a cake, and I'm going to ride my bike.*

## 9 Game

- Ask learners to read the instructions and look at the illustration. Elicit what they have to do. Make it a point they should not perform the activity but show the step just before it. For instance, if the statement is *I'm going to drink some water*, then they should show they're holding the glass and they're taking it to their mouth, but they shouldn't show they're actually drinking.
- Remind learners of the rules for games.

### Building confidence activity

**Stand up if ...** Work on plans, e.g. *Stand up if you're going to do your homework next weekend.* See page 21 in this Teacher's Book.

## Social awareness

Reflect on the importance of following rules when playing. In this way, everybody can have a good time.

### 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

### Lesson closing

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

### Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a personal diary page and a newspaper article.

### Learning objectives

#### Learners

- can talk about purpose.
- can talk about places in town.
- can understand a diary page and a newspaper article.

### Key language

Infinitive of purpose – *Why?*

Places in town: *restaurant, hospital, shopping centre, cinema, theatre, baker's, bookshop, grocer's, greengrocer's, school, supermarket, shop*

### Areas of awareness

Inclusive classrooms

ESI / CSE

Language awareness

## Lesson opening

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

### Building confidence activity

**Plans for a better school.** Invite learners to come up with ideas to make their school better. You can give them some examples: keep the floors clean, ventilate rooms, work with those who need extra help, etc. Learners share their plans to contribute.

## Inclusive classrooms

As learners come up with their plans, show them how important it is to include everybody if they want to make their school a better place.

### 10a (29) Look, read, and listen.

- Ask learners to open their books at page 60 and read the instructions. Elicit what the text is. Ask them to account for their answers.
- Have them look at the pictures and ask them to predict what the text is about.
- Instruct learners to read as you play the audio and go back to their predictions.

**29** → SEE PB PAGE 60.

### ESI / CSE

Some learners may consider that keeping a personal diary is a female thing. Discuss how it is not gender related and that everybody has the right to keep one.

### 10a (29) Look, read, and listen.



Dear Diary,  
Today I met the most beautiful and sophisticated woman in the world. I met her at the market in the evening. She went there to buy food. I was with my new friends, the Myth breakers. Her name is La Llorona and she was very, very sad. When I saw her, I knew I was in love with her. She has the most wonderful eyes and hair in the world. When she saw me, she smiled back. I think she likes me a bit.  
We talked with her to hear her story. She told us that she cries a lot because someone broke her heart. I want to make her happy. I'm going to ask her to be my girlfriend. I can see our future: a wedding and babies.

### 10b Now read and put the actions in order. LT

FIRST	THEN
La Llorona goes to the market. The children and El Sombrero are talking with La Llorona.	La Llorona is going to buy food. They want to hear her story.
<small>They want to hear her story. La Llorona goes to the market.</small>	<small>The children and El Sombrero are talking with La Llorona. La Llorona is going to buy food.</small>

### 11 (30) Listen and match. There's an extra part.

- |                              |                                      |
|------------------------------|--------------------------------------|
| Nick got up early            | because the goal keeper was at home. |
| He went to the club          | so they invited the children home.   |
| He didn't play               | to go to the supermarket.            |
| Bob's family was at the club | to make sandwiches.                  |
| They bought some food        | to play with his friends.            |
|                              | to study.                            |

### 12 (31) Listen and act out.



60

## 10b Now read and put the actions in order.

- Instruct learners to read the instructions.
- Ask them if they're ready to do the activity before rereading the diary page. If they do, ask them to go back to the page and check their answers. Then, check.

## Language awareness

Refer learners to this statement in the diary page: *She went there to buy food.* They already know that buying food comes after going to the supermarket. Ask them, *Did she buy food? We don't know.* Do the same with this statement: *We talked with her to hear her story.* Inform learners that this is the idea, the purpose in mind. Refer learners to page 87 in the Language Time section.

### 11 (30) Listen and match. There's an extra part.

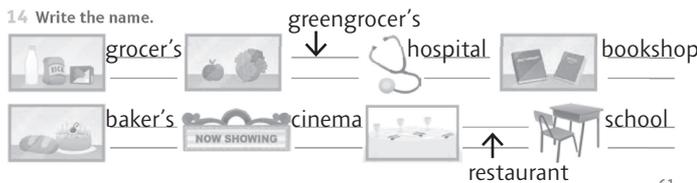
- Ask learners to read the instructions. Invite them to see if they can do the matching without listening.
- Remind learners of the rules for listening and play the audio.
- Check their answers.



13b Tick (✓) the places.



14 Write the name.



**AUDIO SCRIPT**

Girl: Why did you get up early last Saturday?  
 Boy: To study. But I didn't study all day.  
 Girl: What did you do?  
 Boy: I went to the club to play football with my friends, but one of them was not there. He's the goal keeper, so we didn't play. Bob's family was there, and they invited us to their house.  
 Girl: Great! Did you have tea there?  
 Boy: Yes, but first we walked to the supermarket to buy bread, ham, and cheese for some sandwiches.

**Building confidence activity**

**How many?** Demonstrate with an example. Learners have to complete your statement with as many options as possible, e.g. *Yesterday I went to the club to ...*

**12 31 Listen and act out.**

- Have learners read the instructions and play the audio as they read.
- Invite learners to think about different purposes. Instruct them to change the question as well.
- Have pairs perform in front of the rest.

**Language awareness**

Help learners to notice that the same question word—*Why*—is used to ask about reason or purpose.

**AUDIO SCRIPT**

Girl: Why is Angie listening to music?  
 Boy: To relax.

**Building confidence activity**

**Two answers.** Demonstrate with an example. Write, *Why did you go to the supermarket?* Answer it in two ways, *Because I needed sugar. To buy food.* Ask different *why* questions and invite learners to provide two answers.

**13a 32 Look, read, and listen.**

- Have learners read the instructions and look at the text. Elicit what text it is and what it can be about.
- Tell learners to browse the text and go back to their predictions.
- Play the audio as learners read. Ask them if they like the story.

**32** → SEE PB PAGE 61.

**13b Tick (✓) the places.**

- Have learners read the instructions and look at the shops and places in town. Elicit what to do.
- Agree on a time limit and check their answers.

**14 Write the name.**

- Have learners read the instructions and elicit what to do.
- Allot the time agreed upon and then check the answers.
- Invite learners to say what other shops and places in town they know, e.g. supermarket, market, shop.

**Language awareness**

Help learners to notice that in some cases, the names of shops take an 's' because it's short for a *baker's shop*. Elicit what baker, grocer, and greengrocer are as jobs.

**Building confidence activity**

**My neighbourhood.** Group learners according to where they live, e.g. the name of the street. Ask each of the groups, e.g. *Is there a grocer's in your area? Is there a supermarket?*

Note: Inform families that learners need to bring a map of the area where they live with the shops around their homes.

**Workbook**

Page 113, 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 write and talk about their plans.
- can understand a map.

### Key language

going to + names of shops  
opposite

### Area of awareness

Language awareness

## Lesson opening

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

## 15 Complete.

- Ask learners to open their books at page 62. Read the instructions. Elicit what they have to do.
- Agree on a time limit and check their answers.

### Building confidence activity

**Repeat if correct.** Use the information in Exercise 15. See page 21 in this Teacher's Book.

## 16 Listen and write the name of the shops.

- Tell learners to read the instructions and look at the map. Check they know which blanks they have to complete. Ask them to read the name of the street and the names of the shops. Revise prepositions of place if necessary.
- Point to the supermarket (on Kent St.) and tell learners that there's a shop next to it and another one opposite it.
- Remind learners of the rules for listening and play the audio.
- Check their answers.

### AUDIO SCRIPT

Man: Excuse me, is there a supermarket near here?

Woman: Yes, it's on Kent Street, next to the grocer's and opposite the greengrocer's.

Man: Where can I buy some bread?

Woman: At the baker's, next to the greengrocer's.

Man: Thanks. Is there a cinema near the hotel?

Woman: No, there's a theatre,

and next to the theatre, there's a restaurant. It's the most popular restaurant in the city. And there's a restaurant at the shopping centre, too.

Man: Where's the shopping centre?

Woman: Near the school and the hospital.

Man: Thank you, you're very kind.

## Language awareness

Show learners the difference between *in front of* and *opposite*. *Opposite* means the two elements face each

### 15 Complete.

Where are they going?

Melanie **is going** \_\_\_\_\_ to watch a film. She's going to the **cinema** \_\_\_\_\_.

Arthur and Frank **are going** \_\_\_\_\_ to buy the new book by Harris. They're going to the **bookshop** \_\_\_\_\_.

Izamal's parents **are going** \_\_\_\_\_ to buy some bread. They're going to the **baker's** \_\_\_\_\_.

Lupe **is going** \_\_\_\_\_ to buy milk, cereal, and biscuits. She's going to the **grocer's / supermarket** \_\_\_\_\_.

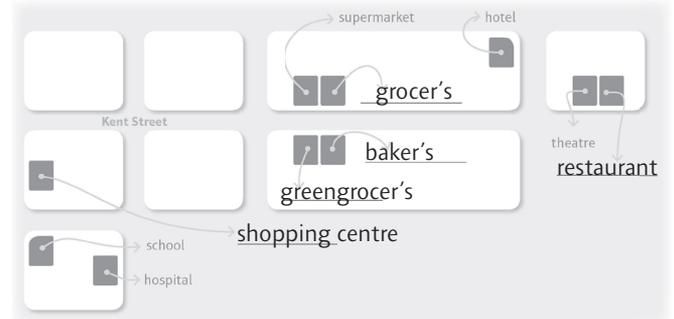
Ben **is going** \_\_\_\_\_ to buy lemons and apples. He's going to the **greengrocer's** \_\_\_\_\_.

Juan Diego's parents **are going** \_\_\_\_\_ to talk to his teacher. They're going to his **school** \_\_\_\_\_.

Lupe's mum **is going** \_\_\_\_\_ to buy a dress and trainers. She's going to the **shopping centre** \_\_\_\_\_.

Ms Shelley **is going** \_\_\_\_\_ to see a doctor. She's going to the **hospital** \_\_\_\_\_.

### 16 Listen and write the name of the shops.



### 17 A guessing game



Are you at the restaurant?

62

other, as shops on either side of a street, whereas in a classroom, in general, learners sit in front of another learner.

### Building confidence activity

**Map presentation.** Tell learners to present their maps to the rest. Have them go over the location of the shops and check they're using the right preposition. You can take photos of the maps and upload them onto the school blog.

## 17 A guessing game

- Ask learners to read the instructions and look at the picture, and elicit what to do.
- Invite learners to do the miming for the rest to ask where they are.
- Remind them of the rules for games.

### Building confidence activity

**Memory game.** Instruct learners to say where their classmates were (according to what they mimed), e.g. *Matilde was at the grocer's.*



### Aim of the lesson

To practise and integrate language.

### Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information in a simple story if guided by questions.

### Key language

*Most probably*

### Areas of awareness

Social awareness  
ESI / CSE

## Lesson opening

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

### 19 (34) 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. Ask learners to look at the picture and elicit what is going on.
- Play the audio as learners read and go back to their predictions.

**34** → SEE PB PAGE 64.

## Social awareness

The teacher congratulates the characters on their achievement: solving a case. Reflect on how important it is to acknowledge people's achievements.

## ESI / CSE

Lupe is confident they can solve the next case and she shows this. Discuss with learners that we have to know who we are, and we should not hide the positive qualities we have or humblebrag either.

### Building confidence activity

**Act out.** Invite learners to act out the story. Different pairs or groups can act out different parts of the story.

## 20 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

### 19 (34) Look, read, and listen.

**Ms Shelley:** Congratulations on your latest case! You helped **La Llorona** find love. Now she doesn't cry and scare people in town anymore.

**Children:** Thank you, Ms Shelley.

**Ms Shelley:** I'm going to offer you the most dangerous case of all: **El Chupacabras**. Do you want to hear about it?

**Lupe and**

**Ben:** Yes, of course!

**Juan Diego:** It sounds the most frightening, too

**Ms Shelley:** There are reports of some small animals and pets that disappeared last month. People think this is connected

to **El Chupacabras**.

**Ben:** I like the case.

**Ms Shelley:** There's something else. Last month, the school's rats and fish disappeared, too. Somebody took them from the lab. The only animal left is the school's gerbil.

**Ramón:** Do you mean **El Chupacabras** is a student here?

**Ms Shelley:** Most probably. This person knew that these animals lived in our school.

**Lupe:** This is a very interesting case. We're going to solve it, Ms Shelley.

**Ms Shelley:** I'm sure you are!



64

whole class. Alternatively, they can reread the story first and then do the activity.

- Ask learners how long they think they'll need.
- Allot the time agreed upon for learners to complete the activity; then, check.

## Reflection Time

Refer to page 11 in this Teacher's Book.

## 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.

20 Read and tick (✓) or cross (✗).

- 1 Ms Shelly is happy because the Myth breakers helped La Llorona. ✓
- 2 La Llorona doesn't scare people because she's in love. ✓
- 3 Some cases are more dangerous than El Chupacabras. ✗
- 4 There's no connection between the missing animals and El Chupacabras. ✗
- 5 The Myth breakers are going to investigate El Chupacabras. ✓

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: Build the most interesting building in town

### Aims of the lesson

- To discover interesting architecture and design a creative building with special features.
- To revise and integrate language.

### Learning objectives

#### Learners

- can follow basic instructions to colour, draw, or make something.
- can use superlatives.

### Lesson opening

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

### STEAM AREAS:

Engineering and Arts

### SKILLS:

Negotiating, collaborating, creative thinking, planning, building, labelling, communicating

### MATERIALS:

- Building materials: cardboard tubes, cardboard pieces, boxes of different sizes, newspaper, paper bags, egg cartons, string, magazines, fabric scraps, plastic bottles, etc.
- Paper, pencils, markers, scissors, glue, Sellotape
- Slips of paper
- Fabric or dish cloths (one for each group)

### Preparation:

Make word cards with slips of paper. Write a superlative on each slip of paper, one for each group of learners: *most dangerous, most expensive, most colourful, most crowded, most magnificent, most beautiful, most frightening, most boring, most delicious, most musical, most artistic.*

Write a town place on the rest of the slips of paper, one for each group of learners: *baker's, cinema, greengrocer's, grocer's, hospital, restaurant, school, shopping centre, supermarket, theatre.*

### Contextualise:

- Explain that for this challenge, learners will design and build their most interesting building: perhaps it's the most colourful restaurant in town, or the most frightening cinema in town, etc. They will have to pay special attention to the features so that their building really is the most colourful or frightening, etc.

### Explore:

- Page 66: Have learners take a close look at the buildings and notice their special features, e.g. shaped like a fish or a shoe, looks like it's dancing, etc. Mention that engineers plan, design, and label their plans, and that this is what they are going to do.



#### 1 Discover.

Discover some of the most interesting buildings in the world!



The Fish Building in India



The Haines Shoe House in the USA



The Crooked House in Poland



The Dancing House in the Czech Republic

#### 2 Plan.

This is the most \_\_\_\_\_ in town!

Special features: \_\_\_\_\_

#### 3 Design and label.

Learners' own production

### Prepare:

- Assign groups.
- Place the pile of superlative word cards and the pile of town word cards face down on a desk. Have one member of each group come and turn over one card from each pile to find out what type of building they will have to construct.
- Give learners a few minutes to discuss their plan with their group and give them one chance to change their type of building if they have a more interesting or creative idea. (This step can be done in the previous lesson so that learners can plan what material they need for their particular building, e.g. For *the most delicious school*, they may decide to stick sweet and chocolate wrappings all over it.)

### Plan:

- Groups brainstorm ideas for the special features of their building.
- Page 66: They complete the sentence for their type of building and write their ideas in the *Special features* section: e.g. *sweets and chocolates.*
- They then draw their design and label it.

## PROJECT TIME

## My town

### 1 Find out.

Shops and facilities near your school or house

### 2 Complete the information.

Comment on these shops:

The most popular

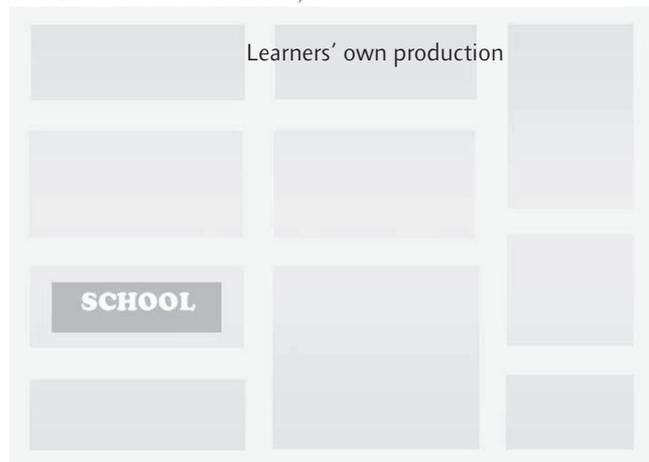
The most expensive

The most crowded

The most interesting

### 3 Make a map.

Draw your school / your house and the shops near your school / your house. Write the names of the shops and the names of the streets. Describe where they are.



### 4 Make a poster.

Glue the map onto a sheet of drawing paper.

Include information about the shops (see Exercise 2).

Share the posters.

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### Create:

- Learners build their buildings making sure that the special features are clear.

### Present:

Have learners cover their building with a dish cloth or some fabric, come to the front of the class, reveal their building, and present it saying, *This is the most (beautiful) (baker's) in town.* Ask them to explain why or what its special features are, e.g. if this group of learners has decorated their baker's with plants and flowers to make it look beautiful, they might say, *because it has flowers.*

## PROJECT TIME: My town

### Aims of the lesson

- To make a poster about shops in learners' towns.
- To revise and integrate language.

### Learning objectives

Learners

- can follow basic instructions to colour, draw, or make something.
- can use superlatives.

## 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.

### 1 Find out.

- 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 the shops in their town.
- Have learners think about the shops in their area, near their school or house. You could also ask them to discuss this at home before this lesson or have some brochures / catalogues or a computer / tablet ready for them to find out about shops that show up on a map.

### 2 Complete the information.

- Read out the categories. Ask learners to think about shops that fulfil those criteria. Learners write the name of the shop next to each.

### 3 Make a map.

- Learners draw their school or house and the shops nearby on the street plan. They write the names of the shops and streets.

### 4 Make a poster.

- Learners glue the map onto a sheet of drawing paper and include a description below each shop or bring out arrows from each shop to write the description around the street plan, e.g. *Supermercado José is the most expensive supermarket. Bake a Cake is the most popular baker's.*
- Learners display their posters and present the information to the rest.
- Take photos of the posters and presentations for the school blog.

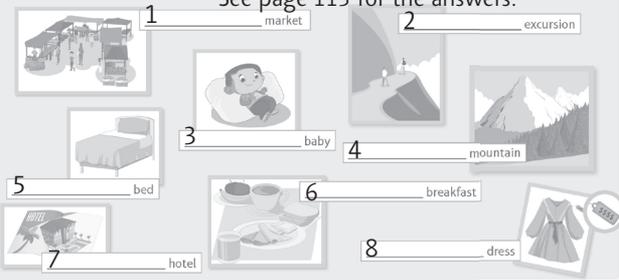
## Lesson closing

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

1 Write the captions for this photo album. Use the adjectives in the box in the superlative form. There's an extra adjective.

beautiful comfortable crowded delicious exciting expensive  
famous intelligent magnificent

See page 113 for the answers.



2 Complete with a comparative and a superlative form.

San Francisco is **more beautiful than** Los Angeles, but San Diego is **the most beautiful** city in the USA. (beautiful)

Ben is **more talkative than** me, but Izamal is **the most talkative** person. (talkative)

American football is **more dangerous than** football, but rugby is **the most dangerous** team sport. (dangerous)

Tennis is **more popular than** rugby, but football is **the most popular** sport. (popular)

Sao Paulo in Brazil is **more crowded than** Buenos Aires in Argentina, but Mexico City is

**the most crowded** city in Latin America. (crowded)

The Liceo Theatre in Barcelona is **more magnificent than** the Colón Theatre in Buenos Aires, but the Paris Opera is **the most magnificent** theatre in the world. (magnificent)



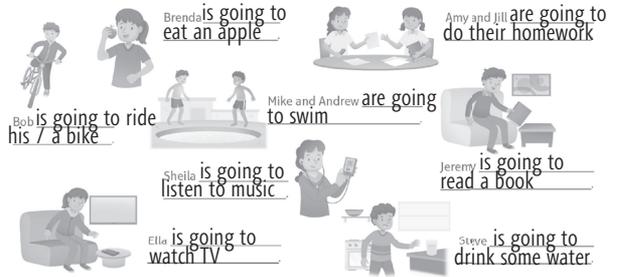
3 A quiz

How much do you know about the world? Complete, match, and check.

The Sydney Opera House is **the most magnificent** (magnificent) theatre in Argentina  
 Abu Simbel is **the most amazing** (amazing) monument in Australia  
 Machu Picchu is **the most fascinating** (fascinating) city in Brazil  
 The Buckingham Palace is **the most expensive** (expensive) house in China  
 The Eiffel Tower is **the most popular** (popular) monument in Egypt  
 The Obelisk is **the most traditional** (traditional) monument in France  
 Sushi is **the most typical** (typical) food in Japan  
 Chongqing is **the most crowded** (crowded) city in Peru  
 La Boqueria is **the most important** (important) market in Spain  
 Cristo Redentor is **the most spectacular** (spectacular) monument in the UK



4 What are they going to do? Complete.



5 Complete. Use a future form. Use the verbs in the box. There's an extra verb.

be dance eat get like play start sing



Izamal: Look at the invitation! **La Llorona** and **El Sombrero** are inviting us to their wedding. They **are going to get** married at the Town Hall. The ceremony **is going to start** at 11. The party **is going to be** at the Real Hotel. We **are going to dance** and **eat** the wedding cake! We can't miss it!

Juan Diego: **am going to sing** a song in their honour.

Izamal: Good idea! They **are going to like** it!

6 Write.

What are your and your family's plans? **Learners' own production**  
 Tomorrow, I \_\_\_\_\_  
 Next Monday, I \_\_\_\_\_  
 Next week, I \_\_\_\_\_  
 Next year, I \_\_\_\_\_  
 Next summer, my family \_\_\_\_\_  
 Next weekend, my dad / my mum \_\_\_\_\_  
 Next weekend, my brother / my sister \_\_\_\_\_  
 Next month, we \_\_\_\_\_

7 Do the crossword puzzle.



8 Complete the suggestions.



Nina: I need some bread. Nick: Why don't you go to the baker's \_\_\_\_\_?

Nina: I need some sugar and milk. Nick: Why don't you go to the grocer's \_\_\_\_\_?

Nina: I need vegetables and fruit. Nick: Why don't you go to the greengrocer's \_\_\_\_\_?

Nina: I want to watch a film. Nick: Why don't you go to the cinema \_\_\_\_\_?

Nina: I'd like to read an interesting novel. Nick: Why don't you go to the bookshop \_\_\_\_\_?

Nina: I'd like to eat a hamburger and chips. Nick: Why don't you go to a restaurant \_\_\_\_\_?

Nina: I'd like to swim and play volleyball. Nick: Why don't you go to the club \_\_\_\_\_?

Nina: I need to see a dentist. Nick: Why don't you go to the hospital \_\_\_\_\_?

9 Complete.

Look at this poster. Complete it. Use the adjectives in the box in the superlative form.

popular interesting beautiful famous exciting comfortable  
exotic crowded colourful

**ANTIGUA MARKET**

Come to Antigua town's market! It's the most crowded / famous / interesting market in the country.

It has the most popular greengrocer's.

You're going to find the most exotic vegetables and fruits.

It has the most famous / interesting shops.

You can buy the most comfortable / colourful clothes.

It has the most famous restaurants.

You can eat the most popular typical food.

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### Exercise 1

Learners can write a statement with the extra adjective. They can also consider more than one option for each blank.

### Exercise 2

Learners can add statements about their town following the examples in the exercise.

### Exercise 3

Learners can design a quiz about their country. They can look for photos online and work with the IT teacher.

### Exercise 4

Learners can play a memory game or a chain game.

### Exercise 5

Learners can make an invitation or use an invitation for one of their birthday parties and write about it as in the exercise.

### Exercise 6

When reading out the answers, those with the same one can say, *Me too!*

Learners can play a chain game repeating what their classmates have said.

### Exercise 7

After doing the crossword puzzle, learners can write the names of the shops in their town next to the photos.

### Exercise 8

Learners can act out the exchanges.

### Exercise 9

Learners can use the text as a model and write about a market they know.

## Page 112 Answer Key

Answers for Exercise 1 on page 110 in the Pupil's Book:

1. the most crowded
2. the most exciting
3. the most beautiful
4. the most magnificent
5. the most comfortable
6. the most delicious
7. the most famous
8. the most expensive

## UNIT OVERVIEW

## Vocabulary

Places in town: *church, Town Hall*

Adverbs of manner

## Grammar

Superlatives (short adjectives)

Plural genitive

*best – worst*

*What's ... like?*

## Communication

Descriptions

## Recognition

Classroom language

## Routines

Records: *Russia is the biggest country in the world.*

## Awareness

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

## STEAM Challenge: Engineering and Maths

Make the longest paper chain

## Break Time

The story game



## 1 35 Look, read, and listen.

**Ben:** Excuse me, sir. Someone told me you saw **El Chupacabras** this week. Where did you see it?

**Old man:** I saw it near **Señora de los Milagros** church. I was born a long time ago. This is the worst monster of all. Trust me, kid.

**Ramón:** Worse than **La Llorona**?

**Old man:** Much worse. Before you discovered the truth, we were afraid of **La Llorona**, but she's a very nice lady after all. **El Sombrero** and she are going to get married at the Town Hall next Friday. I'm going to be there.

**Ben:** The whole town is going to be there. Thank you for the information.

**Old man:** You're welcome.

**Izamal:** Excuse me. We were at your neighbours' house. They told us you sometimes see **El Chupacabras**. How often do you see it?

**Woman:** Once a week.

**Juan Diego:** Where?

**Woman:** It moves from the school to the church.

**Izamal:** How?

**Woman:** On foot.

**Lupe:** What's it like?

**Woman:** It's the ugliest, biggest, strongest, and fastest creature in the world. It sounds frightening.

**Izamal:** It is frightening.

**Woman:** It is frightening.

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## Aim of the lesson

To expose students to key language through a story.

## Learning objectives

Learners

- can follow an illustrated story.
- can identify specific information if guided by pictures.
- can talk about places in town.
- can talk about possessions and relations.

## Key language

Plural genitive

Places in town: *Town Hall, church*

## Areas of awareness

Social 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 35 Look, read, and listen.

Possible lead-ins:

- Tell learners about a time in which you had to interview people to find out information.

- 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. Ask them to focus on the two pictures and predict what is going on.
- Play the audio as learners read and go back to their predictions.

35 → SEE PB PAGE 68.

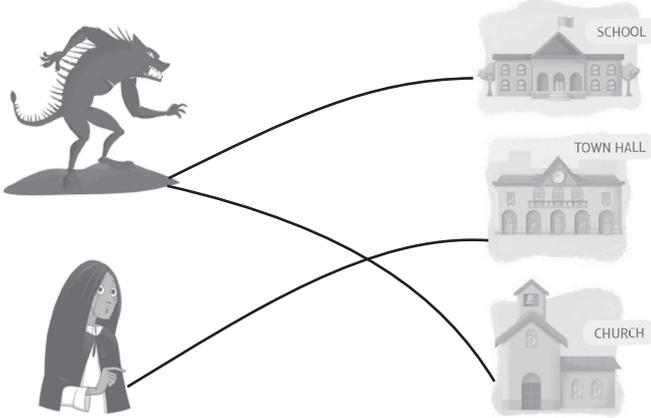
## Social awareness

As suggested before, discuss with learners how important it is to provide true information to help to solve crimes and fight wrong attitudes.

## 2 Read and match.

- Ask learners to read the instructions. Challenge them to do the matching before going back to the story.
- Agree on a time limit and instruct learners to go back to the story and check.
- Go over their answers.
- Ask learners to name different churches in the place

## 2 Read and match.



## 3 36 Listen and tick (✓) or cross (X). LT

- 1 The woman saw El Chupacabras when she was in her bedroom. X
- 2 The history book was in her sons' bedroom. ✓
- 3 Her friends were downstairs. ✓
- 4 They went to the police station. X
- 5 Her friends' car was OK. X

## 4 Circle.



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where they live, or other schools nearby if there are any. Ask them where the Town Hall is. Show them a picture if necessary.

## Inclusive classrooms

The topic of religion may crop up as you teach the word *church*. Some learners may feel identified with a church while others may not. Let learners know you're talking about a building; you're not making any reference or value judgements about any religion.

## Social awareness

Ask learners to check how many catholic churches there are in their neighbourhood, how many synagogues, how many mosques, and how many temples that belong to other religions. You can discuss why this is so. Most probably, it has to do with those who came to these lands, who were mostly catholic.

## 3 36 Listen and tick (✓) or cross (X).

- Ask learners to read the instructions.
- Remind them of the rules for listening and play the audio.

- Check the answers.

### AUDIO SCRIPT

JD: Did you see El Chupacabras?

W: Oh, yes, I did. I was at home with my friends and I went to my sons' bedroom to get their history book and I looked out of the window.

There it was. Horrible!

JD: Did it see you?

W: Luckily, it didn't. I was scared, so I ran downstairs to my friends. I wanted to go to the police station, but my friends' car did not start, so I phoned the police.

JD: What did they say?

W: They wrote a report.

They're going to send it to me.

## Language awareness

Ask learners why the lady went to her sons' bedroom. Play the audio if necessary and write the answer on the board: *To get their history book*. Ask learners if she has only one son or more. Ask them what clues in the text helped them to arrive at this conclusion (*their history book*). Write *my son's book* and *my sons' book* on the board and help learners to notice the difference. Do the same with *my friends' car*. Refer them to page 87 in the Language Time section.

## 4 Circle.

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

### Building confidence activity

**My family.** Demonstrate with an example. Tell learners to say something about their families, e.g. *My parents' bedroom is small*. As they speak, ask them questions, e.g. Learner: *My sisters' toys are always on the floor*. T: *How many sisters do you have?*

## Workbook

Pages 115 and 117, Exercises 1 and 6

## 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 objective

Learners

- can talk about people and places using superlative adjectives.

### Key language

Superlative forms (short adjectives)

best – worst

### Areas of awareness

Language awareness

ESI / CSE

## Lesson opening

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

## 5 Match.

- Ask learners to open their books at page 70, read the instructions, and look at the speech bubbles. Elicit what they have to do.
- Learners have already worked with the superlative form for long adjectives and they already know that in the comparative form, we add *-er* to short adjectives, so they won't have any trouble doing the matching.
- Allot the time agreed upon and let them work.
- As you check their answers, ask what clues helped them.
- Note: In the case of Ben's parents, either parent is possible for the two speech bubbles.

## Language awareness

Point to any of the statements (except the one with *best*) and ask, e.g. *Ben says, My poncho is the prettiest. Are there any other ponchos which are prettier than his?* Then, elicit whether we use *the most* or if we add *-est* to the adjective. Focus learners' attention on the box (irregular comparatives and superlatives). Refer learners to page 86 in the Language Time section.

### Building confidence activity

**Am I right?** Talk about the learners in class, e.g. *Alex is the tallest. Mila is the youngest. Justina is the oldest. Vicente's hair is the shortest. Alfonsina's hair is the longest. Matilde's schoolbag is the newest.* Include some wrong information. Learners have to signal if your statements are true or not. It's better to avoid statements describing children as plump or better / worse than others.

## 5 Match. LT

What did they say? There's an extra person.

izamal is our shortest daughter.

Los Chamacos is better than Los Sombreros, but our band is the best.

My poncho is the prettiest!

My skirt is the longest!

Our empanadas are the cheapest empanadas in town.

Our kitchen is the cleanest in town.

Our son is the tallest in the family.

**REMEMBER**  
good better the best  
bad worse the worst

## 6 Write the name.

Eve is the characters' friend. This is her family.

John \_\_\_\_\_ is the tallest in the family.  
Oliver \_\_\_\_\_ is the youngest.  
Eve \_\_\_\_\_ is the slimmest.  
Roger \_\_\_\_\_ is the oldest.  
Camilla \_\_\_\_\_ has the longest hair.

Roger \_\_\_\_\_ has the biggest eyes.  
Moppy \_\_\_\_\_ is the ugliest pet.  
Whiskers \_\_\_\_\_ is the smallest.  
Eve \_\_\_\_\_ is the shortest.  
Rolly \_\_\_\_\_ is the longest pet.  
Eve \_\_\_\_\_ is the shiest.  
John \_\_\_\_\_ is the strongest.

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## ESI / CSE

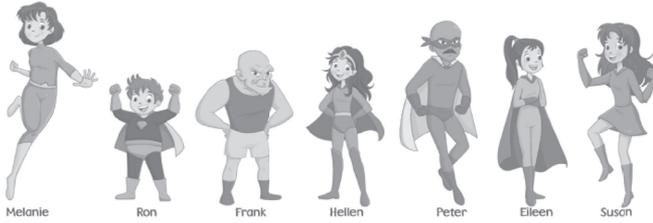
As you do this activity, show learners you're not making any value judgements, you're not discriminating against anybody.

## 6 Write the name.

- Tell learners to read the instructions and look at the picture. Elicit what they have to do.
- Allot the time agreed upon and get them to work. When checking, focus on the clues they've found.
- If there are discrepancies in the answers, e.g. Agatha being older than Roger, rather than tell learners they're wrong, ask them to account for their answers. If they consider there are some features that make Agatha look older, then accept their answer.

## 7 Answer.

- Before the activity, tell learners you'll describe *El Chupacabras* and they have to tell you if you remember it correctly. Say, e.g. *El Chupacabras is small. It isn't strong. It's beautiful.* As learners contradict you, ask them, *What's*



What's Melanie like? Possible answers She's pretty and she's the tallest

What's Susan like? She's tall and she's the prettiest

What's Hellen like? She's short and she's the slimmest

What's Eileen like? She's pretty and she's the nicest / happiest

What's Ron like? He's plump and he's the shortest

What's Peter like? He's slim and he's the angriest

What's Frank like? He's short and he's the ugliest

## 8 Memory game

9 Say.  
Records!

*it like?* Give options if necessary, e.g. *Big or small?* Elicit what information you want when you ask, *What's x like?* or *What are x and y like?*

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

## Language awareness

Help learners to see the difference between *What do you like?* and *What's ... like?* questions. Refer them to page 87 in the Language Time section.

## 8 Memory game

- Ask learners to read the instructions and look at the speech bubbles. Elicit what they have to do.
- Remind them of the rules for playing.
- Let them play.

## Building confidence activity

**Famous characters.** Tell learners you'll see how much they remember about famous characters. Ask, e.g. *What's*

*Superman like? What's Wonder Woman like?* Ask about characters they're likely to know.

## 9 Say.

- Ask learners to read the instructions and look at the picture. Elicit what they have to do.
- Allot a couple of minutes for them to come up with ideas.
- Remind them of the rules for playing.

## ESI / CSE

It's important to remind learners that there's nothing wrong about being tall or short, about having long or short hair, etc.

Note: Inform families that learners have to look for information about records, e.g. rivers, mountains, buildings, etc. You can narrow the scope, e.g. in this country.

## Assessment

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

## Workbook

Pages 115–117, Exercises 2, 3, 4, 5, 7, and 8

## Lesson closing

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

### Aims of the lesson

- To expose students to key language through an article.
- To practise and integrate language.

### Learning objective

Learners

- can talk about the way people do things.

### Key language

Adverbs of manner

### 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.

### Building confidence activities

**Records!** Invite learners to present the records they've found.

**A quiz.** With the information learners have collected, create a quiz collaboratively following the model on page 115, Exercise 2. You can give the quiz to learners and English teachers at school and organise a contest.

## 10a Look and read.

- Ask learners to open their books at page 72 and focus their attention on the text. Ask them what text type it is and what it may be about. Have them browse the article and go back to their predictions.
- Instruct learners to read it again and predict what's going to happen.

### ESI / CSE

Help learners to see that none of the characters were in danger. They did not take any risks.

### Cognitive awareness

Lupe remembered something she had read. Emphasise the importance of reading and learning.

## 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.



### MYTH BREAKERS RESCUE SCHOOL GERBIL

Yesterday afternoon, Lupe Vega, Izamal Cumatz, Benjamin Saravia, and Juan Diego Fernández, the Myth breakers, found **El Chupacabras** outside the lab with the school gerbil in its mouth. It looked at them angrily. Izamal, the shortest member of the Myth breakers, saw it and asked it to stop. But the beast made the worst sound of all and continued its way. Then, Ben, the friendliest of the group, offered an **alfajor** to it, but the monster didn't put the gerbil down. Juan Diego sang to **El Chupacabras**. Songs worked very well with other creatures in the past, but this

time they didn't. Finally, Lupe, the most curious member of the team, remembered an article on the Internet. It said **El Chupacabras** ate domestic animals. She went to the school cafeteria very quickly and got the biggest piece of meat from the fridge. That's when she found Ms Shelley, who had the football-playing robot they made with her. Lupe and Ms Shelley carefully put the piece of meat on the robot and guided the machine to **El Chupacabras**. When the creature saw the meat on the robot, it dropped the gerbil and ran after the robot.

## 10b Read and tick (✓) or cross (✗). LT

- 1 **El Chupacabras** was in the school yesterday afternoon. ✓
- 2 Ben had a friendly attitude. ✓
- 3 Juan Diego's song stopped **El Chupacabras**. ✗
- 4 Ms Shelley was in the school cafeteria yesterday afternoon. ✓
- 5 Lupe's idea was effective. ✓

## 11 Odd one out. LT

How can you do activities? In what manner? Circle the correct options.

- 1 Some people sing **well** slowly **beautifully**.
- 2 Very young children walk **slowly** angrily **quickly**.
- 3 Musicians play their musical instruments **nicely** **well** carefully.
- 4 Some children do their homework **furiously** **well** **carefully**.
- 5 Scientists work in a lab very **badly** **carefully** **well**.

## Language awareness

Elicit that the article is about a past event. Ask learners to underline the verbs. Then, ask them if they see something in common in many of them. If they don't come up with the answer (they end in *-ed*), instruct them to focus on the last part of the verbs. Remind them that we add *-ed* to some verbs to form the past and we call them regular verbs. Work on pronunciation. Help learners to notice that when a regular verb ends in /t/ or /d/, e.g. *want* or *guide*, the past form is pronounced /ɪd/. Tell learners to go to page 120 and start completing the lists. As they learn or remember new verbs, they can add them here.

## 11 Odd one out.

- Before the activity, focus on adverbs of manner. See Language awareness below.
- Have learners read the instructions and elicit what to do.
- Agree on a time limit and get learners to work.
- Check their answers.

## Language awareness

Focus learners' attention on the statement *It looked at them angrily*. Ask learners, *When I say El Chupacabras was*

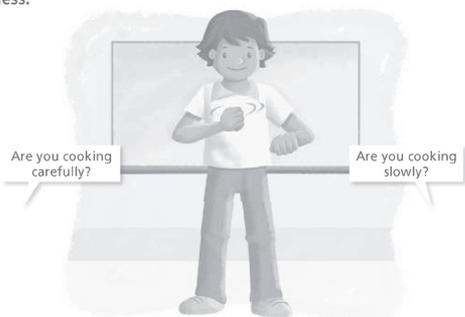
## 12a (37) Listen and tick (✓) or cross (✗).

- |   |   |
|---|---|
| 1 The reporter wants to talk about shops in the market.                         | ✗ |
| 2 Some <b>empanadas</b> are bigger than the Saravias' <b>empanadas</b> .        | ✗ |
| 3 Mrs Saravia's friend cooked very carefully.                                   | ✗ |
| 4 She was a bad chef.   | ✓ |
| 5 Mr Saravia buys the ingredients every day.                                    | ✓ |
| 6 The Saravias put all the ingredients in the fridge after they have breakfast. | ✗ |
| 7 They do that very slowly.   | ✗ |
| 8 They sometimes sell all the <b>empanadas</b> .                                | ✗ |

## 12b (37) Listen again and correct the ✗ statements.

The reporter wants to talk about their famous **empanadas**.  
 The Saravias' **empanadas** are the biggest in town.  
 Mrs Saravia's friend cooked very badly.  
 The Saravias put all the ingredients in the fridge before they have breakfast.  
 They do that very quickly.  
 They always sell all the **empanadas**.

## 13 Mime and guess.



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angry, am I describing the monster or the action? And when I say It looked at them angrily (emphasis on angrily), am I describing the monster or the action, the way in which he looked at them? Do the same with well and carefully. Then, help them to notice the relationship in form between the adjective and the adverb. Show them that well is an exception. Refer learners to page 87 in the Teacher's Book.

### Building confidence activities

**Mime the sentences.** Invite learners to read the statements in Exercise 11 and mime each of the statements with the two adverbs.

**Follow my instructions.** Demonstrate with an example. Tell learners, e.g. *Walk carefully. Now look at me angrily.* After a while, they can give the instructions themselves.

## 12a (37) Listen and tick (✓) or cross (✗).

- Have learners read the instructions and the statements, and elicit what the conversation may be about. Give them options if necessary, e.g. *Is it about the shops in the market? Is it about the Saravias' empanadas?*
- Play the audio and go back to their predictions.

- 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

R: Mrs Saravia, I'd like to ask you some questions about your famous **empanadas**.

M: Oh, yes, they're very famous.

R: Why's that?

M: They're the biggest **empanadas** in town, and they're the best. We use the best ingredients and we make them very carefully. Last summer, a friend helped us, but she wasn't careful.

She cooked badly and very slowly, so she's not helping us anymore.

R: Where do you buy the

ingredients?

M: My husband goes to the market very early in the morning. He buys the best products. When he comes home, we put everything in the fridge very quickly. This is the most important part. Then, we have breakfast.

R: I didn't know.

M: We make fresh **empanadas** every day.

R: Do you sell all of them?

M: Always! So, our **empanadas** are always fresh.

R: Thank you!

### Social awareness

Help learners to see how important it is for those in charge of cooking food to have a responsible attitude to protect everybody's health.

### ESI / CSE

Discuss with learners the fact that the food they may buy in the street may not have all the necessary health conditions required. Show them that in some countries / cities, food shops have to exhibit a health certificate.

## 12b (37) Listen again and correct the ✗ statements.

- Have learners read the instructions. Check their answers when time's up.

## 13 Mime and guess.

- Have learners read the instructions and look at the picture.
- Demonstrate with a learner. Ask him / her to perform an action in a certain way and invite others to ask following the example in the book. Check that their intonation is correct.
- Remind them of the rules for playing.

### Workbook

Page 118, Exercises 9 and 10, and verb list (page 120)

### 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, conjuncts

### Area of awareness

Social awareness

## Lesson opening

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

## Building confidence activities

**How?** Tell learners they have to perform an action emphasising the manner. As they mime the action, the rest have to say what they're doing and how they're doing it.

**My verb list.** Check the different verbs learners have written. They can tick the ones they hear and write the ones they don't have.

## Social awareness

Discuss the rules for games and the need to be gentle and not disruptive if they want to keep on playing.

### 14a 38 Look, read, and listen.

- Ask learners to open their books at page 74 and read the instructions. Ask them what text type they can see and what it may be about. Tell them to account for their answers.
- Instruct them to browse the text and go back to their predictions.
- Play the audio and have learners read. Ask them if they'd like to see the film.

38 → SEE PB PAGE 74.

### 14b Read and tick (✓) the true statements.

- Tell learners to read the instructions. Elicit what they need to do.
- Challenge learners to do the ticking before rereading the review. If they do, ask them to go back to the text to see if they need to change any of their answers. Then, check with the whole class.
- Note: Some learners may think that Ramón is *El Chupacabras* while others may disagree. Both answers are acceptable.

### 14a 38 Look, read, and listen.

The Myth breakers' story becomes a film!

**Title:** The film of the Myth breakers

**Story:** What is the film about? The film takes place in Antigua, a very old colonial town, the most perfect place for a scary atmosphere. It tells stories of real situations that happened in this town. Four children who are part of the Myth breakers Club investigate fantastical creatures. Every time the children investigate a creature, the story becomes more exciting and entertaining, but the most incredible part is when they meet **El Chupacabras**. What are the most important parts of the film? One of the most surprising scenes is the final scene when the children discover Ramón's clothes in the school playground. Is he **El Chupacabras**? Who knows ... The truth is that nobody's going to see Ramón again, so perhaps he is.

**Film ratings:**  
★★★★★

**Would you like to recommend it?**  
I definitely recommend this film to everybody because it's the best film of the year.

### 14b Read and tick (✓) the true statements.

- |  |  |
|--|--|
| 1 This text is a film review. <input checked="" type="checkbox"/>                    | 5 Antigua is the oldest colonial town in the country. <input type="checkbox"/> |
| 2 The Myth breakers wrote this text. <input type="checkbox"/>                        | 6 The situations in the film are imaginary. <input type="checkbox"/>           |
| 3 This text is for primary school students. <input type="checkbox"/>                 | 7 Ramón is <b>El Chupacabras</b> . <input checked="" type="checkbox"/>         |
| 4 There's information about a film in this text. <input checked="" type="checkbox"/> | 8 Other films are better this year. <input type="checkbox"/>                   |

### 15 Read and circle.

Dear Aunt Ursula,

Yesterday I went to the cinema to watch the new film. I wanted to watch it **because** but the review was fantastic. **because/so** I phoned my best friend **inviting / (to invite)** her to the cinema. She was very **happy / happily** with the invitation and said 'Yes' **quickly / carefully**.

I loved the film except one of the actors. He acted **bad / badly!** The rest were **great / greatest**. After the cinema, Mum and Dad took **we / us** to the **newer / newest** restaurant in town. It's **smaller** than other restaurants. **but / so** the food is delicious.

You know I **always** never write for the school newspaper. **because / so** tomorrow I am **writing / going to write** about the film. You know. **I'd like to be / I like being** a writer.

**When** How often are you going to come home with Will and Jeremy? We all want to see you! Please, bring your **son's / sons'** dog.

Lots of love,  
Lila

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## 15 Read and circle.

- Ask learners to read the instructions. Elicit what text type it is and what it may be about. After they browse the text, go back to their predictions.
- Agree on a time limit for the activity and get learners to work.
- When checking the answers, they should focus on the clues in the text.

## 16 Read and write. Show and tell.

- Have learners read the instructions, look at the text, and elicit what it may be.
- Ask them to go over the instructions and go back to their predictions.
- This type of poem is called Diamante /ˌdi:ə'mɒntɪ/, and some call it Diamond poem.
- Ask learners to colour code the poem: they need to use one colour for each line of the instructions and colour the corresponding words in the poem.
- Check everybody's understood what to do before moving on. Elicit from learners where they can find help if they need any.

## 16 Read and write. Show and tell.

Read the **Diamante** poem and the instructions.

- 1 Think of two people, two objects, two animals, etc. Write one at the top and the other one at the bottom.
- 2 Write two adjectives to describe them.
- 3 Write three actions that each one likes doing.
- 4 Write two words about the first and two about the last one.
- 5 Read and show your **Diamante** poem to your classmates.

Ramón  
(What / Who)

creative (adjective) , flexible (adjective)

helping people (action) , walking (action) , investigating (action)

Myth breaker (word) , friend (word) , creature (word) , monster (word)

scaring people (action) , walking (action) , eating meat (action)

scary (adjective) , ugly (adjective)

El Chupacabras  
(What / Who)

Now write about **El Sombrero** and **La Llorona**.  
Read the instructions and complete the poem.

Learners' own  
production

(What / Who)

(adjective) , (adjective)

(action) (action) (action)

(word) (word) (word) (word)

(action) (action) (action)

(adjective) (adjective)

(What / Who)

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- 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 their poems before reading them out to the rest of the class.
- Take photos of the learners' productions and upload them onto the school blog.

### Building confidence activity

**Videos.** First, check that all learners can video record themselves at home. A mobile phone will do. They can choose other characters from the story or write about friends or members of their family. You can then upload all the videos onto the school blog.

### Workbook

Page 119, Exercise 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 identify specific information if guided by questions.

### Key language

Revision

### Areas of awareness

Social awareness  
Intercultural awareness  
ESI / CSE

## 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 76. Ask learners 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

Reflect with learners on what they like celebrating, e.g. birthdays, weddings, etc. Ask them how they celebrate the different occasions.

### Intercultural awareness

Focus learners' attention on the clothes everybody's wearing, the decorations, etc. and ask them if they know what wedding receptions are like. Do some research about different traditions and tell learners about them. For instance, weddings in the UK are typically celebrated in the morning whereas in other countries, it's customary for the ceremony and the party / reception to be held late in the evening.

### ESI / CSE

Point to the drink in the glasses. Show learners it's orange juice and let them know alcoholic drinks are not for children or very young people. Even for adults, they should drink responsibly.

### 17 Look, read, and listen.

**Justice of the Peace:** Dear all, we are here together to celebrate love. **La Llorona** was one of the saddest women in the world. But look at her smile now! She is the happiest because of **El Sombrero**'s love.

**Justice of the Peace:** **El Sombrero** was the most romantic man on Earth, but nobody returned his

love. Look at him now! He is the most adorable boyfriend a woman can have. He loves **La Llorona** and, this time, she loves him back.

**Izamal:** They're the nicest couple in town.  
**Ben:** I'd like to make a toast to **La Llorona** and **El Sombrero**.  
**Everyone:** Cheers!



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### Building confidence activity

**Act out.** Invite learners to act out the conversation. Different pairs or groups act out different parts of the conversation.

### 18 Who? Write the character's name.

- Tell learners to read the instructions and elicit what they have to do.
- You can invite learners to reread the story to jog their memory, or challenge them to answer the questions from memory.
- In either case, agree on a time limit. If they do not reread the story, instruct them to do so and see if they need to change or complete anything.
- When time's up, check their answers. If there are discrepancies, ask learners to go to the page to show where they have found the information.

### Reflection Time

See 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.

## 18 Who? Write the character's name.

- 1 This character was very sad and cried a lot. La Llorona
- 2 This character likes playing the guitar and singing, and riding a horse. El Sombrero
- 3 This character can sing beautifully. Juan Diego
- 4 This character always wears a long white dress and is a historian. La Dama de Blanco
- 5 This character is ugly and likes eating meat. El Chupacabras
- 6 This character wanted to be a Myth breaker and became the 5<sup>th</sup> member. Ramón
- 7 This character loves learning about myths and fantastical creatures. Lupe
- 8 This character talks to customers in the market. Izamal
- 9 This character helped the children to make a robot. Ms Shelley
- 10 This character is very friendly and sells the family's productions. Ben

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: \_\_\_\_\_

**Lesson closing**

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

## STEAM CHALLENGE: Make the longest paper chain

### Aims of the lesson

- To design and make the longest paper chain in the classroom that includes sentences referring to what learners are proud of.
- To revise and integrate language.

### Learning objectives

Learners

- can follow instructions to colour, draw, or make something.
- can use adverbs, comparatives, and superlatives to express something about themselves.

### Lesson opening

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

### STEAM AREAS:

Engineering and Maths

### SKILLS:

Collaborating, communicating, thinking skills, decision making, drawing, planning, creating, sharing, developing fine motor skills, measuring

### MATERIALS:

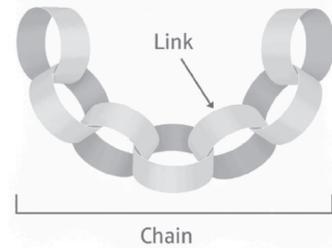
- Computer paper
- Pencils
- Rulers
- Scissors
- Tape / Glue

### Contextualise:

- Ask your learners, *Do you remember what Mrs Saravia (Ben's mum) says about her famous empanadas? Why are her empanadas famous? Say, Mrs Saravia makes the biggest / best empanadas in town. She's proud of her empanadas.* Clarify the word *proud* by giving other examples like, *Juan Diego plays the guitar very well. He's proud of how he plays the guitar.*
- Explain that for this challenge, learners are going to make the longest paper chain they can, but this will not be an ordinary chain, but a chain full of sentences that say what the group is proud of.

### Explain:

- Page 78: Look at the diagram to make sure learners understand that each *link* is connected to create a *chain*.
- Take out a piece of paper and demonstrate how to create a link.
  - Use a ruler and draw uniform lines to cut out to make strips.
  - Cut the paper into perfectly uniform strips.
  - Put glue / tape on one end of your first strip and shape it into a complete circle. This is the first link of your chain.



### 1 Plan.

**MY DESIGN**

Learners' own production

### 2 Interview and write.

What are you proud of?

I sing very well.

I'm the strongest in my family.

Juan sings beautifully.

Maria is the strongest in her family.

### 3 Measure.

How long is your paper chain? \_\_\_\_\_ cm

- For every other link in your chain, put glue on one end of the strip, pass the strip through the last link of the chain, and then form it into a complete circle (or put tape on the two ends of the strips).
- As this will not be an ordinary chain but, instead, a chain full of sentences about the group, show that first you will write something about someone in the classroom in one of the rectangles before you cut it out, e.g. if someone in the classroom sings beautifully, write on one of the links: *(Name of learner) sings beautifully*, or if a learner is proud because they are the quickest at running, write on one link: *(Name of learner) is the quickest runner in the classroom*.
- Make it clear that they are only allowed to use one piece of paper per group to make the longest chain possible. Tell them to take their time, plan their paper chain in detail, and think carefully before they start cutting.

### Plan:

- Put learners in groups, give each group one piece of paper, and make sure they have the rest of the materials ready (pencil, ruler, scissors, tape, and glue).
- Page 78: Allow learners a few minutes to plan their design by brainstorming different ways of drawing uniform lines to predict which pattern will make the longest chain



How to play:

Odd numbers: (1, 3, 5, 7, 9) move forwards one square. Even numbers: (2, 4, 5, 8, 10) move forwards two squares.

A and B: show a number with your right hand on the count of three.

A, move forwards 1 or 2 squares and tell B what happened at that moment in the story. Is it OK? You stay there. Is it not OK? Go back. Now it's B's turn.

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(e.g. horizontally, vertically, leaving spaces, or no spaces between rectangles, etc).

### Create:

- Learners recreate their preferred design on their piece of paper.
- Have learners interview the members of their group by asking, *What are you proud of?* for their partners to answer, e.g. *I sing well* or *I'm the strongest in my family*. They write these sentences in the rectangles before cutting them out.
- Learners cut out their strips and create their chain.
- Groups measure the total length of their chain and write it in their books.

### Present / Reflect:

- When time is up, lay the paper chains next to one another to determine the longest paper chain.
- Display the chains for learners to read the other groups' 'proud sentences.'
- Ask, *Was it easy or difficult to make a paper chain? What would you do differently to make it longer? Which was your favourite sentence? What is (María) proud of? Did you work well together?*

## BREAK TIME: The story game

### 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.

- For this game, learners will need one counter each (a bottle top, a coin, an eraser, a small ball of paper, etc).
- Ask learners to open their books at page 79 and say the name of the section. Ask what type of activity they do when it's break time (play a game).
- Tell them that this time they will play *The story game* related to the story in Level 4. Point to some of the squares on the grid and ask learners what they can see, e.g. *number 1: envelope, number 3: La Llorona, etc.*
- Review what *odd numbers* and *even numbers* mean. Show numbers with your hands for learners to say what number it is and whether it is odd or even. Invite a learner to put up their right hand with you and on the count of three, show a number with your hands together. Explain that if you only show your fist without any fingers up, it means 0 (zero).
- Explain the general rules of the game:
  - Learners play in pairs.
  - Both learners show a number with their right hand at the same time on the count of three.
  - Say if it is an odd or an even number. If it's an odd number, the first player moves forwards one square. If it's an even number, the player moves forwards two squares.
  - After moving forwards, the player tells the other what happened at that moment in the story.
  - If the description is correct, the player stays. If it is not correct, they go back.
  - It's the other player's turn.
- 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.
- Go over the rules for games. Learners play in pairs.

### Lesson closing

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

# The last case

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## 1 Describe the town.



In my town, there's a supermarket near the school.



There's a church near the greengrocer's.



There's a fountain in front of the Town Hall.



There's a bookshop opposite the church.



There's a baker's near the grocer's.



There's a theatre next to the cinema.

## 2 General knowledge quiz

### Are you an expert?

- The Nile is the longest river in the world. ✓
- Vatican City is the smallest country in the world. ✓
- China is the biggest country in the world. ✓
- The whale is the longest animal in the world. ✓
- The African elephant is the strongest animal in the world. ✓
- Uruguay is the smallest country in South America. ✓
- The Roe river is the shortest river in the world. ✓
- Michael Phelps is the best swimmer in the world. ✓
- Yakutsk in Siberia, Russia, is the coldest city in the world. ✓
- The Sahara Desert is the hottest place on Earth. ✓



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## 3 Complete. Use the adjectives in the box.

small intelligent old rich short tall young creative

### Did you know ... ?

The Burj Khalifa in Dubai is the **tallest** building in the world.  
 Chandra Bahadur Dangi was the **shortest** man in the world (56 cm).  
 Jeanne Calment from France was the **oldest** woman in the world. She was 122 years old.  
 Leonardo da Vinci was the **most creative** artist in the world.  
 Albert Einstein was one of the **most intelligent** people in the world.  
 Mozart was the **youngest** composer in the world.  
 Elon Musk is the **richest** person in the world. (\$185 billion)  
 The Peel P50 is the **smallest** car in the world.



## 4 Write.

Complete the Wanted poster of **El Chupacabras**. Use the adjectives in the box in the superlative form. There's one extra adjective.

bad big hungry thirsty ugly

### WANTED!



Name: **El Chupacabras**  
 Description: it's the **worst** animal-monster. It is big and strong.  
 Distinguishing characteristics: It's probably a student at Antigua Town School, the **biggest** in town.  
 Location: the area near the church. Be careful! It's the **ugliest** creature of all.  
 Crime: It's the **hungriest** beast. It eats domestic animals and most probably it ate the school's rats and fish last week.

## 5 Write about the following. Use the phrases in the box.

the best student the biggest house the easiest subject  
 the worst TV programme the tidiest room

### Learners' own production

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## 6 Circle.

1 Look at the **boys'** num. She's very pretty.



4 The teacher's **teachers'** room is next to the library.



2 My **cousin's** cousins' dad is my favourite uncle.



5 What are your **dog's** dogs' names?

3 My parent's **parents'** car is small.



6 What's your **sister's** sisters' name?

## 7 Match. There's an extra answer.

- |                                 |   |
|---------------------------------|---|
| What's your cousin like?        | At the club.  |
| What does he like doing?        | He likes playing sports and reading.                        |
| What does he read?              | He'd like to play sports.                                   |
| How often does he play sports?  | He's jumping.   |
| Where does he play?             | He's very nice. He's the best cousin in the world.          |
| How does he go there?           | Next weekend.   |
| When was his last match?        | Novels and stories.   |
| When is he going to play again? | On foot.  |
| What's he doing now?            | To practise for the match.                                  |
| Why is he jumping?              | Sometimes. He goes to school and he doesn't have much time. |
|                                 | Two weeks ago.  |

## 8 Write.

Ask about these people's appearance. Write the questions and the answers.

What's El Sombrero like? He's short and plump. He's ugly.  
 What's La Llorona like? She's tall and slim.  
 What's Juan Diego like? He's tall. He's very nice.  
 What's Lupe like? She's tall and beautiful. She's very curious.



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## 9 Complete the captions. Use the adjectives in the box and transform them into adverbs. There's an extra adjective.

angry bad beautiful careful dangerous quick slow



Juan Diego is playing the guitar **beautifully**.



Oh, no! Goal number 5! The goalkeeper is playing **badly**.



Terrible! This lady is walking **dangerously**.



Tortoises walk very **slowly**.



This lady is working very **carefully**.



The superhero looked at the cat **angrily**.

## 10 Circle.

Dear Lupe,  
 My name's Mia and I'm writing **because** so I want to be a member of the Myth breakers. I like **read** **reading** about mysterious creatures and I'd like **investigating** **to investigate** these creatures with you.  
 Two days **ago** **last**, I **see** **saw** an article in the newspaper. **always** **never** read the newspaper, it's one of the **better** **best** forms to get information. I didn't **like** **liked** the picture, but I read the article. It was about a fantastical creature. **Its** **Our** name is La Palatina. It's **uglier** **ugliest** than other fantastical creatures, but it isn't the **uglier** **ugliest**. It **was** **was born** in a cave in 1895 and it visits different towns **on** **by** foot.  
 Please contact your friends and tell **they** **them** about **it**. **me** I'm very friendly and talkative, **so** / **but** I can ask people about La Palatina. I can send you my CV. **After** **Before** you read it, we can organise a meeting. I live **near** **on** the shopping centre and we can meet there. My **parents'** / **parents'** car isn't working, **because** **so** they can't take me to your school.  
 Please write to me or phone me at 2720052410.

Mia

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## 11 Write.

Look at the pictures and complete the stories.

## La Llorona

What's she like? She's tall and slim. She has long, black hair  
She was very sad because a man broke her heart. People saw her near the fountain

in town.  One day, she met El Sombrero and a love story started.

## La Dama de Blanco

What's she like? She's tall. She wears a white dress

People saw her near the cemetery  One day, the Myth

breakers saw her in the cemetery, and she was looking at some interesting tomb stones.  Why did she like cemeteries? Because she likes studying history

## El Sombrero

What's he like? He's short and plump. He's ugly

He likes riding his horse

He always wears a big hat

He was in love with La Llorona, but she didn't love him

One day, they met and a romance started. Next week,  they're going to get married at the Town Hall.

## El Chupacabras

What's it like? It's ugly and scary

People saw it near the church 

it ate small animals. Lupe had an idea and it didn't eat the school's gerbil.

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## Exercise 1

Help learners to notice that in some cases, there's a tree or something between two shops or buildings, that's why they're either *near* or *next to*.

Learners can write about location of shops in their area.

## Exercise 2

Ask learners to correct the false statements: Russia is the biggest country; The bootlace worm is the longest animal—55 m long—; Suriname is the smallest country in South America; Tzaneen, a city in South Africa, is the hottest place on Earth.

## Exercise 3

Learners can use this *Did you know ...?* text and create their own.

## Exercise 4

Learners can design another poster describing a monster, a 'real' one—like Dr Frankenstein's one—or an imaginary one.

## Exercise 5

When checking, as learners read out their statements, those with the same or very similar information can stand up. You can ask them to explain why.

## Exercise 6

Elicit what clues learners have found to do the circling.

## Exercise 7

Learners can write a question for the extra answer. They can also act out the complete conversation or part of it.

## Exercise 8

Learners can bring a cut-out of a person and write the question and the answer. They should do so on separate slips of paper. Collect the cut-outs and the descriptions, hand the descriptions out in random order, and make a display of the cut-outs. Learners have to walk around and find the cut-out whose description they have.

## Exercise 9

Learners can write a further statement with the extra adverb. When checking, ask them to say what clues helped them.

## Exercise 10

When checking, learners have to account for their choices by focusing on clues.

## Exercise 11

Learners can draw other characters from the story and write about them.

## LIST OF VERBS

## PAST FORMS

REGULAR VERBS		IRREGULAR VERBS	
PRESENT	PAST	PRESENT	PAST
watch	watched	see	saw
listen	listened	go	went
Learners add all the verbs they are learning.			

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# 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 – Cryptids

- Tell learners that they're going to get ready to show families how much they've learnt by performing 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 pages 82–83 and bring learners' attention to the images. Ask if they know anything about them (where they supposedly live, what they do, what they are famous for, etc.). Explain that these are all cryptids: animals whose existence is questionable and only known about through rumour but no scientific evidence.
- Read the first paragraph spoken by Narrator 2 on page 82. Ask them to identify the cryptid in Level 4's story (*El Chupacabras*).

## 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.

Divide the different activities. How many students? How many groups?

ACTIVITY	STUDENTS
Make the invitations.	
Make the posters.	
Make the flashcards.	
Make the programme.	
Write questions for Quiz time.	
Learn the lines.	

## 2 Flashcard time

- In all, there are 19 roles in the script for this show. 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.
- Read the descriptions aloud to your learners, having them follow in their books and helping them to understand and make sense from the descriptions. Ask comprehension questions after each paragraph, focusing on the most important aspects, e.g. *Where does the Yeti live?* Make sure all learners understand the texts so that you provide them with a sense of belonging and responsibility towards the whole show, not just learning their lines by heart.
- Ask them to try to remember as much about the descriptions as they can and then play a Who? game. Describe a cryptid for learners to say who it is, e.g. *A cryptid who lives in forests and looks like a monkey (Sasquatch / Big Foot).*
- Print out the cryptids' 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 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. 6<sup>th</sup> A, 7<sup>th</sup> 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 cryptids' 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 should make one.
- Collect all the programmes so that they're ready for the day of the show.



### Quiz:

- Bring learners' attention to the point where the programme includes a quiz for families. As your learners prepare for the show, have them also write their own *Who?* statements (as in the game above) that they will read out the day of the show as a quiz for their families at the end.

## 6 Present the cryptids.

- 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 a forest to remember that that is where Big Foot lives), realia (e.g. a real object made of metal to remind them about *Alicanto*), and gestures (e.g. shivering to remember that the Yeti likes cold weather).
- 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.

- 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' (the front of the classroom or a real stage in the school auditorium). Mark entrances and exits of each character and instruct learners to be expressive and confident 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 list on poster board for them to remember what needs to be done or if they'll use their books as a checklist the day of the show (don't forget the Quiz Time statements!).
- Discuss with learners how they will greet families, how they will take turns for Quiz Time, and how they will 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.*
  - Quiz Time: Decide whether you will need a presenter to explain the rules of the quiz or if you will. Will someone be in charge of keeping a record of points? Will the families be divided into teams or will they all collaborate to answer the statements? Will learners take turns reading out one statement each?, etc.
  - 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

### Why don't we ...?

Check that learners understand the meaning of *suggestion*. Focus on answers as well.

### The past

Learners are already familiar with the past. Now they have to work on the negative and interrogative. Help them to compare the pattern with question using the Simple Present. This way, they'll find it easier to use the infinitive both in the negative and interrogative, i.e. instead of asking *Do you ...? Does he / she ...?*, you ask *Did you ...? Did he / she ...?* Focus on intonation in *yes / no* and *wh-* questions. Work on short answers as well.

### Frequency adverbs

Learners need to remember the meaning they have and where they go in a sentence. Explain the use of *how often* to ask questions about frequency. Remember to work on intonation as well.

### Was / were born

Help learners to notice this is a unit which translates as one verb in Spanish and Portuguese (*nacer, nascer*). Remind them we need to indicate where or when after the phrase *was / were born*.

### Objective pronouns

Most probably, learners have been using *me* without any problem, e.g. *Give me ... Show me ...* The most important point is to remember that these forms are used after a verb.

### Before / after

Help learners to notice that we can use a phrase, e.g. *before / after lunch, before / after 7 o'clock*, or a clause / sentence, e.g. *Before / After we leave, ...* Try not to use the word *clause* since it won't be meaningful to learners. Help them to notice that *before / after* may be followed by a sentence. Check with the classroom teacher what metalanguage learners know.

### Comparatives

Help learners to notice the similarity in form between the English construction with long adjectives and the one in the school's language of instruction (Spanish or Portuguese). Once they know the structure and the meaning, they will need to focus on whether an adjective is long or short to

## LANGUAGE TIME

### Read, think, and answer.

Why don't we ...?

Lupe: Why don't we start now?  
Izamal: Great idea!  
Ben: Sure!  
Juan Diego: I'm sorry, I can't.

Is this a question about reason or a suggestion? \_\_\_\_  
When we follow the suggestion, we say \_\_\_\_.  
When we can't follow the suggestion, we say \_\_\_\_.

Find exercises with suggestions:

Exercise \_\_\_\_ page \_\_\_\_ Exercise \_\_\_\_ page \_\_\_\_

### Read, think, and answer.

The past

Journalist: Did you see the girl in white last Monday?  
Taxi driver: Yes, I did.  
Journalist: Where did you see her? What time did you see her? What did you tell him?  
Taxi driver: The man didn't know her.

We form the negative with \_\_\_\_\_ and the action. This action is in the **present / past** form. **There are changes / There are no changes** for he, she, and it.

For questions, we use \_\_\_\_\_, the person, and the action.

Find exercises with past actions, questions, and negative forms:

Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_

### Read, think, and answer.

Frequency adverbs

Old woman: A mysterious woman usually walks outside the fortress near the cemetery at night and she sometimes talks to people. She's always very sad.  
Juan Diego: How often does she do this?  
Old woman: Sometimes. Every Tuesday.

Frequency shows **exact time / repetition**. Frequency adverbs go **before / after** is, am, and are. Frequency adverbs go **before / after** all other verbs. We use how often to ask about **exact time / frequency**.

Find exercises with frequency adverbs:

Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_

### Read, think, and answer.

Was / were born

Ben: 'Here is Pancho. He was born in 1889.'  
Izamal: When was he born? That's before my great grandparents were born!

We use **was / were born** to indicate **birth / place**. We use **was born with** I, \_\_\_\_\_. We use **were born with** you, \_\_\_\_\_.

Find exercises with was / were born:

Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_

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decide which form to use. Note: some adjectives have only two syllables, e.g. *modern*, yet they take the *more ... than* form. This is because they turn into three-syllable adjectives if *-er* is added. This is the rule to follow. In the case of *easy*, for instance, the comparative form still is a two-syllable word: *easier*, so *-er* is added.

### So

If necessary, show learners that *so* joins two sentences.

### I like + -ing and I'd like + to

Learners may confuse the structures since both have the word *like*. It may help to show them that *like + -ing* has present time reference whereas *would like to* has future time reference.

### Superlatives

Learners already know the structures for comparatives, so this won't be an issue. What is important is to show them that superlatives are used when talking about three elements or more.

**Read, think, and answer.**

**Objective pronouns**

Taxi driver: A man opened the door.  
Journalist: What did you tell him?  
Taxi driver: I gave him the sweater. He looked at it.  
It had a tag with the girl's name. The man didn't know her.

**Complete the table.**

**Personal pronoun**      **Objective pronoun**

I \_\_\_\_\_  
You      you  
He      \_\_\_\_\_  
She      \_\_\_\_\_  
It      \_\_\_\_\_  
We      \_\_\_\_\_  
They      \_\_\_\_\_

We use objective pronouns **before / after** a verb.

**Find exercises with objective pronouns:**

Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**

**Before / after**

María Hernández: 'After he plays love songs, he blows a kiss into the air and disappears in the night.'  
José Luis Rodríguez: 'Before he puts the letters into the mailbox, he closes the envelopes with wax.'

**After and before indicate time / place.**

Before: < or →

After: ← or →

Are these the same = or different ≠?

Close the windows before you leave. = / ≠ Before you leave, close the windows.

Turn off the lights after you turn off the TV. = / ≠ Turn off the TV after you turn off the lights.

**Find exercises with before / after:**

Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_

**Read, think, and answer.**

**Comparatives**

The stone for the dog is interesting, but that one over there is more interesting than the dog stone!  
The violin stone is more beautiful than the dog stone.

We compare **two / more than two** items.

These are **short / long** adjectives.

To compare, we use \_\_\_\_\_ + long adjective + than ...

**Find exercises with comparative long adjectives:**

Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_

I'm shorter than many men, and I'm uglier than many people.

We compare **two / more than two** items.

These are **short / long** adjectives.

To compare, we use short adjective + \_\_\_\_\_ than ...

Exceptions:

The comparative of good is \_\_\_\_\_.

The comparative of bad is \_\_\_\_\_.

**Find exercises with comparative short adjectives:**

Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_  
Exercise \_\_\_\_ page \_\_\_\_      Exercise \_\_\_\_ page \_\_\_\_

## Going to

From the point of view of structure and meaning, this form poses no challenge. Focus learners' attention on the time reference—future—and the concept of plan or intention, not prediction.

## Infinitive of purpose

Focus on the notion of intention for the concept to become clearer to learners. Show them that the same question word is used to ask about purpose or reason: *Why*.

## Plural genitive

There's no difference in pronunciation between a singular in the genitive and a plural noun in the genitive. It is the context that shows whether the reference is singular or plural.

## What's ... like?

Help learners to notice that this is the question for descriptions. Show them that depending on whether we are asking about one person or more, we'll say *What's ... like?* or *What are ... like?* Show them the word *like* is not used in the answer.

## Adverbs of manner

Help learners to understand the meaning. Focus on the structure adjective + *-ly* and the exception *well*.

## Can for permission and ability

There's no difference in the structure, only a difference in meaning. Help learners to notice this. Work on the pronunciation of *can*.

### 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 working with. 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. If learners have their own personal dictionaries, they can check they have written all the words.

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, miming them, giving a sort of definition, 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 Ben energetic or skilful?* If they answer correctly, they should write *Ph*, again meaning *Production with help*.

For the structure area, say a statement with the content at stake, e.g. *My pencil case is in front of my schoolbag.* Learners have to place the objects as you say. 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 The creature is next to the ruler.
- 2 It's in front of the schoolbag.
- 3 It's near the ruler.
- 4 It's under the schoolbag.
- 5 It's behind the schoolbag.

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

**1 Read and match. There are two extra personality adjectives.**

**1 An incredible excursion!**  
Let's climb mountains,  
swim in rivers,  
explore caves,  
and visit ancient ruins.

**2 Are you an artist?**  
Do you like art?  
Can you draw?  
**This is just for you!**

**3 A course for people who don't like talking with others, who don't like acting or showing others their abilities.**  
**Come and join us!**

**4 We make toys for children, read stories to old people, go to hospitals, and talk with patients.**

reliable

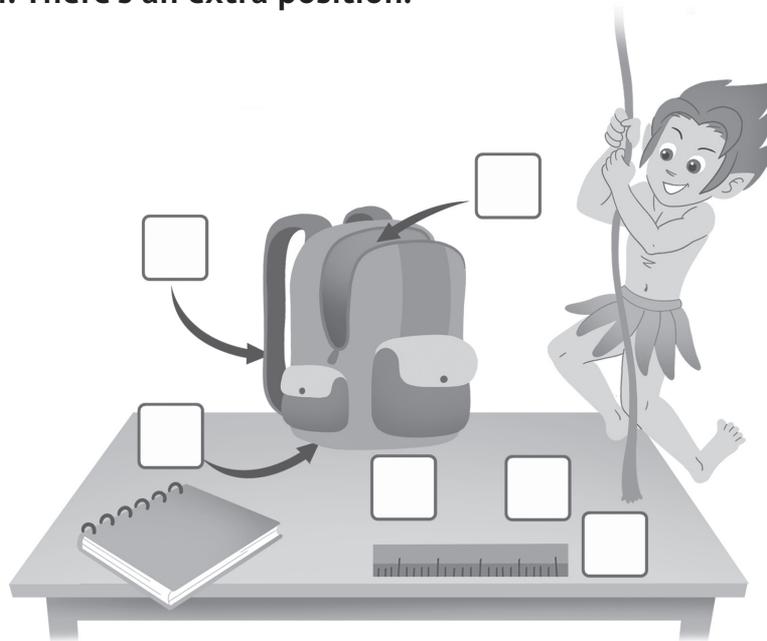
adventurous

creative

skilful

helpful

shy

**2 Listen and number. There's an extra position.****3 Circle.**

My name's Martin. My friends like me <sup>1</sup>**but / because** they can depend on me. I'm <sup>2</sup>**flexible / reliable**. <sup>3</sup>**I'm / I have** a small nose and <sup>4</sup>**long / plump** hair. <sup>5</sup>**I'm / I have** young. I like <sup>6</sup>**sing / singing** but I <sup>7</sup>**can / can't** sing very well. My <sup>8</sup>**brother / brother's** name is Roger. We like our bedroom. <sup>9</sup>**There are / They're** two beds and a big cupboard. <sup>10</sup>**There's / There are** a lot of clothes in the cupboard. <sup>11</sup>**It's / There's** a big desk, too. It's <sup>12</sup>**behind / next to** the cupboard.

### 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 miming game. You name different jobs and means of transport for learners to mime. To check production, you can describe a job for learners to say which one it is.

At this stage, you can ask learners to go back to the lexical items from Unit 1 and check if there are some in the *R* category to which they can add a *P*. You can use the same procedure just suggested.

To work on the structures, here are some suggestions. For frequency adverbs, you can show learners a page from your calendar and talk about it for them to say if the statements are true or false. You can use Exercise 2 on page 21 as a model. Using a similar calendar, tell learners it's your last

week's (or month's) calendar. Ask questions about it, e.g. *Did I (do gym) last (week)? Where did I go (last Monday)?* To check production, learners can create an interview, using the exercises on page 24 as a model.

### Instructions for Exercise 2

1 How often do you do physical exercise?

Sometimes. I like it a lot, but I don't have much time.

2 Did you do gym last week?

No, I didn't, but I walked in the park.

3 When did you walk in the park?

Late in the evening.

4 How did you go to the park?

On foot.

5 Did you take any food with you?

No, I didn't. I took a bottle of water.

Thank you!

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

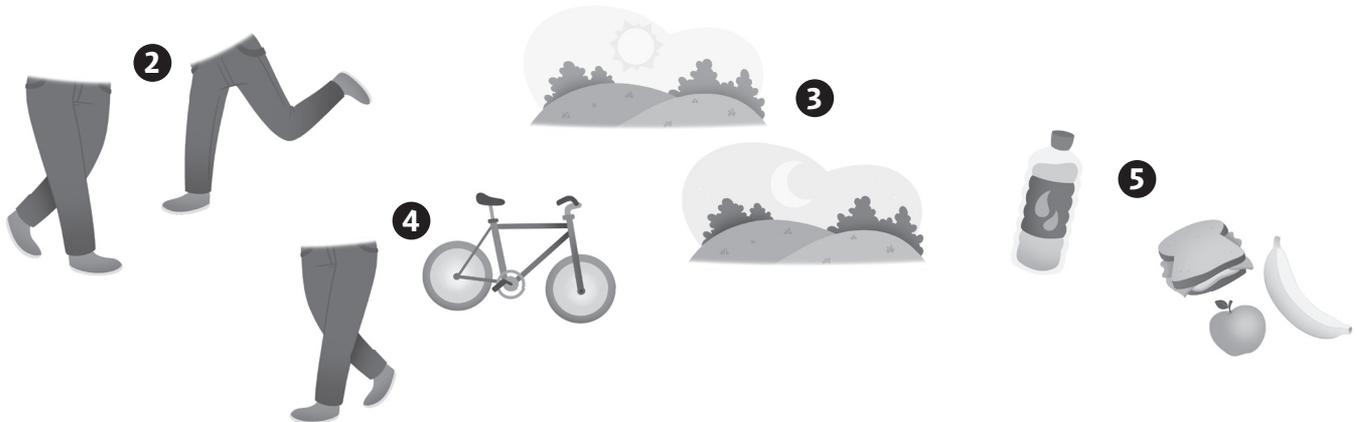
**1 Read and write the job. There are two extra jobs.**

artisan	clerk	engineer	homemaker	mechanic	police officer	shopkeeper
---------	-------	----------	-----------	----------	----------------	------------

- I have a shop and I work there in the morning. \_\_\_\_\_
- I love working in an office. \_\_\_\_\_
- I work a lot, but I don't go out. I clean the house, cook, and wash the clothes. \_\_\_\_\_
- I work in the street. I help people and I protect them. I wear a uniform. \_\_\_\_\_
- I work at home. I make beautiful objects and then I sell them in a park or in a shop. \_\_\_\_\_

**2 Listen and circle the correct picture.**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		GYM			GYM
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	GYM	GYM	GYM	GYM	GYM

**3 Circle.**

Journalist: Welcome to the show!

Carla: My pleasure!

Journalist: Where <sup>1</sup>**did / were** you born?

Carla: In Italy.

Journalist: Oh! Why <sup>2</sup>**you moved / did you move** here?

Carla: Because my dad was <sup>3</sup>**a / an** engineer and he had a job here. He talked to <sup>4</sup>**us / we**, and we moved with <sup>5</sup>**him / her**. I <sup>6</sup>**don't / didn't** like it at first.

Journalist: <sup>7</sup>**How / When** did you come here?

Carla: <sup>8</sup>**By / On** plane. It wasn't fun because I <sup>9</sup>**didn't like / liked** flying. We were very happy when Granny came here. I love <sup>10</sup>**she / her** a lot!

Journalist: Here's another question ...

### 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.

You can ask learners to go over the list of adjectives and musical instruments, and the structures they've seen and write an *R* if they remember what they mean. Reflect on the importance of being honest and on the fact that not knowing is not a shame. If they cheat at this stage, there's little you can do to help them since you won't know they may have difficulties in an area. You can check randomly, e.g. name a musical instrument for learners to mime, say an adjective for learners to name something that can have that characteristic, talk about when or where a person was born for learners to say if it's true or false, or talk about some

instructions using *before / after*, again for learners to say if they're correct, e.g. *Don't wash your hands before you eat.*

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.

To check oral production, learners can take on your role. Depending on the number of learners, you can divide the class into groups and check what they're doing. If they can produce correctly, they can write a *P* next to each of the items.

### Instructions for Exercise 2

- 1 In Salzburg, Austria.
- 2 No, he played the piano, and he was a composer, too.
- 3 He had two sons, Karl and Franz.
- 4 Yes, he was very creative.
- 5 Because my father is a music teacher.

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

**1 Write adjectives for each item. Use the adjectives in the box. There are extra adjectives.**

attractive	adventurous	boring	careful	creative	dangerous
difficult	expensive	flexible	important	intelligent	interesting
	popular	talkative	terrible		

A keyboard: \_\_\_\_\_

A girl: \_\_\_\_\_

Maths: \_\_\_\_\_

**2 Listen and circle the correct question.**

- |  |                                  |
|--|----------------------------------|
| 1 Where was Mozart born?                   | When was Mozart born?            |
| 2 Did he play the violin?                  | What did he play?                |
| 3 Did he have any children?                | How many children did he have?   |
| 4 Was he more creative than other artists? | Were his musical pieces famous?  |
| 5 Why do you know a lot about Mozart?      | When did you study about Mozart? |

**3 Circle.**Simon: Where <sup>1</sup>**were / did** you born?

Vicky: In a small town in the north.

Simon: <sup>2</sup>**Why / How** did you come here?Vicky: <sup>3</sup>**By / On** plane. It's <sup>4</sup>**comfortable / more comfortable** than a bus.

Simon: Do you like it here?

Vicky: Oh, yes, I do. My parents are <sup>5</sup>**adventurous / more adventurous**, and there's a lot to do here. We <sup>6</sup>**usually go / go usually** to the mountains and explore the area. <sup>7</sup>**After / Before** we go, we make sandwiches and buy fruit. That's great. <sup>8</sup>**After / Before** we come back home, we phone Granny and tell <sup>9</sup>**she / her** about our excursion.

Simon: Do you go to the mountains by car?

Vicky: No, it's <sup>10</sup>**expensive / more expensive** than our bikes. And we want to protect our environment.

Simon: True!

**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 one 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.

To assess the new adjectives they've worked on, you can show pictures or make general statements, e.g. *A pig is a clean animal*, for learners to say if they're true or false. You can do the same to assess recognition of the other areas, too.

To assess production, learners can:

- talk about their likes and ambitions.
- make comparisons (about their possessions, their friends and families, etc.).
- talk about consequence.

**Instructions for Exercise 2**

- 1 Linda likes playing the tambourine.
- 2 Mark would like to play the recorder.
- 3 It was rainy, so Carla didn't go out.
- 4 Tom's picture is worse than Vicky's.
- 5 Al is sadder than Ed.

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

**1 Read and tick (✓) or cross (X).**

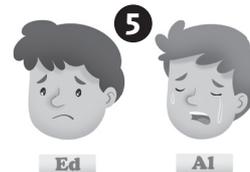
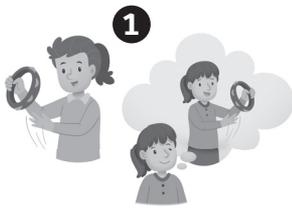
- 1 Zoe is younger than Simon.
- 2 Her trainers are cleaner than his trainers.
- 3 Simon's schoolbag is newer than Zoe's.
- 4 His jeans are longer than her jeans.
- 5 Zoe is happier than Simon.
- 6 Simon is plumper than her.
- 7 Maths is easier for Zoe than for Simon.
- 8 Simon's test is worse than Zoe's.
- 9 His jacket is cheaper than her jacket.
- 10 Her tea is hotter than Simon's.

<input type="checkbox"/>



Zoe

Simon

**2 Listen and circle the correct picture.**

Ed

Al

**3 Circle.**

Will: Mum, look at my Science test. I got a 9.

Emma: Great! It's <sup>1</sup>**good / better** than the test last month.

Will: Yes, I'm very <sup>2</sup>**happy / happier**.

Emma: <sup>3</sup>**Was / Did** Lara's test good?

Will: Yes, <sup>4</sup>**because / so** her mother's very happy. She's a scientist and she <sup>5</sup>**likes doing / would like to do** experiments at her lab. Lara <sup>6</sup>**likes being / would like to be** a scientist too, <sup>7</sup>**so / but** she studies a lot for her Science tests.

Emma: Is her father a scientist, too?

Will: No, he's a musician and he plays <sup>8</sup>**keyboard / the keyboard** in a band. He's very good, <sup>9</sup>**but / so** the drum player is not. He's really <sup>10</sup>**bad / worse**.

Emma: Oh!

Will: Yes, they <sup>11</sup>**like getting / would like to get** another drum player, <sup>12</sup>**so / but** it's difficult.

Emma: Why?

Will: <sup>13</sup>**But / Because** it isn't <sup>14</sup>**easy / dirty** to find a good drum player. The drum set is <sup>15</sup>**bigger / big** than other instruments, <sup>16</sup>**because / so** you need a lot of space in your house.

### Recognition and production

Apart from the opportunities for assessment at the end of the different lessons, there are suggestions here for a more formal instance of assessment which also focuses on self-assessment and awareness raising.

Ask learners to take out their assessment sheet from 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.

To assess places in town, you can name different shops for learners to say the name of a local one, or you can also use cut-outs and play a Repeat if correct game. For production, say what is sold at a shop for learners to say what shop it is.

To work on the recognition of *going to*, show learners either a page from your calendar in which there are drawings or key words, or bring realia, i.e. real objects, e.g. a book, a tennis ball, etc. Tell them about your plans for (the weekend) for them to say if it's correct or not. They can then talk about their own plans.

For recognition of infinitive of purpose, tell them about people's purposes to do different activities for learners to say if they are OK or not, e.g. *I went to the market to read*. For production, they can make true sentences indicating purpose.

Finally, for superlatives, ask learners to answer your questions, e.g. *Who's the most skilful learner here? Who's the most talkative character in the story?* They can then give their own opinions to assess production.

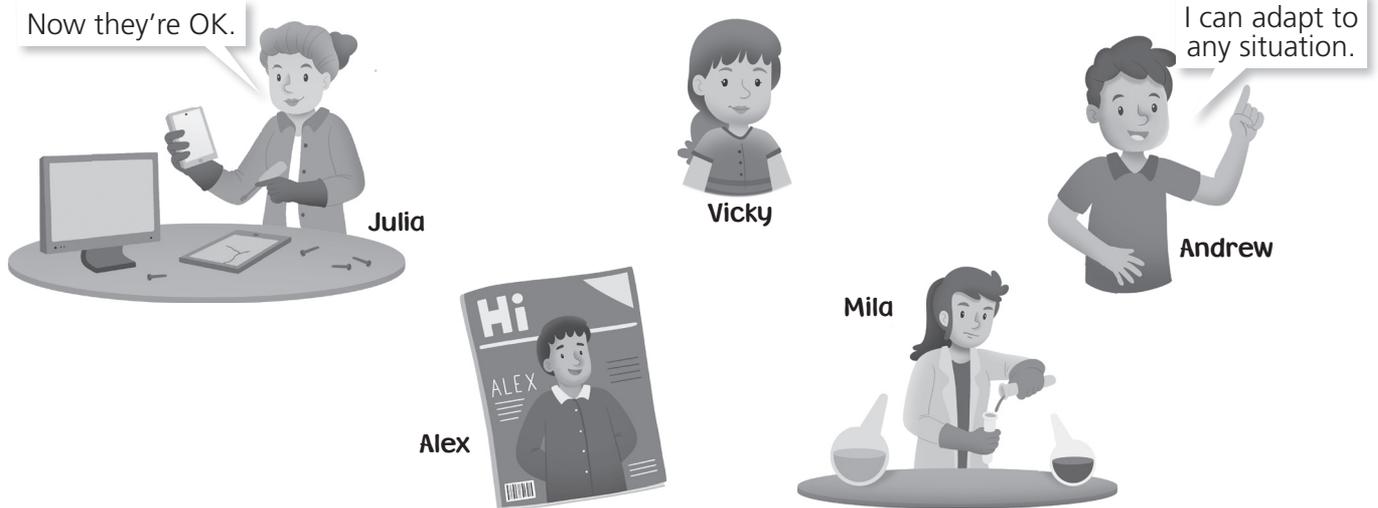
### Instructions for Exercise 2

- 1 To buy a skirt.
- 2 Because I'm going to a party next weekend.
- 3 Sometimes.
- 4 At 5 in the afternoon.
- 5 Opposite the baker's.

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

**1 Read and complete. Use an adjective in the superlative form. There are extra adjectives.**

beautiful   careful   creative   dangerous   famous   flexible   skilful



These are the Saravias' friends.

- 1 Julia is the \_\_\_\_\_ person.
- 2 Vicky is the \_\_\_\_\_ person.
- 3 Andrew is the \_\_\_\_\_ person.
- 4 Alex is the \_\_\_\_\_ person.
- 5 Mila is the \_\_\_\_\_ person.

**2 Listen and circle the correct question.**

- |   |                                       |
|---|---------------------------------------|
| 1 Why are you going to the shopping centre? | How do you go to the shopping centre? |
| 2 What do you need?                         | Why are you going to buy a skirt?     |
| 3 When do you go to parties?                | How often do you go to parties?       |
| 4 What time is the party?                   | Is the party going to start at 6?     |
| 5 Where's the party?                        | Where's the baker's?                  |

**3 Circle.**Brenda: <sup>1</sup>**Why / How** are you going to the supermarket?Justine: <sup>2</sup>**I bought / To buy** food. I <sup>3</sup>**am making / am going to make** a cake for Mum.Brenda: Be <sup>4</sup>**careful / more careful!**Justine: Yes! But cooking is not dangerous. Driving a car is <sup>5</sup>**more / the most** dangerous than cooking.

Brenda: True, but there are knives in the kitchen.

Justine: Brenda, I'm <sup>6</sup>**the most / more** careful person in the world.Brenda: What <sup>7</sup>**do you do / are you going to do** <sup>8</sup>**before / after** you finish the cake?

Justine: I don't know. Why don't we go out?

Brenda: <sup>9</sup>**Because I like it / Great!** I know! Let's go to the <sup>10</sup>**grocer's / baker's** and buy some croissants.

**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.

To assess the lexical area, tell learners they'll have to perform the actions as you say. Use different adverbs of manner. For production, mime an action for learners to say what you're doing and how you're doing it.

To assess superlatives, first work on recognition. Give learners information, which may be true or false, e.g. *Joaquín is the tallest student in this group*. To check production, learners come up with their own statements.

**Instructions for Exercise 2**

Here's the Lynch family. It's a big family: a mother, a father, and four children. They're all very athletic and they like doing sports. Willy is the shortest in the family, but he isn't the youngest. That's Linda. She's taller than Willy. John's very nice; he's the tallest in the family. Emily's not taller than her brother, but she's the slimmest in the family. She's better as an athlete, but the best athletes are the parents, Anna and George, and their aunt Mia.

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

**1 Complete with the correct adverb. Use the adjectives in the box. There are two extra ones.**

angry bad beautiful careful dangerous quick slow



Simon is cooking \_\_\_\_\_.



The snail is walking \_\_\_\_\_.



Ms Mackintosh is working \_\_\_\_\_.



Ivana is dancing \_\_\_\_\_.



Mark is playing \_\_\_\_\_.

**2 Listen and write the name. There's an extra name.**

Anna Mia Linda George Willy Emily John



**3 Circle.**

Mum: How <sup>1</sup>**is / was** school today?

Sophie: Great. It was <sup>2</sup>**best / better** than yesterday.

Mum: Why?

Sophie: <sup>3</sup>**Because we have / To have** a new friend. His name's Juan. He <sup>4</sup>**was born / was from** in Guatemala. He <sup>5</sup>**came / is going to come** here two weeks <sup>6</sup>**next / ago**.

Mum: How interesting! What <sup>7</sup>**does he like / is he like**?

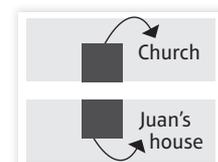
Sophie: He's very nice. He's <sup>8</sup>**taller / tallest** than other students. He's the <sup>9</sup>**younger / youngest**. He likes <sup>10</sup>**doing / do** sports, and he <sup>11</sup>**likes / would like to be** an Olympic athlete. And he sings <sup>12</sup>**good / well**.

Mum: Where does he live?

Sophie: <sup>13</sup>**In front of / Opposite** the church.

Mum: <sup>14</sup>**Is there / Is it** a garden in his house?

Sophie: No, a big living room, his bedroom, and his <sup>15</sup>**parent's / parents'** bedroom.



# Unit Tests Answer Key

## Unit 1

**Ex 1:** 1 adventurous, 2 creative, 3 shy, 4 helpful

**Ex 2:** 1 next to the ruler, 2 in front of the schoolbag, 3 near the ruler, 4 under the schoolbag, 5 behind the schoolbag

**Ex 3:** 1 because, 2 reliable, 3 I have, 4 long, 5 I'm, 6 singing, 7 can't, 8 brother's, 9 There are, 10 There are, 11 There's, 12 next to

## Unit 2

**Ex 1:** 1 shopkeeper, 2 clerk, 3 homemaker, 4 police officer, 5 artisan

**Ex 2:** 1 upper picture, 2 picture on the right, 3 picture on the right, 4 picture on the right, 5 picture on the left

**Ex 3:** 1 were, 2 did you move, 3 an, 4 us, 5 him, 6 didn't, 7 How, 8 By, 9 didn't like, 10 her

## Unit 3

**Ex 1:** 1 expensive, important, popular 2 attractive, adventurous, boring, careful, creative, flexible, intelligent, talkative, terrible 3 difficult, boring, important, interesting

**Ex 2:** 1 Where was Mozart born? 2 Did he play the violin? 3 How many children did he have? 4 Was he more creative than other artists? 5 Why do you know a lot about Mozart?

**Ex 3:** 1 were, 2 How, 3 By, 4 more comfortable, 5 adventurous, 6 usually go, 7 Before, 8 After, 9 her, 10 more expensive

## Unit 4

**Ex 1:** 1✓, 2✓, 3X, 4X, 5X, 6✓, 7✓, 8✓, 9X, 10X

**Ex 2:** 1 girl playing the tambourine, 2 boy with the thought bubble, 3 girl in the living room, 4 Tom's drawing, 5 Al is sadder

**Ex 3:** 1 better, 2 happy, 3 Was, 4 so, 5 likes doing, 6 would like to be, 7 so, 8 the keyboard, 9 but, 10 bad, 11 would like to get, 12 but, 13 Because, 14 easy, 15 bigger, 16 so

## Unit 5

**Ex 1:** 1 most skilful, 2 most beautiful, 3 most flexible, 4 most famous, 5 most careful

**Ex 2:** 1 Why are you going to the shopping centre? 2 Why are you going to buy a skirt? 3 How often do you go to parties? 4 What time is the party? 5 Where's the party?

**Ex 3:** 1 Why, 2 To buy, 3 am going to make, 4 careful, 5 more, 6 the most, 7 are you going to do, 8 after, 9 Great!, 10 baker's

## Unit 6

**Ex 1:** 1 badly, 2 slowly, 3 quickly, 4 beautifully, 5 dangerously

**Ex 2:** Willy, Linda, Emily, John, George, Anna.

**Ex 3:** 1 was, 2 better, 3 Because we have, 4 was born, 5 came, 6 ago, 7 is he like, 8 taller, 9 youngest, 10 doing, 11 would like to be, 12 well, 13 Opposite, 14 Is there, 15 parents'

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, 2, and 3, 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:

- Exercises 7 and 8 (personality adjectives)
- Exercise 14a (descriptions)

And these from Unit 2:

- Exercise 2 (frequency adverbs)

- Exercises 14 and 15 (jobs and professions)

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. prepositions of place, when to use each of the objective pronouns they have learnt (*us, her, etc.*), or how to form the negative form of the past.

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

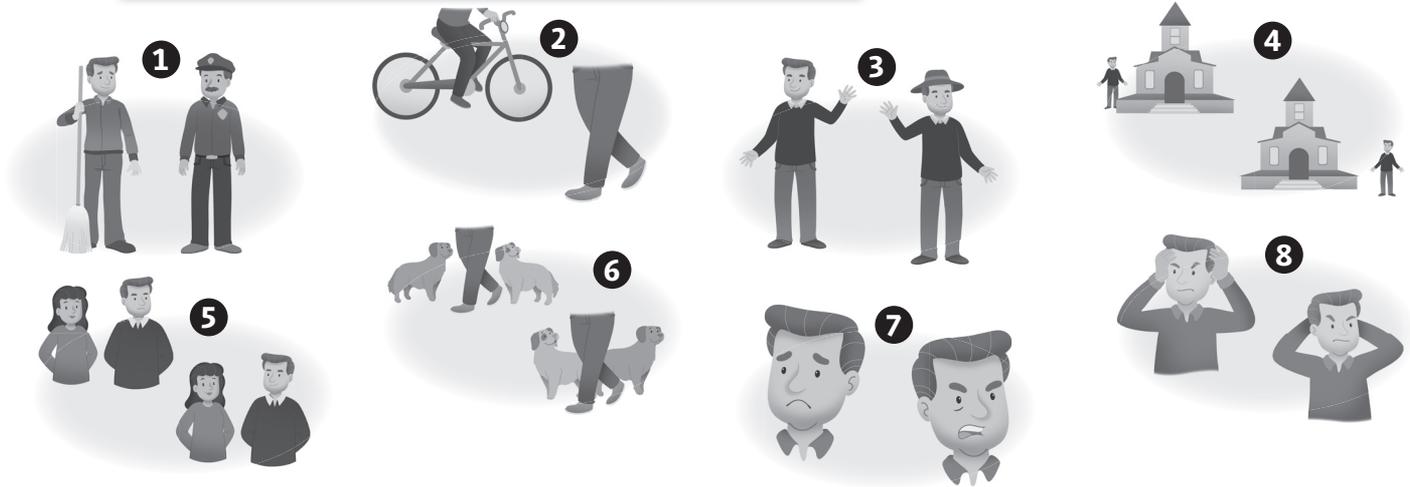
Tests can offer a learning opportunity even after learners have completed them. When handing them back to learners, go over the different items to analyse them with the learners. For every blank to be filled or word / phrase to be circled, elicit why one option is correct while the other is wrong. In 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 circle the correct picture.**

We need information about John Wilson. He's a street cleaner. He has a bike, but he goes to work on foot. He always wears jeans and black clothes. He never wears a hat. Last week, people saw him near the church. Two days ago, a boy saw him in front of the church. Yesterday, a woman talked to him, but he didn't look at her. There were two dogs next to him. He didn't look at them. He wasn't sad, he was very angry. He put his hands behind his head and turned around. Please call 021987.



**1b Read and tick (✓) or cross (X).**

- |  |                          |                                    |                          |
|--|--------------------------|------------------------------------|--------------------------|
| 1 This text is a blog.                       | <input type="checkbox"/> | 5 He can ride a bike.              | <input type="checkbox"/> |
| 2 This text is informative.                  | <input type="checkbox"/> | 6 He likes wearing black clothes.  | <input type="checkbox"/> |
| 3 The name of the journalist is John Wilson. | <input type="checkbox"/> | 7 People didn't see him last week. | <input type="checkbox"/> |
| 4 John Wilson doesn't work.                  | <input type="checkbox"/> | 8 He talked to the woman.          | <input type="checkbox"/> |

**2 Listen and number the correct answers. There's an extra answer.**

- At seven. I was at the supermarket and I saw him.
- Because I'm a chef and I need fresh food.
- By car. I like driving.
- Every day.
- I'm sorry.
- In front of the fountain.
- No, he didn't.
- Yes, he did.
- Yes, I did. He was angry.

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

3 Read, complete the chart, and write.

**DANGEROUS CREATURES**



**Description:** *La Vieja* is short and plump. She has small eyes, but her mouth and nose are big. She has long arms and short legs.

**Routines:** She always talks to young women. She sometimes talks to old men.

**Last week:** She made an apple cake, but she didn't eat it. She took it to the church. She wrote a message on the wall. She went to a park and sat next to a cat. She talked to the cat. The cat didn't look at her.

**LA VIEJA**

*La Vieja*

DESCRIPTION	Short, plump, small eyes, big nose and mouth, long arms, short legs
ROUTINES	Talk to young women: always Talk to old men: sometimes
LAST WEEK	Made apple cake, eat it, take cake to church, write message on the wall, go to a park, sit next to a cat, talk to the cat, cat look at her.

Your character

NAME	
DESCRIPTION	
ROUTINES	
LAST WEEK	

**Description:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Routines:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Last week:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1a Read the CVs and write H (Henry) or Z (Zoe).**

**Do you want to work in the Adult Centre? Upload your CVs.**

Activities at the centre:

- ✓ Talk with people
  - ✓ Cook
  - ✓ Play board games
- ✓ Tell people stories
  - ✓ Help people in the artistic area

**Curriculum Vitae**



**Name:**  
Henry Wilson

**Birth date:**  
2009

**Place of residence:**  
Farmville (2,700 km<sup>2</sup>)

**Education:**  
Farmville School

---

**Skills**

Sports	+++++
Solve problems	+++++
Help others	++++
Arts	+
Social life	++++
Use words	+

---

**Experience**

Family shop (at weekends)  
Sports volunteer (last year)  
Ambition: firefighter

**Curriculum Vitae**



**Name:**  
Zoe Carter

**Birth date:**  
2008

**Place of residence:**  
Jointville (2,800 km<sup>2</sup>)

**Education:**  
Jointville School

---

**Skills**

Sports	+
Solve problems	+++
Help others	+++++
Arts	+++
Social life	+++++
Use words	+++

---

**Experience**

Baker's (last summer)  
Animal centre volunteer (last year)  
Ambition: veterinarian

- |   |  |
|---|--|
| <p>1 This person can play sports. _____</p> <p>2 This person's parents have a shop. _____</p> <p>3 This person didn't work last summer. _____</p> | <p>4 This person is slimmer than the other person. _____</p> <p>5 This person is a better candidate. _____</p> |
|---|--|

**1b Read and tick (✓) or cross (✗).**

- |   |   |
|---|---|
| <p>1 This text is an article. <input type="checkbox"/></p> <p>2 This text is personal. <input type="checkbox"/></p> <p>3 The Adult Centre uploaded the CVs. <input type="checkbox"/></p> <p>4 Henry's older than Zoe. <input type="checkbox"/></p> <p>5 He's more sociable than her. <input type="checkbox"/></p> | <p>6 He's very artistic. <input type="checkbox"/></p> <p>7 His town is bigger than Zoe's. <input type="checkbox"/></p> <p>8 He likes playing sports. <input type="checkbox"/></p> <p>9 Zoe's more talkative than Henry. <input type="checkbox"/></p> <p>10 She'd like to be a homemaker. <input type="checkbox"/></p> |
|---|---|



## VISIT FUN CITY

Come and visit our city and its beautiful places. There's a church on Fun Street next to the supermarket and a baker's opposite the church. The greengrocer's is near the bookshop, on Sun Street. And opposite the bookshop is our Town Hall, the tallest building in the city. You can buy food in all the shops, so don't bring your own food.

At lunch time, enjoy a picnic near the river. After lunch, why don't you take a splash into the river? It's not cold! You don't like swimming? Ride our horses or your bike. There's a big area for skating, but remember, be careful!

Before you go home, go to the park near Town Hall. There are bands that play nice music. Dance, sing, and have a good time!

Here are some of our visitors' comments.

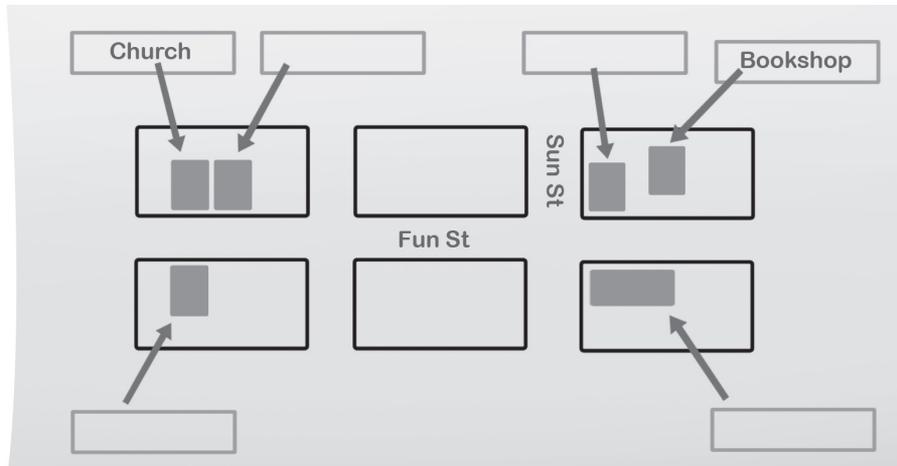
**Martin:** My family and I had a great time. The supermarket in Fun City is cheaper than the supermarket next to our house, so we didn't bring any food. We bought everything in Fun City. The picnic area was more crowded than the shops, but it was OK. The bands were great, we sang and danced! Don't miss it! I'm going to invite my friends. They're going to have the best time of their lives!

**Julia:** I went there two months ago with my grandparents, and it was fantastic. We swam in the river and then rode a horse. Well, I did, my grandparents didn't. Next weekend, we're going to drive there again.

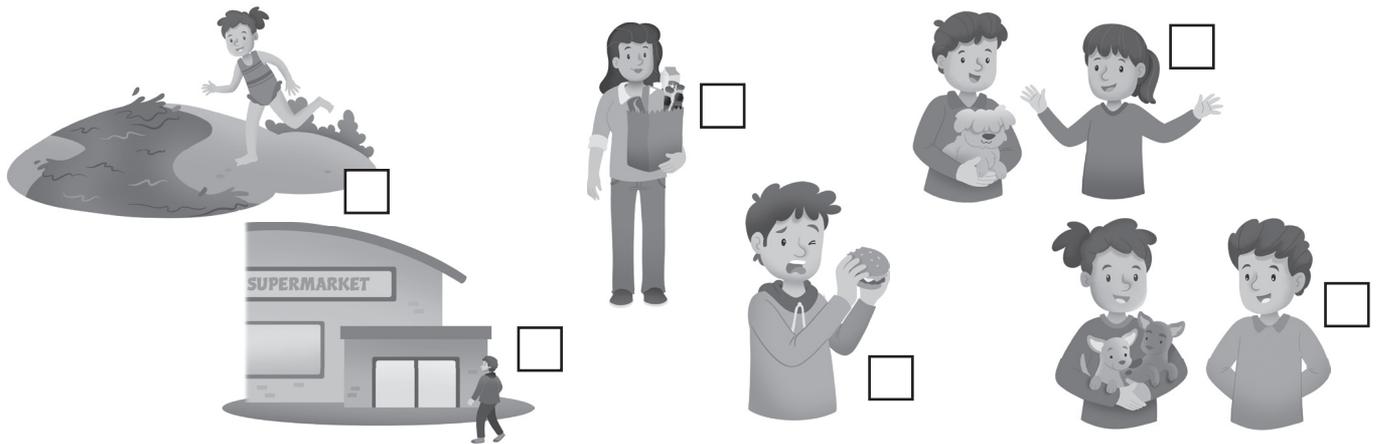
### 1a Read and tick (✓) or cross (✗).

- |  |                          |
|--|--------------------------|
| 1 This text is an article.   | <input type="checkbox"/> |
| 2 The church is opposite the baker's.  | <input type="checkbox"/> |
| 3 Some buildings in Fun City are taller than Town Hall.                                      | <input type="checkbox"/> |
| 4 You can't swim in the river.   | <input type="checkbox"/> |
| 5 You can skate.   | <input type="checkbox"/> |
| 6 The bands play music before lunch.   | <input type="checkbox"/> |
| 7 The supermarket next to Martin's house is more expensive than the supermarket in Fun City. | <input type="checkbox"/> |
| 8 Martin's mum cooked before she went to Fun City.   | <input type="checkbox"/> |
| 9 The shops were more crowded than the picnic area.  | <input type="checkbox"/> |
| 10 Julia's grandparents rode a horse.  | <input type="checkbox"/> |
| 11 Julia had a great time there.   | <input type="checkbox"/> |
| 12 She's going to visit Fun City next weekend.   | <input type="checkbox"/> |

**1b** Read and complete the map.



**2** Listen and number the pictures. There's an extra picture.



**3** Read, complete your notes, and write a comment.

Martin's notes:

Prices at the supermarket: our supermarket more expensive

Activities: food at the supermarket, lunch in picnic area, sing and dance

Plans: invite friends, have a great time

My notes:

Prices at the shops: \_\_\_\_\_

Activities: \_\_\_\_\_

Plans: \_\_\_\_\_

Now, write a comment.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Progress Tests Answer Key

## Progress Test 1

**Ex 1a:** 1 street cleaner, 2 man walking, 3 man without a hat, 4 man near the church, 5 man not looking at the woman, 6 dogs next to the man, 7 angry man, 8 man with his hands behind his head

**Ex 1b:** 1X, 2✓, 3X, 4X, 5✓, 6✓, 7X, 8X

**Ex 2:** 1 Yes, I did. He was angry. 2 In front of the fountain. 3 At seven. I was at the supermarket and I saw him. 4 By car. I like driving. 5 Every day. 6 Because I'm a chef and I need fresh food. 7 Yes, he did. 8 I'm sorry.

### Instructions for Exercise 2

Did you see John Wilson last week? 1  
Where did you see him? 2  
What time did you see him? 3  
How did you go to the supermarket? 4  
How often do you go to the supermarket? 5  
Every day? Why? 6  
Ah! Did he talk to you? 7  
What did he say? 8

**Ex 3:** Learners' own production

## Progress Test 2

**Ex 1a:** 1 H, 2 H, 3 H, 4 Z, 5 Z

**Ex 1b:** 1X, 2X, 3X, 4X, 5X, 6X, 7X, 8✓, 9✓, 10X

**Ex 2:** 1 An ambition, 2 A consequence, 3 A reason, 4 A comparison, 5 An invitation

### Instructions for Exercise 2

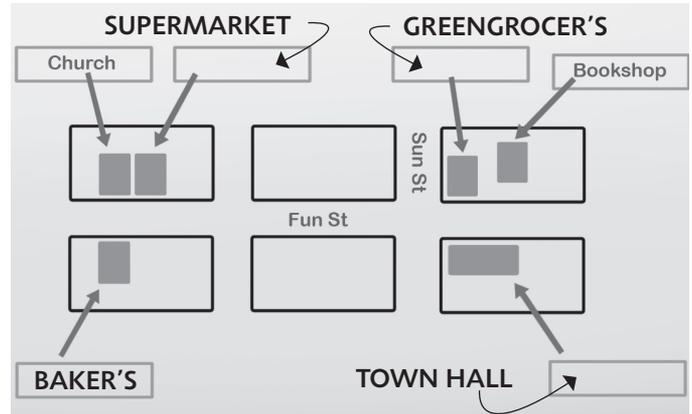
1 You are very skilful!  
Yes, I'd like to become a mechanic. Not just for cars, but for machines and computers.  
2 John wasn't at school yesterday.  
Yes, it was very cold, so he stayed at home.  
3 Alice isn't a good student.  
Yes, she doesn't study or do her homework. That's why.  
4 Is Eric a good doctor?  
Yes, he's better than Dr Wilson. I like him a lot.  
5 Can you walk on your hands?  
Yes, and I can skate, ski, and play sports. Would you like to come to the club with me?

**Ex 3:** Learners' own production

## Progress Test 3

**Ex 1a:** 1X, 2✓, 3X, 4X, 5✓, 6X, 7✓, 8X, 9X, 10X, 11✓, 12✓

**Ex 1b:**

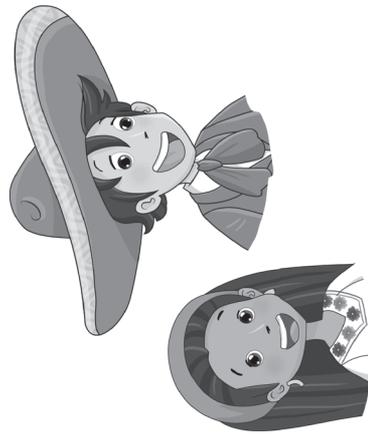


**Ex 2:** 1 woman carrying the shopping, 2 man walking to the supermarket, 3 girl in the bathing suit, 4 girl with the two dogs, 5 boy who doesn't like the hamburger

### Instructions for Exercise 2

1 I bought some food at the supermarket.  
2 I'm going to the supermarket to buy some food.  
3 I'm going to swim.  
4 What are your dogs' names?  
5 This is the worst hamburger in the world.

**Ex 3:** Learners' own production



**Our Show!** Cryptids



Come to school on \_\_\_\_\_ at \_\_\_\_\_.

Great fun for all!

\_\_\_\_\_

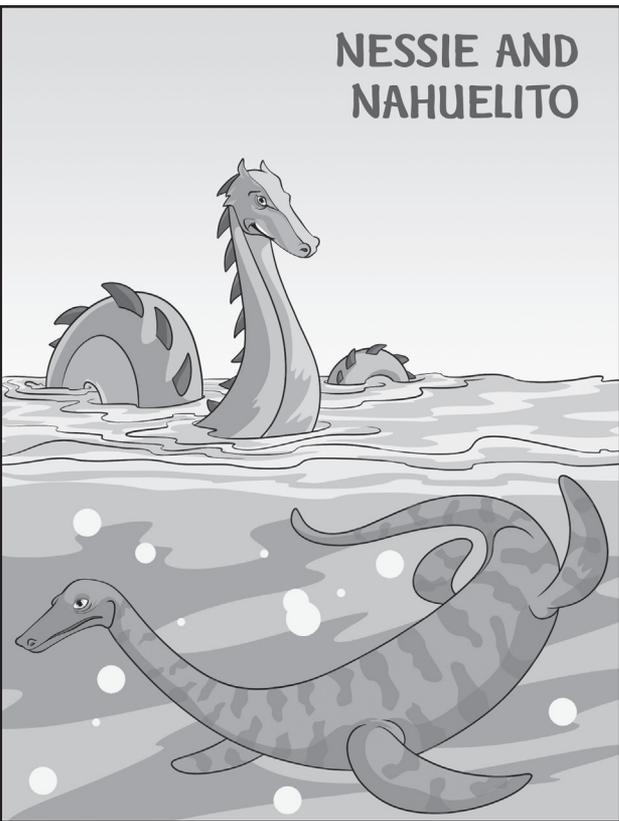
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**SASQUATCH**



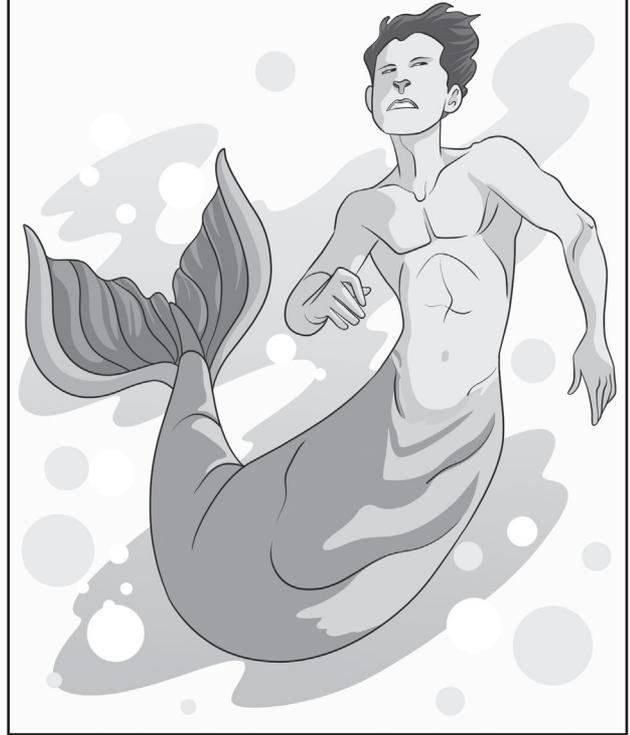
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AND AMARÚ



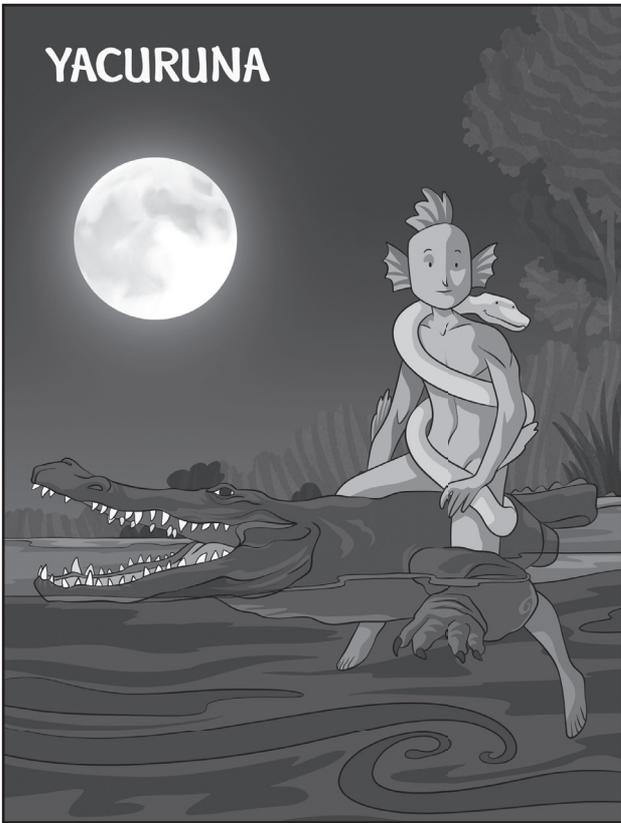
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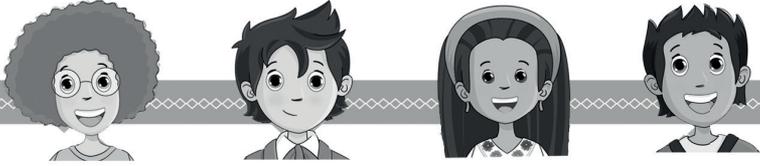
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The most interesting book:

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The easiest exercise:

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The most interesting character:

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The happiest moments:

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**MY FANTASTICAL CREATURE**

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THIS CERTIFIES THAT

HAS COMPLETED

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DATE \_\_\_\_\_

Corradi, María Leonor  
Our Stories 4 Teacher's Book / María Leonor Corradi;  
Sarah Hillyard.  
1a ed. - Ciudad Autónoma de Buenos Aires: Pearson  
Education, 2021.  
160 p.; 28 x 22 cm.

ISBN 978-987-615-593-9

1. Inglés. 2. Guías del Docente. I. Hillyard, Sarah. II.  
Título.  
CDD 371.1

### **Pearson Education S.A.**

Av. Corrientes 1386 piso 9° oficina 9  
C1043ABN Ciudad Autónoma de Buenos Aires, Argentina.

www.pearsonelt.com.ar

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Queda hecho el depósito que dispone la ley 11.723  
Printed in Argentina by Gráfica Offset 11/2021

ISBN: 978-987-615-593-9 Teacher's Book

This edition published by  
Pearson Education S.A. 2021

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