



STORYLINE


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Teacher's Companion

Pearson

PEARSON

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	UNIT	VOCABULARY	GRAMMAR
	HELLO!	Names of characters City vocabulary: <i>church, avenue, street, building, shopping centre</i>	<i>from + city</i> Personal information Likes and dislikes
1	CLASSROOMS, LABS AND... TUNNELS!	School facilities: <i>classroom, library, auditorium</i> <i>travel</i> <i>shower</i> <i>tunnel</i>	Plural genitive <i>after / before</i> <i>by + transport / on foot</i> <i>How...?</i> <i>us</i>
	Spooky!	Integration through a story	
2	PEOPLE HID INSIDE THE TUNNELS!	<i>hid, brought</i> <i>bats, candles, illegal products, pirates, prisoners, rats, torches</i> Personality adjectives: <i>timid, serene, active, passive, dynamic, brave</i> <i>curly, straight, wavy hair</i>	Imperative (affirmative and negative) <i>When was/were... born?</i> <i>... was/were born...</i> <i>What... look like? vs What... like?</i>
	What was that noise?	Integration through a story	
3	OLDER THAN THE OLD UNDERGROUND	<i>play + musical instrument (piano, guitar, violin, recorder or flute, keyboard, drums, bandoneon, trumpet)</i> <i>flat</i> <i>found</i>	Comparatives (long and short adjectives) Superlatives (long and short adjectives) <i>him/her</i>
	Is that a gold coin?	Integration through a story	
4	DON'T RUN ON THE PLATFORM	<i>get on, get off</i> <i>first, second, third</i>	<i>always, never, usually, sometimes</i> Past continuous <i>when clauses</i>
	The train never stops for them	Integration through a story	
Storyline Mag		Integration and Consolidation	
5	WE'RE GOING TO EXPLORE THE TUNNELS!	Clothes: <i>track suit, sandals, helmet, sweatshirt, tank top, flip-flops, swimsuit, trunks</i> <i>skate, roller-skate</i> Seasons: <i>summer, autumn, winter, spring</i>	<i>How often</i> <i>going to (future)</i> Frequency expressions: <i>(once) a (week)</i>
	A strange smell	Integration through a story	
6	THE BEST FAMILY DAY!	<i>stands, fountain</i> <i>better, best, worse, worst</i>	<i>To be + frequency</i> <i>on the left/right</i> Prepositions: <i>near, opposite, in front of, next to, on, at (table, desk)</i>
	Voices in the tunnels	Integration through a story	
7	SAME SCHOOL, DIFFERENT TIME	<i>the same, different</i> House chores: <i>cook, clean, wash, iron, wash the dishes</i> Professions: <i>lawyer, engineer, biologist, analyst, economist, accountant, psychologist</i>	<i>I'd like to</i> <i>while</i> <i>so</i>
	Are you ghosts?	Integration through a story	
8	THERE WAS A PARTY AT SCHOOL	Past forms	<i>There was/were</i> Infinitive of purpose, <i>Why?</i> <i>going to be</i>
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RECOGNITION	COMMUNICATION	INTEGRATION	
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STORYLINE

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

The rationale underlying the series

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

1. Focus on meaning

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

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

2. Focus on learning

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

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

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

3. Focus on education

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

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

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

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

4. Focus on stories

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

THE PUPIL'S BOOK

There are **eight main units in *Storyline 4***, each one functioning as a self contained 'chapter' within the plot line of the text.

Every unit consists of four lessons:

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

THE TEACHER'S COMPANION

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

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

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

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

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

FROM THE COURSEBOOK TO THE LEARNERS

In this section, teachers will find information about the objectives of each of the sections in *Storyline 4*. It includes a *How to go about* section with suggested procedures for the Pupil's Book activities. The suggestions in this section apply to all the units in the book and, therefore, are not repeated in the individual lesson plans. Teachers are advised to refer back to this section when necessary.

a. Routines

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

How to go about the routine

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

Units 1 and 2

Personal presentation including name, age, likes and dislikes:

My favourite subject is Maths.

Physical description and personality: **What is... like? She's/He's timid / active / passive / dynamic / brave. And what does... look like? She's / He's tall and has curly / straight / wavy hair.**

Units 3 and 4

Routines and frequency: **I always / never / usually / sometimes come to school by bus / train / car / on foot.**

Comparisons: **Maths is easier / more difficult than Social Studies.**

Units 5 and 6

Plans / intentions: **What are you going to do tomorrow? Are you going to...?**

Position: **Where is the stand / fountain? It's near / opposite / on the left of the tree.**

Units 7 and 8

House chores: **I'm going to wash the dishes / make the beds.**

Suggestions: **Why don't we go to the cinema?**

b. The story sections: Read. Then, listen.

The **dialogues** in *Storyline 4* **present the linguistic and communicative teaching points of the unit** through characters that learners can easily identify with. *Storyline 4* contains a fully-fledged story in dialogue and narrative form.

In this story, its setting, the city, is centre stage. The reasons for such a choice are twofold: on the one hand, more than half of the world's population is urban; on the other, nowhere is the presence of the past so tangible as in a city's architecture and built environment. And it is their old school building and its tunnels that will fascinate the three major characters of the story. Thanks to **Miss Wilson**, a middle-aged teacher who wants her students to take pride in the history of their school, **Kira, Etsuko** and **Mike**, three twelve-year-old students, will discover that the colonial past is brimming beneath its surface. She will trigger their wish to explore the tunnels and other historical sites.

Other adults in the story will do so as well. Mike's mother, an architect, who lives in the cupola of an old building, will show them the oldest underground line in the city, and a Spanish galleon which is being dug out from a construction site. Mike's father will further whet the children's appetite for exploring the tunnels by telling them what he knows about them as a former student of the school. Soon the three children will form a band, 'The City Miners', and start drawing up a secret plan to explore the school tunnels.

As in all urban centres, the population of the children's city is of mixed origin. Etsuko, being of Japanese descent, will enrich the plans of the band with her ingenious contributions. Along the story, the children will learn to respect and value their friends' point of view and the advantages of group work. Moreover, it will be thanks to their joined efforts that they will finally manage to explore the tunnels, where they will come across two boys their age, Bruno and Martin, who are doing likewise. However, they are not contemporary with Kira, Etsuko and Mike. They belong to a world supposedly over: they are attending the children's school but a hundred years before! Their encounter will increase the five children's knowledge of the different historical periods they belong to, but it will also teach them about what remains unchanged: the human heart.

How to go about the stories

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

- › If you prefer reading the story aloud, practise reading it beforehand with expression and enthusiasm. You can also try making each character sound different. Read at a leisurely pace: children need time to take in what they see and hear.
- › Whet the children's appetite for the story by including it in the daily plan. Stick to a routine before starting with the story: sit on your desk if the school permits it, or just write 'Story time' on the blackboard.

- › Engage Ss into the topic of the story by chatting with them about some anecdote or experience (either yours or theirs) related to the story. The more links you can establish between the world of the story and the children's world, the better. As the purpose of this stage is to motivate learners and to activate their schemata, teachers can resort to their mother tongue. You will find possible lead-ins for the different stories in the lesson notes of each unit of the book.
- › Ask relevant questions aimed at predicting what is going on in the illustration of the story. Avoid 'language practice' questions, e.g. **What's this?** to practise vocabulary if it is not relevant to the development of the story. In every story, there are suggestions on how to elicit predictions and inferences from learners.
- › Have Ss read the story first to check their predictions.
- › Invite them to read and listen to the story a second time. Remember to give them a second task for the activity to be meaningful.

c. Activities

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

How to go about listening activities

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

How to go about speaking activities

- › Check Ss understand what they have to do.
- › Have a few dry runs.
- › It may be advisable to go over the vocabulary that Ss need to use, especially if it was not used in the previous activity or if you start the lesson with a speaking activity. This will reduce the number of questions Ss may come up with while they are working.
- › All the activities can be done in different ways, as outlined below.
 - In pairs.
 - In small groups.
 - Dividing the class into two big groups.
 - With the whole class being one member of the pair and you the other.
- › If Ss have worked in pairs or small groups, ask one or two pairs to show what they have done to give closure to the activity.

- › Work on some speaking rules:
 - Be silent while somebody else is speaking.
 - Do not correct another student if he or she makes a mistake.
 - Wait for your turn.
 - Raise your hand to participate.
 - Remain at your desk/at your spot.

How to go about games

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

How to go about acting out activities

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

How to go about reading

Since reading is an interactive process -interaction between the ideas and language of the writer and ideas and language of the reader- which involves the construction of meaning as from a text and its paratext, it should be approached bearing this in mind.

- › Ss should be helped to see a text as a whole, following a genre, fulfilling a purpose -argumentative, informative and others- using a register -formal, neutral, informal- and meant for a general or specific audience. Becoming aware of these features helps Ss understand any text better or more deeply.
- › Before asking Ss to read a text, ask them to have a look at its graphic layout and its paratext -photos, titles, graphs- and elicit from Ss what type of text it is, what it may be about, the type of information they may find in it. Ss will create predictions by doing so, which they can then check by reading the text a first time. This first reading is quite quick for its purpose is to check general ideas, to get the gist of the text.

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

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

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

How to go about writing

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

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

WB

How to go about Workbook activities

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

How to go about songs, poems and tongue twisters

Songs

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

Poems

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

Tongue twisters

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


d. Pronunciation and intonation

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


How to go about *pronunciation and intonation*

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

e. Evaluation

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

f. Language awareness and *Let Me Think* section

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

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

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

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

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

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

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

g. Building learner autonomy

How to go about *the level of challenge*

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

How to go about *the use of resources*

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

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

How to go about *self-checking*

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

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

How to go about the management of time

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

OUR POSTER

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

END-OF-YEAR PLAY

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

DEVELOPING COGNITIVE, SOCIAL AND INTERCULTURAL AWARENESS

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

Cognitive awareness

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

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

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

Social awareness

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

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

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

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

Intercultural awareness

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

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

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

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

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

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

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

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

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

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

Listening

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

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

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

Reading

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

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

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

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

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

Speaking

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

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

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

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

Writing

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

Ss are invited to write texts such as blogs or diary entries, emails, fact files and short narratives, among other examples. In order to do this, they need to be exposed to several samples which they can use as models. Ss are asked to reflect, guided by the teacher, on the characteristics as well as the purposes of the texts. They can now think about the audience, the topic and the purpose of writing. The teacher can ask children to write

a plan or guide together with him/her. This plan can take on different forms: it can be a chart, a fact file, a list of ideas, and even a storyboard organiser. Ss will be invited to write a first draft which they will submit to the teacher and a few peers to get feedback. Using this feedback, they will write a second or the final draft, most probably depending on the type of improvements and corrections that need to be incorporated.

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

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

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

Language awareness

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

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

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

Intra-language

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

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

Inter-language

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

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

Intercultural awareness

As to intercultural reflection, opportunities stem from the context, from the situations and illustrations. It is the teacher's choice to decide which aspects of intercultural awareness he/she will focus on. In *Storyline 4*, intercultural awareness revolves around the concepts of politeness, diversity and differences, traditions and the notion of foreignness. The purpose behind the situations and the illustrations is twofold: for young learners to become acquainted with other realities, with other ways to organize the world around them, and to become aware of their own reality and to value it. This will help them develop a sense of belonging in the different cultures they are immersed in. Ideas are presented below that can be starting points to work on these concepts.

In the Introductory Unit, teachers can focus on what information we tend to include when we introduce ourselves, information that may vary depending on culture. For instance, Mike does not say anything about his name, which is actually a nickname, whereas Etsuko makes it a point that it is a regular name in Japan. The topic of gender can also crop up in relation to how names can sometimes define or not one person's gender, for example Etsuko; and discuss whether that is important or not nowadays.

In Unit 1, diversity can be discussed as from the actual choice of the characters, their background and families. The text about Japanese culture can be the springboard for children to discuss what information they would include in a text about their own cultures. Most probably, they will conclude that there is a mainstream Argentine culture which all Argentines share, and that there are different local, regional, family cultures as well. Two cities, Antigua and Troy, can also help children become aware of how we can see traces of the past and our cultures in all our cities.

In Unit 2, we see the children exploring the tunnels. The topic of pirates and smuggling can crop up, which can provide a good opportunity for intercultural awareness. Who are today's pirates? At the end of the chapter, the children are afraid. Though some fears may be common to all cultures, many are culture dependent.

Unit 3 presents several topics that can raise cultural awareness: life in a city and in the suburbs, towers which have become icons of cities or countries. Children can reflect on elements which are typical of a city and find out to what degree they are a true reflection of life in the city.

Unit 4 focuses on adventure. What can constitute an adventure in a city, in a small town or in a rural area? What can each child consider an adventure? How can a person's everyday activity can be somebody else's unique experience? Towards the end of the unit, urban legends are presented, which provide a good opportunity for intercultural awareness. Why are these legends urban and not rural? What is the equivalent of an urban legend in a rural area?

In Unit 5, items of clothing and accessories can be a good source for intercultural awareness: which clothes are typically feminine or masculine? Has this been always so? We also see children planning an adventure. Is this adventure something our learners consider brave and adventurous? What about their parents and grandparents? What adventures did they have or organize at school? This is also a good opportunity to value the elders' opinion. Another topic for discussion is city parks and how to make good use of them, how to take care of them and protect them.

In Unit 6, two topics can promote intercultural awareness: Family Day and meeting others. Children can discuss different ways to celebrate Family Day at schools. Again, adults at school and at home can be consulted to find out about family celebrations in their time. As to the topic of meeting others, we see that the children in the story engage in conversation straight ahead, which may be an alien attitude in some cultures.



In Unit 7, we learn about life about 100 years ago. This provides a good opportunity to find similarities, which is what unites people rather than focusing on differences. We also learn about the role of women in the past, an excellent intercultural topic. Children can ask their grandparents

what life was like when they were young, for the children to talk about what they have been told. Another option is to have children bring photos of places, streets, cars, etc their grandparents may give them, which show what life was like in the past. We also learn about the role of women in the past, an excellent intercultural topic. Children can be asked to find out about women's role in their families fifty years ago and compare it to their mother's or other female relatives'.

Finally, in Unit 8, we see the Family Day festival 100 years ago, which gives us another peep into life in the past. Children can be asked to find out which were the major school celebrations when their parents and grandparents went to school and compare them to theirs. Regarding schools, the unit refers to all-boys' or girls' schools, which rarely exist today, versus co-educational schools. Children can be asked to discuss the pros and cons of each system.

How to go about the posters

Both posters in *Storyline 4* can be written on with a board marker, and erased afterwards. In order to protect them, and to leave them on one of the walls in the classroom, you can do the following:

- Paste it on a sheet of cardboard.
- Stick it to a plastic hanger,  or to the plastic hanger of a shopping bag as shown in the image. In either case, this will be useful since you can hang the poster anywhere in the classroom. You can hang it on the board for the routine stage, and then leave it at the back or on a wall.
- You can also laminate it by applying three or four coats of equal parts of glue mixed with water. The glue to be used has to have a transparent finish. You must let the poster dry before you apply a new coat. It is advisable to use a wall painting brush as shown in the illustration. 

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

- You can appoint poster helpers, who will be in charge of placing it on the board when you use it, and then putting it back where it is kept. You can use the helper badges downloadable from <http://storyline.pearsonelt.com.ar>
- You can make flashcards with icons, illustrations or words to include other elements. These flashcards can be laminated as explained before or using any other laminating procedure. To stick them on the poster, you can use either a flexible adhesive substance (such as Blue Tack © or UhuTac ©) or masking tape, which sticks fine and is easy to remove.
- You can work with the poster on the board while the children dictate to you what they want to write. You can also appoint different children to come to the front and work with the posters. The Eric's Life poster can be photocopied (see page 100) or downloaded from <http://storyline.pearsonelt.com.ar> and printed. Children can work in groups completing their own posters, and after some time, they can work in pairs or individually. There is also the possibility of downloading a bigger version of the poster. Students can use this version when they work in groups. If children work in groups, they can also use a sheet of poster paper and make a classroom display of their productions.

Eric's Life poster (TC page 100)

The purpose of this poster is threefold. Firstly, as children revise and learn new language, they can complete the different nodes of information. Secondly, they can use the poster and its information as a model to create their own profiles. Thirdly, they can work on different writing strategies: writing notes with key information, organizing the information according to different criteria, e.g. from more to less general, and transforming one text – the notes – into a more complex text – a narrative, a report, a blog entry, among other examples.

You can carry out some or all of these activities:

- Once you choose one of the topics, you can elicit from learners words/phrases associated with it. This will help students when they create the more complex text as they are a source of ideas.
- You can ask children what questions they would ask which are related to one area, e.g. hometown, physical description.
- You can ask children to write the pages in the book at which they can find information for the different topics, e.g. vocabulary to describe a person's hometown, pages 4 and 5.
- As different topics are completed, you can have a memory game. First learners read the information for one minute, and then, after you turn the poster upside down, you can ask questions about Eric's life.
- You can also have a True/False activity as well. After some time, you can invite children to get into groups and write questions or True/False statements for the other groups.

It is advisable to work on the construction of the first text together with the children. Again, this can be done in different ways. Learners can dictate the text to you, or they can work in groups to create a first draft. Once this first draft is ready, it should be read by the teacher and by another group, so that feedback can be provided. It is very important that this feedback should be about meaning and form – which includes structures and the characteristics of a text type.

Ground Rules poster (TC page 100)

This poster can be completed after learners do Unit 2, or when classes begin.

More ground rules can be included as the teacher deems necessary. It is important to refer to these ground rules when there is need to do so. Children can have their own personalized rules. For instance, some learners tend to forget one rule more often than others so it is advisable for these learners to have this rule on their desks, or somewhere where it can be easily seen.

Planificación anual

UNIDAD	LENGUAJE			APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN			
1 Hello	Nombres de los personajes. Vocabulario de la ciudad. Verbos: <i>have a shower / travel</i> . Medios de transporte. Espacios y salones de una escuela Actividades de reconocimiento basadas en la escucha y en la lectura y de producción guiada.	Caso genitivo con sustantivos en plural. <i>after/ before</i> . <i>by + medio de transporte</i> . <i>How...? us</i> Revisión del presente simple y presente continuo del indicativo. <i>There is/ are</i> . Preposiciones de tiempo: <i>in, on, at</i> .	Saludos y presentaciones. <i>Can I/we...? What fun!</i>	Interpretar las consignas. Identificar convenciones de escritura. Controlar que se tenga el material adecuado. Resolver problemas. Tipos textuales: diálogo, artículo, blog, ficha, folleto. El uso de una guía para organizar la escritura de un texto. El uso de iconos y símbolos.	El lugar donde uno vive como propio. El valor de la historia. La diversidad. Tradiciones y culturas. Seguimiento de consignas y órdenes. Actitud de aprendizaje frente al juego: saber ganar y perder. La colaboración y la cooperación. El valor de la tarea. Cumplimiento con la tarea y las consignas. Tradiciones y culturas.	Diferencias fonológicas entre el inglés y el español. Comparación entre la pronunciación en español y en inglés de palabras de origen latino. Tiempos verbales: significado, uso y forma. Las formas <i>there is</i> y <i>there are</i> , significado, uso y estructura. Preposiciones: comparación con el español. El uso de fichas para registrar y organizar información. Análisis de tipos textuales y sus características.
2	<i>hid, brought, bats, candles, illegal products, pirates, prisoners, rats, torches</i> . Adjetivos descriptivos de personalidad. <i>curly, straight, wavy</i> . Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	El imperativo, afirmativo y negativo. Preguntas con <i>when</i> . <i>was/were born</i> . <i>What look like vs what like</i> . Revisión del pasado simple, preguntas y preposiciones de tiempo.	<i>Watch out! slowly, quickly Shame! What's the matter?</i> Revisión e integración de lo conocido. <i>around (approximately)</i> Presentaciones personales incluyendo descripción física y personalidad.	Generar juegos en grupos. Reconocer pistas en las oraciones para identificar el sentido. Reconocer tipos textuales y sus características. El formato FAQs. El uso de una guía para organizar la escritura de un texto.	El respeto por tiempos diferentes. Actitud de aprendizaje frente al error propio y ajeno. La importancia de aceptar indicaciones y reglas. Aceptación de la diversidad. Respeto por diferentes actitudes frente a situaciones difíciles. Respeto por las diferencias. El pasado y su relación con el presente. Personas que ayudaron a cambiar el mundo. El concepto de héroes.	Diferencias fonológicas entre el inglés y el español. Diferencia entre personalidad y descripción física: comparación con el español. La construcción <i>was/ were born</i> : comparación con el español. La forma imperativa en negativo.
3	<i>play the + instrumento musical flat, found</i> Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	Comparativos y superlativos: adjetivos cortos y largos. Pronombres objetivos: <i>him/her</i> .	Revisión e integración de lo conocido. Presentaciones personales incluyendo rutinas y modos de ir al colegio. <i>pigeon, sparrow</i>	Identificar pistas en la escucha y en la lectura. Reconocer las pistas para encontrar información. El uso de una red para organizar la escritura de un texto. Encuestas. Reseñas. El diario personal. La agenda semanal. Leyendas urbanas.	El valor de lo histórico. El patrimonio nacional. La identidad. La expresión artística. La importancia de organizar la vida diaria. El valor del ocio y la recreación. La preservación del ambiente y del patrimonio cultural.	Diferencias fonológicas entre el inglés y el español. Diferencia de pronunciación en inglés y en español de palabras de origen latino. La estructura de la comparación: comparación con el español. La posición de los pronombres en la oración.
4	<i>get on, get off</i> . Números ordinales. Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	Adverbios de frecuencia: <i>always, never, usually, sometimes</i> . El pasado continuo del modo indicativo. Proposiciones subordinadas adverbiales con <i>when</i> .	Revisión e integración de lo conocido. Presentaciones personales incluyendo comparaciones con otras personas. <i>Escalator</i>	Identificar pistas para encontrar respuestas. Tipos textuales: la agenda. El uso de símbolos e iconos. Interpretación de gráficos. Organización de la información en redes.	Aceptación de indicaciones y reglas. El cuidado del medio ambiente. Patrimonios culturales y nacionales. El espacio público, uso y respeto. El valor de la planificación. Formas de integración. La responsabilidad ante tareas asignadas. El juego como forma de integración y aprendizaje.	Diferencias fonológicas entre el inglés y el español. La ubicación de los adverbios de frecuencia en la oración. El pasado continuo: significado, uso y estructura.

UNIDAD	LENGUAJE				APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	COMUNICACIÓN	RECONOCIMIENTO			
5	La ropa. Las estaciones. Actividades: <i>skate, roller-skate</i> . Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	<i>How often</i> El futuro con <i>going to</i> . Expresiones de frecuencia.	Revisión e integración. <i>That's a great idea!</i> <i>Cool!</i>	Revisión e integración de lo conocido. Presentaciones personales. <i>TV channel</i> <i>There's nothing ... a strange smell ... smoke</i>	Buscar pistas para resolver problemas. Tipos textuales: recetas de cocina, árbol genealógico, artículos. El uso de una grilla para organizar la escritura de un texto.	Respeto por los gustos y preferencias de los otros. Celebraciones familiares tradicionales. Formas de integración familiar. Conciencia ecológica. La colaboración y la cooperación.	Diferencias fonológicas entre el inglés y el español. El futuro con <i>going to</i> : significado, uso y estructura. La entonación en preguntas.
6	<i>stands, fountain better, best, worse, worst</i> Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	Adverbios de frecuencia con el verbo <i>to be</i> . Revisión del genitivo plural. Preposiciones de lugar: <i>on the left/right, near, opposite, in front of, next to, on at (table, desk)</i>	<i>probably (Rats) aren't fun. That's impossible!</i>	Revisión e integración de lo conocido. Presentaciones incluyendo rutinas y su frecuencia.	El uso de blogs. Formas de comunicación. El texto informativo. El uso de una grilla para organizar la escritura de un texto.	Las celebraciones. Compartir la colaboración. El trabajo grupal. Respeto por tradiciones y culturas diferentes. El aprendizaje y el rol del que guía. Aprendizaje con pares.	Diferencias fonológicas entre el inglés y el español. Comparativos y superlativos (formas irregulares): comparación con el español. Comparación entre preposiciones: <i>opposite</i> y <i>in front of</i> ; <i>in, at, on</i> . Comparación con el español.
7	Comparación: <i>the same, different</i> . Tareas de la casa. Profesiones y ocupaciones. Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	<i>I'd like to</i> para indicar deseos. El nexo subordinante <i>while</i> y el nexo coordinante <i>so</i> .	<i>Why don't we...? This is incredible! That's stupid! Time to...</i>	Revisión e integración de lo conocido. Presentaciones personales incluyendo planes. <i>Batteries Pins</i>	Tipos textuales: agendas, artículos, la carta y el correo electrónico. Buscar pistas en los textos para resolver problemas. La línea de tiempo como organizador.	Valoración del trabajo. Respeto por culturas diferentes. El valor del pasado. El valor de la amistad y el compartir. La importancia de mantener los ideales. Las tareas de la casa y los estereotipos. Formas de comunicación.	Diferencias fonológicas entre el inglés y el español. Comparación entre las conjunciones temporales <i>when</i> y <i>while</i> . Formas de responder a invitaciones y sugerencias. Formas de mostrar respeto y amabilidad. Comparación con el español.
8	Revisión Actividades de reconocimiento basadas en la escucha y en la lectura, de producción guiada y de integración.	<i>There was/were</i> El infinitivo como circunstancial de fin. La pregunta <i>Why</i> para contestar indicando la razón o el fin. <i>going to be</i>	Revisión e integración: <i>obsessed with... everybody change</i>	Revisión e integración de lo conocido.	Reflexión sobre lo aprendido. Identificar formas similares. Identificar pistas para resolver problemas. Tipo textual: el chateo, mensajes. El uso de una guía para organizar la escritura de un texto.	Compartir. La colaboración. La generosidad personal. El pasado y su influencia en el presente. El interés por la información.	Revisión e integración. Diferencia entre <i>it was</i> y <i>there was</i> , y <i>they were</i> y <i>there were</i> . Comparación entre causa y fin.

Contenidos transversales

Resolución de conflictos.

Las reglas y las consignas.

El respeto.

El desarrollo de la autonomía.

El uso de recursos y fuentes de información.

Reflexión/Toma de conciencia:

Lingüística: ver planificación.

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

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

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

THE LMT POSTER

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

How to go about using the LMT poster

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

Meeting point

An easy guide to digital tools for the classroom

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

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

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

Ts will also be introduced to some new digital tools with examples of how to use them connected with tasks in *Storyline 4*. These digital products can be posted on the school page (if there is one), or the T can create a class blog which families can access to view what the children have been doing.

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

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

Estimada familia:

Mi nombre es y soy el/la profesor(a) de inglés. Vamos a tener clases los días Para estos días, los chicos tienen que tener en sus mochilas el libro Storyline 4 y una carpeta con hojas/ cuaderno de 50 hojas/ cuaderno A4 para inglés.

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

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

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

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

Un saludo cariñoso,

[firma del/de la docente]

First week


Getting started

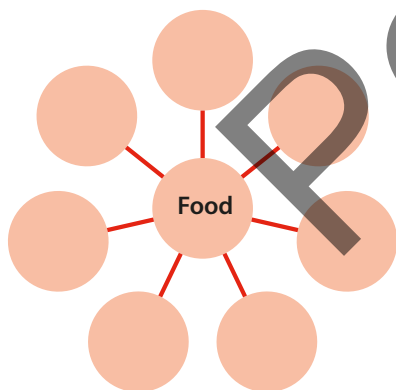
As this is the first lesson, start by greeting the Ss. You can wave your hand and ask them to provide the words. You can also walk to the door as if you were leaving, and ask them what you have to say.

Revision of *he, she, they, his, her, their*

- Introduce yourself. Tell Ss your name, e.g. **I'm Laura**. If you prefer, you can use *Miss, Mrs* or *Mr* –i.e. *titles*– and your surname, e.g. *Mrs Davidson*.
- Then invite Ss to say their names. You can play a chain game. Ss have to point to the Ss who have introduced themselves before saying their names, and then introduce themselves, e.g. S1: **I'm Joaquin**. S2: (pointing to Joaquin) **His name's Joaquin, and I'm Lucila**. S3 (pointing): **Their names are Joaquin and Lucila and I'm Augusto**.
- Before playing, elicit from them when to use *his, her* and *their*.
- If you think Ss are ready, you can combine *he, she, they, his, her* and *their*. e.g. **He's Joaquin, she's Lucila, his name's Nacho, her name's Mariana**, etc.

Revision of vocabulary areas

- You can play Hangman .
- Choose one word from each lexical set that you want to revise, e.g. *food, clothes and accessories, shops, town facilities, etc.*
- Tell Ss beforehand how many words from the chosen lexical set you'll include, e.g. **onions, meat, sausages, bread**.
- If the first word is, for instance, *onions*, elicit from Ss which group it belongs to. If necessary, give them options, e.g. **Is it a fruit? Is it the name of a shop or food?** Once you do this you can organize Ss into groups and ask them to make webs as shown in the graph. (You can assign different lexical sets to each group).



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

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

Building confidence

To revise vocabulary, try some of these activities.

Repeat if correct. Tell Ss they have to repeat if what you say is correct.

As an example, point to your skirt and say **Skirt**. As it is correct, Ss repeat. Then touch your belt and say **Butter**. Ss should remain silent since it's incorrect.

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

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

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

Mouth it! Mouth a word for Ss to first identify the word and second, for them to either draw it or show what it means. At this stage it is advisable to discourage translation. However, it is necessary to check that Ss know what it means - for they can identify the word and still not know its meaning.

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

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

Picture dictation. Tell Ss to draw and colour as you say, e.g. **Draw two small onions. Colour them brown.**

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

Revision of description and personal information

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

In the first units, Ss will go over the different tenses they have seen, so it is advisable, at this stage, not to focus too much on structure.

VOCABULARY

New

Names of characters: **Mike, Miss Wilson, Etsuko, Kira**

City vocabulary: **church, avenue, street, building, shopping centre**

Revision

Nationality

Greetings

Transport: **underground, bus, bike, motorbike, car**

Town facilities: **cinema, theatre, park**

School subjects

GRAMMAR

Revision

from + city

Personal information

Likes and dislikes

RECOGNITION

It means...

COMMUNICATION

Hello! Hi! Good morning.

I'm from + city / town

I'm / My name's ...

I like / don't like ...

LANGUAGE AWARENESS

Phonological differences between English and Spanish (the pronunciation of the cluster 'st' and 'sc' in English and in Spanish, the quality of the /s/ sound in English and in Spanish).

Vowel ending and gender in proper names.

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



1 Read and write the name. Then, listen. T2

Mike: Hi! I'm Mike. Look! This is my school. I like it, but I don't like PE. I love Social Studies, my favourite subject. What's your favourite subject at school?

Miss Wilson: Welcome to our school. I'm Helena Wilson, the 6A teacher. I'm from Bogotá, the capital city of Colombia. It's a beautiful city.

Etsuko: Good morning. My name's Etsuko. It's a regular name in Japan, my country. My family comes from Osaka, a big city in Japan. I love life in the city, full of cars, buses, motorbikes and bikes, and I like the underground, too.

Kira: Hello! My name's Kira. Do you like my name? It has two origins, Russian and Japanese. In Russian, it means 'sun', and in Japanese, it means 'glitter' or 'brilliance'. But I'm not Japanese!

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read and write the name. Then, listen. T2

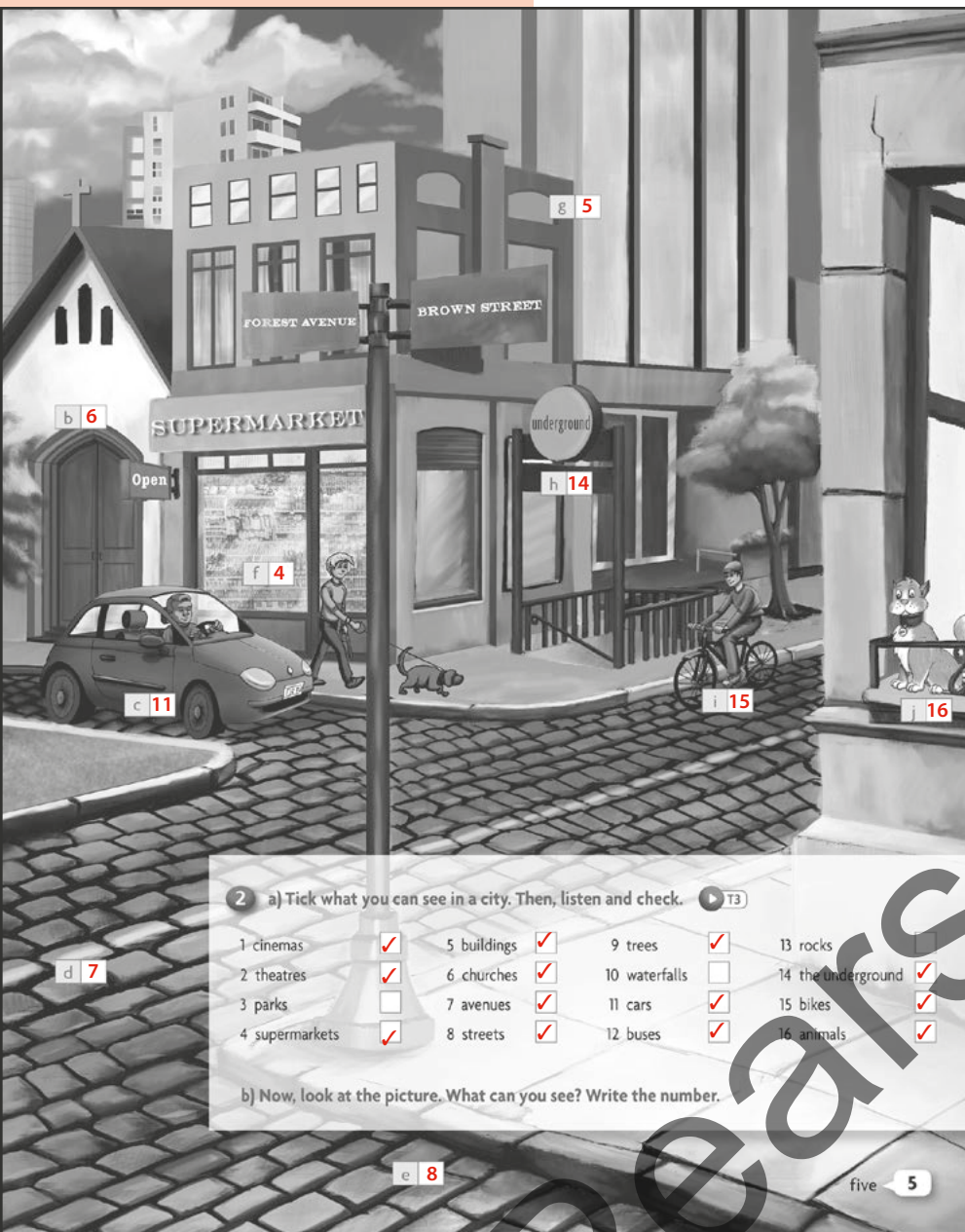
Possible lead-ins (you may choose):

- Ask Ss if they met during their holidays. Ask them where they went and what they did.
- Ask them what places they visited and ask them to describe these places. Ask them if they or anybody in their family have been to a city, to a seaside resort or to a mountain resort. To make clear what you mean, you can name places, e.g. **Did you/ your uncle/ cousin/ grandma go to the beach, like (Mar del Plata), to the mountains, like (Villa Carlos Paz or Bariloche), to a city like (Cordoba City, New York, Buenos Aires)?**

- Ask Ss to look at the picture of the characters on page 4 and ask them who they think they are. If they do not come up with answers, ask them if they are related in any way.
- Elicit from Ss what the children and the lady may be saying. You can give them options if necessary.
- Focus Ss' attention on the monologues. Elicit from them who is who. Help them become aware of the clues they based their predictions on.
- Have Ss read to check their predictions as to what they are doing. Then you can play the recording for Ss to work on pronunciation and intonation.

BUILDING CONFIDENCE

- True or false.** Ask Ss to close their books. Read out some of the statements including some false information for Ss to say whether they are true or false.
- Survey I.** Ss should tell you what their favourite school subject is. Once you have the results, Ss can make a bar or pie chart with their ICT teacher.
- Survey II.** Ss can tell you which province/country their parents/grandparents come from in order to make a pie chart with their different origins.
- My name.** Ss can find out the origin of their first name and what it means. You can ask them to bring the information on a flashcard, *'Inés' is a Greek name, and it means 'pure'.*



2 a) Tick what you can see in a city. Then, listen and check. ▶ T3

1 cinemas <input checked="" type="checkbox"/>	5 buildings <input checked="" type="checkbox"/>	9 trees <input checked="" type="checkbox"/>	13 rocks <input type="checkbox"/>
2 theatres <input checked="" type="checkbox"/>	6 churches <input checked="" type="checkbox"/>	10 waterfalls <input type="checkbox"/>	14 the underground <input checked="" type="checkbox"/>
3 parks <input type="checkbox"/>	7 avenues <input checked="" type="checkbox"/>	11 cars <input checked="" type="checkbox"/>	15 bikes <input checked="" type="checkbox"/>
4 supermarkets <input checked="" type="checkbox"/>	8 streets <input checked="" type="checkbox"/>	12 buses <input checked="" type="checkbox"/>	16 animals <input checked="" type="checkbox"/>

b) Now, look at the picture. What can you see? Write the number.

Introduction of city vocabulary

- Write the word 'city' on the bb. Tell Ss you are going to show them different cut-outs or drawings of places for them to decide if they are places they can see in a city. As you show and name each, encourage them to name places in the city or town where they live, e.g. T: **What about cinemas** (drawing / cut-out), **are there any cinemas in a city?** Ss: **Yes, the Multiplex Cinema.** Do the same with town facilities they have already seen, e.g. *library, theatre, park*, and add new ones: *church, avenue, street, building*. In the case of *church*, you may want to tell Ss that this is the term used to refer to Christian churches; its Buddhist and Jewish counterpart is *temple*, and mosque is the one for Muslims.

2 a) Tick what you can see in a city. Then, listen and check. ▶ T3

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



MP3 TRACK 3

- Mike:** So, Miss Wilson, do you like living in cities or big towns?
- Miss Wilson:** I love big cities. I like their streets and big avenues... Full of cars, buses, bikes... You can't see many flowers in a city, but the trees are nice. In my city there is no underground, but perhaps we can have our Metro system in 2015.
- Mike:** Why do you love big cities?
- Miss Wilson:** I love big cities because there are cinemas, theatres, supermarkets... parks. In some cities there are historic buildings, too. Some churches are very old. I also like modern buildings. Shopping centres are fantastic modern buildings!
- Mike:** What about animals?
- Miss Wilson:** Animals? Well, there aren't any wild animals in a city, but there are birds and pets... Cities are wonderful! You see, I'm a city fan...

BUILDING CONFIDENCE

- Chain game.** Ss should name city words. Each S adds a new word. Before doing this activity, you can brainstorm other city words. You can also decide with Ss on ways to mime each one to make sure they understand what they are saying.
- My city.** Ss can make a poster showing their school and buildings in the street, following the drawing in the unit.
- The cat in the window.** You can ask the Ss to take the cat's viewpoint and say what it can and can't see from its spot.

b) Now, look at the picture. What can you see? Write the number.

- First ask Ss to look at the instructions.
- Give Ss time to do the activity. Then check on the bb.

WB

EX 1 PAGE 94



Homework

Ask Ss to bring cut-outs from newspapers or magazines illustrating the new words they have seen.

STORYLINE

Weaving stories into learning

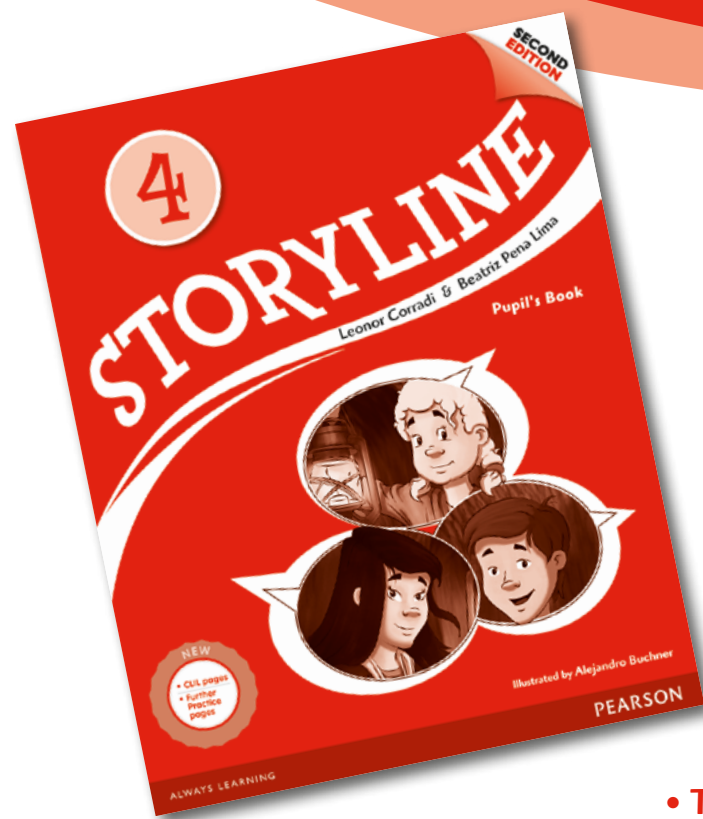
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Beatriz Pena Lima



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4 STORYLINE

Teacher's Companion

LEONOR CORRADI & BEATRIZ PENA LIMA

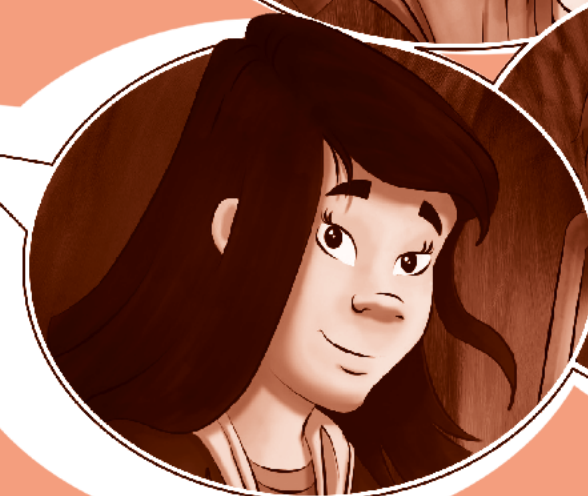
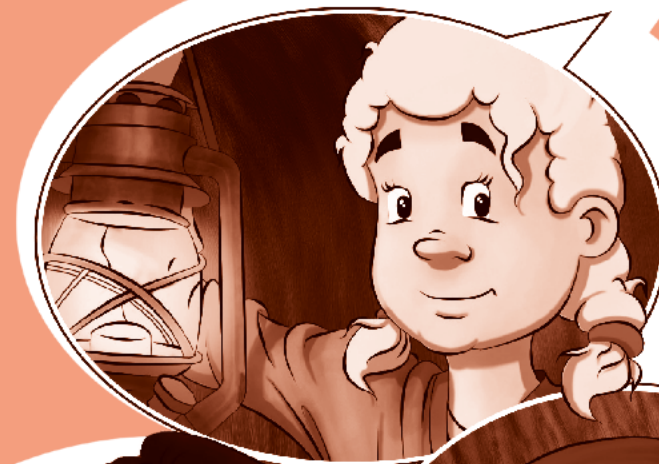
PEARSON

4

STORYLINE

Leonor Corradi & Beatriz Pena Lima

Teacher's Companion



NEW

- CLIL pages
- Further Practice pages



<http://storyline.pearsonelt.com.ar>

Track	Unit	Page (PB)	Exercise
1	Introduction		
2	Hello!	4	1
3	Hello!	5	2a
4	1 Classroom, labs and ... tunnels!	6	1
5	1	8	6 a
6	1	8	6 b
7	1	9	9 b
8	1	10	10 a
9	1 Spooky!	12	Story
10	2 People hid inside the tunnels!	14	1
11	2	16	7
12	2	17	9
13	2	17	11 a
14	2	17	11 b
15	2 What was that noise?	20	Story
16	3 Older than the old underground	22	1
17	3	24	5 a
18	3	24	5 b
19	3	25	10 b
20	3 Is that a gold coin?	28	Story
21	4 Don't run on the platform	30	1
22	4	32	6
23	4 The train never stops for them	36	Story
24	5 We're going to explore the tunnels!	40	1
25	5	41	3
26	5	42	7
27	5	43	9 a

Track	Unit	Page (PB)	Exercise
28	5	43	9 b
29	5	44	12
30	5 A strange smell	46	Story
31	5	47	2
32	6 The best Family Day!	48	1
33	6	50	6 a
34	6	50	6 b
35	6	51	9
36	6	52	11 a
37	6 Voices in the tunnels	54	Story
38	7 Same school, different times	56	1
39	7	57	3
40	7	59	9 a
41	7	59	9 b
42	7 Are you ghosts?	62	Story
43	8 There was a party at school	64	1
44	8	65	3
45	8	65	4 b
46	8	66	5
47	8	68	9
48	8 Is it possible?	70	Story
49	Thomas Alva Edison Chapter I	74	Story
50	Thomas Alva Edison Chapter II	75	Story
51	Thomas Alva Edison Chapter III	76	Story
52	Thomas Alva Edison Chapter IV	77	Story
53	A Horrible Sunday	82	Play
54	The End		

VOCABULARY

New

School facilities: **classroom, library, auditorium... travel, shower, tunnel**

Revision

Activities

GRAMMAR

New

Plural genitive

after / before

by + transport / on foot

How...?

us

Revision

There is / are, simple past, present continuous

RECOGNITION

Language from the routine (see introduction, page 5)

janitor, colonial times, together

COMMUNICATION

Can I / we...?

What fun!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Present continuous tense: meaning, use and form

Simple present tense: meaning, use and form (-s for the third person singular, the use of auxiliaries for the interrogative and negative forms)

There is / are: meaning, use and form

Analysis of text types and their characteristics

The use of cards to record and organize information

CLIL

Teotihuacan

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

Classrooms, labs and ... tunnels!

1 Read. Then, listen. T4

It's April. Kira, Etsuko and Mike are standing at the door of their school with Miss Wilson and their classmates. The three are great friends. They walk to school together, they sit in class together and, at break time, they play together. Now, Miss Wilson's pointing to a date: "1902". She's telling her students about their school: its huge classrooms, its big playground, its beautiful library with

hundreds of books, its museum, its gymnasium, its auditorium, its tunnels. 'Tunnels?' asks Mike. 'Yes, there are two tunnels from colonial times. They're of great historical value,' says Miss Wilson. Now, Miss Wilson's pointing to the first floor of the building and she's telling the children about the new computer labs there. But Mike isn't listening. He's thinking of the tunnels. Tunnels of

colonial times... He wants to explore them. 'Can we visit the tunnels?' he asks Miss Wilson. 'Please...' say Kira and Etsuko. 'Well, we can look at them from a distance. Carlo, the janitor, has the keys,' answers Miss Wilson. 'We can go on Monday,' says Mike. 'Carlo doesn't work on Mondays. Let's go on Tuesday,' says Miss Wilson. 'What fun!' say the children.



6 six

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T4

Possible lead-ins (you may choose):

- Ask Ss what they know about their school: when it was built, who was the first Head teacher, if it was a boys' or a girls' school at the beginning. You can invite them to walk around and see if there are any plaques commemorating anniversaries or important landmarks in the history of the school.
- You can tell Ss about your own primary school or about the oldest school in town or in the country.

Remember that the lead-in stage can be conducted in Spanish since its aim is to lead into the story. However, with the right scaffolding from the teacher, Ss can hold this conversation in English.

- Ask Ss to look at the title of the unit and the illustration. Who can you see? Where are they? What are they doing? What can they be talking about? Why is Miss Wilson pointing to the school?
- Ask Ss to read the story and go back to their predictions. Give Ss a second task: What information does Miss Wilson give the children about the school?
- Have Ss listen and read the story again and check their ideas.
- Ask Ss whether there's a 'secret' room/place in their school and whether they've been there or not.

2 Read again and write ✓ (true) or ✗ (false).

- Ask Ss to read the instructions and tell you what they have to do.
- You can ask them to find the phrases in the dialogue that give them the clue to the answers.
- You can also ask them to correct the false statements.
- Check the answers on the bb.

1902








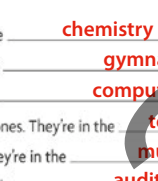
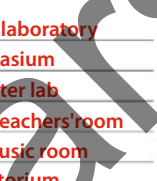

1

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

1 Miss Wilson works at a school. <input checked="" type="checkbox"/>	4 Their school is modern. <input checked="" type="checkbox"/>
2 Etsuko and Kira are sisters. <input checked="" type="checkbox"/>	5 The tunnels are old. <input checked="" type="checkbox"/>
3 Their school is small. <input checked="" type="checkbox"/>	6 Kira doesn't want to see the tunnels. <input checked="" type="checkbox"/>

3 Read and tick. Then, number the pictures.

In Mike's school...

<input checked="" type="checkbox"/> ... there's a library.	
<input checked="" type="checkbox"/> ... there's an auditorium.	
<input type="checkbox"/> ... there are two playgrounds.	
<input checked="" type="checkbox"/> ... there are big classrooms.	
<input checked="" type="checkbox"/> ... there's a museum.	
<input type="checkbox"/> ... there isn't a gymnasium.	
<input type="checkbox"/> ... there's a chemistry laboratory.	
<input type="checkbox"/> ... there's a music room.	
<input checked="" type="checkbox"/> ... there's a computer lab.	
<input type="checkbox"/> ... there's a big teachers' room.	

4 Complete.

Where are the children?

1 Mike is doing an experiment. He's in the <u>chemistry laboratory</u> .
2 Etsuko is playing volleyball. She's in the <u>gymnasium</u> .
3 Kira is reading a web page. She's in the <u>computer lab</u> .
4 Miss Wilson is drinking tea with Miss Jones. They're in the <u>teachers' room</u> .
5 Two students are playing the piano. They're in the <u>music room</u> .
6 The class is watching a play. They're in the <u>auditorium</u> .

seven 7

BUILDING CONFIDENCE

- 1 What is it?** Tell Ss you'll give them clues to guess the school facility, e.g. *In this place we play volleyball.* Ss: *The gym.*
- 2 A chain game.** Ss have to describe their own school. Each one will add a facility, e.g. S1: *In our school there are 7 classrooms.* S2: *In our school, there are 7 classrooms and there's a big gym.* S3: *In our school, there are 7 classrooms, there's a big gym and...* Encourage them to describe what there is and what there isn't. e.g. *In our school there are 7 classrooms, there's a big gym, but there isn't a museum.*
- 3 What's the place?** Tell Ss you are going to name a school subject for them to name the room or facility associated with it, e.g. *Natural Sciences.* Ss: *The laboratory.* You can encourage Ss to name the school subjects themselves.



LANGUAGE AWARENESS: LMT page 78

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

- Apart from working with *there is* and *there are*, you can remind Ss of the use of *a*, *some* and *any*.

4 Complete.

- Ask Ss to read the exercise and tell you what to do.
- Give them time to complete the activity, then check the answers on the bb.

BUILDING CONFIDENCE

- 1 Memory game.** You can ask Ss to try to memorize the information in Exercise 4. Then they should close their books and decide if what you say is true or false, e.g. *Mike is in the laboratory.*
- 2 Our school.** Ss can make a poster showing the plan of their own school. They can label each room and add pictures or drawings.



EX 2 AND 3 PAGE 94



Homework

Ask Ss to bring cut-outs or drawings related to the different school facilities.

Introduction of school facilities

- Ask Ss if their school has the same facilities as Miss Wilson's. Keep a record of their ideas. Then ask them if the classrooms in their school are huge (which is what Miss Wilson says). Then ask them if there is a *gymnasium* at school. Write the word on the bb and ask Ss what this word may refer to. Encourage them not to translate. Go over the other school facilities: *museum*, *auditorium*, *library*, *computer lab*, *laboratory*, *music room*, *teachers' room* and *playground*. For this last one, tell Ss it is the place where children play at break time.

3 Read and tick. Then, number the pictures.

- First ask Ss to read the instructions and tell you what they have to do.
- Ask them where they can find information about Mike's school (page 6).
- Give Ss time to do the ticking, then check the answers on the bb.
- Now give Ss time to number the pictures. Check on the bb again.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Where? A S takes out one of the cut-outs from home. Without showing it to the rest, he/she says what people are doing there. The rest have to guess the place, e.g. **Some teachers are having coffee.** Ss: **The teachers' room.**

5 a) Write ✓ (true) or X (false).

- Ask Ss what they remember about the characters. Lead the conversation towards Etsuko and her origin.
- Ask Ss to read the instructions for Exercise 5.
- Give Ss time to do the exercise and check the answers on the bb. At this time, there are no correct or incorrect answers.
- You can work on a KWL chart: to record what Ss know about a topic (K), what they want to learn about it (W) and what they have learnt (L) about it (after reading a text or doing some research).

K	W	L

b) Now, read about Japanese culture and check.

- Ask Ss to look at the text and to tell you what type of text it is and what information it may have. Ss can work with their Text File from Level 3 (a file in which Ss keep a record of text-related characteristics). Below is a chart that you can use.

Type of text	Formal or informal?	Reader/audience	Information about	Characteristics/elements
magazine article	formal	public in general	Japanese culture	photos

- Have Ss read the text and go back to part a) of this exercise and to the KWL chart if you're using one. Check the answers on the bb.
- Elicit from Ss the meaning, use and form of the Simple present tense.

BUILDING CONFIDENCE

Our culture. Ss can write an article about their own culture/s, following the model in Exercise 5 b). Use a chart with the headings in the text to organize the information. Ss can then complete a new chart with information about their culture.

This is an excellent opportunity to value diversity and identity, and to help Ss develop an attitude of openness and respect towards others, while taking pride in their culture.

5 a) Write ✓ (true) or X (false).

How much do you know about Japanese people?

- | | | | |
|--------------------------|-------------------------------------|--|-------------------------------------|
| 1 They like eating meat. | <input checked="" type="checkbox"/> | 4 They wear kimonos every day. | <input checked="" type="checkbox"/> |
| 2 They don't eat rice. | <input checked="" type="checkbox"/> | 5 They wear special clothes at traditional ceremonies. | <input checked="" type="checkbox"/> |
| 3 They drink tea. | <input checked="" type="checkbox"/> | 6 Their gardens are very famous around the world. | <input checked="" type="checkbox"/> |

b) Now, read about Japanese culture and check.

Japanese food

Japanese people do not eat meat. They eat a lot of fish and vegetables. They love eating rice, too. A typical Japanese dish is the *sushi*, small rice rolls with fish or vegetables. The Japanese also like green tea and *sake*, an alcoholic drink.



Japanese clothes

The *kimono* is a traditional article of clothing for men, women and children. At present, Japanese people wear *kimonos* at ceremonies or on formal occasions.



Japanese Gardens

The Japanese are famous for their flowers and plants. In Buenos Aires, you can visit the famous Buenos Aires Japanese Gardens, with flowers and plants from Japan and South America. There is a lake in the centre of the park with a lot of colourful fish.



6 a) Listen and complete.

Etsuko's class are studying different cultures. They're asking Etsuko some questions about her family.

The family's routine

Morning

Mum: **gets up at 5 and makes breakfast / makes the beds ...**

Dad: **gets up at 4.30 and works in the garden**

Etsuko: **gets up at 5.30 and has a shower**

Afternoon

Etsuko: **does her homework, reads or listens to music, plays with her cousins**

Evening

Etsuko: **has dinner and watches TV**

8 eight

b) Listen again and circle.

- Etsuko's parents get up late. **early**
- Her parents' **garden** / kitchen is beautiful.
- Her cousins' house is next to her **house** / school.
- Etsuko **likes** / doesn't like her cousins' computer games.
- The family's favourite food is **fish** / chicken.

7 Act out in small groups.

- Get in groups of 4. One of you is Etsuko, the others are classmates.
- Write questions for Etsuko about her routines. Include questions about her parents, her aunt and uncle and her cousins. Answer the questions.
- Organise the questions and answers into a dialogue.
- Prepare for the acting.

6 a) Listen and complete.

- Ask Ss to read the instructions. Go over the categories in the file to check everybody understands what they have to do. Elicit from Ss whether we write complete sentences or use key words in a chart.
- Play the recording as many times as necessary and check on the bb.

b) Listen again and circle.

- Ask Ss to read the instructions. If they can do the activity without listening again, play the recording to check the answers.

8 a) Read and circle.


1 This text is about Social Studies / Natural Sciences.

2 This text is part of a book / web page.

Antigua, Guatemala

In colonial times, the Spanish colony of Guatemala included today's Central America and the south of Mexico. Its capital city, Antigua, was a beautiful city with monumental public buildings and enormous churches. It also had huge parks with lovely fountains. Many young people from Central and South America studied at the University of San Carlos in Antigua. But Central America is a region of earthquakes, that is, of violent movements of the Earth. In the 1770s a number of terrible earthquakes killed around 1.500 people and destroyed around 3.000 buildings. The authorities saw the city in ruins and they moved the capital to Nueva Guatemala, where it is today.

Nowadays, tourists love exploring the ruins of the colonial buildings in Antigua. They also like watching the smoke of one of the three volcanoes next to the city.



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

Etsuko is reading about old cities for school. Help her do her homework.



9 a) Read the quiz and tick.

1 In colonial times, the south of Mexico was part of Guatemala.	<input checked="" type="checkbox"/>
2 Antigua was the capital of Guatemala.	<input checked="" type="checkbox"/>
3 Antigua had big buildings.	<input checked="" type="checkbox"/>
4 Antigua didn't have any parks.	<input checked="" type="checkbox"/>
5 The earthquakes in 1770s were intense.	<input checked="" type="checkbox"/>
6 There are three volcanoes next to Antigua.	<input checked="" type="checkbox"/>

QUIZ

How much do you know about colonial times?

- Children went to the cinema. ☐
- Students used plastic pencil cases. ☐
- They watched TV. ☐
- They listened to music. ☐
- They rode their bikes. ☐
- They wrote letters to their families in other parts of the world. ☒
- They bought food at supermarkets. ☐

b) Now, listen to Miss Wilson and check.

nine 9



MP3 TRACKS 5 AND 6

Kid 1: Do you get up early, Etsuko?

Etsuko: Yes, I do. We all get up early. My mum gets up at 5 and makes breakfast for the family. My father gets up before my mother, at 4.30, and he works in the garden. I get up at 5.30 and have a shower. Then we have breakfast in the kitchen: tea and toast.

Kid 2: Does your mother work?

Etsuko: Yes, she works at home. She makes the beds, cleans the house, does the shopping and cooks for the family, and she helps my dad in the garden. My parents' garden is amazing!

Kid 1: What do you do in the afternoon?

Etsuko: Well, I do my homework and read or listen to music. My aunt and my uncle live next to my house, and I play with my cousins. We love playing with their computer games. They're great.

Kid 2: What time do you have dinner?

Etsuko: At 8. My parents are tired in the evening because they get up very early. We have fish or chicken for dinner. I like chicken, but we love fish. After dinner, I watch TV in my bedroom. I love watching Japanese cartoons and documentaries about old cities. They're great!

WB

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

7 Act out in small groups.

- Elicit from Ss what they need to do before acting out the conversation. You can write the steps on the bb.

8 a) Read and circle.

- Ask Ss what type of text it is and what it may be about. They can write another entry in their Text File.
- Ask Ss to read the text to check their predictions.
- Ask Ss to circle the correct options and check them on the bb.

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

- Elicit from Ss how they need to read the text, whether they can do so quickly (skimming) or more carefully, looking for some specific information.
- Check the answers on the bb. Ask Ss to support their answers.



LANGUAGE AWARENESS: LMT page 78

- Ask Ss whether the text about Antigua, Guatemala, refers to the past, to actions in progress or to routines. You can ask them why the past tense is necessary here.

9 a) Read the quiz and tick.

- Ask Ss to read the instructions and answer the quiz.
- Check the answers on the bb.
- Tell Ss that people did listen to music, but in a different way.

b) Now, listen to Miss Wilson and check.

- Ask Ss to read the instructions.
- Play the recording and check their answers.



MP3 TRACK 7

Mike: Miss Wilson, tell us about life in colonial times. Did children go to the cinema?

Miss Wilson: No, of course not. They played with their friends.

Etsuko: Did they go to school?

Miss Wilson: Yes, they did, but schools were different.

Etsuko: Oh, they didn't use plastic pencil cases, then.

Miss Wilson: No. No modern things. No TVs, no CDs or DVDs.

Mike: What about bicycles?

Miss Wilson: No bicycles. People rode their horses.

Etsuko: Did they write emails to friends?

Miss Wilson: No! They didn't have computers, and they didn't write emails, but they wrote letters.

Kira: Where did they buy their food? At supermarkets?

Miss Wilson: No, dear! At the grocer's or from people selling in the streets.

Kira: Oh, I see...

WB

EX 8 AND 9 PAGE 96



Homework

Ss can complete this guide about their country's capital city in colonial times.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Colonial times. Tell Ss to get their sheets ready. Collect them and make a classroom display of all the sheets.

10 a) Listen and tick.

- Elicit from Ss what subject the characters have been working on. Ask them to open their books at page 10 and to read the instructions of Exercise 10 a).
- You can ask Ss to infer and say what Etsuko's parents did by looking at the pictures, e.g. *They had coffee, they went to...*
- Play the recording to check Ss' predictions. You can play it a second time for Ss to tick the correct pictures.



MP3 TRACK 8

Etsuko's father: *Antigua is a beautiful place. I was there two years ago with my wife. We got up early and went to the volcano area by bike. Fantastic! We saw the smoke coming from the craters. We were there for two hours. I loved the plants and the colourful flowers. After the volcano, we had lunch in a small restaurant in Antigua. We ate guacamole and tortilla and drank 'agua de tamarindo'. Coffee is excellent there, but we didn't drink any. After lunch, we visited the city on foot. We loved it. Before dinner, we bought some souvenirs for Etsuko and our family. After dinner, we went back to the hotel by bus. We were very happy and very tired!*

Introduction of before / after

- Tell Ss you are going to test their memory on the activities that Etsuko's parents did in Antigua. Tell them: **They went to the volcano area, they had lunch and then they visited the volcano.** Ss will say **No** since this is not the correct sequence. Say, **OK, they went to the volcano area and they saw the volcano before lunch** (use a gesture at 'before'). Then say, **After lunch, they drank coffee** (use a gesture again). When Ss say **No**, then correct yourself, **After lunch, they visited the city.**
- Write two examples on the bb, *Before lunch, they saw the volcano. After lunch, they visited the city.* Draw a time line and ask Ss how they would complete it. Elicit from them how they know (because of *before* and *after*).



LANGUAGE AWARENESS: LMT page 79

- Remind Ss that *before* and *after* refer to time.
- After Ss answer the questions, check answers on the bb.

10 a) Listen and tick.

Etsuko's parents visited Antigua two years ago. What did they do?



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

In Antigua, Etsuko's parents travelled...

- | | | | |
|----------------|-------------------------------------|-----------------------|-------------------------------------|
| a ... by bus. | <input checked="" type="checkbox"/> | d ... by car. | <input checked="" type="checkbox"/> |
| b ... by bike. | <input checked="" type="checkbox"/> | e ... by underground. | <input checked="" type="checkbox"/> |
| c ... by taxi. | <input checked="" type="checkbox"/> | f ... on foot. | <input checked="" type="checkbox"/> |

11 Look at the chart and answer.

South American Travel Guide

	Buenos Aires	Santiago de Chile	Montevideo	Asunción	Quito
Buenos Aires					
Santiago de Chile					
Montevideo					
Asunción					
Quito					

- How can you travel from Buenos Aires to Santiago de Chile?
- How can you travel from Montevideo to Asunción?
- How can you travel from Asunción to Quito?
- How can you travel from Buenos Aires to Montevideo?
- How can you travel from Santiago de Chile to Asunción?

by plane, car, bus/coach, train
by plane, car, bus/coach
by plane, car, bus/coach, train
by plane, car, boat
by plane, car

10 ten

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

- Ask Ss if Etsuko's parents stayed at one place or if they went to different parts of the city or country. Tell them they travelled using different means of transport.
- Elicit from Ss what they have to do. Play the recording again and check on the bb.

BUILDING CONFIDENCE

A survey. Tell Ss you are going to carry out a survey about transport to school. Draw a chart on the bb including the different means: *by car, by bus, by bike, by taxi, on foot, by train, by underground.* Ask Ss **Who comes to school (by bus)?** or ask each of them to tell you how they come to school.

11 Look at the chart and answer.

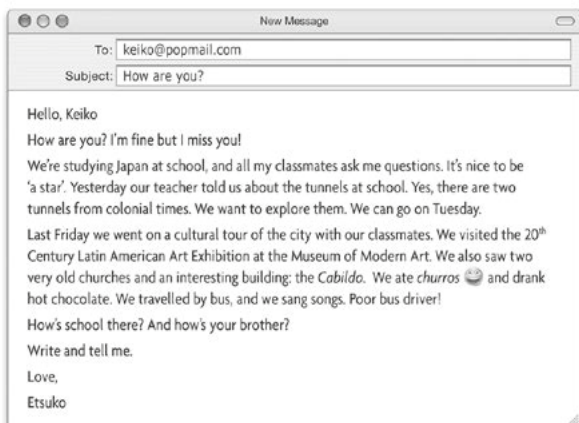
- Ask Ss to have a look at the travel guide and to tell you what information it has.
- Refer Ss to the questions below and ask them what the questions refer to. Work on the different icons. In the case of *ship*, the expression is *by boat*, not *by ship*. You can also tell them that long distance buses are called *coaches*, so you travel *by coach*.
- Ask Ss to go through the chart and do the exercise.

12 Play a memory game.



13 a) Read Etsuko's email. Then, complete the table.

Etsuko is writing an email to her friend in Japan.



b) Now, complete this table.

Imagine you are Keiko. Complete the table with information about you.

Your activities at school at present
Your activities last week

c) Write Keiko's email.

Etsuko's activities at school at present	Etsuko's activities last week
Study Japan	Went on a cultural tour of the city
Answer questions	Visited a museum
	Saw two old churches and the Cabildo
	Ate churros and drank hot chocolate
	Travelled by bus
	Sang songs

13 a) Read Etsuko's email. Then, complete the table.

- › Tell Ss to read the instructions and elicit from them what to do. Ask them to look at the text and to predict what information it has, whether it will be formal or informal.
- › Have Ss skim the email to check their predictions.
- › Ask them to read it again and complete the table.

Introduction of us

- › Ask Ss to read line 2 and 3 of the email. *We're studying Japan at school... Yesterday our teacher told us about the tunnels at school.* Ask Ss who *we* refers to (Etsuko and her classmates). Then do the same with *us*. Elicit from Ss why there are two different pronouns/words with the same meaning. If they cannot answer, remind them of *they* and *them*, e.g. **The Beatles were from Liverpool. They were fantastic. I love them.** You can make a list of pronouns before the verb and after the verb.

Before the verb	After the verb (objective pronouns)
they	them

b) Now, complete this table.

- › Tell Ss to read the instructions and elicit from them what to do.
- › Remind Ss of the language they will use in the table (key words).
- › You can ask a few Ss to read their examples.

c) Write Keiko's email.

- › Give Ss time to write their emails on a sheet of paper as if they were Keiko.
- › If you can use the ICT lab, Ss can use a template and write their emails.
- › In either case, you can make a classroom display with the Ss' emails.



LANGUAGE AWARENESS: LMT page 79

- › Focus Ss' attention on the options in Exercise 10 b). **Do we use the same word to indicate means of transport in all cases?**
- › Refer Ss to the indicated page and have them complete it. Check on the bb.

BUILDING CONFIDENCE

Travelling in our country. Ss can make a guide with information about travelling from different tourist places in their country, following the model in Exercise 11. They can illustrate this guide with pictures.

BUILDING CONFIDENCE

A new email. Ss can write an email to Keiko and tell her about their week. Ss can first complete the table and then write the email.

WB EX 11 AND 12 PAGE 97



Homework

Ask Ss to write an email. They should write to a relative about what they did during their holiday. Ss should bring the email on a separate sheet. They can also include photos/illustrations.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Emails. Collect the Ss' emails. You can make a display of them. Ss can vote for the best one. If you are going to have Ss vote, work on the criteria first, e.g. use of images, complete information, correct layout, etc.

Spooky!

- Ask Ss to open their books at page 12. Ask Ss what they remember about the story so far.
- Tell Ss to look at the illustrations and the title and to predict what may happen.
- Play the recording and ask Ss to read as they listen for them to check their predictions.
- Ask Ss what they think the noises in the tunnels can be made by. You can also ask them if they would like to go into tunnels, why or why not.
- Ask them to predict how the story continues.

BUILDING CONFIDENCE

Memory. Tell Ss to close their books and to tell you what information they remember.

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

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

2 a) Read and answer.

- Tell Ss to read the instructions and tell you what to do. Ask them what type of text it is, and what type of information they will find.
- Have Ss skim it to check their predictions.
- Give them time to read and answer the question. Check the answer orally.

b) Read again and match. There is one extra ending.

- Tell Ss to read the instructions and elicit from them what to do. You can challenge them to do the matching before reading the text again.
- Give them time to do the activity and then check it on the bb.

WB

EX 13 PAGE 97

Spooky!

 T9

The school day is over. The children are getting ready to go home.

Etsuko: Look! Carlo's over there!

Mike: Good! Let's see what he knows about the tunnels.

Carlo: See you tomorrow!

Carlo: Your little brother's happy now!

Kira: Yes, because we're going home. Tommy doesn't like school. He's a pest!

Etsuko: Carlo, Miss Wilson's class today was about the colonial tunnels here at school. What do you know about them?

Carlo: Oh! Some years ago I liked walking in the tunnels. I saw old bottles, colonial plates, glasses. They're all in the school museum now. Then I started hearing strange noises: voices, laughs, music. Spooky... Perhaps it's my imagination, or perhaps there are rats. I don't like the tunnels now.

Mike: We want to visit them, Carlo. Can we go on Tuesday? Please, please!

Carlo: Miss Wilson can go with you, not I.

TO BE CONTINUED...



OUR POSTER

Ss can make a poster illustrating their school at present, or a poster with information and illustrations about their city in colonial times.

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

- 1 Etsuko, Mike and Kira want to talk with Carlo. ☒
2 Carlo walked in the tunnels. ☒

- 3 Carlo saw old things in the tunnels. ☒
4 He likes the tunnels now. ☒

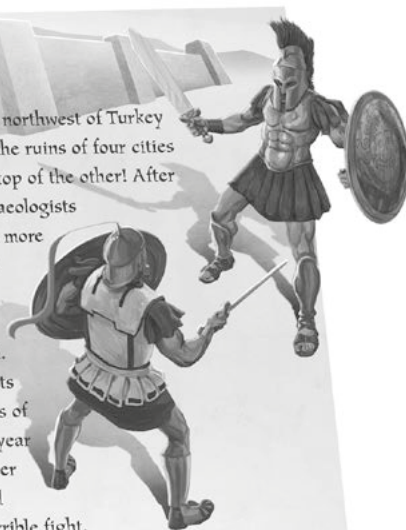
2 a) Read and answer.

Is this text from a story book or from a history book?

The City of Troy

The Iliad is a very old Greek story. It is around 3.200 years old. It describes the last year of the conflict between the Greeks and the Trojans. In the story, Achilles, the famous Greek hero, got very angry because Hector, the prince of the city of Troy, killed his great friend Patroclus. Achilles promised to kill Hector. He saw Hector outside the walls of Troy. He was alone... It was Achilles' great opportunity! He killed Hector and then the Greeks destroyed the city of Troy. But, did the city of Troy exist or is it only a story? From 1871 to 1890, a German archaeologist, Heinrich Schliemann,

excavated in the northwest of Turkey and discovered the ruins of four cities of Troy, one on top of the other! After that, other archaeologists discovered five more cities. Perhaps Hector's Troy is Troy number seven. Lots of tourists visit the ruins of Troia every year and remember Achilles and Hector's terrible fight.



b) Read again and match. There is one extra ending.

- | | |
|--------------|------------------------------------|
| 1 Achilles | a destroyed the city of Troy. |
| 2 Hector | b didn't like Hector. |
| 3 Patroclus | c refers to the ruins of old Troy. |
| 4 Schliemann | d killed Achilles. |
| 5 The Greeks | e was Achilles' friend. |
| 6 Troia | f was an archaeologist. |
| | g was Trojan. |



Quick check

Unit 1 A, page 106

Activity 1: Down: 1. teachers' room 2. shower

4. playground 7. gymnasium 8. laboratory

Across: 3. classroom 5. travel 6. library 9. auditorium

10. tunnel 11. computer lab 12. underground

Activity 2: 1. brothers' 2. goes 3. because 4. after

5. a shower 6. on foot 7. walking 8. don't 9. by

10. There are 11. are listening 12. is singing 13. We

14. us 15. students'

REMEMBER

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

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

1

1 Look and write. Use the words in the box. There is one extra place.

avenue building church cinema park shopping centre street theatre museum



1 theatre



2 park



3 shopping centre



4 building



5 church



6 museum



7 avenue



8 street

2 Look and complete the crossword puzzle.

p l a y g r o u n d
 i b c
 l a b o r a t o r y
 r s
 g y m n a s i u m
 a u d i t o r i u m
 m



3 Complete with your information.

- In my school, there are _____ but there aren't any _____.
- In the library, _____.
- In our classroom, _____.
- In the teachers' room, _____.
- In the computer lab, _____.
- In the playground, _____.

94 ninety-four

1

4 Write the activities in the correct column. You can write them in one column, two or three.

 clean the house
 cook
 do homework
 do the shopping
 drink coffee,
 tea or milk
 get up
 go to bed
 go to school
 have a shower
 have breakfast
 have dinner

In the morning

In the afternoon

In the evening

 listen to music
 make the bed
 play games
 read books
 study
 use the computer
 walk the dog
 wash the dishes
 watch TV
 work
 write emails

5 Complete with the correct verb.



Pia is one of my friends at school. She ¹ **gets up** early every day. She ² **has** a big breakfast: toast, an apple, cheese and an egg. She ³ **drinks** tea or chocolate. She ⁴ **goes** to school in the morning. She ⁵ **likes** Computer Studies. It ⁶ **is** her favourite subject. After school, she ⁷ **has** lunch at home. In the afternoon, she ⁸ **does** her homework. ⁹ **listens** to music and ¹⁰ **watches** TV. Then, she ¹¹ **helps** her family in the house. She ¹² **makes** her bed and ¹³ **cleans** her bedroom.

6 Make the following sentences true for you.

- I start school at nine o'clock.
- I have two brothers and three sisters.
- We do our homework at school.
- My parents work in a hospital.
- My friends like eating fish.
- My mother watches TV in the morning.
- My father rides his bike in the evening.
- We swim in the club on Mondays.

ninety-five 95

1 Look and write. Use the words in the box. There is one extra place.

Focus: town facilities

2 Look and complete the crossword puzzle.

Focus: school facilities

3 Complete with your information.

Focus: *there is/are, some/any* and school facilities

EXPANSION

Ss can add further sentences.

4 Write the activities in the correct column. You can write them in one column, two or three.

Focus: activities

EXPANSION

Ss can add more activities. They can add a fourth column, e.g. *weekends*.

5 Complete with the correct verb.

Focus: activities, simple present tense

EXPANSION

Ss can rewrite the text, but this time Etsuko talks about her friends Maura and Pia.

6 Make the following sentences true for you.

Focus: simple present tense: affirmative and negative

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

- Does Pia live in a house?
- What does she have for breakfast?
- Does her brother like school?
- Where do her parents work?
- Can she ride a bike?
- Why does she like PE?
- What time do her parents get up?
- What time does her brother get up?

- An apple, toast, cheese and an egg.
- Because she loves sports.
- He gets up at 7.
- In a bank.
- No, he doesn't.
- No, he isn't.
- They get up at 6.30.
- Yes, she can.
- Yes, she does.

8 Complete the tables.

PRESENT	PAST	PRESENT	PAST	PRESENT	PAST
show	showed	listen	listened	travel	travelled
go	went	read	read	has / have	had
visit	visited	buy	bought	make	made
see	saw	is	was	play	played
sing	sang	study	studied	do	did
use	used	move	moved	like	liked
write	wrote	destroy	destroyed	watch	watched
drink	drank	are	were	get up	got up
eat	ate	ride	rode		

9 Match. There is one extra ending.

Last week...

- we had paella
- my brother listened
- my brothers and I wrote
- we read
- my friend made
- my father did
- I got up
- a car destroyed

- a delicious chocolate cake.
- a uniform.
- at seven thirty.
- books about old tunnels.
- emails to our friends.
- for lunch.
- the shopping at a supermarket.
- to rock music.
- two trees in an accident.


10 Circle.

- I have breakfast before / after I go to school.
- We do our homework before / after we go to school.
- On Saturdays and Sundays, we have dinner after / before we come from the club.
- We study before / after we have an exam.
- My mother says: Do your homework before / after you watch TV.
- We wash our hands before / after we eat.

11 Unscramble the following sentences.

- your father – on – to work – go – foot – does – ?
Does your father go to work on foot?
- car – was – my grandparents' – old – very – .
My grandparents' car was very old.
- your homework – after – do – lunch – you – do – ?
Do you do your homework after lunch?
- dinner – before – the shopping – does – my mother – .
My mother does the shopping before dinner.
- my sister – to – bus – goes – school – by – .
My sister goes to school by bus.
- my classroom – are – desks – in – there – twenty-five – .
There are twenty-five desks in my classroom.

12 Complete. Use the verbs in Exercise 8.



Joaquin is another student at school. Two years ago, he and his family 1 **moved** to this city. They're very happy here.

Last week, it 2 **was** Joaquin's birthday. His aunt 3 **made** a chocolate cake for him. His grandfather 4 **bought** a beautiful present: two games for his computer. All his friends 5 **went** to his house to celebrate his birthday. They 6 **drank** juice and 7 **ate** sandwiches and the chocolate cake.

They all 8 **sang** Happy Birthday song. They 9 **played** games, too. They 10 **were** very happy.

13 Write about your last birthday.

On _____, I got up _____

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

Focus: simple present tense and questions

EXPANSION

Ss can write the question for the extra answer.

8 Complete the tables.

Focus: simple past tense

9 Match. There is one extra ending.

Focus: language awareness, simple past tense

EXPANSION

Ss can write the first part for the extra ending.

10 Circle.

Focus: before/after

11 Unscramble the following sentences.

Focus: language awareness, word order

EXPANSION

Ss can make the sentences true for themselves.

12 Complete. Use the verbs in Exercise 8.

Focus: simple past tense

13 Write about your last birthday.

Focus: personalization, integration

Unit 1 >> 29

VOCABULARY

New

hid, brought, bats, candles, illegal products, pirates, prisoners, rats, torches

Personality adjectives: **timid, serene, active, passive, dynamic, brave, curly, straight, wavy hair**

Revision

Classroom commands

Descriptive adjectives

GRAMMAR

New

Imperative (affirmative and negative)

When was/were... born? ... was/were born...

What... look like? vs What... like?

Revision

Simple past, questions, time prepositions

RECOGNITION

Language from the routine (see introduction, page 5)

around (approximately)

COMMUNICATION

Watch out!

slowly, quickly

Shame!

What's the matter?

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Difference between personality and physical description

was/were born - comparison with Spanish

Imperative negative forms

CLIL

Gandhi

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

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T10

Possible lead-ins (you may choose):

- Ask Ss if they have ever been in a tunnel. You can ask them where there are tunnels in their country/city (e.g. for the underground). Would they feel scared in an enclosed place?
- Ask Ss if they would like to explore a tunnel. What would they like to see? Would they be scared or not? This is a good opportunity to work on respect towards people's fears.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 14 and to look at the title and the illustrations. What is going to happen?
- Ask Ss to read and listen to check their predictions.
- Focus Ss' attention on how important it is to have

People hid inside the tunnels!

1 Read. Then, listen. T10

Miss Wilson: Watch out! Go down the stairs very slowly! Don't run! Don't put your hands on the walls!

Kira: It's dark in here. Scary!

Mike: I can't see a thing!

Etsuko: Shame... There are a lot of torches at home.

Miss Wilson: No problem. Here's a candle. Can you see the entrances of the two tunnels?

Mike: Wow! Yes!

Etsuko: They aren't very big.

Miss Wilson: They're around two hundred and fifty years old. At that time, constructors didn't have many machines, and, in general, people were short.

Mike: Why did they build the tunnels?

Miss Wilson: Historians don't know very well. Some say dishonest merchants brought illegal products from Europe and hid them in the tunnels.

Kira: Did the tunnels communicate different buildings? Ideal on rainy days!

Miss Wilson: That's another theory. But there are two more theories. Perhaps the tunnels were prisons.

Kira: Poor prisoners. Full of bats and rats. Horrible!

Mike: And the other theory?

Miss Wilson: Pirates! They came to the town and attacked the people. And the people hid inside the tunnels.

Kira: Pirates in our city?

Miss Wilson: It wasn't a city, only a town with a small port. But pirates loved it!



information about our past. For example, you and your Ss can refer to the oldest buildings in the school vicinity.

Introduction of *hide/hid* and *bring/brought*

- First, ask one of the Ss, **Bring me a pencil, please.** Use gesture. Then ask another one **Bring me a ruler.** Ask a third S **Bring me a pen.**
- Tell Ss you are going to test their memory, e.g. **(Augusto) brought me a pencil. (Gaby) brought me a ruler, and (Santi) brought me a pen.**
- Show Ss the difference between *take* and *bring*, then elicit from them the past of *bring*.
- Then tell Ss you are going to play another game. Ask them to close their eyes while you hide the school objects, e.g. in your bag, under a book, etc. Tell Ss to open their eyes and ask them, **Can you see (Augusto's pen)? Can you see (Gaby's ruler)? You can't, because I hid them. Let's see if you can guess. Did I hide the ruler in my bag? Encourage Ss to say Yes or No. Do the same with the other objects, e.g. Did I hide the pen in my pencil case?** Then show the Ss where you hid the objects.
- Ask Ss which the past form is and which the infinitive (or present form for them) is.

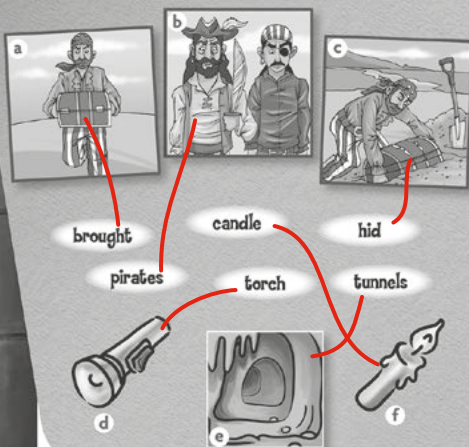
2 Read again and write the words in the correct column.

• bats
• candles
• illegal products

• pirates
• prisoners
• rats
• torches

In the tunnels	
At present	In the past
candles	bats rats prisoners illegal products pirates

3 Match. Then, read and complete with the correct word. You can repeat the words.



Miss Wilson and the children went to the ¹ tunnels. It was dark, and they didn't have a ² torch, but Miss Wilson had a ³ candle. There are three theories about the ⁴ tunnels. Theory one says that merchants ⁵ brought illegal products from Europe and ⁶ hid them in the ⁷ tunnels. Theory two says that the ⁸ tunnels were prisons. Theory three says that ⁹ pirates attacked the people, and they ¹⁰ hid in the ¹¹ tunnels.

4 a) Read and tick the correct orders.

Miss Wilson is giving her students some orders in class. Are they all correct?

- Don't listen to me and your classmates. ☐
- Don't interrupt. ☒
- Write on your desks. ☐
- Work in groups. ☒

- Don't look at your classmates' exams. ☒
- Don't look at the board. ☐
- Open your books. ☒
- Eat in class. ☐

5 Act out in groups.

Imagine you're Miss Wilson.

- Get in groups of 4.
- Write 4 orders for your students.
- Prepare for the acting.
- Ask the class to follow your orders.

b) Now, correct the wrong orders.

fifteen 15

BUILDING CONFIDENCE

- Food from home.** Ask Ss to tell everybody what they brought from home (to eat at break time or for lunch). You can see which is the most popular food.
- Toys from home.** Ask Ss to tell their classmates which toy they brought to school when they were in kindergarten and which they hid from their siblings.

2 Read again and write the words in the correct column.

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

3 Match. Then, read and complete with the correct word. You can repeat the words.

- First ask Ss to read the instructions and tell you what they have to do. Ask them to look at the words and the pictures and to see if they recognize any. As they have just seen *hid* and *brought*, they can do these two. Then ask them if there is any word they can understand because it is similar to Spanish. Ask them to match the word *pirate* with the correct picture.
- To solve the last two, refer Ss back to the dialogue and the picture. They should realize which is which.
- Have Ss read the text and fill in the blanks. Check on the bb.

- You can work on language awareness, helping Ss realize whether they need a verb or a noun in each of the blanks.

BUILDING CONFIDENCE

- Mouth it!** Tell Ss you are going to mouth one of the new words for them to say what it is, and then say the number it has in Exercise 3.
- Mime it!** This time, say the words for the Ss to mime. Agree on a way to mime each one first.

WB EX 1 PAGE 98

Introduction of the imperative

- Ask Ss to go back to the story and read the first part. Ask them if Miss Wilson is describing the tunnels or giving the Ss orders/instructions.
- Ask Ss what instructions you give them, e.g. **Open your books at page... Listen to... Complete the exercise...**
- Ask Ss to read the dialogue again and find an example of something Ss have to do and an example of something Ss can't do.

4 a) Read and tick the correct orders.

- Ask Ss to read the instructions. Check they understand these are instructions in class.
- Give Ss time to do the activity, then check on the bb.

b) Now, correct the wrong orders.

- Give Ss time to do the activity, then check on the bb.
- You can reflect with Ss why orders are important, and why it is important to follow them.

BUILDING CONFIDENCE

Breaktime. Ask Ss what orders their teachers usually give them at break time.

5 Act out in groups.

- Ask Ss to read the instructions.
- Make sure Ss understand they have to follow the different steps. Work on the rules for participating in class.

BUILDING CONFIDENCE

Ground rules. You can make a poster with Ss with ground (basic) rules in class, e.g. *Don't eat in class, Put up your hand, etc.*

WB EX 4, 5 a) AND b) PAGE 99

Homework

Ask Ss to bring something special from home (a soft toy, a drawing, etc).

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

What did you bring? First Ss show what they brought from home, e.g. *I brought a soft toy. I brought my favourite doll.* Then Ss have to remember what each one brought, e.g. *Gaby brought a soft toy, Agustina brought a doll.*

6 Read and number.

- Ask Ss to look at the text and infer what type of text it is and what information they will find in it.
- Ask Ss to read the text and check their predictions.
- Work on the following strategies to help Ss number the pictures. What type of information does question 1 require if it asks *Who?* Only picture **e** has people.
- They saw ships when they dealt with means of transport. If they don't remember, ask them to focus on which of the pictures gives them information as to what pirates attacked. In the case of gold and silver, Ss may understand it is treasure, so work on the colours of the coins to help them understand what they are. As to cannons, it is quite transparent, so now there is one option left.

WB EX 2 AND 3 PAGE 98

7 Listen and complete the chart. T11

- Ask Ss what type of language they need to use: sentences or key words?
- Check the answers by having Ss use complete sentences, e.g. *Kira read an article last Tuesday.*

MP3 TRACK 11

Tommy: Are you studying pirates at school?
Kira: No, not really, but I read an article on the internet.
Tommy: When did you read the article?
Kira: Last Tuesday.
Tommy: Were pirates bad people?
Kira: Yes, they were.
Tommy: When did they attack ships?
Kira: Many years ago.
Tommy: When did they come to our city?
Kira: Mmm... About three hundred years ago.
Tommy: Do pirates attack children now?
Kira: Yes, they do.
Tommy: Really? When do they attack children?
Kira: When they ask a lot of questions!

6 Read and number.

FAQs ABOUT PIRATES
Frequently Asked Questions

a 3 **b 2** **c 5** **d 4** **e 1**

Q: Who were the pirates?
A: They were fierce sailors from England, France and Holland.

Q: What did they do?
A: They attacked Spanish ships.

Q: Why did they attack Spanish ships?
A: Because they had gold and silver.

Q: How much gold and silver did the Spanish ships take to Spain?
A: They took a lot of gold and silver.

Q: When did pirate ships come to America?
A: In the sixteenth, seventeenth and eighteenth centuries.

Q: How many cannons did pirate ships have?
A: Around fourteen cannons.

Q: What was the Jolly Roger?
A: It was the pirates' black flag.

Q: Were the Spanish sailors afraid of it?
A: Yes, they were scared!

7 Listen and complete the chart. T11

Kira is talking to her little brother Tommy about pirates.

Who?	Activity	When?
Kira	read article	last Tuesday
Pirates	attack ships	many years ago
Pirates	come to city	about 300 years ago
Pirates	attack children	when they ask a lot of questions

16 sixteen

8 Match. There is one extra answer. LMT

- How much do you know about history?
- When did Columbus discover America? **a**
 - When did Alexander Fleming discover penicillin? **f**
 - When did Alexander Graham Bell invent the telephone? **c**
 - When did San Martín cross the Andes? **e**
 - When did Mexico declare their independence? **d**
- a In 1492. d In 1821.
b In 1793. e In 1817.
c In 1876. f In 1928.

8 Match. There is one extra answer.

- Ask Ss how much they think they know about history. Tell Ss how to say years, e.g. 1492: *fourteen ninety-two*; 2007: *two thousand and seven* or *two thousand seven*. Give Ss time to do the activity, then check the answers on the bb.

BUILDING CONFIDENCE

A quiz. You can ask Ss questions about their life at school, e.g. *When did we start Unit 1? When did the music teacher bring his/ her guitar?*

Introduction of was/were born

- Ask a few Ss *When is your birthday? In March? In August? Tell the rest, you are going to test their memory. Camila was born in March. Cata and Pedro were born in September.*
- Once you check how good the Ss' memory is, ask one of them, e.g. *Where were you born? In (Colombia)? Was Camila born in (Uruguay)?*



LANGUAGE AWARENESS: LMT page 79

- Go over the questions in Exercise 8 and ask Ss what type of information the interrogative pronoun, *When*, focuses on.
- After Ss answer the questions, check answers on the bb.

9 Read and circle. Then, listen and check. T12

DO YOU KNOW?

1 Mother Teresa was born on August 26 in 1910 1960.

2 Martin Luther King was born in the USA / Germany in 1929.

3 José de San Martín was born in Argentina in February / August, 1778.

4 Antonio Berni was born in Uruguay / Argentina on May 14, 1905.

5 José Martí was a Cuban poet. He was born in Cuba in 1853 / 1957.

10 Play a memory game. 2



11 a) Listen and complete. T13

Listen to Miss Wilson talking about Mother Teresa.

Birth	Where?	<u>Serbia</u>
Family	Who?	<u>mother, father, brother, sister</u>
Travel to India	When?	<u>1928 (18 years old)</u>
	How?	<u>train and boat</u>
	Why?	<u>wanted to be a nun</u>
Start the Missionaries of Charity	When?	<u>1948</u>
Get Nobel Peace Prize	When?	<u>1979</u>
Die	When?	<u>1997</u>

b) Listen again and write ✓ (true) or X (false). T14

- Mother Teresa's parents were from Albania. ✓
- She had ~~two~~ brothers. one brother and one sister X
- She liked helping people. ✓
- She started the Missionaries of Charity in 1948. ✓
- She died in ~~Albania~~. Calcutta X
- She was a ~~tall~~ woman. small X
- She was a serene person. ✓
- She was very active and dynamic. ✓

c) Now, correct the false statements.

seventeen 17

BUILDING CONFIDENCE

A quiz. Tell Ss you are going to test them on their country's history. With options about when people were born.

WB EX 6 a) AND b) PAGE 99

10 Play a memory game in pairs.

Ask Ss to read the instructions and tell you what they have to do. You can use the information in Exercise 9.

11 a) Listen and complete. T13

- Ask Ss how much they know about Mother Teresa. You can do a KWL (Know - Want to know - Learnt) chart. What type of information will they need to record?
- Play the recording to check their predictions.
- Play the recording again for Ss to complete the fact file.
- Check by asking Ss to say complete sentences.

b) Listen again and write ✓ (true) or X (false). T14

Elicit from Ss what to do and then check on the bb.

MP3 TRACKS 13 AND 14

Miss Wilson: Now, children. Here's some information about an extraordinary person: Mother Teresa of Calcutta. Her parents were from Albania, but she was born in Serbia*. She had a brother and a sister. She helped her mother at home, and she helped people in her church. When she was 18, she took a train and a boat to India because she wanted to be a nun. She worked in India with the nuns, and worked at a school for girls, but she didn't like teaching. She wanted to work for the poor in the streets. In 1948, she started the order of the Missionaries of Charity. A lot of people helped her, and she started a home for poor and orphan children. She got the Nobel Peace Prize in 1979. Her words to the world were: "Love your family." She died in Calcutta in 1997.

Children: Wow, fantastic. An amazing person.

Kira: Was she a tall woman? What did she look like?

Miss Wilson: She was a small woman with big brown eyes and brown hair.

Mike: What was she like?

Miss Wilson: She was serene, but very active, dynamic and energetic. She was amazing!

* Teresa of Calcutta's hometown Skopje belonged to Serbia when she was born and was under Ottoman rule. At present, Skopje is the capital of the Republic of Macedonia.

c) Now, correct the false statements.

Give Ss time to do the activity, then check on the bb.

Homework

Ask Ss to bring statements for a quiz about history.

9 Read and circle. Then, listen and check. T12

Give Ss time to do the activity, then check the answers on the bb. At this point, do not correct wrong answers. Play the recording for Ss to check. Remind Ss of the use of time prepositions.

MP3 TRACK 12

Miss Wilson: OK, children. Let's see your answers... When was Mother Teresa born?

Kira: In 1910.

Miss Wilson: Yes, very good. What about Martin Luther King? Where was he born?

Etsuko: In Germany?

Miss Wilson: No, he was an American politician. What about San Martín?

Kira: He was born in August. On August 17th!

Miss Wilson: No, dear. He was born on February 25th in 1778. Tell me about Berni.

Mike: He was born in Argentina.

Miss Wilson: Yes, that is correct. And Martí? When was he born?

Etsuko: I know! In 1853.

Miss Wilson: Fantastic. Homework for Monday...

LANGUAGE AWARENESS: LMT page 79

Ask Ss to read and answer the questions, then check on bb. Refer Ss to the page and have them answer the questions.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

- Quiz.** Ask Ss to take out their quizzes. Ss can take it in turns to ask one of their questions. They can also get into groups and organize a longer quiz, which they can exchange with other groups.
- Repeat if correct.** Tell Ss you are going to make comments about Mother Teresa. If they think they are true, they should repeat what you say. Comment on her physical description and her personality.

DESCRIPTIONS

Ask Ss to look at the box at the top of page 18. Ask them what type of information each question focuses on.

LMT LANGUAGE AWARENESS: LMT page 79

- Refer Ss to the indicated page.
- Check their answers on the bb.

12 a) Match. There is one extra description.

- Elicit from Ss what they have to do.
- Give Ss time to do the matching.
- Check the answers on the bb.
- You can ask Ss to provide the question for the extra description.

b) Now, write the questions and the answers in part a) in the correct category.

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

13 Read this week's answers to your comments and write + (positive) or - (negative).

- Elicit from Ss what they have to do. You may tell them that there are magazines and web pages to which you write making comments about problems or situations, and in return, they post an answer with some solution or opinion.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

- Personality adjectives.** Ask Ss to make a list of the personality adjectives they have seen in different exercises. Once they finish the list, they can divide them into positive or negative.
- Spot the mistake.** Tell Ss you are going to make comments about the personality of famous people and characters for them to spot wrong information, e.g. *Harry Potter is cooperative. Superman is irresponsible.*

DESCRIPTIONS

What was Mother Teresa like?

She was serene and dynamic.

What did Mother Teresa look like?

She was short. She had brown hair and big eyes.

Personality

- serene
- dynamic

Physical description

- short
- brown hair
- big eyes

12 a) Match. There is one extra description.

- | | |
|-----------------------------------|--|
| 1 What does Nick Jonas look like? | a He's a terrible boy, but he's very popular. |
| 2 What is Shrek like? | b He's short. He has short straight hair and brown eyes. |
| 3 What does Messi look like? | c He has curly brown hair and brown eyes. His nose is small. |
| 4 What is Bart Simpson like? | d He's brave and timid. He doesn't like people. |
| | e He is very tall with long wavy hair and green eyes. |

b) Now, write the questions and the answers in part a) in the correct category.

Personality	Physical description
2 What is Shrek like? He's brave and timid. He doesn't like people.	1 What does Nick Jonas look like? He has curly brown hair and brown eyes. His nose is small.
4 What is Bart Simpson like? He's a terrible boy, but he's very popular.	3 What does Messi look like? He's short. He has short straight hair and brown eyes.



13 Read this week's answers to your comments and write + (positive) or - (negative).

- My sister wanted to make biscuits but she didn't have any butter. I went to the grocer's and bought butter.
You were cooperative and helpful. +
- My football team thinks I'm an excellent player.
You are very responsible, you're punctual for practice and they are happy to have you in the team. +
- I had homework, but I went to my friend's house and played basketball. My mum asked 'Did you finish homework?' and I said 'Yes, I did.'
You were irresponsible and insincere. -
- Some of my classmates don't understand Maths problems, and I help them.
You are a very generous person. +

14 Who is it?

She's funny, friendly and dynamic. She's very responsible. She has a secret life.

Hannah Montana!

- Get in pairs.
- Think of 4 different people (a woman, a man, a boy and a girl).
- Write down their personalities.
- Describe one of the people. Your classmates guess who it is.

18 eighteen

14 Who is it?

- Ask Ss to read the instructions and tell you what to do.
- Again, check Ss understand how important it is to go over all the steps.
- Remind them of the rules for participating.

WB

EX 7, 8, 9 AND 10 PAGE 100

15 a) Read Kira's blog and complete the file.

- Elicit from Ss what to do.
- Ask Ss to read the title and to tell you what they think the blog is about.
- Have them read to check their predictions.
- Give Ss time to do the activity, then check on the bb. You can check in two ways, drawing a fact file and including key words or asking Ss to say complete sentences about each of the topics.
- This is a good opportunity to reflect on what can make a person a hero/heroine.

15 a) Read Kira's blog and complete the file.

b) Now, complete the file about your hero or heroine.

2


http://www.kira.blogspot.com/

TUESDAY, APRIL 3

My heroine

My heroine is my mother because she's a fantastic person. She's short and a bit fat. She has short curly hair and big brown eyes. Her nose is small. She's young, she's thirty-eight years old. Her birthday is in September. She's very energetic and calm, and she's helpful!

She works in a hospital, she's a doctor. She has a lot of patients. She goes to work by bus or underground. She works at home, too. She's my heroine because she helps people.



5 COMMENTS

My hero/heroine

Who? _____

Physical description: _____

Birthday: _____

Personality: _____

Everyday activities: _____

Transport to work/school: _____

Hero/heroine why? _____

c) Write an entry on Kira's blog about your hero or heroine.

http://www.kira.blogspot.com/

TUESDAY, APRIL 3

My _____

My _____ is _____

5 COMMENTS

Kira's heroine

Who? **my mother**

Physical description: **short and a bit fat**

Birthday: **in September**

Personality: **energetic, calm, helpful**

Everyday activities: **works in a hospital and at home**

Transport to work: **bus / underground**

Heroine why? **she helps people**

BUILDING CONFIDENCE

Kira's mum. Ss can start a chain game with information about Kira's mother.

b) Now, complete the file about your hero or heroine.

- › Elicit from Ss what to do.
- › Give them time to complete the fact file.
- › Check by asking different Ss to read their examples.

c) Write an entry on Kira's blog about your hero or heroine.

- › Elicit from Ss what to do.
- › Make sure they understand they can write some drafts before their blog is ready.



Homework

Ask Ss to bring their entry on their hero/heroine for Kira's blog on a separate sheet. They can illustrate it with photos or drawings.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

My hero/ heroine. You can ask Ss to read out their blog entry. Afterwards, collect all of them to make a poster.

What was that noise?

- Ask Ss to open their books at page 20. Elicit from them what has happened in the story so far.
- Ask Ss to read the title and look at the pictures and to predict what may happen.
- Have Ss read and then play the recording for them to check.
- What can they say about Etsuko, Mike and Kira? Were they responsible and obedient?
- Ask Ss whether they remember the type of stories the characters like. Once having done so, ask them which type of stories they like reading, e.g. detective/fantasy/terror stories, etc.
- Ask them to predict how the story goes on.
- Ask Ss what they would do in that situation. This gives us the possibility to show that there are things/situations that scare us, and there is nothing wrong about being scared.
- Focus as well on the importance of going by what adults say. Highlight how the children apologize when they realize they have done something wrong.

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

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

BUILDING CONFIDENCE

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

2 Read and complete. Molina or Drake?

- Tell Ss to read the instructions and tell you what to do.
- Ask Ss to look at the picture. What type of text is it? What information does it have? Who were Molina and Drake?
- Have Ss go over the text to check their predictions.
- Ask Ss to read again and do the exercise.
- Check Ss' answers on the bb.

What was that noise?

 T15

Mike: Miss Wilson's talking with the other students. Let's get into this tunnel.

Kira: I'm a bit scared. It's dark and very dirty! Perhaps it's full of insects, or rats.

Etsuko: Don't be silly! I can see a light at the end of the tunnel. Let's explore it!

Mike: I love horror films!

Etsuko: With vampires! I also love watching detective and mystery films.

Kira: I don't. I like romantic stories.

Mike: Listen! What... What's that noise?

Kira: Oh! I'm scared...

Etsuko: Carlo mentioned the noises in the tunnels. Remember?

Mike: Oh, yes! Let's get out! Quickly!

Back with the rest of the group...

Miss Wilson: What's the matter?

Etsuko: We heard a terrible noise in the tunnel.

Miss Wilson: Phew! I'm happy you're OK. But you know you were disobedient. That's not right!

Mike: We're sorry Miss Wilson! But... what was the noise?

Miss Wilson: It was the underground. The light blue line runs next to the school!

TO BE CONTINUED...

20 twenty

- A legend is a story containing some historical truth. Ask your Ss whether they know any legends from the area in which they live.

BUILDING CONFIDENCE

A blog entry. Ss can imagine they are Drake or Molina, and they can write a blog entry about the adventure.

WB

EX 11, 12, 13 AND 14 PAGE 101

OUR POSTER

Ss can make a poster with their writings about their heros/heroines.

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

- 1 Kira, Mike and Etsuko went into one of the tunnels. ☒
- 2 Miss Wilson saw them. ☒
- 3 The children heard a noise in the tunnel. ☒

- 4 They were obedient. ☒
- 5 The noise came from an animal. ☒

2 Read and complete. Molina or Drake?

The treasure of Molina, the pirate

In 1572, Sir Francis Drake, a famous English pirate, came to the Rio de la Plata with five ships, but he went back to England with three. What happened to the two ships? A legend says that Molina, a Spanish pirate, captured one of the two because it was full of gold. Sir Francis Drake got very angry and followed Molina's ship along the coast of Uruguay. But Molina wanted his treasure!

He and six of his men stopped next to the town of Colonia de Sacramento, hid the treasure and then they escaped. Drake captured Molina's ship, but the treasure wasn't there. After some time, Molina killed his six men, and then he disappeared... but he didn't take the treasure with him. Where's Molina's treasure? There are some theories: some people say it's in Colonia's cemetery, other people say it's on St. Gabriel's Island, in front of Colonia de Sacramento and find the treasure!

- 1 Drake was born in England.
- 2 Molina captured one of the ships.
- 3 Drake's ships had a lot of gold.
- 4 Drake had five ships.
- 5 Molina hid the treasure.
- 6 Drake didn't find the treasure.

twenty-one 21

Quick check

Unit 2 A, page 107

Activity 1: Down: 2. candle 4. brought 7. curly 9. hid
Across: 1. active 3. serene 5. pirate 6. torch 8. straight
10. wavy

Activity 2: 1. was born 2. at 3. in 4. on 5. brave 6. long
7. brought 8. Don't 9. Put

REMEMBER

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

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

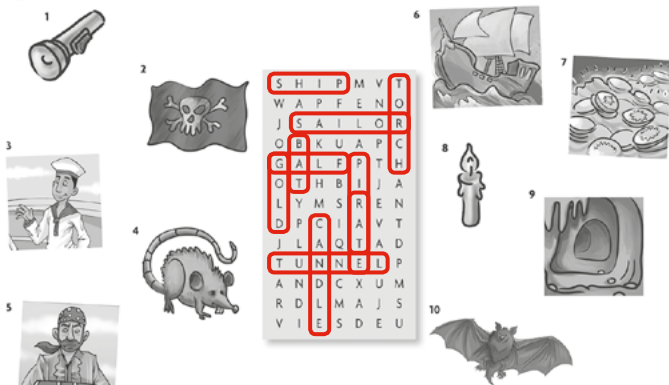
A story: Thomas Alva Edison, Chapter I (TC page 102).

1 Circle.

- 1 I can't see! I need torch / bat.
- 2 pirate candle is a bad person.
- 3 There are rats candles in a tunnel.

- 4 My dad went to Bolivia and brought / drank some quinoa, a typical cereal.
- 5 I can't find my book. My brother wrote / hid it in his bedroom.

2 Word search. → ← ↖ ↗



3 Make the following sentences true for you.

- 1 There are two torches in my house.
- 2 I have a candle in my bedroom.
- 3 I saw a pirate last week.
- 4 I hid my brother's mobile phone in my bedroom.
- 5 My sister brought a hamburger from school.

4 Write the commands in the correct category. You can write them in one, two or three categories.

Don't eat.
Make your bed.
Don't bring a mobile phone.
Do your homework.
Don't talk to your friends.
Bring a jacket.
Don't run.
Finish your breakfast.
Put the pencils in your pencil case.
Don't put the books on the floor.
Stop talking.
Use your torch.

At home

At school

In the tunnels

b) Now, write 5 commands for your classmates at school.

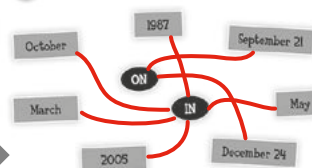
- 1 In the library
- 2 In the playground
- 3 In the auditorium
- 4 In the museum
- 5 In the classroom

5 a) Complete with one of the verbs in the box. The commands can be affirmative or negative.

jump ride run sing study use visit wear

- 1 **Don't wear** shorts at school.
- 2 **Don't use** a calculator at the test.
- 3 **Don't jump** in the bed.
- 4 **Don't run** in the street.
- 5 **Ride** your bike in the park, it's OK.
- 6 **Don't sing** in the library!
- 7 **Visit** your friends on Saturdays and Sundays.
- 8 **Study** for the test.

6 a) Match.



b) Now, write two extra examples.

- 1 In _____
- 2 On _____

1 Circle.

Focus: vocabulary

EXPANSION

Ask Ss to write a meaningful sentence with the words they haven't circled.

2 Word search.

Focus: vocabulary

3 Make the following sentences true for you.

Focus: negative forms

4 Write the commands in the correct category. You can write them in one, two or three categories.

Focus: imperative

EXPANSION

Ss can write further instructions/orders.

5 a) Complete with one of the verbs in the box. The commands can be affirmative or negative.

Focus: imperatives

b) Now, write 5 commands for your classmates at school.

Focus: imperative

EXPANSION

Ss can write instructions for the club/the park/the underground.

6 a) Match.

Focus: time prepositions

b) Now, write two extra examples.

Focus: time prepositions

7 Describe the photos with the words in the box. There are extra words.

big eyes small eyes long hair short hair tall
thin fat straight hair wavy hair big nose
small nose curly hair short



She's tall and thin. She has short straight hair and small eyes. She doesn't have a big nose.



8 Use the words in Exercise 7 to describe the following characters.

Shrek is tall and fat. He has a big nose.

Harry Potter

Marge Simpson

The monster in Frankenstein

9 Answer the questions.

1 What is Mickey Mouse like?

He is active and funny. He is friendly.

2 What does Pinocchio look like?

3 What is Batman like?

4 What does Fiona look like?

10 Complete with the correct questions.

1 What was she like?
She was very nice, friendly and generous.

2 What does she look like?
She was tall and thin, and had short hair and big green eyes.

11 Complete. Use the question words in the box. There is one extra word.

How How many How much What
What time When Where Who Why

1 When were you born?

In 1990.

How many brothers and sisters do you have?

Two sisters and a brother.

3 How do you go to the club?

On foot.

4 What time did you get up this morning?

At 6.30.

How much milk did you drink?

A glass.

6 Why did you buy four books?

Because I love reading.

7 Who is your favourite film character?

Batman.

8 What does he look like?

He's very tall!

12 Read Keiko's post on Kira's blog and circle.

File Edit View Favourites Tools Help

http://www.kira.blogspot.com/

WEDNESDAY, APRIL 4

Hi, Kira! My name's Keiko and I'm Etsuko's friend, from Japan. I read in your blog that your little brother Tommy is a pest. I have two sisters, Hoshi and Harumi, and they're a pest too. But my sister's teacher is fantastic! Two days last week she visits Harumi because she "is" was in bed. She brings a delicious cake, but my sister didn't want to eat it. On the evening, my sister was OK, but she didn't watch TV. My mother said "Harumi, not don't watch TV now. go" going to the kitchen and listen to some music. Look! Here's a photo of Hoshi and Harumi!

5 COMMENTS

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

- 1 What does your uncle look like? **b**
 - 2 What is your aunt like? **d**
 - 3 How do they go to work? **a**
 - 4 When did they buy their house? **g**
 - 5 Where did they go last January? **f**
 - 6 What did they do? **e**
- a By bus or underground.
b He's a tall and thin man. He has short hair and his eyes are brown.
c He's funny!
d She's adorable!
e They swam in the sea and walked in the city.
f To Rio de Janeiro.
g Two years ago.

14 Answer the questions.

- 1 When were you born?
- 2 Where were you born?
- 3 When did you start school?
- 4 When did your parents buy your favourite book?
- 5 How did you come to school yesterday?
- 6 How does your father / mother go to work?
- 7 When is your friend's birthday?
- 8 When was your mother / father born?

7 Describe the photos with the words in the box. There are extra words.

Focus: physical description

EXPANSION

Ss can draw a person using the phrases they haven't used.

8 Use the words in Exercise 7 to describe the following characters.

Focus: description

EXPANSION

Ss can describe another famous character.

9 Answer the questions.

Focus: What... look like? vs What... like? questions

EXPANSION

Ss can add further questions.

10 Complete with the correct questions.

Focus: What... look like? vs What... like? questions

11 Complete. Use the question words in the box. There is one extra word.

Focus: questions

12 Read Keiko's post on Kira's blog and circle.

Focus: language awareness, integration

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

Focus: questions, language awareness

14 Answer the questions.

Focus: integration, personalization

VOCABULARY

New

play the + musical instrument (*piano, guitar, violin, recorder or flute, keyboard, drums, bandoneon, trumpet*)
flat, found

Revision

Descriptive adjectives

GRAMMAR

New

Comparatives (long and short adjectives)

Superlatives (long and short adjectives)

him/her

Revision

Simple present, simple past

RECOGNITION

Language from the routine (see introduction, page 5)

pigeon, sparrow

COMMUNICATION

I think so, I don't think so

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Difference in pronunciation in English and in Spanish

between words of Latin origin

The structure of comparatives and superlatives. Comparison with Spanish

Position of objective pronouns in a sentence

CLIL

The Great Pyramids of Giza

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

3 Older than the old underground

1 Read. Then, listen. T16

Mike and his mum live in a beautiful flat. It's in the cupola of an old building in the bank area. She's an architect and loves decorating old flats. The buildings in their street are taller and newer than their building, but Mike loves having a pigeon's nest in his balcony. Mike's father lives in a house in the suburbs. It's bigger than the flat because he needs space for his grand piano. He plays the piano in a tango orchestra. Mike stays with him

at weekends, but now he's at his mum's flat with Etsuko and Kira. They're telling her about the tunnels at school and in the underground. 'Yes,' says Mike's mum. 'There's a subterranean city under our city. The underground next to your school is around a hundred years old.'

The children are excited. They want to form a band and explore the city. Kira thinks of a name for the band: *The City Miners*. First, they want to travel on the old

underground. Can Mike's mum take them to the underground station? 'Of course,' she says, 'but I also want to take you to a construction site next to the port. Last week, two workers found parts of a very old Spanish ship there.' 'How old is the ship?' asks Mike. 'A hundred years old?'. 'It's older,' says his mother. 'Two hundred, I think.' 'Wow,' say the children, 'older than the old underground. When can *The City Miners* go?'

22 twenty-two

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T16

Possible lead-ins (you may choose):

- Ask Ss if they have ever formed part of a band of friends. Encourage them to tell you about it.
- You can tell Ss about special groups, from the present or the past, e.g. *Los 33 Orientales*, who, led by Lavalleja, started the revolution to free the Oriental Province (present day Uruguay) from Brazilian domination.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 22 and to look at the title and the illustration. Where are the children? What could they be talking about?
- Tell Ss to read and listen to check their predictions.

- At this stage, Ss must have realized Mike's parents don't live in the same house and that he spends his weekdays with his mum and the weekend with his dad. This should mirror the life-style of a great number of children. If the subject is raised, you can say so and add that, as they will see along the story, both Mike's parents take great care of their son.

2 Read again and write ✓ (true) or ✗ (false).

- Ask Ss to read the instructions and tell you what they have to do. You can ask them to do the activity without re-reading the story.
- Check answers on the bb.
- You can tell Ss the difference between a *grand piano* ('piano de cola') and a *piano* ('piano vertical'). If there is a piano at school, you can ask Ss if it is a *piano* or a *grand piano*.

Introduction of housing vocabulary

- Tell Ss you are going to play a guessing game with clues. You will need cut-outs or pictures, or you can draw the following on the bb: *an igloo, a tent, a house, a palace and a flat* (block of flats). Describe one of the pictures, e.g. **It's white and it's very cold inside. Is it a tent, a palace or an igloo** (as you point to each drawing on the bb)? **There are a lot in one building. They can be big or small. They don't have a garden. Is it a house, a flat or a palace? It's not very comfortable. It doesn't have a bathroom. It's not usually white. Is it a tent, a house or a flat? It's very big.**

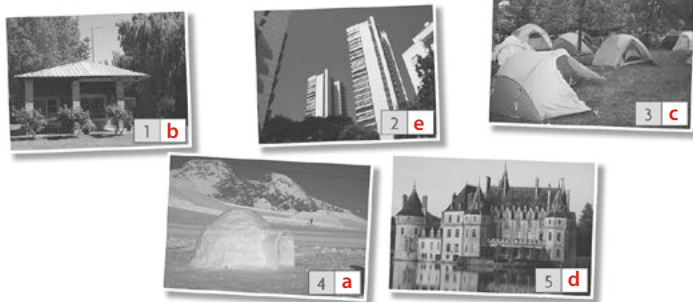
2 Read again and write ✓ (true) or ✗ (false).

- | | |
|--|--|
| 1 Mike lives in the bank area. <input checked="" type="checkbox"/> | 5 Etsuko, Kira and Mike are talking about the tunnels. <input checked="" type="checkbox"/> |
| 2 His mother doesn't work. <input checked="" type="checkbox"/> | 6 The children want to explore old tunnels. <input checked="" type="checkbox"/> |
| 3 His father's house is in the suburbs. <input checked="" type="checkbox"/> | |
| 4 There's a piano in his father's house. <input checked="" type="checkbox"/> | |

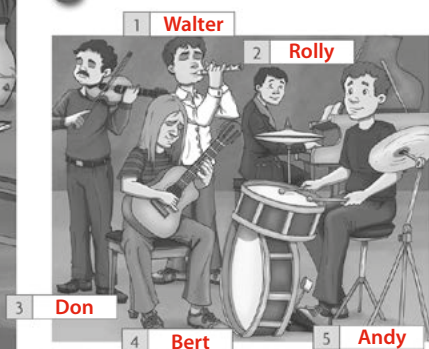
3 a) Match. There is one extra ending.

- | | |
|---|-------------|
| 1 A lot of people in a city live in | a an igloo. |
| 2 A lot of people in the suburbs live in | b a house. |
| 3 Eskimos in Alaska live in | c a tent. |
| 4 Kings, queens, princes and princesses live in | d a palace. |
| | e a flat. |

b) Now, match places a-e with the pictures.



4 Read and write the name.



This is Mike's father and his tango orchestra. Mike's father has short curly hair and big brown eyes. His name's Rolly, and he's playing the piano. He's a great piano player. Bert has long straight hair. He's wearing a blue and green T-shirt. He plays the guitar, and he can play the bandoneon, too. Walter has wavy hair and he's wearing a white shirt. He plays the flute, and he can also play the trumpet. Andy has curly hair and he's wearing a blue T-shirt. He plays the drums. Don has wavy hair and is wearing a sweater. He's playing the violin. He's good! The name of the orchestra? Tango 5.

twenty-three 23

It has a huge garden and a lot of rooms. Princes and princesses live in it. Is it a house or a palace?

3 a) Match. There is one extra ending.

- First ask Ss to read the instructions and tell you what they have to do.
- Give Ss time to do the activity in their binders or notebooks and then check the answers on the bb.

b) Now, match places a-e with the pictures.

- Ask Ss to read the instructions, then give them time to do the matching.
- Check on the bb.

BUILDING CONFIDENCE

- Mouth it.** Tell Ss you are going to mouth words for them to say what it is. Then they can say the number they have in Exercise 3 b) to make sure they know what each word means.
- My place.** Tell Ss you are going to make comments about the place or the country where they live for them to repeat if what you say is true, e.g. **There are some igloos in (Buenos Aires).**

Introduction of musical instruments

- Ask Ss if Mike and his mum live in a flat or in a house. Ask them where Mike's father lives, and why.
- Tell Ss you are going to mime different musical instruments and they will have to identify what they are. You can use pictures or cut-outs or drawings on the bb: *bandoneon, recorder, guitar, piano, violin, keyboard, drums, trumpet*.
- Mime playing the piano. When Ss say **piano**, give them (corrective) feedback using the correct pronunciation. Do the same with the other musical instruments. /bə'n'dʊniən/, /rɪ'kɔ:də/, /ɡɪ'tɑ:/, /pi'ænəʊ/, /vaɪəlɪn/, /'ki:bə:d/, /'drʌmz/, /'trʌmpɪt/.
- Point out that the musical instrument Ss play at school is a *recorder* ('flauta dulce') while the other is a *flute* ('flauta travesa').

BUILDING CONFIDENCE

- Repeat if correct.** Tell Ss you are going to mime a musical instrument and name one. If it is correct, they should repeat what you say.
- A survey.** Ask Ss which they think is the most popular musical instrument in class. Keep a record of their predictions. Then draw a chart on the bb with a musical instrument per column. You can either ask each S to say which musical instruments he/she likes or you can ask Ss **Who likes the guitar?** for them to put up their hands. Draw a tally mark per answer. Count the number of tally marks per instrument and go back to Ss' predictions.
- A chain.** Tell Ss they have to tell the truth. S1 begins, e.g. **I can play the guitar.** S2: **(Agustina) can play the guitar and I can play the recorder.** S3: **(Agustina) can play the guitar, (Santi) can play the recorder, but I can't play the piano.** Ss can add what they can or can't play. Remind them of the use of *or* to join two negative ideas, e.g. **I can't play the piano or the violin.**

4 Read and write the name.

- First ask Ss to read the instructions. Ask them what they need to focus on to do the matching.
- Give Ss time to do the activity, then check on the bb.

BUILDING CONFIDENCE

Memory game. Tell Ss to try to memorize the information in Exercise 4 and close their books. Then name one of the members of the orchestra for them to say as much as they can remember about him.

WB

EX 1, 2 AND 3 PAGE 102



Homework

Ask Ss to bring cut-outs or drawings of musical instruments.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Show me. Name a musical instrument and Ss show the correct cut-out or drawing.

5 a) Write ✓ (true) or X (false).

Then, listen and check. 

- Tell Ss to read the instructions and tell you what to do.
- Check Ss' answers.
- Play the recording and check the answers on the bb.

b) Listen again and circle.

- Ask Ss to tell you what they have to do.
- Play the recording and check answers on the bb.



MP3 TRACKS 17 AND 18

- Mike:** How old is our flat, mum?
Mike's Mum: I don't know, why?
Mike: Because it's older than other flats in the street.
Mike's Mum: Yes, it is, but it's bigger, too.
Mike: And the buildings in the street? They are newer than our building.
Mike's Mum: Yes, our building is older, and smaller, but it's nicer.
Mike: Is it older than the underground next to school?
Mike's Mum: No, of course not, and it's newer than that old Spanish ship in the construction site. Why so many questions?
Mike: I'm curious, Mum, remember?



LANGUAGE AWARENESS: LMT page 80

- Ask Ss if Mike's flat is big or small, then ask them about his father's house. Finally, ask if his mum's flat is bigger or smaller than his father's house. Write the sentences on the bb.
- Ask Ss if you're describing the flat or if you are saying whether you like it or not. Then ask them if you are describing it by comparing it with another house/flat or by talking about its rooms.
- Refer Ss to the indicated page.

BUILDING CONFIDENCE

The same but different. Tell Ss to form sentences with the adjective they have not circled, keeping the original meaning, e.g. *The other flats in the street are newer than Mike's flat.*

5 a) Write ✓ (true) or X (false). Then, listen and check.

- 1 Mike and his mum live in an old building. ✓
- 2 There aren't any tall buildings in Mike's street. X
- 3 The underground next to Mike's school isn't very old. X
- 4 The ship in the construction site is very old. ✓

6 a) Read Kira's comment and complete the web on the right.

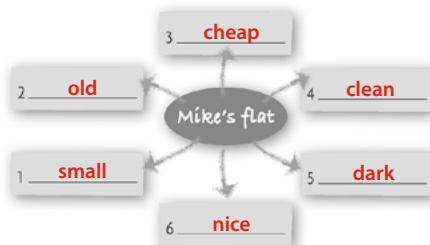
Kira loves Mike's flat. She's writing an entry on her blog about it.



24 twenty-four

b) Listen again and circle.

- 1 Mike's flat is newer / older than other flats in the street.
- 2 Other flats in the street are bigger / smaller than Mike's flat.
- 3 His father's house is bigger / smaller than his flat.
- 4 Mike's building is smaller / taller than other buildings in the street.
- 5 It's newer / older than the underground next to Mike's school.



b) Now, read Etsuko's comment on Kira's blog and circle.

c) Write the opposite adjectives.

- | | | | |
|---------|--------------|---------|------------------|
| 1 small | <u>big</u> | 4 dark | <u>light</u> |
| 2 new | <u>old</u> | 5 cheap | <u>expensive</u> |
| 3 clean | <u>dirty</u> | | |

7 a) What do you think? Kira or Mike?

Do you remember?

- 1 Mike is taller than Kira.
- 2 Mike is thinner than Kira.
- 3 Kira's hair is wavier than Mike's.
- 4 Mike's arms are longer than Kira's.
- 5 Kira's legs are shorter than Mike's.

b) Now, go back to page 14 and check.

6 a) Read Kira's comment and complete the diagram on the right.

- Ask Ss to look at the first blog and its paratext. What is it about?
- Have Ss read to check their predictions.
- Ask them if Kira is describing Mike's flat by comparing it with another flat or house.
- Give the Ss time to complete the web. Elicit from them what they need to write in each node (an adjective that describes Mike's flat).
- Check the answers on the bb.

b) Now, read Etsuko's comment on Kira's blog and circle.

- Ask them to read the blog first and to tell you its topic: (Etsuko's house).
- Give Ss time to circle the correct words, then check the answers on the bb.

BUILDING CONFIDENCE

A new blog entry. Ask Ss to re-write Etsuko's entry using the adjectives they haven't circled, making the necessary changes, e.g. *Mike's flat is smaller than my house.*

c) Write the opposite adjectives.

- Ask Ss where they can find the opposites if they can't remember them.
- Give Ss time to write the opposites, then check on the bb.

8 Read and complete.



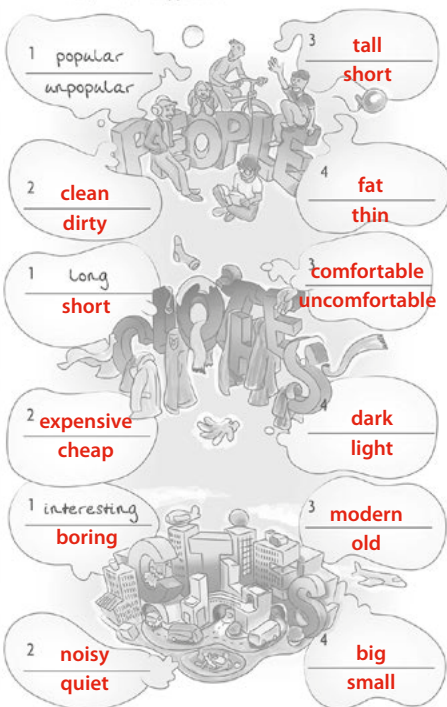
Buenos Aires underground

In Buenos Aires City there are six different underground lines: A, B, C, D, E and H. The A line, or light blue line, is older than the other lines. The D line is more important than the other lines because it's longer. In the A line, the tunnels are darker and spookier. The tickets in the A line are not more expensive than the other lines, but the line is more interesting because from the train you can see the tunnels very well. It's tourists' favourite line. The trains in the B and D lines are more comfortable than the other trains. There are new stops in the B and D lines, and they are more beautiful and modern than the other stops. The yellow line is shorter than the other lines, but it's very dark and noisy. You can't hear a thing! This is because this line is faster than the others. It goes from one stop to the other in two minutes. The A line is slower than the other lines: four minutes from one stop to the other. The other lines go in three minutes.

Line	Characteristics
A	Old / dark & spooky / interesting / slow / can see tunnels well
B	Comfortable / some stops modern and beautiful
C	-----
D	Long / comfortable / some stops modern and beautiful
E	-----
H	Short / dark / noisy / fast

9 Find and complete.

Look for adjectives in this unit and complete the bubbles. Then, write the opposites.



10 a) Read the quiz and write ✓ (true) or ✗ (false).

QUIZ: POPULAR IDEAS

- A train is faster than a car. ✓
- A plane is more comfortable than a bus. ✗
- A bus is slower than a car. ✓
- A train ticket is more expensive than a bus ticket. ✓
- A bus is noisier than a plane. ✗

b) Now, listen and check.

twenty-five 25



LANGUAGE AWARENESS: LMT page 80

- Ask Ss if in the text the writer compares two elements as on Kira's blog. Ask them why they think the structure is different. To help them become aware, you can ask them to clap for every syllable in each adjective.
- Refer Ss to the indicated page, then check on the bb.

9 Find and complete.

- Tell Ss they can add more adjectives to each bubble.
- Check the answers on the bb.

10 a) Read the quiz and write ✓ (true) or ✗ (false).

- Give Ss time to do the activity, then check on the bb.

b) Now, listen and check.



- Elicit from Ss what to do.
- Play the recording and check.



MP3 TRACK 19

Miss Wilson: OK. Number one? Who can do number one? A train is faster than a car.

St 1: I think so.

Miss Wilson: It's not! Regular trains are slower than cars. What about number 2? A plane is more comfortable than a bus.

St 2: I don't think so.

Miss Wilson: Good, you're right. Planes are not comfortable. Let's see number 3. A bus is slower than a car... Ideas?

St 3: I think so.

St 2: I don't think so.

Miss Wilson: Two different opinions. A bus is slower than a car. What about number 4? A train ticket is more expensive than a bus ticket?

St 3: I don't think so.

Miss Wilson: Correct again! Let's see number 5. A bus is noisier than a plane.

St 4: I think so.

Miss Wilson: No, dear. A plane is very noisy!

7 a) What do you think? Kira or Mike?

- Ss can work in groups. Check the answers on the bb.

b) Now, go back to page 14 and check.

- Elicit from Ss what to do.
- Go back to the answers in the previous exercise and correct the ones which are wrong.

WB

EX 4 AND 5 PAGE 103

8 Read and complete.

- Ask Ss to look at the text and its paratext to predict what it may be about.
- Ask Ss to skim the text and check their predictions.
- Ask Ss about the topic of the text. Ask them if the writer describes the lines by comparing them.
- Check that Ss understand that under 'characteristics' they have to write adjectives, not comparisons.
- Give Ss time to do the activity, then check on the bb.

WB

EX 6 PAGE 103, EX 7 a) AND b), EX 8 PAGE 104 AND EX 11 PAGE 105



Homework

Ss bring cut-outs of two people, houses or objects and a description comparing them on a separate sheet of paper.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Matching. Collect the Ss' pictures and place them on the walls or bb. Depending on the number of Ss, you can show a few only. In this case, group them according to category (people, houses, cars, etc). Collect the texts and hand them out. Ss have to read the texts and identify the correct picture.

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

- Before they open the book, ask Ss what school subject the characters have been working on, and what topics they have seen related to that subject.
- Ask Ss to open their books at page 26, focus on Exercise 11, and to tell you if this is still related to Social Studies.
- Ask Ss to look at the text and its paratext and to tell you what type of text it is.
- Have Ss skim the text to check their predictions.
- Give Ss time to do the activity, then check the answers on the bb.
- Alternatively, you can ask Ss to do the activity without reading the text, giving the answer based on their own ideas. They can then read the text and see how close they were in their ideas.



LANGUAGE AWARENESS: LMT page 80

- Ask Ss to focus their attention on the first sentence: *The Eiffel Tower is the tallest building in Paris.* Ask them if there are other buildings in Paris which are taller than the Eiffel Tower.
- Ask Ss if in this case, the writer is comparing two elements or more.
- To make the concept clearer, you can compare two Ss, e.g. **Martin is taller than Augusto.** Ask Ss if some other students are taller than Martin. Then say, e.g. **Martin is taller than Augusto, but Joaquín is the tallest student in 6A. Are there any other students who are taller than Joaquín?**
- Ask Ss to find other examples like this in the text and write them on the bb. Help them see what they have in common (addition of *-est* to the adjective, use of *the*, reference to the group, e.g. *in 6A, in the world, in Paris*).
- Refer Ss to the indicated page and check their answers on the bb.

12 Match. There are two extra endings.

- Elicit from Ss what they have to do. Ask them how they can find the matches (by finding connections between the nouns in the first and in the second part, e.g. country and the name of a country).
- Give Ss time to do the activity, then check the answers on the bb.

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

Mike's reading about famous towers for school. He loves Social Studies, but he needs help to do his homework.

FAMOUS TOWERS AROUND THE WORLD

The Eiffel Tower is the tallest building in Paris, and one of the most popular monuments in the world. Millions of people visit it every year. Gustave Eiffel built the tower next to the Seine River in 1889. He also made the internal structure of the Statue of Liberty in New York, but the Eiffel Tower is taller. It is 324 metres tall. The Statue of Liberty is only 73 metres tall, including the pedestal.



Eiffel Tower



Khalifa Tower

In 1998, the tallest buildings in the world were the Petronas Towers, in Malaysia. They are 452 metres tall. After that, the Taipei 101 Tower in Taiwan was the tallest buildings with 106 floors, but it had this record for seven years. Nowadays the tallest building in the world is the Burj Khalifa Tower in Dubai, on the Arabian Peninsula. It has 161 floors! Can you imagine your flat on floor 161?

- In Paris, some buildings are taller than the Eiffel Tower. ☐
- People like the Eiffel Tower. ☒
- The Eiffel Tower is next to a river. ☒
- The Statue of Liberty is taller than the Eiffel Tower. ☐
- The Taipei 101 Tower in Taiwan was taller than the Petronas Towers. ☒
- The Taipei 101 Tower in Taiwan had 106 floors. ☒

26 twenty-six

12 Match. There are two extra endings.

World records

- The tallest mountain in the world is ☐
- The biggest country is ☐
- The smallest country is ☐
- The biggest city is ☐
- The biggest continent is ☐
- The longest river in America is ☐
- The shortest river in the world ☐
- The fastest land animal is ☐

- Asia.
- Mount Everest in Asia.
- Rio de la Plata in Argentina.
- Russia.
- Tokyo in Japan.
- the Amazon in South America.
- the cheetah.
- the D river in Oregon, USA, with 37 metres.
- the Nile in Africa.
- Monaco.

13 Find records at school.

Our school survey

- What's the biggest room in your school?
- Who's the tallest student in your class?
- What time is the shortest break?
- Who is the shortest student in your class?
- Where is the darkest classroom?
- What's the name of the longest book in the library?
- Who is the youngest student in your class?

13 Find records at school.

- Elicit from Ss what they have to do.
- Give Ss time to do the activity, then check the answers on the bb.
- This is an excellent opportunity to work on respect towards others.

BUILDING CONFIDENCE

Our city. Ss can make a poster about their city including records, e.g. the longest street, the tallest building, the newest building, etc. They can illustrate the poster with photos.



EX 9 PAGE 104

14 Read Kira's diary and complete. Who is it?

- Ask Ss to look at the text and its paratext and ask them what type of text it is. Ask them if they keep or have ever kept a diary, or if they know why people keep one and what they write in it. This opportunity is fantastic to work on gender issues and respect towards other people's likes and dislikes.

14 Read Kira's diary and complete. Who is it?



3

Thursday, May 19

My dear diary,

Yesterday I saw Mike's mum. I told her about the tunnels, and she invited Etsuko and me to a construction site. She's a nice lady.

Today was a special day. In the morning, we had Social Studies. It's the most difficult subject at school. I can't find the answers to Miss Wilson's questions. But today Etsuko helped me. She's nicer than other girls at school. Her grandad is a florist. Etsuko helps him in his garden. Yesterday she found a dark blue flower with two red petals and she gave it to me.

I love her, she's fantastic!

In the afternoon Mike came home and he saw my new bike. 'It's the most beautiful bike in the world,' he said. He rode it and he was very happy. I think I like him!

Mike, Etsuko's grandfather,
Kira, Etsuko or Mike's mum?

- 1 I told her ...
Mike's mum
- 2 ... Etsuko and me ...
Kira
- 3 ... Etsuko helped me ...
Kira
- 4 Etsuko helps him ...
Etsuko's grandad
- 5 ... she gave it to me ...
Kira
- 6 I love her ...
Etsuko
- 7 ... I like him ...
Mike

15 a) Complete Etsuko's diary.

b) Read Etsuko's diary and take notes.

Etsuko

Yesterday: saw Mike and Kira -
gave Kira a flower
Today:

Every day: problems with
Natural Sciences - helps Kira
with Social Studies

c) Now, complete with your notes. Then, write your personal diary.

Me

Yesterday:

Today:

Every day:

twenty-seven 27

- > Ask Ss to read the text and check their predictions. If they keep a diary, is Kira's similar to theirs?
- > Have Ss answer the questions, then check on the bb.



LANGUAGE AWARENESS: LMT page 81

- > Focus on question number 1, *I told her*. Ask Ss to write the name, then ask them how they know *her* refers to Mike's mum.
- > Write the following on the bb, *I saw Mike's mum. She's great. I told her about the tunnels*. Ask them who *she* refers to (again, Mike's mum). Elicit from Ss why two different words. If they can't answer, remind them of *they/them, we/us*.
- > Do the same with the rest of the objective pronouns and then refer them to the indicated page.
- > Check their answers on the bb.

Introduction of found/find

- > Ask Ss if they like using the internet. Ask them if they find interesting **web** sites. Write the word *find* on the bb, and check they understand it. Then tell them, e.g. **Last week, I found a web site about (pirates).**
- > Ask them what is the past of *find*.

BUILDING CONFIDENCE

I found... Ask Ss to tell you about a web site they found as you did to introduce *found*. Remind them to include the time reference, i.e. when they found the web site.

15 a) Complete Etsuko's diary.

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

b) Read Etsuko's diary and take notes.

- > Elicit from Ss what to do. Remind them of the language we use to take notes or complete cards.
- > Check Ss' answers by drawing the cards on the bb, using key words, and then having Ss tell you about Etsuko, using complete sentences.

c) Now, complete with your notes. Then, write your personal diary.

- > Elicit from Ss what to do. Remind them of the language used in cards.
- > Ask Ss if they have a model to guide their writing.
- > You can make a classroom display of the Ss' diaries.

BUILDING CONFIDENCE

Different Mikes. Ss can write Mike's diary's entry. Then they can read the different entries to find similarities and differences.

WB

EX 10 AND 12 PAGE 105



Homework

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

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

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

Is that a gold coin?

- Ask Ss to open their books at page 28. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is happening? If necessary, show them a coin.
- Ask Ss to read to check their predictions.
- Tell Ss that in a kingdom, there is no president but a king or a queen. Ask them if there are any kingdoms in South America, and if they know any kingdom in Europe.
- Ask Ss whether they like reading or watching films about pirates. Ask them what they know about them, whether they remember any famous one, etc.
- Ask Ss whether they know about some important excavations in their area/city recently. They can resort to their History teacher for information.
- Ask Ss how they would feel if they found a dead man's tooth. Would they say 'wow' as Mike or 'yuk' as Kira?

1 Read again and tick.

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

BUILDING CONFIDENCE

- 1 Acting out.** Ss can act out the second dialogue.
- 2 Further questions.** Ss can think of questions about the galleon to ask Sebastian.

2 a) Read and complete. Sparrows or pigeons?

- Ask Ss to go back to page 22. What is there outside Mike's flat? (A pigeon's nest)
- Tell Ss to read the instructions and tell you what to do. Have them look at the text and its paratext and ask them to predict what the text may be about.
- Ask Ss to read and check their predictions.
- Give Ss time to read and write the words in the boxes.
- The text states that some people like pigeons and some don't. You can ask Ss about their opinion and the reasons why they like them or not.

Is that a gold coin?

 T20

The children meet Sebastian, the archaeologist, at the construction site.

- Sebastian:** I inspected a ship in another construction site three years ago but this one is more interesting.
- Etsuko:** Really? Why?
- Sebastian:** Because this ship is bigger.
- Etsuko:** Yes, it's huge!
- Mike:** Is it a pirate ship? I loved Jack Sparrow's ship in *Pirates of the Caribbean*!
- Sebastian:** No, I don't think so. It's a Spanish galleon of the 1780s. Last week we found ten gold coins. At that time Spain was one of the most important kingdoms in the world.
- Kira:** And what was the ship like?
- Sebastian:** It was a cargo ship. It brought food to America. Yesterday we found two containers of oil. We also found five cannons! The oceans were full of pirates.

Etsuko sees a small yellow object next to the galleon and shows it to the archaeologist.

- Etsuko:** Look! Is that a gold coin?
- Sebastian:** No, it's a gold tooth.
- Mike:** Wow!
- Kira:** Yuk!
- Sebastian:** And it goes... here!
- Etsuko:** Spooky...

TO BE CONTINUED...

28 twenty-eight



b) Read again and circle.

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

c) Now, answer the questions.

- Elicit from Ss what they have to do.
- You can ask them to answer first and then check by re-reading the text.
- Check the answers on the bb.

OUR POSTER

Ss can make a poster about records from their country, e.g. the smallest and biggest province/district/city, the longest and shortest river, the smallest lake, etc.

1 Read again and tick.

The galleon in the construction site...

1 was smaller than the other ship. ☒

2 was from Spain. ☒

3 was a pirate ship. ☒

4 didn't have any cannons. ☒

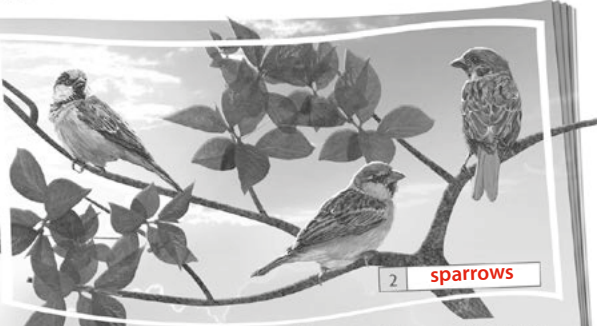
5 brought gold coins to America. ☒

2 a) Read and complete. Sparrows or pigeons?

In most cities in the world, two very common birds are sparrows and pigeons. Sparrows are smaller than pigeons. They're brown-grey birds. They love eating insects. They're one of the most intelligent birds on Earth. When they're very hungry, they can open an automatic door at a supermarket and fly in! They like using other birds' nests.



1 pigeons



2 sparrows

Pigeons are bigger than sparrows. They're grey birds but they can also be brown and white. They like living in cities and making their nests on the top of buildings. Some people don't like them: they say they're dirty.

Other people love watching them in parks and in the streets.

They live in families and are generally monogamous. The male, or future father, incubates the eggs in the morning, the afternoon and the evening, and the female, or future mother, at night. They're excellent parents!

b) Read again and circle.

1 A good title for this text is Urban birds / I like birds.

2 This text is a story for children an article.

c) Now, answer the questions.

1 Where do pigeons and sparrows live?

2 What do sparrows look like?

3 What are they like?

4 What do they love eating?

5 What do pigeons look like?

1 In most cities.

2 They are small and brown-grey.

3 They are intelligent.

4 Insects.

5 They are big, grey or brown and white.



Quick check

Unit 3 A, page 108

Activity 1: Down: 1. keyboard 2. bandoneon 3. piano 5. drums 6. guitar

Across: 4. violin 7. recorder 8. trumpet

Activity 2: 1. her 2. found 3. him 4. I think so 5. he 6. us 7. I don't think so

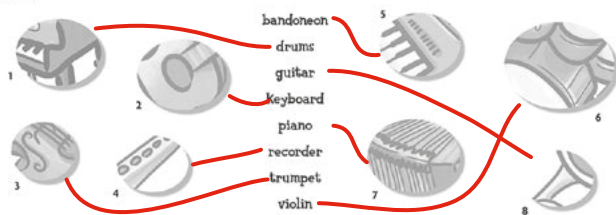
Activity 3: 1. faster than 2. smaller than 3. longer than 4. easier than 5. darker than 6. bigger than 7. the biggest 8. the smallest 9. the longest 10. the tallest

REMEMBER

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

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

1 Match.



2 Complete with the instruments in Exercise 1.



3 Read and answer.

- 1 It's a musical wind instrument. A lot of children learn this at school. What is it? **A recorder**
- 2 It's a means of transport. It can fly. What is it? **A plane**
- 3 This instrument is very big. You can't move it. What is it? **A piano**
- 4 People live here. There are a lot in a building. What is it? **A flat**
- 5 People live here. It can have one or two floors. It can have a garden. What is it? **A house**
- 6 This musical instrument is big. It has 4 or 5 elements. What is it? **The drums**
- 7 It's a means of transport. It doesn't fly. People use it in rivers or oceans. What is it? **A ship**

102 one hundred and two

4 Do the quiz. Write ✓ (true) or X (false).

QUIZ

How much do you know about animals?

- | | | | |
|--|---|--|---|
| 1 A chimpanzee is taller than a gorilla. | X | 5 An African elephant is smaller than an Asian elephant. | X |
| 2 A lion's head is bigger than a tiger's head. | ✓ | 6 A gorilla's arms are longer than a chimpanzee's arms. | ✓ |
| 3 A hippo is fatter than a rhino. | ✓ | 7 A puma's hair is lighter than a jaguar's hair. | ✓ |
| 4 A crocodile is shorter than an iguana. | X | 8 An Afghan dog is thinner than a Saint Bernard dog. | ✓ |

5 Look and complete.

Ethan and Nathan go to school with Etsuko, Mike and Kira. Look at them and their bedrooms and compare them. Don't repeat the adjectives.



- | | |
|---------------------------------------|---|
| 1 Ethan is (short) shorter | 5 Nathan is (tall) taller |
| 2 His hair is (long) longer | 6 His hair is (short) shorter |
| 3 His bedroom is (tidy) tidier | 7 His bedroom is (untidy) untidier |
| 4 His bed is (big) bigger | 8 The walls are (dark) darker |

6 Write about Keiko. Compare her with Etsuko.

Keiko	Etsuko
12 years old (March)	11 years old (June)
1.48 m tall	1.35 m tall
Brown hair	Black hair
Eyes: medium size	Eyes: small
She runs 100 m in 12 seconds	She runs 100 m in 19 seconds
Maths: 4, 5	Maths: 9, 10
Social Studies: 8, 9	Social Studies: 5, 6
Bike: \$ 199 (2010)	Bike: \$ 250 (2008)

- | | |
|--------------------|-------------------------|
| 1 Keiko is ... | 6 Maths is ... |
| 2 She's ... | 7 Social Studies is ... |
| 3 Her hair is ... | 8 Her bike is ... |
| 4 Her eyes are ... | 9 It's ... |
| 5 She is ... | |

one hundred and three 103

1 Match.

Focus: musical instruments

2 Complete with the instruments in Exercise 1.

Focus: musical instruments, play the...

EXPANSION

Ss can write about other famous musicians.

3 Read and answer.

Focus: means of transport, housing and musical instruments

EXPANSION

Ss can write more riddles.

4 Do the quiz. Write ✓ (true) or X (false).

Focus: comparatives, short adjectives

EXPANSION

Students can add further comparisons.

5 Look and complete.

Focus: comparisons, short adjectives

6 Write about Keiko. Compare her with Etsuko.

Focus: comparison, short adjectives

7 a) Write the words in the correct category.

boring	fat	short
cheap	important	slow
clean	intelligent	small
dark	interesting	terrible
difficult	light	traditional
dirty	long	ugly
easy	new	unpopular
expensive	old	young
fast	popular	

...er than.	more... than.
cheap, clean,	boring,
dark	difficult,
dirty, easy,	expensive,
fast, fat, light,	important,
long, new, old,	intelligent,
short, slow	interesting,
small, ugly,	popular,
young	terrible,
	traditional,
	unpopular

b) Now, match.



104 one hundred and four

8 Complete.

- Shrek is popular, but Donkey is **more popular**.
- A BMW is expensive, but a Ferrari is **more expensive**.
- Lisa Simpson is terrible, but Bart is **more terrible**.
- A bus ticket is cheap, but a train ticket is **cheaper**.
- A tiger is fast, but a cheetah is **faster**.
- Marge Simpson is ugly, but Homer is **uglier**.

9 Complete. Use the adjectives in the box. There are two extra adjectives.

big cheap expensive fast popular short slow small tall traditional

- The cheetah is the **fastest** land animal in the world.
- The Empire State Building was the **tallest** building in New York in 1931.
- Mickey Mouse was the **most popular** cartoon for children.
- Pirates of the Caribbean* is the **most expensive** film in history. The cost was 300 million dollars.
- The snail is the **slowest** animal in the world.
- Tango is the **most traditional** dance in the city of Buenos Aires.
- Brazil is the **biggest** country in South America.
- Suriname is the **smallest** country in South America.



10 Circle.

Nathan is one of the students in 'Etsuko's school. He's **shorter** than other boys, and he's the **older** **older** boy in the group. He **was born** **was born** 2 years ago in the **small** **smallest** province in Argentina. Etsuko thinks he's nice. He's **nice** **nice** / **nicest** than other boys because he helps **her** **her** with her homework.

Etsuko is very popular at school, she's the **more** **more** popular girl. She likes **help** **helping** her classmates. Last Monday, Nathan **finds** **found** a beautiful flower in the **library** **playground**. Etsuko likes flowers, and Nathan gave it to **her** **her** / **she** **she**. 'He **is** **is** / **she** **she** was very happy because she likes **his** **his** / **her** **her**. 'This is the **happy** **happiest** day of my week', she said.



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

- Is it sunny?
- Was Maggie born in France?
- Is Nathan popular?
- Is Music difficult?
- Can Ethan play football?

- I don't think so. She can't speak French.
- I don't think so. The students have very good marks.
- I think so. All the girls like her.
- I think so. All the girls like him.
- I think so. The children are playing in the playground.
- I think so. There's a football in his bedroom.

12 Complete with your information.

I'm **shorter** _____
 I'm **taller** _____
 I'm **younger** _____
 My hair is **darker** _____
 My opinions _____
 is more difficult _____
 is more interesting _____

is the easiest _____

is the most difficult _____

is the most beautiful _____

is the nicest _____

one hundred and five 105

7 a) Write the words in the correct category.

Focus: comparatives, short and long adjectives

b) Now, match.

Focus: comparatives, short and long adjectives

8 Complete.

Focus: comparatives, short and long adjectives

EXPANSION

Ss can add further comparisons.

9 Complete. Use the adjectives in the box. There are two extra adjectives.

Focus: superlatives, short and long adjectives

EXPANSION

Ss can write two sentences with the extra adjectives.

10 Circle.

Focus: language awareness

EXPANSION

Ss can be asked to account for their choices.

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

Focus: I think so / I don't think so

EXPANSION

Ss can write a question for the extra answer.

12 Complete with your information.

Focus: integration, personalization

VOCABULARY

New

get on, get off
first, second, third

Revision

Means of transport, descriptive adjectives

GRAMMAR

New

always, never, usually, sometimes

Past continuous

when clauses

Revision

Imperative, simple present, simple past

RECOGNITION

Language from the routine (see introduction, page 5)

escalator

COMMUNICATION

Poor (passengers)!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Position of frequency adverbs

Past continuous: meaning (action in progress in the past), form and use

CLIL

Machu Picchu

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



1 Read. Then, listen. **T21**

Mike's mum and the children are at the underground station entrance. For Kira, it's a new experience. She and her brother always travel by bus. There's a bus stop next to their house. They never take the underground.

Mike's mum is telling them the story of the light blue line, the oldest underground line in the city. It's around one hundred years old, she says. 'Tourists always want to travel on this line. It's of great historical value.' 'Yes,' says Mike, 'they love the old underground cars, and tourist guides always tell them some spooky urban legends about ghosts.' 'Ghosts?' asks Kira. 'Where?' But now Mike's mum is giving them instructions: 'First, don't run on the platform. Second, get off at the D stop. It's next to your school. Third, don't play on the escalator. It's dangerous! The three children say 'OK', and Mike's mum runs to her office.

Now the three are on the down escalator. 'Are there any ghosts in the tunnels?' Kira asks Mike. 'No, the legend says they're in an abandoned station.'

30 thirty

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. **T21**

Possible lead-ins (you may choose):

- Ask Ss if they have ever gone on an excursion on their own. Encourage them to tell you about it.
- Tell Ss about the first time you travelled by underground.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 30 and to look at the title and the illustration. Where are they? Where are they going? Why is Mike's mother there?
- Ask Ss how the children are feeling. How would they feel if they were to go on an excursion on their own?
- Have Ss read the text and check their predictions.
- Ask them about Mike's mother. Is her attitude similar to other parents'?

- Ask Ss what they can and can't do when they travel on their own.
- Ask Ss to focus on the smaller picture. Point out that it is an escalator. Where else are there escalators? Ask them what they can and can't do when they're on an escalator.
- Ask Ss to predict how the story will continue.
- Ask Ss to imagine they are Kira. Tell them to say aloud what Kira is thinking at this moment, e.g. ***I don't like ghosts./This line is spooky.***

2 Read again and circle.

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

3 a) Put the instructions in the correct order and complete. Use **First, Second or Third.**

- First ask Ss to read the instructions and tell you what they have to do. As you have been dealing with dates, Ss will be familiar with *first, second* and *third*. However, if you have been using cardinal numbers, refer Ss to the story (the part in which Mike's mum gives instructions to the characters). Impersonate her and use gesture to show the meaning of *first, second* and *third*.
- Give Ss time to do the activity and then check the answers on the bb.

2 Read again and circle.

- Kira and her brother travel don't travel by bus.
- There's a bus stop next to Kira and her brother's Mike and his mother's house.
- The light blue line is newer older than the other lines.
- Tourists like don't like travelling on the light blue line.
- Mike's mum gives the children some information instructions.

3 a) Put the instructions in the correct order and complete. Use First, Second or Third.

- | | | | |
|---|---|---|--|
| 1 | a 1 First , buy the underground ticket. | 3 | a 3 Third , don't write in pencil. |
| | b 3 Third , get off at your stop. | | b 2 Second , do exercise 7. |
| | c 2 Second , get on the underground car. | | c 1 First , open your books. |
| 2 | a 3 Third , get off at your stop. | 4 | a 2 Second , don't run on the platform. |
| | b 2 Second , buy the bus ticket. | | b 3 Third , get on the train. |
| | c 1 First , get on the bus. | | c 1 First , walk to the station. |

b) Now, answer.

Where are the children?

- | | |
|-----------------------------|-------------------------------|
| 1 In the underground | 3 In the classroom |
| 2 In the street | 4 At the train station |

4 a) Read and circle two mistakes.

Kira gets up at 7 every day. She never gets up at 8. And she never has a shower in the morning, she doesn't like it.

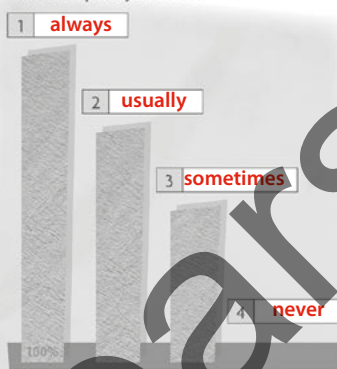
Breakfast? Kira's family usually have a light breakfast, tea, yoghurt and cereals, but Tuesdays are different. They have a big breakfast: cake, biscuits, fruit salad, yoghurt and cereals because they do sports at school.

Kira and her brother don't travel by bus, they always travel by taxi.

Kira loves her aunt, uncle and cousins, but they live in the suburbs. She sometimes visits them with her brother and they play together. But they can't play together every day.

Kira is very responsible and she always does her homework before dinner, and after dinner, she always watches TV. She and her big brother love watching TV.

b) Now, complete the bar chart with frequency adverbs.



what he/she's told to do. Use gesture and tell the S, **First, get on the train; second, get off the train; third, get on the bus and fourth, get off the bus.** Encourage them to pretend they pay for the bus fare, and walk to the back of the bus. They should get off at the back door as well. Call on another S and give him/her similar instructions.

➤ Make sure Ss understand these verbs are only used for buses and trains. You can ask them how we say this in Spanish (*subirse y bajarse*).

BUILDING CONFIDENCE

Mime it. Tell Ss you are going to tell them what to mime. Agree on different ways to mime getting on a train and a bus, and getting off them. Ss can also give the instructions themselves.

WB EX 7 a) AND b) PAGE 107

4 a) Read and underline two mistakes.

- Ask Ss to tell you what they have to do.
- Tell Ss they have to read carefully and spot two mistakes. Point out that they are not grammar mistakes.
- Give Ss time to do the activity, then check on the bb.

b) Now, complete the bar chart with frequency adverbs.

- First ask Ss to read the instructions and tell you what they have to do. Elicit from them the difference in meaning between the four columns (from 100% to 0%).
- Check the answers on the bb.



LANGUAGE AWARENESS: LMT page 81

- Elicit from Ss what *always*, *usually*, *sometimes* and *never* refer to. You can give them options, e.g. exact time or frequency?
- Refer them to the indicated page and have them answer the questions.
- Check the answers on the bb.

BUILDING CONFIDENCE

What do we have in common? Tell Ss they have to find something they always do, they usually do, they sometimes do and they never do. It cannot be something obvious such as *We always come to school.* You can start by saying, e.g. *I always have tea for breakfast.* Those who do should repeat after you. Those who don't should put up their hands. Choose another action till you find something all of them always do. Do the same with the other adverbs.

WB EX 5 AND 6 PAGE 107



Homework

Ask Ss to bring scrambled instructions as in Exercise 3 a).

b) Now, answer.

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

BUILDING CONFIDENCE

Act out! Ask Ss to act out the situations in Exercise 3. Ask them who is giving the instructions, who he/she is giving the instructions to, and how these people may respond. You can work on criteria to evaluate the performances.

Introduction of ordinal numbers

- Tell Ss you are going to do a quiz with them. First, ask them which is the first letter of the alphabet, then the third letter. Ask them about the fourth month, the fifth letter, the sixth day of the week, the eleventh month. Write these ordinal numbers on the bb.
- Ask Ss if they can see anything in common among these ordinal numbers, with the exception of 1st, 2nd and 3rd.

WB EX 1, 2, 3 AND 4 PAGE 106

Introduction of get on/off

- Tell Ss you are going to do give them instructions which they have to perform. Draw a bus on one side of the bb and a train on the other.
- Call on a S and tell him/her to listen carefully and carry out your instructions, miming

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Unscramble the instructions. Collect the scrambled instructions and give them out to Ss so that they can put them in order. Tell Ss to feel free to consult you if there is any problem.

5 Look and write ✓ (true) or ✗ (false).

- Ask Ss to read the instructions and look at the text. What is it? What does it show?
- Give Ss time to decide whether the statements are true or false, then check on the bb.

BUILDING CONFIDENCE

Repeat if true for you. Talk about routines. Tell Ss they have to repeat what you say if it's true for them. If you say e.g. *I always drive to school*, they shouldn't repeat since they can't drive. If you say *I sometimes watch TV in the evening*, some, a few or all of them may repeat after you.

6 Look and say. Then, listen and check. T22

- Ask Ss to read the instructions. Make sure they understand they have to focus on the elements in the bedroom to decide on the frequency with which Mike performs different activities.
- Give them time to focus on the details, then ask them to share their ideas. Remind them of the rules for participating.
- Play the recording and check if they have covered all the items.



MP3 TRACK 22

Mike: *I love reading books, I always read books in the evening. When I have a new book, I don't have lunch or dinner, I read it! Tennis? No, I have a racket, but I never play tennis, I don't like it. I always wear trainers. Shoes? Well, I sometimes wear them, for example, when I have a special party or when there's a ceremony at school... and I always wear blue, it's my favourite colour. I usually listen to music, rock music, but I never watch TV. I don't like it. Well, I watch TV when there are documentaries about tunnels or caverns. Would you like a biscuit? I always eat biscuits in my bedroom! When Mum buys chocolate biscuits, I take them to my bedroom. But don't tell mum!*

5 Look and write ✓ (true) or ✗ (false).

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 AM 	8 AM 	8 AM 	8 AM 	8 AM
5 PM 		5 PM 	5 PM 	8 PM

- I always ride my bike to the club. ✓
- I usually run. ✗
- I never travel by bus. ✓
- I never play football. ✗
- I sometimes watch DVDs. ✓
- I sometimes play rugby on Thursdays. ✗

6 Look and say. Then, listen and check. T22

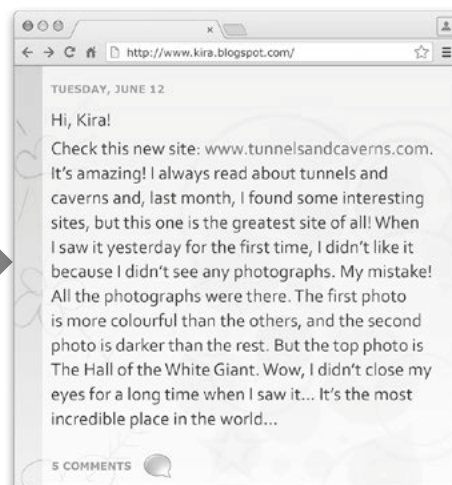
What is Mike's life like?



32 thirty-two

7 Read and circle.

Mike always works on his computer and he found a new website. He's writing about it.



- Mike is writing to his family on a blog.
- Mike liked didn't like the site when he first saw it.
- The rest of the photos are darker lighter than the second photo.
- The photo of The Hall of the White Giant was the darkest niciest of all the photos.

BUILDING CONFIDENCE

Mike and us. You can ask Ss to recall what Mike always/usually/sometimes and never does, e.g. *Mike always wears blue*, and then they can find similarities and differences between Mike and themselves.

7 Read and circle.

- First ask Ss **What do you think? Does Mike always use his computer? Does he like searching the web? Do you like searching the web? For what information?**
- Ask Ss to read the instructions and to focus on the text. Do they think it is formal or informal? What is it about? What did he find on the web?
- Ask Ss to go over the text to check their predictions.
- Have them read it again to circle the correct words. Check the answers on the bb.
- You can ask Ss if they would like to explore a cavern system.

Introduction of when clauses

- Continuing with Mike's entry, ask Ss to say yes or no to your comments, e.g. **When Mike saw the photo, he went 'wow'! When he saw the photos, he closed his eyes. When he saw the photos, he said 'yuk'. When he saw the photos, he phoned Kira.**
- Ask Ss **When did he say 'wow'?** Help them see that *when...* gives you a time reference, like *before*, or *after*, or *last (Monday)*.

8 a) Read and complete the fact file.



4


The discovery of the Carlsbad Caverns

Jim White was born in 1882 in Texas, in the US. When he was thirteen, his family moved to the southwest of the country, a desert area. One day, when he was riding his horse in the cactus desert next to his house, he saw a strange, black cloud in the distance. It was a cloud of bats! The bats were flying into a subterranean cavern next to a tall cactus. Jim wanted to explore it!

When he went into the cavern, he saw beautiful rock formations of many colours. Was this place real or was he having hallucinations? He started

to walk along a tunnel and he found an enormous room, then another, and another... No, it was real! He was exploring one of the most fascinating cavern systems in the world: the Carlsbad Caverns.

Now the Carlsbad Caverns are one of the most popular national parks in the US. A lot of tourists visit them every year. They can take a guided tour around them, and also watch bats or the moon and stars at night. Tour guides always tell tourists the story of Jim White's explorations.



INFO

NAME: **Carlsbad Caverns**

LOCATION: **US**

ACTIVITIES FOR TOURISTS: **take guided tours / watch bats, the moon and stars at night.**

b) Circle.

1 Jim saw the black cloud when he was riding his horse, living in Texas.

2 The bats were going into a cavern, sleeping.

3 Jim was afraid of, loved the tunnels and enormous rooms.

4 Jim discovered one of the most beautiful, spookiest natural attractions in the world.

thirty-three 33

8 a) Read and complete the fact file.

- Ask Ss to read the instructions and look at the text and its paratext. What type of text is it? What is it about?
- Have Ss skim the text to check their predictions.
- Ask Ss to read the text carefully to complete the fact file. Remind them of the type of language to use in a card.
- Check the answers on the bb.

Introduction of Past continuous

- Tell Ss you are going to test their memory. Tell them, e.g. **When Jim White saw the black cloud, he was having breakfast. When he saw the bats, they were flying. When he saw the cavern, he was hallucinating.**
- Write the first sentence on the bb and ask them how many actions there are, whether the two actions are consecutive, first one then the other, or simultaneous, the two actions at the same time. Ask them if the two actions last the same, and if both actions are complete or in progress. Ask them which of the two actions is complete and which one in progress, and ask them what tense is used with each.

BUILDING CONFIDENCE

- Any coincidences?** Tell Ss you want to see if there are any coincidences. Tell them, e.g. **Yesterday at (5), I (was watching TV). What about you, Mariana?**
- Do you remember?** Ask Ss **What were you doing this morning when I entered the classroom?** Challenge them to remember as much as they can.

b) Circle.

- Ask Ss to read the sentences and circle the correct option.
- You can ask them to do so before they re-read the text.
- Check the answers on the bb.

- Ask them what follows *when*. You can give them options, e.g. an adjective, a noun, or a clause? Most probably, Ss are not familiar with the word *proposición subordinada* in Spanish, so you can speak of sentences even though they're clauses.

BUILDING CONFIDENCE

- Twenty endings.** Challenge Ss to find 20 different endings to your idea, e.g. **When I opened the door of my house...** Tell them the sentence has to be meaningful, so you won't accept *When I opened the door of my house, I watched TV*, which may be grammatically correct yet meaningless.
- Sharing time.** Tell Ss they have to share what makes them happy, sad, etc. e.g. **I'm happy when...** At the end of the activity, you can ask Ss how much they remember about their classmates, e.g. **(Mariana) is happy when she plays with her dog.**

WB

EX 8 AND 9 PAGE 108



LANGUAGE AWARENESS: LMT page 78

- Refer Ss to the indicated page and give them time to answer the questions.
- You can ask Ss to compare both present continuous and past continuous to find connections between them.

WB

EX 10 PAGE 108 AND EX 11 PAGE 109



Homework

Ss have to bring a page from a diary with five true and false sentences/statements about their daily activities, as in Exercise 5.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

True or false? Collect the Ss' diary pages, hand them out and have Ss decide if the statements are true or false. You can give the pages back to each owner so that each can give the answers.

9 a) Read and complete. Laura, Rhonda or Bella?

- Before Ss open their books, ask them what Mike found on the web. Ask them if they know about any other caves in the world. Are there caves where they live/in their country?
- Tell them to open their books at page 34 and focus on Exercise 9 a). Ask them to read the texts and their paratext and to tell you what the texts may be about.
- Have them skim the texts to check their predictions.
- Ask Ss if the three girls had similar or different experiences.
- Ask Ss to read the text again and do the exercise. Check the answers on the bb.

b) Match pictures 1-4 and a-d and talk about Rhonda's holiday.

- Elicit from SS what they have to do. Ask them what they have to match: two pictures that are related.
- Give Ss time to do the matching first, then ask them to say what else happened.

BUILDING CONFIDENCE

What else happened? Encourage Ss to keep on talking about Rhonda's holiday.

10 a) Read the review and circle.

- Ask Ss to read the instructions and the text and its paratext. What can it be about?
- Have Ss skim the text to check their predictions.
- Ask Ss if Lara was happy about her holiday.
- Have Ss re-read the review and do the activity.
- Check their answers on the bb.

BUILDING CONFIDENCE

An email from Lara. Tell Ss they can imagine they are Lara, and they are in Cuba on holiday. They have to write an email to a friend telling them about the holiday.

9 a) Read and complete. Laura, Rhonda or Bella?

http://www.visitcuba.blogspot.com/

VISIT CUBA

I visited the Bellamar Caves two years ago. They're in Cuba! When we were going down the caves, one of the guides told me a spooky story. In the caves, there's an amazing place: The American Girl Bath. An American girl went into the caves with a group of people. They explored the caves and were fascinated! At five in the afternoon, all the people were standing at the entrance, but the American girl wasn't there. Where was she? Some people said: 'She was drinking water from a lake.' They went to this lake, but they didn't find her. The place is now called The American Girl Bath. Guides tell you 'Do you want to drink this water? Mmm, it's dangerous! Is this story true? I don't know, but I didn't drink water from the lake!'

Laura, Uruguay, July 27

My family and I went to Cuba and we stayed at the *Arenas Blancas* hotel in Varadero. It was the most beautiful and comfortable hotel in the world. We got up early every day and had breakfast. When we finished breakfast, we all did different things. Every day, when my sons were playing water polo with their friends, my husband walked to the beach and swam in the ocean. I didn't walk on the beach. I sat under a palm tree and read a book.

Rhonda, England, July 15

I had a different experience in Cuba. We didn't go to the beach, we didn't swim in the ocean. We visited different cities. After breakfast, we usually went on an excursion. When we were walking in an old city or visiting a museum, other tourists were swimming in the ocean. When we had the opportunity, we talked with Cubans. They are the nicest people in the world.

Bella, Italy, July 22

THE AMERICAN GIRL BATH

NEXT MONTH: VISIT BRAZIL

- 1 Bella visited a lot of places. 3 Laura explored the Bellamar Caves two years ago.
2 Rhonda liked reading.

b) Match pictures 1-4 and a-d and talk about Rhonda's holiday.

When Rhonda's husband was swimming in the ocean, he saw...

1 ☒ 2 ☐ 3 ☐ 4 ☐

a ☐ b ☐ c ☐ d ☒

34 thirty-four

b) Complete this chart about Lara's holiday.

- Elicit from Ss what they have to do. Remind them of the type of language they have to use in a file.
- Give Ss time to complete the file, then check the answers on the bb. Check in two ways, writing the card on the bb and asking Ss to complete it, and having Ss transform the information into an oral text, e.g. **Where? Cuba. Lara went to Cuba/Lara had her holiday in Cuba./Lara was in Cuba.**

c) Now, complete this chart and write a review.

- Elicit from Ss what they have to do.
- Give Ss time to complete their files.
- Check by having Ss read out from their cards.
- Remind Ss that they can write some drafts before they write the final version of the review.
- Elicit from them where they can find information if they need help: their book, their notes, posters on the walls, etc.
- You can make a classroom display of the reviews.

10 a) Read the review and circle.

CUBAN HORROR STORY

I was in Cuba last year, but it wasn't a good holiday. When we saw our hotel, we didn't like it. In the photos it was bigger and nicer. Our room was the darkest in the world!

We walked a lot to go to the beach. One day, when we were walking to the beach, we saw a beautiful small animal. It was dangerous, but we didn't know that. I gave it a leaf, and it attacked me! We went to the hospital and the doctors said 'You can't go to the beach for five days. You can't walk, and you can't sit in the sun.' I was furious! After five days I was OK, but when I got up it was raining! It rained for four days and it was very cold. When I came back home, I was white. It was a horrible holiday.

Lara, USA, August 9

- 1 This text is about a nice / horrible holiday.
- 2 The hotel was smaller / bigger than in the photos.
- 3 Other rooms were lighter / darker than their room.
- 4 The hotel was wasn't next to the beach.
- 5 The animal was big / dangerous.
- 6 When she was OK, the weather was horrible / nice.

b) Complete this chart about Lara's holiday.

INFO
WHERE? Cuba
WHEN? Last year
DESCRIPTION OF THE PLACE: horrible hotel / dark rooms / far from the beach
ACTIVITIES: went to the beach
A PROBLEM: small animal attacked her / had to go to the hospital

c) Now, complete this chart and write a review.

Imagine you went on holiday to an exotic place. Write about your experience for the *Watch out tourists* page.

INFO
WHERE?
WHEN?
DESCRIPTION OF THE PLACE:
ACTIVITIES:
A PROBLEM:

Homework

Ask Ss to write another review. They have to illustrate it with photos/drawings/cut-outs.

Getting started

Start the lesson with the routine suggested in the introduction.

The train never stops for them

- Ask Ss to open their books at page 36. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen? Who are the people on the platform? Why are they there? Is there anything strange about them?
- Ask Ss to read to check their predictions. They can then predict how the story continues.
- Ask Ss why Etsuko doesn't see the three ghosts. Allow Ss to come up with different interpretations.
- You can ask Ss if they believe the legend is true. You can also ask them if they know any other urban legend. (An urban legend is a story whose tellers believe is true, they may even say it happened to 'a friend of a friend'.)
- You can ask Ss who likes ghost/vampire stories and which they have read or watched recently.

1 Read again and match. There is one extra reason.

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

2 a) Read the urban legend and choose a title.

- Tell Ss to read the instructions and tell you what to do. Ask them to look at the pictures and the three options for the title and to predict what the legend may be about.
- Have them skim the text and check their predictions. Do they think this may have been true? Do they know any other story set in a cemetery?
- Ask Ss to choose the best title. You can ask them to account for their choice.

BUILDING CONFIDENCE

- 1 Questions, questions.** Ss can imagine they meet the young man, and they ask him questions.
- 2 An email.** Ss can pretend they are the young man, who writes an email to a friend after meeting the nice girl.

b) Read again and write ✓ (true) or ✗ (false).

- Tell Ss to read the instructions and tell you what to do. You can ask them to do the activity before re-reading the text.
- Check Ss' answers on the bb.

The train never stops for them

 T23

Kira, Etsuko and Mike are on the underground car now. They're very excited! It's dark in the car because the lamps are very old but it's darker in the tunnels. Kira is sitting next to the window. She always sits next to a window when she travels by bus because she's very curious. But now she's thinking of Mike's stories. 'When your mum was buying our tickets, you mentioned some ghost stories...' Kira tells Mike. 'Yes,' says Mike, 'there's a spooky urban legend about some people in an abandoned station... It's a stupid story!' But Kira and Etsuko want more information!

'OK,' he says, 'in the 1920s this underground train stopped at every stop. But in the 1930s, the underground authorities closed one of the stops because only some passengers got on there.' 'And what does the legend say?' asks Etsuko. 'That you can see three passengers on that platform. They're wearing the clothes of the 1930s... That's the platform. Let's look!'

Did the children see any people in the abandoned stop? Kira and Mike did, but Etsuko didn't. When the train passed by, they saw the figures of three people on the dark platform. 'Three... it's the number of your story, Mike.' 'Amazing!' he said. 'Poor passengers,' said Kira, 'they're standing on the platform but the train never stops for them.'

TO BE CONTINUED...

36 thirty-six



BUILDING CONFIDENCE

Acting out. Ss can transform parts of the legend into three dialogues, one between the girl and the young man, another between the girl's mother and the young man and another between the old guard and the young man. Work with Ss on the necessary stages. Then they can act them out.

OUR POSTER

Ss can make a comic strip of the legend. They can decide which parts they are going to draw and what speech and thought bubbles they are going to write for each illustration.

1 Read again and match. There is one extra reason.

- | | |
|---|---|
| 1 The children are excited | a she likes watching the city. |
| 2 The underground car is dark | b they want to get on the underground. |
| 3 Kira likes sitting next to the window | c the lamps are very old. |
| 4 The three ghosts are standing on the platform | d they are sad. |
| | e they're travelling on the old underground line. |
- because...

2 a) Read the urban legend and choose a title.

The Girl in White / The Girl's Sweater /
The Man in the Disco

Some years ago, a young man went to a disco with some friends. He was talking with them when he saw a beautiful girl next to a window. She was wearing a short white dress. The young man went to talk to her and then they danced. When they went out of the disco it was very cold. The young man gave the girl his green sweater. Then he took her to her house.

The following day, the young man went to the girl's house. He had the perfect excuse: he wanted his sweater. When her mother opened the door, she was very nervous. 'Impossible,' she said, 'my daughter is dead. She died ten years ago. You can go to the cemetery and visit her tomb. It's next to the entrance.' The young man walked to the cemetery in a state of shock. When he was at the entrance, an old guard was closing its doors. 'Please, I want to see a girl's tomb,' he told the old man. 'Come in,' he said. The young man went in and, next to the entrance, he saw an old tomb. What was on it? His green sweater!

b) Read again and write ✓ (true) or ✗ (false).

- | | | | |
|--|---|--|---|
| 1 The man liked the girl. | ✓ | 4 The girl's mother was nervous because she didn't like the man. | ✗ |
| 2 The man gave the girl his sweater. | ✓ | 5 The man thought the story was true. | ✓ |
| 3 The man went to the girl's house because he really needed his sweater. | ✗ | | |

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Quick check

Unit 4 A, page 109

Activity 1: 1. on 2. off 3. on 4. by

Activity 2: 1. sixth 2. ninth 3. third 4. eighth 5. first 6. second

Activity 3: 1. always 2. usually 3. sometimes 4. When 5. When 6. never 7. when 8. saw 9. said 10. him 11. didn't talk 12. her 13. because 14. told 15. sometimes

Mid-Year Test A, pages 110-111

Activity 1: 1. classroom / teachers' room 2. computer lab 3. shower 4. hid 5. off 6. fifth 7. plays

Activity 2: Down: 1. recorder 4. gymnasium 5. tunnel 7. candle
Across: 2. keyboard 3. torch 6. underground 8. auditorium

Activity 3: What... look like?: curly, thin, straight, tall, wavy; What... like?: serene, active, dynamic, interesting, timid

Activity 4: 1. i 2. d 3. f 4. h 5. a 6. g 7. j 8. c

Activity 5: 1. smaller than 2. shorter than 3. the smallest 4. bigger / the biggest

Activity 6: 1. was born 2. most 3. always 4. because 5. never 6. cleaner 7. more 8. us 9. Don't 10. him 11. was playing 12. didn't 13. after 14. dirtier 15. parents'

REMEMBER

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

A story: Thomas Alva Edison, Chapter II (TC page 102).

STORYLINE MAG

HOKEY POKEY



- Ask Ss what they think they need to do. Encourage them to fill in the blanks first, then listen and check.
- Give them time to learn the song. They can sing, mime and dance it in groups, each group being in charge of one stanza.
- How to do the Hokey Pokey: participants stand in a circle. Then they put their left/right foot/hand/arm/leg or their head/backside into the circle. Next they take that part of the body out of the circle, they shake it and then each turns clockwise in the circle. Finally, participants clap when they say/sing "That's what it's all about". The dance is repeated in each stanza.

Answer Key

1. hands 2. feet 3. head

POEM CORNER



- You can ask Ss to read the poem or read and listen to it. Help them notice the rhymes.
- Encourage Ss to write two further lines using rhyming words.

WHAT'S THE ANIMAL?

- Have Ss read the riddles. You can ask them to think about different animals that fulfil each characteristic, e.g. **What animals are bigger than a lion?**
- Once Ss have solved the riddles, they can create their own.

Answer Key

1. elephant 2. hippo 3. bat

HOW MANY WORDS?

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

CHAIN RHYME



- Ask Ss to read the rhyme and ask them if they find anything peculiar about it.
- Encourage them to create another rhyme using the key words they are given. They can also illustrate it.
- They can also think of another sequence to create a new rhyme.

1 Complete. Use ordinal numbers.

- Monday is the 1st day of the week.
- C is the 3rd letter of the alphabet.
- O is the 4th vowel.
- J is the 7th consonant.
- August is the 8th month of the year.
- Poe was a famous American writer. His first name was Edgar and his second name was Allan.

2 Answer the questions.

- What's the first letter of your teacher's name?

Student's own answers.

- How many days does the eighth month have?

31

- Who was the second president of your country?

Urquiza

- What's the fourth word of the Happy Birthday song?

"you"

- What's the name of the tenth student on the list?

Student's own answers.

- Where was the ninth student born?

Student's own answers.

- Where is the third biggest country in the world?

the USA

- What's the sixth word in your dictionary?

Student's own answers.

3 Put the instructions in the correct order and write first, second, third.

- Put the copybook on the teacher's desk. Glue the pictures. Cut out the pictures.
- Serve the tea. Wash the cups. Put the cups on the table.
- Get a book from the library. Make a poster. Complete the cards.
- Buy sugar and eggs. Go to the supermarket. Make a cake.
- Check the answers. Read the instructions. Complete the exercise.

- 1st Cut the pictures. / 2nd Glue the pictures. / 3rd Put the copybook on the teacher's desk.
 1st Put the cups on the table. / 2nd Serve the tea. / 3rd Wash the cups.
 1st Get a book from the library. / 2nd Complete the cards. / 3rd Make a poster.
 1st Go to the supermarket. / 2nd Buy sugar and eggs. / 3rd Make a cake.
 1st Read the instructions. / 2nd Complete the exercise. / 3rd Check the answers.

4 Complete with your information.

- The first _____
- The second _____
- The third _____
- The fourth _____
- The tenth _____

5 Unscramble the following sentences.

- never – in class – Amy – with her friends – talks –
Amy never talks with her friends in class
- her friends – play – always – her – with –
Her friends always play with her
- at school – sometimes – lunch – they – have –
They sometimes have lunch at school
- at weekends – Amy's – usually – parents – go to the cinema –
Amy's parents usually go to the cinema at weekends
- sometimes – Amy – with – goes – them –
Amy sometimes goes with them
- bus – travel – sometimes – by – they –
They sometimes travel by bus
- get off – they – always – at – the – stop – seventh –
They always get off at the seventh stop
- go home – train – they – never – by –
They never go home by train

6 Complete. Use always, usually, sometimes or never.

- Mike's mother always drinks coffee. She loves it.
- His father never wears brown. He hates it.
- He and his classmates sometimes watch films at school. Two or three every month.
- One of his classmates never eats meat. He's a vegetarian.
- Mike loves reading in the library. He always goes to the library and gets books.
- The teacher always tells the students 'Don't listen to music in class'.

7 a) Read and number. There is one extra picture.

New Message
To: mike@popmail.com
Subject: Hi Mike!

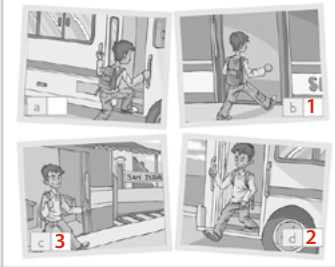
Hi, Mike

How are you? I'm visiting Buenos Aires, a beautiful city. Yesterday I travelled by underground. It's great! Look, here's a photo of me. I'm getting on the underground. I had a great time. First, I saw the Obelisk (I think it's the tallest building in the city). Second, I took a bus to Plaza de Mayo. Here, in this photo, I'm getting off the bus. You can't see the Government House, but it's nice. It's pink! Third, I went to Retiro Station and I took a train to San Isidro. It's in the suburbs of Buenos Aires. Here's another photo. In this one, I'm getting off the train at San Isidro Station.

Tell me about your school. Do you like it? Are your classmates fun?

Write soon,

Max



b) Now, answer the questions.

- Where is Max? **1 In Buenos Aires.**
- Where did he go yesterday? **2 He visited the city centre and San Isidro**
- How did he go to the Obelisk? **3 By underground.**
- Did he take the underground to Plaza de Mayo? **4 No, he took a bus.**
- How did he travel to San Isidro? **5 By train.**
- Where's San Isidro? **6 In the suburbs of Buenos Aires.**

1 Complete. Use ordinal numbers.

Focus: ordinal numbers

2 Answer the questions.

Focus: ordinal numbers

EXPANSION

Ss can write further questions.

3 Put the instructions in the correct order and write first, second, third.

Focus: instructions, ordinal numbers

4 Complete with your information.

Focus: ordinal numbers

5 Unscramble the following sentences.

Focus: sentence structure, frequency adverbs

6 Complete. Use always, usually, sometimes or never.

Focus: frequency adverbs

7 a) Read and number. There is one extra picture.

Focus: get on/get off, integration

EXPANSION

Ss can add a sentence to include the extra picture.

b) Now, answer the questions.

Focus: integration

8 Match. There are two extra endings.

- When Etsuko got on the bus, **j**
- When she got off the bus, **e**
- When she gave Amy a flower, **a**
- When she saw a bat, **f**
- When she is afraid, **d**
- When she is happy, **i**
- When she is tired, **g**
- When the teacher gives her homework, **b**

9 Complete with information about you and your family.

- When I'm happy, _____
- When my father / mother is tired, _____
- When my friends are excited, _____
- When a book is interesting, _____
- When I do my homework, _____
- When I see a spooky film, _____
- When it's dark, _____

10 Look and complete.

At 6 in the evening yesterday...

Ana ¹ **was riding her bike**

Her mother ² **was using the computer/ was working**


Her mother ³ **was watching TV**

Her two brothers ⁴ **were in the park / were singing**

Her dog ⁵ **was eating/drinking**

Her cat ⁶ **was playing**

11 Circle.



- When Ma arrived / was arriving home, his father cooked / was cooking dinner.
- When he opened / was opening the window, he saw / was seeing a white pigeon.
- He was doing his Maths homework when his mother arrived / was arriving home.
- They had / were having dinner when his grandma phoned / was phoning. The invited / were inviting her home.
- Mary's grandma bought / was buying a cake when she walked / was walking to her grandson's house. They all ate / were eating the cake after dinner.
- When the family finished / was finishing the cake, they went / were going to bed.

12 Match the sentences with the correct category.

- I always have tea for breakfast. **a**
- My father works in a library. **d**
- Amy's Maths teacher is very active. **d**
- Yesterday at 8 Amy was watching TV. **c**
- Ethan's friend visited Buenos Aires two months ago. **b**
- We never have dinner at 8. **a**
- At school we sometimes work in the laboratory. **a**
- Etsuko found a beautiful yellow flower in her garden. **b**
- I go to school by car. **a**
- amy got off the bus yesterday and walked home. **b**
- Ethan was getting on the train when I saw him yesterday. **c**
- I go to school when I finish breakfast. **a**

13 Complete with your information.

I always _____	My brother / sister never _____
I never _____	My aunt / uncle sometimes _____
I sometimes _____	My cousins usually _____
I usually _____	
My mother / father always _____	

8 Match. There are two extra endings.

Focus: *when* clauses

EXPANSION

Ss can write a *when* clause for the two extra endings.

9 Complete with information about you and your family.

Focus: *when* clauses

10 Look and complete.

Focus: past continuous

11 Circle.

Focus: past continuous and simple past

12 Match the sentences with the correct category.

Focus: language awareness

EXPANSION

Ss can add two more sentences to each category.

13 Complete with your information.

Focus: personalization, integration

VOCABULARY

New

Clothes: **tracksuit, sandals, helmet, sweatshirt, tank top, flip-flops, swimsuit, trunks**
skate, roller-skate

Seasons: **summer, autumn, winter, spring**

Revision

Clothes

GRAMMAR

New

How often

going to (future)

Frequency expressions: **(once) a (week)**

Revision

Simple present, present continuous, simple past

RECOGNITION

Language from the routine (see introduction, page 5)

TV channel

There's nothing in...

a strange smell, smoke

COMMUNICATION

That's a great idea!, Cool!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

going to future: meaning, use and form

Word order and intonation in *Wh*-questions

CLIL

Did you know... ?

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

We're going to explore the tunnels!

1 Read. Then, listen. T24

Kira: Yesterday I told my mum about the four people on the platform.

Mike: And what did she say?

Kira: That we imagined them!

Etsuko: I think so too! I didn't see them.

Mike: We did! They're real. Listen, we're *The City Miners*, and we're going to explore the tunnels at school.

Etsuko: Yeahh!

Mike: Family Day at school is on 22nd. The teachers and our families are going to have lunch in the playground at one. They're going to eat and talk, and talk...

Etsuko: But we're not going to have lunch: we're going to explore the tunnels!

Tommy: TV channels?

Kira: Yes, channels.

Mike: We need equipment. The tunnels are dark.

Etsuko: Well... I have Japanese torches at home. I can take two.

Mike: Let's use our bicycle helmets in the tunnels.

Kira: That's a great idea!

Etsuko: I'm going to take my mobile phone and my camera.

Mike: Your camera?

Etsuko: Yes! Perhaps this time I can see a ghost.

Kira: No, there's nothing in the tunnels.

Tommy: I'm going to tell mum.

Kira: What are you going to tell her?

Tommy: That you're going to explore a TV channel!



40 forty

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T24

Possible lead-ins (you may choose):

- Ask Ss what special events they celebrate at school. Ask them whether they celebrate Family Day. If so, when is it? Who comes to school? What activities do they do?
- You can tell Ss about Family Day celebrations when you were a student or Family Day celebrations at other schools.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 40 and to look at the title and the illustration. Where are the children? What can they be talking about?
- Have Ss read and play the recording for them to check.
- Ask Ss if they would like to accompany the children on their explorations.

- You can ask Ss to compare Mike and Tommy as regards safety rules. Which of the two boys is careful? Why?

2 Read again and tick the children's plans.

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

Introduction of clothes

- Tell Ss to look at the characters and decide whether they are wearing appropriate clothes for the exploration. You will need either cut-outs or drawings of the following items: *flip-flops, sandals, a helmet, a sweatshirt, a tank top, trunks, a swimsuit and a tracksuit*. This is a good opportunity to revise other items of clothing, e.g. *skirt, T-shirt, trainers and accessories*, e.g. *a belt, gloves, a scarf*.
- Write *Clothes for the tunnels* on the bb, and draw two columns, one that says *OK* and the other that says *NOT OK*. You can also draw a *✓* and a *✗*. Show one of the new items and ask Ss, e.g. **What do you think? Is a swimsuit OK or not?** Place the picture in the correct column. Do the same with the rest of the items.
- Ask Ss if they think the characters are wearing appropriate clothes for the tunnels. Check their predictions.

2 Read again and tick the children's plans.

1 explore the tunnels	<input checked="" type="checkbox"/>	4 use torches	<input checked="" type="checkbox"/>
2 go to school on Family Day	<input checked="" type="checkbox"/>	5 use some equipment	<input checked="" type="checkbox"/>
3 have lunch at school on Family Day	<input checked="" type="checkbox"/>	6 inform their parents	<input checked="" type="checkbox"/>

3 Listen and number. Then, match.

4 a) Read and circle 4 mistakes.

Happy moments

Hello! Autumn's here. I love autumn! It's my birthday, and I'm wearing new clothes for my birthday party: a blue dress, sandals and a skirt. I'm very happy!
Paula

Hello! Last summer, I went to Rio de Janeiro. It was beautiful! I took two tank tops, flip-flops, T-shirts, shorts, two swimsuits and a sweatshirt, and I wore them every day! The sea was fantastic and the beach incredible.
Pia

Hi! Today is September 28th, Spring Day! I had a picnic in the park with all my friends. We wore tank tops, shorts, a jacket and flip-flops because it was very hot. We didn't wear our swimsuits or trunks because we can't swim in the park.
Mary

Hi, there! Here's a photo of me last winter. I'm in Bariloche. I'm wearing a jacket, jeans, a scarf, gloves and trainers. Look at my skis, they're great!
Julia

b) Now, read again and complete the chart.

When?	Who?	Season	Clothes
January	Pia	Summer	tank top, flip-flops, T-shirt, shorts, swimsuit
April	Paula	Autumn	blue dress, sandals
July	Julia	Winter	jacket, jeans, scarf, gloves
September	Mary	Spring	tank top, shorts, flip-flops

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BUILDING CONFIDENCE

- Repeat if correct.** Tell Ss you are going to name an article of clothing as you show a drawing/cut-out for them to repeat if what you say is correct.
- Mime it!** Agree with Ss on how to mime each article of clothing. As you name it, they have to do the miming. Invite Ss to say the words.
- Classification.** Have Ss classify items of clothing (all the ones they know) according to different categories: e.g. clothes and accessories, boys' girls' and unisex, waist up and waist down, items they have and don't have, items they like and don't like, etc. Make sure they understand that in some cases, the items in the groups will not necessarily be the same for everybody.

WB EX 1 AND 2 PAGE 110

Introduction of the seasons

- Draw the following chart to classify clothes according to the season.

Summer	Autumn	Winter	Spring
21/12 - 20/3	21/3 - 20/6	21/6 - 20/9	21/9 - 20/12

- If an item can be worn in every season, you can add a fifth column: *All seasons*. Alternatively, tell Ss they have to find an item of clothing which is only or typically worn in one season, e.g. a swimsuit in summer, a scarf or gloves in winter.

4 a) Read and circle 4 mistakes.

- Have Ss read the instructions. Point out that they are not grammar mistakes but mistakes in information.
- Give Ss time to read and find the mistakes.

b) Now, read again and complete the chart.

- Ask Ss to read the instructions. Remind them that they shouldn't include the mistakes they spotted in the previous activity.
- Give them time to complete the chart.

BUILDING CONFIDENCE

Memory game. Ss can read the texts and try to memorize the information. Then you can ask questions to see how much they can remember. Alternatively, Ss can read the texts and write questions on them to test their classmates' memory.

WB EX 3 PAGE 110 AND EX 4 AND 5 PAGE 111

Homework

Ask Ss to bring photos or drawings of items of clothing.

3 Listen and number. Then, match.

- First ask Ss to read the instructions and tell you what they have to do. Remind them of the rules for listening.
- Before playing the recording, you can check that Ss understand all the drawings. In order to do so, you can name one of the articles of clothing for Ss to say what letter it has. To make it more challenging, you can add items they have previously learnt.
- Play the recording and check the answers on the bb.

MP3 TRACK 25

Kira: OK, Etsuko, let's see, clothes for the tunnels... My grey tracksuit, a blue tank top, red flip-flops...

Etsuko: Not the flip-flops, or your sandals...

Kira: OK. What about a sweatshirt? Perhaps it's cold.

Etsuko: Yes, take your black sweatshirt. And your bike helmet.

Kira: But I don't have a helmet...

Etsuko: Don't worry! You can use my mum's helmet, it's blue.

Kira: A swimsuit? Sometimes it's very hot in the tunnels and Mike can take his trunks.

Etsuko: Kira, we're going to go to the tunnels, not on holiday.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Fashion catalogue. Ss can make a catalogue of clothes including their description and price. You can make a classroom display of the catalogues.

5 Read Etsuko's diary and circle.

- First ask Ss to read the instructions and tell you what they have to do.
- Ask Ss to skim the text.
- Have them read the text again more carefully, then circle the options below.
- When checking, you can ask Ss to account for their answers.

6 Now, read Kira's diary and write ✓ (true) or X (false).

- First ask Ss to read the instructions and tell you what they have to do. Ask them what they think the diary page is about.
- Have Ss read to check their predictions.
- Ask them to read again to decide if the sentences below are true or false. They can correct the false sentences.



LANGUAGE AWARENESS: LMT page 78

- First ask Ss if Etsuko's diary is about something that happened in the past or something about the future.
- Ask Ss what plans she and her friends have. Ask them to underline the plans and to see if they find anything in common. Help them notice the use of *going to* and the verb *to be*.
- Refer them to the indicated page.

5 Read Etsuko's diary and circle.

Dear diary,
Today is September 21st, Spring Day, and I'm very happy because tomorrow, September 22nd, we are going to celebrate Family Day at school. There isn't a park at school, but there's a big playground. We are going to play games and dance. Lunch is at 1, but we aren't going to eat. The City Miners are going to explore the tunnels! I'm going to wear a track suit and trainers, and I'm going to take a sweatshirt. Mike is going to go to school at 10, and he's going to buy some biscuits and water for our adventure. I'm going to take my camera and I'm going to take fantastic photos. I'm so excited!

- 1 Family Day is on September 21st 22nd
- 2 Etsuko is talking about her activities now / plans for the future.
- 3 Etsuko is talking about her clothes / accessories for the adventure.
- 4 Etsuko / Mike has a camera.

6 Now, read Kira's diary and write ✓ (true) or X (false).

Dear diary,
I'm really excited about next weekend. On Saturday, I'm going to explore the tunnels with Mike and Etsuko (I'm a bit scared). In the evening, I'm going to visit my cousins. We're going to watch a film on their new smart TV. They say it's great, bigger than the one they had before. I'm going to wear my new tank top and my red flip-flops. On Sunday, my brother has a competition at the club, and my parents are going to watch him, but I'm going to swim and roller-skate. I love roller-skating.

- 1 Kira is writing about her activities every day.
- 2 Her cousins' old TV is smaller than the new TV.
- 3 She's writing about her winter clothes.
- 4 Kira can swim and roller-skate.

X
✓
X
✓

7 Listen and complete.

Ethan and Nathan are talking about tomorrow. Complete their plans for Family Day.

- 1 Nathan's three sisters are going to go to the celebration.
- 2 His family are going to go at 11.
- 3 His mother is going to drive.
- 4 Ethan is going to visit his grandparents.
- 5 Ethan's grandma is going to make a chocolate cake.
- 6 Nathan is going to eat hamburgers and hot dogs.

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BUILDING CONFIDENCE

- 1 **Who?** Ask Ss to read both diary pages and to try to memorize the information. Then ask questions about them, e.g. **Who's going to wear a new tank top? Who's going to have a competition?**
- 2 **The most popular plan.** Ask Ss what they think is the most popular weekend activity. You can have two or three, e.g. *watch TV, play on the computer, do sports*. Write them on the bb and then invite everybody to talk about his/her plans, e.g. **I'm going to visit my grandparents.** Draw a tally mark for each plan. At the end, go back to Ss' predictions.

7 Listen and complete.

- Ask Ss to read the instructions and tell you what to do. Go over the sentences and ask Ss what words could go in the blanks, e.g. **Can the word 'dogs' go in the first blank? What about T-shirts?**
- Remind Ss of the rules for listening. Play the recording and then check on the bb.



MP3 TRACK 26

- Ethan:** Are your three sisters going to go to the celebration tomorrow, Nathan?
Nathan: Yes, my parents are going to take them.
Ethan: What time are they going to go?
Nathan: At 11, I think.
Ethan: How are they going to go?
Nathan: By car. My mum's going to drive. She got her licence last week. And you?
Ethan: We're going to go at 11.30, but first, we're going to visit my grandparents. They aren't going to go. But Grandma is going to make a huge chocolate cake for the celebration. She makes delicious cakes.
Nathan: Yummy! Hamburgers, hot dogs and chocolate cake!

BUILDING CONFIDENCE

Chain game. You can have Ss start a chain talking about Ethan and Nathan's plans. They can add new plans.

WB

EX 6 PAGE 111 AND EX 7 PAGE 112

8 Look at the calendar, read and complete.



1 Today is September, Friday 23rd. Next Monday is September 26th. Next Friday is September 30th. Next month is October.

2 Today is Monday, October 24th. Next Wednesday is October 26th. Next Friday is October 28th. Next month is November.

3 Today is November 17th. It's Thursday. Next Tuesday is November 22nd. Next month is December.

9 a) Look and say. Then, listen and check. T27

In October, there's a one-week holiday at school. Talk about Mike's plans.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12 PM 		11 AM 			10 AM 	
	3 PM 	4 PM 	5 PM 	1 PM 		6 PM

b) Listen again and answer. T28

- Where is Mike going to watch a film?
- Who's going to play football with him?
- What is his grandmother going to cook?
- What are the girls going to take?
- What is Mike going to study?

- At the new 3D cinema
- His friends
- Cake/flan
- Fruit + sandwiches
- Natural Sciences

10 Look. Ask and answer in pairs.

Plans for next week.

	Study Maths	Skate	Play in the park	Visit friends	Read a novel
Etsuko	✓	X	✓	X	✓
Gaby	✓	X	X	✓	X
Kira	X	✓	X	✓	X
Carrie	✓	✓	✓	X	✓
Emma	X	X	✓	✓	X

Is she going to study Maths?

Yes, she is.

Is she going to skate?

No, she isn't.

Is it Gaby?

No, it isn't.

forty-three 43

b) Listen again and answer. T28

- Ask Ss to read the instructions and tell you what to do.
- Ss can answer the questions before listening again.
- As a round up, you can ask questions of all to see how much they remember.



MP3 TRACKS 27 AND 28

- Mike:** Hi, Grandma. How are you? No, I'm not going to go to school next week, we have a holiday.
- Grandma:** What are you going to do?
- Mike:** I'm going to roller-skate on Monday. I love roller-skating. And on Tuesday, I'm going to watch a film at the new 3D cinema.
- Grandma:** Are you going to ride your new bike?
- Mike:** Yes, on Wednesday morning. In the afternoon, I'm going to play football with my friends.
- Grandma:** When are you going to visit me?
- Mike:** On Thursday, Grandma. Are you going to make a cake?
- Grandma:** Yes, and flan.
- Mike:** Great! We're going to have a picnic at the park on Friday, and I can take some cake. The girls are going to take fruit and sandwiches. Remember the trunks you gave me for my birthday? I'm going to wear them on Saturday, I'm going to swim at the club.
- Grandma:** Oh, and when are you going to study?
- Mike:** On Sunday. Natural Sciences... we have a test on Monday.

10 Look. Ask and answer in pairs.

- Ask Ss to read the instructions and tell you what to do. Remind them of the notion of useful questions.
- Check that Ss use the right intonation for Yes/No questions.
- Ss can play in pairs or small groups. As a way of checking, you can have two or three examples.

BUILDING CONFIDENCE

Next weekend. Divide Ss into pairs. Each S draws three elements showing his/her plans for next weekend. They shouldn't be too obvious. In turns, they ask Yes/No questions to find out what the other Ss is going to do.



Homework

Ss have to bring a drawing of their intentions/plans for the next long weekend. The drawings shouldn't be too obvious, so that there should be information gaps. Ss can also bring a blog entry describing their plans/intentions (on a separate sheet).

BUILDING CONFIDENCE

The rest of the week. You can tell Ss to make drawings to represent what Mike is going to do the rest of the week. You can have this as a guessing game.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Match them. Collect the long weekend drawings and the descriptions. Place the drawings on the walls and hand out the descriptions. Each S has to read the description he/she was given and match it to the correct drawings.

11 a) Choose and write the best answer. There is one extra answer.

- Before dealing with this activity, have a guessing game to introduce the topic. Tell Ss they have to guess what you are going to do next weekend, for which they have to ask Yes/No questions. Your intention is to play in a big park in the city. This will serve as a lead-in to the next activity.
- Ask Ss to read the instructions and to focus on the text. What type of text is it? What information do they think they will find? Have Ss read the text (not the answers on the right) and check their predictions.
- Have Ss read the questions and work with them on ways to answer them. Then, ask them to read the answers on the right of the text and match them.

b) Tick.

- Elicit from SS what they have to do. Ask them which park is the closest to where they live, what it is like, etc. Elicit from them the most frequent activities in that park and what they like doing there.
- Give Ss time to do the activity, then check on the bb. Go back to their predictions.
- Check the Ss' answers.


Introduction of How often?

- Choose one of the activities in 11 b) and ask a S, e.g. **Do you roller-skate every day? Do you roller-skate every Tuesday? Do you roller-skate on Saturdays and Sundays?** Finally, ask **How often do you roller-skate?** Lead Ss into the answer they want to give, e.g. *sometimes*.
- Do the same with another activity.
- Finally, ask Ss what you want to know about when you ask *How often...*? You can give them options, e.g. *Time or frequency?*

12 Listen and complete. T29

- Draw Ss' attention to the chart. Elicit from them what type of information they will get.
- Play the recording for Ss to check their predictions.
- Play the recording again for Ss to have time to do the exercise, then check on the bb.

11 a) Choose and write the best answer. There is one extra answer.



What do you know about city parks?

- Where did the majority of people live a hundred years ago?
- Where do the majority of people live today?
- Why are city parks important?
- What do people do when they go to a park?
- How often do people do exercise in parks?
- Why do city children need parks?

12 Listen and complete. T29

The children at school are asking Etsuko about parks in Japan.

How often do people...	Frequency
have tea in tea houses?	usually
visit the gardens?	once a week, usually
ride their bikes or roller-skate?	on Saturdays
	never

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MP3 TRACK 29

- Mike:** Are there many parks in Japan?
Etsuko: Yes, there are a lot. We love going to parks. We call them gardens. In Japan, temples and palaces have beautiful gardens.
- Kira:** Do people visit the gardens?
Etsuko: Yes, they do.
- Mike:** And how often do they go?
Etsuko: Some people go every day. In some gardens there is a tea house, and a lot of people usually have tea there. Some families visit gardens once a week, usually on Saturdays.
- Kira:** Do children ride their bikes or roller-skate in the gardens?
Etsuko: No! Never! Our gardens are different. We don't ride our bikes in the garden.



LANGUAGE AWARENESS: LMT page 80

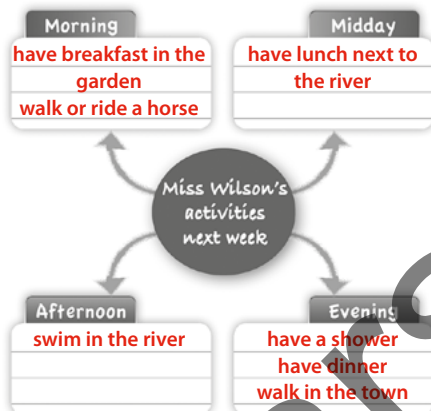
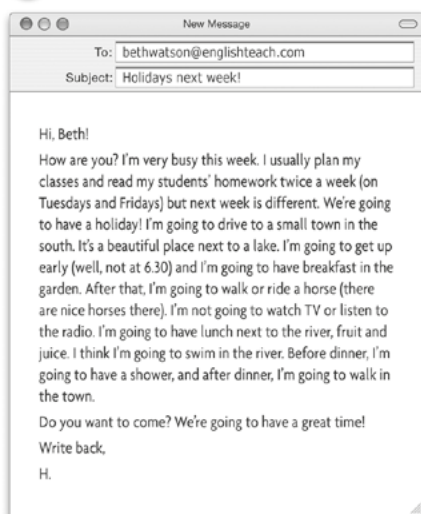
Refer Ss to the indicated page and let them work on the questions. Check the answers on the bb.

13 Match. There is one extra calendar.

- 1 Miss Wilson gives the students homework three times a week.
- 2 Etsuko helps her father in the garden twice a week.
- 3 We have holidays twice a year, in summer and in winter.
- 4 At school some teachers celebrate birthdays once a month.
- 5 Mike's mother goes to work by bus every day.
- 6 Etsuko never goes to the park on weekdays.



14 a) Read Miss Wilson's email and complete the web.



b) Now, write about you.

Imagine you're going on holiday next week. Draw a web with your activities and write an email to a friend with your plans.

14 a) Read Miss Wilson's email and complete the web.

- Have Ss read the instructions and look at the text and its paratext. Elicit from them what the email may be about.
- Have them go over the email to check their predictions.
- Help them become aware of the sources of information they have (the book, the WB pages, their notes, posters on the wall, etc).
- Ss can work individually or in groups.
- Check the webs on the bb.

b) Now, write about you.

- Elicit from Ss what to do. Make sure they understand they have to make a web similar to the previous one.
- Give them time to work on their webs, check by having a few Ss show theirs.
- Ask Ss to start writing their emails. Remind them of the fact that they should be writing some drafts before they're ready for the final version.
- You can make a classroom display of the emails.

WB EX 8, 9 AND 10 PAGE 112

Homework

Ask Ss to write an answer to the email they have written.

BUILDING CONFIDENCE

Act out. Ss can act out the conversation between Etsuko, Mike and Kira. Elicit from them what stages they need to follow to act it out.

13 Match. There is one extra calendar.

- Once Ss read the instructions, check they understand the drawings and icons in the calendars.
- Give them time to do the activity, then check the answers on the bb.
- Ss can write a statement for the extra calendar.

BUILDING CONFIDENCE

More calendars. Ss can draw a calendar showing a person's routine.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

- 1 Emails.** Collect the Ss' emails. You can display them on the walls or you can hand them out to Ss. Give them a task: *How often does the writer of the email...? Is the writer going to have a nice time? Why/ not?* Give Ss time to read the email and answer the questions. To check, you can ask them to see if there are any coincidences in the emails (e.g. if everybody is going to have a nice time).
- 2 Lists of unconventional activities.** You can ask Ss to write a list of two/three bizarre or out of the ordinary activities for the near future, e.g. *I'm going to buy a monkey tomorrow. My dad's going to climb Everest next month.* After reading them aloud they can choose the funniest or craziest.

A strange smell

- Ask Ss to open their books at page 46. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen? Where are the smell and smoke from? How is Mike feeling? Why?
- Ask Ss to read to check their predictions. They can then predict how the story continues.
- You can use this as an opportunity to discuss the importance of being responsible. It may happen that while we are in charge of something, we get distracted or we get carried away doing something different, and we forget all about our task. You can ask Ss if this has ever happened to them, or you can tell them if it has happened to you.
- The reading can also serve the purpose of establishing generation links. You can ask Ss if any parent of theirs studied at their school, whether their parents still have their friends from school, etc.

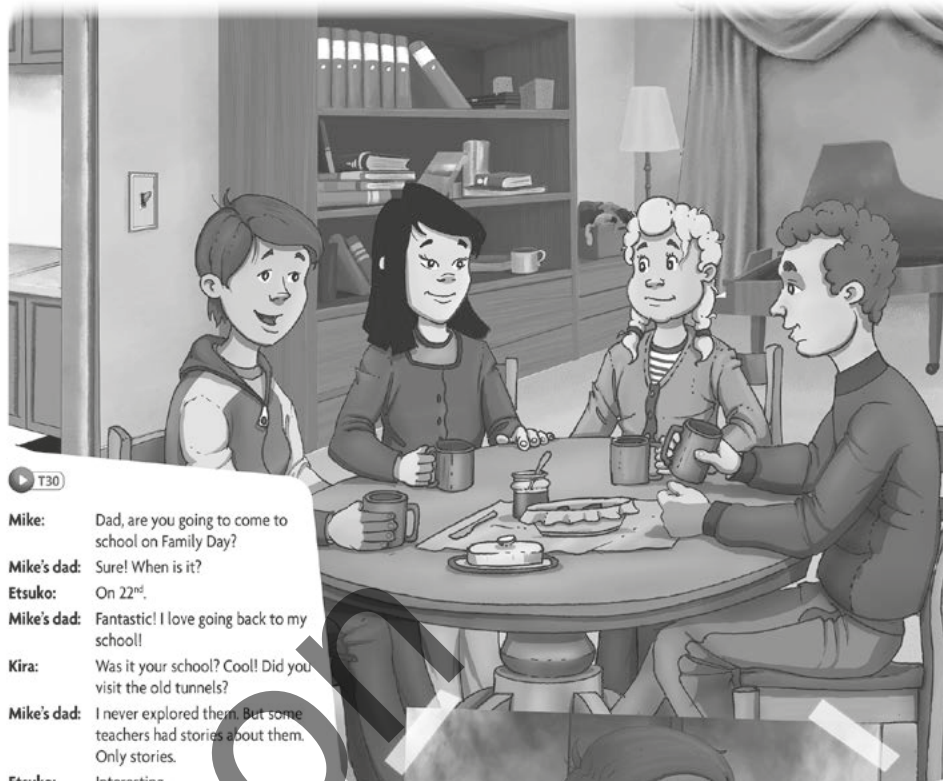
1 Read again and circle.

- Have Ss read the instructions and tell you what they have to do. They can do the activity before re-reading the story.
- Check the answers on the bb.

2 Talk about the children's plans. Then, listen and check.

- Tell Ss to read the instructions and tell you what to do.
- Ss can discuss the children's plans in groups, and then share them with the rest of the class to see if there are any coincidences.
- Play the recording for Ss to check.

A strange smell



 T30

Mike: Dad, are you going to come to school on Family Day?
Mike's dad: Sure! When is it?
Etsuko: On 22nd.
Mike's dad: Fantastic! I love going back to my school!
Kira: Was it your school? Cool! Did you visit the old tunnels?
Mike's dad: I never explored them. But some teachers had stories about them. Only stories.
Etsuko: Interesting.
Mike: On Family Day we're going to...
Etsuko: We... er... we're going to help in the school kitchen.
Mike's dad: Hey! There's a strange smell coming from our kitchen.
Etsuko: It's smoke!
Mike: Oh, oh! I was making toast.
Mike's dad: Ha, ha! Are you really going to help in the school kitchen?

TO BE CONTINUED...

46 forty-six




MP3 TRACK 31

Mike: I'm going to ride my bike to the baker's, and I'm going to buy some bread.
Etsuko: I'm going to go home by bus and I'm going to read books about explorations.
Kira: I'm going to watch documentaries on TV, and I'm going to make a cake for Family Day.

BUILDING CONFIDENCE

Acting out. Ss can act out the story.

3 Match. There is one extra rule.

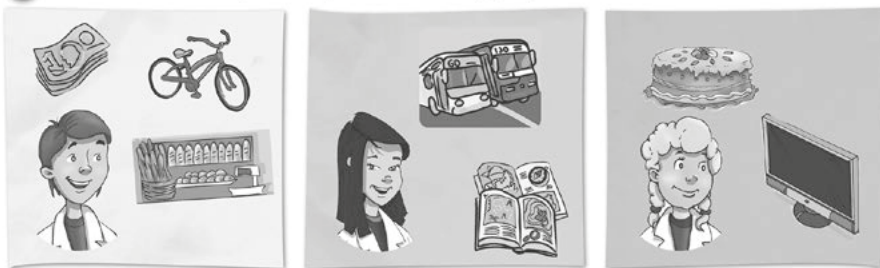
- Tell Ss to read the instructions and tell you what to do. Remind them about the Text File.
- Elicit from Ss how the instructions/rules start if there is a  sign or a NO in the notice.
- Give Ss time to do the matching, then check the answers on the bb.
- You can ask Ss to draw the sign for the extra rule.
- You can ask them to pick out the signposts which are similar to the ones in the park they usually go to. Remind them of the importance of respecting rules in public places.

1 Read again and circle.

- 1 Mike's father is going to celebrate Family Day work at home on Saturday 22nd.
 2 He went didn't go to Mike's school when he was a young boy.
 3 He explored didn't explore the tunnels.
 4 The children tell don't tell him about their plans.

2 Talk about the children's plans. Then, listen and check.

T31



3 Match. There is one extra rule.

- 1 Please, don't bring your pets to this part of the park.
 2 Dogs can do exercise here.
 3 In this area you can't ride your bike, skate or roller-skate.
 4 Don't walk or run on the grass.
 5 Don't eat in this area.
 6 Put the papers in the basket.
 7 Take a plastic bag with you when you walk your dog.
 8 Don't play in this area.



a 1



b 3



c 7



d 4



e 2



f 6



g 8

forty-seven 47

Quick check

Unit 5 A, page 112

Activity 1: 1. winter 2. summer 3. spring 4. autumn

Activity 2:

Across: 1. trunks 5. sweatshirt 7. track suit 8. flip-flops

Down: 2. sandals 3. swimsuit 4. helmet 6. tank top

Activity 3: 1. because 2. is skating 3. three times a week 4. cheaper 5. When 6. is going to drink 7. after 8. is going to have 9. is going to play 10. Next

Activity 4: 1. How often 2. How old 3. When 4. How

REMEMBER

Quick check Unit 5 B can be downloaded at <http://storyline.pearsonelt.com.ar>

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

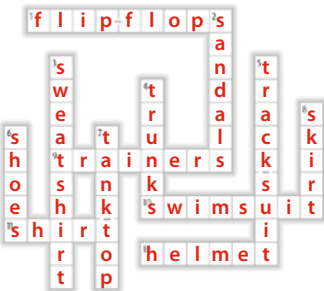
WB

EX 11 PAGE 112 AND EX 12, 13 AND 14 PAGE 113

OUR POSTER

Ss can make a poster with the rules for their group, including the rule itself and the sign.

1 Read and complete the crossword puzzle.



Across →

- 1 You need two. You wear them on the beach or at the club. You don't wear them at school.
- 2 You need two. You wear them when you do sports. You can wear them at school.
- 3 Girls wear it when they swim.
- 4 Boys and girls wear it as part of their uniforms.
- 5 Boys and girls wear it on their heads for protection when they ride their bikes or roller-skate.

Down ↓

- 1 You need two. You wear them in spring and summer. You don't wear them when you do sports.
- 2 You wear it when it's cold.
- 3 Boys wear them when they swim.
- 4 You wear it when you do gym. It has two parts.
- 5 You need two. You can wear them in winter or summer. You don't wear them when you do sports.
- 6 Girls wear it when it's hot. You don't wear it when you swim.
- 7 Boys never wear it.

2 Write ✓ (true) or X (false). Then, correct the false statements.

- 1 People usually wear flip-flops when it's snowy. **X**
People never wear flip-flops when it's snowy.
- 2 Boys and girls wear trainers to do sports. ✓
- 3 Girls sometimes wear a helmet at school. **X**
Girls never wear a helmet at school.
- 4 Boys and girls never wear trunks at school. ✓
- 5 Girls wear a sweatshirt when they go to an elegant party. **X**
Girls never wear a sweatshirt when they go to an elegant party.
- 6 Boys wear a tank top when they swim in the river. **X**
Boys never wear a tank top when they swim in the river.
- 7 Gym teachers usually wear a tracksuit at school. ✓

3 Write the words in the correct category. You can repeat the words.

belt	jacket	shirt	tank top
boots	jeans	shoes	track-suit
cap	pants	shorts	trainers
dress	raincoat	skirt	trunks
flip-flops	sandals	sweatshirt	T-shirt
gloves	scarf	swimsuit	

Autumn clothes: jeans, raincoat, track suit, pants, skirt, belt, shoes, dress, boots, gloves, scarf, jacket, trainers, shoes, shirt, sweatshirt, jeans, Spring clothes: T-shirt, jeans, pants, dress, skirt, sweatshirt, shirt, shoes, jeans, Summer clothes: flip-flops, sandals, swimsuit, trunks, shorts, tank top, T-shirt, cap

4 Circle.

Important dates and celebrations in South America

- 1 Christmas is in spring. **summer**
- 2 Easter is in autumn. **winter**
- 3 The first day of the year is in summer. **winter**
- 4 In Uruguay, Mother's Day is on the second Sunday in May. It's in winter. **autumn**
- 5 Children's Day is in winter. **spring**
- 6 Jose de San Martin was born in spring. **summer**
- 7 Teachers' Day in Argentina is in winter. **spring**
- 8 Carnival is in summer. **autumn**



5 Match the sentences with the seasons.

- | | | |
|---|---|--|
| a | 1 | There are a lot of leaves in the street. |
| b | 3 | You can see a lot of flowers. |
| c | 2 | It sometimes snows and it's very cold. |
| d | 2 | I always wear gloves and a scarf. |
| e | 4 | I love swimming in the river or in the sea. |
| f | 4 | Shorts, a tank top and flip-flops are OK. |
| g | 2 | A sweater, a sweatshirt and a jacket. They are OK. |
| h | 4 | No school, hot weather and holidays! |



6 Write what the children are going to do.



1 Pedro is going to drink orange juice.



4 Linda and Marge are going to skate.



2 Brenda is going to eat a hamburger.



5 Mia is going to swim.



3 Archie is going to ride his bike.



6 Fred and Paul are going to watch a movie.

1 Read and complete the crossword puzzle.

Focus: clothes

2 Write ✓ (true) or X (false). Then, correct the false statements.

Focus: clothes, simple present tense

3 Write the words in the correct category. You can repeat the words.

Focus: clothes and seasons

EXPANSION

Ss can add clothes and accessory words to the lists.

4 Circle.

Focus: seasons

EXPANSION

Ss can write sentences of the same type using the words they haven't circled.

5 Match the sentences with the seasons.

Focus: seasons

EXPANSION

Ss can add more sentences about the seasons.

6 Write what the children are going to do.

Focus: going to future

5

7 Match. There is one extra sentence in B.

1 Brenda is wearing a long dress and sandals. **c**
2 Mia and Rhonda are wearing swimsuits. **f**
3 Roger and Alan are wearing helmets. **e**
4 Dave is wearing his uniform. **a**
5 Ron and Alice are wearing tracksuits. **d**

A

a He's going to go to school.
b She's going to do gym.
c She's going to go to a party.
d They're going to do gym.
e They're going to ride their bikes.
f They're going to swim.

B

8 Complete. Use the question words in the box.

How often How many How much
How often What What time When
Where Who Why

How often do you play football? Twice a week.
Where do you play football? In the club.
What time do you play football? After lunch, at 3 or 4 pm.
Why do you play football? Because it's good exercise.
What are you going to do tomorrow? I'm going to visit my friend.
Who are you going to visit? Donald.
How are you going to go to his house? By bus.
How many biscuits are you going to eat? A lot!
How much coke are you going to drink? A bottle.
When are you going to phone me? Tomorrow.

9 Make the following sentences true for you.

1 We have English lessons twice a week.
2 I walk to school every day.
3 My friends usually go to school by bus.
4 The Maths teacher gives me homework four times a week.
5 I have a party three times a month.
6 We have holidays once a year.

10 Answer the questions.

1 How often do you do your English homework?
2 How often does your English teacher wear jeans?
3 How often do you wear flip-flops in winter?
4 How often do you wear a raincoat in summer?
5 How often does your friend phone you?

11 Match the sentences with the correct category.

1 What are you going to wear? **c**
2 How often do you wear sandals? **d**
3 Where do you wear flip-flops? **a**
4 Why do you wear a tank top? **e**
5 Who did you see yesterday? **b**
6 Who are you going to phone tomorrow? **b**
7 How much homework do you have? **f**
8 How often do you do your homework in the garden? **d**

PLACE **PERSON** **OBJECT**
FREQUENCY **REASON** **QUANTITY**


5

12 Match questions and answers. There are two extra answers.

1 Who's that? **e**
2 Where does she live? **d**
3 Is she younger than you? **g**
4 When is her birthday? **h**
5 Are you going to buy her a present? **j**
6 What are you going to buy? **a**
7 Why are you wearing a helmet? **c**
8 How often do you roller-skate? **i**

a A video game. f No, I don't.
b At four thirty. g No, she isn't.
c Because I'm going to roller-skate. h On June 9th.
d In a small town. i Twice a week.
e Laura Barclay. j Yes, I am.

13 Read and circle.



Maggie and her aunt are in the kitchen. They are cooking / cook. They love 'cooking' / cooking. In this picture, Maggie 'make' / is going to make cake 'because' / but it's her birthday. Maggie's aunt has a present for 'she' / her a beautiful dress. Maggie is 'wearing' / going to wear it at the party. Maggie and her friends 'dancing' / are going to dance. Maggie is happy because she 'saw' / is going to see her friend Matt. Matt moved to another city two years 'ago' / next, and he visits 'this' / her friends 'never' / twice a year.

14 Write about your plans.

Next Monday, I _____ Next Saturday, my friends _____

Next weekend, my father / mother / ... _____ Next month, I _____

112 one hundred and twelve

one hundred and thirteen 113

7 Match. There is one extra sentence in B.

Focus: clothes, *wearing*, *going to* future

8 Complete. Use the question words in the box.

Focus: questions

EXPANSION

Ss can write a question and answer it with the extra question word.

9 Make the following sentences true for you.

Focus: frequency adverbs and expressions, simple present tense

EXPANSION

Ss can make the sentences true in two different ways: making the verb negative or using the correct frequency expression.

10 Answer the questions.

Focus: *how often*, frequency expressions

11 Match the sentences with the correct category.

Focus: integration, language awareness, question words

EXPANSION

Ss can write the answers to these questions.

12 Match questions and answers. There are two extra answers.

Focus: integration, questions

13 Read and circle.

Focus: integration, language awareness

14 Write about your plans.

Focus: *going to* future, personalization

VOCABULARY

New

stands, fountain
better, best, worse, worst

Revision

Personality adjectives

GRAMMAR

New

To be + frequency
on the left/right

Prepositions: **near, opposite, in front of, next to, on, at (table, desk)**

Revision

Prepositions of place, frequency adverbs
Simple past

RECOGNITION

Language from the routine (see introduction, page 5)

COMMUNICATION

probably

(Rats) aren't fun.

That's impossible!

LANGUAGE AWARENESS

Phonological differences between English and Spanish
Comparatives and superlatives: regular and irregular forms
Comparison between *opposite* and *in front of*; *in, at, on*
Comparison with Spanish

CLIL

Delesio Antonio Berni

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



1 Read. Then, listen. T32

Etsuko's very excited. It's her parents' first Family Day. They're sitting next to Mike's parents. They're talking but she can't hear their conversation. Probably, they're talking about them: *The City Miners*.

Today the playground is more beautiful than on regular days. On the right are the parents' tables. On the left, opposite the tables, are the children's stands.

Etsuko's hot-dog stand is near the fountain, next to Mike's hamburger stand. He's with Kira. They're working a lot: there are two children in front of their stand. Hamburgers are children's favourite meal.

At 12.30, Etsuko's going to go to the "kitchen" with Mike and Kira. All their equipment is in front of the door to the tunnels.

Etsuko can see Tommy next to his mum. Mmm... Is he going to tell her about their plan? Etsuko doesn't think so. He has two hot-dogs on his plate. Strange... He's always sad at school but today he's happy.

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then listen. T32

Possible lead-ins (you may choose):

- Ask Ss if they have ever been to a fair in which people can play different games and also buy food and eat (our 'kermesse'). If they have, encourage them to tell the rest. You can tell them about your own experience.
- You can ask Ss what collaborative work they can do or are doing at school (e.g. raising money for their graduation trip or for any other cause – to buy equipment for the school-, collecting clothes/food/school objects and books for children in need, etc.); what they would like to be in charge of. Show them how this is a good opportunity to work collectively for the benefit of the whole group.

- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 48 and to look at the title and the illustration. Where are they? What are they doing? Are the children going to explore the tunnels today?
- Have Ss read and play the recording for them to check.
- Ask them how they think the story continues.

2 Read again and circle.

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

3 Look at the pictures and complete with the words in the box.

- First ask Ss to read the instructions and tell you what they have to do. Refer them to page 48 and ask them how many tables and how many stands they can see. Can they see a fountain, too? You can ask Ss to translate the word *stand* ('puesto').
- Give Ss time to complete the text, then check answers on the bb.

2 Read again and circle.

- The children and their families are / aren't at school.
- The children and their families can / can't eat at school.
- Kira's brother is going to eat hamburgers / hot dogs.
- He likes / doesn't like school.

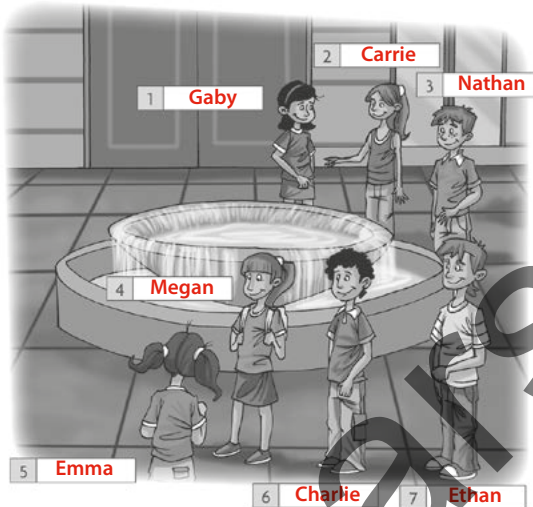
3 Look at the pictures and complete with the words in the box.

drink stand fountain hamburger stand hot-dog stand ice cream stand pizza stand



4 Read and write the names.

Gaby is behind the fountain. Carrie is next to her. She's wearing a red tank top. Nathan is also behind the fountain. Charlie is in front of Ethan. He is looking at Emma. And Megan is opposite Emma.



forty-nine 49

4 Read and write the names.

- Ask Ss to read the instructions and to tell you what to do.
- Elicit from Ss what clues they have, e.g. the clothes the children are wearing.
- Give Ss time to organize the conversations, then check on the bb.

BUILDING CONFIDENCE

- Remember the sequence.** Ss can create a sequence describing how animals/students/different objects are placed, e.g. *Cecilia is in front of Franco, Franco is in front of Sofi, Sofi is in front of Ramiro*. It is better at the beginning to focus on one preposition at a time.
- Do as I say.** Tell Ss you are going to tell them where they should stand (as you did for the introduction of prepositions). Ss should listen to all the description first, and then take their positions. You can encourage Ss to write the instructions themselves.
- Memory game.** Place some objects on the desk, e.g. a pencil behind a pencil case, a book near the pencil case, etc. You can use different objects. Ask Ss to look at the desk for 30 seconds, then cover it. You can either ask them questions, e.g. *Is the book near the pencil?* or *Where's the book?* or you can encourage Ss to say what they remember, e.g. *The pencil is near the book*. This is a good opportunity to revise different areas of vocabulary.
- Picture dictation.** Tell Ss you are going to describe a drawing you've made including people, furniture, objects placed at different spots for them to draw. Once they finish, you can compare drawings. This can be done in pairs as well.
- Where?** You can ask Ss to describe from memory the illustration of the Hello Unit. They can then open their books at page 4 and check their answers.

BUILDING CONFIDENCE

- A memory game.** Ask Ss to memorize each stand and the number it has. When they close their books, test their memory by giving a number for Ss to say which stand it is.
- The most popular stand.** You can ask Ss to choose the stand they would like to work at. Then you can all decide on the favourite stand.

Introduction of prepositions in front of, near, opposite.

- Tell Ss they are going to test your memory. Call one of them to the front and ask him/her to stand facing the rest. Then call on another S and ask him/her to stand next to S1. Ask another S to stand behind S1. Then call a third S and ask him/her to stand in front of S1. Tell him/her, e.g. **Stand in front of (Santi), not behind.** If necessary, show where. Ask a fifth S to stand opposite S4. Make sure this S faces S4. Finally, ask a sixth S to stand near S5. Look at the Ss for 10 seconds and then write on the bb where each S is standing, e.g. **Santi is in front of (Caro).** Make sure you use the new prepositions.
- When you finish, tell Ss they can check how good your memory is. As you check each statement, make sure Ss understand the prepositions.



LANGUAGE AWARENESS: LMT page 79

Refer Ss to the indicated page for them to complete the drawings. Check the answers on the bb.

WB

EX 1, 2 AND 3 a) AND b) PAGE 114 AND EX 4 AND 5 PAGE 115



Homework

Ask Ss to bring a description of a room with people, objects and furniture placed at different spots and a drawing of it (on a separate sheet).

Getting started



Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Matching. Collect the descriptions and hand them out to Ss. Place the drawings on the walls. Ss have to read their descriptions and find the correct drawing. You can also have Ss draw and then compare drawings.

Introduction of *left* and *right*, *on the left*, *on the right*.

➤ Tell Ss you are going to ask them to follow your instructions.

First draw an arrow pointing to the right and another one pointing to the left, as in a road sign, e.g.  and . Elicit from Ss what they mean. Once they understand they mean *right* and *left*, have a few instances of following your instructions: they should point to the right or to the left as you tell them to do. Then tell Ss they will keep on following your instructions. Call one of them to the front and ask him/her to stand facing the class. Then call on somebody else and tell him/her, e.g. **Stand on (Caro's) right.** Do the same with other Ss, asking them to stand on the right or the left of another student.

➤ Help Ss see you can either say, **On X's right/left** or **On the right/left of X.**

5 Look at the illustration on page 48-49 and write ✓ (true) or X (false).

- Elicit from Ss what they have to do.
- Give Ss time to work on the statements, then check the answers on the bb. You can ask them to correct the wrong sentences by turning them into the negative and by changing either *right* or *left*.

BUILDING CONFIDENCE

Memory game. Ss can try to memorize the illustrations on page 48 and after closing their books, they can be tested. You can make this activity more or less challenging by asking different questions, e.g. **Is Kira on Etsuko's right?** or **Who's on Kira's left?** or **Where's Kira?**

6 a) Listen and circle. Left or right? T33

- First ask Ss to read the instructions and tell you what they have to do. Play the recording, then check the answers on the bb.

b) Listen again and write. Then, complete. T34

- Elicit from Ss what to do. Make sure they understand they have to complete the statements below and write the name next to each table.
- Play the recording and check answers on the bb.

5 Look at the illustration on pages 48-49 and write ✓ (true) or X (false).



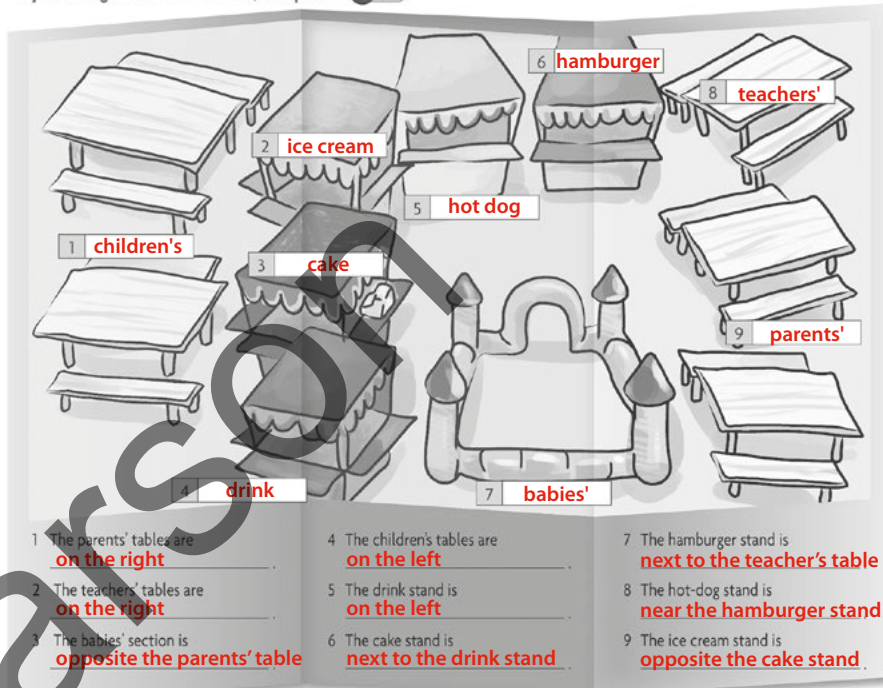
- 1 Kira is on Etsuko's left. ☒
- 2 Mike is on Etsuko's right. ☒
- 3 Kira is on Mike's left. ☒
- 4 Tommy is sitting on the right of the picture. ☒
- 5 Etsuko is standing on the left of the picture. ☒



6 a) Listen and circle. Left or right? T33

- | | | | | | |
|-------------------------|--------------------------------------|-----------------------|--------------------------------------|-----------------------|--------------------------------------|
| 1 the parents' tables | L <input checked="" type="radio"/> R | 4 the drink stand | <input checked="" type="radio"/> L R | 7 the hot-dog stand | L <input checked="" type="radio"/> R |
| 2 the teachers' tables | L <input checked="" type="radio"/> R | 5 the cake stand | <input checked="" type="radio"/> L R | 8 the ice cream stand | <input checked="" type="radio"/> L R |
| 3 the children's tables | <input checked="" type="radio"/> L R | 6 the hamburger stand | L <input checked="" type="radio"/> R | 9 the babies' section | <input checked="" type="radio"/> L R |

b) Listen again and write. Then, complete. T34



50 fifty



MP3 TRACKS 33 AND 34

Narrator: At Saint Mary's school they are celebrating Family Day, too. Listen to Mr Thompson's description of the playground.

Mr Thompson: Today we're celebrating Family Day at school. We're very happy. It's a beautiful spring day. Here's some information for you. The parents' tables are on the right, near the teachers' tables. The children's tables are on the left. Do you want a soda? The drink stand is on the left, next to the cake stand. The hamburger stand is near the hot dog stand, on the right. The ice cream stand is on the left, opposite the cake stand. There's a special section for babies, opposite the parents' tables. Have a nice time!

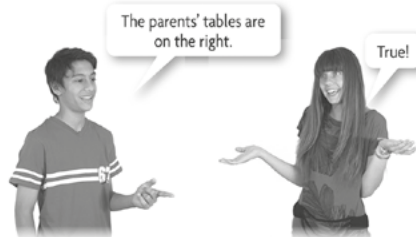
BUILDING CONFIDENCE

How much do you know about your school? Tell Ss to describe their school in detail, giving information as to where exactly different rooms and facilities are. To check, you can take the group round the school or you can find information in one of the evacuation plans hanging on the walls.

7 Play a memory game in pairs.

- First ask Ss to read the instructions and tell you what they have to do. To make this more challenging, you can tell them to focus on all the information they have, e.g. pages 48 and 50.

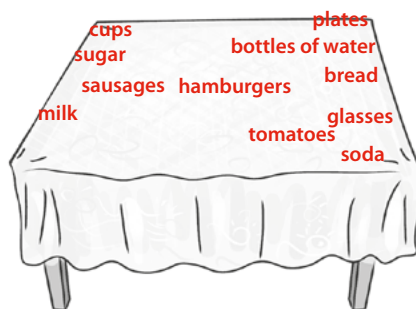
7 Play a memory game in pairs.



8 Read and draw.

Miss Wilson's giving instructions to her students.

Put the plates on the right, next to the bottles of water. Put the glasses in front of the bottles. Put the cups on the left, near the sugar. The bread goes on the right in front of the plates, behind the tomatoes. The milk goes on the left, in front of the cups. The hamburgers go in the middle of the table, next to the sausages, and put the bottles of soda on the right, near them.



9 Write ✓ (true) or X (false). Then, listen and check. T35

- 1 Kira's brother likes school. He's always happy at school.
- 2 Kira is usually active.
- 3 Miss Wilson is never calm.
- 4 Mike is sometimes adventurous.



10 Read this article by Mike's dad. Then, circle.



SCHOOL DAYS

By Mike's dad, from 6A.

I remember my old playground: the fountain in the middle, the palm trees on the right, the teachers' room on the left... And the classrooms... Yes, fourth form was opposite fifth form. And when I got to sixth form, the headmaster decided to change my classmates and I to the classroom next to his office! We were terrible, really bad... The worst group in the school... One day, we climbed one of the palm trees to the top. On another day, we hid in the bathrooms all morning!

Mike and his friends are better than my friends and I. For Family Day, they came to school at eight in the morning and prepared the stands. Then they took all the soda bottles to the room next to the tunnels. It's no surprise: this school is the best school in the district, it's my school!

When Mike's father was a student at school...

- 1 the fountain was in the middle on the right of the playground.
- 2 fifth form was opposite in front of fourth form.
- 3 sixth form was opposite next to the headmaster's office.
- 4 Mike's father and his friends were a nice terrible group.

fifty-one 51

BUILDING CONFIDENCE

True or false? Once you do the memory game, you can have Ss write statements about Family Day. Include true and false information. Ss can then exchange the statements, answer true or false and then check who remembers the most.

8 Read and draw.

- Ask Ss to read the instructions and tell you what to do.
- Give them time to do the drawing, then check on the bb.
- Tell Ss there may be more than one possible drawing.

BUILDING CONFIDENCE

More food on the table. Ss can give further instructions for the rest to draw.

WB

EX 6 PAGE 115

9 Write ✓ (true) or X (false). Then, listen and check. T35

- Have Ss look at the instructions. Check they understand they have to decide if the sentences are true or false based on what they remember.

- Give them time to do the exercise, then check their answers. Play the recording for Ss to check.
- Work out with Ss the position of the frequency adverbs with the verb *to be* and have them write it in their notebooks. You may refer Ss to LMT section page 79 and compare with the rule for the rest of the verbs.
- Ask Ss to read the statements in Exercise 9 again and ask them if they have a reference to time or frequency.
- Remind Ss of the position of frequency adverbs in a sentence. Does the rule apply here? Why not?



MP3 TRACK 35

Narrator: *Kira's brother, Tommy, doesn't like school, but today he's happy. Kira is never calm or passive, she's usually active. Mike's teacher is a very nice person. She's always calm, but never passive. And she likes Mike. He's never calm, always adventurous. He loves adventures!*

WB

EX 7, 8 AND 9 PAGE 116

10 Read this article by Mike's dad. Then, circle.

- Have Ss read the instructions, look at the text and its paratext. What can the article be about? Will the information in the article be similar or different to what happens at school today?
- Ask Ss to read to check their predictions.
- Have them read again to circle the correct options.
- Check the answers on the bb.



LANGUAGE AWARENESS: LMT page 80

- Focus Ss' attention on the sentence *The worst group in the school*. Ask them if the group was bad, and if any other group was more terrible. Once they get the idea of superlative, ask them what the base form can be. Then tell them that Mike's father was worse than other classmates, but not the worst. Elicit from them that *worse* is the comparative form of *bad*.
- Focus Ss' attention on the sentence that contains *better*, and ask them what adjective this is the comparative of. Do the same with *best*.
- Refer Ss to the indicated page and check their answers.

BUILDING CONFIDENCE

Records. Ss can talk about records, e.g. the best mark, the best TV programme, the worst one, etc.

WB

EX 10 PAGE 117



Homework

Ss can bring a description and a drawing of their bedroom. They should be in separate sheets.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Whose bedroom? Collect Ss' drawings. Make sure they have their names on, e.g. *Cecilia's bedroom*. Place them on the walls. Then collect the descriptions and hand them out. Ss have to read the descriptions and find the bedroom.

11 a) Who? Complete. Then, listen and check. T36

- Ask Ss to read the instructions and tell you what to do. Tell them they are going to read comments made by the characters, whom they have to identify.
- Give Ss time to complete the sentences, then check the answers on the bb. You can ask Ss to look for information in the story (different chapters) to support their answers.



MP3 TRACK 36

- Kira:** *We always take bus 27 to school. It's a bad line, but number 37 bus is worse. They're very old, noisy and uncomfortable buses.*
- Mike's dad:** *I have a new piano at home. It's a good piano, but the piano at the theatre is better. It's more expensive, too!*
- Kira:** *My cousin is bad, but my little brother is worse! He never stops!*
- Mike's mum:** *The red line is old, but it's good. It's better than the other lines.*

b) Now, read and match. There is one extra comment.

- Ask Ss to read the instructions. Check that Ss understand these comments are related to what the characters have just said.
- Give Ss time to do the matching, then check the answers on the bb.
- Ss can write the first part for the extra comment.

12 a) Read the blog entries and complete them.

- Ask Ss to read the instructions and elicit from them what to do. Have them look at the texts and the paratext and ask them what the entries may be about.
- Have Ss read to check their predictions.
- Ask Ss to read the blog again and complete them.
- Check the answers on the bb.

b) Now, write the names. There is one extra picture.

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

11 a) Who? Complete. Then, listen and check. T36

We always take bus 27 to school. It's a bad line, but bus 37 is worse. They're very old, noisy and uncomfortable buses.

1 **Kira**

I have a new piano at home. It's a good piano, but the piano at the theatre is better. It's more expensive, too!

2 **Mike's dad**

My cousin is bad, but my little brother is worse! He never stops!

3 **Kira**

The red line is old but it's good. It's better than the other lines.

4 **Mike's mum**

b) Now, read and match. There is one extra comment.

- a 3 And there's a boy in Tommy's class, Matt. He's terrible, the worst boy in his class. And of course, he's Tommy's best friend!
- b 4 I think it's the best because it's the cheapest and it has the most comfortable trains. And the yellow line is definitely the worst. Always late, always dirty. Yes, the worst line.
- c The colours are fantastic, the best colours in the world.
- d 2 There are different types of pianos. The best piano in the world is the Steinway. It's excellent!
- e 1 There are good and bad lines in a city. When we go to the club, we take bus 46. It's the worst line!

52 fifty-two

12 a) Read the blog entries and complete them.

Extremes!

January is the ¹ **best** month of the year. I am always on holiday in January. Last January I went to Suriname, the smallest country in South America. We didn't swim in the rivers but went fishing. We rode horses and bikes. I didn't stay in a hotel. We went camping. Visit Suriname! **Ignacio from Paraguay.**

I went to Brazil last summer, and I didn't have a good time. The people were great, but the weather was terrible. It rained every day, and it was always cold! I didn't wear my new trunks. The ² **worst** holiday in my life! **Ronald from Peru.**

I love August. I was born in August and I love it because it's always hot and it never rains. The ³ **best** month! I usually go on holiday in August. I love going to big cities in Europe. I always take my camera and a small copybook because I love writing about the places I visit. **Jeremy from England.**

b) Now, write the names. There is one extra picture.

1 **Ignacio**

2

3 **Jeremy**

4 **Ronald**

BUILDING CONFIDENCE

The fourth picture. Ask Ss to write a blog entry for the fourth picture.

13 a) Read and circle.

- Ask Ss to read the instructions and tell you what to do. Have them look at the text and its paratext. What can the text be about? What type of information will it have?
- After Ss skim the text, go back to their predictions.
- Give Ss time to do the exercise, then check on the bb.
- Ask Ss to draw a chart like the one in Exercise 13 b) and complete it with the information in the review. Check it on the bb.

BUILDING CONFIDENCE



The coati. Ss can look for information about the coati, where it is from, what food it eats, its characteristic behaviour (what it can and can't do), and then compare it with other animals.

http://www.watchouttourists.com

CAMPING NEAR THE ARENAL VOLCANO

Hi, there. I'm Adam from Canada. My favourite month is July because we are always on holiday in July. I usually go camping with my friends. My worst experience was two months ago. We were in Costa Rica, in a small town near the Arenal Volcano. We weren't in a hotel, we were in a big camp site. Our tent was the best tent in the site. It was bigger than some tents, and it had two 'rooms'. It was in front of the club and near the river. One day, when I was walking near the river, I saw a strange animal. It looked at me and it came next to me. I was very, very scared. 'Is it going to attack me?' I asked my friend Carla. 'Ha, ha, ha! Why are you scared? It's only a coati, a very nice animal. They want food, they are not dangerous,' she said and gave an apple to the coati. Next, she took a photo of the coati and it's now online! 'The worst moment in my life!'

Adam, Canada, September 10

- Adam was born in Canada / July.
- He was camping / working two months ago.
- His tent was better / worse than others in the camp site.
- The experience was good / bad.

b) Now, complete this chart and write about your experience.

Think about a good or bad experience and write for the *Watch out tourists* page. You can invent.

Favourite month - why?	
Good or bad experience?	
Where? When?	
Description of the hotel / camp site	
Adventure (good or bad situation)	
Your family's / friends' reaction	

Hi, there. I'm _____
 from _____
 My favourite month is _____
 because _____

fifty-three 53

b) Now, complete this chart and write about your experience.

- › Have Ss read the instructions.
- › Ss can work individually or in groups.
- › Check by having a few Ss share their charts with the rest.
- › Have Ss write their reviews. Remind them of the need to write a few drafts before the final version is ready.
- › You can make a classroom display of the reviews.



Homework

Ask Ss to work out a quiz similar to the one on page 116 of the WB (Exercise 8). They can include information about the weather, information about animals, clothes, etc.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

A quiz. Collect the Ss' quizzes and hand them out. Ss can solve them individually or in groups.

Voices in the tunnels

- Ask Ss to open their books at page 54. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. Whose voices do they hear? Are they real? What is going to happen?
- Ask Ss to read to check their predictions. They can then predict how the story continues.
- Ask them about the two boys. Who are they? What are they doing in the tunnels? Are their clothes similar to Mike's? Compare them with Mike. How come they attend the same school?

1 Read again and answer.

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

BUILDING CONFIDENCE

Acting out. Ss can act out parts of this dialogue.

2 Read and circle.

- Tell Ss to read the instructions and tell you what to do. Ask them to look at the images in the text and the title. What type of text is it? What is it about? You can ask Ss why this Davy lamp seems to be an important invention.
- Have Ss read to check their predictions.
- Give Ss time to circle the correct words after re-reading the text, then check on the bb.

OUR POSTER

Ss can make a poster showing their reviews.

Voices in the tunnels

 T37

Mike: Watch out! There's a wall in front of you!

Kira: Then let's take the tunnel on the right. It's bigger than the tunnel on the left.

Etsuko: I like the tunnel on the left... It's darker and spookier... More fun!

Kira: Rats aren't fun! And I don't like dark places. I can't see.

Etsuko: Come on, Kira... We're *The City Miners*! And you can see with the torches!

Mike: They're real miners' lamps. Etsuko, where did you get them?

Etsuko: I found them in my dad's shop.

Kira: Well, I'm going to walk some more metres, then... Listen... I can hear voices in the tunnel. Do you hear them?

Mike: Yes. It's scary.

Etsuko: They're boys' voices. I can see a light at the end of the tunnel!

Mike: What is it? Let's see!

Kira: The... the voices are nearer.

Etsuko: Look! I can see two boys!

First boy: Who... who are you?

Kira: We're... we're students from Simon Bolivar school.

Second boy: Really? We go to that school, too.

Mike: That's impossible! I don't know you!

First boy: And we don't know you!

Etsuko: What are you doing here?

Second boy: Exploring the tunnels.

Etsuko: We too.

Mike: This is very strange...

TO BE CONTINUED...

54 fifty-four



1 Read again and answer.

- 1 Where are the children?
- 2 Why are they taking the tunnel on the left?
- 3 Who do they see?

1 In the tunnel.
2 Because it's darker and spookier.

- 4 What's the name of the boys' school?
- 5 What's the name of the children's school?

3 Two boys.
4 Simon Bolivar.
5 Simon Bolivar.

2 Read and circle.

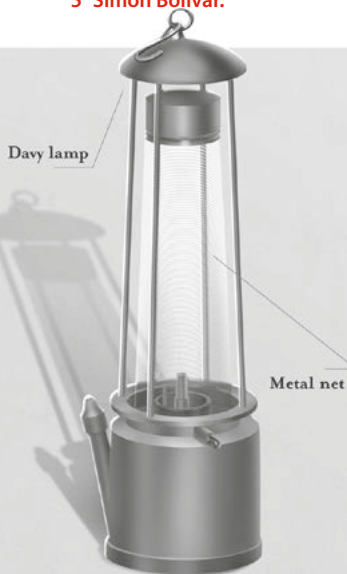
The Davy lamp

At the time of the Industrial Revolution, conditions in mines were very bad. Miners worked long hours in dark, dirty tunnels with no ventilation.

Also, the presence of gas in the mines killed thousands of miners. When the gas came into contact with the miners' lamps, the explosions were terrible. Gas was the miners' greatest enemy.

The first solution to the problem was birds. The miners took them into the mines. The miners called the birds "gas detectors". A small proportion of gas in the tunnels can kill small birds. When the canaries in the mines died, the miners ran out of the mines.

The second solution was Humphrey Davy's invention: the Davy lamp. In 1815, he decided to put a metal net around the miners' lamps. This way, the light of the lamp didn't come into contact with the gas in the tunnels and the explosions stopped.



Sir Humphrey Davy is one of the greatest inventors in history and his lamp saved innumerable lives. The modern miner's lamp is very similar to his lamp.

- 1 This is an article / a legend.
- 2 This is part of an encyclopaedia / email.

- 3 The miners' worst problem was birds / gas.
- 4 The Davy lamp is an old / a modern invention.



Quick check

Unit 6 A, page 113

Activity 1: 1. next to 2. in front of 3. behind 4. near 5. opposite 6. on the right / on the left

Activity 2: 1. better 2. best 3. worst 4. worse

Activity 3: 1. Sophie is always at school in the morning. 2. She is never at the supermarket in the morning. 3. She's usually at home in the afternoon. 4. She's sometimes at the supermarket in the afternoon. 5. She's never at school in the afternoon.

Activity 4: 1. e 2. h 3. d 4. g 5. b 6. a

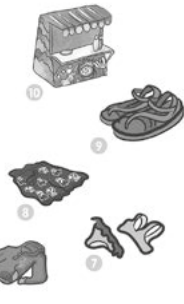
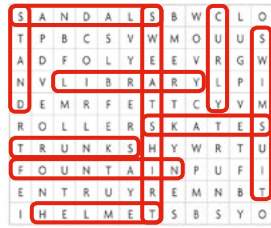
REMEMBER

Quick check Unit 6 B can be downloaded at <http://storyline.pearsonelt.com.ar>

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

A story: Thomas Alva Edison, Chapter III (TC page 103).

1 Word search. → ↓



2 Circle the odd one out.

- 1 hot dog stand fountain playground rain
 2 tank top pants peaches belt
 3 trainer cook explore help
 4 helmet jacket sweatshirt torch
 5 roller-skate ball clean ride
 6 ice cream stand computer lab playground library

3 a) Match. There are two extra categories. Then, write one more word in each group.

Categories

- a accessories f school objects
 b drinks g school subjects
 c fruit h sports activities
 d hair i summer clothes
 e musical instruments j vegetables

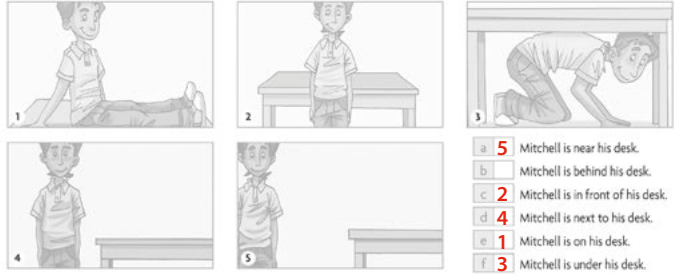
- 1 helmet, cap, gloves. **a**
 2 swim suit, trunks, flip flops. **i**
 3 swim, roller-skate, skate. **h**
 4 lettuce, carrots, onions. **j**
 5 strawberry, peach, pear. **c**
 6 curly, wavy, blond. **d**
 7 PE, Social Studies, Music. **g**
 8 piano, guitar, violin. **e**

b) Now, write four words for the two extra categories.

Category: **Drink**

Category: **School objects**

4 Match. There is one extra sentence.



- a 5 Mitchell is near his desk.
 b Mitchell is behind his desk.
 c 2 Mitchell is in front of his desk.
 d 4 Mitchell is next to his desk.
 e 1 Mitchell is on his desk.
 f 3 Mitchell is under his desk.

5 Look and complete with the words in the box. You can repeat the words.



behind in front of near next to opposite

- 1 The baker's is **near** the butcher's.
 2 The greengrocer's is **opposite** the butcher's.
 3 The grocer's is **next to** the baker's.
 4 The school is **next to** the baker's.
 5 The baker's is **next to** the grocer's.
 6 The butcher's is **near** the school.

6 Look and write ✓ (true) or ✗ (false). Then, correct the false statements.



- 1 The cake stand is on the right of the drink stand. **✗**
 2 The hot-dog stand is on the left of the pizza stand. **✓**
 3 The ice cream stand is on the right of the pizza stand. **✓**
 4 The drink stand is on the left of the hot dog stand. **✓**
 5 The pizza stand is on the right of the ice cream stand. **✗**

1 Word search.

Focus: vocabulary

2 Circle the odd one out.

Focus: vocabulary

EXPANSION

Ss can add three words that belong to the same category as the word which is the odd one out.

3 a) Match. There are two extra categories. Then, write one more word in each group.

Focus: vocabulary

b) Now, write four words for the two extra categories.

Focus: vocabulary

4 Match. There is one extra sentence.

Focus: prepositions of place

5 Look and complete with the words in the box. You can repeat the words.

Focus: prepositions of place

6 Look and write ✓ (true) or ✗ (false). Then, correct the false statements.

Focus: right, left

EXPANSION

Ss can correct the false statements in two different way: by making the verb negative and by changing right/ left.

6

7 Complete with the correct frequency adverb.

Brenda's week

SUN	MON	TUE	WED
Home: study Club: 3rd Sunday	9:30pm: Office 5 pm: Gym	9:30pm: Office 5 pm: Gym	9:30pm: Office Afternoon: TV at home Evening: dinner at a restaurant

THU	FRI	SAT
9:30pm: Office 5 pm: Gym	9:30pm: Office 5 pm: Gym	Evening: cinema (rain: shopping centre)

8 Write ✓ (true) or X (false).

QUIZ

Are you a weather expert?

- It's always cold in the desert at night. ✓
- It's never rainy in the desert. ✓
- It's never rainy in the north of Brazil. X
- It's usually cold in Buenos Aires in winter. ✓
- It's sometimes hot in Tierra del Fuego in spring. ✓
- It's never snowy in Brazil. X
- It's sometimes cold in Cuba in winter. X
- It's always sunny in Cuba. X

SCORE

8: A weather expert!
7-6: Very good.
5: Good.

4-3: Not so good.
0-2: Read about the weather in Latin America!

9 Make the following sentences true for you.

- I'm always at school in the morning.
- I'm sometimes at the club on Tuesdays.
- My friends are never at home in the afternoon.
- My best friend is sometimes in my house at weekends.
- My pet is never in my bedroom.
- My school bag is never in front of my desk at school.
- I'm usually near my best friend at school.
- The English teacher is always happy.

6

10 a) Write the words in the correct category.

IRREGULAR ADJECTIVES	SHORT ADJECTIVES	LONG ADJECTIVES
good	easy	beautiful
bad	cheap	interesting
	tall	comfortable
	big	difficult

b) Complete with the adjectives in part a). Use comparatives or superlatives.

- Elephants are the biggest land animals.
- A car is more comfortable than a bus.
- A dog is man's the best friend.
- I was on holiday and it rained every day. It was the worst holiday in my life.
- A basketball player is usually taller than a Formula 1 driver.
- Aconcagua is the tallest mountain in America.
- A train ticket is cheaper than a plane ticket.
- For some students, Social Studies is more difficult / easier than Maths.
- Some people love reading. For them, a book is more interesting than a film.
- In general, sunny days are more beautiful than rainy days.

11 Read and circle.

Last Monday, Brenda's day was more / most difficult than other days. She got up / was getting up late and took a taxi to the office. She answered / was answering emails, when her computer made a strange noise and went black. Brenda is always / always is calm. And she phoned her 'best' / better friend, a computer expert, but he didn't find / him at home. He was / was on holiday. 'There's / It's a computer in the office opposite her office. She sat behind / in front of the computer. It was smaller / smallest than her computer but it was OK. But the computer didn't work. 'Well, I have / am going to have a coffee at the coffee shop next to the building,' she thought. But it was closed! She walked back to the office and decided to go / home 'on / by underground because it's faster / fastest than the bus. This was / This was the 'worst' / worst Monday in her life!

12 Complete with your information.

I'm always _____

I'm never _____

My best friend is usually _____

My pet is sometimes _____

_____ is the best film for me.

_____ is the best book.

116 one hundred and sixteen

one hundred and seventeen 117

7 Complete with the correct frequency adverb.

Focus: to be and frequency adverbs

8 Write ✓ (true) or X (false).

Focus: to be, frequency adverbs, the weather

9 Make the following sentences true for you.

Focus: to be, frequency adverbs

EXPANSION

Ss can correct the wrong statements in two different ways: by making the verb negative and by changing the wrong frequency adverb.

10 a) Write the words in the correct category.

Focus: comparatives and superlatives

b) Complete with the adjectives in part a). Use comparatives or superlatives.

Focus: comparative and superlative forms

11 Read and circle.

Focus: integration, language awareness

EXPANSION

Ss can account for their choices.

12 Complete with your information.

Focus: personalization, integration

VOCABULARY

New

the same, different

House chores: **cook, clean, wash, iron, wash the dishes**

Professions: **lawyer, engineer, biologist...**

Revision

Professions

GRAMMAR

New

while

I'd like to

so

RECOGNITION

Language from the routine (see introduction, page 5)

batteries

pins

Revision

I'd like

going to

Simple past, simple present

COMMUNICATION

Why don't we...?

That's stupid!

This is incredible!

time to...

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Comparison between *when* and *while*

Answers to invitations and suggestions

Ways of showing politeness. Comparison with Spanish forms

CLIL

The Five Most Unusual Jobs

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

1 Same school, different time



1 Read. Then, listen. ▶ T38

Bruno: Girls at a boys' school? There aren't any girls at our school!

Martin: I don't understand. Then we come from different schools.

Mike: I'd like to go to your school. There are some boys in my class but...

Kira: The majority are girls. Any problem?

Mike: No, no problem. You're my best friends. She's Etsuko and she's Kira. I'm Mike. And you?

Bruno: I'm Bruno and he's Martin.

Martin: Hi, everyone! This is very strange. Your school and our school have the same name.

Kira: Why don't we sit down over there? Let's talk while we eat. I'm hungry!

Martin: I'm also hungry!

Bruno: We have some cheese and bread but we don't have any drinks.

Etsuko: That's fine! I have six orange juice boxes and some potato chips.

Bruno: Look Martin! Their juice comes in small boxes!

Mike: Your clothes are different, too. There's a photo of my great-grandfather at home and he's wearing similar clothes.

Martin: Is there any gas inside your lamps? Aren't they dangerous?

Etsuko: No, they use batteries.

Bruno: They're very small! Our batteries are huge!

Kira: Excuse me, but... what... what year are you in?

Martin: 1910.

Etsuko: Nineteen... ten?

56 fifty-six

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then listen. ▶ T38

Possible lead-ins (you may choose):

a. Ask Ss what they usually take to eat when they go on a picnic or a similar outdoor activity. Where do they keep the food and the drinks? What do they do when they finish eating? This is a good opportunity to work on the importance of not littering.

b. You can ask Ss to compare having a picnic with eating at a restaurant/at the school canteen. You can provide the beginning of the comments, e.g. **A picnic is better/more comfortable than a restaurant/the school canteen because...**

➤ Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.

- Ask Ss to open their books at page 56 and to look at the title and the illustration. Where are they? What are they doing? What is the connection between the title and the story? Then ask Ss where they think the boys come from.
- Focus the Ss' attention on the smaller drawing on page 57. How is Etsuko feeling? Why?
- Have Ss read and play the recording for them to check. Then they can predict how the story will go on.
- After Ss read and listen to the story again, ask them how they would feel if they met children from 100 years ago. What would they tell them about life at present? What would they like to learn about life in the past? What person from the past would they like to meet? Why?

2 Read again and write ✓ (true) or ✗ (false).

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

Introduction of the same and different

- Refer Ss to page 56 and focus their attention on the children's clothes. Start with the footwear. Ask Ss if they are different (\neq), similar (\approx), or the same ($=$). Do the same with the school bags.

BUILDING CONFIDENCE

The same and different. Encourage Ss to find at least (10) things which are the same and (10) which are different among them, e.g. *Our uniforms are the same. Our shoes are different.*

4 Find similarities and differences and say.

- Have Ss read the statements for them to see what they have to do. Encourage them to use different structures, e.g. *wearing, have, their*, etc.
- Give Ss time to think about the similarities and differences.

BUILDING CONFIDENCE

A quiz. Ss can design a quiz with information about people, animals, objects, e.g. *Kangaroos and wallabies are from the same country. Tevez and Mascherano play football in different clubs.* They can exchange the quizzes and test their classmates' knowledge of the world.

WB

EX 1 AND 2 PAGE 118



Homework

Ask Ss to bring two photos, drawings or cut-outs in which some things are the same and others are different.

2 Read again and write ✓ (true) or ✗ (false).

- The two boys go to school with girls. ✗
- There is only one boy in Mike's class. ✗
- The children want to eat. ✓
- They don't have any food. ✗
- The children are wearing similar clothes. ✗
- Bruno and Martin come from the past. ✓

3 Write the words in the correct column. Then, listen and check.

Life in 1910 and today.

- clothes
- food
- containers
- lamps
- batteries
- name of the school
- transport
- games

THE SAME	DIFFERENT
food name of the school games	clothes batteries containers lamps transport



They have different hair.

Their eyes are the same.



fifty-seven 57

3 Write the words in the correct column. Then, listen and check.

- First ask Ss to read the instructions and tell you what they have to do.
- Give Ss time to complete the text, then check answers on the bb. Remind them that at this stage, there may be different answers.
- Play the recording and check again.



MP3 TRACK 39

- Mike:** I can see that life in 1910 was very different. Your clothes are different, your batteries are bigger...
- Martin:** Yes, but we eat potato chips and drink juice. The same food.
- Mike:** But our containers are different. And our lamps, too. We don't use gas in our lamps. What about transport? Do you ride bikes? Do you go to school by bus or by underground?
- Martin:** Under... what? We ride our bikes, but we walk to school. Some people have cars, too.
- Mike:** What do you do after school?
- Martin:** We play games!
- Mike:** What games?
- Martin:** We play football in the street, or we play dominoes at home. Do you play dominoes?
- Mike:** Yes, and we play football too. Our games are the same! What's your favourite computer game?
- Martin:** My favourite... what?

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Find all of them! Tell Ss to show their cut-outs to the rest, who have to find as many things which are the same and different as possible.

Introduction of I'd like to...

- Tell Ss they will have to tell you whether your comments are possible or impossible. e.g. *I'd like an ice cream. I'd like a glass of water.* Then tell them: *I'd like to travel to Peru next summer. I'd like to come to school by car.* Ask Ss if you are talking about plans or ideas/wishes? Write the sentences on the bb and ask them to find something in common and something different.

5 a) Match. There is one extra comment.

- First ask Ss to tell you what they have to do.
- Have Ss do the activity, then check Ss' answers on the bb.

BUILDING CONFIDENCE

Next summer holidays. Ss talk about their next holidays. As they list their wishes, you can write them on the bb and draw a tally mark for every wish which is the same. At the end, Ss can draw a pie chart with their wishes, or see which is the most popular wish.



LANGUAGE AWARENESS: LMT page 81

- Check Ss, answers when they're ready.

Introduction of Why don't we...?

- Tell Ss you are going to say something related to the situations in Exercise 5 a), for them to say which situation it is.
- Tell Ss, e.g. *Why don't we buy some food at the supermarket?* Ss should say which of the 5 situations this is related to (e.g. 1). Then say, e.g. *Why don't we sit under a tree in the garden?* for Ss to say 2.
- Ask Ss whether you are making a suggestion, a type of invitation or if you are giving them an order.

b) Now, match the five comments with the suggestions.

- Give them time to do the matching, then check by having the Ss say the dialogues. They should use the right intonation.

6 a) Look and circle the children's answers.

- Focus on the situation and on the suggestion. Then have Ss read the two options the girl gives: *Sorry, I can't* and *Great!* Ask Ss in which case she is saying *no* and in which one *yes*. Ask them why the girl doesn't say *no* directly.
- Ask Ss to go over the stories and find another way of accepting a suggestion
- Ask Ss to look at the girl. What is she going to say? Why?
- Give them time to work on 2 and 3, then check on the bb.

5 a) Match. There is one extra comment.

What are the children saying?

- I'm hungry.
- I'm tired.
- I have some money.
- My parents bought me an mp3 player (or an ipod).
- I have some DVDs.

- I'd like to buy some video games.
- I'd like to eat a sandwich.
- I'd like to relax.
- I'd like to listen to some music.
- I'd like to read.
- I'd like to watch them.



b) Now, match the five comments with the suggestions.

- b** Why don't we buy bread and cheese at the grocer's?
- f** Why don't we go home? There's a new smart TV in the living room.
- c** Why don't we go to the garden and sit down?
- a** Why don't we go to the shopping centre near your house? There's a nice video games shop.
- d** Why don't we play Britney Spears's new song?

7 Put the conversations in order.

- A**
- I'd like to play in your garden. **3**
 - In a big house with a garden. **2**
 - That's a great idea! Thank you! **5**
 - Where do you live? **1**
 - Why don't you come home tomorrow? **4**

- B**
- I'd like to play with it. **5**
 - It's a new computer game. **2**
 - My parents gave it to me last week. **4**
 - No problem. Here, sit in front of the computer. **6**
 - What's this? **1**
 - When did you buy it? **3**

- C**
- Yes, I do. I love swimming! **2**
 - Where do you swim? **3**
 - Why don't we go together next weekend? **6**
 - Fantastic! **7**
 - In the club. There's a big swimming pool. **4**
 - Do you like swimming? **1**
 - I'd like to swim there. **5**

6 a) Look and circle the children's answers.

It's hot and sunny. Why don't we go to the park?



b) Now, match and complete their answers.

- I can use my new roller skates. I love skating.
- I'm going to study. I have a test tomorrow.
- We can take some juice and sandwiches.

- 2**
- 1**
- 3**

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b) Now, match and complete their answers.

- Give Ss time to do the matching, then check by having the Ss say the dialogues.

7 Put the conversations in order.

- Give Ss time to unscramble the conversations, then check them on the bb.

WB

EX 3 PAGE 118 AND EX 4 AND 5 PAGE 119

8 Write ✓ (true) or X (false).

- Do the first one together with the Ss, and work on the meaning of *while*.
- Give Ss time to do the other three, then check the answers on the bb.



LANGUAGE AWARENESS: LMT page 81

- Ask Ss to read the first sentence and tell you how many actions it makes reference to, and whether these two actions are consecutive or simultaneous.
- Focus them on *while* and ask them if it refers to time or frequency. Then ask them if it introduces the notion of a specific moment as *when* or a longer period of time. Ask Ss what tense follows *while*.
- Let them answer the questions, then check their answers.

8 Write ✓ (true) or ✗ (false).

How much do you remember about the story?

- While the parents were having lunch, the children went to the tunnels. ✓
- They saw two boys while they were exploring the tunnels. ✓
- While Kira was eating, Mike played with the two boys. ✗
- Kira discovered the boys' enigma while they were talking. ✓



9 a) Listen and number. T40

What happened yesterday?

- 5 Etsuko computer - find article
- 4 Etsuko's mum work - Etsuko cake
- 2 family lunch - Kira home
- 3 Etsuko TV - Kira phone
- 1 Kira ride a bike - see Mike

b) Say. Then, listen and check. T41

10 Read and choose a title.

The Luisi Girls' School in 1900 / Doctors

In the early twentieth century, from 1900 to 1930, girls in Uruguay went to primary school but not to secondary school. They stayed at home and learnt to cook and to do the housework. They cleaned their houses, made the beds, washed the clothes and ironed them, and washed the dishes after lunch and dinner. Some girls also learnt to draw and to play a musical instrument, but the Luisi girls from Montevideo, were different. They wanted to go to university. At that time men went to university, not women, so this was a revolution. Paulina Luisi was born in 1875. She was a very intelligent girl, she loved reading and studying. First, she studied to be a teacher and worked at a school. Then, in 1900, she decided

to study medicine at university. But she was a woman and women did not study medicine, so it wasn't easy. Her classmates weren't nice to her, they didn't talk to her. 'Her place is at home,' they said, 'not the university.' But Paulina didn't listen to them. She studied and studied. Then, in 1909, she got her diploma. But she wasn't the only famous woman in her family. Her sister Ines got her medical diploma in 1911 and her sister Clotilde went to Law School and was the first lawyer also in 1911. It was another revolution, a woman and a lawyer. Luisa, another sister, was a distinguished poet and journalist, and Paulina's youngest sisters, Elena and Anita, became teachers. The Luisi women were very special!



11 Match. There is one extra ending.

- | | | | |
|-------------------------|----------------------------|----------------------------|---------------------------------------|
| 1 h A doctor | 6 j A biologist | a constructs roads. | g works at school. |
| 2 i A lawyer | 7 f An analyst | b designs houses. | h works in a hospital. |
| 3 b An architect | 8 e An economist | c does sports. | i works with justice. |
| 4 a An engineer | 9 k An accountant | d helps and guides people. | j studies plants, animals and humans. |
| 5 g A teacher | 10 d A psychologist | e likes economy. | k works with numbers. |
| | | f analyses information. | |

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MP3 TRACK 41

Narrator: While Kira was riding her bike, she saw Mike. While Kira's family were having lunch, Kira arrived home. While Etsuko was watching TV, Kira phoned her. While Etsuko's mum was working, Etsuko made a cake. While Etsuko was working on the computer, she found an interesting article.

BUILDING CONFIDENCE

The craziest situation. Ss can think about crazy situations, e.g. *While we were having a break, the music teacher ate a monkey.* They can then vote for the craziest situation.

WB EX 6 AND 7 PAGE 119

10 Read and choose a title.

- Ask Ss to look at the text, its paratext and the possible titles. What may the text be about? Have Ss read the text to check their predictions.
- Ask Ss to re-read the text and decide on the best title.

11 Match. There is one extra ending.

- Tell Ss to look at the list of numbered words in Exercise 11 and ask them what they have in common (they are professions).
- You can ask Ss to tick the ones they read in Exercise 10. At this point, it doesn't matter if they do not understand all of them.
- Give Ss time to do the matching.
- Check Ss' answers.

WB EX 8, 9 a) AND b) PAGE 120

MP3 TRACK 40

Narrator: Number 1
Kira: Hi, Mike!
Narrator: Number 2
Narrator: Number 3
Narrator: Number 4
Narrator: Number 5
Etsuko: Wow! How interesting!

b) Say. Then, listen and check. T41

- Have Ss read the instructions and tell you what to do. Have Ss describe each of the situations, e.g. *While Kira was riding her bike, she saw Mike.*
- Play the recording and check the answers.

Homework

Ss look for information about outstanding people from the past. You can suggest some names, e.g. *Alfonsina Storni, Marie Curie, Pablo Picasso.* They complete this card to guide their presentations.

Name	
Place of birth	
Year of birth	
Profession	
Special because...	

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Presentations. Ss can use their cards as a memory aid to present their famous people. They can illustrate their presentations with photos and drawings.

12 a) Read and number the pictures in the photo album.

- Ask Ss to read the instructions. Ask Ss if they have photo albums at home, and if they are paper photos or digital. Ask Ss if they have ever seen black and white or sepia photos.
- Have Ss look at the photos and ask them what the text may be about. Ask them to skim the text to check.
- Ask Ss what most of these actions and photos have in common: they are activities we do around the house, or housework.
- Have Ss number the pictures, then check on the bb.

BUILDING CONFIDENCE

- Mime it.** Agree with Ss on a way to mime each of the house chores. As you name different ones, they have to do the matching.
- Memory game.** After Ss try to memorize the photos, ask them to close their books. Say different numbers for them to say what the lady is doing in the photo, e.g. 2. Ss **She's cleaning the house.**
- A survey on housework.** First ask Ss if they think they are cooperative at home. Then draw a chart with the housework from Exercise 12 a) on the bb and draw a tally mark for each house chore Ss do. Ss take it in turns to tell everybody what they do at home, e.g. **I wash the dishes after dinner. I wash my clothes.** You can add *set the table* and *clear the table* if necessary. Go back to Ss' idea about their level of cooperation at home and stress the fact that sons and daughters alike should learn and do the same house chores.

b) Now, write the words in the correct column.

- Have Ss read the instructions and tell you what to do.
- Give them time to do the activity, then check the answers on the bb.
- You can ask Ss to include other verbs.

13 Guess!

- Ask Ss to read the instructions and tell you what to do.
- Ss can work in small groups. If they do, have a general checking.

12 a) Read and number the pictures in the photo album.

In the past, about 100 years ago, girls did not study at university, and they were not doctors, lawyers or dentists. They stayed at home and learnt 'to cook and to do the housework: they 'cleaned their houses, 'made the beds, 'washed the clothes and 'ironed them, and 'washed the dishes after lunch and dinner. Some girls also learnt 'to draw and 'to play a musical instrument.



b) Now, write the words in the correct column.

Housework	Other activities
cook	draw
clean the house	play a musical instrument
make the bed	
wash the clothes	
iron the clothes	
wash the dishes	

13 Guess!

What are they going to do?



BUILDING CONFIDENCE

Miming. As in the previous exercise, Ss can take it in turns to mime a house chore they are going to do. Make sure they do not mime the action itself, otherwise the rest would have to say what they are doing, e.g. they can show they have grabbed a broom without showing they are cleaning the floor.

WB

EX 11 PAGE 121

14 a) Read Paulina's letter and circle 4 mistakes.

- Elicit from SS what they have to do. Have them look at the text and its paratext and predict what it can be about.
- Ask Ss why she has written a letter and not an email.
- Have Ss skim the letter and check their predictions.
- Point out that they are not grammar mistakes but mistakes in information.
- Give Ss time to do the activity, then check the answers on the bb.
- Tell Ss that although *hamburger* is not considered really a mistake, as people have eaten something similar for hundreds of years, they were home-made and there were no shops that sold them.

14 a) Read Paulina's letter and circle 4 mistakes.

7

Montevideo, November 1909

Dear Marjorie,

How are you and your family? Did your brother get his diploma last month? Your sister wrote me a letter last week, and she's very happy because she's studying to be a teacher.

I'm very excited because I got my diploma. I'm a doctor, so I can work at the hospital. I love helping people. I live near the hospital, so I can walk and have lunch there. I usually have a hamburger and a tin of diet soda. In the afternoon, I watch TV or listen to music. I love The Beatles! They're the best band in the world. At weekends, my sisters and I do not work, so we go to the river and swim. I bought a new swimsuit last week, it's a pink bikini. I love it!

Tell me about your next holidays. I'd like to be with you. Why don't we visit Peru? It's a beautiful place.

Write to me.

Love,

Paulina

b) Read the letter again and complete. Who?

- 1 Paulina wrote a letter.
- 2 Marjorie has a brother.
- 3 Marjorie's sister is studying to be a teacher.
- 4 Paulina has a new swimsuit.
- 5 Paulina likes Peru.

15 Match. There is one extra consequence.

- 1 d Paulina loved music
- 2 a She got up early every day
- 3 e She had lunch at the hospital
- 4 g She loved sports
- 5 f She had a new swimsuit
- 6 c She loved Peru

- SO
- a she had time for a big breakfast.
 - b she bought some food.
 - c she wanted to visit it again.
 - d she listened to music when she was at home.
 - e she never went home for lunch.
 - f she wanted to wear it at the club.
 - g she went to the club at weekends.

16 Complete the chart and write a letter.

Imagine you're Marjorie. Complete the chart with your activities and answer Paulina's letter.

Activities in the morning	
Lunch (where?)	
Activities in the afternoon	
Activities in the evening	
Weekend activities	
Suggestions for holidays	

Dear Paulina,

Write to me.

Love,

Marjorie

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b) Read the letter again and complete. Who?

- Ask Ss to read the instructions.
- Give Ss time to do the exercise, check the answers on the bb, and finally play the recording.

BUILDING CONFIDENCE

A letter to Paulina. Ss can write a reply to Paulina. You can make a classroom display of the letters.

15 Match. There is one extra consequence.

- Have Ss read the instructions and tell you what to do.
- Give them time to do the matching.
- To check, ask them to say complete sentences, e.g. *Paulina loved music so she listened to music when she was at home.*
- If Ss ask, tell them that swimsuits at that time were very different and women didn't often wear them as they do today. But remind them that Paulina was an unconventional woman.

BUILDING CONFIDENCE

- 1 **New consequences.** Ss can complete the first part in Exercise 15 with a different consequence, e.g. *Paulina loved music so she learnt to play the piano.* You can make it more challenging by having possible consequences, e.g. not ... *she downloaded a lot of songs* for there were no computers in her time.
- 2 **What are the consequences?** Encourage Ss to think of consequences of different situations, e.g. *Camila got a 10 at school, so...; Juan didn't study for the test, so...*

LANGUAGE AWARENESS: LMT page 81

- Ask Ss to go back to the letter and to focus on the third line, where Paulina writes, *I am a doctor so I can work at the hospital.* Ask them if the second part refers to time or consequence. Which is the word that introduces the consequence?
- Have them look for other examples of consequence in the letter.
- Refer them to the indicated page and then check their answers.

16 Complete the chart and write a letter.

- Have Ss read the instructions and tell you what to do.
- Have them complete the chart. As a way of checking, you can have a few examples on the bb.
- Give Ss time to write their letters. Elicit from them what sources they can consult if they have any queries: their books, the WB section, their notes in their notebooks or binders, posters on the wall.
- Remind them of the importance of writing drafts before the final version.

WB EX 10,12 AND 13 PAGE 121

Homework

Ask Ss to ask their parents how often they do the housework: iron the clothes, wash the clothes, etc. They should also bring photos, cut outs or drawings of children or adults doing one of the house chores.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

How often? Tell Ss you will see how many coincidences there are in the group. Tell them you will concentrate on one house chore at a time, e.g. *doing the washing*. Ask each S how often their parents do the washing at home. At the end, Ss can make a pie chart showing the different frequencies. You can do the same with other house chores.

Are you ghosts? T42

- Ask Ss to open their books at page 62. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen? Who says *Are you ghosts?* What is one of the boys giving Kira? Why? What would Ss give these people from the past to take back to their time?
- Ask Ss to read to check their predictions. They can then predict how the story continues.
- Discuss with your Ss what may have happened in the tunnel regarding time. Allow your Ss to come up with different interpretations.
- Would they like to go back in time? To which historical period?

1 Read again and circle.

- Have Ss read the instructions and tell you what they have to do.
- Ss can try to answer without going back to the text.
- Check the answers on the bb.

BUILDING CONFIDENCE

Acting out. Ss can act out parts of this dialogue.

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

- Tell Ss to read the instructions and tell you what to do. Ask them to look at the text and its paratext. What type of text is it? What is it about? What inventions do they know about? Which are those two in the paratext? What do they know about them? Keep a record of the Ss' predictions.
- Have Ss read to check their predictions. They can do a second reading to see what new information they find about inventions.
- Give Ss time to do the exercise, then check on the bb.
- You can ask Ss to choose the inventor/invention that has been the most revolutionary and then ask them to account for their choices.

Are you ghosts?

T42

The children are getting ready to say goodbye, but before they leave, Kira has a last question.

Kira: Before we go, I have a question. Tell me, Martin, are... are you ghosts?

Bruno: Ghosts? That's stupid! We go to Simon Bolivar school and our parents are with our teachers.

Martin: While they are talking, we're here exploring the tunnels. Our history teacher knows some scary stories about them, pirate stories...

Etsuko: This is incredible! It's Family Day at school. And we also wanted to explore the tunnels.

Bruno: Who told you about them?

Kira: Miss Wilson, our teacher. We're going to tell her about you!

Bruno: Martin! It's two o'clock! Time to go back to school!

Mike: We too! Our parents are having coffee now.

Etsuko: This is a present for you: two markers.

Kira: We can exchange school pins!

Bruno: That's a good idea! Our pins are smaller but you can read the name of the school on them. Look!

Etsuko: Thanks a lot! I don't want to say goodbye, it's sad.

Bruno: I'm not sad. I have three new friends now.

Martin: Kira, here are some 1910 coins. They're for you, from an admirer!

Kira: Thanks, Martin...

Mike: Bye, Bruno! Bye Martin! Let's go back to our worlds.

TO BE CONTINUED...

62 sixty-two



b) Now, complete the time line with the inventions and their dates.

- Have Ss read the instructions and tell you what to do. Ask them what a time line is.
- Give them time to do the activity, then check the answers on the bb.
- As a memory game you can have Ss, re-read Exercise 2 a) and then ask other Ss questions such as *Who invented the light bulb?* or *What did Tesla invent?*

OUR POSTER

Ss can make a poster with the house chores. Below each picture or drawing, they can write a caption, e.g. *Facundo is ironing his father's shirt.*

1 Read again and circle.

- 1 Bruno and Martin are real boys / ghosts.
 2 They lived in / were exploring the tunnels.
 3 Now they have markers / old pins.
 4 The new pins are bigger / smaller than the old pins.

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

Read about the inventors who changed Bruno and Martin's world.

FAQs on inventions
Frequently Asked Questions

Q: Who invented the electric light bulb (1879), the film projector (1891) and the phonograph (1914)?
 A: Thomas Alva Edison, an American inventor, in the late nineteenth and early twentieth century. His inventions revolutionized the world.

Q: Who invented the plane?
 A: The Wright brothers invented, designed, made and were the pilots of the first plane. On December 17th, 1903 the 'Flyer' was in the air for 12 seconds and for a distance of 37 metres in North Carolina, USA.

Q: Was Guglielmo Marconi the inventor of the radio?
 A: No, Nikola Tesla, a Serbian-American scientist, invented it in 1893, but Guglielmo Marconi, an Italian inventor, made it popular.

Q: What did Alexander Graham Bell invent?
 A: Bell, a Scottish inventor, invented the telephone on March 10th, 1876. He was checking his experiment in a room of his house when his assistant, in another room, heard Bell's famous first words on his telephone "Mr. Watson, come here, I want to see you."

Q: Why is Henry Ford so famous?
 A: Because in 1908 he invented the first cheap car, the Ford T.

1 This text is an article. ☒ X
 2 This text is from a book of stories for children. ☒ X
 3 Another good title for this text is *Important Inventions*. ☒ ✓
 4 Thomas Alva Edison was born in the early twentieth century. ☒ X

5 The 'Flyer' was the first plane. ☒ ✓
 6 Marconi is the inventor of the radio. ☒ X
 7 Bell was working in his house when he used a telephone for the first time. ☒ ✓
 8 The Ford T was expensive. ☒ X

b) Now, complete the time line with the inventions and their dates.

1875 1900 1903 1925

a b c d e f

The Wright Brothers invented the first plane

a 1876 - Bell / telephone
 b 1879 - Edison / electric light bulb
 c 1891 - Edison / film projector
 d 1893 - Tesla / radio
 e 1908 - Ford / Ford T
 f 1914 - Edison / phonograph

sixty-three 63

Quick check

Unit 7 A, page 114

Activity 1: 1. cooked/made a cake 2. cleaned the house 3. made the beds 4. washed the clothes 5. ironed the clothes 6. washed the dishes 7. played the violin 8. drew

Activity 2: 1. biologist 2. vet 3. accountant 4. analyst 5. architects

Activity 3: 1. because 2. went 3. When 4. saw 5. was watching 6. didn't 7. said 8. I'd like 9. Why don't we 10. Great! 11. were walking 12. so

REMEMBER

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

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

1 Look and circle.



2 Complete with the same or different.

SPORT MAGAZINE

Noel Barrionuevo

Manu Ginóbili

- They were born in the same country.
- They were born in different cities.
- They play different sports.
- They can speak the same language.
- They have the same colour of eyes.
- They have different parents.
- They live in different cities.
- They wear different clothes.

3 Write two different suggestions for each situation.

1 It's hot and sunny.
Why don't we go to the club?

2 It's raining.

3 We have a difficult exam tomorrow.

4 My parents gave me a computer for my birthday.

4 Complete the ideas.

- I have a new swimsuit.
I'd like to
- Jimmy is thirsty.
- Angela is tired.
- We're hungry.
- Jeremy has a new video game.
- My parents are going to be on holiday next month.
- Lola has a new racket.
- Caroline is studying in her bedroom.

5 Unscramble the following sentences.

- him - I'd - like - play - to - with -
I'd like to play with him.
- don't - friends - our - visit - we - why -?
Why don't we visit our friends?
- Jenny'd - like - listen - music - some - to - to -
Jenny'd like to listen to some music.
- bigger - eyes - have - like - she'd - to -
She'd like to have big eyes.
- cheese - don't - make - sandwiches - some - we - why -?
Why don't we make some cheese sandwiches?
- in - don't - library - read - the - we - why -?
Why don't we read in the library?

6 Circle.

- When While Richard was studying Maths, his friend Julian phoned him.
- Richard was doing an exercise when while Julian phoned him.
- Richard's mother was cooking when while Julian phoned Richard.
- Julian phoned while when Richard's father was watching TV.
- Angela was doing her homework while when her sister said 'I'd like to ride your bike.'
- Angela's sister went out of the house while when Angela was doing her homework.
- She was riding the bike to the club while when he saw Charlie, Angela's friend.
- While When Angela's sister saw Charlie, he was walking home.

7 Match. There are two extra endings.

- Angie found a strange book **h**
- Brandon bought a packet of crisps **a**
- Daniel bought a video game **c**
- Lara saw a beautiful flower **f**
- Claire needed some milk **e**
- Ron helped his father **d**

- he was buying food at the supermarket.
- he was swimming.
- he was walking in the shopping centre near his house.
- he was washing his car.
- she was making pancakes.
- she was reading in the garden.
- she was listening to music.
- she was visiting the library.

1 Look and circle.

Focus: *the same, different*

2 Complete with the same or different.

Focus: *the same, different*

3 Write two different suggestions for each situation.

Focus: *Why don't we...?*

4 Complete the ideas.

Focus: *would like to*

5 Unscramble the following sentences.

Focus: *Why don't we* and *would like to*

6 Circle.

Focus: *while* and *when*

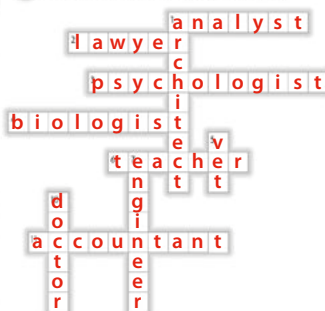
7 Match. There are two extra endings.

Focus: *while*

EXPANSION

Ss can write the first part for the extra endings.

8 Look and complete the crossword puzzle.



Across →



Down ↓



120 one hundred and twenty

9 a) Read and complete.

Riddles!

- I wear white clothes. I work in a lab but I'm not a doctor. What am I? **biologist**
- I work with adults and children. I wear special clothes. I use a red or green pen and I write on the board. What am I? **teacher**
- I don't work in an office. I work in buildings but I don't like decorating rooms. What am I? **architect**
- I don't wear special clothes. I like drawing and sometimes I draw. I don't build houses. What am I? **engineer**
- I work in an office. I don't wear special clothes. I like working with numbers and I use a computer. What am I? **analyst**

b) Now, complete the fact files and write your riddles!

Clothes	
Work (where?)	
Special elements or characteristics	

Clothes	
Work (where?)	
Special elements or characteristics	

10 Circle.

- Jim was happy yesterday so **because** he had a 10 at school.
- His mother didn't have any sugar **so** he went to the grocer's.
- She didn't find sugar **so** because she went to the supermarket.
- At 5, she was making a cake so **because** it was Jim's birthday.
- Jim wanted to celebrate his birthday **so** because he invited some friends.
- His friends were very happy at the party so **because** they like dancing.
- Jim went to bed very late **so** because he didn't watch TV.
- He got up early the following day so **because** he had a test at school.

11 Complete. Use *always, usually, sometimes or never*.

- Claire **always** washes the clothes.
- She **never** irons the clothes.
- She **usually** cooks.
- She **sometimes** makes the bed.
- She **always** washes the dishes.

12 Circle.

Yesterday, **when** while Claire got up in the morning, her husband was making breakfast in the kitchen. Fantastic! Claire doesn't like 'cook' / **cooking**. **When** / **While** she was having a shower, her daughter made her bed. Great! **While** When they were having breakfast, Claire said 'Take your jacket, it's very cold. It's the 'colder' / **colder** day of the year! Where was the jacket? It wasn't **next to** / under the door, 'because' **so** Claire went to Maggie's bedroom. The jacket wasn't there. 'Maggie, where 'do' / **did** you put it yesterday 'while' / **when** you came home?' Claire asked. 'I don't know,' said Maggie. 'OK, you can wear your sister's jacket, you like **the same** / different colours.' No, mum. I 'usually' / **never** wear Dana's clothes 'so' / **because** he doesn't like it.

13 Complete and write your personal blog.

My brother / sister and I have the same _____.

We have different _____.

I was tired yesterday, so _____.

My brother / sister was happy, so _____.

My best friend was tired on Monday, so _____.

It was sunny yesterday, so _____.

one hundred and twenty-one 121

8 Look and complete the crossword puzzle.

Focus: professions

9 a) Read and complete.

Focus: professions, simple present tense, integration

b) Now, complete the fact files and write your riddles!

Focus: professions, simple present tense, integration

10 Circle.

Focus: so, because

11 Complete. Use *always, usually, sometimes or never*.

Focus: frequency adverbs, house chores

12 Circle.

Focus: language awareness, integration

EXPANSION

Students can account for their choices.

13 Complete and write your personal blog.

Focus: personalization, integration

VOCABULARY

New

Past forms

Revision

Town facilities, places at school, activities

GRAMMAR

New

There was/were

Infinitive of purpose

Why?

going to be

Revision

Simple past, simple present, *going to*

There is/are

RECOGNITION

Language from the routine (see introduction, page 5)

COMMUNICATION

obsessed with...

everybody

change

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Difference between *they were* and *there were*, *it was* and *there was*

Comparison between reason and purpose

CLIL

FAQs about Derinkuyu

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

8 There was a party at school



1 Read. Then, listen. T43

Bruno and Martin started to walk faster but it was dark in the tunnel. They were very nervous. Was it late? Perhaps there were no parents or teachers in the playground. Perhaps their parents were waiting for them at home. But, when they came out of the tunnel, they relaxed: their teacher was talking with Bruno's mum and Martin's dad. They looked at the clock on the wall. Two o'clock! Before their excursion, it was two o'clock as well. That was very strange... Bruno and Martin looked at the playground. On the left of the fountain there was a woman. She was serving coffee to two parents, and on the right there were some children. They were playing. Then they saw Martin's mum. 'Where were you?' she asked them. 'We... we were talking with some children about the old tunnels at school...' said Martin. 'Oh... the old tunnels again... you're obsessed with them!' said his mum. 'There are more interesting tunnels under construction. The city is building its first underground. We're living in a world of change! Yesterday I saw three Ford Ts when I was going to the grocer's.' 'Three?' Bruno said. 'That's now, mum, but in the future, men and women, everybody's going to have a car and everybody's going to travel by underground. And this school is going to be for girls and boys.' 'That's impossible! This is an all-boys' school,' Martin's mum said. 'Mum, we're living in a world of change!' Martin said. He thought of Kira... Was she thinking of him in her world?

64 sixty-four

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T43

Possible lead-ins (you may choose):

- Ask Ss if they have seen photos or illustrations from people, schools, their city one hundred years ago. Ask them to describe them.
 - You can ask them if their parents have shown them old photos of their grandparents or great-grandparents. Ask them to describe how they dressed/whether the fashion was the same or different from nowadays.
- Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would continue.
- Ask Ss to open their books at page 64 and to look at the title and the illustration. Who are these people?

- Where are they? What is the same and what is different when compared with the illustration on page 48? Why the differences?
- Have Ss read and play the recording for them to check their predictions.
- Ask your Ss to provide their own interpretations of the story. Why is it that the school clock still says "two o'clock"?

2 Read again and circle.

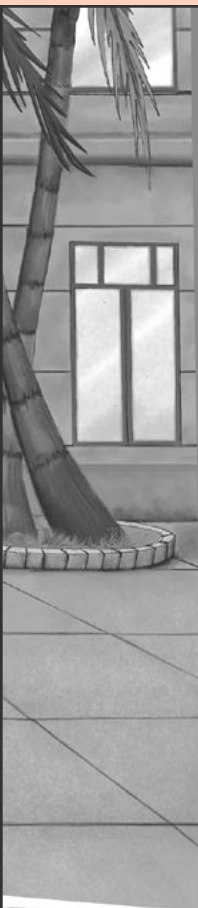
- Ask Ss to tell you what they have to do, then check on the bb.

Introduction of *going to be...*

- Ask Ss what Bruno predicts is going to happen in the future.
- Ask them how they would say *going to have* and *going to travel* in Spanish: '*van a tener*, *van a viajar*'. Ask them to translate first *going to be*: '*va a ser*' and then *Tomorrow, I'm going to be at home* so that Ss see that *to be* may mean '*ser*' or '*estar*' in Spanish.

BUILDING CONFIDENCE

Our future. Ask Ss to say what they are going to be when they are older.



2 Read again and circle.

- 1 Bruno and Martin went back to their time / their new friends' time.
- 2 Their parents were at home / school.
- 3 The saw / didn't see children at school.
- 4 Their excursion started after / at two o'clock.
- 5 Martin told / didn't tell his mum about the children in the tunnel.
- 6 Cars and the underground were / weren't part of his parents' life.
- 7 Martin likes / doesn't like Kira.

3 Write the words in the correct column. Then, listen and check. T44

	Bruno and Martin's time	Etsuko, Kira and Mike's time
a lot of cars	<u>some cars</u>	<u>a lot of cars</u>
grocer's	<u>tunnels</u>	<u>underground</u>
some cars	<u>grocer's</u>	<u>supermarket</u>
supermarkets		<u>grocer's</u>
tunnels		
underground		

4 a) Write ✓ (true) or X (false).

What do you know about life 100 years ago?

In the early 20th century in the city...

- 1 there was electricity in houses. ✓
- 2 there was water in houses. ✓
- 3 there was a big shopping centre. X
- 4 there were a lot of buses in the street. X
- 5 there were trains. ✓
- 6 there were bikes in the street. ✓
- 7 there were parks. ✓
- 8 there were a lot of cinemas. X
- 9 there was a TV in every house. X
- 10 there were computers in banks. X



Score:
10: Congrats!
9: Wow!
8/6: Not bad.
5/3: You can do better.
2-0: Read a History book.

b) Now, listen and check. T45

sixty-five 65

Introduction of there was/there were

- When checking the extra elements Ss have added, you can check by saying the following, e.g. **So, in Bruno and Martin's time there were a lot of supermarkets. There was an underground line.**
- Ask Ss if you are describing life in the past or talking about frequent past activities. Ask Ss how they'd say *there was/there were* in Spanish.

4 a) Write ✓ (true) or X (false).

- Ask Ss what years the early 20th century refers to.
- Give them time to do the activity, then check on the bb. Remember that their answers may be different.

b) Now, listen and check. T45

- Have Ss read the instructions and tell you what to do.
- Play the recording and check the answers.



MP3 TRACK 45

- Miss Wilson:** Let's see your answers... Number 1?
- Kira:** True, there was electricity in houses.
- Miss Wilson:** Yes, but not in all the houses. What about water?
- Etsuko:** There was no water in houses.
- Miss Wilson:** Yes, there was. Was there a shopping centre?
- Kira:** No, there wasn't.
- Miss Wilson:** Good! Buses?
- Mike:** Yes, of course! There were a lot of buses.
- Miss Wilson:** No, there weren't, but there were trains and bikes.
- Mike:** I didn't know.
- Etsuko:** And there were parks...
- Miss Wilson:** Yes, beautiful parks. What about cinemas?
- Kira:** No?
- Miss Wilson:** Good, there were no cinemas, and no television or computers in banks.
- Mike:** Life was boring!
- Miss Wilson:** No, it wasn't! Children played a lot!

WB

EX 5 PAGE 123 AND EX 6 PAGE 124

3 Write the words in the correct column. Then, listen and check. T44

- Give Ss time to organize the words into the two columns, then check their answers on the bb. Remind Ss that at this stage, there may be different answers.
- Play the recording for the last checking.



MP3 TRACK 44

Narrator: In 1910, in Bruno and Martin's city, cars were not very common, and there were only some cars in the streets. They were very big. The majority of the people travelled by tram. Trams were very similar to small electrical trains. There was no underground system, the city was building the tunnels for the first underground. There were no supermarkets, people bought food at different shops: the grocer's, the butcher's, the greengrocer's and the baker's. At present, life is different. There are a lot of cars in the street and not all the cars are big. Some are smaller than cars one hundred years ago. There are six underground lines in the city, and the government is going to build more. People work a lot, so there are a lot of supermarkets where people can buy everything: meat, chicken, drinks, vegetables, milk, eggs, which you can buy at the grocer's, but at a supermarket, you can buy tables and chairs, plants and clothes! Is life easier at present? Mmmmm, ask your parents!



Homework

Ask Ss to look for information about their school when it was opened/built.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Our school. Ss have to use the information they have collected to describe their school when it was built, e.g. *In 19.. there wasn't a library, there weren't any computers.*

5 Listen and tick. T46

- Ask Ss to read the instructions and tell you what to do.
- You can do this activity in two different ways. Ss can tick the elements according to their ideas, and then check with the recording how many they got right, or they can listen to the recording and tick the elements as they listen.
- Play the recording and do the final checking.



MP3 TRACK 46

Bruno: *Is your school big?*

Mike: *Yes, it is. There are a lot of huge classrooms and a big playground with a fountain in the middle.*

Martin: *Our school, too! And there's a big library with hundreds of books. Opposite the library is the auditorium, it's the best school auditorium in the city.*

Mike: *There is an auditorium in our school, it's opposite the library too, but it's not the best in the city. There's a gym, too. I love doing gym and playing sports there. Is there a gym in your school?*

Martin: *No, we do gym in the playground... My favourite place is the museum. It's a Natural Sciences museum, and there are lots of animals and plants there. I love it! Is there a museum in your school?*

Etsuko: *Yes, there is, it's next to the laboratory. Is there a laboratory in your school?*

Bruno: *Yes, there is, but I don't like it. It's spooky.*

Kira: *Strange. Our laboratory is modern. And opposite the laboratory is the computer lab. It's new.*

Martin: *Sorry, what?*

Kira: *The computer lab.*

Bruno: *I understand the words, but what is it? What is there in that room?*

Kira and

Mike: *Oh, boy...*

BUILDING CONFIDENCE

Memory game. You can ask Ss to memorize the two schools and then describe them.

6 a) Read and tick.

- Ask Ss to read the instructions and tell you what to do. They should then look at the text and its paratext. What is it about? What information do they think they will find?
- Have Ss skim the text to check their predictions.
- Ask Ss to read the text again and check the correct words. Check the answers on the bb.

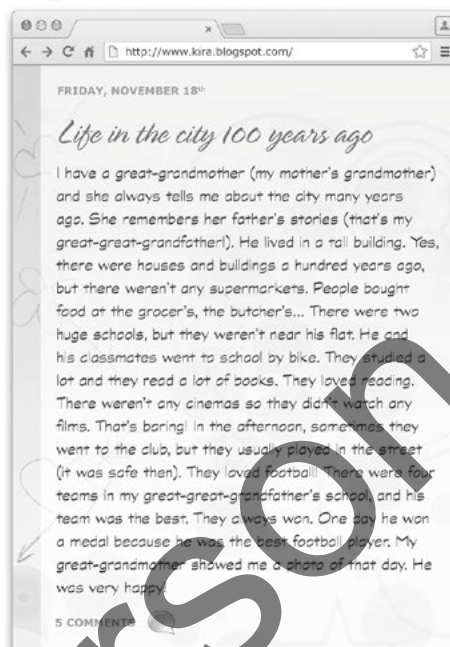
5 Listen and tick. T46

Martin and Bruno are talking with the children about their school.

	1910	PRESENT
huge classrooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
playground	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
auditorium	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	1910	PRESENT
gymnasium	<input type="checkbox"/>	<input checked="" type="checkbox"/>
museum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
laboratory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
computer lab	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 a) Read and tick.



1 buildings	<input checked="" type="checkbox"/>	5 butcher's	<input checked="" type="checkbox"/>
2 houses	<input checked="" type="checkbox"/>	6 schools	<input checked="" type="checkbox"/>
3 supermarkets	<input type="checkbox"/>	7 cinemas	<input type="checkbox"/>
4 grocer's	<input checked="" type="checkbox"/>	8 clubs	<input checked="" type="checkbox"/>

66 sixty-six

b) Now, complete this chart about your area.

When I was six years old...

	Yes	No	Where? (next to / near / opposite)
supermarket			
school			
buildings			
houses			
cinema			
club			
grocer's			
baker's			
butcher's			
greengrocer's			

c) Write for Kira's blog.

Describe your area when you were six years old.



BUILDING CONFIDENCE

Memory game. Ask Ss to read the letter again and to close their books. Tell them you are going to name words for them to complete an idea about Kira's city one hundred years ago, e.g. T: **Cinema.** Ss: **There weren't any cinemas.**

b) Now, complete this chart about your area.

- Ask Ss to read the instructions and tell you what to do. Tell them they can check with their grandparents if there is something they can't remember.
- As a way of checking, have a few Ss say what they wrote in their charts.

c) Write for Kira's blog.

- Have Ss read the instructions and tell you what to do.
- Elicit from them if they are expected to write the final version without any drafts.
- Help them become aware of the sources they have if they need to check anything.
- Give them time to write the entry. You can make a classroom display of the entries.



7 Play a chain game.

A hundred years ago, in children's bedrooms...



There were balls.



There were balls and books.



There were balls and books, but there weren't computers.

8 a) Read the book review and complete the fact file.



The Time Machine

When H. G. Wells, an English novelist, wrote *The Time Machine* in 1898 it was an instant bestseller. In it, a time traveller builds a sophisticated machine to travel to the future. He gets into the machine and travels 800,000 years into the future. In that world, he meets the Eloi, a community of calm and friendly people. But there is another community: the Morlocks. They live in tunnels. They are cruel cannibals. They come out of their subterranean world to capture the Eloi and eat them. When the Morlocks see the Time Machine, they hide it in one of their tunnels. But the time traveller needs it to return to his era. With the help of Weena, an Eloi, he gets into his time machine and travels 30 million years to see the future of our solar system. It's a sad future: there's no fire on the surface of the sun, there are no plants or trees on Earth. Disillusioned, the time traveller returns to his time and tells his friends about his extraordinary adventures. As evidence, he shows them two strange flowers from the world of the Eloi. They were Weena's present for him. There are two film versions of this novel: the 1960 one and the 2002 one. The director of the second version was Simon Wells, H.G. Wells's great-grandson! Would you like to see them?

The time machine 1960's film

The time machine 2002's film

Title of novel: The Time Machine	
Author: H: G. Wells	
Publication year: 1898	
Characters: 1 the Eloi	3 The time traveller
2 Morlocks	4 Weena

sixty-seven 67

b) Read again and write ✓ (true) or ✗ (false).

- H. G. Wells was the time traveller. ☒
- The Eloi were nice people. ☒
- The Morlocks liked eating the Eloi. ☒
- The time traveller didn't find his machine. ☒
- The time traveller didn't go back to his time. ☒
- Weena gave the time traveller two flowers. ☒
- Simon Wells directed the film in 1960. ☒

c) Match. There is one extra ending.

- The time traveller used the machine a to eat the Eloi.
- The Morlocks went out of the tunnels b to see Weena.
- Weena helped the time traveller c to get into his machine.
- The time traveller travelled 30 million years d to show he travelled in time.
- The time traveller uses the flowers e to travel to the future.
- f to see the future of the solar system.

- Refer Ss to the indicated page. Ask them to answer the questions and check their answers.

b) Read again and write ✓ (true) or ✗ (false).

- Have Ss read the instructions and tell you what to do.
- They can try to do the activity before re-reading the text to see how much they can remember.
- Check the answers on the bb.

Introduction of infinitive of purpose

- Tell Ss you are going to test their memory on *The Time Machine*, e.g. *The traveller built the machine to travel to the past and to the future. He didn't need the machine to go back to his time. The traveller also travels 30 million years forward to see the future of our solar system. He goes back in time to see Weena again.*
- Write the first sentence on the bb and ask Ss if 'to travel to the future' refers to a consequence or to an intention he has in mind. Ask them what happens first, building the machine or travelling to the future? Do the same with the other sentences.

c) Match. There is one extra ending.

- Have Ss read the instructions and tell you what to do. Ask them to read the endings and see what they have in common: they're all purposes/intentions.
- Give them time to do the matching, then check by having the Ss say the complete sentences.

BUILDING CONFIDENCE

The traveller's intentions. Ss can be challenged into finding (10) purposes to travel in time.

WB EX 7 PAGE 124



Homework

Ss have to think of three reasons for coming to school.

7 Play a chain game.

- Have Ss read the instructions and tell you what to do. You may ask them to think about elements they find in a child's bedroom and write them on the bb. There may be modern or old elements.
- You can divide the class into groups and they can play at the same time.
- As a way of checking, if the Ss have played in groups, have a final example with the class as a whole.

8 a) Read the book review and complete the fact file.

- Have Ss read the instructions and tell you what they have to do. Ask them to have a look at the text and its paratext and predict what the book may be about. You can have a list of words and ask Ss if they think the words will appear in the text, e.g. *ghosts, travel, scared, ETs*, etc.
- Ask Ss to skim the text to check their predictions.
- Ask them if they think this may become true. Would they like to travel in time? Would they like to travel to the past or to the future? What/Who would they like to see from the past? What about from the future? You can ask Ss to talk about their wishes, e.g. *I'd like to travel to the past. I'd like to visit/see/meet...*
- Give Ss time to complete the fact file, then check their answers on the bb.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

We come to school... Ask Ss how many different reasons they can think of to come to school. Write the number on the bb. Then ask Ss to tell everybody about their purposes/intentions. At the end, see how many they've found and go back to their predictions. This is a good opportunity to reflect with Ss on education related to learning, but also to social matters: making friends, learning how to work in groups, experiencing diversity, etc.

9 Interpret the photos and complete Weena's story. Then, listen and check. T47

- Ask Ss to read the instructions and to look at the pictures. Check with them what they may represent.
- Ask Ss to read the sentences below and complete them using the information in the photos.
- Check Ss' answers. Remember there may be differences at this stage.
- Play the recording and go back to the answers to correct the wrong ones.



MP3 TRACK 47

Narrator: Weena got up early one day to make a special breakfast. It was her mother's birthday. She went to the park to get some flowers. She wanted the flowers to decorate the living room. Then, Weena and her sister went to the supermarket to buy some food. They bought eggs and milk to make a cake. They made a cake to celebrate their mother's birthday. Weena's mother was very happy.

10 Play a guessing game. Ask and answer in pairs.

- Ask Ss to read the instructions. Remind them of the concept of useful questions.
- Ss can play in small groups.
- As a way of checking, you can have a few examples.

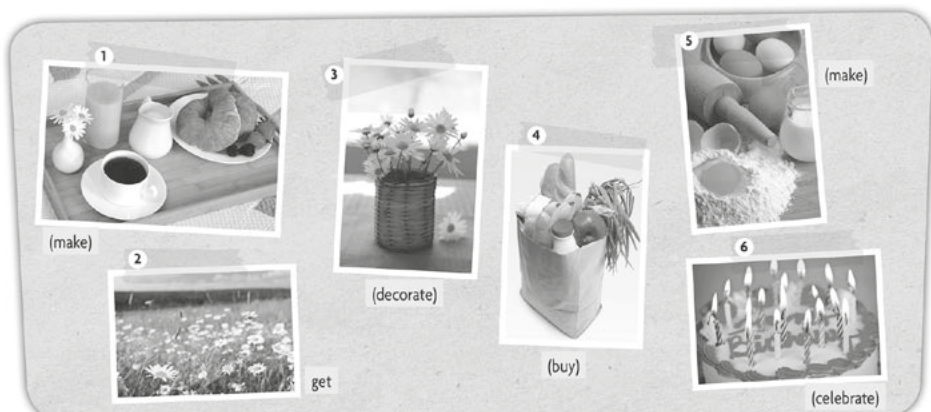
BUILDING CONFIDENCE

Memory game. You can ask Ss to memorize the information in the chart for them to later talk about the children, where they went and what for.

11 Carry out a class survey.

- Ask Ss to read the instructions and the chart.
- Ask Ss how they can complete the card (by asking questions of their classmates). First decide with the Ss whether they will be asking about an activity last week or a frequent activity.

9 Interpret the photos and complete Weena's story. Then, listen and check. T47



- Weena got up early one day to **make a special breakfast**.
- She went to the park **to get some flowers**.
- She wanted the flowers **to decorate the living room**.
- Weena and her sister went to the supermarket **to buy some food**.
- They bought eggs and milk **to make a cake**.
- They made a cake **to celebrate their mother's birthday**.

10 Play a guessing game. Ask and answer in pairs.

Last Saturday, the girls went to the club.

	tennis	skate	relax	gym	swim	bike
Etsuko	X	✓	X	✓	X	✓
Kira	✓	X	✓	✓	X	X
Kathy	✓	✓	X	X	X	X
Helen	X	✓	✓	✓	X	✓

Did she go to the club to play tennis?

Yes, she did.

Did she go to the club to do gym?

No, she didn't.

Kathy!

11 Carry out a class survey.

Find a friend who...

NAME	
club / to play sports	
supermarket / to buy food	
park / to ride a bike	
use computer / to study	
study / to get 10s	

68 sixty-eight

- Elicit from them what questions they will ask, e.g. *Did you go to the club to play sports?* or *Do you go to the club to play sports?*
- Depending on the number of Ss in your group, you can have everybody walking around and asking questions, or you can divide the class into rows. So as to make better use of space, you can ask Ss from the first, third, fifth, seventh and ninth (or more) rows to stand up and ask questions to the ones who are at their desks. They will then switch roles.
- Before starting, remind Ss of the rules for participating. Since this is a mixer, you may want to include further rules, e.g. how to signal when to stop, how to make sure everybody interacts and nobody writes down what somebody else has said...
- As a way of checking, you can have Ss tell everybody about their results, e.g. *Juan went to the club to play sports last week, Lucia went to the supermarket to buy some food.*

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

- Ask Ss to read the instructions, to look at the text and its paratext to say what type of text it is, and what information they will find in it.
- Have Ss go over the text to check their predictions.
- Ask Ss to read the text again and do the activity. Check their answers on the bb. You can ask them to correct the wrong answers in two different ways: by correcting the wrong information or by making the verb negative.

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

From: Etsuko

Etsuko says:
- Hi, Aunt Sachiko?

Sachiko says:
- What a surprise! It's very early here. What's the time there?

Etsuko says:
- It's five thirty in the afternoon. Hope you're not busy, Auntie. I want to tell you about an amazing experience. We were at school today, and...

Sachiko says:
- Today? On a Saturday? Why did you go to school?

Etsuko says:
- To celebrate Family Day. While our families were having lunch, we went into the tunnels at school.

Sachiko says:
- Why?

Etsuko says:
- To explore them. And we met two boys, Bruno and Martin. Incredible!

Sachiko says:
- Incredible? Why?

Etsuko says:
- Because they were born in 1900! They went to Simon Bolivar school, my school, but one hundred years ago.

Sachiko says:
- That's impossible, Etsuko!

Etsuko says:
- No, Auntie. Do you have a webcam? They gave me a pin, and I can show it to you.

Sachiko says:
- Mmm... Let me see... There... The webcam is on!

Etsuko says:
- Look!

Sachiko says:
- It's true! Are you going to see them again?

Etsuko says:
- I don't know! I'd like to talk with them and ask them a lot of questions.

Sachiko says:
- Perhaps you can go into the tunnels next weekend.

Etsuko says:
- Yes, we're going to organise a new expedition, and perhaps we can see students from one thousand years ago.

Sachiko says:
- Honey, there were no schools in your city one thousand years ago!

Last message received at 20:30

Bye for now!

Send

- 1 Etsuko is writing an email to her aunt. ☒
- 2 Her aunt is living in another part of the world. ☒
- 3 She's writing about her life at school. ☒
- 4 The children's parents want to organise a new expedition to talk with Bruno and Martin. ☒

b) Read again and complete the notes.

ACTIVITIES	WHY?
school on Saturday	To celebrate Family Day
go into the tunnels	To explore them

PLANS	WHY?
see Bruno and Martin	To talk with them /ask them questions
explore tunnels next weekend	To see Bruno and Martin

13 Write a conversation. Use the following guide.

Imagine you're Kira. You're chatting with a friend. Tell your friend about the adventure.

- 1 Make a chart with the categories in Exercise 12 b).
- 2 Complete the chart with information about the adventure.
- 3 Write the chat.

From:

Last message received at 21:00

Bye for now!

Send

WB

EX 8 PAGE 124

13 Write a conversation. Use the following guide.

- Ask Ss to read the instructions.
- Give Ss time to do the exercise. Make sure they follow all the stages.
- Check a few answers before they start writing.
- Before Ss start writing, remind them of the need to have several drafts before the final version is ready.
- You can have a classroom display of the chat sessions.

BUILDING CONFIDENCE

- 1 **The story in detail.** Tell Ss they may go over the whole story and ask questions about it. The questions can relate to the information in the story and in the pictures. You can give Ss time to write the questions first. You can divide the class into two groups so that each group should ask questions to the other one to see which one remembers more. Encourage them to write all types of questions.
- 2 **Impersonations.** Ask Ss who would like to be any of the five children in the story for a while. Ask him/her to sit in front of the class. Then you can ask him/her the first question to open the floor. Your Ss can then carry on with the other questions.

WB

EX 1 a) AND b) PAGE 122 AND EX 10 AND 11 PAGE 125



Homework

Ask Ss to prepare a description of one of the illustrations of the story. They can use Exercise 1 in the WB section.

- You can ask if they are used to chatting, who they chat with, if they chat with relatives, what they chat about, etc.

b) Read again and complete the notes.

- Ask Ss to read the instructions and tell you what to do. Remind them of the question *Why?* to find out about reason and intention.
- Give Ss time to go over the text and complete the notes. Remind them of the language used when taking notes.
- Check the answers on the bb.



LANGUAGE AWARENESS: LMT page 80

- You can tell Ss why you chat, e.g. *I chat to talk about important topics. I chat with teachers to talk about books and our students. Why do you chat? To talk about school? To talk about your family?*
- Ask Ss what you want to find out about. You can ask them if this time, even though you ask *Why?* you want to know the reason or the intention/purpose.
- Refer Ss to the indicated page and ask them to answer the questions and check their answers.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Find the illustration. Ss take it in turns to present their descriptions to the rest, who have to browse over the book and find the illustration which is being described.

Is it possible? T48

- Ask Ss to open their books at page 70. Elicit from them what has happened in the story so far. Ask them to look at the pictures and the title. What is going to happen?
- Ask Ss to read to check their predictions.
- You can ask Ss whether the children are going to tell Miss Wilson about their adventure. Will she believe them? Will she go to the tunnel with them?
- Ask Ss if they are happy with the ending. Are the children going to meet again? If so, how? Where? Why? If not, why not?
- Ask Ss to look at the end of the story. What does the question mark in the title mean? Is it possible to go back in time? What may happen afterwards?
- Discuss with Ss what other ending they would like for this story without telling them there is a sequel below.

1 Read again and answer.

- Have Ss read the instructions and tell you what they have to do.
- Ss can try to answer without going back to the text.
- Check the answers on the bb.

BUILDING CONFIDENCE

1 Where are they sitting? Tell Ss they can write *true* or *false* statements about the characters, where they are sitting and what there is on the table. Then Ss close their books and exchange their sentences, which they have to answer without looking at the illustration. To check, they can open the books and look at the illustration.

2 Act out. In groups Ss can write down and then act out the conversation the three characters have/are going to have with Miss Wilson.

WB

EX 9 PAGE 125

2 Read and write the names.

- Tell Ss to read the instructions and tell you what to do. Ask them to look at the text and the illustrations, and to predict what the text is about.

Is it possible?



T48

When Etsuko, Kira and Mike got to the school playground, their parents were at their table. There were cups of coffee on it and in the middle there was a chocolate cake. Their parents were having a good time and Kira's brother was happy!

'That's strange,' thought Kira. 'Lots of strange things are happening today! Were Bruno and Martin real?' She put her hand in her pocket and found Martin's coins. She took them out and read 'Fifty cents, 1910.' Incredible! So Bruno and Martin existed... But where?

Then she remembered the pins! 'Mum,' she told her mother, 'We're going to the library to check some information.' 'No problem,' said her mum, 'we're going home at three but it's only two o'clock! Two o'clock!' thought Mike, 'When we went into the tunnel it was also two. Strange...'

On the wall next to the library there was a board with the school's different pins and their dates. Etsuko put Bruno and Martin's pin next to a 1910 one. They were identical! At that moment they saw their teacher. She wanted to talk to them. 'Miss Wilson,' said Kira 'we have a lot of stories to tell you. But first, is it possible to go back in time?' Miss Wilson looked at her in surprise. 'Well, there's a famous novel by H. G. Wells.'

TO BE CONTINUED...

70 seventy

- Have Ss go over the text and check their predictions.
- Ask Ss to read the text again and do the activity, then check the answers on the bb.
- Go back to the Ss' predictions about how the story would continue. Do they like this ending or would they like something different? What does this ending tell us about the first Martin? Why did he call his daughter Kira when he married? Ask Ss to predict what may happen between the second/new Martin and the present Kira.

BUILDING CONFIDENCE

- 1 My favourite part.** Tell Ss they can illustrate the part of the story which they liked best. They can write a short caption below each drawing. You can then make a classroom display of the illustrations.
- 2 Mum's story.** Ss can write a description of the Family Day from the point of view of Kira's or Martin's Mum.
- 3 An email to Kira.** Ss can write the boy's email to Kira and her answer.
- 4 A list poem.** Ss can write a list poem with the five things Bruno and Martin liked best about the 21st century. Tell Ss to keep the most unexpected item for the end.

1 Read again and answer.

- 1 Were the parents celebrating when the children got to the playground?
- 2 Did Martin and Bruno exist?

2 Read and write the names.

- 1 **Kira and Etsuko** were good runners.
- 2 **Mike and his football team** won two football matches.

- 1 Yes, they were.
- 2 Yes, they did.
- 3 Two o'clock.
- 4 A board with the school's different pins.
- 5 Because it is about going back in time.

- 3 What time did the children go into the tunnels?
- 4 What did the children see on the wall next to the library?
- 5 Why did Miss Wilson recommend a novel by H. G. Wells?

- 3 **Martin** said 'I don't know you.'
- 4 **Martin's great grand-father** liked a girl called Kira.

Two months later Kira, Etsuko and Mike participated in an interschool sports competition. Kira and Etsuko are very good runners and Mike is the school's goalkeeper.

The girls got two bronze medals, and Mike and his football team won two matches. When Mike played the third match with Bernardo O'Higgins School, Kira and Etsuko sat near the goal to watch the match. 'Etsuko,' said Kira, 'look at the boy on the left! It's

Martin!' 'Amazing!' said Etsuko. 'But it is impossible! This is very scary.' After the match, the two girls told Mike about the strange boy. He looked at him and thought the same: it was *Martin*...

The three friends decided to go and talk to the boy. 'Hi... hello Martin,' said Etsuko to him. 'Hi' he said, 'but I don't know you. Do you know me?' 'Yes,' said Kira 'you go... you went... to our school... to Simon Bolivar School.' 'No,' said the boy, 'there's a mistake. My

great-grandfather went to your school, not me. What are your names?' When the children told him their names, Martin smiled. 'Strange... Kira is my mum's and my grandma's name. There's an interesting family story about that name. My great-grandfather liked a girl with that name... What a coincidence! Kira, why don't you give me your email? I'm going to ask my mum to tell me that story again.'



OUR POSTER

Ss can make a poster illustrating life a hundred years ago. They can include drawings or very old photographs and captions below.

Quick check

Unit 8 A, page 115

Activity 1: 1. fast 2. right 3. late 4. dark 5. nervous

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

Activity 3: 1. When 2. parents' 3. There were 4. there was 5. to play 6. while 7. was playing 8. saw 9. It had 10. to tell

End-Of-Year Test A, pages 116-117

Activity 1: 1. Vet 2. Psychologist 3. same / different 4. Autum 5. Summer 6. left/middle

Activity 2: Down: 1. flip-flops 3. trunks 4. rollerskates 7. tank top

Across: 2. swimsuit 5. iron 6. helmet 8. sweatshirt 9. track suit 10. dishes

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

Activity 4: 1. right 2. stand 3. behind 4. next to 5. near 6. opposite

Activity 5: 1. because 2. is going to celebrate 3. always happy 4. is going to be 5. best 6. didn't 7. to clean 8. washed 9. was cleaning 10. found 11. so 12. It was 13. went 14. her

REMEMBER

Quick check Unit 8 B and End-Of-Year Test B can be downloaded at <http://storyline.pearsonelt.com.ar>
CLIL and Further Practice Answer key on pages 103-105.

A story: Thomas Alva Edison, Chapter IV (TC page 103).

STORYLINE MAG

IF YOU'RE....



- Ask Ss what they think they need to do. Encourage them to fill in the blanks, then listen and check.
- Give them time to learn the song. They can sing it in groups, each group being in charge of one stanza.
- In groups, they can invent new stanzas.

Answer Key

- 1 happy - hands
- 2 angry - feet
- 3 sad - arms
- 4 scared - mouth
- 5 tired - legs
- 6 exhausted - eyes

POEM CORNER



- Ask Ss to read the poem and to find what is different about its structure.
- You can have a contest to decide on the most creative option for the blank.
- Ss can illustrate each of the lines.
- Ask Ss to read the notes for the school poem. Once they know what to do, have them working alone or in groups.
- Ss can also illustrate their poems and create new ones, e.g. *In a dark, dark, bedroom*.
- Ss can read/recite the poem in different ways: whispering, shouting, in a scary, mysterious, humorous tone, etc. They can also adopt a quick, slow or rapping pace.

RIDDLES

- Have Ss work in groups or individually. Tell them that some answers are illustrated on the page.

Answer Key

- 1 horse
- 2 '2' day = today
- 3 all months
- 4 breakfast
- 5 the letter 'm'
- 6 a horse with a rider

THE DICE GAME

- Have Ss look at the illustration, the key and the speech bubble and ask how they can play.
- You can divide them into groups.

1 a) Match the opposites.

1 dark

2 nervous

3 right

4 late

5 fast

a slow

b early

c calm

d light

e left

b) Complete with the words in part a).

Bob: Where is the hamburger stand? Is it on the right?
 Millie: No, it's on the **left**.

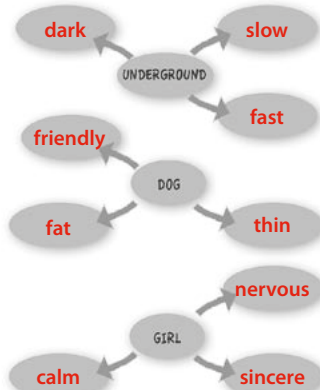
Do you have a torch? It's very **dark** here, I can't see.

Tommy, hurry up! It's **late**. The school bus is going to arrive in 5 minutes!

Don't take the train, take the bus, it's really **fast**. You're going to get to school in 10 minutes.

Alice: Why are you **nervous**?
 Jim: Because I have an exam in 10 minutes and I didn't study yesterday.

c) Now, complete the webs. Use the words in part a) and other adjectives.



2 Look and complete.



Fifty years ago, in my street **There were** some shops. **There was** a big school. On the right of the school **there was** a baker's, and on the left **there was** a butcher's. **There was** a hospital opposite the school. **There were** some cars in the street, but **there weren't** a lot.

3 Complete with *There was*, *There wasn't*, *There were* or *There weren't*.

In my kindergarten ...

- _____ a library.
- _____ a big playground.
- _____ a lot of balls, dolls, cars and games.
- _____ computers.
- _____ televisions.
- _____ a museum.
- _____ a kitchen.
- _____ an auditorium.

4 Answer the questions. You can ask your family if you don't remember.

When you were six years old ...

- Was there an auditorium in your school?
- Were there any DVDs in your bedroom?
- Was there a garden in your house?
- Were there any posters on the wall in your bedroom?
- Was there any pollution in your city?
- Were there a lot of trees in the street?
- Was there a school near your house?
- Were there a lot of cars in the street?
- Was there an underground line?
- Were there any computers in your classroom?

5 Write the name.



- Lucy** is going to be angry.
- Susan** is going to be scared.
- Martin** is going to be exhausted.
- Meg** is going to be happy.

1 a) Match the opposites.

Focus: adjectives

EXPANSION

Ss can add more pairs.

b) Complete with the words in part a).

Focus: adjectives, integration

EXPANSION

Ss can write exchanges as the ones in this exercise with the words they haven't used.

c) Now, complete the webs. Use the words in part a) and other adjectives.

Focus: adjectives, language awareness

2 Look and complete.

Focus: *there was/there were*3 Complete with *There was*, *There wasn't*, *There were* or *There weren't*.Focus: *there was/were* (affirmative and negative)

4 Answer the questions. You can ask your family if you don't remember.

Focus: *there was/were* (interrogative form and answers)

5 Write the name.

Focus: *going to be*

6 Complete with a profession.

- Pam likes drawing. She's going to be **an artist**.
- Susan likes medicine. She's going to be **a doctor**.
- Bob loves animals. He's going to be **a vet**.
- Patrick loves numbers. He's going to be **an accountant**.
- Jeremy likes houses and buildings. He's going to be **an architect**.
- John likes children. He's going to be **a teacher**.
- Sarah likes numbers and computers. She's going to be **an analyst**.

7 Match. There is one extra ending.

Keith is Kira's uncle. Last Friday...

- he ran 2 kilometres **c**
- he took a taxi **d**
- he went to a library **h**
- he studied a lot **f**
- he went to the supermarket **a**
- he bought eggs and milk **e**
- he went to a party **g/b**

- to buy food.
- to dance.
- to do physical exercise.
- to go to the office early.
- to make a flan.
- to pass his exams.
- to see his friends.
- to study.

8 a) Match. Some questions have two possible answers.

- Why do people go to university?
- Why is Lucy going to buy a dress?
- Why does your mum get up early?
- Why are your sisters making a cake?
- Why did you buy a novel?
- Why are your parents going to buy sports clothes?
- Why is your brother sad?
- Why did you phone your best friend?

- Because he can't find his sticker album. **7**
- Because I had a problem. **8**
- Because I love reading. **5**
- Because it's my mum's birthday. **4**
- Because she has a party. **2**
- Because she has a shower before breakfast. **3**
- Because they don't have any. **6**
- To celebrate a birthday. **4**
- To do gym. **6**
- To go to a party. **2**
- To make breakfast. **3**
- To study. **1**
- To talk with her. **8**

b) Reason or intention? Write answers in the correct column.

Why?	Reason	Intention
1	Because...	1 To celebrate a ...
2	1 he can't find...	2 To do gym.
3	2 I had a problem.	3 To go to a party.
4	3 I love reading.	4 To make breakfast.
5	4 it's my mum's birthday.	5 To study.
6	5 she has a party.	6 To talk with her.
7	6 she has a shower...	
8	7 they don't have any.	

9 Match. There are two extra answers.

- Why did John go to the supermarket? **i**
- Why did he need food? **j**
- What did he buy? **e**
- How much cheese did he buy? **a**
- How many eggs did he buy? **b**
- Where did he buy the drinks? **d**
- Was there any wine at the grocer's? **h**
- Is he going to make a dessert? **f**

- 500 grams.
- A dozen.
- Two litres.
- At the grocer's.
- Chicken, cheese, eggs and vegetables.
- No, he's going to buy a cake.
- No, it wasn't.
- No, there wasn't.
- To buy some food.
- To make dinner.

10 Circle.



Gaby is one of the students at Simon Bolivar School. She's **taller** / **tallest** than the other girls, but she's the 'young' / **youngest** girl in class **because** / so she is ten. She was born in a small town in the south of Argentina. It was very cold in winter and 'it was' / **there was** a lot of snow. She loved **making** / make snowmen in **winter** / summer. At present, Gaby gets up early in the morning **to have** / she has a shower before breakfast. She goes to school 'by' / **on** foot. In the afternoon, she studies a lot **to have** / because she has 8s, 9s and 10s. All her friends think she's the 'better' / **best** student in class, and she's a great person, too 'but' / **because** she **always** / sometimes helps her friends.

11 Write about your house and your bedroom ten years ago.

Ten years ago, in my house
in my bedroom...

6 Complete with a profession.

Focus: professions

7 Match. There is one extra ending.

Focus: infinitive of purpose

EXPANSION

Ss can write the beginning for the extra ending.

8 a) Match. Some questions have two possible answers.

Focus: why, infinitive of purpose, because

b) Reason or intention? Write answers in the correct column.

9 Match. There are two extra answers.

Focus: integration, questions

EXPANSION

Ss can write the questions for the extra answers.

10 Circle.

Focus: language awareness, integration

11 Write about your house and your bedroom ten years ago.

Focus: personalization, there was/there were

STORYLINE

4

ERIC'S LIFE

ERIC'S FAMILY AND HOMETOWN

ERIC'S ROUTINES

ERIC'S DESCRIPTION

(Physical and personality. Compare him with friends and family.)

ERIC'S LAST WEEKEND

ERIC'S FUTURE PLANS



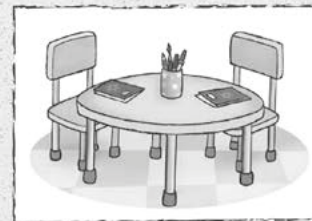
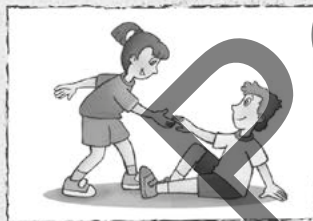
ALWAYS LEARNING

PEARSON

STORYLINE

4

... GROUND RULES



ALWAYS LEARNING

PEARSON

How to go about the play *A HORRIBLE SUNDAY*

In this section, we provide teachers with ideas on how to work on the play and use it to perform at the end of the year, if there is a celebration, or maybe, to the rest of the school. As with all stories, start with a lead-in to help children make predictions.

Possible lead-ins:

- You can ask Ss about possible activities on a *horrible Sunday*.
- You can also ask them about storms, if they are afraid of them and what they do when there is a heavy storm.
- Or tell them about a paranormal experience you have had.

Ask Ss to read the title and encourage them to predict what the story may be about, what they consider to be examples of a *horrible Sunday*. As usual, accept all their hypotheses, which you may keep on the board.

Read the story to them while they follow by reading their books up to Tom's suggestion to play Monopoly. When you get to this line, ask Ss if they would like to modify their hypotheses. Encourage them to account for their answers. You can also ask them what can go wrong because so far, nothing seems to indicate it will be a horrible Sunday, apart from the weather conditions.

Go on reading the play up to Sam's comment on *Little Prince* and *Emperor*. Go back to the children's predictions and ask them first if they would like to modify them and second, what can happen to turn this horrible Sunday into a fantastic day. You can also ask them what happens at home when there is a football match between two opposing teams, such as Boca and River, or Racing and Independiente.

Go on reading the play up to Mary's line, *Sam, it's a serious problem for them!* Ask what ideas come to their minds to solve the situation.

Read the story up to the end. Go back to their predictions and to their ideas to solve the problem.

You can ask Ss what they have learnt from the story. The five children came to an agreement as to what to do, making compromises. The girls wanted to play a board game and agreed to watch a football match, which was what the boys wanted. They also thought about different ways to solve a problem.

1 Read and complete.

Once Ss do the activity, you can ask them to write a few more statements for others to complete. You can also play a memory game before they do the activity: you read each of the statements and then they have to tell you the right name.

Answers

1. Patsy 2. Tom 3. Patsy 4. Sam 5. Patsy 6. Paul 7. Sam
8. Emperor 9. Patsy 10. Sam

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

As a follow up activity, you can invite Ss to add a few more items to the list. Also, you can ask them to correct the false statements. Fast finishers can be asked to get into groups and come up with new statements.

Answers

1. ✗ 2. ✗ 3. ✓ 4. ✗ 5. ✗ 6. ✓ 7. ✗ 8. ✓ 9. ✗ 10. ✗

3 Read and circle.

Help Ss see that this is a text, and not isolated sentences. This means they should read the text as a whole first. To check they do, you can ask them either what the text is about, or you can give them options, e.g. *What is Patsy's email about?*

Answers

1. am going to tell you 2. worse 3. was doing 4. phoned
5. invited 6. When 7. so 8. While 9. there 10. were 11. most 12. Their
13. them 14. are you going to do

4 Write

The Ss are invited to complete an email from Sam to his friend Martin in which he describes what happened. You can ask Ss to read the outline for the email and tell you what information they need. Then they can scan the play and complete a file with information they will need. They can finally complete the email, either in pairs or individually.

Presenting the play at a school celebration

The Ss have to be familiar with the story first. You can use the procedures suggested on page 101. Once they all know the story, you need to assign roles.

The following is the list of characters:

Tom	Paul
Patsy	Little Prince
Tom's mum (Jill)	Emperor
Mary	Football commentator
Sam	

Depending on the number of Ss, each character's lines can be divided into two. There is need for the narrator as well. The teacher may decide to include a narrator who provides a summary of the story in Spanish.

There are always Ss who do not like acting, yet they may have an active role. Some can be in charge of writing the invitations for the play, and they can also design the programme in which they will have to write the names of the Ss playing the different roles, plus the names of those in charge of other areas: programme, decoration, etc. Some others can be in charge of the sound effects. In this way, every child is involved in the play.

To close the play and have everybody on stage, you can teach this rap:

*This was 6A performing for you
We are bigger, we are older,
And we have more fun, too!*

Once the play is over, ask everybody to leave the stage (if possible) or to go to the back. As you name the different characters and participants in the play, they should go to the front of the stage and bow to the audience. Start by naming the helpers (those in charge of the invitations, the programmes, the decoration), and then the characters. Finally, call out 6A – i.e. the class – for everybody to walk to the front and take a final bow.

It will be necessary to rehearse the play several times at the spot in which the Ss will perform, either the stage, if there is one at school, or an area in the main hall. It is important they know where they need to stand before it is their turn to act, and where they have to go once their scene is over to wait for the final bow. It may help to use masking tape on the floor to show where they have to stand.

If microphones are going to be used, Ss will need to pass them from child to child, which needs to be planned and practised as well. To make it easier, have them practise from the very beginning with markers (pretending they are microphones). This will help them later when you add the microphones to the rehearsal.

You will also need one or two Ss in charge of the props. They need to bring the ones for each scene and remove those which are no longer used. Again, it is crucial to rehearse all these movements.

You may decide it is better to rehearse one or two scenes at a time, instead of having the complete play at the first rehearsal. Once everybody knows the lines and knows exactly what to do and when to do it, you can organize a dress rehearsal: the children will be wearing the masks or carrying the paper puppets. In case they are using puppets, you need to check they show the puppet to the audience.

One last idea. It may be the case that the celebration at the end of the year is some other group's responsibility, or that the school has decided to include other performances. You can still have the Ss act out this play for their families. You can invite them to school and instead of using the main hall, if there is no stage, they can perform in their classroom. As you will know this in advance, all the tips and pieces of advice on rehearsal apply in this case as well.

New Sections

A story: Thomas Alva Edison

On pages 74-77 in the Pupil's Book, a new section has been added. Children will find a story in four chapters, which they can read every two units, i.e. chapter I after doing Units 1 and 2, chapter II after doing Units 3 and 4, and so on.

As a lead-in, you can ask Ss how many inventions from the past they can name, which have improved our quality of life.

Ask children to read the title and have a look at the images, and then elicit from them what the story may be about. Tell them they should read the first chapter without stopping if there is a word they do not understand. Help them see they do not need to know all the words to understand a text. Go back to their predictions as to what the story may be about. Invite them to predict what is going to happen next. Ask them who the narrator is: somebody who knows about Edison.

Help Ss do the activity, and check the answers. They can keep a record of the key information of chapter I, which will come in useful when they read chapter II, etc. Ask them to read the notes they made of the chapters before they read a new one. Once they finish the story, ask them what they would do if they had to honour somebody as important as Edison.

You can ask Ss to design a poster about Edison using Eric's life's poster as a model. They can look for the information they do not have. You can reflect with them upon the nodes they can and cannot complete, e.g. the one about last weekend or future plans. You can decide to include a new node, e.g. past activities, likes, among other ideas.

Answers

Chapter I: 1. a 2. b 3. c

Chapter II: 1. ✓ 2. ✗ 3. ✗ 4. ✗ 5. ✓ 6. ✗ 7. ✗ 8. ✓

Chapter III: 1. Once a week. 2. AI. 3. A chemistry lab. 4. Because he wanted to earn money to buy his lab. 5. Because he could write well. 6. Because he saved a boy when he was fifteen. 7. The stationmaster. 8. In a train's last car.

Chapter IV: 1. to get a good job 2. the experience in Boston was not good 3. slept 4. helped 5. moved to 6. very successful 7. didn't like 8. use

Test your memory!

On page 85 in the Pupil's Book, a new section has been added, *Test your Memory!* The purpose of this section is twofold. On the one hand, activities are presented which integrate all the language Ss have been working with along *Storyline 4*. On the other hand, the topic of these activities is information about the characters. In some cases, they will remember a lot about each of the characters, and will not need to go back to the stories to check how to solve each of the items. If this is the case, when checking, they should tell you where to find the information. This will show them how important it is to know where to find information or evidence for an answer. If there is information they do not remember, they can go back to the stories before attempting an answer.

Answers

Activity 1: 1. Kira's brother 2. Around 250 years old 3. The underground 4. In the suburbs 5. Because it's a Spanish galleon 6. Mike's mum 7. Three people 8. At lunchtime 9. Mike's dad 10. Boys' voices 11. Bruno 12. Two o'clock

Activity 2: 1. Carlo 2. Kira 3. Kira 4. Kira 5. Mike's mum 6. Etsuko 7. Kira 8. Mike's mum 9. Mike 10. Etsuko 11. Etsuko's parents 12. Miss Wilson

Activity 3: 1. d 2. h 3. a 4. b 5. f 6. - 7. c 8. e 9. g

CLIL pages

On pages 86-93 of the Pupil's Book, a new section has been added, CLIL pages.

CLIL, content and language integrated learning, is an approach in which both a subject – Maths, Natural Sciences, Social Studies, Ethics, among others – and a language are taught together, and is summarized in the phrase 'using language to learn, learning to use language.' Activities are presented in this section that will help Ss see connections between what they are learning in English with other areas of the curriculum. Each of the topics presented is related to both the language area they have been working on and the topics tackled in the unit. The activities aim at raising children's awareness in that they place them in a central, active position rather than as spectators. This idea will be further developed in each of the activities.

Unit 1

The link in this unit is between English and Social Studies, and Ethics and Citizenship (Formación Ética y Ciudadana). The topic is Teotihuacan.

Ss can be invited to add further curious facts about Teotihuacan or about the different ethnic groups that lived there.

As a follow up, the teacher can ask learners to look for information about other important ancient cities or ruins like Tulum or Chichen Itza. With the teacher, they can create a new Curious Facts text.

Answers

Activity 1: 1. an encyclopaedia 2. an article

Activity 2: 1. ✓ 2. ✗ 3. ✗ 4. ✓ 5. ✗ 6. ✗ 7. ✗ 8. ✓ 9. ✓ 10. ✓

Unit 2

The link in this unit is between English and Social Studies. The topic is Gandhi and, in particular, his non-violent movement. This can lead to raise awareness of how important it is to fight for our rights in a non-violent way. As a follow up activity, the teacher may invite Ss to reflect on ways to raise awareness on the topic of non-violence. They can start an anti-bullying campaign against violence at school.

Answers

Activity 1: 1. a pacifist 2. an article 3. was

Activity 2: 4. ✓ 5. ✓ 6. ✓ 8. ✓

Unit 3

The link in this unit is between English and Social Studies. The topic is the Pyramids and the Sphinx at Giza.

One of the topics that can lead to debate and intercultural awareness is burial ceremonies for regular people and for rulers. It is important not to pass judgement on what feels too strange to us. At the same time, this can lead children to become aware of their own cultures.

Answers:

Activity 1: a. Great Pyramid or Cheops b. Chephren c. Mykerinus

Activity 2: 1. Yes 2. Yes 3. No 4. Yes 5. Yes 6. Yes 7. No 8. No 9. Yes 10. No

Unit 4

The link in this unit is again between English and Social Studies. The topic is Machu Picchu.

After reading the text and doing the activities, Ss can be invited to compare Teotihuacan and Machu Picchu, and the different ethnic groups that inhabited these cities. They can then look for information about ruins of ancient cities in Argentina, e.g. San Ignacio in Misiones, and write about them with the teacher's help and guidance.

Answers

Activity 1: 3. Hiram's discovery

Activity 2: Paragraph 1: The Inca city of Machu Picchu Paragraph 2: Who was Hiram Bingham? Paragraph 3: Hiram's explorations Paragraph 4: Hiram, the discoverer

Unit 5

The link in this unit is between English and Social Studies. The topic is parks.

As children solve the activities, they can become aware of how history is present in every part of a town. As a follow up, they can look for information about parks in Argentina – or in a region of Argentina – and write a *Did you know...?* text.

Answers

Activity 1: Parks in London

Activity 2: 1. Some of the 2. can 3. older 4. bigger 5. is 6. did not exist 7. bigger 8. flowers 9. can 10. can

Unit 6

The link in this unit is between English and Social Studies and Arts. The topic is Berni, the Argentine artist.

After children solve the activity, they can reflect upon how art in any of its forms can help us express ourselves, and even oppose people or movements in a non-violent way. As a follow up, they can do some research on other great Latin American or Argentine artists. They can be given the skeleton of a text to share their findings, e.g. '... was a ... artist from ... (movement) ... (country)

He/she was born on His/Her greatest works are ... '

Answers

Activity 1: Paragraph 1: Berni's first interest in art Paragraph 2: A sad period in Argentina Paragraph 3: A new period Paragraph 4: Berni and New York Paragraph 5: Berni's love for art

Activity 2: 1. ✓ 5. ✓

Unit 7

The link in this unit is between English and Social Studies and Ethics and Citizenship. The topic is unusual jobs.

You may start by asking Ss what jobs they consider unusual. Accept all their answers since they will be culture dependent. Both activities aim at Ss giving their opinion and also at helping them become aware of gender issues. As a follow up, they can make a list of jobs that would be unusual in a given context, e.g. in a city, in a rural area, on a semi-deserted island, etc.

Answers:

1. Chocolate engineer 2. Tea taster 3. Cartoon/Animal mascot 4. Pet psychic 5. Professional sleeper

Unit 8

The link in this unit is between English and Social Studies. The topic is Derinkuyu.

First, you may ask Ss if they think that an underground city is something that can exist outside the world of fiction. Secondly, they can be invited to read the text to find the answer to the question. After doing the activity, they can be invited to reflect on what human beings have done to protect themselves from different enemies, and how the physical characteristics of a place have an influence on what they have done. For instance, Derinkuyu was possible because of the characteristics of the soil and because there were caves.

Answers:

1. An Underground City
2. people and animals
3. 789
4. was
5. went
6. a church
7. were
8. to connect the cities
9. can

Further Practice

At the end of the Workbook section, on pages 126 to 141, two pages have been added to each of the units in *Storyline 4*. In this section, Ss will revise previous concepts and activities. This is ideal to revise and recycle contents.

Even though Ss are getting older and they can handle the language more easily, there are some steps we should always follow to make sure activities do not fall flat:

- Read titles together with them and ask what they have to do.
- Solve a couple of sentences with them to show them how to go about the activity and make sure they remember rules, too. As you solve the example, verbalize the process so that they can grasp the dynamics.
- Assign a couple of minutes to solve the activity and check together.
- It is an excellent moment to reinforce concepts: make them account for their choices. Some Ss might get the right answer for the wrong reason, while others might know the rule and yet choose the wrong option.
- In some of the activities, accounting for their choice might be repetitive for some Ss. However, it is a great moment for weak students to listen and internalize language rules.
- When working with verbs, make sure they remember the meaning before they set to work. Avoid using translation: ask them to give simple examples: *drink water, soda; get up early or at 6 am*. Some of the weakest students might still translate in order to confirm meaning. This is OK since it helps them reduce anxiety and, therefore, focus on the activity.

My Blog

You will come across this activity at the end of each unit of the Further Practice section. The purpose is to provide students with opportunities to talk about themselves and, in this way, also make them aware of everything they have learnt to be able to do in English! In order to guide Ss to complete this activity, you may copy the sentences on the board and solve them together. You might choose an 'invented student' from the class since the information provided will be useful to all the class. You might also write about a real student from the class (it could be a 'weak' student so that he/she can fully understand how to go about it).

Answers

Unit 1

Activity 1: (possible answers)

Outdoor activities: ride a bike, swim in a river, walk, walk the dog

Indoor activities: clean the house, cook, do the shopping, go to bed / school, have a shower, make sushi, make the bed, play video games, wash the dishes, watch a film

Both: do homework, drink water / tea / milk, eat cereals / sandwiches, get up, have breakfast, have dinner, have lunch, listen to music, play sports, read magazines, study, work, chat with friends

Activity 2: 1. go 2. get up 3. make 4. have 5. eat 6. drink 7. do 8. read 9. watch 10. play 11. wash 12. have 13. go

Activity 3: 1. h 2. a 3. d 4. b 5. c 6. g 7. i 8. e

Activity 4: 1. museum 2. library 3. avenue 4. park 5. cinema

Activity 5: 1. goes 2. on 3. by 4. walking 5. parents' 6. are 7. can 8. ride 9. are riding 10. us

Activity 6: 1. got 2. was 3. had 4. went 5. played 6. swam 7. ate 8. drank 9. walked 10. rode 11. helped 12. made 13. watched 14. washed

Unit 2

Activity 1: 1. went 2. played 3. read 4. wrote 5. drank 6. ate 7. rode 8. bought 9. watched 10. washed 11. made 12. were 13. studied

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

Activity 2b): 1. 9 2. 10 3. 8 4. 1 5. 3 6. 6 7. 2 8. 4 9. - 10. 7 11. 5

Activity 3: 1. walking Pia's dog 2. reading 3. swimming 4. buying a sweater 5. riding a bike 6. looking at paintings

Activity 4: What does ... look like? beautiful, curly, green, long, old, pretty, short, straight, tall, wavy, white, young; **What is ... like?** active, brave, calm, creative, dishonest, dynamic, impulsive, intolerant, modest, nice, optimistic, passive, pessimistic, romantic, serene, sincere, terrible, timid

Activity 5: 1. Don't talk 2. Run 3. Don't use 4. Study 5. Wear 6. Don't ride

Activity 6: 1. Where 2. How many 3. Who / parents' 4. When 5. How 6. Why 7. What does he look like? 8. What time?

Unit 3

Activity 1: 1. curly 2. active 3. can 4. born 5. lives 6. because 7. moved 8. ago 9. reading 10. are reading 11. us 12. Would 13. made 14. They 15. nice

Activity 2: 1. brought 2. gave 3. moved 4. didn't like / didn't have 5. visited / was

Activity 3: 1. Augusto 2. active and brave 3. short and wavy 4. riding my bike 5. ride very well 6. are three cinemas and two big parks 7. a big library with lots of interesting books 8. up at 10 and had breakfast in bed 9. go out because it was rainy 10. a nice time at home

Activity 4: Students' own answers

Activity 5: 1. ✗ 2. ✗ 3. ✓ 4. ✓ 5. ✓ 6. ✓ 7. ✗ 8. ✓ 9. ✗ 10. ✓
1. In Argentina, a hamburger is more expensive than a hot dog.
2. Argentina is smaller than Brazil. 7. Tucuman is bigger than Tierra del Fuego. 9. José de San Martín was younger than Manuel Belgrano.

Activity 6: 1. longest 2. tallest 3. shortest 4. biggest 5. smallest

Activity 7: 1. the oldest 2. from 3. was born 4. her 5. creative 6. Her 7. the tallest 8. taller 9. him 10. more

Unit 4

Activity 1: 1. shorter 2. older 3. before 4. most 5. doing 6. didn't want 7. because 8. impulsive 9. can 10. piano 11. plays 12. by 13. expensive 14. fastest

Activity 2: 1. m 2. a 3. d 4. n 5. h 6. i 7. f 8. e 9. b 10. l 11. k 12. c

Activity 3: 1. Don't 2. in 3. on 4. by 5. on 6. them 7. me 8. her 9. him 10. us

Activity 4: 1. was riding 2. was listening to 3. were doing 4. was playing 5. was making 6. was playing 7. was writing/playing/working 8. were watching

Activity 5: 1. was getting / saw 2. was making / arrived 3. was walking / saw / bought 4. was cleaning / saw 5. arrived / were singing

Activity 6: 1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓ 6. ✗ 7. ✓ 8. ✗
2. She's always at the club on Sundays. 4. She sometimes does her homework in the afternoon. 6. She sometimes watches TV in the evening. 8. She sometimes listens to music in the evening.

Unit 5

Activity 1: 1. ✓ 2. ✓ 3. ✗ 4. ✓ 5. ✗ 6. ✗ 7. ✓ 8. ✗

Activity 2: 1. phoned / was studying / more / because 2. newest / newest / Before / wasn't 3. always / can / her 4. an / played / taller / fantastic

Activity 3: 1. When was your grandfather born? 2. Did you see Matt? 3. Why is Tom in a tent? 4. What is your teacher like? 5. Were you sleeping yesterday at 9? 6. Do you like tunnels? 7. Who did you see yesterday? 8. Is Matt's flat dark?

Activity 4: (possible answers) 1. are going to play football 2. is going to make pizza 3. is going to swim 4. is going to ride a bike. 5. is going to watch a film. 6. is going to buy some food

Activity 5a): 1. ✗ 2. ✓ 3. ✓ 4. ✓ 5. ✗ 6. ✗ 7. ✗ 8. ✗

Activity 5b): 1. No, she isn't. 2. Yes, she is. 3. Yes, she is. 4. Yes, she is. 5. Yes, she is.

Unit 6

Activity 1: 1. taller 2. shorter 3. curly 4. calm 5. her 6. always 7. them 8. making 9. always makes 10. made 11. dad's 12. are going to celebrate 13. were celebrating 14. arrived 15. because 16. They 17. Is Grandpa going to come 18. us 19. him

Activity 2: 1. ✓ 2. ✗ 3. ✓ 4. ✓ 5. ✓ 6. ✓

Activity 3: 1. in 2. on / in 3. in / in 4. in 5. at / on / at

Activity 4: 1. What does Mary look like? (g) 2. What is Mary like? (h) 3. What did Mary wear yesterday? (a) 4. What were you doing yesterday at 7? (d) 5. Were you sleeping yesterday at 7? (k) 6. Did you wear sandals yesterday? (e) 7. How do you go to school? (c) 8. How often do you have English lessons? (j) 9. Why did you study yesterday? (b) 10. What did you study yesterday? (i)

Activity 5: 1. short, shorter, shortest; difficult, more difficult, most difficult; easy, easier, easiest; expensive, more expensive, most expensive; thin, thinner, thinnest; sincere, more sincere, most sincere; elegant, more elegant, most elegant; traditional, more traditional, most traditional; bad, worse, worst; good, better, best

Activity 6: 1. ✓ 2. ✗ 3. ✗ 4. ✓ 5. ✓

Activity 7: 1. in front of 2. next to 3. next to 4. next to 5. opposite

Unit 7

Activity 1: 1. When Vicky arrived we were cooking. 2. Argentina is bigger than Uruguay. 3. Mount Everest is the tallest mountain in the world. 4. Why are they looking at us? 5. What does Susan look like? 6. My parents go to the cinema once a month. 7. How often do you visit your grandparents? 8. I usually visit them on Sundays.

Activity 2: 1. c 2. b 3. g 4. a 5. e 6. i 7. h 8. d

Activity 3: Routines: 5, 7, 10; Plans: 1, 6; Past activities: 4, 11; Actions in progress in the past: 3, 13; Permanent states: 2, 8, 9, 12, 14, 15

Activity 4: 1. so 2. because 3. because / and 4. but / so 5. but / because

Activity 5: 1. d 2. e 3. f 4. b 5. a

Activity 6: 1. same country / different football clubs 2. when 3. because 4. so 5. I'd like to drink 6. while 7. When 8. better / worse

Unit 8

Activity 1: 1. Three times a week. 2. A teacher. 3. Because I saw a monster. 4. A lot. 5. No, it's slower. 6. Two. 7. To draw a map. 8. In 1811. 9. No, I got up late. 10. No, I'm exhausted.

Activity 2: 1. didn't go 2. was watching 3. was 4. opened 5. winter 6. dark 7. me 8. scared 9. older 10. more 11. While 12. walked to 13. hid 14. to get 15. so 16. When 17. worst 18. am going to tell 19. Don't

Activity 3: Students' own answers

Activity 4: 1. a vet 2. an accountant 3. an architect 4. a teacher 5. a writer

Activity 5: 1. b 2. g 3. e 4. a 5. f 6. d

Activity 6: 1. No, there wasn't. 2. No, there wasn't. 3. No, there weren't. 4. Yes, there were. 5. Yes, there was. 6. No, there weren't. 7. Yes, there were. 8. Yes, there was. 9. No, there weren't. 10. Yes, there were.

QUICK CHECK UNIT 1

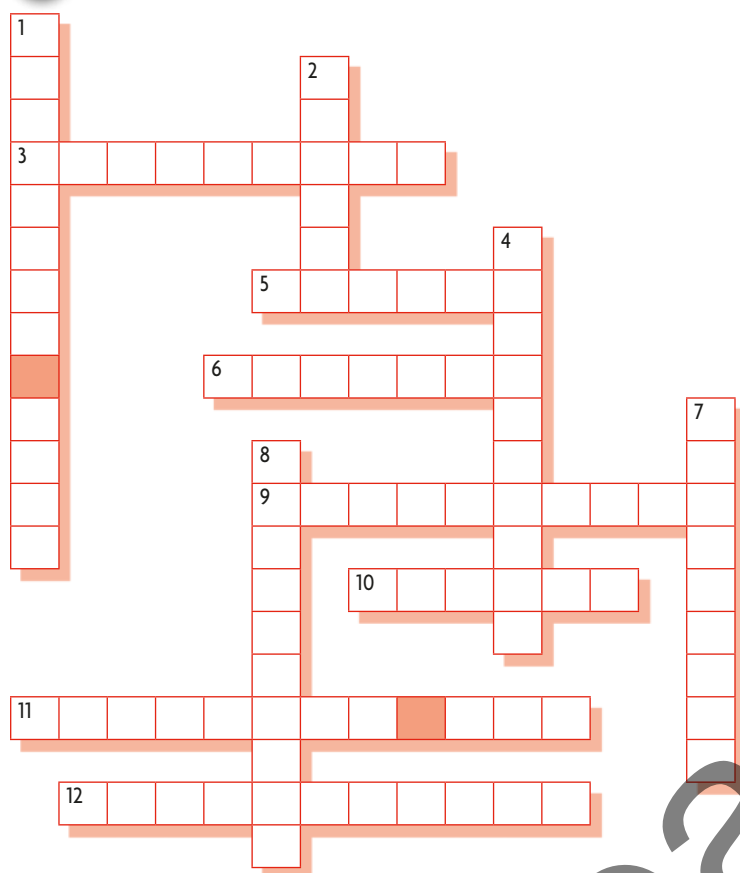
A

Name:

Class:

Date:

1 Do the crossword puzzle.



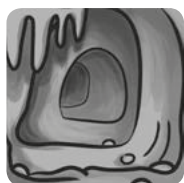
Down ↓

- 1 Teachers drink coffee or tea in this room.
- 2 I get up at 6 and then I have a in the bathroom.
- 4 Children play here at school.
- 7 Students do sports here.
- 8 Students do experiments here.

Across →

- 3 We have classes in this room.
- 5 A lot of people by bus in a city.
- 6 There are a lot of books in this place.
- 9 At school, we have celebrations in this big room.

10



11

There are a lot of computers in this room.

12



12

2 Circle.

Bella is one of the students at Simon Bolivar School. She has two brothers and a sister. Her ¹brother's / brothers' school is Simon Bolivar, too, but her sister, Lily, ²goes / went to San Martin School ³because / but she's a secondary school student.

Bella has breakfast at 6.30; ⁴after / before breakfast, she has ⁵a shower / lunch and then she goes to school ⁶by / on foot. She loves ⁷walk / walking. Her brothers ⁸don't / doesn't like it, and they go ⁹on / by bus.

San Martin School isn't very big. ¹⁰They are / There are six classrooms and a small music room. All the students are in the music room now. They ¹¹listen / are listening to their new music teacher. She ¹²sings / is singing a beautiful song.

¹³We / Our want to sing our school song. Can you sing with ¹⁴we / us? Lily is asking the teacher. 'Of course, I can sing my ¹⁵students' / student's favourite song.'

30

3 Answer the questions.

- 1 How does your English teacher come to school?
.....
- 2 Is there a playground at school?
.....
- 3 What time do you get up every day?
.....
- 4 What are you and your friends doing now?
.....

8

TOTAL

50

QUICK CHECK UNIT 2

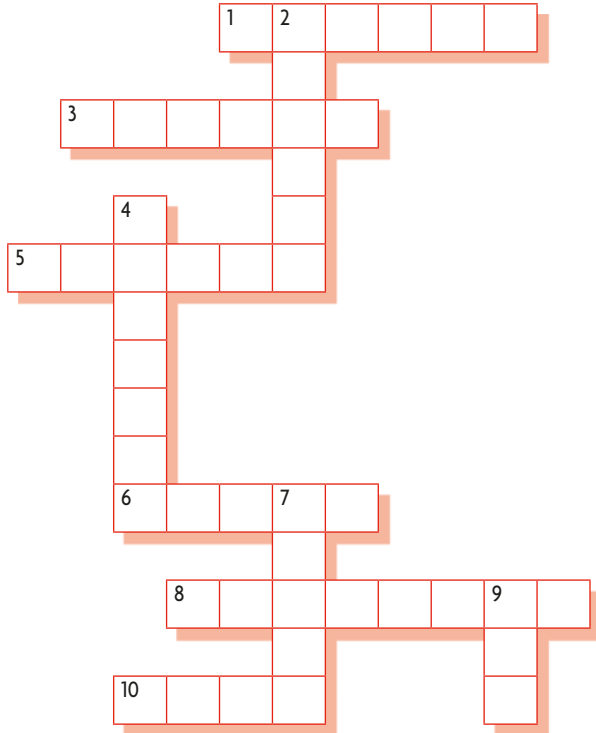
A

Name:

Class:

Date:

1 Do the crossword puzzle.



Down ↓



4 The past of *bring*.

Across →

1 The opposite of *passive*.

3 A synonym of *calm*.



7 hair



9 The past of *hide*.

8 hair



10 hair



2 Circle.

Bella ¹born / was born ²at / on 7 o'clock ³in / on the morning ⁴in / on March 27th. She's an active, dynamic and ⁵timid / brave girl. She has ⁶long / straight curly hair and big brown eyes. She's beautiful and very nice to her friends. Yesterday she ⁷brings / brought a lovely poster to school, and she said '⁸Not / Don't put it on the door, we can't see it. ⁹You put / Put it next to the blackboard.'

18

3 Answer the questions.

1 When did Columbus discover America?

2 Where was your English teacher born?

3 When were you born?

4 Was your mother born in Africa?

5 What is your music teacher like?

6 What does Kira look like?

12

20

TOTAL 50

QUICK CHECK UNIT 3

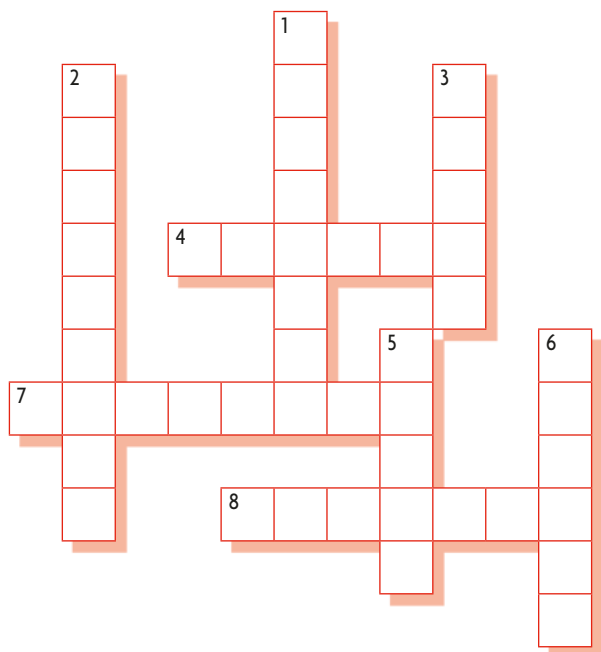
A

Name:

Class:

Date:

1 Do the crossword puzzle.



Down ↓



Across →



2 Circle.

Bella's brothers like playing on the computer with ¹she / her. She likes getting new games. Last week, she ²found / hid a quiz about the world, and she liked it. Now she's talking with Max, one of her brothers. She's telling ³him / he about the game.

Max: Is it an easy game?

Bella: ⁴I do / I think so. It's for children. Call Dylan, ⁵he / him can play with ⁶us / we.

Max: ⁷I don't think so. / No, I don't. He's studying. He has an exam tomorrow.

14

3 Complete the quiz.

QUIZ

Use the adjectives in the box. There are extra adjectives. You can repeat the adjectives for the comparative and the superlative.

big	cheap	dark	dirty	easy	fast
fat	long	short	small	tall	thin

- A plane is _____ a train.
- A flat is _____ a palace.
- Kira's hair is _____ Mike's hair.
- Music is _____ Maths.
- A tunnel is _____ a house.
- Elephants are _____ zebras.
- Mexico DF is _____ city in the world.
- Tucumán is _____ province in Argentina.
- The Amazon is _____ river in South America.
- The Twin Towers were _____ buildings in the USA.

16

20

TOTAL

50

QUICK CHECK UNIT 4

A

Name:

Class:

Date:

1 Complete with the correct word.

Bella's father is at the train station. It's 8 o'clock, and he's getting ¹_____ the train because he's going to his office.

Now, it's 8.30, and Bella's father is getting ²_____ the train. His office is next to the bank, and he goes from the train station to the office ³_____ foot.

He can drive, but he doesn't like going to work ⁴_____ car.

8

3 Circle.

Bella is a very good student. She ¹*always / never* studies and does her homework. She ²*usually / never* does her homework before dinner, but ³*sometimes / always* she does it after dinner. ⁴*When / Why* does she do it after dinner? ⁵*When / But* she goes to the supermarket with her father after lunch. Her sister Lily goes to school in the afternoon, and she ⁶*never / always* goes to the supermarket with her parents and her sister.

Yesterday, ⁷*when / because* they were at the supermarket, Bella ⁸*saw / was seeing* Benjamin, a friend. She ⁹*was saying / said* 'Hello' to ¹⁰*him / he*, but he ¹¹*didn't talk / wasn't talking* to ¹²*her / she*. Bella was very sad ¹³*when / because* she likes Benjamin. Bella ¹⁴*told / was telling* her mother, and she said, 'Oh boys, they're ¹⁵*sometimes / never* timid!'

30

2 Complete this quiz.

QUIZ

- 1 *H* is the _____ letter of the alphabet.
- 2 *September* is the _____ month of the year.
- 3 *I* is the _____ vowel.
- 4 *K* is the _____ consonant.
- 5 *Armstrong* was the _____ man on the moon.
- 6 The week starts on *Monday*. *Tuesday* is the _____ day.

12

TOTAL

50

MID-YEAR TEST

A

Name:

Class:

Date:

1 Complete with the correct word.

1 Teachers work in this room.

2 Students write emails and use the internet in this room.
.....

3 My brother is in the bathroom. He's having a

4 Bella can't find her English book because her brother
..... it in his bedroom yesterday.

5 Look at Lucas. He's getting
the bus.

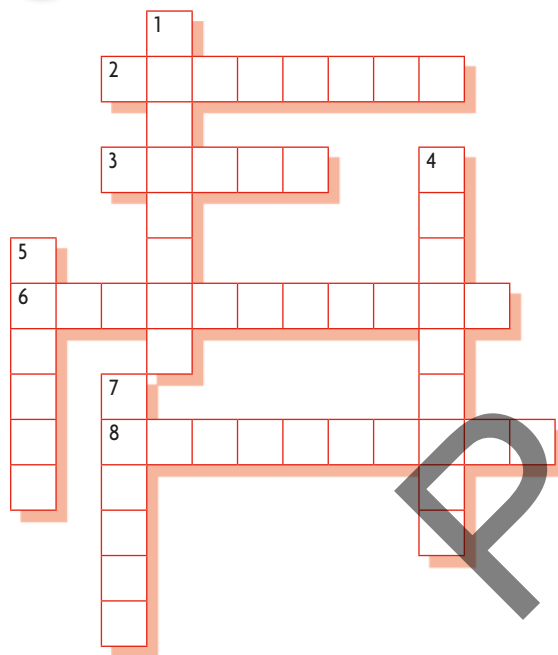


6 May is the month.

7 Bella's father the piano in an orchestra.

14

2 Do the crossword puzzle.



Down ↓

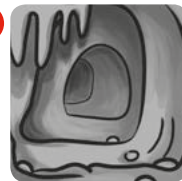
1



4



5



7



Across →

2



3



6



8



16

3 Write the words in the correct column.

serene curly active thin straight dynamic interesting tall wavy timid

WHAT... LOOK LIKE?

WHAT... LIKE?

10

4 Match questions and answers. There are two extra answers.

- 1 What is your aunt like?
- 2 What does your uncle look like?
- 3 Where was your cousin born?
- 4 When do you go to the club?
- 5 How do you go to the club?
- 6 Does your sister go to school by bus?
- 7 Does your brother find information on the internet?
- 8 What did he find on the internet yesterday?

- a By bus.
- b He brought an interesting article.
- c He found an interesting article.
- d He's tall and thin. He has long hair.
- e He's timid.
- f In Canada.
- g No, on foot.
- h On Saturdays and Sundays.
- i She's interesting and dynamic.
- j Yes, he does.

20

5 Complete and make true sentences.

Use the adjectives in the box. There are extra adjectives. You can use the adjectives more than once.

big cheap fast short small tall

- 1 A car is _____ a bus.
- 2 Bella is 1.57 m, Lily is 1.59 m. Bella is _____ Lily.
- 3 Ecuador and Uruguay are small countries in South America, but Suriname is _____ country in South America.
- 4 The Atlantic Ocean is really big. It is _____ than the Indian Ocean, but the Pacific Ocean is _____ ocean in the world.

10

6 Circle.

My name's Zach and I ¹born / was born in Venezuela. I have a brother, Wilbur. He's the ²more / most intelligent boy in his class. He ³always / sometimes studies and reads books.

He doesn't have an mp3 in his bedroom ⁴because / when he doesn't like music. He ⁵never / usually listens to music and I love music! His bedroom is ⁶clean / cleaner than my bedroom, but I'm ⁷more / most popular than Wilbur.

We have a dog, Bobby, and he loves playing with ⁸we / us. My brother always says ⁹Don't / Not play in my bedroom. Let's go to the garden with Bobby and play there with ¹⁰he / him.

Yesterday, I ¹¹played / was playing in the garden with Bobby when it started to rain. We ¹²didn't / wasn't stop playing, and ¹³after / before one hour, I was ¹⁴dirty / dirtier than Bobby. I wanted to watch TV in my ¹⁵parent's / parents' bedroom, but mum said 'No!'

30

TOTAL 100

QUICK CHECK UNIT 5

A

Name:

Class:

Date:

1 Complete with the correct word.

- 1 In _____, it's very cold. There's snow in some places and trees don't have any leaves.
- 2 In _____, many people go on holidays. It's very hot.
- 3 In _____, there are a lot of flowers. It's not hot, it's warm.
- 4 In _____, we are at school. There are no vacations, and it's cold, but not very cold. The trees have no flowers.

8

3 Circle.

Bella is very happy ¹when / because she has new roller skates and she ²is skating / is going to skate at her club now. She skates there ³usually / three times a week. Bella rollerskates to the club because it is ⁴cheaper / cheapest.

⁵When / Because Bella's skating class finishes, she ⁶drank / is going to drink coke and ⁷before / after that, she ⁸has / is going to have a shower.

Now Bella is at home. When her brother comes home, she ⁹is playing / is going to play table tennis with him. She loves sports! ¹⁰Last / Next Monday there are no classes at school, and Bella is going to play sports at the club.

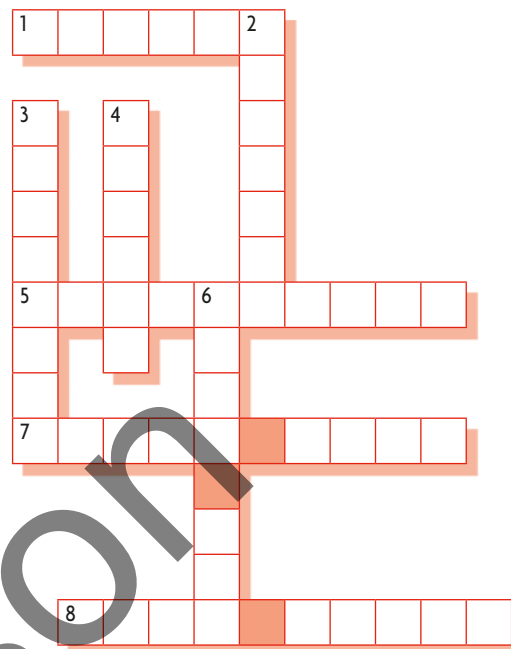
20

4 Complete with the correct question word.

- 1 _____ do your parents go to the theatre?
Never!
- 2 _____ is your sister?
Sixteen.
- 3 _____ is your birthday?
On June 9th.
- 4 _____ do you come to school?
On foot.

10

2 Do the crossword puzzle.



Across →



Down ↓



12

TOTAL 50

QUICK CHECK UNIT 6

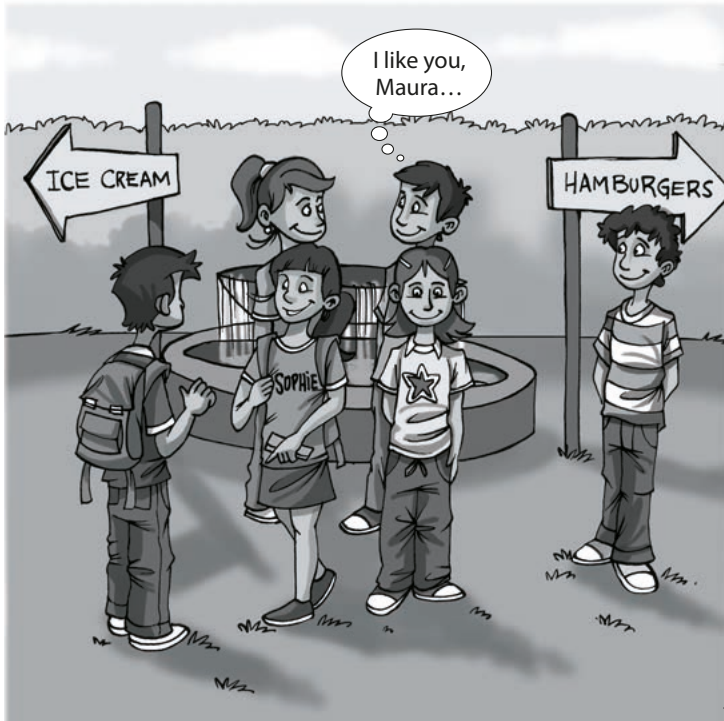
A

Name:

Class:

Date:

1 Where are the children?



- 1 Sophie is _____ Emma.
- 2 Sophie is _____ Maura.
- 3 Ronald is _____ Emma.
- 4 Jack is _____ the girls.
- 5 Benjamin is _____ Sophie.
- 6 The hamburger stand is _____ of the fountain, and the ice cream stand is _____ of the fountain.

14

2 Complete with the correct word.

Sophie's mum was a good student but Sophie's ¹ _____ than her mum; Romi, Sophie's friend, is the ² _____ student in their class. She always gets 10s. And Sophie's father? That's a different story. He was a bad student. He was the ³ _____ student in his class! One day, he did an exam, and he got a 1! The teacher said, 'This exam is ⁴ _____ than the others. Did you study?' 'I never study!' he answered.

8

3 Make true sentences. Use *always, usually, sometimes, never*.

	Mon	Tue	Wed	Thu	Fri
Morning	school	school	school	school	school
Afternoon	study	study	supermarket	study	study

- 1 Sophie is at school in the morning.
- 2 She is at the supermarket in the morning.
- 3 She's at home in the afternoon.
- 4 She's at the supermarket in the afternoon.
- 5 She's at school in the afternoon.

10

4 Match. There are two extra endings.

- 1 My brother's name is
- 2 My brothers' names are
- 3 My sister always
- 4 My brother is
- 5 We sometimes
- 6 My cousins are

- a always at the club at weekends with their friends.
- b ride our bikes to the club.
- c never have lunch at school.
- d goes to school by bus.
- e Jack.
- f Luciana.
- g never in his bedroom in the afternoon.
- h Randall and Paul.

18

TOTAL

50

QUICK CHECK UNIT 7

A

Name:

Class:

Date:

1 What did Bella's mum do yesterday?



Yesterday, ...

- 1 She
- 2 She
- 3 She
- 4 She
- 5 She
- 6 She
- 7 She
- 8 She

16

2 Complete with the correct profession.

John studies plants, animals and humans. He's a

¹ His wife works with animals. She's a

² His sister loves numbers. She's an

³ His brother works with computers and

analyses numbers. He's an ⁴ His parents

construct buildings. They're ⁵

10

3 Circle.

Bella was very tired yesterday ¹because / so she played tennis, hockey and volleyball at the club. She ²went / was going home at 5 in the afternoon. ³When / While she opened the door of her house, she ⁴saw / was seeing her sister Lily.

Lily ⁵watched / was watching a horror film on TV, and she ⁶didn't / wasn't hear Bella. Bella ⁷was saying / said 'Hello' and Lily got scared!

'I'm sorry,' said Bella.

'That's OK,' said Lily. 'I don't want to watch TV, now, ⁸I'd like / I like to eat something, I'm hungry.'

⁹Why don't we / Do we go to the new shopping centre? We can have a hamburger there.'

¹⁰Great / Yes, I do.'

While they ¹¹were walking / walked to the shopping centre, they met their friends Jack and Ben. They were hungry, too, ¹²so / but the four went to a fast food restaurant.

24

TOTAL

50

QUICK CHECK UNIT 8

A

Name:

Class:

Date:

1 Complete with the correct word.

Bella's mother's car isn't slow. It's ¹..... . It's on the ²..... of her house, not on the left.

Bella didn't get up early today. She got up ³..... . She had a problem: there was no light at home and her room was ⁴..... . She wasn't calm, she was ⁵..... .

10

2 Match. There are two extra endings.

- 1 Pauline went to the shopping centre to
- 2 She phoned her mother while
- 3 In 1925, there was a
- 4 In 1925, there weren't
- 5 Twenty years ago, there wasn't
- 6 Twenty years ago, there were
- 7 My sister is going to be
- 8 She's going
- 9 She'd like to
- 10 She likes

- a big school near the park.
- b a lot of bikes in the streets.
- c an accountant.
- d any pollution in our city.
- e any taxis in the city.
- f because she didn't have any money.
- g because she's going to meet her friends.
- h studying with her friends.
- i buy clothes for a party.
- j to study at the national university.
- k she was walking.
- l work in the afternoon.

20

3 Circle.

- ¹When / While Bella was seven years old, she lived in a small town. Her ²parent's / parents' house was nice.
- ³They were / There were three bedrooms and ⁴it was / there was a big garden. Bella got up early every day
- ⁵to play / she played in the garden.
- One day, ⁶while / because she ⁷played / was playing, she ⁸saw / was seeing a little dog in the street. It was beautiful!
- ⁹There were / It had small ears and big eyes. Bella called her mother ¹⁰to tell / told her about the dog. Bella was very happy because her mother said, 'Yes, you can have the dog.'

20

TOTAL

50

END-OF-YEAR TEST

A

Name:

Class:

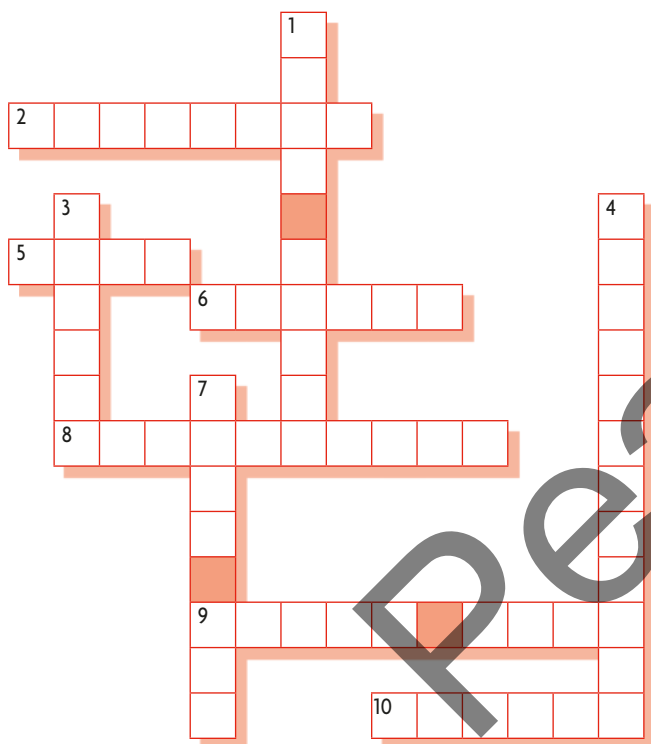
Date:

1 Complete with the correct word.

- 1 This person works with animals.
- 2 This person helps and guides people.
- 3 Ginobili and Maradona were born in the country, but they went to schools.
- 4 This season starts on March 21st.
- 5 This season starts on December 21st.
- 6 My sister's room is on the right, and my brother's room is on the My room is in the

20

2 Do the crossword puzzle.



Down ↓

1



4



3



7



Across →

2



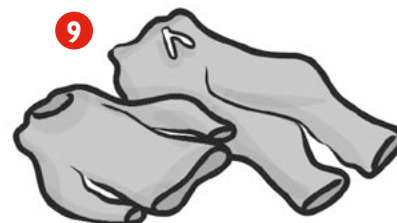
6



8



9



5 My sisters their clothes every Friday.

10 My mother cooks dinner and my brothers wash the after dinner.

20

3 Match the questions and answers. There are two extra answers.

- 1 How often do you go to the cinema?
- 2 Why don't we go to the cinema tomorrow?
- 3 Why did you go to the library?
- 4 Why were you scared?
- 5 When are you going to phone your friend?
- 6 When did you find this web site?
- 7 Was there a shopping centre in your town ten years ago?
- 8 Was the playground big?
- 9 Were there many cars in the streets 80 years ago?
- 10 Were cars fast 30 years ago?

- a Because I watched a horror film.
- b Because I'm going to swim.
- c Last Monday.
- d No, it wasn't.
- e No, there weren't.
- f No, they weren't.
- g Once a month.
- h Sorry, I can't.
- i To buy some food.
- j To read a book about inventions.
- k Tomorrow.
- l Yes, there was.

20

4 Complete with the correct word.



The children are in the park. Bella is on the
¹ _____ of the hamburger ² _____.
 Alan is ³ _____ her. Can you see Alan? And Bella's
⁴ _____ Benjamin. Melanie is ⁵ _____
 them, and Hugh is ⁶ _____ Melanie.

12

5 Circle.

Zach is very happy ¹*because* / *so* it's his birthday tomorrow and he ²*celebrated* / *is going to celebrate* it at the club. He's ³*always happy* / *happy always* when he's at the club. He's thinking, 'It ⁴*is* / *is going to be* the ⁵*better* / *best* party of my life.'
 Last year, he ⁶*didn't* / *wasn't* have a good time. He got up early ⁷*to clean* / *because he cleaned* his house. He ⁸*washed* / *washed up* the dishes. While he ⁹*cleaned* / *was cleaning* the house, he ¹⁰*found* / *was finding* a paper on the floor. Zach was curious, ¹¹*so* / *because* he read it. ¹²*It was* / *There was* a letter. It said, 'Meet me at 10 at the park. Lina.'
 He ¹³*went* / *was going* to the park, but Lina wasn't there. He phoned ¹⁴*her* / *she*, but she didn't answer the phone. He went home, and there was Lina and his friends. 'Surprise!'
 Well, that wasn't a surprise, it was a shock!

28

TOTAL

100

Lyrics

A skeleton in the classroom



When I was three, school wasn't cool
And yes, I was a bit of a fool.

There was a skeleton in the classroom,
(There was) a black cat in the bathroom,
(There was) a hungry dog in the corridor,
And a scary vampire in the hall.

When I was three, school wasn't cool
And yes, I was a bit of a fool.

In the lab, there were scary hamsters.
In the library, there were monsters.
In the playground, there were rats.
In the auditorium, there were bats.

When I was three, school wasn't cool
And yes, I was a bit of a fool.
But at four, six, seven and eight
I learnt that school is great.

Dance with me



Are you going to dance with me?
That's a wonderful idea! Let me see.
Hold my hand, follow the rhythm, left, right.
I'm going to teach you new steps tonight.

Now that I'm standing opposite you.
Watch out! Don't step on my shoe!
Turn round slowly, oh what fun!
Let's show our friends. Come!

Some people say dancing is romantic.
Others say it's incredibly fantastic.
We're having a great time, you and I.
We're going to start again. Come on! Let's try!

Boom boom kapoom



Boom boom kapoom.
Shake your body.
Stamp your feet.
And follow the beat!

Clap your hands to the right.
Clap your hands to the left.
Now do the Boom boom boom kapoom.
With a friend.

Boom boom kapoom.
Shake your body.
Stamp your feet.
And follow the beat!

One step forward.
Turn yourself around.
One step to your left.
Shake hands with a friend.

Boom boom kapoom.
Shake your body.
Stamp your feet.
And follow the beat!

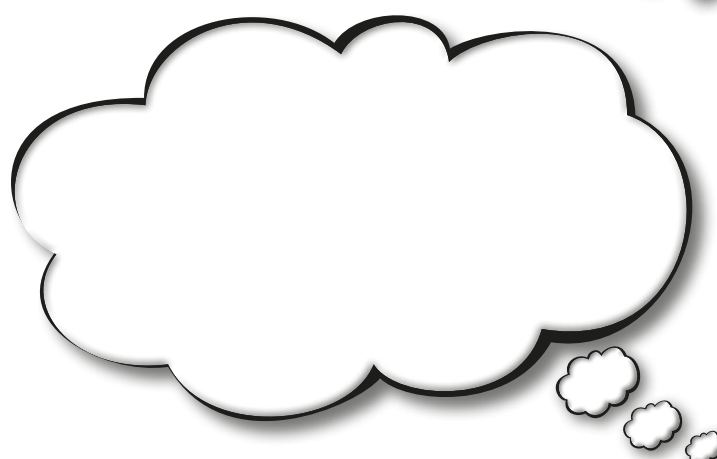
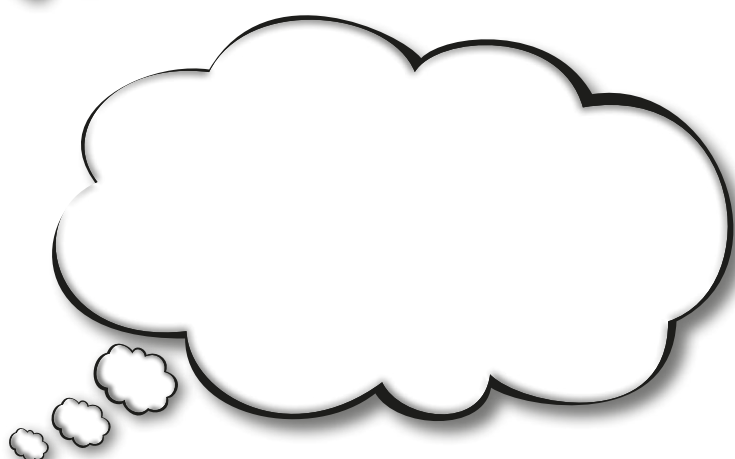
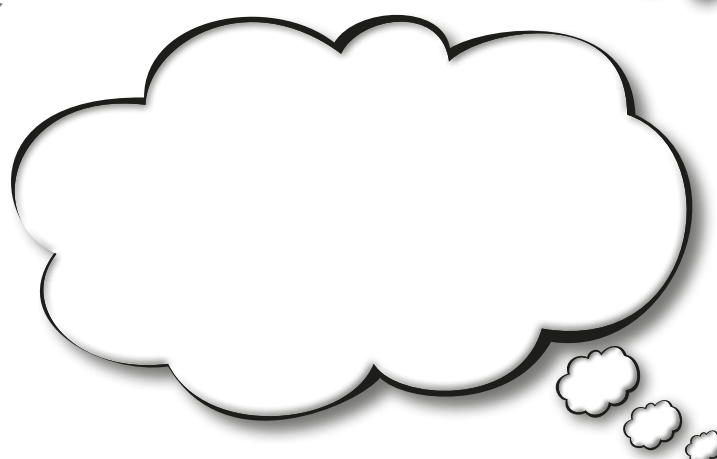
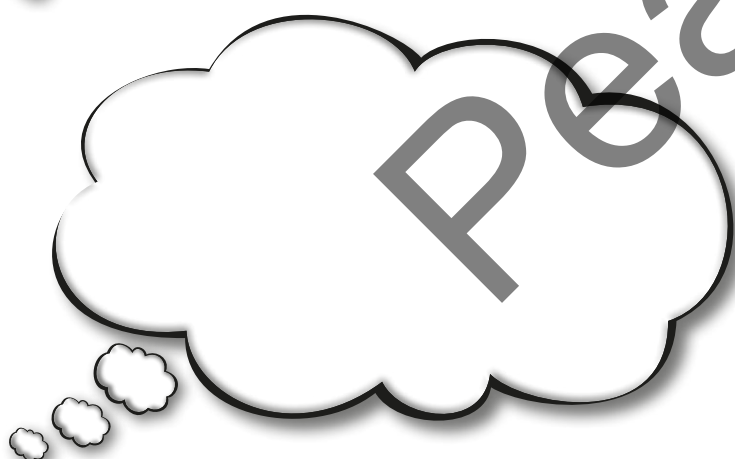
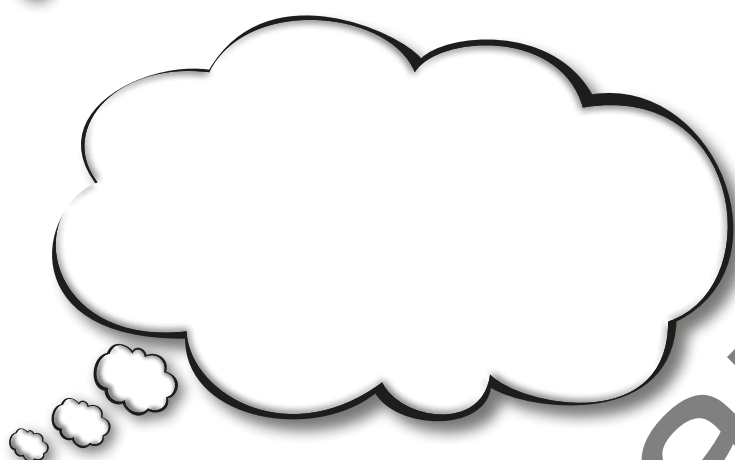
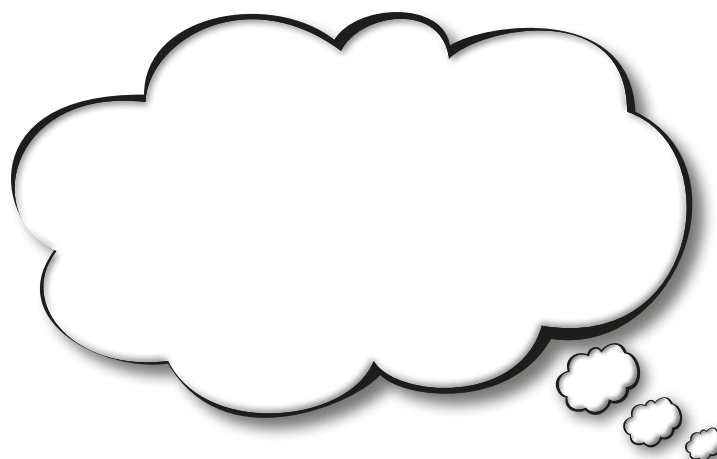
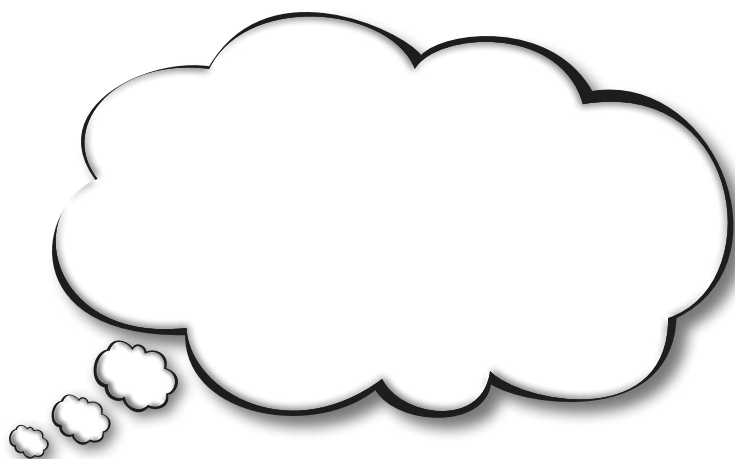
One step backwards.
Turn yourself around.
One step to your right.
Clap hands with a friend.

Let's start the Boom boom boom kapoom again!

Name:

Class:

Date:



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