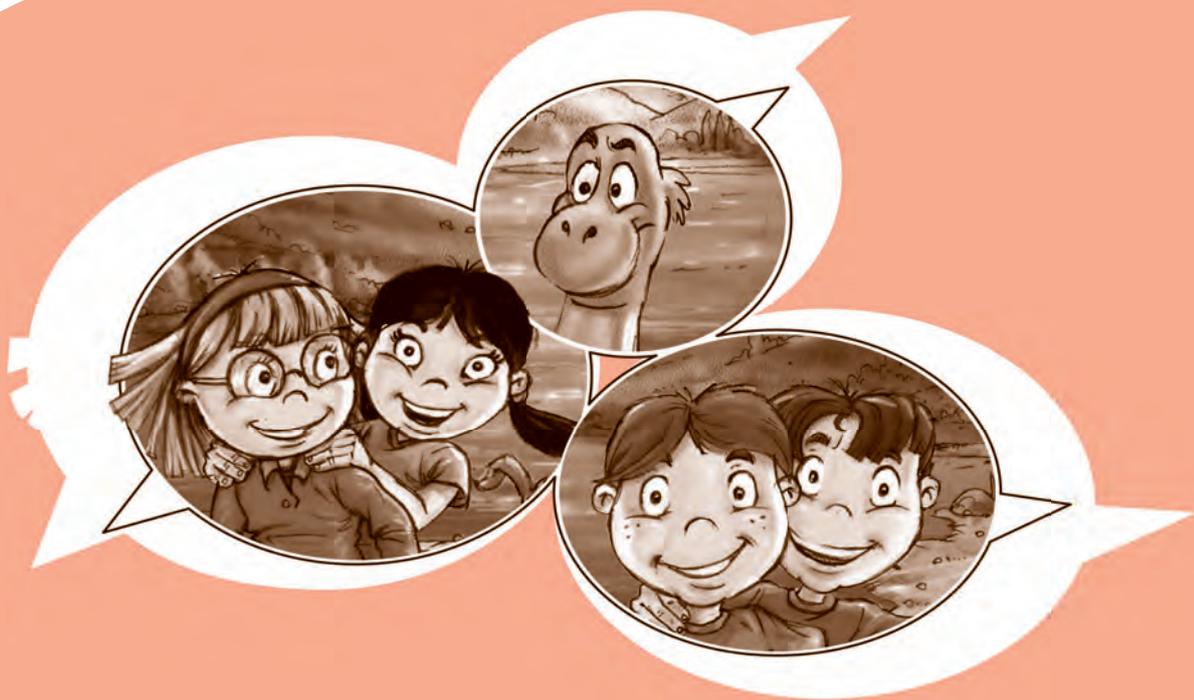


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STORYLINE

Leonor Corradi & Beatriz Pena Lima

Teacher's Companion



NEW

- CLIL pages
- Further Practice pages

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Este logo alerta al lector sobre la amenaza que fotocopiar libros representa para el futuro de la escritura. En efecto, la fotocopia de libros provoca una disminución tan importante de la venta de libros, que atenta contra la posibilidad de los autores de crear nuevas obras y de las editoriales de publicarlas.

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Teacher's Companion

RECOGNITION	ORAL INTERACTION	INTEGRATION	
Days of the week	<i>Hello! Hi! Goodbye!</i>		16
Classroom language Feelings: <i>happy, tired, OK</i> Weather conditions: <i>sunny, cloudy, rainy</i> Days of the week	<i>Hello! Help! Goodbye! I'm + name What's your name? Thank you! Here's your...</i>	Vocabulary Numbers: 1 to 10 Grammar Plurals	20
			26
Classroom language: <i>point to, show me</i> Feelings: <i>happy, tired, OK</i> Days of the week <i>too!; but</i>	<i>I'm + age Look! Fantastic!</i>	Vocabulary Numbers: 1 to 10 Colours School objects	Grammar <i>I'm/ I'm not; I have/ don't have</i> Oral interaction Greetings
			36
Feelings: <i>sad, angry</i> Weather conditions: <i>cold, hot</i>	<i>Let's... And?</i>	Vocabulary Actions, Family members Numbers: 1 to 20	40
			46
<i>They're twins.</i>	<i>You're (sad). Well done! And now?</i>	Vocabulary Adjectives + classroom objects Family + actions Grammar <i>I'm + verb + ing; I'm + age</i>	Recognition Feelings: <i>sad, angry</i> Weather conditions: <i>cold, hot</i> Oral interaction <i>Let's...</i>
			56
			59
Feelings: <i>tired, exhausted</i> Weather conditions: <i>snowing, windy</i> <i>It's + adjective</i>	<i>What fun! Me too! Ouch... my (head).</i>	Vocabulary Adjectives <i>My/ his/ her + part of the body/ family members</i> Grammar <i>I have...; I'm...</i>	Answers to <i>What's his/ her name?</i> Oral interaction <i>Let's... This is...</i>
			66
<i>A box for... A box from...</i>	<i>Let's (play). It's fun! Upsss, sorry! No problem! You're lucky.</i>	Vocabulary Family members Grammar <i>I have/ don't have, they have.</i> Possessive case + adjectives/ colours	Recognition Feelings: <i>tired, exhausted</i> Weather conditions: <i>snowing, windy</i>
			76
Feelings: <i>nervous</i> Weather conditions: <i>warm</i> <i>I love...</i>	Asking for food or drinks: <i>A sandwich, please.</i>	Vocabulary Numbers + food Animals Adjectives	Grammar <i>Like and have</i> Oral interaction <i>Let's...</i>
			86
Revision	Revision	Vocabulary Adjectives, colours, actions, body, objects, family members Grammar <i>Have/ don't have</i>	<i>Like/ don't like I/ he/ she + verb + ing My/ his/ her Possessive case</i>
			96
			99
			100

STORYLINE

Storyline is a six-level series for learners between the ages of 6 and 11 which aims at actively involving kids 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 kids**, 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, even when learners are focusing on the structure of the language. In this respect, stories and story telling are a must in a series for kids, 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 Level 1 learners are mature enough to become aware of how language works and, hence, they are ready to reflect on how meaning can be conveyed through structures.

2. Focus on learning

The series **aims at fostering learning rather than at teaching**. This means orienting 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 practices 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), especially at Starter A and B levels, and there is room for the development of multiple intelligences. There are also plenty of opportunities for 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
- › **Studying skills** - to help them learn effectively
- › **Organisation habits** - to help them develop their autonomy
- › **Thinking skills** - to help them evaluate information critically
- › **Intercultural awareness** - to help kids understand and value their own learning

- › **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 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. Moreover, the introduction in the upper levels of poems, rock lyrics, legends and folk tales belonging to other cultures aims at helping learners recognise the value of human diversity and, through comparison and contrast with similar texts from their own culture, arrive at a greater appreciation of their own cultural roots.

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 1 and 2, are presented through a medium that enjoys widespread popularity among kids: the comic strip. The pedagogical reasons for such a choice are threefold. Firstly, comic strips are reader-friendly because the pictures which accompany the dialogues and the captions facilitate access to the stories. The illustrated panels provide the narrative sequence, the settings of the stories, the characters' physical appearance, their clothing, gestures and facial expressions. Comic strips are the perfect vehicle for developing reading skills in those kids in need of visual scaffolding. Secondly, comic strips belong to the realm of popular culture and are thus associated with real-life language and informal registers- an incentive to make kids feel that the language they are learning can be put to immediate use. Thirdly, comic strips are a unique art form. According to language specialists, when kids are immersed in a story they are learning more about the language than when a teacher resorts to decontextualized activities. The explanation of why this is so seems to be that **stories involve kids as whole persons. They appeal to their intelligence, their imagination and their feelings, and broaden their capacity to understand and empathise with others.**

THE PUPIL'S BOOK

- › There are **eight main units in *Storyline 1***, 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 and song 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 kids are familiar with, once again integrating previously taught topics, and a Test your Memory section before the workbook section.
- › There is a play on pp. 94-95 which presents a new text type and the opportunity for integrated language use.
- › CLIL section: eight units which provide a link with one of the subjects in the curriculum and integrated language use.
- › At the end of the Pupil's book there are eight workbook units, each with a number of activities aimed at providing students with further opportunities to use the language meaningfully.
- › At the end of this section there is a Further Practice area, one for each unit.

THE TEACHER'S COMPANION

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

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

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* and *Expansion* activities
- › the scripts for every listening activity
- › the lyrics for every song
- › 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 1*. It includes a *How to go about it* section with suggested procedures for the Pupil's book activities. The suggestions in this section apply to all the units in the book and, therefore, are not repeated in the individual lesson plans. Teachers are advised to refer back to this section when necessary.

a. Routines

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

How to go about the routine

- › Write a sketchy plan of the day's lesson on one corner of the bb, e. g.:
 - Hello song
 - Calendar
 - Weather
 - Feelings
- › You can replace words with drawings for the weather and feelings.
- › Start the lesson with the *Hello* song.
- › Write **TODAY IS (MONDAY) (MARCH 27)** on the bb. There is a tendency now not to include the ordinal ending, which you may start writing as Ss grow older and know all the numbers.
- › Ask Ss about the weather. You can draw the symbols on the bb.
- › Ask Ss about their feelings. You can ask them **Who's happy today?** and those who are happy raise their hands. Count the number of hands and write it below the happy face. Do the same with the other feelings. Include your own feeling. Once this is over, add up the numbers and compare the result to the number of students Ss should learn they have to vote, and that they have to do so only once.
- › When you finish the routine, go to the plan on a corner of the bb and ask Ss which steps you can tick off.
- › Before the end of the lesson, go back to the plan and reflect with Ss (in Spanish) on why you have been able to cover it or not. This is a good

opportunity to show Ss that sometimes, some activity may take longer because they need more time, and this is OK, but if you waste time because they misbehave and have to stop the lesson, this is not OK.

b. The story sections: Look and listen

The **comic strips** in *Storyline 1* **present the linguistic and communicative teaching points of the unit** through characters that learners can easily identify with. *Storyline 1* contains a fully-fledged story in comic strip form. The story is based on a legend that lives on in many cultures: that of a plesiosaur which, having survived extinction, still inhabits the depths of a lake, surfacing every now and again to the amazement of solitary onlookers.

In this case, **Plucky**, an eight-year old plesiosaur, is not alone in the lake. He lives with his mum and dad in Lake Pluck in a beautiful mountainous area, and keeps in touch with Grandma Nessie, who lives in a lake in northern Scotland. But, being an only child, he has nobody to play with, which is one of the reasons why his parents decide to send him to a school for 'human' kids on land. It is at school where he meets the four eight-year olds who will become his great friends:

- › **Annie**, a lively girl of indigenous descent. She lives with her parents and her two-year old sister Kim.
- › **Emma** and **Eric**, a pair of very friendly twins who live with their parents and **Robby**, their dog. Both are good at outdoor sports, Emma excelling at football and snowboarding.
- › **Tommy**, a computer whiz, loves helping his friends when they are in trouble. He lives with his mum and is in a wheelchair.

At school Plucky also meets **Miss Kenny**, his enthusiastic third form teacher. Together with Annie's father, Miss Kenny will be teaching the kids to be responsible caretakers of their environment.

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:

- › Check beforehand whether your recorder works well. It's most frustrating when it doesn't.
- › If you prefer reading the story aloud, practise reading it beforehand with expression and enthusiasm. You can read the punch line -the final part of a joke- with more intensity or slow down the pace to build up suspense. You can also try making each character sound different. Read at a leisurely pace: kids need time to take in what they see and hear.
- › Whet the kids' 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 kids' world the better. As the purpose of this stage is to motivate learners and to activate their schemata, teachers can resort to Spanish, the language of instruction. You can find possible lead-ins for the different stories in the lesson notes of each unit of the book.
- › Ask relevant questions aiming 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 listen to the story and check their predictions.
- › Invite them to listen to the story a second time. Remember to give them a second task for the listening activity to be meaningful.

c. Activities

Activities are aimed at the development of both comprehension and production practices. They are organised into recognition activities, following the presentation of a teaching point, and then guided practice activities. There are *Building Confidence* activities in the Teacher's Book 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 Book also includes *Expansion* activities, in which several teaching points are integrated into one instance of meaningful language use.

How to go about *the icons*

- › The icons are clear and show what Ss have to do.
- › Elicit from Ss what they think they have to do. If necessary, you can draw the icons and write the instructions on the bb.



How to go about *listening activities*

- › You need to start by referring Ss to the icon.
- › Elicit from Ss what materials, if any, they need to carry out the activity: black pencils, coloured pencils, a rubber, glue, etc.
- › Check that Ss have their materials ready. If they are going to do a colouring activity, make sure they have the necessary coloured pencils and that their tips are sharp.
- › 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 by having either drawings or flashcards on the bb.
- › The use of the audio: it may be the case that it cannot be used for a number of reasons. 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*

- › Ask Ss to have a look at the icon. Make sure they 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.
- › However, young Ss may not be ready to work in pairs or in small groups yet. If you want them to do so, make sure you teach them how. This requires lots of examples and patience on your part.
- › 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*

- › Have Ss focus on the icons and tell you what they have to do.
- › If they need materials, make sure they have everything ready. You can check they have the materials ready by naming each item they need, e.g. **Ball? Soft toy?** and by asking them to show it to you.
- › 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*

- › 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, their cards, 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.

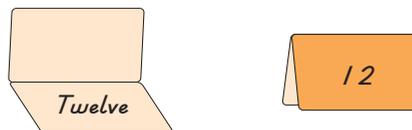


How to go about *songs*

- › Have Ss look at the icon and tell you what they are going to do.
- › Go over the vocabulary (lyrics) of the song. You can elicit the words of the song from Ss.
- › Play the song once for Ss to check their predictions.
- › You can draw the stave on the bb and draw the words or use the flashcards. Play the song again and, as you hear the words, point to them on the bb. Invite Ss to do the same in their books.

- › Rehearse the song with the Ss (most probably, more slowly than the recording).
- › Play the song again and invite Ss to sing along.
- › Encourage Ss to add some dance routine to the song. This way, they'll remember the words better.
- › Play the karaoke version for Ss to sing.
- › For another way of working with songs, go to the *Songs* section in Starter A & B's online Teacher Training Video at www.pearsonelt.com.ar/storyline. 

take their notebooks so that they make the effort to remember the word.



How to go about reading

- › Choose three or four words belonging to the same lexical set. They should all start with a different consonant, e.g. *blue, green, pink, red*.
- › Show Ss the flashcards for them to name the colour or object.
- › Write the four words on the bb. Confirm with the grade teacher what type of print Ss are used to reading (block capitals, lower case or cursive).
- › Ask Ss to look at the words, and ask them where they think it says *pink*.
- › Match the word and the flashcard.
- › Do the same with the other words.
- › When Ss are familiar with these words, add a level of difficulty: two words which start with the same letter, e.g. *blue, black*. Invite Ss to predict which is which (using the flashcards). Help them become aware of how identifying consonants and then vowels can help.
- › Remember Ss should only be asked to read words they can say.
- › It is also important when Ss start reading to include the written word and the concept (flashcard or drawing) at the beginning. After some time, give them the words alone to see if they can really read them. Once they decode the word, they should match it with the concept (flashcard or drawing).
- › In the case of sentences or phrases, tell Ss there are some parts which remain the same, e.g. *I like biscuits, I like milk, I like oranges*. Ss should identify these chunks (sight words) and then identify what is different.
- › Ss should be given plenty of meaningful reading practice of these chunks (*I like, I have, the, a*) since it helps develop fluency in reading.
- › Ss should then be given practice in identifying the same word written in block capitals, lower case print and cursive. It is important that the concept should be part of the activity as well.
- › Reading instructions is a reading activity in itself. Encourage Ss to read instructions.
- › For further ideas go to the *Reading Comprehension* section in *Storyline 1 & 2's* online Teacher Training Video at www.pearsonelt.com.ar/storyline. 



How to go about writing

- › Ss should start writing words they can read quite easily.
- › Ss need lots of fine motor skill activities. These activities should not focus on the physical act of writing alone, but should incorporate meaning as well.
- › Let Ss use the type of print they are most comfortable with: block capitals or cursive.
- › Encourage Ss to help you make classroom posters with vocabulary. This is a type of wall picture dictionary. Every word should be written on a piece of paper. Fold it in twos so that the word is covered and make the drawing on the outside flap, so that the poster should be a collection of drawings.
- › When Ss cannot remember how to spell a word, they should go to the poster, lift the flap and read the word. They should not be allowed to

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 icons and instructions. Ss should 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. These instances are signalled in the suggestions for exercises.
- › 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.
- › Each exercise is followed by an *Expansion* activity which uses the exercise as a springboard for further opportunities to use the language and reflect on it.

d. Pronunciation

Pronunciation is 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

- › 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.

e. Playing with flashcards

The Teacher's adoption pack for *Storyline 1* and *2* comes with a set of flashcards.

The set includes:

- all the lexical items presented in the Pupil's Book
- the characters

How to go about flashcards

- › Flashcards can be used for games creating some information gap, i.e., by showing only a small part of the card or by flashing it. This way, language is used meaningfully since Ss have to tell the teacher what they think something is, rather than simply say what is obvious and everybody can see.

- › You can also hold all the cards in your hand as if you were holding playing cards. You can number the cards and ask Ss to choose a number so as to pick out one card. You can also play *crazy finger*: you move your forefinger very quickly from the first to the last card and when one of the Ss says **Stop**, that's the card you pick out.

f. 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 ask Ss if they want the activity to be difficult (use gesture) or easy (gesture again).
- › You can change the level of challenge by showing a bigger or smaller area of a picture, by flashing it more or less quickly, by miming something more or less quickly, etc.
- › When playing guessing games, you can also ask Ss whether they want it to be easy or difficult. For them, *difficult* will mean those words they find more difficult to remember or say.

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.
- › You can time activities as well. If there is a clock in the classroom, tell Ss that they will have to stop when the long hand is at a certain number. You can stick a pointer on the clock to show where the long hand should get to. It is not necessary for Ss to be able to tell the time. 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.
- › It is very important at this stage to give Ss something concrete for them to measure time. If you tell them '10 minutes', it won't mean anything.

OUR POSTER

- › At the end of every unit, you can make a poster with the Ss on which you show the vocabulary of the unit.
- › 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.
- › Elicit from Ss that they will have to approach your desk in small groups to glue their cut-outs.
- › Make a classroom display of the posters. Ss can use these posters as wall dictionaries.

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.

Kids 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 organise 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

Kids at the age of eight/ nine 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.

Young kids 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. This is why Tommy, one of Plucky's closest friends, is a disabled child. The inclusion of a character with a mobility impairment aims at promoting a more integrated world. Tommy leads a full life just as his friends do and, at moments, he even adopts leadership roles.

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

Intercultural awareness

The world is characterised by 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. **Kids need to be able to see how diversity contributes to making the world more attractive, to helping us understand others and the concept of otherness.**

At the same time, they will learn about their own cultures and value them. As English teachers, we need to help Ss focus on diversity, for which a good starting point is the inclusion of kids 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.** This is further developed on page 112.

How to go about the posters

Both posters in *Storyline 1* 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 the poster on a sheet of cardboard.
- Stick it to a plastic hanger,  or to the plastic handle 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 at the beginning of the lesson and then putting it back where it is kept. You can use the helper badges downloadable from http://www.pearsonelt.com.ar/storyline/pdf/PC/Routinecards_L1.pdf.
- You can start leading the routine stage yourself and after some time, which will depend on each group, you can appoint different kids to be the ones in charge of each poster – one for the calendar and another one for the routine poster. They will be asking the questions, e.g. *Is it cloudy today? Is it rainy? Is it hot? Or What's the weather like today?*
- 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 Uhu Tac ©) or masking tape, which sticks fine and is easy to remove.
- If you use icons or illustrations for these flashcards, after a while you can also make word flashcards for the kids to match to the correct image.

Calendar poster (TB page 109)

For the first class, write all the numbers up to the one before the day on which you have the first lesson. It does not matter if kids have not learnt all the numbers yet, this is a natural way of introducing them. If you do not have classes every day, you can ask kids, e.g. if the first class was on March 4th and today is March 7th, *What about today? (gesture) Four? Yes or no?* (as you show the number flashcards or as you write the number in the correct square or somewhere on the board) *Five? Six? Seven?* You can use this procedure whenever you have a class.

You can use patterns, which help kids develop logical thinking. For the first month, you can use two or three colours to write the numbers, e.g. red, blue and green. Show kids you are following a pattern for them to decide which colour you should use for each day. Once they are familiar with this routine, you can introduce vocabulary areas, e.g. shapes – square, triangle, circle, oval – big/small, e.g. a big circle, a small circle – or revise lexical areas you have already taught, which you can vary every month. For the patterns, you can use small slips of paper which you stick in the right square or you can draw using board markers.

In the second semester, you can introduce *Yesterday was...* This does not mean you will be teaching the Simple Past tense. Kids will be naturally exposed to past forms, and when the time comes for them to become aware of how the past tense works in English, they will draw on their previous knowledge. You can start with the regular procedure for the date and ask kids, e.g. (if today is Wednesday, August 8th) *What about yesterday? (pointing to the calendar) Yesterday was Monday. Is it OK? Yesterday was Tuesday. Is it OK? Yesterday was 7th. Yes or no? Yesterday was*

9th? You can also teach *Tomorrow is...* using the same procedure. The Simple Present Tense is the correct tense when dealing with statements about the calendar, i.e. fixed information as in *There are 30 days in September, or My birthday falls on a Saturday this year.*

There is a blank calendar on page 13 in this Teacher's Companion, which can be photocopied and used by kids every time a new month starts. A blank copy of the calendar can also be downloaded from www.pearsonelt.com.ar/storyline. 

Routine poster (TB page 109)

This poster has been designed to go over the basic elements of the routine: the date and the weather. Teachers can include other elements, e.g. feelings, number of boys and girls present, among other ideas.

To circle the correct option, you can use board markers or you can cut out three ellipses to place on the correct options. In this case, it is better to use either cardboard or cartridge/sugar/construction paper. To stick them masking tape or a flexible adhesive substance is a good choice.

When working on the weather conditions, *Yesterday was...* can also be used. If you decide to work on the future as well, *will* has to be used, e.g. *Tomorrow will be sunny*, since these are instances of prediction.

For the weather conditions, you can start by asking kids, while pointing to the correct symbol, e.g. *Is it sunny today? Is it cloudy today?* Once kids have identified the weather conditions and temperature, you can provide a synthesis, e.g. *Today is warm and sunny.* You may also introduce *although* naturally, e.g. *Today is sunny although cold.*

If you decide to teach *Yesterday was...* you can ask kids to keep a daily record of the weather conditions. In this way, when you have a class with them, you can ask them about the days in between classes. For instance, if today is September 27th, and you last met on September 24th, you can ask kids about the weather today, and then about the days before, e.g. *Was it rainy yesterday? (while pointing to the correct square in the calendar poster). What about Tuesday 25th? Was it sunny?*

You can give kids a print-out of the calendar poster, which you can find on page 13 in this Teacher's Companion or on the website www.pearsonelt.com.ar/storyline. They will need one a month. In this worksheet, apart from writing the dates, they can keep a record of the weather conditions. Kids can also colour the squares for holidays, i.e. Saturdays and Sundays and any other public holiday. They can also signal classmates' birthdays. For this, they can draw a cake, a balloon or a party hat. At the end of each month, you can give kids a quiz, which they can solve individually, in pairs or in small groups. The following are ideas for the quiz. You can include new ones every month, increasing the level of complexity.

- How many holidays (this month/in August)?
- How many birthdays?
- How many (windy) days?
- How many (cold) days?
- How many (rainy Saturdays)?
- What was the weather like on (Monday 7th)?
- Was it hot on (Friday 24th)?

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 kids 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 kids 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, conjunctions 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 for the majority of kids, 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 kids to understand the word *brothers* meaning brothers and sisters, or the fact that young learners may not understand what we mean by a *full sentence*, – or on aspects to consider, e.g. asking at school if all kids have a mother and a father.

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 kids in the classroom, the purpose is to draw kids’ attention since the teacher, most probably, has something to say to them, and the text has a name: it is an instruction.

We stress the importance of kids 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 kids’ 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 kids 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 kids could not activate their schemata.

Kids are exposed to a variety of text types, either read by the teacher or recorded by kids and adults, including poetry, songs, stories, guessing games, among others. All these activities are accompanied by illustrations that help kids understand the text. When they listen, activities are proposed for kids to identify the communicative situation, the interlocutors and the possible topic of conversation. Depending on the task, kids 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 or intonation in questions and exclamations.

Reading

In some way, reading is a mirror of listening since they are both based on a text, oral in the case of listening and written in the case of reading. In the same way that kids can find clues in paraverbal features when listening to a person, 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 kids will come up with before they read the words in the text. As kids read, these clues, together with other linguistic discursive elements, will help learners construct more accurate meanings, which will prove a positive motivating activity that will contribute to learning.

Through the variety of text types kids 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 kids progress in their learning process and gain autonomy, there will be less visual support since kids 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.

Speaking

In the early stages, speaking will be approached as part of an interaction between different participants, usually the kids 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 kids, e.g. greetings, talking about feelings and asking for permission, among others. These interactions are carefully structured so that learners should be given the scaffolding they need. Kids 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 in the stories, or something the teacher frequently says. Some kids 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 kids are in their learning process and what hypotheses are at stake. It is better not to correct kids but to offer the correct version as natural feedback in the course of conversation, e.g. *St: You like hamburgers? T: Yes, do you like hamburgers?, or St: Is a TV in my bedroom. T: Oh, there's a TV in your bedroom. Is it small?*

In *Storyline*, there is heavy 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 kids become aware of how language works. As stated before, grammar, structures and vocabulary are tackled as linguistic discursive elements that help construct meanings.

Writing

In *Storyline*, there are activities to be solved in writing and writing activities. In these last ones, 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 any writing situation outside school.

Kids are invited to write short, simple texts such as notices, captions, picture dictionaries, among other examples. In order to do this, kids need to be exposed to several samples which they can use as models. Kids are asked to reflect, guided by the teacher, on the characteristics as well as the purposes of the texts. In some cases, as a first approach, the teacher can decide to have kids dictate the text to himself/herself who will write it on the board and reflect in a loud voice on what he/she is asked to write, modelling the type of reflection a writer, and later kids, will be involved in.

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 kids 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.

Whatever texts are created by the kids, it is very important to socialize these productions, both inside and outside the classroom. The following are ideas for this: school noticeboards, the school or the group's blog, a 'travelling folder', among others.

Finally, it is essential for kids 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.

Learners should be asked to reflect at two levels: intra and inter language. Intralanguage 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*. Interlanguage 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 kids' 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 kids should speak or know any other language, this interlanguage 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 for kids 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 kids 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 kids 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
- › Intonation, in particular in *yes/no* and *wh-* questions
- › Adjective before the noun
- › Some English vowels: /b/, /æ/, /ʊ/, /ɑ:/, /i/, /i:/, /o:/, /ɜ:/
- › Some English diphthongs: /əʊ/, /iə/
- › Final /ŋ/ sound
- › Short answers
- › *is, are, am*
- › *a/an*
- › gender agreement
- › 's genitive

Inter language:

- › Intonation in questions
- › Quality of the following sounds: /p/, /k/, /t/, /d/, /b/, /r/
- › Plural formation
- › The pronoun *it*
- › Presence of the subject
- › Structure to speak about age
- › Gender agreement
- › Adjectives and number (plural)
- › Constructions to denote possession
- › The use of capital letters

Kids 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 1*, intercultural awareness revolves around the concepts of politeness, diversity and differences. The purpose behind these choices 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 *Hello* Unit, teachers can focus on greetings and forms to address adults and kids in both English and Spanish at school. This is a good opportunity to invite kids to tell the rest about other languages they may know or speak at home and their greeting customs, or to help everybody become aware of the different varieties of Spanish spoken by the different members of the group, including the teacher and other teachers at school. This will give teachers the opportunity to raise kids' awareness that there are several varieties of Spanish in our country, that no variety is better than the rest and that there is no such thing as 'we don't speak well because we speak a different variety.' If you did this when using *Storyline A* or *B* with the same group of kids, you can conduct this discussion as a reminder, or to challenge kids to see how much they remember about other ways of greeting, for instance. This unit can also be used to introduce the topic of diversity, disabilities and society's attitudes towards them. Most kids will say that Tommy has a disability – he's in a wheelchair, though Emma has one herself: she wears glasses.

Unit 1 presents the characters in action. Though of different ethnic backgrounds, the kids enjoy playing together and are ready to welcome a new friend, Plucky the plesiosaurus, once they are able to overcome their natural apprehension at the unknown, and to realize how much they have in common. The same applies to Plucky and his fear of the kids' small dog, which to him, paradoxically, is a monster. Being afraid is nothing to be ashamed of. Moreover, by the end of the unit, he will have outgrown it by being made to feel comfortable with the dog with his friends' help. Other topics under discussion are respecting other kids' private property, caring for the well-being of others and learning to share: three life skills which make communal living easier.

Unit 2 reinforces the importance of a respectful and caring attitude towards new-comers as well as towards those with special needs like Emma, who needs to wear glasses, or Tommy, who needs to use a wheelchair. The same applies to greeting and treating classmates' parents and siblings with proper respect as kids are extremely sensitive to teasing. As to the gender stereotypes which appear in the unit, mainly for the sake of convenience, like Annie's mum wearing a skirt and Plucky's a necklace, it may be useful to highlight the fact that clothing and jewelry or decorative items are not gender specific.

Unit 3 focuses on the impact of highly engaging technologies on kids' daily lives. Just as they allow the characters in the story to communicate with relatives and friends at unthinkable speed, and learn about the world at large, likewise, their overuse may keep kids from spending time with the family, or helping with household chores as in Tommy's case, or may confuse them regarding when and where to use them as in Plucky's case in the classroom. Another interesting topic to deal with is how signs of affection vary in different cultures, which, of course, does not entail people being more or less affectionate. Lastly, learning about myths, legends and tales from around the world, as those of Nahuelito and the Loch Ness monster, is a good way of triggering the kids' imagination and exposing them to the richness of their own cultures and that of others.

Unit 4 also deals with technology, with kids as true digital natives as in Tommy's case, and how their expertise astounds the older generation, the digital immigrants, such as Plucky's grandma. Another topic worth mentioning is the importance of strong family ties for a child's well-being. Plucky misses his grandma who lives a long way away; however, thanks to technology, he can keep in touch with her and strengthen his bond with her. In this unit Tommy's bedroom is shown, which provides a good opportunity to discuss the topic of disabilities and how different cultures approach and deal with it.

Unit 5 presents kids with the natural phenomenon of snow, which may be new to those living in temperate areas. It also introduces them to winter sports and winter activities like making a snowman, and to how our natural environment conditions our life-style to a great degree. Another feature worth discussing is the fact that kids may not only learn from adults but from other kids, as does Plucky with his snowboard thanks to Emma's lessons. Finally, with the upsurge of vegetarianism, an interesting question to pose to the class is whether they consider it right or wrong to kill animals for sport, as in the case of the fisherman at the opening scene of the unit.

In Unit 6 intercultural awareness can be raised by discussing the types of games played by different families and different communities as well as which are their favourite toys. Regarding the latter, an interesting topic would be to discuss to what extent certain toys are just for boys or just for girls. Another issue which is also culture-bound is which animals are considered exotic and which are pets for each community.

In Unit 7 going on a picnic provides kids with the opportunity to acquire environmental education such as the importance of putting out a fire, or not feeding wild animals, as well as to have lots of fun by getting to know adults and other kids outside the school or home environment. This is why Annie's father strives to integrate Tommy in the outing by taking him on horseback, an attitude of his which will benefit the whole group and which shows kids how we can all contribute to make our world a better place. The topic of food also presents us with opportunities to discuss intercultural issues, not only from the point of view of what we like and are used to eating but also showing the connection there exists between typical foods and what grows in the area. By way of example, there are many typical dishes which include corn – a crop grown in many parts of Argentina.

Unit 8 focuses on three learning experiences. Firstly, that of inviting friends' home or being invited to their place, an experience that broadens kids' intercultural awareness by showing them other lifestyles and their inherent richness. Secondly, that of cooperating in the organization of a party or celebration, as is the end-of-the-year one, and thirdly, that of experiencing a sense of achievement at the progress made during the school year with the support of teachers and parents. It is important to help kids realize that the notion of achievement, success and failure is culture related. For instance, for some kids sleeping without a light on may be an achievement, while for others, this may be part of their routine. While a sense of achievement is universal, what different cultures consider an achievement may differ.

THE TEACHER TRAINING VIDEO

Reflections on Classroom Stories

This video, the second one in the series, has been created with the aim of showing how the principles that underlie the series can be put into practice in the classroom.

What can you find in the video?

In this video the authors develop key aspects related to the teaching of English to kids.

Each module is divided into three sections:

- › *Opening* to the topic by the authors.
- › *Classroom sequences* - extracts from real classes where each teaching aspect can be seen at work. In these extracts, Ss interact naturally with their teachers in their regular classrooms.
- › *Rounding up* - reflections on what happened during the lessons and why different things may have happened.

How to go about the video

The video does not follow any order in particular. Teachers are invited to watch segments in any order, depending on their interests and needs. The *Opening* and the *Rounding up* sections provide an opportunity for teachers to understand the principles and reflect upon them. The *Classroom sequences* provide an opportunity to see it all in action.

Note that the video has been uploaded to our website in a way that allows you to choose to see either a whole module from beginning to end or the individual segments that you are interested in.

For ease of use, this video offers the option of using subtitles either in English or in Spanish.

Finally, we would like to stress that this video does not constitute a set of do's and don'ts. Quite the opposite, following these same principles of meaningfulness, our objective has been to show one possible way in which teachers can approach the challenging activity of helping Ss learn.

Just go to www.pearsonelt.com.ar/storyline and enjoy! 

Encuentros Escuela Hogar

At the back of this Teacher's Companion you'll find this photocopiable guide which aims at helping parents and care-givers accompany their kids in the wonderful experience of learning English, whether they know the language or not.

The guide can also be downloaded from www.pearsonelt.com.ar/storyline.

For each unit in the Pupil's Book there is a page in Spanish which is divided into four sections.

Section one contains the story within each unit, or the story behind the story. Parents will thus be able to follow their kids' retellings or construct the stories together with them. Moreover, parents are invited to establish links between what happens to the characters in the book and what happens to their own kids as a means to tackle issues such as problem-solving, the need for sharing things with others, etc.

Section two connects the story to life outside school. There are plenty of opportunities to develop social awareness and values in *Storyline*. Parents can use them for their kids to see the relationship between what goes on in the English class and everyday life.

Section three tells parents what their kids are learning at school. Parents are given tips on how to help their kids remember what is being taught and use it in game-like activities at home.

The *Luz, Cámara, Acción* section offers suggestions of films which are thematically related to the stories in the units, for parents and care-givers to share with their kids.

Lastly, the lyrics of the songs have been included in case parents want to sing them with their kids, with or without the help of the audio.

To sum up, the guide aims at bridging the gap between the school and the students' families. It provides parents with a window into their kids' English class and gives kids the chance to share their learning experience with their families.

NOTE: You can either send parents a photocopy of the corresponding unit or direct them to the following site www.pearsonelt.com.ar/storyline, where they will find the complete guide.

How to go about parent involvement

You can reinforce and strengthen this connection between home and school by sending parents a letter at the beginning of the year informing them about what their kids will need for their English class and how their support will enhance their kids' learning.

It is easier for parents to help their kids when parent-teacher communication is direct and regular. Below you will find examples of letters you can send to parents throughout the year.

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 1*, un cuaderno de 24 hojas, lápiz negro, goma de borrar, goma de pegar y lápices de colores.

Para establecer una comunicación fluida, (todos los viernes/ cada dos semanas) voy a mandar una notita en el Cuaderno de Comunicaciones.

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

El libro de los chicos incluye las canciones que vamos a cantar en clase en MP3. A lo largo del año les iré enviando sugerencias de actividades sencillas que forman parte de *Encuentros Escuela + Hogar*, una guía en español que les permitirá acercarse al aprendizaje de sus hijos y acompañarlos en este recorrido. Espero que las disfruten.

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

Un saludo cariñoso,

[firma del docente]

Estimada familia:
Quiero contarles que
está trabajando muy bien
en clase, poniendo mucho
empeño y energía en
aprender/ se destaca en
clase por

¡Felicitaciones!
[firma del docente]

Estimada familia:
Necesito que manden el siguiente
material para el día ya que lo
vamos a utilizar en clase.

Muchas gracias.

[firma del docente]

Planificación anual

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN	
1 Hello	Nombres de los personajes. Útiles escolares. Saludos. Números 1-10. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada.	Yes, it is. No, it isn't. /I'm... (It's) a book. Plurals: two books. Respuestas a: What's your name? Who's this? Is this...? What's this? How many...?	Saludos. Presentarse y preguntar el nombre.	Días de la semana. Órdenes típicas en el contexto áulico. Sentimientos y estados de ánimo. Condiciones climáticas.	Números del 1 al 10 con objetos áulicos.	La identidad. La diversidad. El cuidado de los útiles escolares y de los materiales. El respeto por nombres ajenos a la cultura propia. Seguimiento de consignas y órdenes. Actitud de aprendizaje frente al juego: saber ganar y perder. La colaboración y la cooperación. La cortesía y buena educación. El compartir.
2	Miembros de la familia. Colores. Palabras de uso diario en el contexto escolar. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	He/ She I have/ I don't have Respuestas a: Who's this? What colour...?	La edad /I'm (eight).	Revisión e integración de lo conocido.	Órdenes típicas en el contexto áulico. Números. Colores. Objetos áulicos. /I'm/ /I'm not. /I have/ I don't have.	Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. Diferencias entre /I'm y /I have. El orden de los modificadores en la frase nominal. Relación entre he, she, it.
3	Acciones. Números 11 a 20. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	El presente continuo del modo indicativo (primera y tercera persona del singular). Respuestas a: Are you (playing)? Is he/ she (drawing)? They're... Respuestas a: Are they...? How old...?	Revisión e integración: Let's...	Revisión e integración de lo conocido. Sentimientos: sad, angry. Condiciones climáticas: cold, hot.	El presente continuo. Miembros de la familia. Órdenes. Palabras de uso diario en el contexto escolar.	El juego ordenado. Las reglas del juego. Las reglas en la escuela. La ayuda y la cooperación. La comunicación. La tecnología y lo que nos permite.
4	Adjetivos descriptivos. Números del 21 al 59. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	They're... Respuestas a: Are they...? How old...?	Revisión e integración.	Revisión e integración de lo conocido.	Identificar pistas para reconocer palabras. Buscar similitudes entre el inglés y el castellano y entre palabras en inglés.	Respeto por características físicas. Aceptación de la diferencia. El valor del juego cooperativo. El valor de la comunicación. El uso de la tecnología.

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					REFLEXIÓN LINGÜÍSTICA	VALORES	APRENDER A APRENDER
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN			
5	Las partes de la cara. Colores. Frutas y comida. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	his, her, my a / an Respuestas a: Are you...? Is he / she...?	What fun! Revisión e integración: Let's...	Revisión e integración de lo conocido. Sentimientos: exhausted, tired. Condiciones climáticas: snowing, windy.	El presente continuo. Have / don't have This is... My / his / her con partes de la cara y miembros de la familia. Respuestas a: What's his / her name?	La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. La escritura en inglés. El uso de los adjetivos posesivos. El género.	La comida. Respeto por gustos diferentes. La colaboración y la cooperación. Compartir. El juego. Respeto por las características físicas.	Buscar similitudes entre el inglés y el castellano y entre palabras en inglés. Buscar pistas para identificar palabras. Identificar una parte de un todo.
6	Mascotas y animales salvajes. Los juguetes. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	They have / don't have. Possessive case.	It's fun!	Revisión e integración de lo conocido.	Have / don't have. Possessive case. Adjetivos. Colores. La familia.	Diferencias fonológicas entre el inglés y el español. Comparación entre formas de indicar posesión en español y en inglés. Diferencias en significado en la estructura 's	El error. Actitudes positivas frente al error. Actitudes positivas frente al conocimiento. La generación del juego cooperativo. El cuidado de los animales.	Identificar y reconocer formas de ordenar la información. Visualizar objetos para recordar secuencias.
7	Comidas y bebidas. Actividades de producción guiada. Actividades de integración.	I like / don't like. Respuestas a: Do you like...?	Pedir bebidas o comida: A sandwich, please.	Revisión e integración de lo conocido. Sentimientos: nervous. Condiciones climáticas: warm.	Comida y números. Animales. Adjetivos. Like / don't like y have / don't have.	Diferencias fonológicas entre el español y el inglés. Similitud entre I don't have y I don't like.	La comida y la salud. Comida saludable. Compartir. Respeto por gustos. La colaboración y la cooperación.	Visualizar objetos para recordar secuencias. Interpretación de tablas.
8	La casa y partes de la casa. La comida. Actividades de producción guiada. Actividades de integración.	Revisión e integración.	Revisión e integración.	Revisión e integración de lo conocido. El presente continuo. My / his / her. Adjetivos. Colores. Acciones. Partes de la cara. Objetos. Comidas y bebidas. La familia.	Have / don't have. Like / don't like. I'm / he / she's. El presente continuo. Possessive case. My / his / her. Adjetivos. Colores. Acciones. Partes de la cara. Objetos. Comidas y bebidas. La familia.	Revisión e integración. La vivienda. Respeto por diferentes tipos de vivienda. La noción de hogar.	Reflexión sobre lo aprendido. Identificar formas similares. Identificar pistas para identificar palabras y oraciones.	

Contenidos transversales:
Hábitos de orden.
El cuidado de los materiales.
Las reglas y las consignas.
El respeto.

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.
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.

Hello!

Getting started

As this is the first lesson, start by greeting the Ss. Say **Hello** to them while you wave your hand showing you're greeting them. Invite Ss to greet you back.

BUILDING CONFIDENCE

Act out. Tell Ss in Spanish they'll be greeting you imitating different characters, e.g. a princess, a monster, a lion, a dog, a cat. You can also tell them to impersonate you while greeting their mates, e.g. **Hello, Fede.**

Introduction of I'm...

- Introduce yourself. Tell Ss your name, e.g. **I'm Carolina.** If you prefer, you can use **Miss, Mrs** or **Mr** and your surname, e.g. **Mrs Aquino.**
- Then, invite Ss to say their names. You can look at one and say **I'm Laura, and you?** Use body language and gesture to signal what you want the student to say. If the student only answers his or her name, say your name again stressing **I'm...** for everybody to see how to begin. Do this with all the Ss.
- Check Ss pronounce the final /m/ in **I'm...**
- Ss can choose a well-known character, e.g. Spiderman, Barbie, and introduce themselves impersonating that character. The rest may agree as to whether the impersonation was successful or not.

In English, *Miss, Mr* or *Mrs* aren't used with one's first name as they are in Spanish. Ss call their teachers either by the surname *-Mr Kent-* or by their first name, e.g. *Roger*. However, Argentina has a tradition of using *Miss, Mr* or *Mrs* with the teacher's first name to show affection.

Introduction of the characters

- Stick the character flashcards wide apart on the board: Emma, Eric, Annie, Tommy, Robby and Plucky.
- Tell Ss you'll name one of the characters and they'll have to point to it.

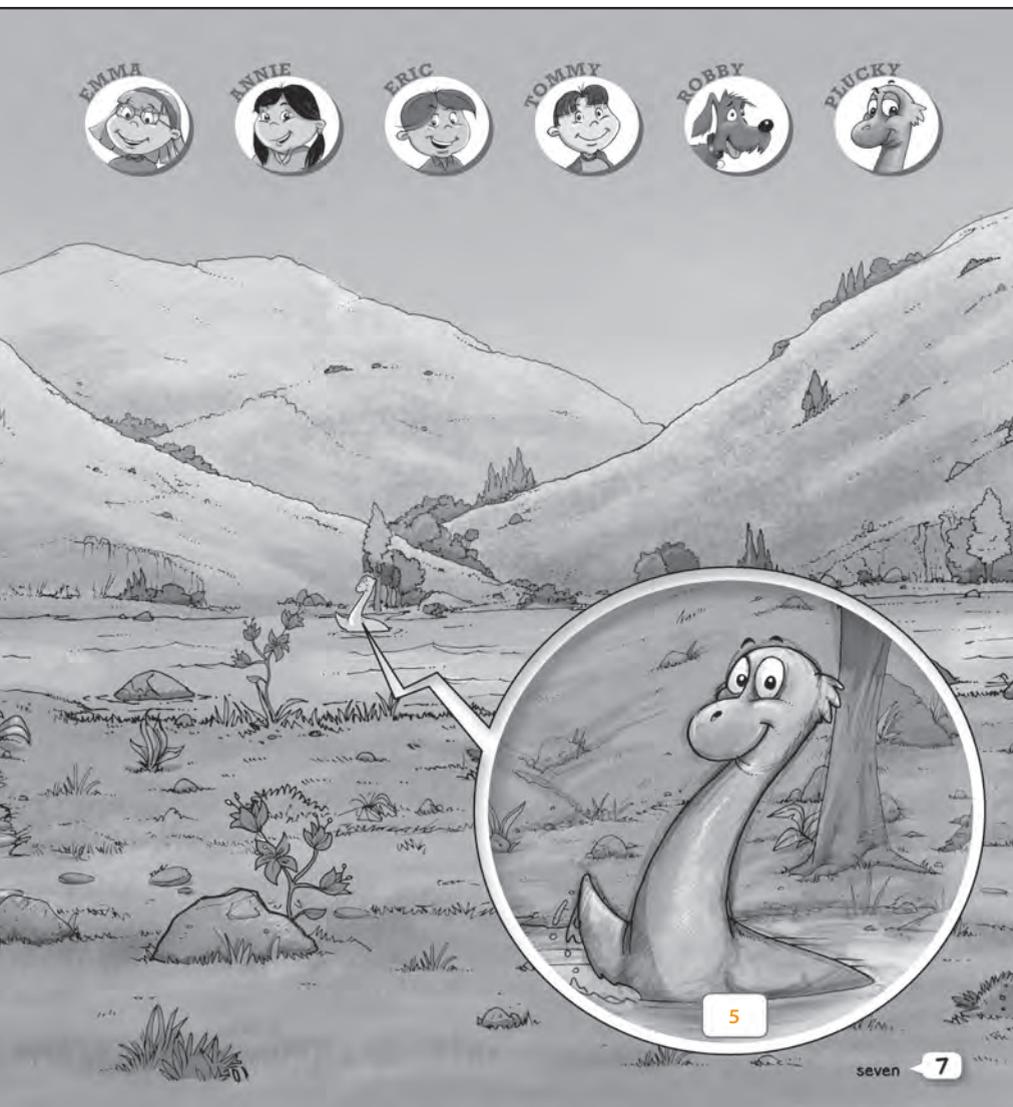


BUILDING CONFIDENCE

- 1 Guess...** Draw something representative of each character, e.g. glasses for Emma, piggy tails for Annie. Ss have to identify the character.
- 2 Little artists.** Tell Ss to choose one character. Make sure there's variety. Make them draw the character they've chosen, a salient feature or just write the name. As you name the character, those who have the character's drawing or name have to stand up showing their card.

1 Listen and point

- Ask Ss to open their books at page 6. Show them what to do and write number 6 on the bb. This way, you do not need to resort to Spanish.
- Ask Ss to look at the icons and tell you what they have to do.
- You may start by working with three characters at the beginning and add more afterwards.
- If you think Ss are ready, you can let them say the names.



MP3 TRACK 3

- Emma:** Hello! I'm Emma.
Tommy: Hi! I'm Tommy.
Eric: Hi! I'm Eric.
Annie: Hello! I'm Annie.
Plucky: Hello! I'm Plucky!
Robby: Woof! Woof!

Introduction of Yes and No

- Approach one of the Ss and say a name, e.g. **Flor**. Look at the rest and say **Yes or No?** Nod and shake your head to make sure Ss understand what you mean.
- Do the same with other children.

BUILDING CONFIDENCE

1 Yes or No? Ss have to say **Yes** when you nod your head and **No** when you shake it. Do this several times in a game-like manner.

2 Lip reading. Tell Ss you'll have a go at lip reading. They should introduce themselves without producing any sound, just mouthing the sentence **I'm...** You say the student's name and they tell you **Yes or No**. This is a good way to learn the entire Ss' names.

Hello song

- Tell Ss you're going to sing a new song when the class starts. Play or sing the *Hello* song and ask Ss to listen.
- Play or sing it again and invite Ss to sing along. You can play line by line so that Ss repeat after each. Do not force them to sing if they are not ready yet.

MP3 TRACK 2

- Emma:** Hello! I'm Emma.
Tommy: Hi! I'm Tommy.
Eric: Hi! I'm Eric.
Annie: Hello! I'm Annie.
Plucky: Hello! I'm Plucky!
Robby: Woof! Woof!

MP3 TRACK 2

*Rubber, pencil, book and glue
 Hello, children, how are you?
 Let's sing, let's play! Let's have fun!
 Here's my chair and here's my book.
 We're ready to learn!*

2 Listen and number



- Ask Ss what they have to do. Show them where to write the number. Check they understand that number 1 is the first character you name, number 2 the second, etc.
- You can check by sticking the character flashcards on the bb and writing the numbers in the order in which you named the characters.

Introduction of *What's your name?*

- Call one of the Ss by a name that's not his/ hers. Then ask him/ her **What's your name?** He/ She should give the correct answer. Do not expect or ask for a complete answer (*I'm x*). The name alone is more frequent in conversation. Do the same with another student. Then ask more Ss.

Introduction of school objects

- › Draw two big boxes on the bb. One is **Yes** the other one is **No**. Tell Ss you've been buying some things for school and they need to tell you if your purchase was OK. You need these flashcards: book, copybook, pen, pencil, rubber and robot.
- › Show the book and tell Ss **A book. Is it OK? Yes or No?** Do the same with the rest of the objects. At the end, make a summary telling Ss **So this is OK: a book, a rubber, a copybook, a pen and a pencil.**

3 a) Listen and number



- › Ask Ss to tell you what to do. Tell them they have to listen and write a number.
- › Tell them what they're expected to do and not to do while listening.
- › Check on the bb with the flashcards.

MP3 TRACK 4

Number 1: pen Number 4: rubber
 Number 2: book Number 5: copybook
 Number 3: pencil

BUILDING CONFIDENCE

1 What's in the box? You need a box (a shoe box is perfect for this). Place a school object inside, shake the box so that Ss can hear the sound and tell them, e.g. **A pencil, yes or no?** Once Ss say **Yes or No**, open the box and show them what's inside.

2 Show me! Ss need their own school objects. As you name different objects, they have to put them up and let everybody see them.

b) Read and write the number



- › Show Ss the book flashcard and ask them **What's this?** If they don't answer, give them options, e.g. **A book or a copybook?**
- › Tell them to look at the written words and to spot the word for book. If necessary, focus their attention on the initial sound and letter.
- › Do the same with the other words. Give Ss time to do the exercise on their own. Tell them the numbers are the ones in Ex 3a. Check the answers on the bb.

Introduction of numbers 1 to 5

- › Write numbers 1 to 5 on the bb. Show Ss five elements, e.g. (bottle tops, rubbers,

1 one 2 two 3 three 4 four 5 five

3 a) Listen and number

b) Read and write the number

4 Listen and point. Then, match

etc). Tell them to close their eyes and put x number in a box. Shake it and ask Ss as you point to each number. **One? Two? Three? Four? Five?** Instruct them to say **Yes!** when they think you have named the number of objects in the box. Open the box and count the number of objects inside.

BUILDING CONFIDENCE

Show me your hands! Tell Ss you'll say a number, and they'll have to show you that number.

Some Ss are faster than others and tend to give all the answers, which may frustrate the rest. Give everybody time to think before you ask for an answer.

4 Listen and point. Then, match

- › Ask Ss to tell you what they have to do. Remind them of the rules for listening.
- › You can start by saying numbers in isolation, then sequences.
- › Give everybody time to do the activity. Check the answers on the bb.

MP3 TRACK 5

four... two... one... three... five... two... one... four... three... five...



5 Listen and point. Then, match   



6 Listen and circle  

1	<input type="radio"/> 1	<input checked="" type="radio"/> 2	4	<input checked="" type="radio"/> 10	<input type="radio"/> 3	7	<input type="radio"/> 5	<input checked="" type="radio"/> 8
2	<input checked="" type="radio"/> 1	<input type="radio"/> 9	5	<input checked="" type="radio"/> 3	<input type="radio"/> 4	8	<input checked="" type="radio"/> 9	<input type="radio"/> 7
3	<input type="radio"/> 2	<input checked="" type="radio"/> 4	6	<input type="radio"/> 8	<input checked="" type="radio"/> 6	9	<input type="radio"/> 6	<input checked="" type="radio"/> 5

7 Read and complete  

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Club	School	School	School	School	School	Club

ENGLISH

nine 9

BUILDING CONFIDENCE

Memory test. Ask Ss to look at the drawings and numbers in Ex 3b and then to close their books. Tell them you'll name a school object and they'll have to say which number it has. You can also say the number for Ss to name the school object.

Introduction of numbers 6 to 10

- › Write number 6 on the bb. Tell Ss you'll clap your hands and they'll have to answer your question. Point to 6 and clap your hands six times. Ask Ss **Six?** Do the same with numbers 7 to 10.

5 Listen and point. Then, match   

- › Ask Ss to tell you what they have to do.
- › You can start by saying numbers in isolation, then sequences.
- › Ask Ss which numbers they think they can identify. Give them time to do the activity and check.

MP3 TRACK 6

six... eight... ten... seven... nine... ten... seven... eight... six... nine...

6 Listen and circle  

- › Ask Ss to tell you what they have to do.
- › Play the recording. Check on the bb.

MP3 TRACK 7

two... one... four... ten... three... six... eight... nine... five...

BUILDING CONFIDENCE

Memory game. Tell Ss to concentrate on the first column in Ex 6 and memorise the sequences. Once they close their books, tell them, e.g. **Sequence 1** for them to say the two numbers in the sequence, i.e. **one, two**. You can then add the second column and finally the third one.

Introduction of days of the week

- › Make Ss focus on the calendar page and ask them what it is. Ask them in Spanish which is the English name for **Domingo** so that they can identify all the days.

7 Read and complete  

- › Ask Ss to tell you what they have to do. Ask them what they have to complete (the days when they have English).
- › Give them time to do the activity and check.

BUILDING CONFIDENCE

School subjects. Tell Ss you'll name different subjects they have at school and then have to tell you when they have them, e.g. **Music, Monday and Friday**.

End of the lesson

- › Tell Ss it's the end of the lesson. Tell them you're going to say **Goodbye**.

Goodbye song

- › Tell Ss that you are going to say **Goodbye** with a song in every class. Play or sing the **Goodbye song** and ask Ss if they can identify any words. Play or sing it again and invite Ss to sing along.

ONGS

MP3 TRACK 3

Bye-bye to our teacher
Bye-bye to our friends
Let's put everything away
Nice to see you all today!

VOCABULARY

Names of characters: **Plucky, Eric, Emma, Annie, Tommy, Robby**

School objects: **pencil case, school bag, glue, copybook, pencil, book, rubber**

Numbers: **1 to 10**

GRAMMAR

I'm...

Yes, it is. No, it isn't.

(It's) a book.

Plurals: **books**

ANSWERS TO

What's your name?

Who's this?

Is this...?

What's this?

How many...?

RECOGNITION

Classroom language

Feelings: **happy, tired, OK**

Weather conditions: **sunny, cloudy, rainy**

Days of the week

ORAL INTERACTION

Hello! Hi! Help!

Goodbye!

I'm + name

What's your name?

LANGUAGE AWARENESS

Phonological differences between English and Spanish (final consonants different from Spanish, e.g. /m/ in **I'm** + name, /k/ in **book** and **copybook**, the quality of initial /p/ as in **Plucky, pencil**, the quality of the /h/ sound in **hello**, the quality of the /b/ sound in **book, rubber**, no aspiration of initial /s/ as in **school bag**.)

Adjective before the noun (**a green pencil case**)

Beginning of print/ sound relationship

Plural forms

I See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

1 Look and listen



Possible lead-ins (you may choose):

- a. Ask Ss whether they have heard about any story of a monster/ big serpent/ plesiosaur that is said to live at the bottom of a lake. There are legends of about two hundred and

1 A new friend

1 Look and listen

10 ten

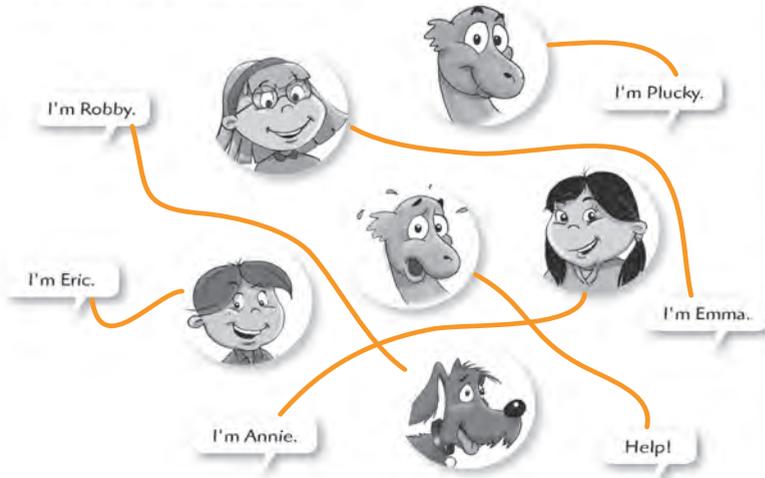
fifty monsters in lakes worldwide, including Nessie in Scotland and Nahuelito in Argentina. Ss may wish to do research on the net on the subject.

- b. Tell Ss some anecdote about your having made friends with neighbours/ with people from other provinces/ countries or about meeting new friends. You can also tell them about some extraordinary person you've met, including details as to how surprised you were. See the Introduction and the DVD for ideas on how to lead in to a story.

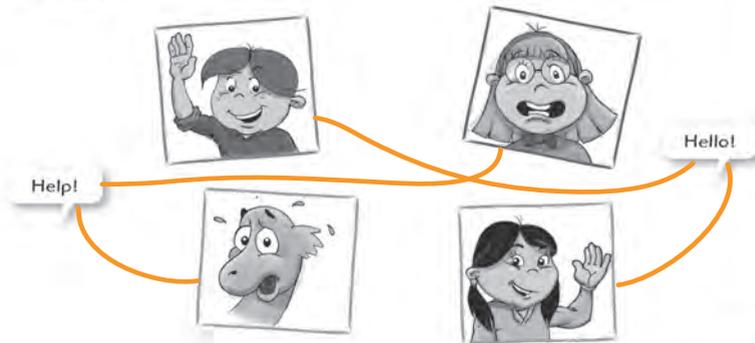
Remember that the lead-in stage can be conducted in Spanish since the aim is to pave the way to the story.

- › Tell Ss to focus on the first panel in the comic strip. Ask them whether the place is similar or different from where they live and what part of our/ their country they can relate it to. Tell them if you were ever afraid of a dog when you were a child and how you got over the fear.
- › Elicit from Ss what the characters may be talking about, if they know each other or not.
- › Play the recording or play the role of the characters using the character flashcards and dramatising the situation. Ask Ss to read.
- › After playing the recording ask Ss if their predictions were right. You may ask them how they would feel in that situation and what the characters may do.
- › Tell Ss you're going to play the recording again. This time, they have to focus on the characters'

2 Read and match



3 Match



eleven 11

feelings. You may guide them by asking if the characters are happy, surprised or shocked. Use gesture so that they understand what you mean.

MP3 TRACK 8

BUILDING CONFIDENCE

- Listening.** Place the character flashcards in different parts of the classroom, wide apart. Play the recording again for Ss to point to each of the characters as they talk.
- Flashcard game.** Show Ss one of the characters and say either the character's name or some other character's name, e.g. *Is this Emma?* Ss have to say **Yes** or **No**.
- Mime it!** Agree with Ss on a way to mime **Hello!** and **Help!** Tell them you'll say the words and they'll have to mime what you're saying.

2 Read and match

- Ask Ss to open their books at page 11. Work on the icons.
- Explain to Ss the rules for working.
- Show Ss how to go about the activity. You can stick Eric on the bb and write *I'm Eric.* and *I'm*

Emma. on the bb. Elicit from Ss what they have to match. Once they know, ask them to read all the speech bubbles to themselves. Give them some time to do the activity.

- Check the answers by sticking the flashcards on the bb and drawing the speech bubbles.

BUILDING CONFIDENCE

Which one? Tell Ss to number the speech bubbles in Exercise 2. The first on the left is 1, the first on the right is 2, and so on. Tell them you'll read out one of the sentences for them to say which number it is.

WB EX 1, PAGE 110

3 Match

- First, ask Ss to look at the icon and tell you what they have to do. Then elicit from them which elements they need to carry out the activity.
- Tell Ss that when they finish, they'll have to wait for everybody else to have completed the activity.
- When all the Ss are ready, check the answers.

BUILDING CONFIDENCE

- Point to...** You'll say **Help!** or **Hello!** And Ss will have to point to the right speech bubble.
- Say it!** This time you'll mime **Help!** or **Hello!** And Ss will have to say the correct word.

Homework

Ask Ss to bring cut-outs from newspapers or magazines in which people may be saying **Hello!** or **Help!**

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Cut-out game.** Ask Ss to take out the cut-outs they've brought from home. Ask one of them to show his/ her cut-out for the rest to say either **Hello!** or **Help!**
- 2 Act out.** Tell Ss they'll act out the first part of the comic strip on page 10. To do this, play each line. Give Ss time to say it to themselves before they say it out loud. Encourage them to imitate the characters as much as possible. Challenge them to say the lines as the characters speak.

4 Look and listen

- Ask Ss to open their books at page 12.
- Point to Eric and ask **Who's this?** Do the same with Annie. Ask Ss if the characters are in the same place or not.
- Elicit from Ss what is going on. Accept all their ideas. Ask them to focus on the school objects. Elicit whose they may be and why. Ask them why they're in plastic bags.
- Play the recording to check the predictions.
- Play the recording again and ask Ss to read as they listen.

MP3 TRACK 9

BUILDING CONFIDENCE

- 1 Miming game.** Concentrate on the new objects and include some the Ss already know. Name a school object for Ss to mime.
- 2 Show me!** Ask Ss to have their school objects ready. You'll name one for them to show it to you, e.g. **Pen**. You can say the words more quickly or have a sequence, e.g. **Pencil, pen, rubber, glue**.

5 a) Listen and point

- Ask Ss to look at the icons and tell you what they have to do.
- Remind Ss of the rules for listening. See the Introduction and the DVD for ideas on how to work with a listening activity.

4 Look and listen



5 a) Listen and point



b) Listen and number

12 twelve

Ss may not be ready to work with all the school objects. If this is the case, work on three at a time.

b) Listen and number

- Ask Ss to look at the icons and tell you what they have to do. Make sure they have their materials ready.
- Play the recording or say it yourself.

MP3 TRACKS 10 AND 11

Number 1: pencil
Number 2: copybook
Number 3: rubber
Number 4: pencil case

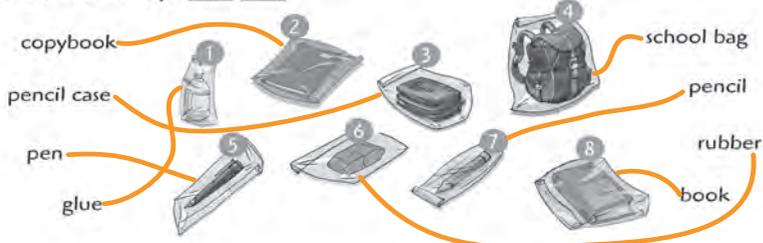
Number 5: school bag
Number 6: book
Number 7: glue
Number 8: pen

6 Guess!

Is this a book?

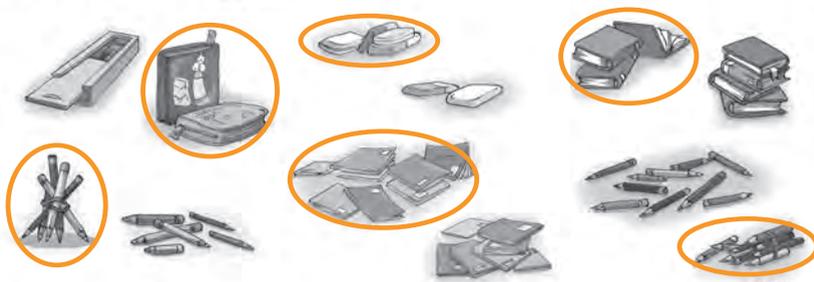


7 a) Look and say



b) Read and match

8 Listen and circle



BUILDING CONFIDENCE

- 1 Guess the word.** Tell Ss you'll mouth a school object for them to say which object it is and show the object.
- 2 Flash it.** Flash the school object flashcards for Ss to identify what it is. Ask them *What's this?* for Ss to answer.

Remember that Ss are only supposed to answer the question. Do not expect Ss to say *It's (a pencil case).*

6 Guess!

- Ask Ss to look at the icon and tell you what they have to do.
- Remind Ss of the rules for participating. Show only a small part of one of the flashcards and ask them, e.g. *Is this a book?* for Ss to answer. Encourage them to use short answers: **Yes, it is. No, it isn't.**

7 a) Look and say

- Ask Ss to look at the icons and tell you what they have to do.
- Remind Ss of the rules for participating.

BUILDING CONFIDENCE

The box game. Place a school object inside a shoe box without Ss seeing what it is. Give the box to a few Ss. They shake the box and say what's inside, e.g. **A rubber.** Open the box for Ss to check. You can also shake the box yourself and ask Ss **What's this? or Is this a book?**

b) Read and match

- Ask Ss to look at the icons and tell you what they have to do.
- Use the flashcards and write the words as shown in the exercise. Ask Ss **What's number 1?** When they say **Glue**, ask them to look at the words and say which one they think is the one for glue. Do the same with two or three words.
- Show Ss how to work: they can draw lines joining the words and the drawings or they can write the number of the school object next to the correct word. If Ss want to draw lines, elicit from them what they can do so that the answers are clearly seen (different colours).
- Check on the bb.

BUILDING CONFIDENCE

Memory game. Ask Ss to look at the pictures and numbers for a minute and then to close their books. You'll ask them, e.g. **2 What's number 2?** for them to name the correct object (copybook). You can also name a school object for them to tell you which number it is.

8 Listen and circle

- Ask Ss look at the icons and tell you what to do.
- Remind Ss of the rules for listening.
- Play the recording and check on the bb.

MP3 TRACK 12

Two pencil cases	Five pencils
Four rubbers	Eight copybooks
Three books	Nine pencils

Homework

Ask Ss to bring drawings or cut-outs of school objects.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Show me... Ask Ss to take out the cut-outs they've brought from home. Tell them you'll give them orders, e.g. **Show me a pencil!** for them to show it to you. They can use their school objects if they're missing one cut-out or more.

9 Read and match

- Ask Ss to open their books at page 14 and look at Exercise 9. Make them focus on the icons and ask them what they have to match.
- Elicit from them what they can do so that the answers are easily seen.
- Give Ss some time to do the activity, then check.

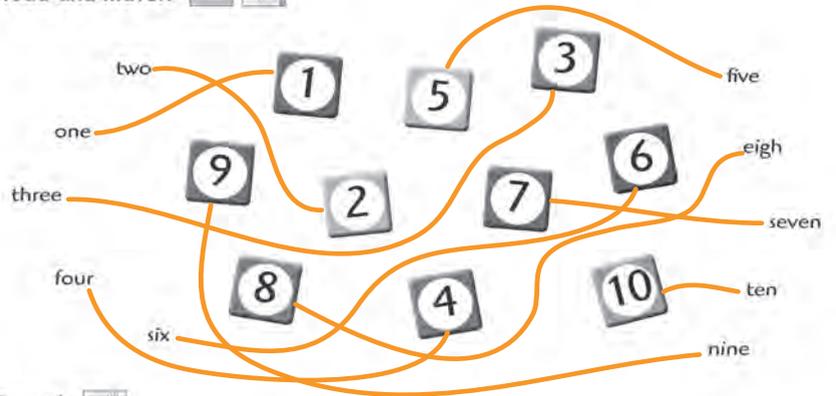
BUILDING CONFIDENCE

Match. Use the drawings in Exercise 8. Ask Ss to number the different groups of school objects. Write phrases on the bb describing the different pictures, e.g. **a pencil case, seven copybooks.** Ask Ss to come to the bb and write the correct number next to each phrase.

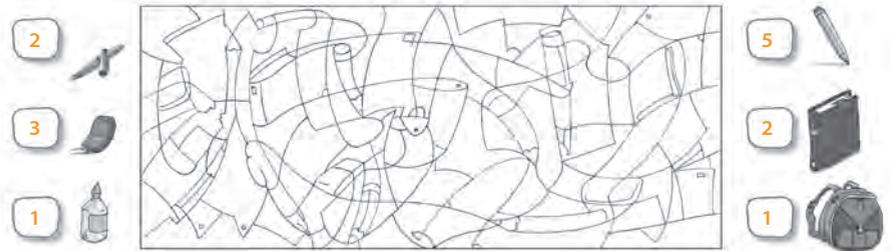
10 Count!

- Elicit from Ss what they have to do and what materials they need.
- Elicit how they can keep a record of the objects they've found (e.g. using tally marks). Help them realise it's easier to count the objects if they colour them as they find them.
- Check by asking Ss, **How many [pens]? How many [rubbers]?**

9 Read and match



10 Count!



11 Read and draw

two pens

six copybooks

ten rubbers

four books

eight pencil cases

14 fourteen

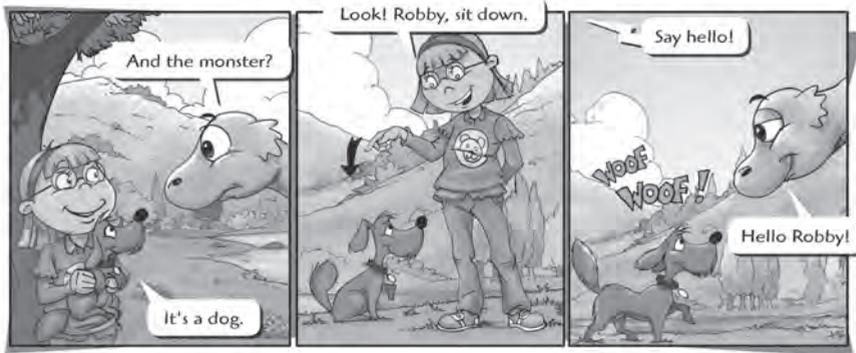
BUILDING CONFIDENCE

- Memory game.** Tell Ss to look at the drawings and the numbers in Exercise 10, and then to close their books. You can ask them **How many [pens]?** or you can say, e.g. **Ten pencils** for them to say **Yes!** or **No!**
- Guess the word.** Tell Ss you'll write the first letter of a colour word for them to guess the word. Remind Ss of the rules for participating. Ss who are faster should wait for the rest to guess the word as well. Check by having Ss say the colour on the count of 3. You can make it more challenging by writing the last word instead of the first one. You can refer to the DVD to get further ideas.

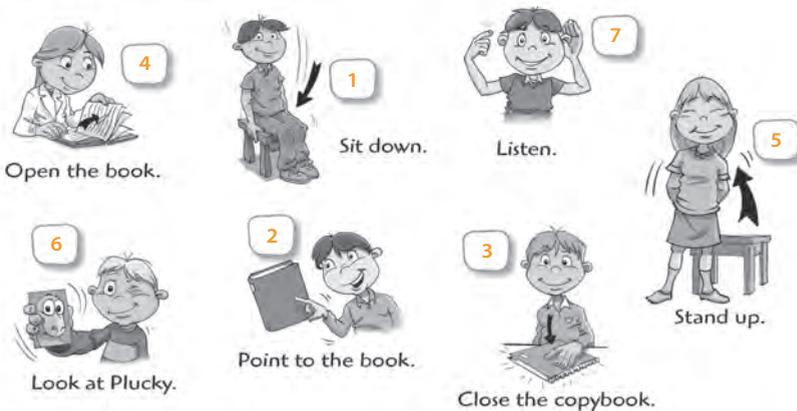
11 Read and draw

- Ask Ss to focus on the icons for instructions and tell you what to do. Elicit from them where they can make the drawings. If you're taking the sheets home to check their drawings, remind Ss to write their names.
- Point to the first phrase and ask Ss to read it to themselves. Then ask them to read it out. Do the same with the other phrases.
- You can set this activity for homework.

12 Look and listen



13 a) Listen and point



b) Listen and number

fifteen 15

BUILDING CONFIDENCE

1 Commands! Ask Ss what orders Emma gives Robby. You may play the recording again. Ask Ss what other orders they know. If necessary, guide them into finding them (the names of activities, what you tell them to do in class).

2 Simon says... Tell Ss you'll be giving them orders which they will have to carry out if you begin with the phrase **Simon says...** You may add other classroom orders, e.g. open your books, listen, match.

13 a) Listen and point



- › Tell Ss to look at the icons and elicit from them what they have to do.
- › Read out one of the commands for Ss to identify it. Do the same with the other commands.
- › Play the recording for Ss to do the activity.

b) Listen and number



- › Tell Ss to look at the icons and elicit from them what they have to do. Remind them of the rules for listening.
- › Play the recording and check on the bb.

BUILDING CONFIDENCE

Picture dictation. Write code phrases on the bb for Ss to write in words, e.g. 2

WB EX 2, 3 AND 4, PAGES 110 AND 111

12 Look and listen

- › Elicit from Ss what they have to do.
- › Point to the first frame and ask Ss if they think Plucky and the children have already become friends. Then ask them to focus on the last frame on page 10 and ask them how Plucky feels about Robby.
- › Elicit from Ss what may be going on. Play the recording and check Ss' predictions.
- › Ask Ss why Plucky is no longer afraid of Robby.
- › Help Ss understand that Emma is giving orders to Robby.

MP3 TRACK 13

Homework

Ask Ss to bring cut-outs or drawings of school objects.

1 Listen and tick  



2 Look and complete  

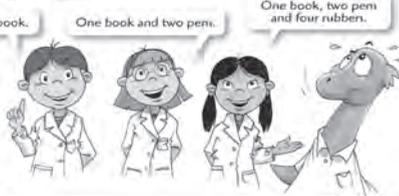


two pencil cases
one school bag
seven rubbers
five pencils
eight books

18 eighteen

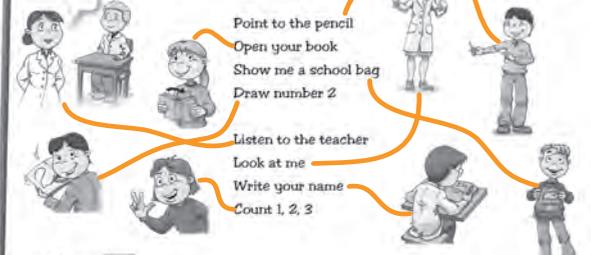
3 Memory game 

One book. One book and two pens. One book, two pen and four rubbers.



Song 

a) Listen and match  



Point to the pencil
Open your book
Show me a school bag
Draw number 2
Listen to the teacher
Look at me
Write your name
Count 1, 2, 3

b) Sing! 

nineteen 19

2 Look and complete

- > Tell Ss to look at the icons and tell you what to do. Elicit from them that it is better to write in pencil in case they need to correct a word.
- > Elicit from them where they can look for information if they can't remember how to spell a word.
- > Check on the bb.

BUILDING CONFIDENCE

Flashcard game. Tell Ss you're going to play a game with the school object flashcards. Keep them in your hands as if you were holding poker cards. Remove one of the cards and put it face down on your desk. Keep the other flashcards in your hands. Let Ss see them for a few seconds. Pick up the card on the desk without letting Ss see it and ask them **What's this?** Do this several times.

3 Memory game

- > Ask Ss to focus on the instruction icon and elicit from them what they have to do. Remind them of the rules for playing.
- > You can elicit from them what strategies they can use to remember the sequences.

WB EX 5 AND 6, PAGE 112

Song

- > Ask Ss to focus on the instruction icons and elicit from them what they have to do.
- > Play the song once. Give Ss some time to read and do the matching. You may check by numbering the pictures.
- > Play the song again and invite Ss to join. You can do it in chunks this time for Ss to listen to each line and then sing it.
- > Sing the song slowly and have the Ss mime each line. Then half the class can sing it while the other half mimes it.
- > You can refer to the DVD for ideas.

SONGS

MP3 TRACK 4

BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (some of the commands, the school objects). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

Collect the Ss' cut-outs to make the poster. Each Ss will glue his or hers. Remind them of the rules for this activity. If a child didn't bring any cut-outs, he/ she would have to draw some school objects.

1 Write the name

I'm **Emma**

I'm **Plucky**

I'm **Robby**

I'm **Eric**

I'm **Annie**

2 Read and match

five pencils

four rubbers

two pencil cases

nine pens

three books

eight copybooks

3 Look and write

1 Pencil	2 Copybook	3 Pencil case	4 Rubber
5 Book	6 Glue	7 Pen	8 School bag

4 Count and write the number

110 one hundred and ten

one hundred and eleven 111

1 Write the name

Focus: double consonants in the names. They are transparent and pronounced very much like their Spanish equivalents. Some Ss may need to be reminded of the use of capital letters for proper names.

You can start working on reference skills. Elicit from Ss where to check if they have spelt the names correctly (their book or their copybook).

- › First, Ss should look at the icon and tell you what they have to do.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

EXPANSION

You can ask Ss to glue cut-outs of well-known characters. They should then draw a speech bubble for each character and write *I'm* _____.

2 Read and match

Focus: identification of the words for numbers and for school objects. Since this is one of the first exercises, you can elicit from Ss what clues each phrase gives them. They can rely on the one they find easier, i.e. the number or the school object.

Elicit from them where they can check if they have doubts as to the spelling.

- › First, Ss should look at the icons and tell you what they have to do.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Elicit from Ss what they can do to check answers more easily: use a different colour for each line.
- › Check the answers on the bb.

EXPANSION

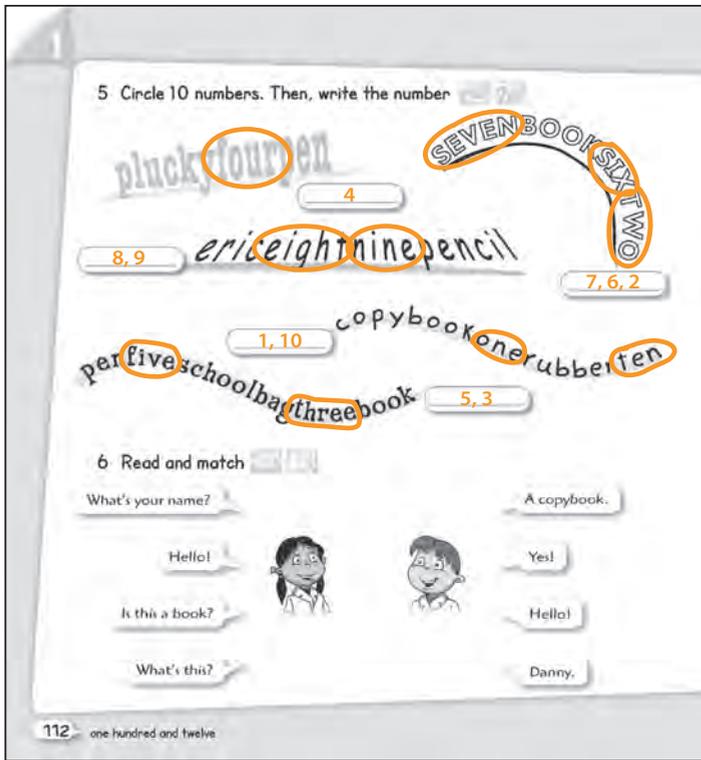
Write the following phrases on the bb. Ss have to either make the drawings or find cut-outs at home.
three school bags - two books - six pens - seven copybooks - one rubber

3 Look and write

Focus: spelling of school objects. You can work on a strategy, e.g. you can ask Ss whether they'd start from the words they remember or the ones they're not sure about.

Elicit from them where they can check if they have doubts as to the spelling.

- › First, Ss should look at the icons and tell you what they have to do.
- › Ask Ss to do the exercise orally before they put it in writing. Make sure they identify the objects. If they cannot identify one or more of them, make sure they complete the drawings so that they can do the exercise on their own.
- › Check the answers on the bb.



5 Circle 10 numbers. Then, write the number

Focus: identification of the words for numbers in each snake.

- › First, Ss should look at the icons and tell you what they have to do.
- › Ask them to do the exercise orally before they put it in writing.
- › Make sure Ss understand they have to circle the words for numbers.
- › Then, in the box next to each they should draw the number(s) they find in each snake.
- › Check the answers on the bb.

EXPANSION

You can ask Ss to identify the other words in each snake and draw what they represent.

6 Read and match

Focus: identification of the relationship between each question and its answer.

You can elicit from Ss what clues each phrase gives them, e.g. the word *name* in the first speech bubble is a clear clue. Elicit from them where they can check if they have doubts.

- › First, Ss should look at the icons and tell you what they have to do.
- › Ask them to do the exercise orally before they put it in writing.
- › Elicit from Ss what they can do to check answers more easily: use a different colour for each line or number the speech bubbles and use the same number for the answer.
- › Check the answers on the bb.

EXPANSION

You can ask Ss to bring two different answers for each question.

4 Count and write the number

Focus: spelling of numbers from 1 to 10.

Elicit from Ss where they can check if they have doubts as to the spelling.

- › First Ss should look at the icons and tell you what they have to do.
- › Ask them to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

EXPANSION

Write numbers on the bb for Ss to write them in letters below. They can also draw the quantity of objects the number represents.

Answer Key

CLIL Pages

Activity 1: The answers depend on the cultures present in the classroom.

Further Practice

Activity 1: 1 Yes, it is. 2 Yes, it is. 3 Yes, it is. 4 No, it isn't. 5 No, it isn't. 6 Yes, it is. 7 No, it isn't. 8 No, it isn't.

Activity 2: 1 seven; 2 nine; 3 six; 4 four; 5 one; 6 three

Activity 3: 1 This is a school bag. 2 This is a rubber. 3 This is a copybook. 4 This is a pencil. 5 This is a pen. 6 This is a pencil case.

Activity 4: glue; six; is; ten; pen

VOCABULARY

Family members: *dad, mum, brother, sister*

Colours: *green, red, blue, white, pink, yellow*

Everyday words: *teacher, table, friend, chair, school*

ANSWERS TO

Who's this? What colour...?

GRAMMAR

He/ she

I have/ I don't have

RECOGNITION

Classroom commands: *point to, show me*

Feelings: *happy, tired, OK*

Weather conditions: *sunny, cloudy, rainy*

Days of the week

Too! but

ORAL INTERACTION

Age: *I'm + age.*

Look!

Fantastic!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Adjective before the noun

Print/ sound relationship

He/ She/ It

Difference between *I'm* and *I have*

1 See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.



Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of table and chair

- Tell Ss you'll play a game. You'll need cut-outs of chairs and tables. Stick the chair and table flashcards on the bb.
- Show only a part of one cut-out to the Ss and ask them *Is this a chair?* (pointing to the chair) **Yes or No?** Do the same with *table*.

Introduction of friend and family members

- Take photos to school in which you can be seen with your family and friends.
- Show Ss a photo and challenge them into guessing who they can see in it. Then, introduce your friends by telling them their names, e.g. **Look! My friend Silvina, and my friend Jorge. My mum, my dad, my brother and my sister.**

BUILDING CONFIDENCE

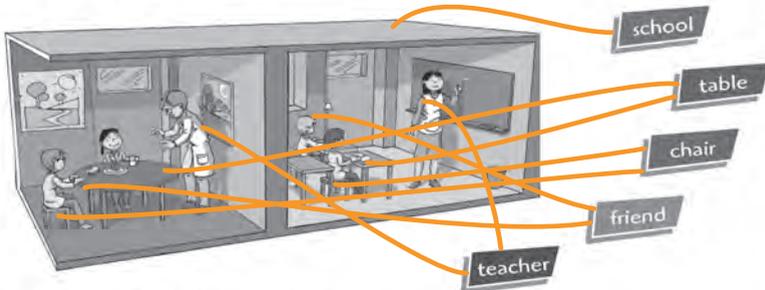
Guess! You'll use the photos again. Take one in your hands and ask Ss without showing it to them, e.g. *Is this my friend Beatriz?*

1 Look and listen

Possible lead-ins (you may choose):

- Ask Ss if they remember an occasion on which a new friend came to school. Encourage them to talk about it.
 - Tell Ss about you starting at a new school or about a new schoolmate. Emphasise how others helped the newcomer feel comfortable.
- Remind Ss of the last episode in Unit 1. Point to panel number 2 on page 17 and ask Ss **What's this?** (pointing to the school bag). Ask Ss why they think Plucky has a school bag. When they say it (most probably in Spanish) tell them **Yes, school** and show them the school flashcard.
 - Ask Ss to open their books at page 20. Ask them if they can recognise any characters (Eric, Tommy and Plucky). Ask them if their predictions were right. Point to the child hiding under the desk and ask Ss how he's feeling. Then, ask Ss how they'd feel if a plesiosaur were to become their classmate.

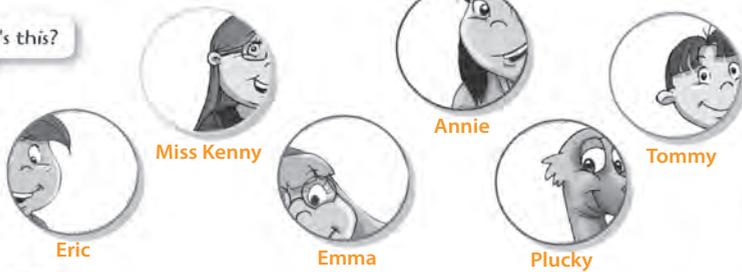
2 a) Listen and point  



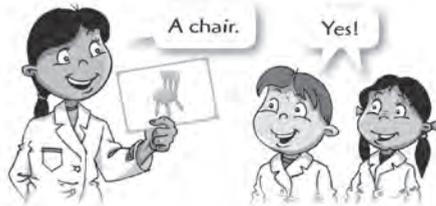
b) Read and match  

3 Look and say  

Who's this?



4 Guess!  



twenty one 21

BUILDING CONFIDENCE

Point to. Place the following flashcards wide apart at different spots in the classroom: school, teacher, table, desk, chair. Name different words for Ss to point to. You can also build a sequence of words.

2 a) Listen and point  

- › Ask the Ss to open their books at page 21. Work on the icons.
- › Remind Ss of the rules for listening.

MP3 TRACK 19

Teacher... table... friend... chair... school...
teacher... chair... friend... school... table...

b) Read and match  

- › Elicit from Ss what they have to do. Help them realise it will be better for them to use different colours to draw the lines.
- › Give them time to do the activity. Check on the bb. It is OK for Ss to draw more than one line per word.

Introduction of Who's this?

- › You can use photos of well-known people or of your friends.
- › Show part of the photo (or flash it) and ask Ss **Who's this?**
- › Do this several times. You can also include the character flashcards.

3 Look and say  

- › Ask Ss tell you what to do.
- › You can then use the flashcards and show only a part of the character.

4 Guess!  

- › You need the following flashcards: chair, friend, teacher, school, table. You can also include the school object flashcards.
- › Flash the flashcards and tell Ss, e.g. **A chair.** After they say **Yes!** or **No!** show them the card.

 **Homework**

Ask Ss to bring a photo of their friend(s).

Ss will be wondering why Tommy's in a wheelchair more so as they associate the latter with elderly people. As it's always better to be truthful, while keeping your answers age-appropriate, you can refer to the teacher's visual impairment. Just as she's wearing glasses because she can't see well Tommy's in a wheelchair because he can't walk. He may have had an accident or he may have been born with a mobility impairment but, thanks to the wheelchair and to his accepting and helpful friends, he can do most of the things other children do.

- › Elicit from Ss what the children can be talking about. Point to the teacher and elicit who she is. When they say it in Spanish, tell them **Yes, the teacher.**
- › Play the recording. Then ask Ss if their predictions were right.
- › Ask Ss while pointing to the teacher **What's her name?** Play the recording again for Ss to get her name. Encourage Ss to read as you play the recording.

MP3 TRACK 18

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

My friends. Tell Ss to take out their photos and introduce their friends and families to the rest, e.g. *This is my friend Majo. Mum and dad.*

Introduction of colours

- › Tell Ss you'll play a game. You'll need your colour flashcards on the bb.
- › Have the school object flashcards in your hand. Don't show them to your Ss.
- › Tell them, e.g. *The pen is blue* (and point to blue on the bb). Encourage them to say **Yes** or **No**. Show the flashcard for Ss to check.
- › Do the rest with the other colours. Make sure you introduce all the colours.

BUILDING CONFIDENCE

- 1 Show me...** Tell Ss to show you the colour as you name each. They can use their clothes, school objects, etc.
- 2 Memory game.** Tell Ss you'll be referring to the school object flashcards, or your own, or a child's. You'll say a colour and they'll have to remember which school object is that colour, e.g. *Pink. Pencil case.*

5 a) Listen and point

- › Ask Ss to look at the icons and tell you what to do.
- › Remind Ss of the rules for listening.
- › If you think Ss are ready, let them say the colours.

MP3 TRACK 20

*green, red, blue, white, pink, yellow
green, blue, pink, red, white, yellow
yellow, white, red, blue, green, pink
green, yellow, red, pink, blue, white
pink, white, blue, red, green, yellow
red, blue, white, pink, yellow, green*

b) Listen and number

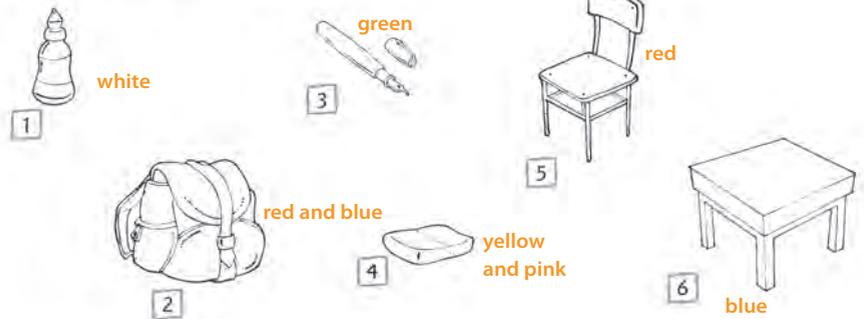
- › Ask Ss to look at the icons and tell you what to do.
- › Remind Ss of the rules for listening.
- › Check the answers on the bb.

5 a) Listen and point



b) Listen and number

6 a) Listen and colour



b) Read and write the number

- | | | | |
|-------------|---|---------------------------|---|
| a green pen | 3 | a blue table | 6 |
| a red chair | 5 | a yellow and pink rubber | 4 |
| white glue | 1 | a red and blue school bag | 2 |

22 twenty two

MP3 TRACK 21

Number 1: red
Number 2: yellow

Number 3: green
Number 4: white

Number 5: pink
Number 6: blue

BUILDING CONFIDENCE

Memory game. Ss have to look at the colours and the numbers and close their books. Say a number for Ss to say which colour it is.

6 a) Listen and colour

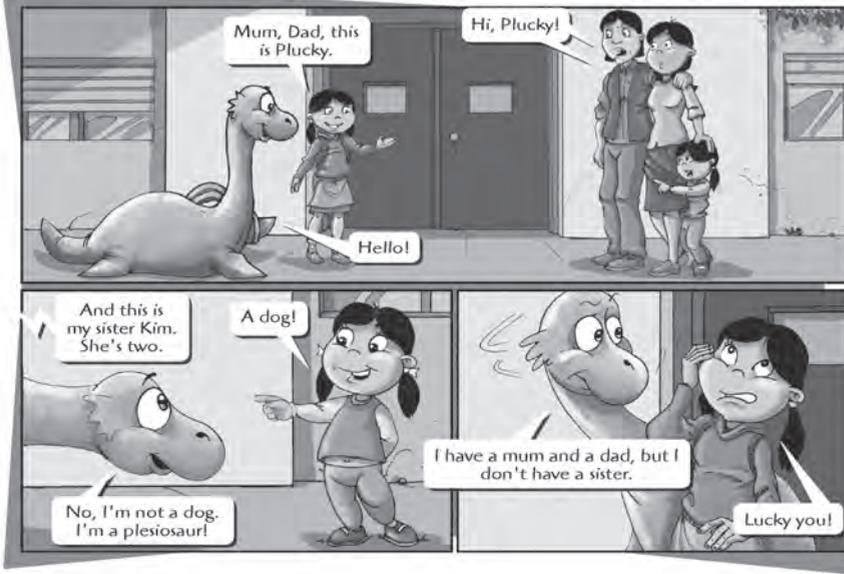
- › Ask Ss to look at the icons and tell you what to do. Check they have all the colours by naming each.
- › Remind Ss of the rules for listening. Play the recording for Ss to colour the pictures.
- › Check on the bb.

MP3 TRACK 22

*The glue is white.
The chair is red.
The table is blue.*

*The pen is green.
The school bag is red and blue.
The rubber is yellow and pink.*

7 Look and listen



8 Match



b) Read and write the number

- Ask Ss to look at the icons and tell you what to do.
- Give them time to do the activity and check on the bb.

BUILDING CONFIDENCE

Is it true? Tell Ss to choose one of their school objects and not to show it to the rest. They should say something about it, e.g. **a blue copybook**. The rest have to decide if it's true or not. Then, the child has to show his/ her school object. This can be played in small groups.

WB EX 1, PAGE 113

7 Look and listen

- Ask Ss to look at the icons and tell you what to do. Point to Annie and ask them **Who's this?** Elicit what may be going on. Point to Annie's father and ask Ss **Who's this?** Do the same with the other two characters.
- Play the recording or dramatise the situation.
- Check Ss' predictions.

- Ask Ss why Kim calls Plucky a dog. (It may be the animal she's most acquainted with, or the only name of an animal she knows). Ask Ss why Annie says Plucky is lucky at not having a younger sibling. Does she mean it?

MP3 TRACK 23

BUILDING CONFIDENCE

My family. You need your photos. Tell Ss you'll test their memory. Tell them, e.g. **I have a mum. I don't have a friend.** for them to say **Yes** or **No**.

Check with the class teacher what the situation is with the children's families.

Introduction of *he, she* and *age*

- Ask Ss to go back to the dialogue in Exercise 7. Focus their attention on the second panel and ask Ss **Who's this?** while pointing to Kim. Ask them if she is in the same form as them. When they say no, tell them **She's two** (using your hand).
- Then point to one of the girls and say **She's four. Yes or No?** Do the same with another girl, saying **She's eight**. Elicit from Ss what you're referring to (age).
- Now point to a boy and say **He's eight**. Point to a girl and say **She's eight**. Focus Ss' attention on the first part of the sentence and ask them if it's the same or different. Give them some extra examples for them to realise why you use *he* or *she*. Ask them to go back to panel 2 and ask them who Annie refers to when she says **She's two**.

8 Match

- Ask Ss what they have to match.
- Give them time to do the exercise and check on the bb.

BUILDING CONFIDENCE

He or She? Say names for Ss to say if it's a *he* or a *she*, e.g. **Robbie. He! Susan. She!** You can use common names in English or names of well-known people or characters.

Homework

Ask Ss to bring a cut-out of a person. Ask them to cut it round the contours.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

He or She? Tell Ss to show the back of the cut-out they've brought to their classmates and ask **He or She?** for the others to identify if it's male or female. Then they have to show the cut-out to the rest.

9 a) Listen and point

- › Elicit from Ss what they have to do. Point to Annie and ask **Who's this?** Do the same with her mother, father and sister. Do the same with Eric and Emma.
- › Play the game. If Ss are ready, they can call out the words.

MP3 TRACK 24

Annie: Look! My dad, my mum, my sister Kim...
Emma: And my brother!

b) Read and match.

Then, act out

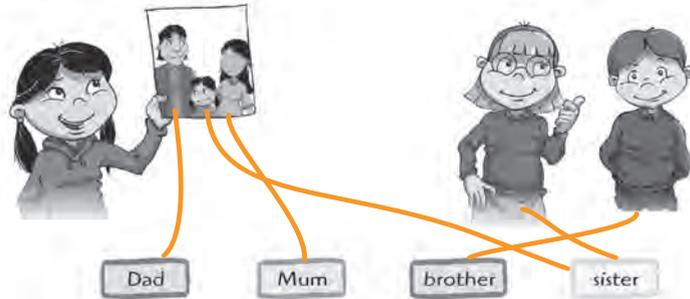
- › Ask Ss to focus on the icons for instructions and tell you what to do.
- › Check answers on the bb.
- › Invite Ss to play the role of Annie, Eric or Emma introducing their family. Give them time to rehearse.

WB EX 3, PAGE 114

10 Listen and write the number

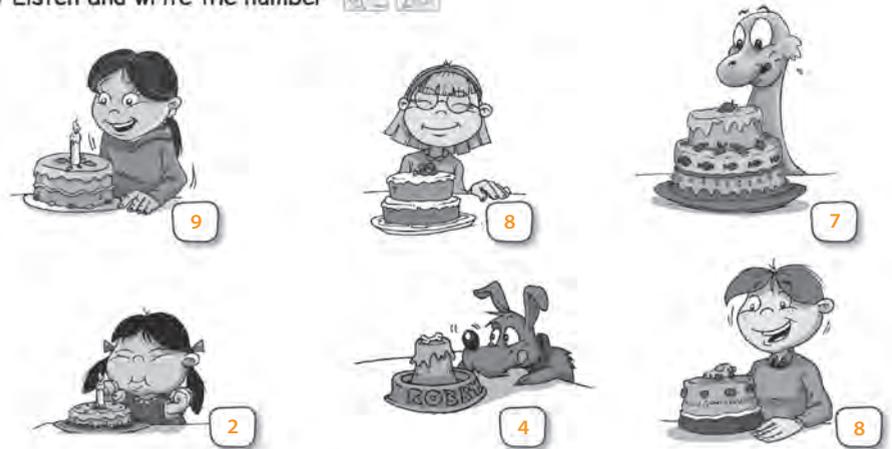
- › Ask Ss to tell you what to do. Focus their attention on the cakes and elicit what each character may be talking about.
- › Play the first part of the recording to check Ss' predictions.
- › Play the recording and check answers on the bb.

9 a) Listen and point



b) Read and match. Then, act out

10 Listen and write the number



24 twenty four

MP3 TRACK 25

Plucky: I'm seven.
Eric: I'm eight.
Kim: I'm two.
Emma: And I'm eight, too! And Robby?
Annie: I'm nine.
Robby: Woof! Woof! Woof! Woof!

BUILDING CONFIDENCE

Memory game. Ask Ss to memorise the characters and their age. You then say one of their names for Ss to produce his/ her age, e.g. **Plucky. He's seven!** This is a good opportunity to revise *he* and *she*.

WB EX 5 PAGE 114

BUILDING CONFIDENCE

The characters' families. Ask Ss to read what Plucky says in the last panel on page 23. Elicit from them what Plucky is talking about. Tell them you'll impersonate the children and talk about your family for them to guess who you can be, e.g. **I have a mum and a dad, I have a sister but I don't have a brother. Annie!** (Kim and Eric, too).

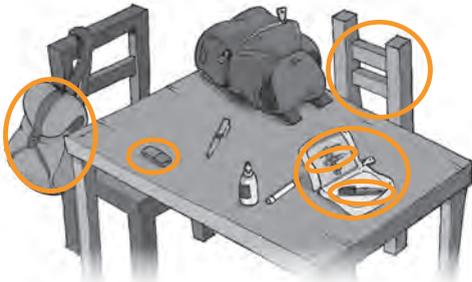
11 a) Listen and number  



b) Now, read and write the number  

- I have a pink pencil case. I have a red pen.
- I have a blue school bag. I have a green book.
- I have a yellow copybook.

12 a) Listen and circle  



- I have a blue chair.
- I don't have a blue chair.
- I have a blue school bag.
- I don't have a rubber.
- I don't have glue.
- I have two pink pencils.
- I have a yellow pen.

b) Read and tick  

BUILDING CONFIDENCE

- 1 **Which one?** Tell Ss to memorise what the characters have before closing their books. Say one of the sentences for them to produce who it refers to.
- 2 **Is it true?** Ss have to talk about their school objects. They can tell a lie, e.g. they can change the colour or the object. The others have to say if it's true or not.

12 a) Listen and circle  

- › Ask Ss to tell you what to do. Make sure Ss understand Ss have to circle the correct drawings, i.e. what Annie has.
- › Do the first one together with the Ss and check on the bb.

MP3 TRACK 27

Annie: *I have a blue chair, I don't have a red chair. I have a green school bag and a yellow pencil case. I don't have a blue school bag. I have a rubber, but I don't have glue. I have two pink pencils. I don't have a white pencil. And I have a red pen. I don't have a yellow pen.*

b) Read and tick  

- › Ask Ss to tell you what to do. Make sure they understand they have to tick the statements that refer to what they have circled.
- › Give Ss some time to do the activity in their books, then check on the bb.

BUILDING CONFIDENCE

A survey. Draw a chart on the bb with three columns. Tell Ss they'll talk about their brothers and sisters. One child says **I have a brother**. And those who have only one brother put up their hands. Write the number of hands up in the first cell. Do the same with one sister, two brothers and so on. Remind Ss that brothers is the plural of brother, it does not mean brothers and sisters.

	BROTHER	SISTER
1		
2		

 **Homework**

Ask Ss to bring photos of their brothers, sisters or friends and their parents.

11 a) Listen and number  

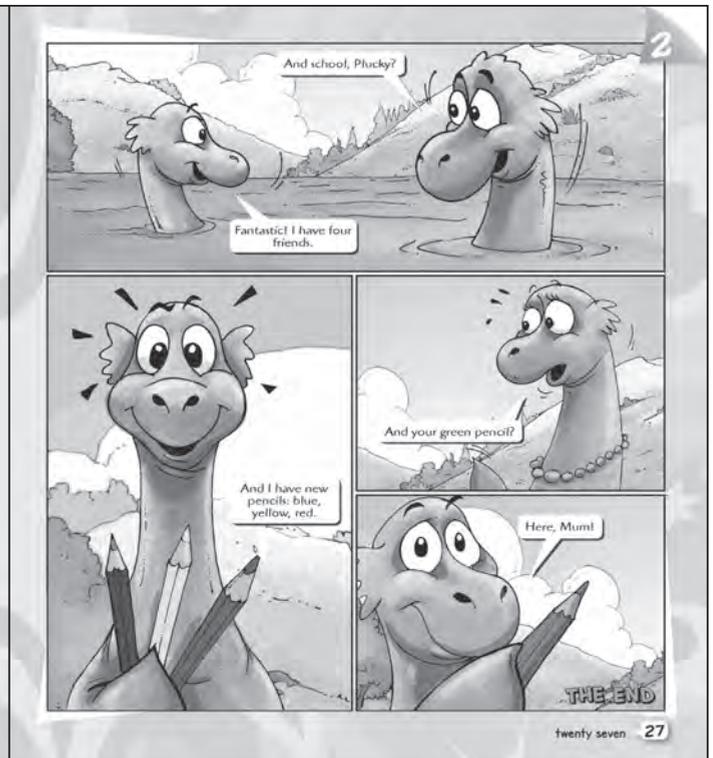
- › Ask Ss to look at the icons and tell you what to do. Remind them of the rules for listening.
- › Check the answers on the bb.

MP3 TRACK 26

Number 1: *I have a yellow copybook.*
 Number 2: *I have a green book.*
 Number 3: *I have a red pen.*
 Number 4: *I have a blue school bag.*
 Number 5: *I have a pink pencil case.*

b) Now, read and write the number  

- › Ask Ss to tell you what to do.
- › Give them time to do the exercise and check the answers on the bb.
- › As a follow up, you can encourage them to impersonate each of the characters.



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Show me your family. To show Ss how to go about this, use a photo of a brother or sister (up to 10 years of age). Tell Ss **I have a brother, Juan. Here, he's ten.** Write this on the bb. Elicit from Ss what changes they need to make if they talk about a sister. Encourage them to speak of their brothers and sisters or friends.

And your green pencil?

- › Ask Ss to open their books at page 26. Focus on the title of the story. Ask Ss which character has green school objects. Ask them to find the pages on which one can see Plucky's green school objects (Unit 1, pages 12 and 17, Unit 2, page 20). Elicit from Ss what may be going on. Point to the different characters and ask: **Who's this?**
- › Play the recording and go back to the Ss' predictions.
- › Ask Ss why Plucky is so happy. (*He has four friends / a new pencil case and new pencils*). Ask them what the children have done to make him feel happy. (*They've talked to him/ they've accompanied him to his lake / Annie's introduced him to his family*). Comment on the importance of making new students feel accepted and valued.
- › Ask Ss what makes Plucky's parents similar to ordinary children's parents. (*They want to know how he got on at school, whether he's made new friends/ they want him to look after his school objects*).

BUILDING CONFIDENCE

Act out. Tell Ss they'll act out the dialogue between Plucky and his mum. Play this part of the recording and have Ss repeat after the characters. Encourage them to imitate Plucky and his mum. Have different pairs perform this dialogue. You can also tell them to change a part of the dialogue, e.g. the school objects, the colours, etc.

MP3 TRACK 28

1 Read and match

- › Have Ss look at the icons and tell you what they have to do. Elicit from them where they can get information about the characters' families.
- › Give Ss time to do the matching, then check on the bb.

BUILDING CONFIDENCE

How good is my memory? Tell Ss they'll be testing your memory. They can use the info in Exercise 1 and then add sentences as well. When they say something, you have to say who they are impersonating, e.g. **I don't have a brother, I don't have a sister. Plucky!**

1 Read and match 



I have a sister.
I have a green mum.
I don't have a sister.
I have a brother.
I don't have a brother.

2 Look and complete 



I have a school bag.
I have four pencils.
I have three rubbers.
I have two books.
I don't have glue.
I don't have a pen.

28 twenty eight

3 Look and say 



I have a yellow and green pencil case.
No!
No!

Song 

a) Listen and circle 



I have a brother sister.
He is ten.
I have a brother sister.
She's eight.
And what about you, my friend?



I don't have a brother sister.
I don't have a brother sister.
But I have a nice dog.
And three eight great friends.

b) Sing! 

29 twenty nine

2 Look and complete

- › Ask Ss to focus on the icons. Elicit from them how they can say what they don't have.
- › Give them time to do the activity.
- › Check on the bb.
- › As a follow up, they can add further sentences, e.g. I don't have a pink pencil case.

BUILDING CONFIDENCE

My school bag. Ask Ss to write true sentences about their own school objects. They can also draw them on a sheet of paper and write the information below. You can then make a display of their sheets.

WB EX 6 AND 7 PAGE 115

3 Look and say

- › Ask Ss to look at the icons and tell you what to do.
- › Tell Ss you'll play the role of Tommy first. Ask them to look at the drawing for one minute, then they should close their books.
- › You can first play with them. Ask them to talk about their school objects for you to say **Yes** or **No** to what they're saying.
- › As a follow up, they can write true sentences referring to Tommy's objects.

Song

- › Ask Ss to read the song and decide which picture illustrates the first part and which one the second part.
- › Play the song once. Then play the song again and invite Ss to join in. You can do it in chunks this time for Ss to listen to each line and then sing it.
- › You can refer to the DVD for ideas.

SONGS

MP3 TRACK 5

BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (*the age of the kids, the number of friends*). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

Tell Ss to use their family photos or to make drawings of their families. Each child can glue his/ her photos on a sheet of paper and write the names below, e.g. **Mum, Dad, my brother** (Diego), **my sister** (Victoria). Make a classroom display of the Ss' families.

1 Read and colour



Focus: identification of objects and colours.

You can start working on reference skills with your Ss. Elicit from them where they can check if they have spelt the words correctly. They have at least two sources: their book and their copybook or ring binder.

- First Ss should look at the icons and tell you what they have to do.
- You can work on a strategy, e.g. you can ask Ss which words they need to focus on (the object and the colour).
- Ask the Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb using the colour flashcards.

EXPANSION

You can ask Ss to bring 5 drawings of school objects with the instructions below as in the exercise, e.g. **My pencil case is green and white**, on a separate sheet of paper. You can ask Ss to exchange worksheets and do the exercise.

2 Look and complete. Have or don't have?



Focus: identification of Eric's belongings in order to decide on *have* or *don't have*.

Remind Ss of their reference sources.

- First Ss should look at the icons and tell you what they have to do.
- You can show them that it is advisable to write a ✓ or a ✗ next to each phrase depending on whether they can see the object on the table or not.
- Ask the Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

EXPANSION

Write the following phrases on the bb: a school bag, nine copybooks, five books, seven rubbers, three black pencils. Ss have to write true sentences about themselves.

3 Write



Focus: identification of the members of the family and their correct spelling.

- First Ss should look at the icon and tell you what they have to do.
- Ss do the exercise orally first. After they have completed the exercise, check the answers on the bb.

EXPANSION

Ask Ss to bring a cut-out of a family or a photo of their own family. Tell them to write the family words as in the exercise.

WB

1 Read and colour

My table is pink.

My school is white.

My pen is yellow.

My book is blue.

My copybook is green.

My chair is red.

My rubber is red and blue.

My pencil case is green and pink.

2 Look and complete. Have or don't have?

I have a school bag.

I don't have eight pencils.

I have two pens.

I don't have four rubbers.

I don't have glue.

I have three copybooks.

I don't have books.

one hundred and thirteen 113

4 Read and circle



Focus: deciding on the correct option.

This is an excellent exercise to work on language awareness. It is very important to ask Ss to account for each choice they have made.

- First Ss should look at the icons and tell you what they have to do.
- Ask the Ss to do the exercise orally before they put it in writing. For each of the answers, ask them the reason for their choice.
- Check the answers on the bb.

EXPANSION

Ss can write true sentences using the words they have not circled, e.g. **I have** in the first example. It is advisable to do this exercise on the bb with everybody offering choices.

5 Look and complete



Focus: age.

- First Ss should look at the icons and tell you what they have to do. Make sure Ss understand the children are talking about their age.
- Ask the Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

3 Write



4 Read and circle

I'm **have** Plucky.

I'm **have** eight.

I am **don't have** a brother.



I'm **have** four friends.

My school bag **is** I'm green.

Look at **my** pencil case.

5 Look and complete

I'm **seven**.

I'm **ten**.

I'm **nine**.

I'm **five**.

I'm **eight**.



6 Read and match

A

What's your name?

What's this?

Who's this?

Is this your brother?

Is this a chair?

B

My mum.

A chair.

No, it's a table.

No, my dad.

Alice.

7 Draw and write



My name's _____

I'm _____

I have _____

I don't have _____

My school bag is _____

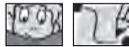
My pencil case is _____

My English copybook is _____

EXPANSION

Ss can bring photos or drawings in which the age of the person should be somehow evident (a T-shirt with a number or a birthday cake with candles, an invitation to a birthday party with the number on the cover, etc.).

6 Read and match



Focus: identification of the relationship between each question and its answer.

You can elicit from Ss what clues each phrase gives them, e.g. the word *name* in the first speech bubble is a clear clue. Elicit from them where they can check if they have doubts.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Elicit from Ss what they can do to check answers more easily: use a different colour for each line or number the speech bubbles and use the same number for the answer.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to bring two different answers for each question.

7 Draw and write



Focus: language awareness, meaning of the stems.
Elicit from them where they can check if they have doubts.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing. In most cases, there can be as many options as there are Ss. It is very important for Ss to realise there are a lot of possibilities, which are all correct.

EXPANSION

You can ask Ss to bring a photo of a well-known character and to complete the file card as if they were that character.

Answer Key

CLIL Pages

Answer: They are all families with the exception of the doctor and the patient.

Further Practice

Activity 2: HE: Eric, Tommy, Dad, brother, Robby; **SHE:** Miss Kenny, Annie, Emma, Mum, sister.

Activity 3: 1 have; 2 don't have; 3 have; 4 don't have; 5 have; 6 don't have

Activity 4: 1 don't have; 2 have; 3 don't have; 4 have; 5 don't have; 6 don't have.

Activity 5: 1 I'm Emma. 2 Yes, it is. 3 Eric. 4 A chair. 5 Yes, she is.

VOCABULARY

Actions: *playing, reading, watching TV, listening to (music), drawing, writing*

Numbers: 11 to 20

GRAMMAR

I'm playing.

He/ She's watching TV.

ANSWERS TO

Are you (playing)? Is he/ she (drawing)?

ORAL INTERACTION

Let's...

And?

RECOGNITION

Feelings: *sad, angry*

Weather conditions: *cold, hot*

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Print/ sound relationship

Use of pronouns

I See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of actions

- Ask four Ss to come to the front. Tell them they have to perform these commands: **write, draw, play football** and **read**. Then, perform one of the actions yourself (not overtly) and challenge Ss into guessing what you're doing. Tell Ss *I'm drawing, I'm writing, I'm playing football, I'm reading* while standing next to the Ss performing the action. The rest of the Ss have to say **Yes** or **No**.
- Make sure they understand you're referring to actions in progress, actions you're performing.

BUILDING CONFIDENCE

Miming game. Mime one of the actions without making it so overt. Tell Ss, e.g. *I'm drawing* for them to say **Yes** or **No**.

1 Look and listen



Possible lead-ins (you may choose):

- Ask Ss what they do at break time. You may also tell Ss about your and your friends' activities at break time when you were a child.

3 Plucky's playing football

1 Look and listen  

30 thirty

- You can also talk about an occasion on which the teacher scolded you. Tell Ss why. You may elicit from them what they shouldn't do at school and why.

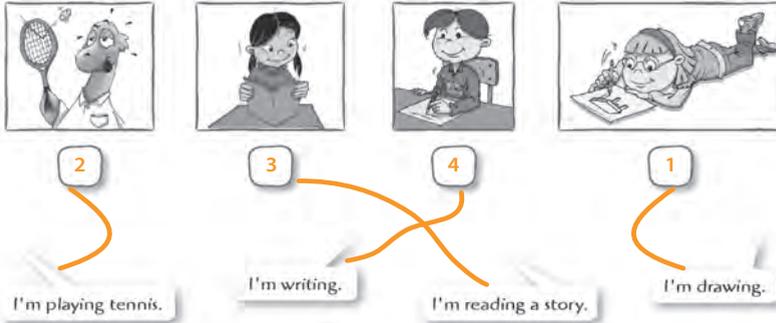
- Ask Ss to open their books at page 30 and to focus on the panels. Elicit from them what may be going on. Why are Plucky's parents so happy? Draw Ss' attention to Plucky's face in the last panel. Why does he look worried/ sad? Elicit from them that he's done something wrong and that he's apologising for it.
- Play the recording for Ss to check their predictions.
- You can ask Ss to look closely at the panels and then close their books. You'll impersonate the characters, and Ss will have to guess who you are, e.g. *I have a ball.* Ss: **Eric!**

MP3 TRACK 29

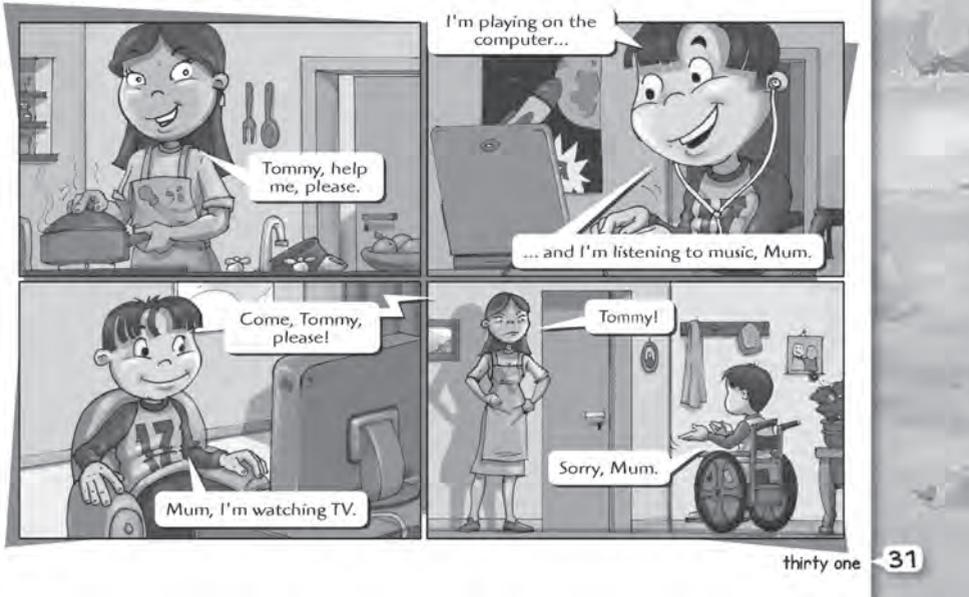
BUILDING CONFIDENCE

A chain. Tell Ss you'll play a chain game. You'll start by performing an action and saying what you're doing, e.g. *I'm playing tennis*. The second participant has to repeat what you've said while performing the action, and add a new activity, e.g. *I'm playing tennis and I'm drawing a chair*. Make sure Ss perform the actions as they name them.

2 Listen and number. Then, match 



3 Look and listen 



It is important that every time Ss say *I'm...ing* they perform the activity; otherwise, we would be focusing on grammar only irrespective of meaning.

2 Listen and number. Then, match 

- Ask the Ss to work on the icons.
- Remind Ss of the rules for listening.
- Play the recording as many times as necessary. Check on the bb.
- Give Ss some time to do the matching, then check on the bb.

MP3 TRACK 30

- Number 1 (Emma): *I'm drawing.*
- Number 2 (Plucky): *I'm playing tennis.*
- Number 3 (Annie): *I'm reading a story.*
- Number 4 (Tommy): *I'm writing.*

BUILDING CONFIDENCE

Memory game. Ask Ss to look at the drawings and then to close their books. You'll name an activity for Ss to tell you who it is, e.g. T: *I'm playing tennis.* Ss: *Plucky!*

WB EX 2 PAGE 116

3 Look and listen 

- First ask Ss to look at the icons and tell you what to do.
- Point to the lady and ask Ss *Who's this?* Elicit what she's doing and what may be going on.
- Play the recording for Ss to check their predictions.
- Play the recording again for Ss to count how many times Tommy's mother has to call him (three). Then discuss whether his behaviour is right or wrong.

MP3 TRACK 31

BUILDING CONFIDENCE

Act out. You'll play the role of Tommy's mum. Ask Ss to help you, e.g. *Cecilia, come and help me, please!* Ss have to give you excuses, e.g. *Sorry! I'm [listening to music].* Focus Ss' attention on the last part of the comic strip in which Tommy's mum says *Tommy!* and he finally apologises. Include this part in the situation, e.g. *Cecilia!* for the student to say *Sorry.* Call on different Ss. Encourage them to mention different activities. Make sure they perform the action while saying what they're doing.

 Homework

Ask Ss to bring cut-outs of people performing the activities they've seen (write, play, listen, draw, watch TV).

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 **He or she?** Tell Ss to flash one of the cut-outs they've brought from home, and ask the rest **He or She?** The others have to guess.
- 2 **What are you doing?** Ss will use their cut-outs. Tell them to draw one speech bubble per cut-out and write **I'm ...ing** on separate sheets of paper. Collect the cut-outs and the speech bubbles, shuffle them and call on Ss to match them on the bb. Elicit from Ss where they can find information if they can't remember an action or how to spell it.

Introduction of He's/She's (reading)

- > Collect some of the Ss' cut-outs or bring some yourself. Show the back of one to Ss and tell them, e.g. **He's reading. Yes or No?** for them to guess. Repeat the procedure. Include both *he* and *she*.
- > Elicit from Ss what the difference is between **I'm (reading), he's (reading) and she's (reading)**. Let them think. If their answers are not correct at the beginning, guide them without giving them the answer.

4 a) Listen and match

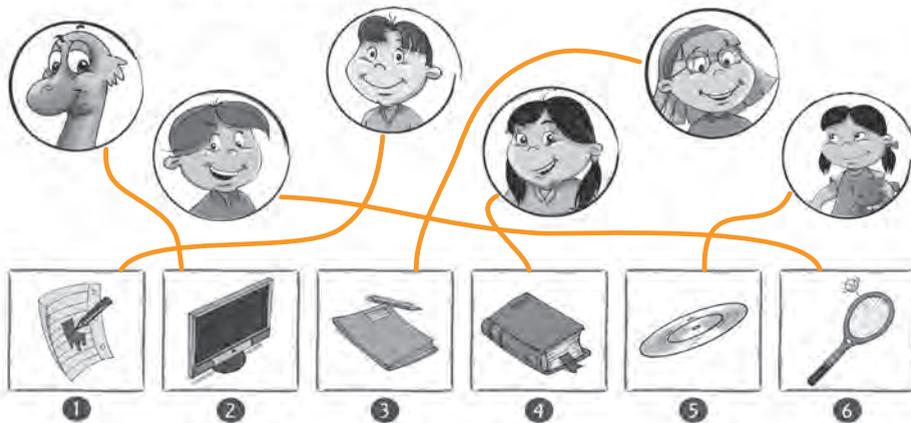


- > Ask Ss to open their books at page 32, Ex. 4. Ask them to tell you what to do. Make sure they understand they have to match the person and the object representing the activity. You may point to each of the drawings and ask Ss what activity it represents.
- > Play the recording and check the answers on the bb.

MP3 TRACK 32

Plucky is watching TV.
Eric is playing tennis.
Tommy is drawing a chair.
Annie is reading a book.
Emma is writing.
Kim is listening to music.

4 a) Listen and match



b) Now, read and write the number

Annie is reading a book.

4

Emma is writing.

3

Eric is playing tennis.

6

Plucky is watching TV.

2

Kim is listening to music.

5

Tommy is drawing a chair.

1

5 Guess!



Fede is drawing
a rubber.

No. He's drawing
a pencil case.

32 thirty two

BUILDING CONFIDENCE

Memory game. Ask Ss to memorise the pictures and to close their books. You'll name one of the activities for them to say who is performing it. Help them reflect on the use of *he* and *she*, e.g. **She's watching TV**, it has to be a girl.

b) Now, read and write the number

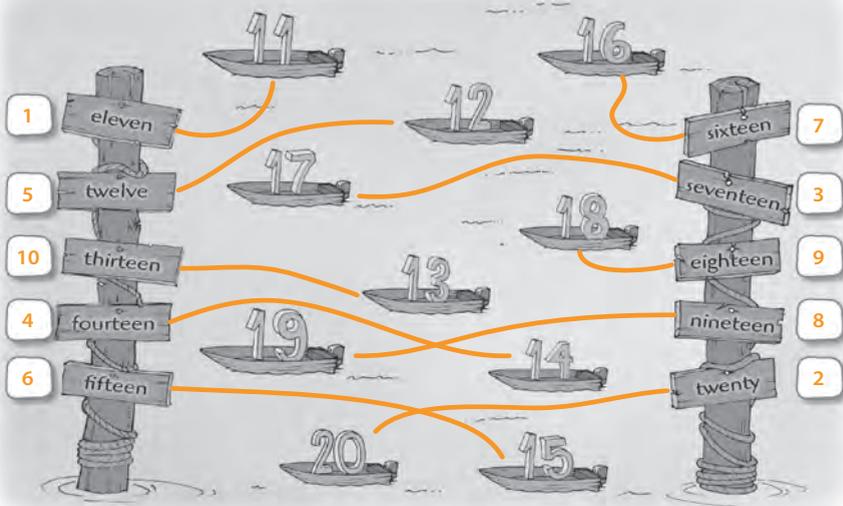


- > Ask Ss to read the sentences to themselves first. Then read out the sentences in random order for them to say which number it is, e.g. **Eric is playing tennis, 6.**
- > Give them time to do the exercise, then check on the bb.

BUILDING CONFIDENCE

Is or 's? Read out each sentence in Exercise 4 b) twice, contracting the verb to be and using its full form, e.g. **Emma's writing. Emma is writing.** Ask Ss if they can hear any difference. Check they understand they mean the same. Write the contracted form on the bb for Ss to see it. Ask Ss to read the two examples in Exercise 5 and ask them to change the full or contracted forms.

6 a) Read and match



b) Listen and number

7 Guess!



thirty three **33**

5 Guess!

- › Ask Ss to look at the icon and tell you what to do.
- › Remind Ss of the rules for playing.
- › You can appoint different Ss to draw on the bb.

BUILDING CONFIDENCE

Miming game. Call one student to the front and tell him/ her to perform an action. He/ She shouldn't do it overtly. The rest have to guess, e.g. **He's playing on the computer.**

WB EX 1 AND 2 PAGE 116

Introduction of numbers 11 to 20

- › Write 11 to 20 on the bb. Tell Ss you'll write numbers in the air and they'll have to guess, e.g. Write 13 in the air and point to number 13 on the bb while you say **I'm writing thirteen (or fifteen)** for Ss to say **Yes** or **No**. Do this with all the numbers.
- › Say the numbers from 13 to 19 and ask Ss if they can hear anything in common (the -teen ending). Elicit from them if they can relate the first part of the number and numbers 3 to 9.

BUILDING CONFIDENCE

1 Show me... Ask Ss to write numbers 11 to 20 on pieces of paper. Name numbers for them to show the correct card. If you find Ss are not ready, start with numbers 11 to 15, then do the second half. Finally combine them all.

2 Counting game. Tell Ss to go back to Exercise 1 on page 30. You'll tell them what to count, e.g. number of letters in the first text message, number of bubbles in panel 5, number of beads in Mrs Plucky's necklace, etc.

6 a) Read and match

- › Ask Ss to tell you what to do.
- › Check the Ss' answers on the bb.
- › Help them see the endings and the relationship between 3 to 9 and 13 to 19.

b) Listen and number

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

MP3 TRACK 33

Number 1: Eleven	Number 6: Fifteen
Number 2: Twenty	Number 7: Sixteen
Number 3: Seventeen	Number 8: Nineteen
Number 4: Fourteen	Number 9: Eighteen
Number 5: Twelve	Number 10: Thirteen

BUILDING CONFIDENCE

What's the number? Show numbers to Ss using your hands, e.g. show 10 and 6 with your fingers for them to say what number it is. You can make it more challenging if you do not start with 10, e.g. **8 and 5.**

7 Guess!

- › Ask Ss to look at the icons and tell you what to do. Make sure they understand they have to draw a number on the back of a student for this student to guess what number it is.
- › Remind them of the rules for playing.

Homework

Ask Ss to bring cut-outs of numbers from magazines and newspapers.

WB EX 3 PAGE 117

Getting started

Start the lesson with the routine suggested in the Introduction.

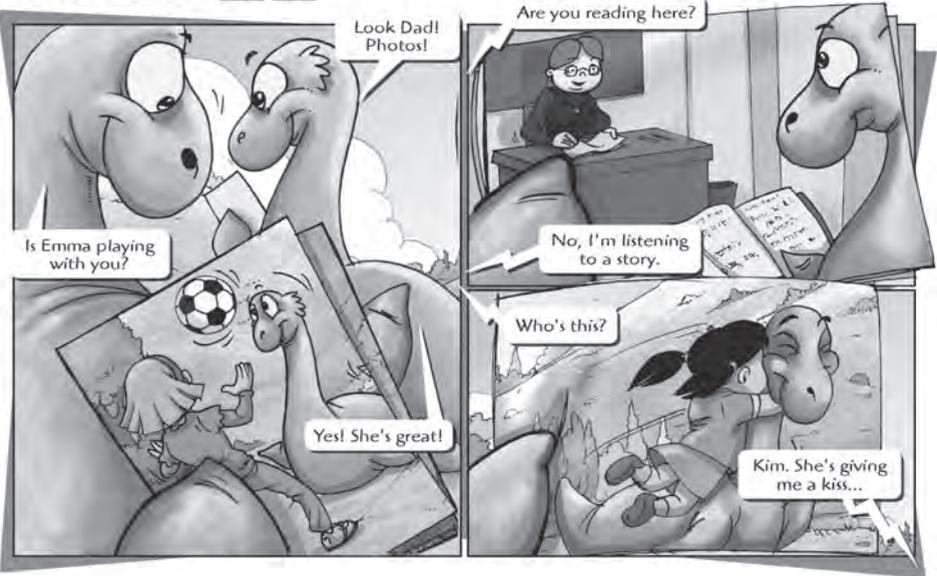
BUILDING CONFIDENCE

- Point to...** Write numbers 11 to 20 on the bb. Make sure they're wide apart. You can make your own cards and use them. As you name them, Ss have to point to the correct number.
- Cut-outs.** Ask Ss to take out the cut-outs they've brought from home. Ask them to write the numbers on separate sheets. Collect the numbers and the words, shuffle them and have Ss go to the front and match them.
- Number gym.** Tell Ss to choose two cut-outs from 11 to 20. You'll tell them what to do, e.g. **Eleven, stand up.** And all Ss who have chosen number 11 have to stand up.
- Number and colour dictation.** Dictate numbers to Ss and mention the colour they have to use, e.g. **Eleven, red.** Make sure they have the necessary coloured pencils first.

8 Look and listen

- Ask Ss to open their books at page 34. Focus their attention on Exercise 8. Ask them to look at the icons and tell you what to do.
- Elicit from them what is going on. You can point to the characters and ask Ss, e.g. **Look, who's this? What's this?**
- Play the recording and check Ss' predictions.
- Tell Ss to look at the last panel and ask them, **Is Plucky happy? Angry?** You can ask Ss how they would feel in that situation.

8 Look and listen



9 Mime



34 thirty four

- Play the recording again for Ss to listen and imitate the characters. Check that they use the correct intonation.

BUILDING CONFIDENCE

- Guess.** Tell Ss you'll have to guess what (*Emma*) is doing, for which you'll ask questions, e.g. **Is she (reading)?** Do the same with a male character. Tell Ss they should decide on an action first.
- Guess my drawing.** Tell Ss to draw themselves doing something. You'll ask them questions, e.g. **Are you (playing football)?** You can predict the number of right guesses and then check.

MP3 TRACK 34

Language awareness: questions

- Write the following questions on the bb: **Who's this? What's this? Is this a book? Is Emma playing? Are you reading?** Number them.
- Ask Ss what you want to know when you ask each of the questions. Focus their attention on the fact that in questions 4 and 5 we're checking about activities in progress.
- Elicit from them why in one of the questions we use *are* and in the other we use *is*. Write further examples on the bb including **you, he** and **she**. Ask Ss how they can answer the questions (**Yes/No**).

9 Mime

- Tell Ss to focus on the icons for instructions and ask them what to do.
- Remind Ss that they should not make the action too overt.
- Have different Ss perform an activity for the rest to guess.

10 a) Read and circle  

Look at my sister. She's watching TV.

1

Kim or Emma?

This is my sister. She's playing football with Plucky.

2

Emma or Annie?

Look at my brother. He's playing on the computer.

3

Eric or Tommy?

Look! My sister is drawing!

4

Annie or Emma?

Look at my friend! He's listening to music.

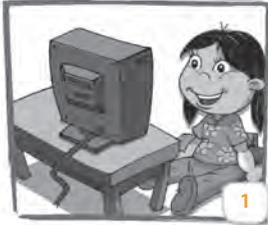
5

Eric or Tommy?

b) Now, read and write the number  



4



1



3



2



5

thirty five

35

Can you remember? Tell Ss to memorise what each character is doing, and then to close their books. Ask them, e.g. **Is Annie writing?** You can make it more challenging by including the frame number, e.g. **Is Eric playing on the computer in frame 4?**

 **Homework**

Ask Ss to bring four cut-outs from magazines or drawings of people performing different activities (the ones they've seen). You can also ask them to bring photos of themselves performing any of the activities they've seen so far.

Optional homework:

Ask Ss to look for information on plesiosaurs: what they looked like, how tall they were, what they ate, whether they were dinosaurs or not, and you can also ask them to do research on the Loch Ness monster. You can ask the classroom teacher to help them do so.

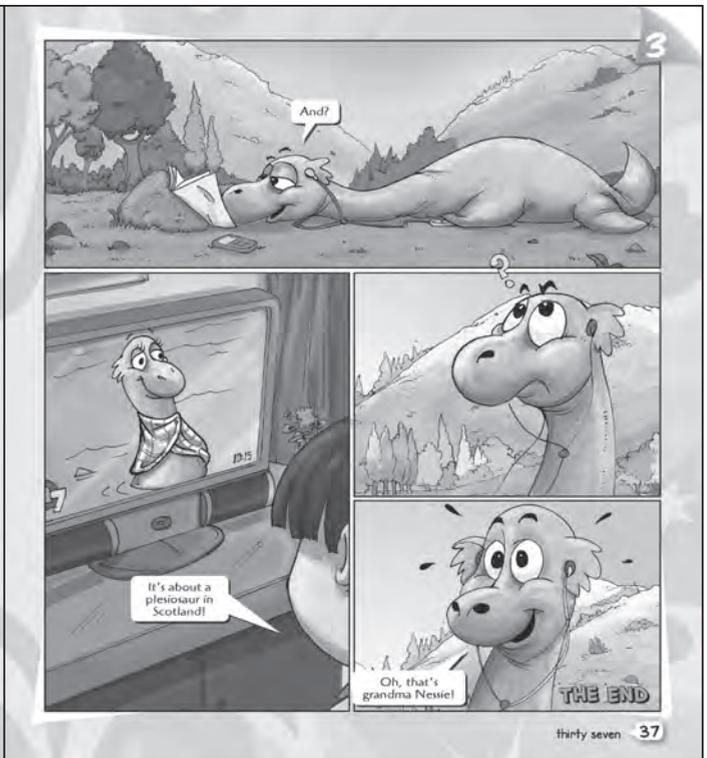
WB EX 5 PAGE 117

10 a) Read and circle  

- Ask Ss to focus on the icons for instructions and tell you what to do. The names they have below each speech bubble are the names of the person carrying out the activity. Ask Ss to see where they think they can find the information. Make sure they've understood that they can find the information in the exercise below (b).
- Give them time to do the activity, then check on the bb.

b) Now, read and number  

- Ask Ss to focus on the icons for instructions and tell you what to do.
- Check the answers on the bb.



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Flashing game. Tell Ss to take out the cut-outs. Ask one of them to flash his/ her cut-out and ask his/ her classmates, e.g. **Is he playing hockey?** This is a good opportunity to work on language awareness. Ask Ss when they'd use **he** and when **she**.

My grandma Nessie

- Ask Ss to open their books at page 36 and to look at the title. You can bring photos of your own grandmother and introduce her to Ss, e.g. **Look, my Grandma** so that they can understand the title.
- Focus Ss on the first panel and on Tommy's expression. Why is he excited? Ask Ss to look at panels 2 and 3 and elicit from them who may be phoning Plucky.
- Ask Ss to look at the second panel on page 37 and ask them **Who's this?** Accept all their answers. Encourage Ss to imagine what is going on.
- Play the recording and ask them to read the comic strip.
- Once you've checked with the classroom teacher about the children's grandparents, you can ask them if they live close by or a long way away. In the latter case ask them how they get in touch and whether they visit each other regularly, etc.
- Tommy can be seen sitting in an arm-chair because he needs a wheel chair only to move around. You can point this out to Ss.
- If the Ss have done research on plesiosaurs, you can ask them about the information they've found on plesiosaurs and Nessie, the Loch

Ness monster. What's their opinion of the latter and the plesiosaurs which are said to live in our lakes?

Ask the classroom teacher about the children's families, especially grandparents.

BUILDING CONFIDENCE

- 1 **Memory game.** Ask Ss to number the panels. They should try to remember what the characters are doing in each panel. Once they have closed their books, ask them, e.g. **Is Tommy watching TV in panel 3?**
- 2 **Act out.** Tell Ss they'll be acting out a part of the story. Have them repeat after the recording, line by line, imitating the characters as far as possible. It is advisable to work on only one panel at a time, and to focus on panels 3 to 6.

MP3 TRACK 35

1 Read and match



- Have Ss look at the icons for instructions and tell you what they have to do.
- Give Ss time to do the matching before checking on the bb.

1 Read and match  



2 Look and complete  

Look at Fede. He is watching TV.

This is Lucas. He is listening to music.

This is Vicky. She is playing on the computer.

Mañana is four. She is drawing.

38 thirty eight

3 Guess! 



Song 

a) Listen and complete  

Annie is writing a story
Tommy is watching TV
Eric is listening to music
 And I am playing. 1, 2, 3

Let's sing, let's play
 All together today

Emma is reading a book
Mum is listening to me
Dad is drawing a story
 And I am playing. 1, 2, 3

b) Sing! 

39 thirty nine

BUILDING CONFIDENCE

Name the children. Ask Ss to name the children in Exercise 1 (they should all agree on the names). Then ask them, e.g. *Is [Mateo] drawing a baby?* If Ss are ready, you can ask them to put the questions to the rest.

2 Look and complete  

- Tell Ss to look at the icons and tell you what they have to do. Have them read the sentences and tell you what is missing in each sentence (*he* or *she*). Elicit from them how they'll decide which one to write.
- Check on the bb.

3 Guess! 

- Tell Ss to look at the icon and the situation and tell you what they have to do (the T mimes an action and Ss have to say what he/ she is doing). Make sure they do not use the intonation for questions.

WB EX 6 AND 7 PAGE 102

Song

- Ask Ss to read the song and decide which picture illustrates each part.
- Play the song once. Then play the song again and invite Ss to join in. You can do it in chunks this time for Ss to listen to each line and then sing it.
- You can divide the class into two groups (or four). Each group is in charge of remembering one part of the song (either the first two or four lines), and everybody has to remember the chorus. While one group sing their part, the others can mime what they are saying.
- You can refer to the DVD for ideas.

 **MP3 TRACK 6**

BUILDING CONFIDENCE

A new song. Tell Ss you'll all create a new song by changing some of the words. Elicit from them which words they can change (some of the nouns, the actions). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they're writing their song.

OUR POSTER

First ask Ss to select one of their cut-outs. They should draw a speech bubble and write what the character is doing, e.g. *I'm watching TV.* Collect the Ss' cut-outs and speech bubbles to make the poster. Each student will glue his or hers. Remind them of the rules for this activity. If a child didn't bring any cut-outs, he/ she would have to draw a person performing an activity.

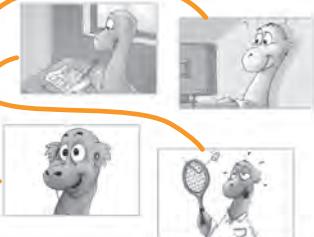
1 Read and write the name

Annie is drawing.
Tommy is watching TV.
Kim is playing.
Eric is playing on the computer.
Emma is reading.



2 Read and match

I'm playing tennis.
 I'm watching TV.
 I'm drawing my school.
 I'm listening to music.



116 one hundred and sixteen

3 Write the number

six, nine, twelve, fifteen, eighteen
 four, eight, twelve, sixteen, twenty
 eight, nine, ten, eleven, twelve, thirteen
 twenty, nineteen, eighteen, seventeen, sixteen, fifteen
 twenty, eighteen, sixteen, fourteen, twelve, ten

4 Write

Mum Mr Pluck He She
 My brother My sister My brother Mum
 Mrs Pluck My dog Robby Mr Pluck Mrs Pluck
 Mrs Pluck My dog Robby My dog Robby My sister

5 Read and circle



one hundred and seventeen 117

1 Read and write the name

Focus: identification of the name of the action.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to bring 5 cut-outs of people performing different activities. Ss can write a caption below each cut-out, e.g. (*Maggie is listening to music.*)

2 Read and match

Focus: identification of actions.
 Remind Ss of their reference sources.

- > First Ss should look at the icons and tell you what they have to do.
- > Elicit from Ss what they can do so as to make the matching clearer when checking (either different colours or numbers).
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

Ss can bring cut-outs or drawings of people performing actions and a speech bubble in which they say what they're doing.

3 Write the number

Focus: identification of the number which is missing in each sequence.

- > First Ss should look at the icon and tell you what they have to do.
- > Ss do the exercise orally first. As they're doing the exercise, tell them they can write the missing numbers.

EXPANSION

Ask Ss to bring five sequences on a separate sheet to exchange with other classmates.

4 Write

Focus: to decide on which nouns/ names are feminine and which are masculine.

You may need to focus Ss' attention on the use of *Mr* and *Mrs*. Elicit from Ss what strategies they can use to remember that *she* is used for girls and women and that *he* is used for boys and men.

- > First Ss should look at the icon and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can give Ss further options: *Miss Kenny, Cecilia, Jeremy, my dog Cata, Clarita, Mr Kenny, Laura.*

3

6 Read and tick  

✓ Who's this? My dad. Who's this? My copybook.
 What's this? ✓ What's this?

Are you playing tennis? No, she's reading.
 ✓ Is Emma playing football?

Is that Miss Kenny? No, it's my copybook. ✓ Is Eric writing a story? No, he's drawing.
 ✓ Is this your book? Is Annie writing a story?

7 Look and write  

 This is Tommy. He's listening to music
 Look at Emma. She's drawing
 Look at Annie. She's writing
 Kim? Kim's watching TV

118 one hundred and eighteen

EXPANSION

You can ask Ss to bring an answer to the question they haven't ticked.

7 Look and write

Focus: language awareness, meaning of the stems.

You can elicit from Ss where they can find this type of text, in which there is a photograph or drawing and a caption below (illustrations in magazines, newspapers or the Internet, for instance).

- › First Ss should look at the icons and tell you what they have to do.
- › Ask the Ss to do the exercise orally before they put it in writing.

EXPANSION

You can ask Ss to bring photos with a caption below.

Answer Key

CLIL Pages

Answers: 1 No, 2 Yes 3 No, 4 No, 5 Yes, 6 No

Further Practice

Activity 1: 1 I'm; 2 She's; 3 I'm; 4 She's; 5 He's.

Activity 2: 1 is listening to music. 2 is playing on the computer. 3 is playing football. 4 is drawing. 5 is watching TV.

Activity 3: 1 twenty; 2 fourteen; 3 seventeen; 4 fifteen; 5 eighteen; 6 thirteen.

Activity 4: 1 No, she isn't. 2 Yes, I am. 3 Eric. 4 No, she isn't. 5 No, it's Tommy. 6 My table.

5 Read and circle

Focus: to decide on the correct option.

Work on language awareness by asking Ss to account for each choice.

- › First Ss should look at the icon and tell you what they have to do.
- › Ask the Ss to do the exercise orally before they put it in writing. For each of the answers, ask them to explain the reason for their choice.
- › Check the answers on the bb.

EXPANSION

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

6 Read and tick

Focus: identification of the correct question by focusing on the answer.

You can elicit from Ss what clues each answer gives them, e.g. *My dad* refers to a person, therefore the correct question should be one with the word *who*.

Elicit from them where they can check if they have doubts.

- › First Ss should look at the icons and tell you what they have to do.
- › Ask the Ss to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

VOCABULARY

Adjectives: **tall, short, fat, thin, nice, beautiful, big, small**

Numbers: **21 to 59**

GRAMMAR

They're

ANSWERS TO

Are they...?

How old...?

ORAL INTERACTION

Let's...

You're (sad)

Well done!

And now?

RECOGNITION

Feelings: **sad, angry**

Weather conditions: **cold, hot**

They're twins

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Print/ sound relationship

No plural for adjectives

Use of **is, am, are**

I See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of **tall, short, fat, thin, beautiful**

- You need cut-outs of women from magazines or newspapers: one should be tall and thin, another one tall and fat, a third one short and thin and the last one short and fat. Stick the four cut-outs on the bb and tell Ss you'll describe these women for them to write their names below each picture. You can write the names on the bb, e.g. **Brenda, Lucy, Greta, Megan**.
- Describe one of them using gesture, but without pointing to her, e.g. **Megan is tall and fat. She's beautiful**. Do this with the other four women.

BUILDING CONFIDENCE

Name them. You can use the same procedure as before, but this time with cut-outs of men.

4 Grandma's tall and I'm short

1 Look and listen

40 forty

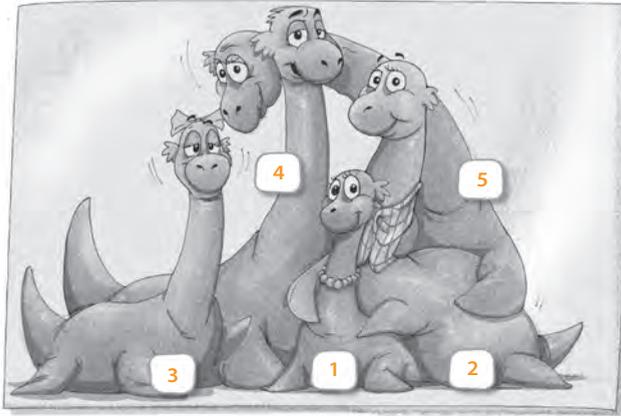
1 Look and listen

Possible lead-ins (you may choose):

- Tell Ss what you have for tea, who with, and what you chat about with them at tea time. Then, ask Ss questions on the same topic.
 - If you have any photos in your wallet, show them to Ss and tell them many people like to have the photos of their loved ones with them. Then, ask Ss to open their books at page 40 and to focus on the comic strip for them to infer whose photos Plucky and Annie are showing to their friends.
- Play the recording for Ss to check their predictions.
 - Ask Ss how Plucky feels about his Grandma and how Annie feels about her sister (they are both proud).
 - Make sure Ss understand that *beautiful* refers to being really attractive while *nice* means friendly, kind, enjoyable, not necessarily beautiful in terms of look.

MP3 TRACK 36

2 a) Listen and number  

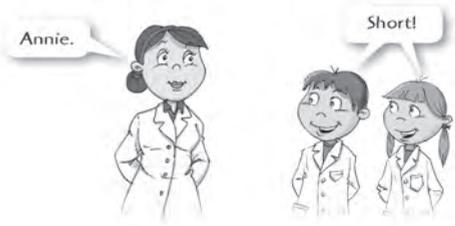


4

b) Now, read and write the number  

- My grandma is very tall. 5 My sister is short and thin. 3
- My mum is tall and fat. She's beautiful. 2 My brother is tall and thin. He's very nice. 4

3 Memory game 



forty one 41

BUILDING CONFIDENCE

- 1 **Can you remember?** You need the cut-outs you have used to present the adjectives. Show only a part of the cut-out and ask Ss, e.g. *Is he tall? Is she beautiful?*
- 2 **Name them!** Tell Ss you'll name people or characters they know for them to say a word that describes them, e.g. *Mickey Mouse. Short!*

This is a good opportunity to work on acceptance of differences as regards physical appearance.

MP3 TRACK 37

Mrs Pluck: Hello! I'm Mrs Pluck. Look at the family photo. I'm twelve here. This is my mum. She's tall and fat. She's beautiful. This is my sister. She's short and thin. And this is my brother. He's tall and thin. He's very nice. And look! My grandma! She's very tall!

BUILDING CONFIDENCE

Memory game. Play the recording again and stop after each description. Tell Ss the character's name, e.g. *She's Betty [Mum], Fay [sister], Tim [brother]*. Then, name one of the characteristics for Ss to name one of the characters, e.g. *Short. Fay!*

b) Now, read and write the number  

- > Ask the Ss to look at the icons and tell you what to do.
- > Give Ss time to do the activity.
- > Check on the bb.

3 Memory game 

- > First ask Ss to look at the icon and tell you what to do.
- > You can invite Ss to name characters. They can also include characters from well-known stories, comics, etc.

BUILDING CONFIDENCE

Act out. Tell Ss to imagine they're making a presentation for a show. They have to greet the audience, say their name, their age and give a description. Finally, they have to talk about their families, e.g. *Hello! I'm Agustina. I'm nine. I'm short and thin. I'm nice. I have a brother. I don't have a sister.* You can write labels on the bb to help Ss remember, e.g. *name, I'm..., tall/short..., family.*

WB EX 1 PAGE 119

 **Homework**

Ask Ss to bring photos of their brothers or sisters or photos of themselves when they were younger.

2 a) Listen and number  

- > Ask the Ss to work on the icons.
- > Remind Ss of the rules for listening.
- > Play the recording as many times as necessary.
- > Check on the bb.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Look at my photos! Ss take it in turns to show one of their photos and describe it, e.g. **Look! Maria's short and nice.**

Introduction of *big* and *small*

- › Tell Ss you've bought some school objects that you have to give Plucky or Kim. Ask Ss, **Is Plucky short? Is Kim tall?**
- › You need drawings of big and small school objects.
- › Stick the character flashcards on the bb. Show a (big) school bag and tell Ss, e.g. **Look, a big school bag** (use gesture). **Is it for Plucky or Kim?** Do the same with the other school objects.

BUILDING CONFIDENCE

Point to! Draw a big circle on the right hand side of the bb and a small one on the other side. Tell Ss they have to point to the correct circle as you say **Big** or **Small**.

4 a) Listen and number



- › Ask Ss to open their books at page 42. Ask them to tell you what to do.
- › Play the recording and check the answers on the bb.

MP3 TRACK 38

Number 1 is a big school bag.
Number 2 is a small pencil case.
Number 3 is a small rubber.
Number 4 is a big pencil case.
Number 5 is a small school bag.
Number 6 is a big rubber.

BUILDING CONFIDENCE

Memory game. Ask Ss to memorise the pictures and to close their books. You'll describe one of the school objects for them to say which one it is, e.g. **A small rubber. Three!**

b) Now, read and write the number



- › Ask Ss to read the phrases to themselves first.
- › Give them time to do the exercise, then check on the bb.

4 a) Listen and number



b) Now, read and write the number

a big pencil case 4

a small pencil case 2

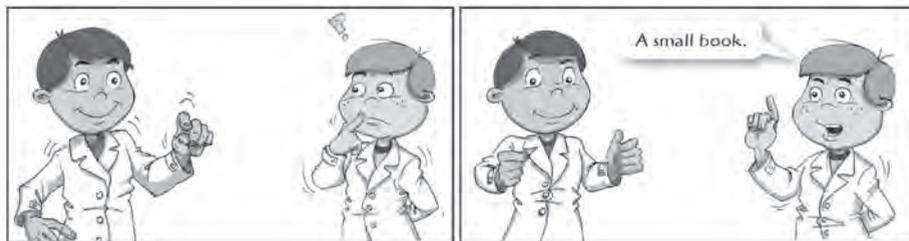
a small school bag 5

a small rubber 3

a big school bag 1

a big rubber 6

5 Guess!



42 forty two

5 Guess!

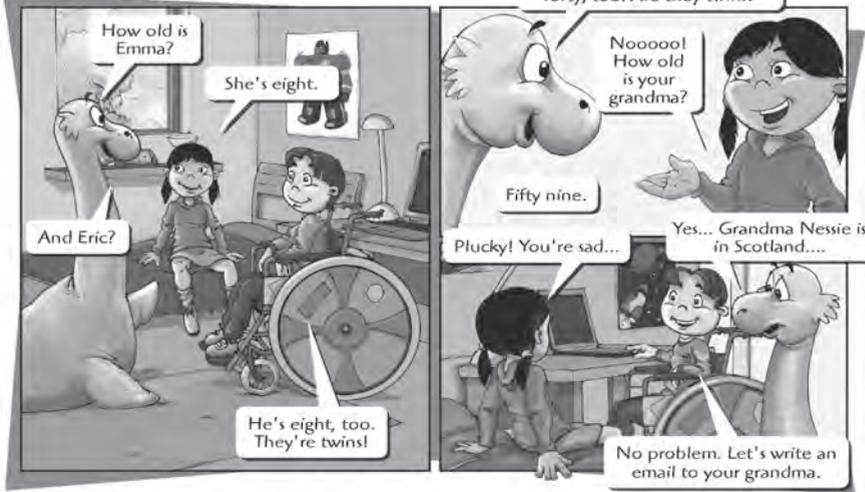
- › Ask Ss to look at the icon and tell you what to do.
- › Show them they have to mime a school object and its size for the others to say what it is. You can mime two or three yourself and then ask Ss to come to the front and do the miming.

BUILDING CONFIDENCE

Miming game. Call one student to the front and tell him/ her to perform an action, e.g. **Read a big book.** He/ She shouldn't do it overtly. The rest have to guess, e.g. **He's reading a big book.** This is a good opportunity to integrate previously seen items, e.g. table, chair, school objects, etc.

Introduction of numbers 30 to 50

- › Write 30, 40 and 50 on the bb. Write 1, 2 and 3 below them. Tell Ss you'll say a number, and they have to tell you which one it is, 1, 2 or 3. Say the numbers in random order.
- › Say 30 again and ask Ss if they can relate this number with any other number (three and thirteen). Do the same with 40 and 50. Work on the difference in pronunciation.

6 Look and listen  7 Read and match  8 Guess! 

BUILDING CONFIDENCE

- Point to...** Write numbers 30, 40 and 50 wide apart on the bb. You can make your own cards and use them. As you name them, Ss have to point to the correct number.
- Show me...** Ask Ss to write numbers 0 to 9 on pieces of paper. Name numbers for them to show the correct card, e.g. 45, 39. If you find Ss are not ready, start with numbers 31 to 39, then do the 40 series, the 50 series and finally combine them all.
- Counting game.** Tell Ss they have to be quick at counting. Ask them, e.g. *How many chairs? Two? Fourteen?* Ask different questions.

6 Look and listen  

- Ask Ss to tell you what to do. Ask Ss to infer whose room it is and to account for their answers. Since this is the first time Ss see Tommy's room, you may want to show them his bed is like everybody else's bed, and that there is nothing special in his room. Play the recording and ask Ss to read.
- Ask Ss what the children are talking about. Ask them how, nowadays, we can communicate with our loved ones in spite of distance (emails, letters, phones, mobile phones, txt messages, etc). Tell them that people in the past weren't that lucky.
- You can ask Ss to write the figures they hear in the recording (8, 40, 59).
- Remind Ss that Eric and Emma are 8, and they're brother and sister. Anything special? They're twins. You can ask Ss if they know any twins.

4

Language awareness: *How old...?*

- Focus Ss' attention on panel 1. What does Plucky want to know? Then focus their attention on the answers. Ask them why one starts with *he* and the other one with *she*.
- Ask one of the Ss *How old are you?* If he/ she can't answer, give him/ her options, e.g. **Are you two? Four? Eight?** Ask Ss what you want to know. Then, tell them to concentrate on the answer: *I'm* [9]. Ask them why they use *I'm* and not *he's* or *she's*.
- Ask Ss how we say this in Spanish - **tener**. Help them notice it is different in English.

Remember that at this stage, our attention is focused on the answers and not on Ss producing the questions.

BUILDING CONFIDENCE

Memory game. Write these names on the bb: **Danny, Jim, Ken, Pam, Maggie, Lucy.** Below them, write **27, 36, 52, 19, 41** and **38.** Tell Ss to memorise the information, then erase the bb. Ask Ss, e.g. **How old is Lucy? How old is Jim?**

7 Read and match  

- Ask Ss to tell you what to do.
- Check the Ss' answers on the bb.

8 Guess! 

- Ask Ss to tell you what to do.
- You can invite Ss to write the numbers in the air.

BUILDING CONFIDENCE

What's the number? Show numbers to Ss using your hands, e.g. show 4 and 7 with your fingers for them to say what number it is (47).

WB EX 2 PAGE 119

 Homework

Ask Ss to bring big cut-outs of numbers from magazines and newspapers.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

1 Cut-outs. Ask Ss to take out the cut-outs they've brought from home. Ask them to write the numbers on separate sheets. Collect the numbers and the words, shuffle them and have Ss go to the front and match them.

2 Number and colour dictation. Dictate numbers to Ss and mention the colour they have to use, e.g. **Thirty seven, red.** Make sure they have the necessary coloured pencils first.

Introduction of *are* and *they're*...

- > Tell Ss you'll test their memory. You'll give them information and they'll have to say **Yes** or **No**, e.g. **Eric and Emma are twenty. Mr and Mrs Plucky are yellow. Robby and Pluto are dogs. Mickey Mouse and Minnie Mouse are small.**
- > Tell them you'll focus on Cinderella and Snow White (or any other character Ss may be familiar with). Start telling Ss, e.g. **Cinderella and Snow White are beautiful.** Ss say **Yes** or **No. They're fat. They're three.**

Language awareness: *are* and *they're*

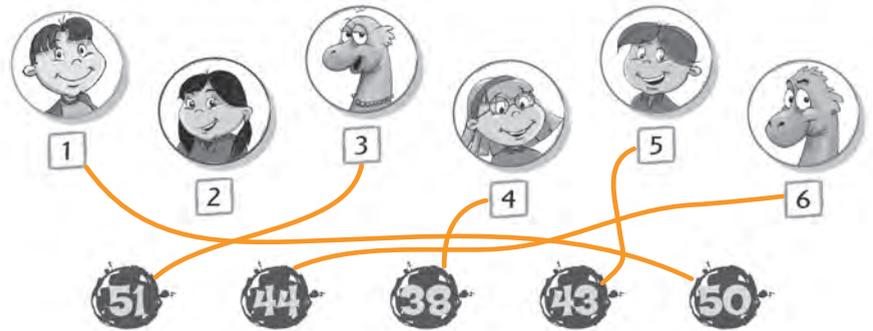
- > Write **Mr and Mrs Pluck are green.** Focus Ss' attention on the fact that you're talking about more than one person. Then elicit from them how they'd refer to Mrs Pluck and her colour: **Mrs Pluck is green.** Do the same with Mr Pluck.
- > Do the same with two objects, e.g. **My school bag and my pencil case are big.**
- > Elicit from Ss when to use *are* and when to use *is*. Focus Ss' attention on the fact that we use *they* for people and objects.

9 a) Listen and match



- > Ask Ss to open their books at page 44 and to focus on Exercise 9 a). Elicit from Ss what they have to do.
- > Check Ss understand they have to match what each character says to the number they name. Since there are six characters and 5 numbers, elicit from Ss whether they will draw a line from each character or not.
- > Check the answers on the bb.

9 a) Listen and match



b) Now, read and write the number



10 Look and say



44 forty four

MP3 TRACK 40

- Tommy:** My grandma's fifty.
Emma: My mum's thirty eight.
Eric: My dad's forty three.
Plucky's dad: My two sisters are forty four.
Plucky's mum: My brother and my sister are fifty one.

b) Now, read and write the number



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

BUILDING CONFIDENCE

- 1 More comments.** Ask Ss to add comments to what the characters have said about their families. Write what Tommy says on the bb: **My grandma's fifty.** Elicit from Ss what else you can say about her, e.g. **She's tall. She's beautiful.** Focus Ss' attention on the use of pronouns.
- 2 Picture dictation.** Tell Ss they have to draw and colour according to what you say. Tell them, e.g. **I have two books. They're small and green.**

11 a) Listen and write the name  

PAM TONY MAGGIE SUSAN

1

2

3

4

5

NAME: Pam
AGE: 24

NAME: Susan
AGE: 46

NAME: Maggie
AGE: 37

NAME: Matty
AGE: 43

NAME: Tony
AGE: 50

b) Now, read and write the number  

Hi! I'm fifty. I'm tall and very nice! I'm playing on the computer.

Hello! I'm twenty four. I'm tall. I'm reading a book.

I'm thirty seven. I'm short and beautiful. I'm writing.

I'm forty six. I'm tall. In this photo I'm watching TV.

I'm forty three. I'm short. I'm listening to music.

5

1

3

2

4

forty five

45

b) Now, read and write the number  

- Ask Ss to focus on the icons for instructions and tell you what to do.
- Check answers on the bb.

BUILDING CONFIDENCE

1 Act out. You need one of the flashcards or you can refer to one of the drawings in the book. Elicit from Ss what you can say about the character, e.g. **Look! Miss Kenny. She's thirty one. She's tall. She's beautiful. She's reading.** (panel 2, page 30). Then, encourage the Ss to introduce the characters to the rest.

2 Is it true? Tell Ss they have to hide something behind their back and inform the class about it, e.g. **I have two books. They're big [or red].** The rest have to decide if it is true or not. Since this activity focuses on *they're*, tell Ss they have to hide at least two elements of the same kind.

3 Guess! Same procedure as before, only this time Ss have to tell you what they have, e.g. **I have three pens.** Tell Ss you can use only three chances to guess colour or size, e.g. **Are they blue? Are they small?** Remind Ss they have to answer **Yes** or **No**.

4 Read and draw. Write the following on the bb and ask Ss to draw them: **1 My books are blue. They're big. 2 Look at the pencil cases. They're small. 3 Look! My two sisters! They're tall. 4 My two brothers? They're twenty eight.**

10 Look and say  

- Ask Ss to focus on the icons for instructions and ask them what to do.
- Remind them of the rules for participating.

11 a) Listen and write the name  

- Ask Ss to focus on the icons for instructions and tell you what to do. The names they have in boxes are the names they have to write.
- Remind Ss of the rules for listening. Elicit from Ss what they have to pay attention to when they listen.

MP3 TRACK 41

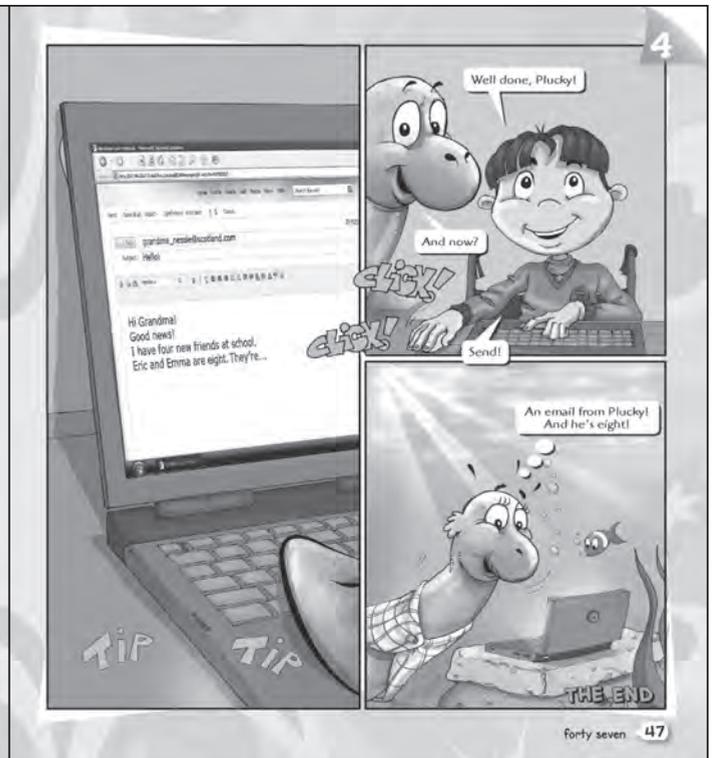
Susan: I'm forty six. I'm tall. In this photo I'm watching TV. My name's Susan. I have a sister, Maggie. She's thirty seven. She's short and beautiful. She's writing. This is my brother Matty. He's forty three. He's short. He's listening to music.

Pam: Hello! My name's Pam. I'm twenty four. Look at my photo. I'm tall. I'm reading a book. I have a brother, Tony. He's fifty. He's tall and very nice! He's playing on the computer.

WB EX 3 AND 4 PAGE 120

 Homework

Ask Ss to bring a drawing of at least two objects of the same kind, colour and size (as in the previous BC). They should also bring cut-outs of people or animals showing a physical characteristic (tall, short, etc).



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Flashing game. Tell Ss to take out their drawings. Ask one of them to flash his/ hers for you to guess, e.g. **Are they rubbers?** You can tell Ss to give you five chances for them to keep count.

BUILDING CONFIDENCE

- 1 An email to...** Ask Ss to focus on the email and use it as a model. Tell them they should write one to their grandma or somebody they love. You can make a classroom display of the Ss' emails.
- 2 Memory game.** Ss should look at the comic strip for a minute before closing their books. Tell them you'll say something and Ss will have to identify who says it in the comic strip, e.g. **I don't have a computer. Plucky!**

grandma_nessie@scotland.com

- > You can lead in by asking Ss if they write to friends or relatives. If they do, ask them what they write (letters, emails, txt messages, etc.). You may also tell them about yourself.
- > Ask Ss to open their books at page 46 and to look at the title. If they are familiar with email addresses, they will have no trouble in identifying this one. If Ss do not identify the title as an email address, you may start by asking them about their home address or the school address. Then tell them that email addresses have a format of their own as well. You can explain to them that @ is called *at* in English and *arroba* in Spanish and that it means 'in'. If there is a computer room in the school, you can take the Ss there and write a real email.
- > Ss may not be familiar with Scotland or its location. You can tell them about the legend of the monster of Loch Ness.
- > Ask Ss to look at the panels and predict what is going on. Play the recording and let Ss check their predictions.
- > You can focus Ss' attention on how friends help one another.
- > You can ask Ss how good their mum/ dad/ grandma/ grandpa are at handling a computer. Plucky's grandma seems to have the know-how!

MP3 TRACK 42

1 Read and circle

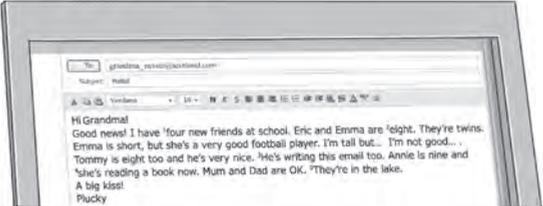


- > Have Ss look at the icons for instructions and tell you what they have to do. Check they understand there are two options for each number.
- > Give Ss time to do the exercise before checking on the bb.

BUILDING CONFIDENCE

A new email. Ask Ss to rewrite the email using the information which has not been circled, e.g. **I have five friends at school.** First, check with them where they'd make the changes, then give them time to write the new emails.

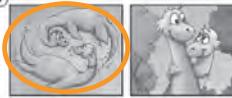
1 Read and circle  



Hi Grandma!
Good news! I have four new friends at school. Eric and Emma are eight. They're twins. Emma is short, but she's a very good football player. I'm tall but... I'm not good... Tommy is eight too and he's very nice. He's writing this email too. Annie is nine and she's reading a book now. Mum and Dad are OK. They're in the lake. A big kiss!
Plucky

1   4  

2  

3   5 

48 forty eight

2 Look and complete  



Melanie is twenty nine. She is short.
She is reading. Beth is fifteen.
She is big and thin. Daniel is
thirty seven. He is tall.
He is drawing. Fido is twelve.
He's fat and short.
He's is playing.

Song 

a) Listen and circle  



Mum's fat / thin
And Grandma's tall / short
Tim's fat / thin
And Fay is tall / short

Fat, thin, short or tall
We, plesiosaurs, love football!

Football is nice
Football is fun
Let's play! Come! Come!

b) Sing! 

49 forty nine

2 Look and complete

- Tell Ss to look at the icons and tell you what they have to do. Have them read the sentences and to tell you what is missing in each sentence (he or she, the action they're carrying out or the description). Elicit from them how they'll decide what to write.
- Check on the bb.

WB EX 5 AND 6 PAGE 121

Song

- Ask Ss to read the instructions. You may elicit from them what words they think are missing. Write the options on the bb.
- Play the song once and check answers.
- Play the song and invite everybody to join in. You can divide the class into two groups, and have each group sing one line at a time.
- You can refer to the DVD for ideas.

 **MP3 TRACK 7**

BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (some of the nouns, the actions). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

First ask Ss to take out their people or animal cut-outs. You need seven sheets of poster or cartridge paper. Write one of the physical characteristics on top of each (fat, short, beautiful, thin, tall, big, small). Have Ss glue their cut-outs on the right poster.

1 Circle 5 adjectives. Then, look and complete



Focus: identification of adjectives.

- > First Ss should look at the icons and tell you what they have to do. If they are not familiar with the adjective concept, tell them it's a characteristic or quality.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to bring their own word searches.

2 Write the number



Focus: numbers and calculations.

- > Remind Ss of their reference sources.
- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally first.
- > Check the answers on the bb. You can teach +, - and =, e.g. **Two plus four minus one equals five.**

EXPANSION

Ss can bring their own calculations, which they can exchange with other classmates.

3 Look and complete. He's, she's or they're?



Focus: identification of the pronoun and verb form.

- > First Ss should look at the icon and tell you what they have to do.
- > Ss do the exercise orally first. You can ask them to account for their answers.

EXPANSION

You can use any of the panels of the comic strips and give Ss further examples.

4 Read and circle



Focus: language awareness.

- > Work on language awareness by asking Ss to account for each choice.
- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing. For each of the answers, ask them the reason for their choice.
- > Check the answers on the bb.

1 Circle 5 adjectives. Then, look and complete

A	B	N	N	L	E	S	T	K	R
E	T	L	I	M	S	B	O	S	
O	H	O	M	D	L	B	E	P	R
V	I	C	B	W	A	T	A	U	U
X	N	I	U	A	T	K	U	Q	E
C	A	X	S	H	O	R	T	U	L
N	M	V	R	A	L	L	I	M	O
B	A	T	A	L	L	I	F	O	N
B	N	T	S	A	T	V	U	N	E
E	A	O	F	A	T	E	L	E	S
N	E	T	L	I	E	S	T	Q	U



This is Rob. He's tall and thin.



Look at Maggie. She's beautiful.



They have a dog, Phil. He's short and fat.

2 Write the number

forty + eleven = <u>fifty one</u>	nineteen + thirty + five = <u>fifty four</u>
twenty seven + twelve = <u>thirty nine</u>	thirty three + four - five = <u>thirty two</u>
fifteen + thirty - eight = <u>thirty seven</u>	forty seven - eighteen = <u>twenty nine</u>
fifty nine - thirteen = <u>forty six</u>	fifty seven - nineteen + one = <u>thirty nine</u>

one hundred and nineteen 119

EXPANSION

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

5 Read and match



Focus: questions and answers.

- > You can elicit from Ss what clues each answer gives them, e.g. *Are you* requires a *Yes* or *No*, + *I'm* answer.
- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to bring a different answer for each question.

6 Look and write



Focus: identification of what type of information is needed in order to complete each sentence.

- > You can elicit from Ss where they can find this type of text, in which there is a photograph or drawing and a caption below (illustrations in magazines, newspapers or the Internet, for instance).
- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.

4

3 Look and complete. *He's, She's or They're?*

- 1 **They're** writing.
- 2 **She's** drawing.
- 3 **She's** playing tennis.
- 4 **They're** playing on the computer.
- 5 **He's** listening to music.
- 6 **He's** tall.
- 7 **They're** tall and thin.

4 Read and circle

Hello! They're (I'm) Kim. She's (I'm) two. Annie's my sister. He She is nine. She's He's thin. My mum and my dad it (are) at home. They're He's watching TV.

120 one hundred and twenty

4

5 Read and match

How old is your dad? He's forty.

How old are Lucy and Andy? No, he's reading.

Is Kim listening to music? No, she's watching TV.

Is Eric drawing? No, they're reading.

Are Kim and Plucky drawing? They're eight.

6 Look and write

This is Freddy. **He's tall and thin. He's reading.**

Look at Sophie. **She's short and thin. She's listening to music.**

Lara? **She's short and fat. She's playing.**

Look at Melanie and Paul. **They're tall and thin. They're watching TV.**

one hundred and twenty one 121

EXPANSION

You can ask Ss to bring photos with a caption below.

STORYLINE MAC

The secret word

- Elicit from Ss where they can check words and spellings.
- Give them time to do the exercise and check on the bb.

Tongue twisters

- Read out the tongue twisters and ask Ss if they know the Spanish name for this. You can also ask them if they know any tongue twisters in Spanish.
- Help them learn the tongue twisters by having them repeat it in chunks. Let them say it to themselves several times before they say it out loud.

MP3 TRACK 43

Word search

- Check that Ss remember what you mean by each of the categories. You can do so by asking them to provide at least one example of each.
- Give them time to do the exercise and check on the bb.

Tic tac toe

- Tell Ss this is the English name for *Ta te ti*. It is also called *Noughts and crosses*. It is advisable for the T to assign the pairs first.
- Tell Ss they can draw an X or an O if they can say the word in the square they have chosen.
- Ss can use the board again. They can bring small drawings to place in the squares.
- You can ask Ss to bring their own versions of the games presented to produce their own Storyline Mags.

STORYLINE MAC ANSWERS

The secret word

- | | | |
|----------|---------------|---------|
| 1 Pencil | 3 Book | 5 Table |
| 2 Chair | 4 Pencil case | 6 Glue |

Secret word: School bag

Word search

- Qualities: nice, thin, fat Colours: pink, blue, red
Numbers: one, seven, twelve School objects: glue, pen, rubber

Answer Key

CLIL Pages

Answers: 1 past, 2 past, 3 past and present, 4 past and present, 5 past, 6 past and present, 7 present, 8 present, 9 present, 10 present, 11 present, 12 present

Further Practice

Activity 1: 1 I'm; 2 eight; 3 have; 4 She's; 5 She's; 6 nice; 7 They're; 8 She's; 9 tall; 10 He's

Activity 2: 1 thirty, fifty; 2 twenty-five, twenty-nine; 3 forty, fifty, fifty-five; 4 forty-eight, fifty-six; 5 twenty-seven, forty-seven, fifty-seven; 6 eleven, thirty-one, fifty-one.

Activity 3a: 1 She's; 2 tall; 3 thin; 4 playing tennis

Activity 3b: 1 He's; 2 He's; 3 thin; 4 listening to music

1 They're; 2 He's; 3 thin; 4 writing

1 She's; 2 She's short; 3 drawing

1 They're; 2 tall and thin; 3 playing on the computer

Activity 4: 1 How old is your grandpa? 2 Is your grandma nice?

3 How old are your grandma and grandpa? 4 Are Eric and Emma playing? 5 Are your grandpa and grandma tall?

VOCABULARY

Parts of the face/ body: **body, ears, eyes, hair, head, mouth, nose**

Colours: **black, brown, purple, orange**

Food: **apple, orange, banana, fruit salad, fish**

GRAMMAR

His, her, my
a/ an

ANSWERS TO

Are you...?

Is he/she...?

ORAL INTERACTION

What fun!

Me too! Ouch!

RECOGNITION

Feelings: **tired, exhausted**

Weather conditions: **snowing, windy**

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Print/ sound relationship

Use of **his, her**

Gender

I See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of food vocabulary

- > You need these flashcards: banana, apple, orange, fish and fruit salad. Stick them on the bb and write a number below each, from 1 to 5.
- > Tell Ss you'll mime the food items, and they have to guess which one you're miming by saying the number. Mime a person eating an apple and say **An apple**. Ss should say **Two!** Do the same with the other food items.

BUILDING CONFIDENCE

1 Drawings in the air. Tell Ss they'll have to make drawings in the air following your instructions, e.g. **A banana. A fish.**

2 Point to... Place the flashcards on the bb. As you name each food item, Ss point to the correct card.

5 A snowman

1 Look and listen

That's Annie and that's her house.

Her mother is making a fruit salad.

An apple, a banana, an orange...

Is this a fish?

No, it's a plesiosaur. His name is Plucky. And look! That's his mum.

Oh! It's snowing!

Plucky, please! A fish for the tourist!

PLO!

Thank you! I have a big fish now!

52 fifty two

1 Look and listen

Possible lead-ins (you may choose):

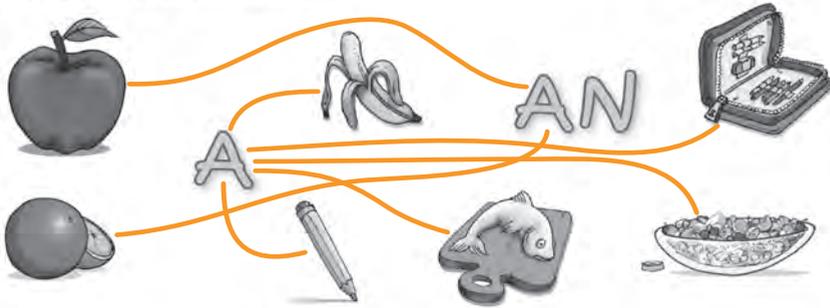
- You can tell your Ss about your parents' jobs. You can also ask them about their parents' jobs. You can ask them whether any mother/ father of theirs likes fishing. If any does, ask them about where they fish (seaside, river, lake) and what they've caught.
 - You can tell Ss which of the three fruits you liked the most when you were a kid.
- > Ask Ss to open their books at page 52 and to focus on the comic strip. Elicit from them what the characters may be talking about. You may ask Ss why Annie's dad is in the boat.
 - > Play the recording and let Ss read.
 - > Ask Ss how the tourist feels. Show Ss how happy Plucky is. Emphasise how important and rewarding it is to help others.
 - > You can also ask Ss which areas tourists like visiting and if they have ever met any tourists.

MP3 TRACK 44

BUILDING CONFIDENCE

Can you remember? You need the food flashcards. Do not concentrate on *a/ an* yet. Show only a part of the card and ask Ss, e.g. **Is this a fish? Is this an apple?**

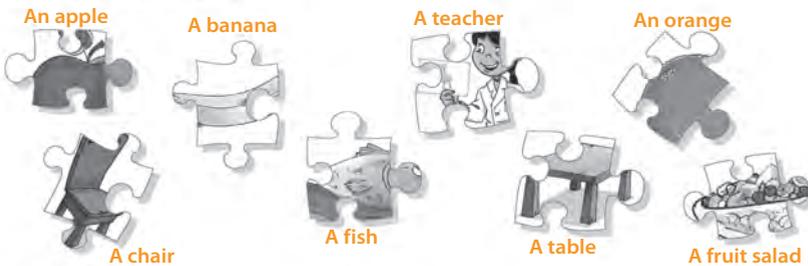
2 a) Listen and point  



5

b) Read and match  

3 Look and say  



4 Guess!  



fifty three 53

b) Read and match  

- › Ask Ss to look at the icons and tell you what to do. Elicit from them how they can make the matching clearer (different colours).
- › Give Ss time to do the activity and check on the bb.

BUILDING CONFIDENCE

Flash it! You'll be flashing the food flashcards for Ss to say what each is, e.g. **A banana!**

3 Look and say  

- › Ask Ss to tell you what to do.
- › Remind Ss of the rules for participating.

BUILDING CONFIDENCE

Memory game. Tell Ss to number the pieces in Exercise 3. Check they all have the same numbers. Once they close their books, name a number for Ss to say what it is, e.g. **Number two. A chair!**

4 Guess!  

- › Ask Ss to tell you what to do.
- › You can start doing the miming yourself, and then you can ask Ss to do so. You may give group work a try.

Introduction of making

- › Ask Ss to look at the second panel in the comic strip and tell them that Annie's mum is making a fruit salad. Tell Ss you'll mime an action and describe it, and they'll have to say if what you're saying is **true** or **false**.
- › Mime somebody chopping fruit and say **I'm making a fruit salad**. Then pretend you're a carpenter making a table, and tell Ss **I'm making a chair**.

BUILDING CONFIDENCE

Miming game. Ss pretend to be manufacturers. They'll mime an action of making something and will say what they're making for the others to decide if it is true or false. You can make a list on the bb of all the things Ss know how to say that can be made.

 **Homework**

Ask Ss to bring cut-outs of the food they have seen.

2 a) Listen and point  

- › Ask the Ss to work on the icons. Remind them of the rules for listening.
- › At this stage, it is better to work on the food items only. You can make the activity more challenging by naming two or three items together.

MP3 TRACK 45

Banana... orange... pencil case... fish... pencil... fruit salad... apple...

BUILDING CONFIDENCE

Guessing game. Tell a student to draw a small part of one of the food items on the bb (tell him/ her what to draw). Tell the rest they'll be given two chances to guess, e.g. **Is he/ she drawing an apple?** You'll ask the questions.

Introduction of a/ an

- › Tell Ss to make drawings in the air, e.g. **Two apples**. Then say **An orange. A banana**. Write these two on the bb and ask Ss why we say **An orange** but **A banana**. If they cannot get it right, give them more examples, e.g. **an apple, a fish**. If necessary, ask them if it is easy to say 'a apple'.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- Show me!** Tell Ss you'll name different food items for them to put up the correct cut-out, e.g. **An apple!**
- What's this?** Ss take it in turns to show a small part of one of their cut-outs for the rest to guess what it is, e.g. **A fish!**

Introduction of *his* and *her*

- Ask a girl to give you three school objects. Put the items in a bag (not transparent) and tell Ss they'll have to guess. Hold one of the objects inside the bag and without showing it to Ss, tell them, e.g. **This is her pencil.** Once they say **Yes** or **No**, show them the object. Do the same with the other objects.
- Do the same as before, but this time ask a boy to lend you three items.
- Ask Ss whose objects you are talking about when you say **Is this her pen?** (the girl's). Then ask them why you say **Is this his pen?** Give them more examples if necessary.

BUILDING CONFIDENCE

Point to... Ask a boy and a girl to give you three school objects. Place them wide apart on the bb sill. As you name the objects, they have to point to them, e.g. **Her pencil case. His rubber.**

5 a) Listen and number



- Ask Ss to open their books at page 54. Ask them to tell you what to do.
- Play the recording and check the answers on the bb.

MP3 TRACK 46

Number 1: Look! That's Emma.
 Number 2: That's her dog, Robby. He's very nice!
 Number 3: This is her dad. He's short.
 Number 4: Look at her mum.

BUILDING CONFIDENCE

A boy's family. You'll need cut-outs of a boy's family. Stick them on the bb and draw a box (as in Exercise 5). Write a script following Exercise 5, but number the characters as from 5.

5 a) Listen and number



b) Now, read and write the number

This is her mum. She's thin.

4

This is her dad. He's short.

3

Look! That's Emma.

1

This is her dog, Robby.
He's very nice!

2

6 a) Listen and match



b) Now, read and write the number

This is Eric. His pencil case is yellow and white

1

His rubber is blue and red

4

2

54 fifty four

b) Now, read and write the number

- Ask Ss to read the phrases to themselves first.
- Give them time to do the exercise, then check on the bb.

6 a) Listen and match

- Ask Ss to look at the icons and tell you what to do.
- Play the recording and check the answers on the bb.

MP3 TRACK 47

Look at Eric. His pencil case is yellow and white. His rubber is blue and red. And his pen is green.

BUILDING CONFIDENCE

A new matching. You'll need a photo of a boy and a girl and of items Ss can name, e.g. *table, apple*, etc. You need two of each kind. They should be different in size or colour. Stick the two photos on the bb and write the names below, e.g. *Greg and Brenda*. Tell Ss they have to stick the cut-outs according to your description, e.g. **His table is small. Her chair is big.**

7 Look and listen



8 Listen and number. Then, match



fifty five 55

b) Now, read and write the number

- Ask Ss to tell you what to do.
- Give Ss some time to do the activity and then check the answers on the bb.

Language awareness: *his* and *her*

- Stick Emma's flashcard on the bb, together with cut-outs of pencils, a school bag, Eric, Plucky and Annie. As Ss identify each flashcard, write on the bb, e.g. **her pencils, her friend Plucky**, etc.
- Focus Ss' attention on the fact that *her* doesn't change for singular or plural nouns, as it does in Spanish. Ask Ss why we say **her brother**, if *brother* is masculine: **because it's Emma's brother**. Do the same with Eric.

BUILDING CONFIDENCE

Matching game. Stick the twins on the bb. You need (*red*) objects for Emma and (*blue*) objects for Eric. Tell Ss that as you show them each cut-out, they have to guess if it's his or hers, e.g. **Her school bag, his chair**. Ss will have to crack a secret code you have. As Ss guess, you may place the objects together for Ss to see what they have in common.

7 Look and listen

- Ask Ss if they have ever made a snowman, and if they have, ask them what they used apart from snow.
- Ask Ss to look at the icons and tell you what to do. Remind Ss of the title of the unit: A snowman.
- Play the recording and let Ss read.

MP3 TRACK 48

BUILDING CONFIDENCE

- Touch it!** Tell Ss that they'll have to touch the part of the body you name. Start with head and body.
- Finger miming.** Agree with Ss how to mime each part of the face. As you name each, they should mime it.

8 Listen and number. Then, match

- Ask Ss to tell you what to do.
- Play the recording and check the answers on the bb. Then help Ss identify the written words.
- Let Ss do the matching, and then check the answers on the bb.
- Elicit from Ss why we use *his*.

MP3 TRACK 49

Look at the snowman. This is his body and this is his head. Look! His eyes! And his ears. This is his hair. And this is his mouth. And here's his nose.

BUILDING CONFIDENCE

What's the number? Ask Ss to memorise the picture in Exercise 8. After they close their books, name a part of the body for Ss to say its number. You can also say a number for Ss to say what it is.

Homework

Ask Ss to bring big cut-outs of parts of the face from magazines and newspapers.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Mouth it.** Tell Ss you'll mouth a part of the face, and they'll have to say the word and touch the correct part of their face. It is important to ask them to do so in order to check they know what each word means.
- 2 Show me...** Ask Ss to take out the cut-outs they've brought from home. As you name a part of the body, they should show you the right picture.
- 3 A snowman dictation.** Describe a snowman for Ss to draw, e.g. **His head is small, his body is big, his eyes are red, his ears are big, etc.**

Introduction of *short and long*

- Tell Ss you'll describe somebody they know to check their memory, e.g. *Mafalda*. Tell them **her head is big, her nose is small**, and finally with gesture **her hair is long**. At this point, they should tell you you've made a mistake since her hair's short. Either pointing to your hair or a girl's, tell Ss **Look! My/Her hair is not short, it's long**.

BUILDING CONFIDENCE

Names. Tell Ss you'll name a physical characteristic and they'll have to name famous people or characters who have that characteristic, e.g. **Big eyes, short hair, long hair**.

9 a) Listen and draw



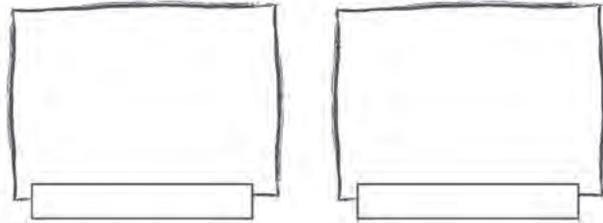
- Ask Ss to open their books at page 56 and to focus on Exercise 9 a). Elicit from Ss what they have to do.
- Play the recording as many times as necessary.
- Check the answers on the bb.

MP3 TRACK 50

Carol: *Hi. My name's Carol. I have a small head. My hair's long, and my ears are small. I have big eyes and a small nose. My mouth? It's small, too!*

Richie: *Hello! I'm Richie. My head is big, and my hair is short. I have small eyes and big ears. My nose is big, and my mouth is big, too!*

9 a) Listen and draw



b) Read and circle. Carol or Richie?



I have a small head.



My head is big.



My hair's short.



I have small ears.



My mouth is small.



My nose is big.



My hair's long.



I have a big mouth.



I have small eyes and big ears.



I have big eyes and a small nose.



10 Look and listen



56 fifty six

b) Read and circle. Carol or Richie?



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

BUILDING CONFIDENCE

1 His or Her? Tell Ss they have to describe Carol or Richie using the sentences in Exercise 9 b), e.g. **Her head is small**.

2 Character memory. Tell Ss they'll have to describe a character you name, e.g. **Cinderella: her hair is long, her eyes are big**.

Introduction of *brown, black, purple and orange*

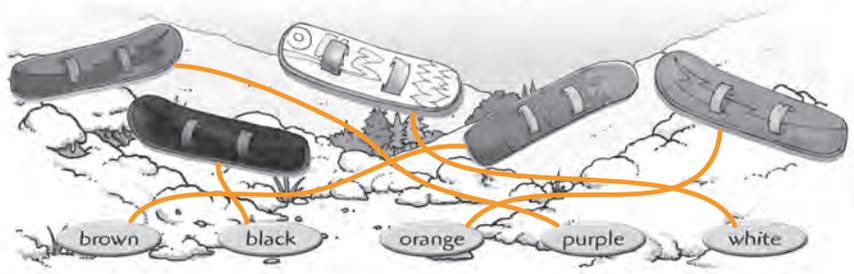
- Tell Ss you'll check how much they know about colours. Stick the new colour flashcards on the bb.
- Tell them **Red and yellow make orange** (while pointing to orange). **Red and blue make purple. Red and green make brown**.

10 Look and listen

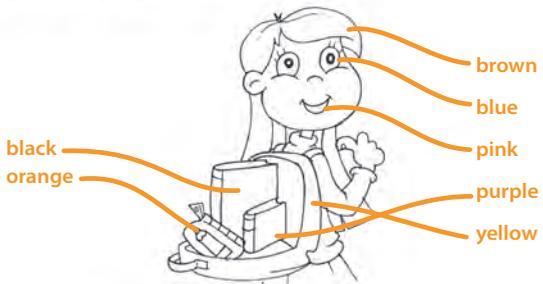


- Ask Ss to focus on the icons and tell you what they have to do.

11 Listen and point. Then, match   



12 a) Listen and colour  



b) Read and tick  

- | | | | |
|-----------------------|-------------------------------------|-------------------------------|-------------------------------------|
| I have long hair. | <input checked="" type="checkbox"/> | My school bag is yellow. | <input checked="" type="checkbox"/> |
| My hair is black. | <input type="checkbox"/> | I have a small school bag. | <input type="checkbox"/> |
| I have big blue eyes. | <input checked="" type="checkbox"/> | I have an orange pencil case. | <input checked="" type="checkbox"/> |
| I have a pink mouth. | <input checked="" type="checkbox"/> | My big book is black. | <input checked="" type="checkbox"/> |
| My mouth is big. | <input type="checkbox"/> | I have a small purple book. | <input checked="" type="checkbox"/> |

BUILDING CONFIDENCE

- 1 Touch it!** Tell Ss that as you name colours, they'll have to touch something that colour.
- 2 Sequences.** Tell Ss they'll need objects these colours: *black, white, purple, orange* and *brown*. They can use their coloured pencils. Name sequences for Ss to arrange the items following your sequence, e.g., *brown, purple, white*.

12 a) Listen and colour



- › Ask Ss to tell you what to do. Check Ss have all the colours they need.
- › Play the recording and check the answers on the bb.

MP3 TRACK 53

Hello! My name's Susan. I have long brown hair and big blue eyes. My mouth is small. It's pink. I have a big yellow school bag and an orange pencil case. I have a big black book and my small book is purple.

b) Read and tick  

- › Ask Ss to tell you what to do. Check that Ss understand that the sentences were written by Susan and that they have to tick the correct ones.
- › Give Ss time to do the activity and check the answers on the bb.

- › Remind Ss of the weather (*it's snowing*). Point to the snowboards and ask Ss if it's still snowy and cold. Ask them if they've ever ridden a snowboard or skateboard.
- › Let Ss read while you play the recording.
- › Point out to Ss how rewarding it is to make others happy.

WB EX 2 PAGE 122

Language awareness: description

- › Tell Ss you'll make webs. Draw one with a pair of eyes in the central oval. Ask Ss what you can say about eyes: *big, small, blue, black, green, brown (not red, pink, white or yellow, long or short)*. Do the same with other parts of the body. Then work on boy and girl, for Ss to see you can describe a person by saying *he/she's short, tall (not long), etc.*

WB EX 3 AND 4 PAGE 123

Homework

Ask Ss to bring drawings or cut-outs of parts of the face.

MP3 TRACK 51

11 Listen and point. Then, match   

- › Ask Ss to focus on the icons for instructions and tell you what to do.
- › Remind Ss of the rules for listening.
- › After a few rounds, let Ss do the matching. Check the answers on the bb.

MP3 TRACK 52

Brown... orange... purple... black... white.

WB EX 1 PAGE 106



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Mime it. Tell Ss to mime what you say, e.g. *long hair, big eyes, a small nose.*

Emma's a good teacher

- > You can lead in by asking Ss who taught them how to ride a bike, or how to skate, how long it took them to learn and if they fell down very often at the beginning. You can also refer to the title of this episode and ask Ss what Emma's going to teach and who she's going to teach. You can ask Ss if their friends have taught them some game or sport.
- > Ask Ss to open their books at page 58, look at the panels and predict what is going on. Play the recording and let Ss check their predictions.
- > Point out to Ss that the kids are not competitive, they want to have a good time together.

MP3 TRACK 54

BUILDING CONFIDENCE

- 1 Ouch!** Ss have to pretend to be either Plucky or Eric. They have to show which part of their body aches, e.g. *Ouch! My head...* Encourage them to act it out.
- 2 A picnic.** Ask Ss to focus on panels 7 and 8. Tell them they'll act out this part. You can play the recording for them to repeat after each character's words. You can divide the class into groups, with each group playing a character.

1 Read the story and tick



- > Have Ss look at the icons for instructions and tell you what they have to do. Check they understand they have to tick what is in keeping with the story.
- > Give Ss time to do the exercise before checking on the bb.

BUILDING CONFIDENCE

Poor girl! You'll need a cut-out of a girl's face. Draw band aids on some parts of her face so as to show something's wrong with them. Ask Ss to look at the cut-out and say what is wrong with her, e.g. *her nose, her ears.* Then, do the same with a boy.

1 Read the story and tick

What's the problem with Eric?



His head	<input checked="" type="checkbox"/>
His nose	<input checked="" type="checkbox"/>
His eyes	<input type="checkbox"/>
His ears	<input checked="" type="checkbox"/>
His hair	<input type="checkbox"/>
His body	<input type="checkbox"/>
His mouth	<input type="checkbox"/>

2 Look and complete



Megan is 43 (years old). She's short and thin. Her eyes are green, and her hair is brown. Her mouth is small, and her nose is big. Look at her small ears! She's beautiful! She's writing and she's listening to music.

3 Memory game

An apple. An apple and a banana. An apple, a banana and an orange.



Song

a) Look and complete



What's her name? It's Betty Jane.
Her hair is purple and her eyes are grey.



What's his name? It's Michael Slim.
His head is big and his body is thin.
Betty Jane and Michael Slim.
Betty Jane and Michael Slim.

b) Listen and check

c) Sing!

2 Look and complete

- Tell Ss to look at the icons and tell you what they have to do. Have them read the sentences and tell you what is missing in each sentence. Elicit from Ss how they'll decide what to write.
- Check the answers on the bb.

WB EX 5, PAGE 123, EX 6 AND 7 PAGE 124

BUILDING CONFIDENCE

A or An? Divide the bb into two and write **A** and **An** on top of each column. Write phrases on one corner, e.g. **orange book, apple, small apple, yellow banana**, etc. Ask Ss to write the phrases in the correct column.

3 Memory game

- Tell Ss to look at the icon and the drawing and tell you what they have to do. You can elicit from them how they can remember the sequence.
- Remind them of the rules for participating.

Song

- Ask Ss to read the instructions. You may elicit from them what words they think are missing. Write the options on the bb.
- Play the song once and check answers.
- Play the song and invite everybody to join in. You can divide the class into two groups, and have each group sing one line at a time.
- You can refer to the DVD for ideas.

SONGS

MP3 TRACK 8

BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (some of the nouns, the actions). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

First, ask Ss to take out their cut-outs. You'll need six sheets of poster or cartridge paper. Write one part of the body on top of each (head, nose, hair, ears, eyes, mouth). Have Ss glue their cut-outs on the right poster.

5
5

1 Read, draw and colour

MAGGIE

GORDON

Maggie's short and thin. Her head is small. Look at her eyes. They're big and green, and her nose and mouth are small. Her hair's long. It's brown, and her ears are small.

Gordon's tall and fat. His hair is short and black, and his eyes are small and brown. Look! His nose is small, his mouth is big and his ears are big.

2 Read and complete. She, her, he or his?

This is Bruce. He is thirty. He is tall and nice. His mother is fifty six and his father is sixty.

My sister Sue is beautiful. She is short and thin. She is seventeen. Her hair is long and her mouth is red and big.

3 Read, write and colour

+ = pink

+ = orange

+ = brown

+ = purple

4 Read and colour

red
a small, red apple

purple
a big, fat, purple fish

yellow and black
three long yellow and black bananas

5 Read and circle

- This is Luke and this is his her mother.
- Look at Bob. He's His twenty. He's His tall. He's His hair is long.
- My mum is thirty seven and his her brother is thirty seven, too. He's They're twins.
- This is Ingrid and this is his her pen. She's He's writing.
- I'm eight and she's I'm tall. My Her mother is tall and thin.
- Jenny is tall. She Her is beautiful. Look at his her eyes. He's They're big.

122 one hundred and twenty two
one hundred and twenty three 123

1 Read, draw and colour



Focus: identification of parts of the body, size and colour.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to bring a new description.

2 Read and complete. She, her, he or his?



Focus: awareness of the difference between personal pronouns and possessive adjectives.

- > Remind Ss of their reference sources.
- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally first. They can account for their answers, i.e. why they use feminine or masculine, and whether it has to be **he/she** or **his/her**. At this stage it is not advisable to use the term *pronoun* or *possessive*.
- > Check the answers on the bb.

EXPANSION

Ss can change the first name for *Julian*, the second name for *Brenda*, the third for *Melanie* and the fourth for *brother*. They should make the necessary changes.

3 Read, write and colour



Focus: identification of colours.

- > First Ss should look at the icons and tell you what they have to do.
- > Ss do the exercise orally first. You can ask them to account for their answers. They can try colouring if they do not know the result.

EXPANSION

Ss can write some further combinations.

4 Read and colour



Focus: identification of nouns and adjectives.

- > First, Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

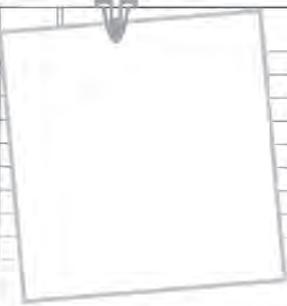
5

6 Read and match  



I have _____ are small.
 I'm _____ is small. She's short.
 My sister _____ is long.
 My father _____ is small and red.
 My ears _____ is tall. He's nice.
 My hair _____ long hair.
 My mouth _____ nine.

7 Draw and write  



My name's _____
 I'm _____
 My head is _____
 My hair is _____
 My eyes are _____
 My ears are _____
 My nose is _____
 My mouth is _____

124 one hundred and twenty four

EXPANSION

You can ask Ss to write the descriptions of the drawings they haven't coloured.

5 Read and circle  

Focus: language awareness, difference between pronouns and possessives.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to account for their choices.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to make changes to the sentences to be able to use the option they have not circled.

6 Read and match  

Focus: language awareness, meaning of the stems.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to analyse the type of information each stem requires, e.g. the first one starts with *I have*, so you need information about possessions, not characteristics.

EXPANSION

You can ask Ss to complete each stem with new information.

7 Draw and write  

Focus: language awareness, meaning of the stems.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.

EXPANSION

You can ask Ss to do the same but this time describing a boy or a girl, and making the necessary changes, e.g. **Her/His name's...**

 **Answer Key**

CLIL Pages

Answers: 1-e; 2-a, b; 3-; 4-b, c, d; 5-b, c, d; 6-b, c, d; 7-; 8-

Further Practice

Activity 1: 1 He's; 2 He's; 3 His; 4 big; 5 ears
 1 thirteen; 2 fat; 3 She's; 4 Her; 5 her; 6 small; 7 mouth;
 8 Her; 9 her

Activity 2: 1 ✓; 2 X; 3 X; 4 ✓; 5 ✓; 6 X; 7 ✓; 8 X

Activity 3: 1 P; 2 B; 3 B; 4 P; 5 B; 6 P

Activity 4: 1 an; 2 a; 3 a; 4 an; 5 a; 6 a

VOCABULARY

Pets: *dog, cat, hamster*

Wild animals: *lion, elephant, monkey, giraffe, puma*

Toys: *doll, robot, electronic game, board game, ball, soft toy*

GRAMMAR

They have/ don't have

Possessive case

ANSWERS TO

How many...?

Is he/ she...?

Is this a/ an + animal?

ORAL INTERACTION

It's fun!

You're lucky.

Let's (play)!

A box for...

A box from...

RECOGNITION

Feelings: *tired, exhausted, surprised*

Weather conditions: *snowing, windy*

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Meaning of 's' and comparison with the Spanish construction to indicate possession

I See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of toys

➤ You need the toy flashcards. Stick them on the bb. Tell Ss to draw a bingo board with four cells and to draw four toys (one per cell). Tell Ss you're going to play bingo. Put the flashcards in a bag and take out one. Showing it to Ss, tell them, e.g. **A ball**. Do the same with the other flashcards.

BUILDING CONFIDENCE

1 Point to... Place the flashcards wide apart on the bb. As you name each toy, Ss should point to the correct card.

2 Miming game. Tell Ss they'll have to mime the toy you name, e.g. **A ball. An electronic game.**



1 Look and listen

Possible lead-ins (you may choose):

- You can ask Ss to tell you what they do when it's snowing or raining and they can't do gym or play in the playground.
 - You can tell Ss which toys you had when you were a kid. Tell them about your favourite toy. You can also ask them about their favourite toy.
- Ask Ss to open their books at page 62 and to focus on the comic strip. Elicit from them what the characters may be talking about. You may ask Ss why Miss Kenny is giving out toys to the children. You may tell them that in snowy areas winters are so cold that children have to stay indoors.
- Play the recording and let Ss read.
- Ask Ss how Annie's feeling in the last panel. Emphasise Plucky's attitude. He's apologising to Annie.

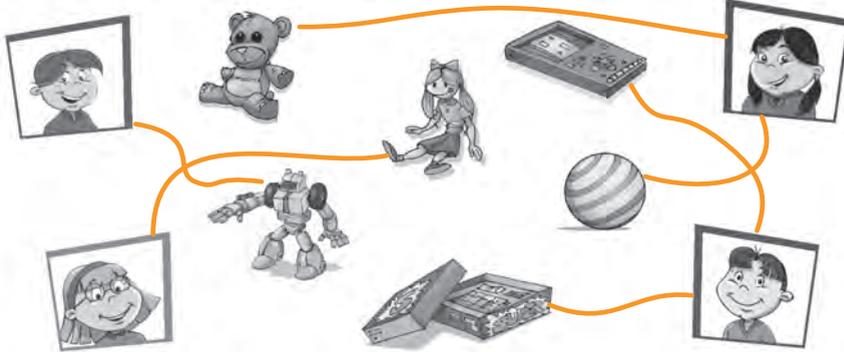
MP3 TRACK 55

BUILDING CONFIDENCE

1 Drawings in the air. Tell Ss you'll name a toy for them to draw in the air.

2 Clap if correct. You need the toy flashcards. As you show each, name a toy. If the flashcard shows the toy you have named, Ss should clap; otherwise, they should be quiet.

2 a) Listen and match  

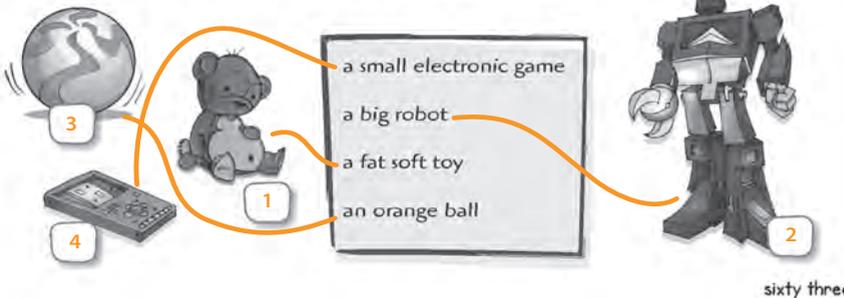


6

b) Read and write the name  

I have a doll. Emma I have a robot. Eric
 I have a soft toy and a ball. Annie I have a board game and an electronic game. Tommy

3 Listen and number. Then, match   



sixty three 63

2 a) Listen and match  

- Ask the Ss to work on the icons. Remind them of the rules for listening.
- Play the recording and then check the answers on the bb. Elicit from them how they can make the matching clearer (different colours).

MP3 TRACK 56

Tommy: I have a board game and an electronic game.
Eric: I have a robot.
Emma: I have a doll.
Annie: I have a soft toy and a ball.

BUILDING CONFIDENCE

Memory game. Ss should close their books after looking at the drawings in Exercise 2 a). You'll impersonate one of the characters for them to say which one it is, e.g. **I have a doll. Emma!**

b) Read and write the name



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

BUILDING CONFIDENCE

Guessing game. Tell a S to draw a small part of one of the toys on the bb (tell him/her what to draw). Tell the rest they'll be given two chances to guess, e.g. **Is he/she drawing an electronic game?** You'll ask the questions.

3 Listen and number. Then, match   

- First ask Ss to tell you what they have to do.
- Check the answers on the bb.

MP3 TRACK 57

Number 1: a fat soft toy
 Number 2: a big robot
 Number 3: an orange ball
 Number 4: a small electronic game

BUILDING CONFIDENCE

1 Toy webs. Elicit from Ss all the adjectives they know. You can give them a clue if they don't remember what 'adjective' means. Write their answers on the bb. Include colours as well. Choose one of the toy flashcards, e.g. *soft toy*, and stick it in the centre of a web on the bb. Ask Ss what they can say about a soft toy, e.g. **fat, small, big, thin, green**, etc. Encourage them to do the same with the other toys.

2 Picture dictation. Tell Ss you'll dictate phrases for them to draw, e.g. **an orange board game, a small blue robot.**

3 Is it true? Tell Ss they'll describe one of their toys to the rest, e.g. **I have a big fat doll.** The others will have to decide if it is **True** or **False**. You can start yourself to show Ss how to play.

WB EX 1 PAGE 125

 Homework

Ask Ss to bring cut-outs or drawings of the toys they have seen.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Toy gym!** Tell Ss to choose one of their cut-outs and to hold it in their hands. As you give a command, they should do what you say, e.g. **Robots, point to my table!**
- 2 Repeat if it is true.** Ss take it in turns to show one of their cut-outs and say what they have, e.g. **I have a doll.** All the ones that have a doll should repeat and show their cut-out.

Introduction of wild animals and pets

- Draw a house and a notice reading ZOO on the bb. Tell Ss they'll have to tell you whether the animals you'll show can live at home or should live at a zoo. Show the dog flashcard and ask **A dog, is it a zoo animal?** Do the same with the other animals.
- Once you have organised all the flashcards on the bb, tell Ss that the animals you can keep at home are called **pets** (write it on the bb) while the others are **wild animals** (write it on the bb as well).

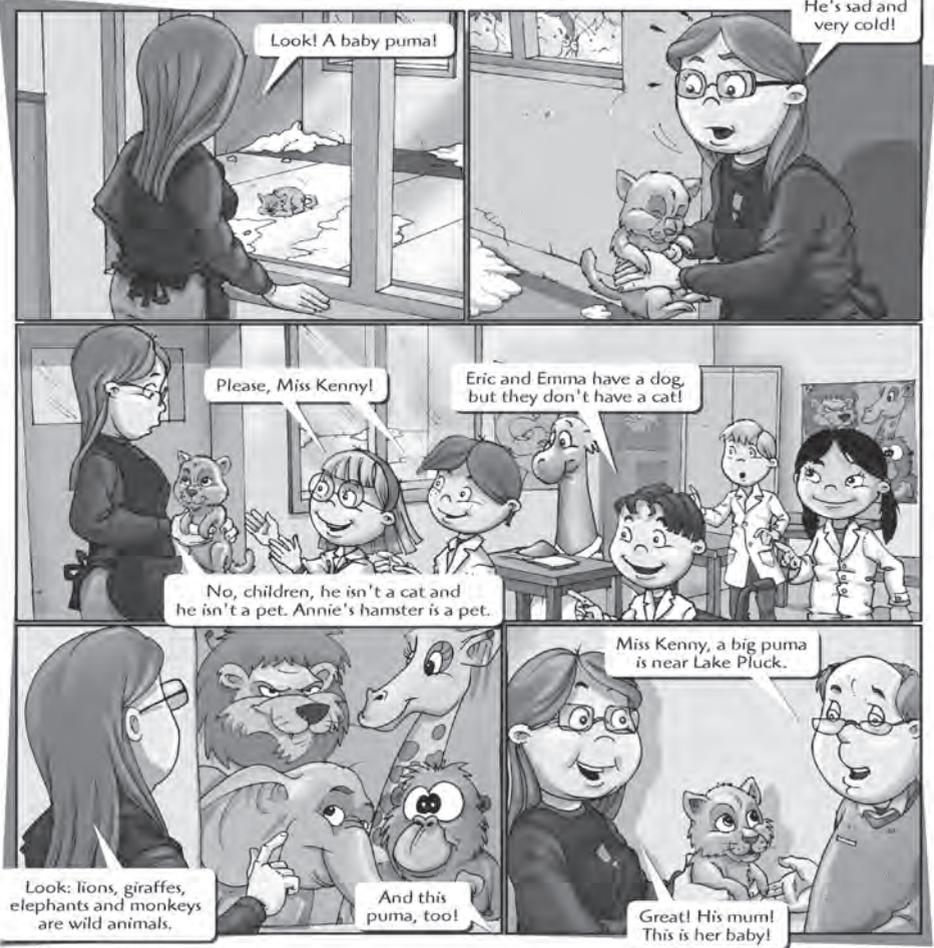
BUILDING CONFIDENCE

- 1 A survey on pets.** Tell Ss to put up their hands if they have the pets you'll name. Draw a chart on the bb. Stick the animals in the first column and draw tally marks for each student who has that animal as a pet. Name one of the pets, e.g. **A dog.** Write as many tally marks as there are hands up. Then, add up all the tally marks to see which is the most popular pet in the group.
- 2 Miming game.** Agree with Ss on a way to represent/ mime each of the wild animals. As you name each, Ss should mime it.

4 Look and listen

- Ask Ss to open their books at page 64. Point to the animal in panels 1 and 2 and ask them if it is a pet or a wild animal. Ask them to predict what is going on.
- Play the recording and let Ss read the comic strip.
- Go back to the first panel and ask Ss what animal it is and whether it is a pet or a wild animal.

4 Look and listen

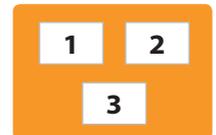


64 sixty four

MP3 TRACK 58

BUILDING CONFIDENCE

- 1 Guessing game.** Hold the animal flashcards in your hand. Let Ss choose one and ask them without showing it to them, e.g. **Is this a puma?** They should answer **Yes** or **No**. They score a point for each correct guess, while you score one for each incorrect guess.
- 2 The envelope game.** You need a big envelope. Make a few openings as shown in the figure beside. Number each of the flaps. Place the animal flashcards inside. Ss should tell you which flap to lift so that they can see part of the flashcard and guess what it is.



5 Listen and point. Then, match

- Ask Ss to look at the icons and tell you what to do.
- After the pointing game, give Ss time to do the matching and check the answers on the bb.

5 Listen and point. Then, match

6 a) Listen and tick

b) Now, read and write the number

They have a dog. They have a fish.

Emma and Eric don't have a cat. They don't have a hamster.

MP3 TRACK 60

Eric and Emma have pets. They have a fish, but they don't have a cat. They have a dog, but they don't have a hamster.

BUILDING CONFIDENCE

Memory game. Ask Ss to memorise the information in Exercise 6 a) before closing their books. Then, talk about Eric and Emma for Ss to test how much they remember, e.g. **They have a dog.** You can make it more challenging by including further information, e.g. **They have a black dog** (which they saw in the previous unit). **They have a baby sister.**

b) Now, read and write the number

- Ask Ss to look at the icons and tell you what they have to do.
- Give Ss time to do the activity and then check the answers on the bb.

BUILDING CONFIDENCE

- What can you remember about...?** Tell Ss you'll be talking about a famous family, e.g. *The Addams* or any other family Ss may be familiar with. As you talk about them, they have to say whether the information is true or not, e.g. **They have a small house. False!**
- Clowns.** Tell Ss what a clown is. Encourage Ss to talk about clowns, e.g. **They have a red nose, they have a big mouth, they don't have red eyes.**
- My friends' school bag.** You need a school bag with school objects inside. You can also use a drawing. You'll be talking about twins, who you have to introduce to the Ss and tell them they have one bag. Show the school bag to the Ss and tell them to imagine what your twin friends have, e.g. **They have glue. They don't have a rubber.** Write the Ss' sentences on the bb, then, show the contents of the school bag to see how many correct guesses Ss have had.

MP3 TRACK 59

Elephant... hamster... lion... giraffe... puma... monkey... cat... dog... fish

BUILDING CONFIDENCE

Memory game. Ask Ss to number the pictures in Exercise 5 and memorise them. Once they close their books, name a number for Ss to say which animal it is.

Language awareness: **they have**

- Ask Ss when they have to use *he*, when *she* and when *they*. Remind them of the comic strip on page 64. Tell them: **Remember Eric and Emma? They have a dog, they don't have cat.** Write it on the bb. Ask them who *they* refers to and what you express with the verb *have*. Elicit from them when we say **I have/don't have** and when we say **They have/don't have.**

6 a) Listen and tick

- Ask Ss to look at the icons and tell you what to do. Remind them of the rules for listening. Make sure Ss understand they have to write a tick to mean yes.
- Play the recording and then check the answers on the bb.

Homework

Ask Ss to bring big cut-outs of the wild animals and pets they have seen.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Mouth it.** Ask Ss to take out the cut-outs they've brought from home. As you mouth an animal, Ss'll have to say the word and show the right cut-out.
- 2 What's this?** Tell Ss to choose one of their cut-outs and to cover it, letting others see only a small part of it for them to guess what it is, e.g. **a lion**.

WB EX 3 Page 126

7 Read and circle

- Ask Ss to open their books at page 66. They should tell you what to do.
- Give Ss a few minutes to do the activity, then check on the bb.

BUILDING CONFIDENCE

- 1 Guess the animal.** Tell Ss you'll describe a type of animal for them to predict what animal it is, e.g. **They are brown, white or black. They have a small head. They are nice. They have small ears and a small nose. Dogs!**
- 2 Miming game.** You need a picture of two girls/ boys who have similar physical characteristics. Write a description and write each sentence on a separate piece of paper, e.g. **They are tall. They have long brown hair. They don't have big eyes. They have a big nose and a small mouth. They don't have big ears. Look! They have three pets: a dog, a cat and a fish. They don't have a hamster.** Call on different Ss to read one of the sentences and mime it for the rest to guess. Once they've guessed the sentence, write it on the bb. At the end, show your description to Ss.

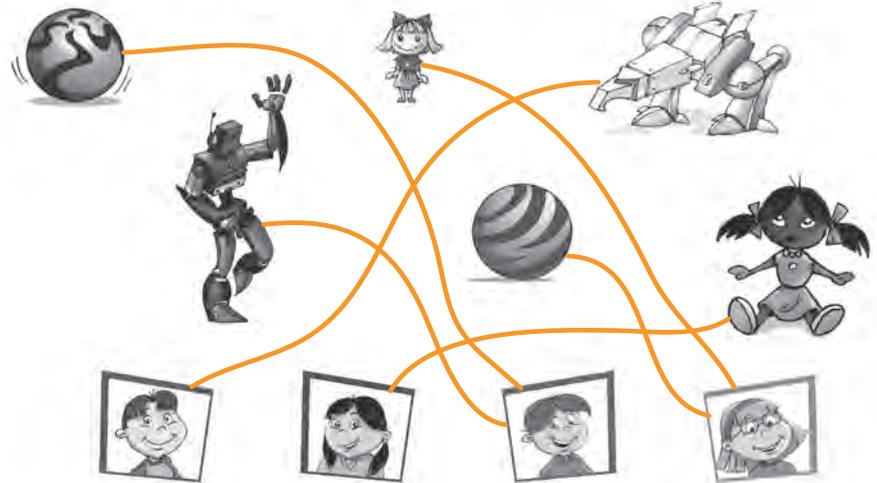
Introduction of the possessive case

- Borrow five pens from five different Ss. Make sure they're different. As you borrow each, check everybody knows who the owner is.
- Hold one of the pens and tell Ss, e.g. **This is Lucila's pen** for Ss to say **Yes** or **No**. Do the same with the other pens.
- Elicit from Ss what you mean when you say **Lucila's pen**. If they do not get it right, give

7 Read and circle

- Monkeys have a big / small head.
- Lions / Elephants don't have small ears.
- Elephants / Fish have a big mouth.
- Giraffes don't have big / small eyes.
- Hamsters / Lions have a small body.
- Elephants / Cats have a small nose.

8 a) Listen and match



b) Now, read and tick

- | | | | |
|---------------------------|-------------------------------------|---------------------------|-------------------------------------|
| 1 Annie's doll is small. | <input type="checkbox"/> | 4 Emma's ball is brown. | <input checked="" type="checkbox"/> |
| 2 Emma's doll is small. | <input checked="" type="checkbox"/> | 5 Tommy's robot is white. | <input checked="" type="checkbox"/> |
| 3 Tommy's ball is purple. | <input type="checkbox"/> | 6 Eric's robot is black. | <input checked="" type="checkbox"/> |

66 sixty six

them options, *¿Digo de quién es o dónde está?* Ask Ss how we say this in Spanish. If there are Ss whose names end in -s, e.g. *Tomás, Mercedes*, tell them how to say it in the genitive, e.g. **Tomás's, Mercedes's** and adding a final /iz/ when saying them.

Comparing English and Spanish can help Ss understand differences and eradicate possible transfer errors.

BUILDING CONFIDENCE

- 1 Can you remember?** Borrow ten pencils from Ss. Check they're different colours. As you collect them, make sure Ss see the owners. Tell Ss you'll test how much they can remember, e.g. **María's pencil is pink**.
- 2 True or false?** Tell Ss you'll describe the characters in the book and they'll have to say if the information is **True** or **False**, e.g. **Emma's hair is brown. Eric's eyes are black**.

8 a) Listen and match

- Ask Ss to look at the icons and tell you what they have to do. Remind them of the rules for listening.
- Play the recording and then check the answers on the bb.

9 Memory game

6



sixty seven 67

MP3 TRACK 61

Annie's doll is black.
Emma's doll is small.
Eric's ball is purple.

Emma's ball is brown.
Tommy's robot is white.
Eric's robot is black.

BUILDING CONFIDENCE

Complete my words. Ask Ss to memorise the information in Exercise 8 a) and then close their books. Talk about the characters and their toys but let Ss complete your ideas, e.g. **Annie's doll is...** If there are differences in the answers, write the sentences on the bb and check at the end of the game.

b) Now, read and tick

- Ask Ss to look at the icons and tell you what they have to do.
- Have them read the sentences out before they do the exercise for them to identify if the sentences are true or false. Give them time to say them to themselves first.
- Give them time to do the activity. Check Ss understand they have to tick the true sentences only. Check the answers on the bb.

BUILDING CONFIDENCE

- 1 How well do you know your classmates?** Tell Ss they'll have to say something about one of their classmates' school objects, e.g. **Teo's pencil case is yellow and green.**
- 2 My classmates' family.** Tell Ss they'll have to say something about a classmate's relative, e.g. **Vicky's mother is 37/ tall.**

WB EX 5 PAGE 126

9 Memory game

- Ask Ss to tell you what they have to do.
- Tell Ss this is a children's classroom, and that they'll have to remember what these children have in the classroom.
- Give Ss time to memorise the drawing and to rehearse what they have to say.
- You can guide Ss at the beginning, e.g. **What about balls? They have/ don't have balls. Pets? They have/ don't have pets.** Remind them they can say what they have and what they don't have.

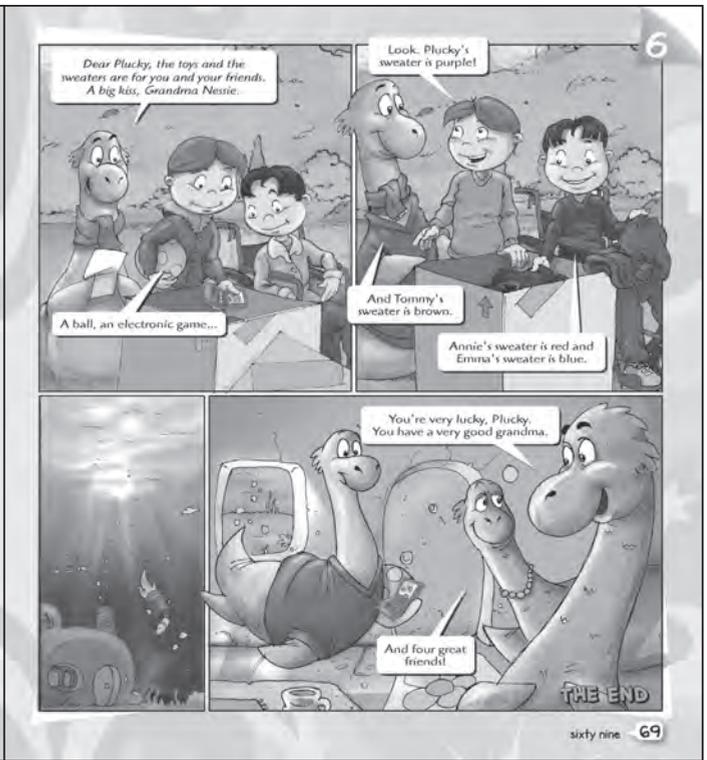
BUILDING CONFIDENCE

- 1 True or False?** Tell Ss that they can write statements for other Ss to decide whether they are **True** or **False**. Based on the former drawing, have them write five statements and then exchange them with a classmate. You can then ask Ss to read the statements out to see how many different statements they have written and check if they are **True** or **False**.
- 2 How many?** Let Ss see the drawing in Exercise 9 and ask them questions about quantity, e.g. **How many robots?**

WB EX 4 PAGE 126

Homework

Ask Ss to bring drawings or cut-outs of the animals and toys they have seen in class.



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Mime it. Tell Ss to mime what you say, either a toy or an animal e.g. **A big elephant, a small ball.**

Toys for Plucky!

- ▶ You can lead in by asking Ss if they remember who gave them their favourite toy, whether they found it easy to share toys when they were younger. You can also tell them about your experience with toys and receiving them as a present.
- ▶ Ask Ss to open their books at page 68, look at the panels and predict what is going on. Play the recording and let Ss check their predictions.
- ▶ Point out to Ss that Plucky is happy sharing the sweaters. This is also a good opportunity to see how important it is to accept what we have and not to feel sad about what we do not have. Besides, the story highlights the fact that having friends is much more valuable than material possessions.

MP3 TRACK 62

BUILDING CONFIDENCE

- 1 Chain game!** Ss have to pretend to be Plucky telling his mum about his friends' toys, e.g. **They have balls. They have balls and robots. They have...**
- 2 A new letter.** Ask Ss to focus on panel 1 on page 69. Tell them they'll write a new letter to Plucky. Elicit from them what Plucky's grandma can send him, e.g. **toys, school objects**, etc. You can make a classroom display of the letters. You can also teach Ss how to write a thank you letter.

1 a) Listen and colour



- ▶ Have Ss look at the icons for instructions and tell you what they have to do. Check they have the necessary coloured pencils.
- ▶ Check the answers on the bb. You can use the colour flashcards.

MP3 TRACK 63

*Plucky's sweater is purple.
Tommy's sweater is brown.
Annie's sweater is red.
Eric's sweater is orange.
Emma's sweater is blue.*

BUILDING CONFIDENCE

Memory game. Tell Ss to close their books after trying to memorise the information in Exercise 1 a). You'll name a colour and they'll have to tell you whose sweater it is, e.g. **It's brown. Tommy's sweater.**

70 seventy
6

1 a) Listen and colour

orange

blue

red

brown

purple

b) Now, look and complete

Annie's sweater is red. Plucky's sweater is purple.

Emma's sweater is blue. Tommy's sweater is brown.

Eric's sweater is orange.

2 Guess!

They have big ears.

Song

a) Look and complete

Eric! Tell me about your toys.

I have a robot and a big ball.

To play with Robby, my dog.

Emma! What about you?

I don't have a doll or a soft toy.

But I have a fish and a cat.

His name is Bobby and he's very fat.

He's Bobby. He's very fat. He's my cat!

b) Listen and check

c) Sing!

70 seventy
seventy one 71

b) Now, look and complete

- > Tell Ss to look at the icons and tell you what they have to do. Have them read the sentences and tell you what is missing in each sentence. Elicit from Ss how they'll decide what to write.
- > Check the answers on the bb.

BUILDING CONFIDENCE

Memory game. Tell Ss to look at the sentences and the drawings in Exercise 1 a) and b). Tell them you'll give them clues for them to identify the sweaters, e.g. **Red. Annie's.** Make sure Ss close their books before you start giving them the clues.

2 Guess!

- > Tell Ss to look at the icon and the drawing and tell you what they have to do. Tell Ss they'll be miming a sentence about animals for the rest to say the sentence. They can then say what animals that sentence applies to.
- > Remind them of the rules for participating.

WB EX 6 AND 7 PAGE 127

Song

- > Ask Ss to read the instructions. You may elicit from them what words they think are missing. Write the options on the bb.
- > Play the song once and check answers.
- > Play the song and invite everybody to join in. You can divide the class into two groups, and have each group sing one line at a time.
- > You can refer to the DVD for ideas.

SONGS

MP3 TRACK 9

BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (some of the nouns, the actions). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

First ask Ss to take out their cut-outs. You'll need three sheets of poster or cartridge paper. Write **PETS** on top of one of the sheets, **WILD ANIMALS** on top of another one and **TOYS** on top of the third.

1 Look and write

Focus: identification of toys.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to cut out a part of a picture of a toy and write below what it is. Ss can exchange these cut-outs as well.

2 Read and match

Focus: animals and descriptive adjectives.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally first.
- > Check the answers on the bb.

EXPANSION

Ss can change the adjective and make new drawings.

3 Write *a* or *an*

Focus: use of the indefinite article *a* or *an*.

- > First Ss should look at the icons and tell you what they have to do.
- > Ss do the exercise orally first.

EXPANSION

Ss can write some further examples. Ss can also add an adjective to see whether the article changes or not, e.g. ***an electronic game, a big electronic game.***

4 Look and circle

Focus: use of *they have/ don't have*.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to add more elements to the drawing and write about them.

5 Read and colour

Focus: possessive case, revision of colours.

- > First Ss should look at the icons and tell you what they'll have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to account for their choices.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to draw and write about Eric and Tommy.

3 Write a or an

- an orange
- a hamster
- an electronic game
- an apple
- a board game
- a doll
- a soft toy
- an elephant
- a puma

4 Look and circle



- They have / don't have an electronic game.
- They have / don't have three fish.
- They have / don't have two fish.
- They have / don't have a ball.
- They have / don't have a robot.
- They have / don't have two hamsters.

5 Read and colour



Emma's school bag is purple and yellow and Annie's school bag is pink.
 Emma's soft toy is brown and orange and Annie's soft toy is black and white.

6 Read and circle



I have / am / am John. I have / am / am ten. I am / have / have a dog and a two / two cats. He's / They're / They're black. I have / am / am a an / an orange fish and a hamster. This is my / her / her sister. His / Her / Her name is Meg. She's / She's / Her eight. Look at her toys: a an / an electronic game, a / a soft toy and three board game / board games / He's / They're / big! Meg / Meg's / Meg's pet is a fish. His / Her / Her name is Linda. He's / She's / She's orange. My friends Mark and Sue is / are / are brother and sister. They have / They have / They're a dog. I don't have / they don't have / they don't have a hamster.

7 Draw and write. Use I have or I don't have

MY TOYS

MY PETS

6 Read and circle



Focus: language awareness.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to account for their choices.

EXPANSION

You can ask Ss to make the necessary changes in each sentence so as to choose the item they have not circled.

7 Draw and write. Use I have or I don't have



Focus: toys, I have/ don't have.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.

EXPANSION

You can ask Ss to do the same but this time talking about their school objects.

Answer Key

CLIL Pages

Activity 1: 1A; 2A; 3NA; 4A; 5NA; 6A; 7A; 8A; 9A; 10A; 11NA; 12A; 13A

Activity 2: 4; 6; 8; 12

Further Practice

Activity 1: 1 to 6: an elephant, a giraffe, a monkey, a fish, a lion, a cat; 7 to 10: a hamster, a puma, a dog.

Activity 2: 1 Eric's; 2 Robby's; 3 Eric's; 4 Annie's; 5 Plucky's; 6 Tommy's; 7 Emma's; 8 Plucky's; 9 Kim's; 10 Plucky's.

Activity 3: 1 a robot; 2 a ball; 3 a doll; 4 a board game; 5 an electronic game; 6 a teddy bear

Activity 4: Elephants don't have small ears.

My nose is big.

Annie's doll is small.

Is Eric tall?

What's your name?

Grandpa and Grandma are fifty-nine.

Are Eric and Emma playing with an electronic game?

My hair is long.

Annie and Kim have a small hamster.

Eric and Emma have an orange ball.

VOCABULARY

Food and drinks: *biscuits, soda, cake, cheese, eggs, hamburgers, hot dogs, milk, orange juice, sandwiches, tea, water, hot chocolate*

GRAMMAR

I like/ don't like

ANSWERS TO

Do you like...?

ORAL INTERACTION

Asking for food or drinks: *A sandwich, please.*

RECOGNITION

Feelings: *nervous*

Weather conditions: *warm*

I love...

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Similarity between *don't have* and *don't like*

1 See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of food and drinks

➤ You need the food flashcards. Tell Ss you're organising a picnic and you need to do some shopping. They should tell you whether the food you name is appropriate for a picnic or not. Write **PICNIC** on the bb. Show one of the flashcards and tell Ss, e.g. **A banana, is it OK for a picnic?** If they say **Yes**, place it on the bb, otherwise leave it on the bb sill. Do the same with the other flashcards.

BUILDING CONFIDENCE

1 Point to... Place the flashcards wide apart on the bb. As you name each food item, Ss should point to the correct card. You may need to work with four flashcards at a time.

2 Flash it. Flash one of the flashcards and ask Ss, e.g. **Is this a hot dog?** Then, show the card to the Ss.

1 Look and listen



Possible lead-ins (you may choose):

a. You can ask Ss to tell you if they ever go on a

7 It's picnic time!

1 Look and listen

Look. I have cheese. I like cheese! I have eggs and sandwiches. I... I don't like eggs.

Hamburgers or hot dogs? A hamburger, please. A hot dog, please.

Biscuits and cake, please. Three oranges. I love fruit!

Water, please. Wow, Plucky!

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picnic. If they do, ask them who with, where, what they do and what they eat and drink. If they have never gone on a picnic, you can ask them to imagine what children do when they go on a picnic.

b. You can tell Ss about your own experience as regards picnics.

- Ask Ss to open their books at page 72 and to focus on the comic strip. Elicit from them what the characters may be talking about.
- Play the recording and let Ss read.
- Ask Ss why Annie's father wants the children to put out the fire before leaving the campsite. Then, comment on the many forest fires which start through people's negligence.
- Point out to Ss how important it is to share, as the children are doing, and how important it is to cooperate, as Plucky has done.

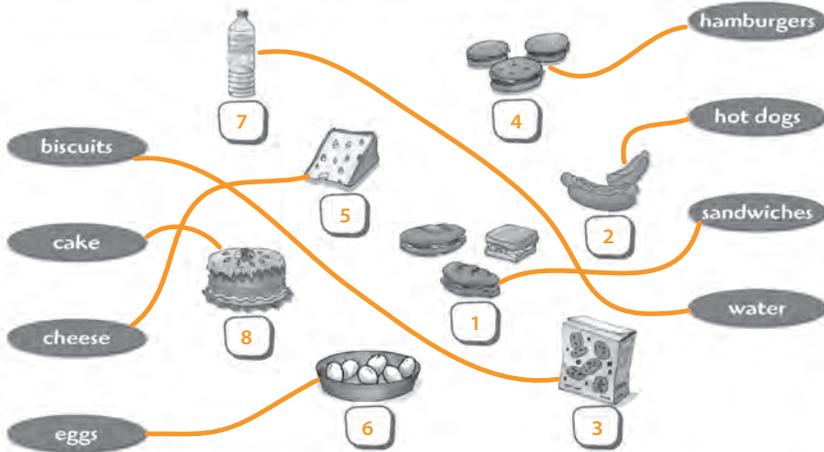
MP3 TRACK 64

BUILDING CONFIDENCE

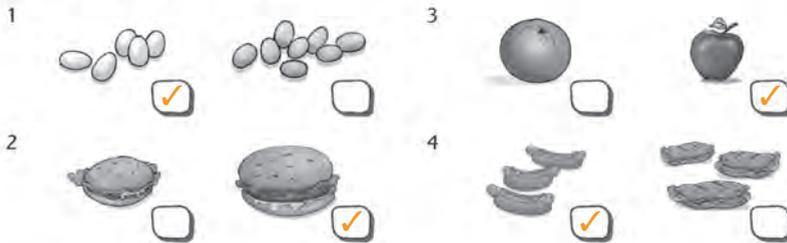
1 Drawings in the air. Tell Ss you'll name a food item for them to draw in the air.

2 Repeat if correct. You'll need the food flashcards. As you show each, name a food item. If the flashcard shows the food you have named, Ss should say the word; otherwise, they should remain silent.

2 Listen and number. Then, match   



3 a) Listen and tick  



b) Now, read and circle  

- 1 eight / five eggs 3 an apple / orange
 2 a small / big hamburger 4 three sandwiches / hot dogs

seventy three 73

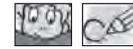
3 a) Listen and tick  

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

MP3 TRACK 66

Ready for the picnic?
 Yes! I have five eggs, a big hamburger,
 an apple and three hot dogs.

b) Now, read and circle



- First ask Ss to tell you what they have to do. Check they understand they have to circle the words in keeping with the drawings they have ticked.
- Check the answers on the bb.

BUILDING CONFIDENCE

1 Yes or No? Tell Ss you'll make comments about what the children have for the picnic (based on Exercise 3) and they have to say **Yes** or **No** without checking the answers in the book, e.g. **They have eight eggs. No!** Once you've finished, let them check.

2 Picture dictation. Tell Ss you'll dictate phrases for them to draw, e.g. **A big sandwich, a small hot dog, two oranges.**

3 Guessing game. Tell a student to mime having some food or drink (tell him/her what to mime). Tell the rest they'll be given two chances to guess, e.g. **Is he/she having water?** You'll ask the questions. Remind Ss of all the food items they know (Unit 7).

WB EX 1 PAGE 128

 Homework

Ask Ss to bring cut-outs or drawings of the food they have seen.

2 Listen and number. Then, match   

- Ask the Ss to work on the icons. Remind them of the rules for listening.
- Play the recording and then check the answers on the bb.

MP3 TRACK 65

- Number 1: sandwiches
- Number 2: hot dogs
- Number 3: biscuits
- Number 4: hamburgers
- Number 5: cheese
- Number 6: eggs
- Number 7: water
- Number 8: cake

BUILDING CONFIDENCE

One or more? Ask Ss to focus on the words for food and ask them whether they are singular or plural, i.e. if they refer to one item or more, e.g. **Sandwiches, plural.** When it comes to cheese and water, do not introduce the concept of countable and uncountable nouns, just make sure Ss understand we count pieces or bottles or glasses, not the objects.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Food gym!** Tell Ss to choose one of their cut-outs and to hold it in their hands. As you give a command, they should do what you say, e.g. **Hamburgers, point to my table!**
- 2 Clap if correct.** You need the food flashcards. Show one and name a food item, either the one you're showing or a different one. If the name and the flashcard are the same, Ss should clap; otherwise, they should remain quiet.
- 3 Repeat if it is true.** Ss take it in turns to show one of their cut-outs and say what they have, e.g. **I have an orange.** All the ones that have that item should repeat the sentence and show their cut-out.

Introduction of I like/ don't like

- Draw two faces on the bb: ☺ and ☹. Use gesture and interjections (*yummy, yuk*) to help convey meaning. Show one of the food flashcards and tell Ss, e.g. **I like sandwiches.** **Yummy!** Ss have to tell you if what you're saying is true or not. Once they say **Yes** or **No**, place the flashcard under the correct face. Do the same with the rest of the flashcards.

BUILDING CONFIDENCE

Chain game. Tell Ss they should start a chain game saying what they like, e.g. **I like sandwiches. I like sandwiches and bananas. I like sandwiches, bananas and ice cream.** After a while, you can encourage them to add what they don't like. Remind them of the use of *but*.

4 a) Listen and draw



- Ask Ss to open their books at page 74 and look at the icons. Elicit from them what they have to do. Check they understand that as each character speaks, they have to complete the face, either a happy face to indicate likes or an unhappy face to indicate dislikes. Remind them of the rules for listening.
- Play the recording.
- Check the answers on the bb.

4 a) Listen and draw



b) Now, read and write the number

I like hamburgers.

3

I don't like hot dogs.

2

I like apples.

1

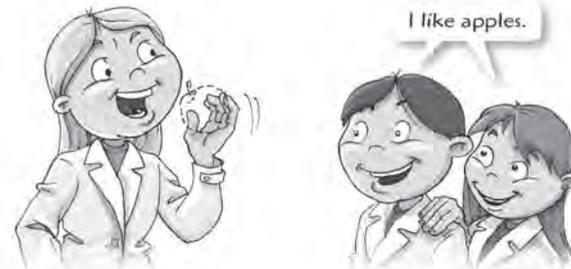
I don't like biscuits.

5

I like cheese.

4

5 Guess!



74 seventy four

MP3 TRACK 67

Plucky: I like apples.

Emma: I like cheese.

Annie: I don't like hot dogs.

Kim: I don't like biscuits.

Eric: I like hamburgers.

BUILDING CONFIDENCE

Memory game. Ask Ss to look at the pictures in Exercise 4 a) and then close their books. As you impersonate each of the characters saying what they like or don't like, Ss have to name the character, e.g. **I don't like hot dogs. Annie!**

b) Now, read and write the number

- Ask Ss to look at the icons and tell you what they have to do.
- Give Ss time to do the activity and check the answers on the bb.

Language awareness: I have/ don't have and I like/ don't like

- Write the phrases on the bb and ask Ss if they see something in common. If they don't come up with an answer, help them by saying out loud, e.g. **I don't like bananas. I don't have a dog.** If necessary, ask them to translate the verbs to check they understand the difference in meaning.

6 a) Listen and act out  

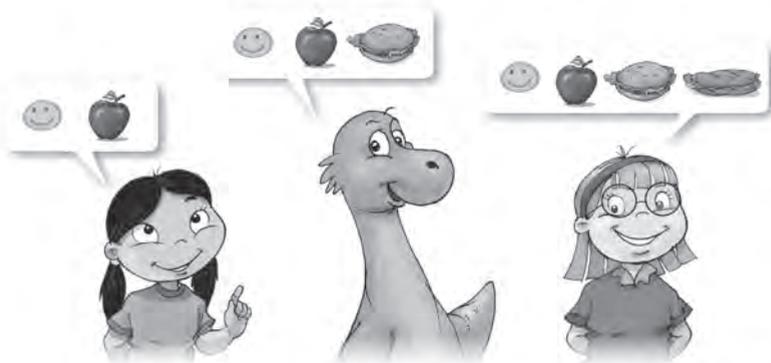


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b) Now, read and circle  

- 1 I'm Annie. / I like Annie.
- 2 I'm eight. / I'm twelve.
- 3 I have a brother. / I have a sister.
- 4 I like monkeys. / I like pumas.
- 5 I don't like elephants. / I don't like giraffes.

7 Memory game 



seventy five 75

6 a) Listen and act out



- > Ask Ss to look at the icons and tell you what they have to do.
- > First elicit from Ss what Annie may be saying based on the information on the page. Write on the bb what Ss say.
- > Play the recording for Ss to check if they were right in their predictions.
- > Play the recording again. This time, ask Ss to tick the sentences they hear. You may write on the bb the sentences which are recorded, but which Ss haven't dictated to you.
- > Tell Ss they'll have to impersonate Annie. Give them time to rehearse the presentation. Tell them they can use the pictures to remember what she says. You can play the recording for them to repeat after each utterance, imitating pronunciation and intonation.

MP3 TRACK 68

Annie: I'm Annie. I'm eight. I have a sister. I like monkeys and elephants. I don't like giraffes.

b) Now, read and circle



- > Ask Ss to look at the icons and tell you what they have to do.
- > Check the answers on the bb.

BUILDING CONFIDENCE

Who is it? Tell Ss they'll have to prepare a presentation impersonating the other characters in the book as in Exercise 6. They shouldn't say the name so that the rest of the Ss can guess who it is.

7 Memory game 

- > Ask Ss to look at the icon and the picture and tell you what they have to do.
- > Encourage them to incorporate different sets of vocabulary: colours, animals, toys, etc.

 Homework

Ask Ss to bring big cut-outs of the food they have seen. At the back of the pictures, they should draw a ☺ or ☹ depending on whether they like it or not.

5 Guess! 

- > Ask Ss to look at the icon and tell you what they have to do. Remind them of the rules for participating.
- > After a while, you can ask Ss to do the miming.
- > You can challenge Ss by including statements with **I have/ don't have** and **I like/ don't like**.

BUILDING CONFIDENCE

A survey on pets. Draw a three-column chart on the bb. Write the names of the animals Ss know in the first column, and draw two faces, happy and unhappy, at the top of the other two columns. Tell Ss they have to talk about their likes and dislikes as regards animals. Ask a S to tell everybody his/ her likes as regards the first animal on the list, e.g. **I like dogs**. The ones who like dogs should put up their hands. Count the number of hands up and write the number in the chart. Do the same with the rest of the animals. At the end of the activity, see which is the most and the least popular animal.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

1 Cut-outs game. Ask Ss to take out the cut-outs they've brought from home. Tell Ss you'll talk about your likes and dislikes, and they'll have to show the cut-out and the face they've drawn at the back (if it coincides with what you say).

2 Am I telling the truth? Tell a S to choose one of their cut-outs and without letting others see the back of it, say something about the food item, e.g. *I like ice cream*. The others should say **Yes** if they think that the S is telling the truth or **No** if they think he/ she's telling a lie. Tell the S to show the back of the picture to the rest.

8 Look and listen

- Ask Ss to open their books at page 76 and focus on Exercise 8. They should look at the icons and tell you what to do.
- Elicit from Ss what is going on. Play the recording and go back to Ss' predictions.

MP3 TRACK 69

BUILDING CONFIDENCE

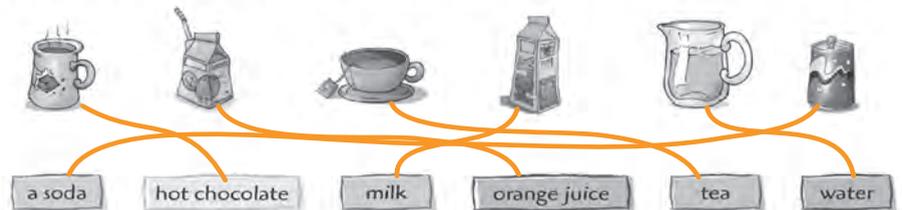
1 Do you remember? You need the drink flashcards: water, milk, tea, hot chocolate, orange juice, soda. Remind Ss of the situation in the comic strip: they are offering each other and asking for drinks. Tell Ss to read the comic strip again and then to close their books. Tell Ss that as you name each drink, they'll have to say who's having or going to have it, Eric, Emma, her dad or nobody. Write the names on the bb or use the flashcards. You can draw an X to represent nobody. Show one of the flashcards and ask Ss, *Tea, who's having tea?* Place the card according to Ss' answer. Do the same with the other cards. Then ask Ss to open their books and check.

2 Clap if correct. Tell Ss they'll have to clap if what you say corresponds to the flashcard.

8 Look and listen



9 Listen and point. Then, match



76 seventy six

9 Listen and point. Then, match.

- Ask Ss to look at the icons and tell you what they have to do.
- After asking them to point to the correct picture several times, give them time to do the matching.
- Check the answers on the bb.

MP3 TRACK 70

A soda...orange juice...water...hot chocolate...milk...tea...

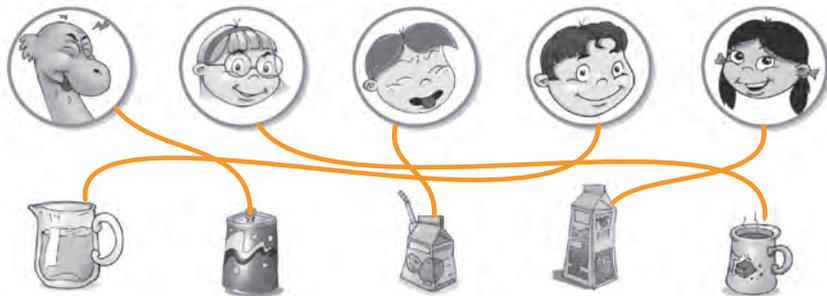
BUILDING CONFIDENCE

1 Flashing game. Flash one of the drink flashcards and ask Ss, e.g. *Is this hot chocolate?* Ss should say **Yes** or **No**. Then show them the card.

2 Mouth and point. Place the drink flashcards on the bb, wide apart from each other. Tell Ss you'll mouth the drinks and they'll have to say it and point to the correct flashcards.

WB EX 2, PAGE 128 AND EX 4, PAGE 129

10 a) Listen and match  



b) Now, read and circle  

- 1 I like / don't like soda. 4 I like / don't like orange juice.
 2 I like / don't like hot chocolate. 5 I like / don't like water.
 3 I like / don't like milk.

11 Read and write  

apple	eggs	hot chocolate	puma
cat	giraffe	lion	water
cheese	hamburger	milk	
dog	hamster	orange juice	

	FOOD	DRINKS	PETS	WILD ANIMALS
	apple	hot chocolate	cat	puma
	eggs	water	dog	giraffe
	cheese	milk	hamster	lion
	hamburger	orange juice		

BUILDING CONFIDENCE

True or False? Tell Ss that they will impersonate one of the characters and say which drink they like or don't like. They have to try to memorise the information in Exercise 10. They can say something which is true or false for the others to decide, e.g. *I'm Plucky and I like water. False!*

Introduction of Do you like...?

- › Tell Ss you'll make a survey on water, to see how many Ss like it or not. Draw two columns on the bb, one headed with a happy face, the other one with an unhappy face. Ask one of the Ss **Do you like water? Yes or No?** Write the Ss' names in the correct column. Then add up the names to see if water is popular or not. If you think Ss are ready, you can enlarge on their **Yes** or **No** answers by saying **Yes, I do, or No, I don't.**

BUILDING CONFIDENCE

How many Ss like board games? Tell Ss to predict how many Ss like board games (or robots or electronic games). The important point is that the toy shouldn't be usually associated with boys or girls. They should write the number of Ss in their notebooks. Then, ask Ss **Do you like board games?** Keep a record of their answers. Work out the results at the end and see which of the Ss was the closest to the answer.

11 Read and write  

- › Ask Ss to look at the icons and tell you what they have to do. Make sure Ss understand each of the headings.
- › Since there are two empty cells, tell Ss to add two words.
- › Give Ss time to do the activity and then check the answers on the bb. Ask several Ss to dictate their added words.

WB EX 5 PAGE 129

 **Homework**

Remind Ss of Exercise 6 a). Tell them to bring a sheet of paper with information about themselves. They can include as much as they want to. They can stick a photo or draw themselves. Ss should also bring cut-outs or drawings of the food and drinks they've learnt.

10 a) Listen and match  

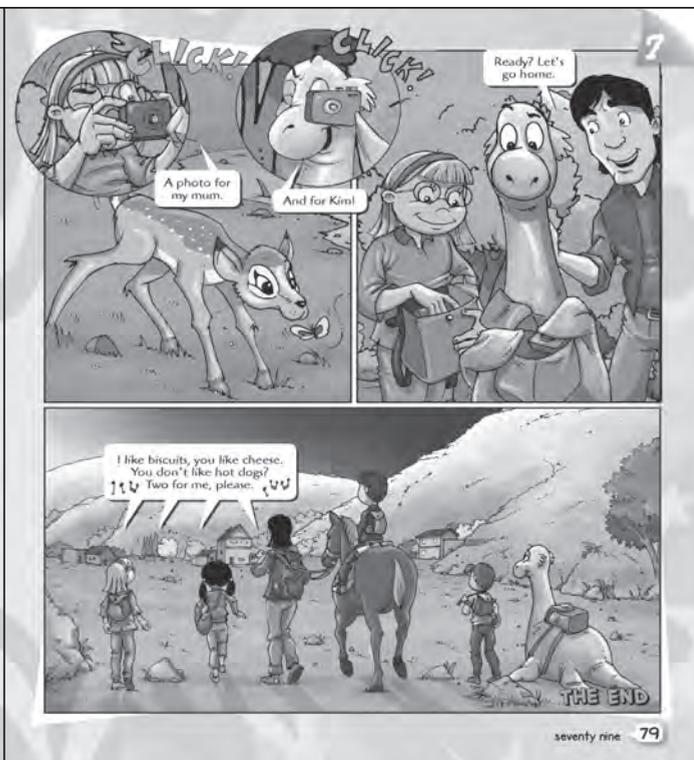
- › Ask Ss to look at the icons and tell you what they have to do. Remind them of the rules for listening. You may elicit from them how they can make the matching look clearer (using different colours).
- › Play the recording and let Ss do the matching.
- › Check the answers on the bb.

MP3 TRACK 71

- Plucky:** I don't like soda.
Emma: I like hot chocolate.
Eric: I don't like orange juice.
Tommy: I like water.
Kim: I like milk.

b) Now, read and circle  

- › Ask Ss to look at the icons and tell you what they have to do. Check that Ss understand that the numbers in this exercise correspond to the characters' pictures in Exercise 10 a).
- › Give Ss time to do the activity, then check the answers on the bb.



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- Mime it.** Tell Ss first to mime what you're saying, e.g. *I don't like water, I like orange juice.* Include vocabulary from different areas. Then, ask Ss to say something for the others to mime.
- A display.** Collect the Ss' sheets describing themselves and make a classroom display.

Let's go home!

- You can lead in by asking Ss if they remember seeing a wild animal at large (not at a zoo). If so, ask them what they did, if they were afraid, etc.
- Ask Ss to open their books at page 78, look at the panels and predict what is going on. Play the recording and let Ss check their predictions.
- Point out to Ss that all the characters are ready to share their food with the animals they have seen. Annie's father doesn't let them do so since animals should only eat what they are supposed to eat, which is not necessarily the food we eat. Animals do not eat sandwiches or hot dogs, for instance. This is an example of how important it is to be ecologically minded. It is important to bear these thoughts in mind when going to the zoo or feeding a pet at home. Another good example is how the kids take photos to show their family instead of messing around with the animals.
- This is also an excellent opportunity to show Ss how people with disabilities can find a way to participate in activities. Tommy has joined his friends in the picnic and is going home on horseback.

MP3 TRACK 72

BUILDING CONFIDENCE

Sing along! Play the song and ask Ss to join in. You can encourage them to change some words in the song.

1 a) Listen and tick

- Have Ss look at the icons for instructions and tell you what they have to do. Remind them of the rules for listening.
- Play the recording and then check the answers on the bb.

MP3 TRACK 73

- Dad:** *Let's have a picnic.*
Tommy: *Great! I have cheese and sandwiches.*
Annie: *And I have apples and oranges, but I don't have bananas.*
Eric: *It's OK, I have biscuits and hot chocolate.*
Emma: *I don't have sodas, but I have water and milk.*
Dad: *And I have eggs and hot dogs.*
All: *Super!*

BUILDING CONFIDENCE

- Memory game.** Tell Ss to close their books after trying to memorise the information in Exercise 1 a). You'll name a food or drink and they'll have to say **Yes** if it is part of the picnic or **No** if it isn't.
- Colour memory.** Tell Ss this time you'll name a colour and they'll have to name food and drinks which are that colour.

1 a) Listen and tick  

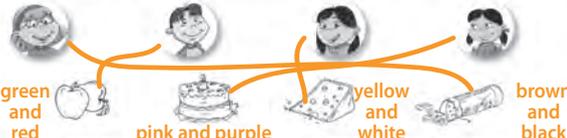


b) Now, read and circle  

- 1 have don't have cheese.
- 2 have don't have oranges.
- 3 have don't have apples.
- 4 I have don't have bananas.
- 5 have don't have hot chocolate.
- 6 I have don't have eggs.
- 7 I have don't have sodas.
- 8 have don't have hot dogs.
- 9 I have don't have sandwiches.
- 10 I have don't have biscuits.

80 eighty

2 Read, match and colour  



1 Annie's cheese is yellow and white.

2 Emma's biscuits are brown and black.

3 Tommy's apples are green and red.

4 Kim's cake is pink and purple.

Song

a) Listen and complete  

I'm a cat. I love fish!

I like milk, but I don't like tea.

I'm a hamster. I like biscuits,
chocolate cake and cheese.

I'm a monkey. Look at me!

I'm having a soda, eggs and cheese.

an apple, a banana and three sandwiches.

Please, stop! Please, stop! Please, stop!

b) Sing! 

81 eighty one

b) Now, read and circle

- > Tell Ss to look at the icons and tell you what they have to do.
- > Give Ss time to do the activity and check the answers on the bb.

BUILDING CONFIDENCE

A or An? Divide the bb into two and write **A** and **An** on top of each column. Ask Ss to add the words they've learnt in this unit.

2 Read, match and colour

- > Tell Ss to look at the icons and tell you what they have to do. Check that they have the necessary coloured pencils.
- > Check the answers on the bb.

BUILDING CONFIDENCE

Whose is it? Tell Ss to memorise the information in Exercise 2 and then close their books. As you describe the food, they'll have to say whose it is, e.g. **It's yellow and white. Annie's cheese.**

WB

EX 6 AND 7 PAGE 130

Song

- > Ask Ss to read the instructions. You may elicit from them what words they think are missing. Write the options on the bb.
- > Play the song once and check answers.
- > Play the song and invite everybody to join in. You can divide the class into two groups, and have each group sing one line at a time.
- > You can refer to the DVD for ideas.

SONGS

MP3 TRACK 10

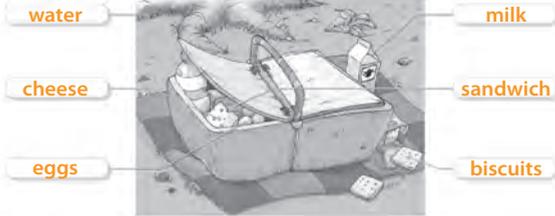
BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (some of the nouns, the actions). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

First ask Ss to take out their cut-outs. You need two sheets of poster or cartridge paper. Write **FOOD** on top of one of the sheets and **DRINKS** on top of the other.

1 Look and write



2 Read and write

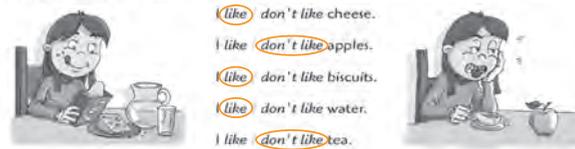


128 one hundred and twenty eight

3 Write



4 Look and circle



5 Look and complete

They have soda.

They have cheese.

They have sandwiches.

They don't have biscuits.

They don't have milk, etc.



one hundred and twenty nine 129

1 Look and write



Focus: identification of food.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to cut out a part of a picture of a food item and write below what it is. Ss can exchange these cut-outs as well in order to write what each is.

2 Read and write



Focus: vocabulary on food and drinks.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally first.
- > Check the answers on the bb.

EXPANSION

Ss can add some other words they know which are not on the list.

3 Write

Focus: use of the indefinite article *a* or *an* and food vocabulary.

- > First Ss should look at the icon and tell you what they have to do.
- > Ss do the exercise orally first.

EXPANSION

Ss can write some further examples.

4 Look and circle

Focus: use of *I like/ don't like*.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to add more elements to the drawing and write about them.

6 Read and circle  

I'm I have Andrew. He I have nine.
I have a brother. His Her name is Paul.
He's She's six. He's tall long.
I'm have two dogs and a an orange cat.
Look at my dogs! He's They're fat.
They have don't have a big ball.

7 Look and complete. Annie's, Eric's, Tommy's or Emma's?  



Annie's biscuits
Tommy's cake
Tommy's hot chocolate
Eric's hamburger
Emma's hot dog
Annie's milk
Emma's orange juice
Eric's soda

130 one hundred and thirty

7 Look and complete. Annie's, Eric's, Tommy's or Emma's?

Focus: food, possessive case.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.

EXPANSION

You can ask Ss to draw further food/ drinks, or even other items related to each character, and then write about them.

Answer Key

CLIL Pages

Activity 1: 1 ✓ 2 x 3 ✓

Further Practice

Activity 1: hamburgers, hot dogs, sandwiches; eggs, cheese, biscuits; apples, bananas, oranges, cake; tea, hot chocolate, milk, soda, orange juice, water

Activity 2: 1 hamburgers; 2 milk; 3 I like soda. 4 I like orange juice. 5 I like hot-dogs. 6 I like cheese. 7 I don't like biscuits. 8 I don't like eggs.

Activity 3a: 1 am; 2 am; 3 an; 4 don't have 5 brothers; 6 They're; 7 small

1 Jose's; 2 His; 3 He's; 4 is; 5 Her; 6 She's; 7 Her; 8 eyes; 9 like.

Activity 3b: 3-c; 2-a; 3-b

5 Look and complete

Focus: revision of *they have/ don't have*.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to account for their choices.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to draw more elements and write about them.

6 Read and circle

Focus: language awareness.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to account for their choices.

EXPANSION

You can ask Ss to make the necessary changes in each sentence so as to choose the item they have not circled.

VOCABULARY

The house: **living room, bedroom, kitchen, bathroom, garden, house, bed**

Food: **chips, chicken**

GRAMMAR

Revision

ANSWERS TO

Revision

ORAL INTERACTION

Revision

RECOGNITION

Feelings: **nervous**

Weather conditions: **warm**

LANGUAGE AWARENESS

Phonological differences between English and Spanish

1 See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

Getting started

Start the lesson with the routine suggested in the Introduction.

Introduction of parts of the house

› You'll need the house flashcards: bedroom, bathroom, living room, kitchen, garden, table, bed and chair. Tell Ss they're going to play bingo. Stick the flashcards on the bb. Tell Ss to draw a board with four cells, and to draw four parts of the house or pieces of furniture. When they're ready, put the flashcards in an envelope or bag. Draw one out, show it to Ss and say, e.g. **The living room**. Those who have drawn a living room should cross it out. Do the same with the other cards.

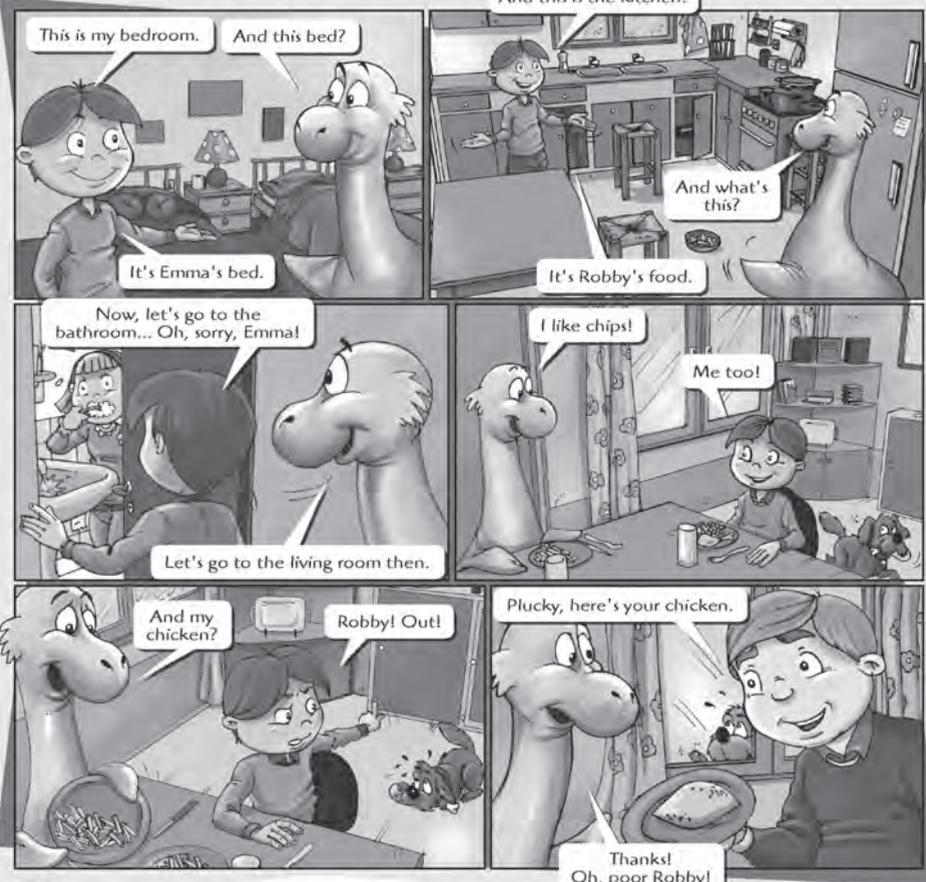
BUILDING CONFIDENCE

1 **Mime it.** Agree with Ss on a way to mime each part of the house: somebody sleeping, eating, having a shower, playing football and cooking. As you name a part of the house, they should mime it.

2 **Flash it!** Flash one of the flashcards and ask Ss, e.g. **Is this a bathroom?** Then show the card to the Ss.

8 Come and see my house

1 Look and listen  



This is my bedroom. And this bed?
It's Emma's bed.
And this is the kitchen.
And what's this?
It's Robby's food.
Now, let's go to the bathroom... Oh, sorry, Emma!
I like chips!
Me too!
Let's go to the living room then.
And my chicken?
Robby! Out!
Plucky, here's your chicken.
Thanks! Oh, poor Robby!

82 eighty two

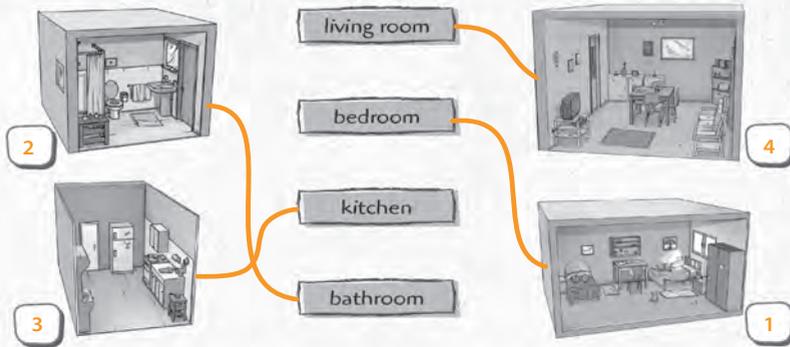
1 Look and listen

Possible lead-ins (you may choose):

- You can tell Ss about how much you liked inviting friends home when you were a child and the games you played together. You can also tell them how you enjoyed going to other kids' homes and playing with their pets or toys. Then you can ask them about which games they play when they're at a friend's house/ flat.
 - You can also tell Ss which is your favourite room in your house and why it is so. You can ask Ss about their favourite room.
- › Ask Ss to open their books at page 82 and to focus on the comic strip. Have Ss read the title of this unit: *Come and see my house*. Ask them to look at the panels and tell you if they think this is Plucky's house. Ask them to account for their answers.
- › Play the recording and let Ss read. Go back to their predictions.
- › Ask them whether their pets have ever eaten their food as Robby does with Plucky's food.

 **MP3 TRACK 74**

2 Listen and number. Then, match   



3 a) Listen and match  



b) Now, read and write the number  

- | | | | |
|-----------------------------|--------------------------------|--------------------------|--------------------------------|
| 1 Annie's chairs are brown. | <input type="text" value="1"/> | 4 Emma's table is small. | <input type="text" value="2"/> |
| 2 Emma's chairs are green. | <input type="text" value="4"/> | 5 Emma's bed is long. | <input type="text" value="3"/> |
| 3 Annie's table is big. | <input type="text" value="5"/> | 6 Annie's bed is short. | <input type="text" value="6"/> |

eighty three **83**

BUILDING CONFIDENCE

- Is it in the story?** Ss should close their books. As you name each of the parts of the house, they should tell you whether it is mentioned in the first part of the story or not. Then let Ss go back to the story or play the recording for them to check.
- Point to...** Place the part of the house flashcards wide apart on the bb. Ss should point to them as you name them.

2 Listen and number. Then, match   

- Ask the Ss to work on the icons. Remind them of the rules for listening.
- Play the recording and then check the answers on the bb.
- Give Ss a few minutes to do the matching, then check the answers on the bb.

MP3 TRACK 75

Annie: Look! My bedroom, the bathroom, the kitchen, and the living room.

BUILDING CONFIDENCE

Memory game. Ss should close their books after looking at the drawings in Exercise 2 a). You'll say a number for Ss to say which room it is, e.g. **Two. The bathroom!**

3 a) Listen and match  

- Ask the Ss to look at the icons and tell you what they have to do.
- Give Ss time to do the activity and check on the bb.

MP3 TRACK 76

Annie's chairs are brown, Emma's chairs are green.
Annie's table is big, Emma's table is small.
Emma's bed is long. Annie's bed is short.

b) Now, read and write the number  

- First ask Ss to look at the icons and tell you what they have to do. Check they understand they have to number the sentences in keeping with the numbers in Exercise 3 a).
- Check the answers on the bb.

BUILDING CONFIDENCE

1 Yes or No? Tell Ss you'll make comments about Emma's and Annie's furniture (based on Exercise 3) and they'll have to say **Yes** or **No** without checking the answers in the book, e.g. **Emma's table is big. No!** Once you've finished, let them check.

2 Do you have a good memory? Call on five Ss to the front. Each of them should tell the rest about the colour of their bed. Ss then have to remember what each one said, e.g. **Joaquin's bed is brown, Lucila's bed is pink, etc.**

3 Describing furniture. Draw a table on the bb or use the flashcard. Draw an oval around it so as to start a web. Ask Ss what we can say about a table, e.g. **Short? Long? Fat? Blue?** Do the same with *chair* and *bed*.

4 New possessions. Tell Ss you'll dictate more sentences about Annie and Emma for them to draw. First ask them to draw Annie and Emma so that they draw their possessions below each. Then dictate sentences to Ss, e.g. **Emma's doll is red, Annie's ball is big.** Include vocabulary from other units.

WB EX 1 AND 2 PAGE 131

Homework

Ask Ss to bring cut-outs or drawings of the parts of the house.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Show me...** Tell Ss to have their cut-outs ready. As you name them, they should put up the correct picture.
- 2 Repeat if correct.** You'll need the part of the house flashcards. Show one and name a room, either the one you're showing or a different one. If the name and the flashcard are the same, Ss should clap; otherwise, they should remain quiet.

Introduction of *chips* and *chicken*

- Ask Ss to go back to page 82. Ask them to memorise the food and drinks they can see and then to close their books. Take out the food flashcards including chips and chicken. Show the first flashcard (any food or drink) and ask Ss **What about milk? Yes or No?** Do the same with the other food items to see how much they remember.

BUILDING CONFIDENCE

- 1 A survey on chicken and chips.** Draw a chart on the bb. Stick the food items in the first column, a happy face and an unhappy face at the top of the other two columns. Ask Ss **Do you like chips? Do you like chicken?** Draw a tally mark for each affirmative answer. At the end of the activity, add up the tally marks to see whether chicken and chips are popular foods or not.
- 2 Point to...** Stick the two new flashcards wide apart on the bb. As you name either food, Ss should point to the correct picture.

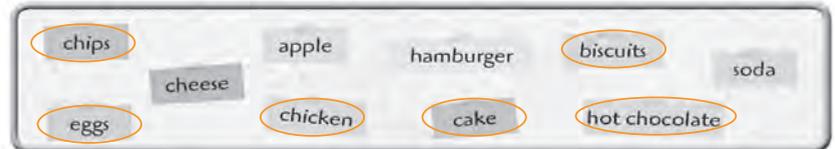
4 a) Listen and tick

- Ask Ss to open their books at page 84 and look at the icons. Elicit from them what they have to do. Check they understand that as each character speaks, they have to tick the food they are going to have. Remind them of the rules for listening.
- Play the recording.
- Check the answers on the bb.

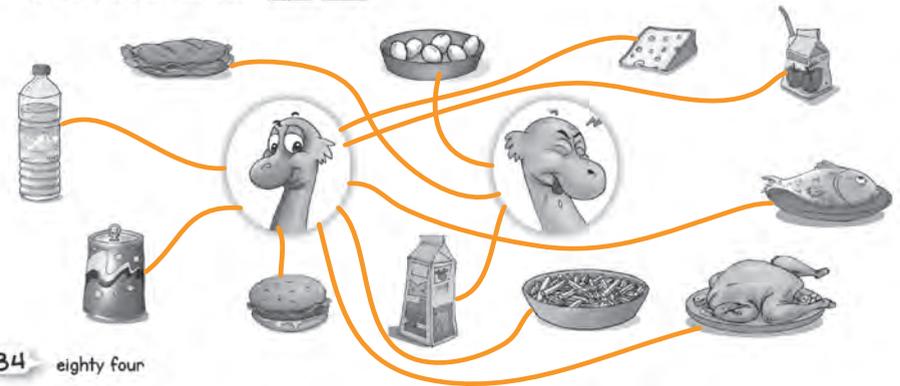
4 a) Listen and tick



b) Now, read and circle



5 a) Listen and match



MP3 TRACK 77

- Annie:** Look! Eggs, chicken...
Plucky: And chips!
Annie: Biscuits...
Plucky: Chocolate cake...
Annie: And hot chocolate!
Plucky: Great! I like hot chocolate.

BUILDING CONFIDENCE

- 1 Memory game.** Ask Ss to look at the pictures in Exercise 4 a) and then close their books. As you name the food, they have to say whether the kids are going to have it or not, e.g. **Hot chocolate. Yes!**
- 2 Colour memory.** Name a colour for Ss to name food which is that colour.

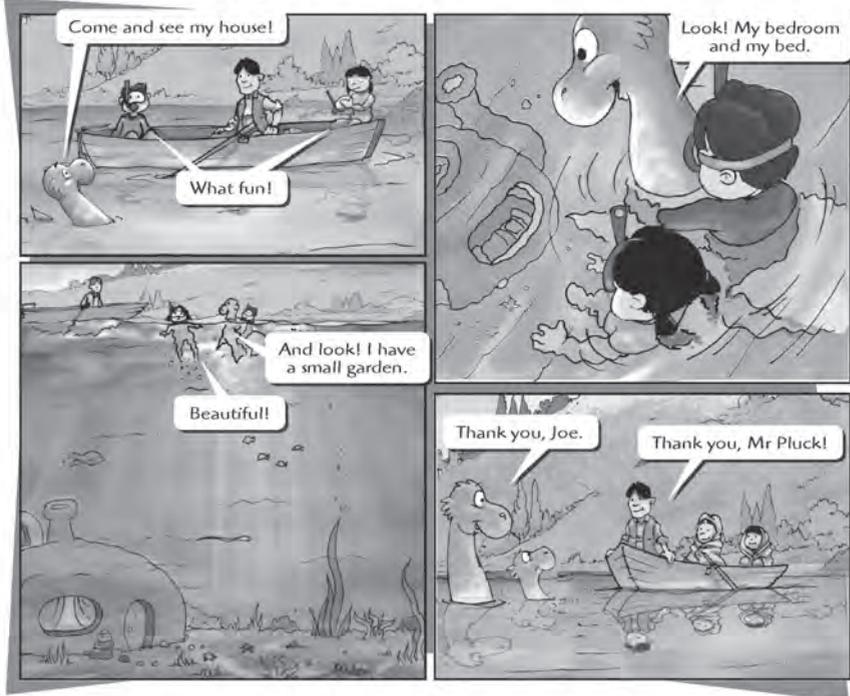
b) Now, read and circle

- Ask Ss to look at the icons and tell you what they have to do.
- Give Ss time to do the activity and check the answers on the bb.

b) Now, read and circle  

- 1 like / don't like water and soda.
- 2 I like / don't like milk.
- 3 like / don't like apple juice.
- 4 like / don't like fish.
- 5 I like / don't like sandwiches.
- 6 I like / don't like eggs.
- 7 like / don't like hamburgers.
- 8 like / don't like chicken.
- 9 like / don't like cheese.
- 10 like / don't like chips.

6 Look and listen  

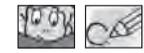


BUILDING CONFIDENCE

1 An interview. Tell Ss you'll impersonate Eric, and they'll impersonate Plucky. They have to memorise the information in Exercise 5 a) before they close their books. Ask Ss, e.g. **Do you like water, Plucky? Do you like milk?** Ss have to remember the information to answer. Once you've asked about all the food in the exercise, let Ss open their books and check how much they remembered. Encourage Ss to use short answers, **Yes, I do** or **No, I don't**.

2 Memory game. Based on the previous exercise, you'll name a food item and Ss have to impersonate Plucky and say whether they like it or not, e.g. **Hamburgers. I don't like hamburgers. Fish. I like fish.** When the game's over, let Ss check.

b) Now, read and circle



- > Ask Ss to tell you what they have to do.
- > Check on the bb after Ss do the activity.

6 Look and listen  

- > Ask Ss to tell you what they have to do.
- > Ask Ss to focus on the children in the first panel. Why do they have snorkels?
- > Play the recording and go back to Ss' predictions.
- > Ask Ss whether they'd like to visit Plucky's house and what they would expect to find in it. You can name different objects, e.g. a TV, a table and chairs, for them to say **Yes** or **No**.

MP3 TRACK 79

BUILDING CONFIDENCE

Plucky's house. Tell Ss they'll have to imagine the rest of the house and draw it. Then they'll impersonate Plucky showing his house to his friends.

WB EX 4 PAGE 132

Homework

Ask Ss to bring cut-outs of chicken and chips.

5 a) Listen and match  

- > Ask Ss to look at the icons and tell you what to do. Remind them of the rules for listening.
- > Play the recording and then check the answers on the bb.

MP3 TRACK 78

Eric: Tell me, Plucky. Do you like water?
Plucky: Yes, I like water and soda, but I don't like milk. Oh! I love apple juice.
Eric: What about fish?
Plucky: Delicious! I love fish and hamburgers, but I don't like eggs.
Eric: I like sandwiches and chicken, and you?
Plucky: I like chicken, but I don't like sandwiches. But I like cheese.
Eric: What about chips?
Plucky: I love chips.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

- 1 Mouth it.** Ask Ss to take out the cut-outs they've brought from home. You'll mouth one of the two words, and they'll have to show you the right picture.
- 2 Food gym.** Tell Ss to choose one of their cut-outs. You'll give them orders, e.g. **Chips, stand up. Chicken, open your copybooks.**

7 a) Look and say



- Ask Ss to open their books at page 86 and focus on Exercise 7 a). They should look at the icons and tell you what to do.
- Give them time to describe what each character is doing.
- You can have a first round in which Ss can look at the picture. You can ask them to close their books and do the same without looking at the house.

BUILDING CONFIDENCE

Do you remember? Ask Ss to memorise the picture and then close their books. Name one of the pieces of furniture or elements you can see in a room for them to say which room it is, e.g. **Green chairs. The garden.**

b) Now, read and write the part of the house

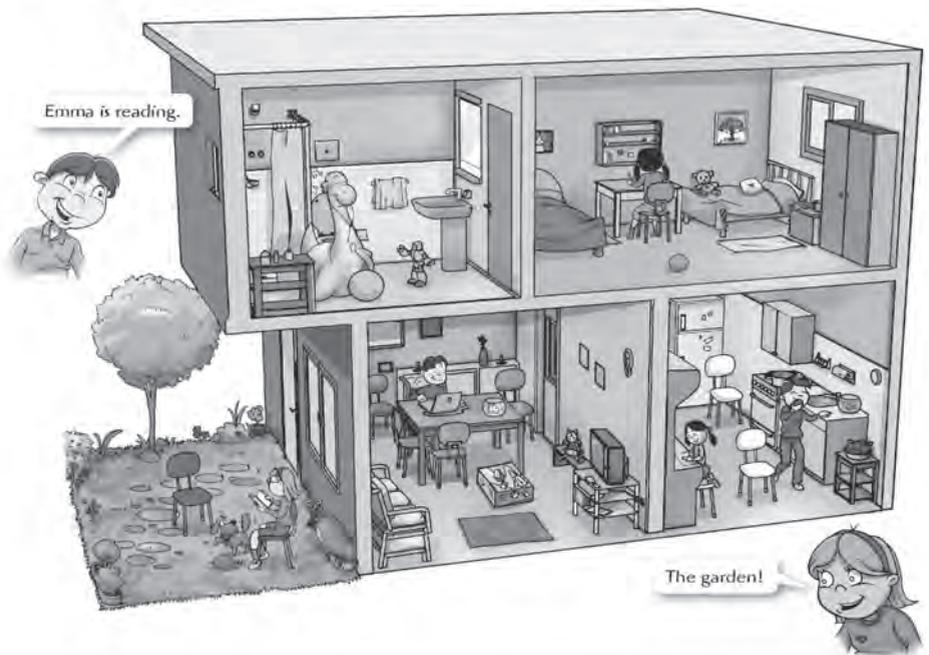


- Ask Ss to look at the icons and tell you what they have to do.
- Give them some time to identify the rooms and write the names.
- Check the answers on the bb.

BUILDING CONFIDENCE

- 1 Flashing game.** Flash one of the house flashcards for Ss to say which part of the house it is, e.g. **The garden!**
- 2 Find rooms!** Ask Ss to go over the whole book and find rooms. They should write the page number, e.g. **Page 31, kitchen.** You can encourage them to identify whose room it is, e.g. **Tommy's kitchen.**

7 a) Look and say



b) Now, read and write the part of the house

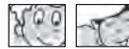


- | | | | |
|-------------------------------|--------------------|----------------------------------|-----------------|
| 1 They have a board game. | <u>living room</u> | 5 They have a soft toy. | <u>bedroom</u> |
| 2 They have two beds. | <u>bedroom</u> | 6 They have a robot. | <u>bathroom</u> |
| 3 They have a doll. | <u>living room</u> | 7 They have an orange fish. | <u>kitchen</u> |
| 4 They have two green chairs. | <u>garden</u> | 8 They have a small brown table. | <u>bathroom</u> |

86 eighty six

WB EX 3 PAGE 132

8 a) Look and say



- Ask Ss to look at the icons and tell you what they have to do. Remind them of the rules for participating.

BUILDING CONFIDENCE

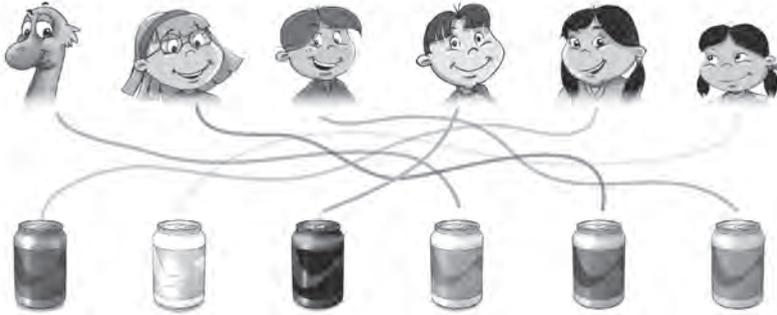
True or False? After Ss memorise the information in the previous exercise, tell them to close their books. You'll comment on the colour of the characters' sodas, and they'll have to say if it is true or false, e.g. **Tommy's soda is pink. False!**

b) Now, read and complete



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

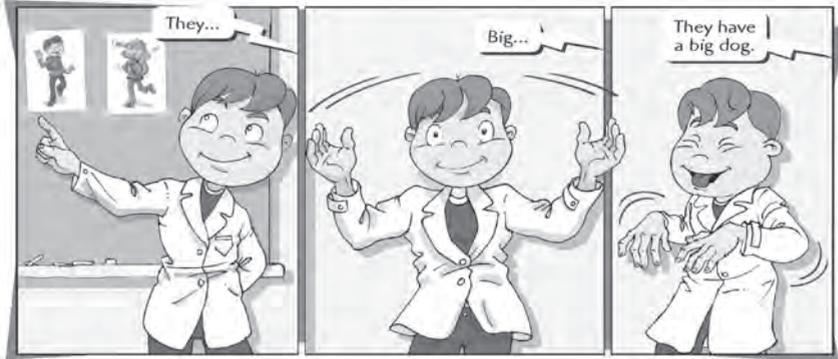
8 a) Look and say



b) Now, read and complete

- | | |
|--------------------------------|-----------------------------------|
| 1 <u>Annie's</u> soda is blue. | 4 <u>Tommy's</u> soda is black. |
| 2 <u>Kim's</u> soda is white. | 5 <u>Emma's</u> soda is purple. |
| 3 <u>Eric's</u> soda is pink. | 6 <u>Plucky's</u> soda is orange. |

9 Guess!



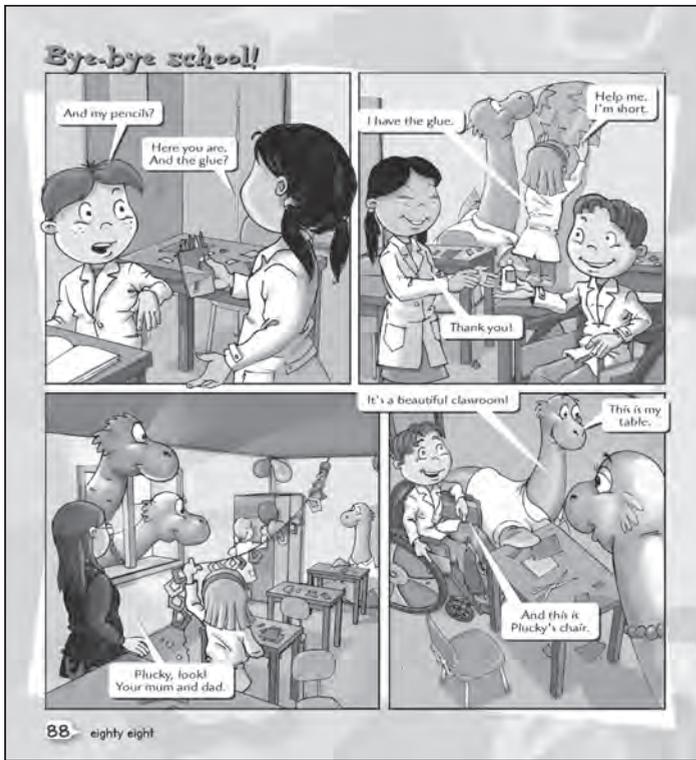
9 Guess!

- > Ask Ss to look at the icon and the pictures and tell you what they have to do.
- > Give Ss time to think of different sentences for the rest to guess. Encourage them to use their copybook and the book.
- > You may start by miming a couple of sentences yourself for Ss to see they are supposed to use different structures.

WB EX 5 PAGE 133

Homework

Tell Ss to bring cut-outs or drawings of the food and parts of the house they've learnt. They should also think of a sentence for the rest to guess.



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Pictionary. You can go on with the type of guessing activity as shown in Exercise 9, but this time, Ss have to draw clues.

Bye-bye school!

- › You can lead in by asking Ss what they do the last day of school. You can also tell them about your own experience as a learner. Ask Ss if they feel happy or sad. Tell Ss how you feel at the end of the year. It is OK to tell them we teachers feel tired, happy because the holidays are coming but sad sometimes because we won't see our Ss in our class again.
- › If there is a celebration, ask Ss who attends these celebrations: parents, brothers and sisters, friends, etc.
- › Ask Ss to open their books at page 88, look at the panels and predict what is going on. Play the recording and let Ss check their predictions.
- › Point out to Ss how everybody cooperates to decorate the classroom. Ask Ss how the kids feel about Plucky's parents visiting the school. Ask them how they would feel in this situation.
- › Ask Ss whether there is a prize giving ceremony at their school at the end of the year. Then tell them to concentrate on which is the present/prize they like the most while they listen to the recording again.

MP3 TRACK 80

BUILDING CONFIDENCE

What did they get? You'll name an object and Ss will have to say who got it, e.g. **A ball. Emma!**

1 Listen and match

- › Have Ss look at the icons for instructions and tell you what they have to do. Remind them of the rules for listening.
- › Play the recording and then check the answers on the bb.

MP3 TRACK 81

Miss Kenny: *A big book for Annie, twelve pencils for Eric, a football for Emma, two pens for Tommy and a green book for Plucky! Congratulations!*

BUILDING CONFIDENCE

- 1 Memory game.** Tell Ss to close their books after trying to memorise the information in Exercise 1. You'll name the character and they'll have to tell you what Miss Kenny gives them.
- 2 Write the bubbles.** Ask Ss to write what each character is saying according to the information in Exercise 1: **Eric: I have twelve pencils.** Tell Ss they can draw the characters' faces or write their names.

90 ninety
ninety one 91

1 Listen and match

2 Memory game

Song

a) Look and complete

I have a big **bedroom**,
a bed, a **table** and toys.
I have a **small** living room,
four **chairs** and that's all!
And what about the **kitchen** ?
Oh, yes! I love the kitchen!
Oh, yes, do you?
Soda, **chips** and chicken.

b) Listen and check

c) Sing!

2 Memory game

- › Tell Ss to look at the icon and tell you what they have to do. Encourage Ss to think of different sets of vocabulary. You can start by using the information in Exercise 1, e.g. **They have twelve pencils. They have twelve pencils and a green book. They don't have a white book.**

BUILDING CONFIDENCE

Whose is it? Tell Ss to memorise the information in Exercise 1 and then close their books. As you describe the school object, they'll have to say whose it is, e.g. **It's green. Plucky's book.**

WB

EX 6 AND 7 PAGE 133

Song

- › Ask Ss to read the instructions. Ask them which words are missing and write the options on the bb.
- › Play the song once and check answers.
- › Play the song again and invite everybody to join in. You can divide the class into two groups, and have each group sing one line at a time.
- › You can refer to the DVD for ideas.

SONGS

MP3 TRACK 11

BUILDING CONFIDENCE

A new song. Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change (some of the nouns, the actions). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

First ask Ss to take out their cut-outs. Write **HOUSES** at the top of the poster paper. Ask Ss where they can stick the *chicken* and *chips* cut-outs (*on the Food poster they've made in unit 7*). Have Ss glue their cut-outs on the right poster.

1 Look and write



Focus: parts of a house.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to cut out a part of a picture of a part of the house as in the exercise and write what it is below it. Ss can exchange these cut outs as well. Ss can also use photos of their own houses.

2 Match. Then, complete



Focus: parts of the house and possessive case.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally first.
- > Check the answers on the bb.

EXPANSION

Ss can write about elements in the rooms saying whose they are.

3 Read and match. Then, write



Focus: parts of the house and furniture/ *they have* and *don't have*.

- > First Ss should look at the icons and tell you what they have to do.
- > Ss do the exercise orally first.
- > Ask Ss to do the matching. Then help them focus on how the house is described so that they can use the first two descriptions as a model to complete the third one.

EXPANSION

Ss can write a description of their house, this time using *I have* and *I don't have*. They can also find a cut-out of a house and describe it, in which case they'll write: *they have/ don't have*.

4 Read and match



Focus: language awareness.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask Ss to read the stems and tell you what type of information/ language they need, e.g. *I like* requires something/ a noun/ an object. (Ss may not be ready to use metalanguage. It is important to check with the classroom teacher what metalanguage they know).
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

8

1 Look and write

living room
bathroom
kitchen
garden
bedroom

2 Match. Then, complete

Annie's kitchen

Plucky's house

Emma's bathroom

Tommy's living room

Eric's bedroom

one hundred and thirty one 131

EXPANSION

You can ask Ss to add two more possible endings to each stem.

5 Read and circle



Focus: language awareness.

- > First, Ss should look at the icons and tell you what they have to do.
- > Ask Ss to do the exercise orally before they put it in writing. Ask Ss to account for their choices.

EXPANSION

You can ask Ss to make the necessary changes in each sentence so as to choose the item they have not circled.

6 Match opposites



Focus: adjectives.

- > First Ss should look at the icons and tell you what they have to do. Check they understand the meaning of 'opposite'.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to use the adjectives (in pairs) in sentences, e.g. **Elephants are big. Apples are small.**

8

3 Read and match. Then, write 



Mr and Mrs Roberts have a nice house. They have two bedrooms, a big kitchen and a living room. They have a garden and a big bathroom.

Sophie and Sue's house is beautiful. They have two bedrooms and two bathrooms. They have a big kitchen and a living room. They don't have a garden.

Julian's family have a small house. They **have two bedrooms, a big living room, a small kitchen and a small bathroom. They don't have a garden.**

4 Read and match 

A

- I like _____
- I don't like _____
- I have _____
- My mum and my dad _____
- Robby's toy _____

B

- a small bedroom.
- chips. Yummy! They're delicious.
- chicken. Yuck! Horrible!
- is a ball.
- have a small house.

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8

5 Read and circle 



Look at Plucky's **Plucky's** bedroom. I like **his** her bedroom. Look at the soft toys! They **have** **are** big!

Annie's bedroom **is** **are** pink. **His** **Her** table is white, and the chairs **is** **are** blue. I like **don't like** her bedroom. I don't like pink!

Look at Emma. **He's** **She's** having **chicken** **kitchen** and a soda. Look at Robby **Robby's** food: a hamburger and **chocolate cake** soda.

And Tommy? Look! He's **drawing** **listening** to music and **having** **playing** on the computer.

6 Match opposites 



7 Write in your copybook 



133 one hundred and thirty three

7 Write in your copybook

Focus: vocabulary.

- > First Ss should look at the icons and tell you what they have to do.
- > Ask the Ss to do the exercise orally before they put it in writing.
- > Encourage Ss to go over their copybooks and books to make the lists as complete as possible.

EXPANSION

You can ask Ss to use the lists to make a picture dictionary.

STORYLINE MAC

A list poem

First ask Ss to focus on the title and elicit from them what a poem is and what they think a list poem may be. Tell them to look at the title at the top of the drawing of the book and to look at the pictures for them to become aware of what they have to do. You can brainstorm different adjectives and write them on the bb, which Ss can use as an adjective bank. You can let Ss work individually or in pairs. Give them time to do the exercise and have different Ss or pairs read their versions. You can make a classroom display of the list poems.

Tongue twisters

Help Ss learn the tongue twisters by having them repeat it in chunks. Let them say it to themselves several times before they say it out loud.

MP3 TRACK 82

Answer Key

CLIL Pages

Answers: 1-b; 2-g; 3-f; 4-d; 5-a; 6-e; 7-c

Further Practice

Activity 1: Annie; Plucky; Emma.

Activity 2: 1 Kim; Annie; black/long. nose

2 Eric; nice/beautiful/short/thin; red; eyes; sister's

Activity 3: 1 have, His, He's; 2 Eric's, a, are; 3 eyes, her, She's;

4 like, they're, fat, big; 5 hair, eyes; 6 drinks, milk; 7 Tommy's, eggs;

8 They're, bedroom, They.

Four in a row

Check if Ss know the game. You can also ask them what this game is called in Spanish (*Cuatro en línea*).

Focus Ss' attention on what the children are doing (the boy is pointing to a picture in the book for the girl to say what it is). If the answer is correct, the student can either colour one of the cells or place a piece of paper on it. Then this student has to choose a picture from the book for the first student to say what it is. If this answer is correct, the second student either colours a cell or places a piece of paper on one. The purpose of the game, in case Ss are not familiar with it, is to be able to have four in a row, which means that Ss have to be careful as to what cell they choose (to win and to prevent the other from winning).

STORYLINE

1

Encuentros

ESCUELA + HOGAR

Lina Casuscelli • Mercedes Pérez Berbain

Bienvenidos a Encuentros Escuela + Hogar, un espacio pensado para acompañar a los chicos en la maravillosa experiencia de aprender inglés, sepamos o no inglés.

STORYLINE es un libro de cuentos con actividades y juegos para aprender inglés, escrito por un equipo de personas comprometidas con la educación de los niños: autores, educadores, músicos, ilustradores y editores. Y, como todo cuento, se recrea de manera única en cada niño y en cada adulto cada vez que se cuenta. Cuantas más veces, mejor.

Desde casa podemos acompañar a los chicos a través de experiencias cotidianas, como participar de un juego, mirar una película, cantar una canción o simplemente contar o escuchar una anécdota de vida que se vincule con lo visto en clase. Esto hará una gran diferencia en el crecimiento del niño. El juego y el arte, al igual que el cuento, desarrollan nuestra imaginación y nos invitan a entender y repensar nuestro lugar en el mundo.

El gran valor de aprender una segunda lengua reside en ampliar nuestro horizonte, en desarrollar nuevas estrategias cognitivas y en valorar otras culturas. Un niño que aprende inglés (o cualquier otra lengua) adquiere una visión más amplia del mundo y desarrolla su mente de un modo más efectivo.

Para acompañar a los chicos en su aprendizaje les proponemos unir los esfuerzos y deseos de la escuela a los de su familia y así lograr mejores resultados. Encuentros Escuela + Hogar es una invitación a:

+ **Sumergirnos en el cuento STORYLINE**, capítulo por capítulo, y descubrir como adultos el cuento detrás del cuento, el mensaje entre líneas, los entretelones. Siempre es más fácil acompañar a nuestros chicos si sabemos en qué andan, qué actividades están haciendo, cuáles prefieren, de qué tratan los relatos que están leyendo en la escuela, y qué están haciendo a partir de ellos. Podrán ver en **STORYLINE** que los distintos personajes pasan por experiencias similares a las de nuestros chicos. Por ejemplo, la de conocer a la familia de un compañero que parece ser distinta a la propia.

Si los niños viven con crítica, aprenden a condenar.

Si los niños viven con hostilidad, aprenden a pelear.

Si los niños viven con ridículo, aprenden a sentir timidez.

Si los niños viven con vergüenza, aprenden a sentir culpa.

Si los niños viven con estímulo, aprenden la confianza.

Si los niños viven con tolerancia, aprenden la paciencia.

Si los niños viven con alabanza, aprenden la apreciación.

Si los niños viven con aceptación, aprenden a amar.

Si los niños viven con aprobación, aprenden a quererse.

Si los niños viven con imparcialidad, aprenden la justicia.

Si los niños viven con seguridad, aprenden a tener confianza

en sí mismos y en aquellos a su alrededor.

Dorothy Law Nolte, extracto del poema
Children learn what they live

+ **Asociar el relato con la vida cotidiana** para que los chicos desarrollen aún más el valor de lo aprendido en clase; por ejemplo, el valor de la diferencia, de integrar y de aprender del otro; la importancia de tolerar la adversidad y de apelar a nuestra flexibilidad, creatividad y perseverancia; el rol de la familia como sostén y punto de referencia, entre otros muchos fascinantes temas que se desprenden de los relatos de **STORYLINE**.

+ **Seguir las huellas de aprendizaje** que van dejando los chicos, compartiendo esas palabras clave que saltan de **STORYLINE** y jugar con ellos para que **afiancen en casa lo que aprenden en la escuela**. Estas palabras y frases, que están en su mayoría en las canciones en MP3 y cuya letra está en cada capítulo de las páginas de esta guía, son un puente desde y hacia la experiencia de aprender. No proponemos que ustedes tengan que 'tomarles la lección'. Sí que podamos aprender esas palabras con los chicos, o bien reencontrarnos con ellas si las sabíamos. Compartir es siempre volver a aprender y aprender es algo que nunca termina.

+ A propósito de compartir y aprender, en este nivel de **STORYLINE** incluimos una nueva sección llamada **Luz, Cámara, Acción**, para que en familia, y a través de la magia de una buena película, podamos volver sobre los temas que nos propone cada unidad.



¡Que lo disfruten!

1 A new friend

Un nuevo amigo

+ **La historia acontece** en una región de montañas que bien podría ser la Patagonia. Los personajes son niños de aproximadamente ocho años de edad y los relatos transcurren tanto en la escuela como en sus casas y su entorno natural.

Annie es una niña vivaz que vive con sus padres y su hermanita de dos años; **Emma** y **Eric** son mellizos que viven con sus papás y con su perro **Robby**; **Tommy**, quien debido a una discapacidad está en silla de ruedas, es un ocurrenciente niño amante de la tecnología y **Plucky** es un osado y valiente plesiosauro que vive con sus padres en el verdoso lago Pluck y se mantiene en contacto, a pesar de la distancia, con su abuela Nessie que vive en los lagos de Escocia.

En este primer episodio, los niños, que se encontraban jugando junto al lago Pluck, ven una figura que sale de la profundidad del lago. *¡Imagínense la sorpresa y el susto al distinguir a un plesiosauro a la distancia!* No podían anticipar que estaban por conocer a quien sería su nuevo amigo de estudios y de aventuras. Pero, como siempre pasa cuando superamos la barrera de lo desconocido, ellos pronto descubren que Plucky no es ningún monstruo, sino alguien diferente pero muy amistoso. Plucky les ofrece la posibilidad de descubrir un mundo diferente: el fantástico mundo de los plesiosauros bajo el agua, donde se conjugan elementos tanto de su mundo como del mundo humano. Así, descubrirán que tienen mucho en común con su nuevo amigo.

La ironía es que Pucky también se asusta de lo extraño, por más pequeño que sea. En efecto, al ver al perrito Robby, sale disparando al agua 'rumbo a su casa' y se olvida su mochila a orillas del lago. Los niños naturalmente abren la mochila para ver de qué se trata y llaman a Plucky para que vuelva a buscarla.

Acto seguido vemos a los alumnos preparándose para la escuela y alistando útiles y ropa. Advertimos la ayuda de los padres pero también la autonomía de los niños. El plesiosauro tenía todo listo menos el uniforme. Oportunidad que aprovecha Eric para ofrecerle un delantal de más que él tenía.

+ **Este episodio nos permite** saborear y valorar el entusiasmo que tienen los chicos por la escuela. La experiencia escolar, que ofrece un nuevo escenario de desafíos, es única para cada niño. Los adultos podemos hacer mucho para que el niño desarrolle su potencialidad al máximo, con nuestro ineludible **rol de sostén y de ayuda** en la formación de hábitos conducentes al aprendizaje, al trabajo y a las relaciones humanas.

Como pasa en el cuento, los compañeros pueden ser muy distintos entre sí. Sin embargo, los une el temor a lo desconocido y el desafío de desarrollar estrategias cognitivas, emocionales y de convivencia que los acompañarán a lo largo de la vida: aceptación, liderazgo, discernimiento, flexibilidad, creatividad, compañerismo, apoyo, fuerza de voluntad, proactividad,... todo esto se aprende desde temprana edad.

+ **¿Qué hacer en casa?** Hablar de lo nuevo, lo desconocido y lo raro para los chicos en la escuela, contrastando distintos puntos de vista. Por ejemplo, si hay un niño nuevo en clase, podemos ayudarlos a pensar cómo será ser o participar de una clase siendo ese niño. Ésta puede ser una buena oportunidad para **invitar a los chicos a que dibujen su nueva aula, su maestra y sus compañeros**. Es fascinante ver cómo los niños comparten lo que sienten a través del arte y la charla que se genera a partir de él. Las elecciones artísticas suelen ser significativas: los tamaños, los colores, las presencias y omisiones. En este contexto algunos de los objetos pueden nombrarse en inglés. Lo importante es acompañarlos en este comienzo escolar, escuchar lo que les sorprende y sus razones, y si fuera pertinente, brindarles nuevos puntos de vista.

+ **Luz, cámara, acción...** *Matilda*, película basada en la novela de Roald Dahl, es una comedia para toda la familia sobre una niña encantadora que posee una inteligencia extraordinaria y muchas ganas de aprender. Ella cuenta con la ayuda de su maestra, pero no de sus padres. Lo exagerado y fantasioso suele ser motivo de risas y de catarsis, que los niños disfrutan con su familia y amigos y los incentiva a hablar de las personas con las que se relacionan en la vida cotidiana.



Songs MP3 track 10

Point to the pencil
Open your book
Show me a school bag
Draw number 2

Listen to the teacher
Look at me
Write your name
Count 1, 2, 3



2 A family of plesiosaurs

Una familia de plesiosauros

+ **Empezaron las clases** y Miss Kenny, la maestra, se sorprende y hasta se asusta cuando ve a Plucky, el plesiosauro, entrar al aula. Eric lo presenta y Miss Kenny, superado el susto, le da la bienvenida y le señala su pupitre y su silla que coincidentemente son verdes, el color favorito de Plucky.

En el aula vemos cuán distintos son los niños pero cómo todos, a la hora de abrir los cuadernos y trabajar, lo hacen con el mismo entusiasmo y dentro de sus posibilidades. Es que aprender es una aventura maravillosa.

Al finalizar el día, Plucky conoce a la familia de Annie: su mamá, su papá y su hermanita Kim, de sólo dos años, quien confunde a Plucky con un perro.

Más tarde, es Plucky quien invita a sus nuevos amigos a conocer su 'lugar', el lago Pluck, donde les presenta a su mamá y a su papá. Plucky está feliz con su primer día en la escuela y una vez en su casa comparte impresiones sobre sus nuevas experiencias. La escuela demuestra ser un lugar de nuevos colores para él, de colores más allá del verde, como el azul, el amarillo y el rojo.

+ **En este episodio tomamos conciencia** sobre el bagaje familiar que traen los niños al llegar a la escuela, que si bien los influye notablemente, no los determina. Los personajes del cuento comentan acerca de su grupo familiar y de sus casas. La escuela, como verdadera institución democrática, otorga las mismas oportunidades a todos los niños. Sin embargo, no todos los niños aprovechan estas ocasiones de aprendizaje de la misma manera y es allí donde los adultos podemos ofrecer nuestro apoyo: valorando sus logros por pequeños que sean, dando crédito al maestro y ayudando a los niños a tomar todas las oportunidades de aprendizaje posibles sin temor a equivocarse. Ellos necesitan sentirse parte de la comunidad que integran y desarrollar su voluntad y su confianza.

+ **¿Qué hacer en casa?** Podemos jugar al **juego de la verdad** en inglés o en español: el adulto cierra los ojos. El niño toma un objeto y lo esconde detrás de sí mismo. Luego opta por decir lo que tiene o por decir lo contrario. El adulto, con los ojos abiertos, debe decidir si es verdad o no diciendo *Yes (Si)* o *No (No)*, después de lo cual el niño mostrará el objeto y revelará si el adulto ha acertado o no. Ejemplo: *I have a rubber* (Tengo una goma de borrar). Este es un juego para jugar en cualquier lugar o momento del día y ayuda a los chicos no sólo a afianzar el vocabulario aprendido sino también a desarrollar estrategias de pensamiento crítico y de discernimiento. Para ello les recomendamos ayudar a los niños a reflexionar sobre algunas de las estrategias que utilizamos en el juego para acertar, como, por ejemplo, detectar una cierta sonrisa picaresca en quien no dice la verdad o advertir que hay un objeto que suele estar en cierto lugar pero que al momento del juego no está.

A propósito de adivinar 'lo que tengo', otra buena idea puede ser proponer que los chicos compartan con su familia aquellos juegos aprendidos en clase. Esto suele ser muy placentero para ellos.

+ **Luz, cámara, acción...** Para ahondar en el tema de las necesidades universales como la amistad y la recreación y para ver el papel que juegan nuestras pertenencias y circunstancias, les sugerimos compartir con los niños la película *El príncipe y el mendigo* basada en la novela de Mark Twain.



Songs MP3 track 5

I have a brother
He is ten
I have a sister
She's eight
And what about you, my friend?

I don't have a brother
I don't have a sister
But I have a nice dog
And three great friends



3 Plucky's playing football

Plucky está jugando al fútbol

+ **Plucky sigue disfrutando de la escuela**, especialmente del recreo. Y como él es un plesiosauro muy actualizado y quiere compartir su alegría, decide mandar mensajes de texto, esta vez a sus papás, a quienes les cuenta que está jugando al fútbol. Ellos reciben el SMS bajo el agua del lago Pluck y se ponen muy orgullosos.

Es tanta la alegría de Plucky que no sólo saca fotos para luego mostrarles a sus papás sino que desde el aula les manda otro mensaje de texto contándoles que está leyendo y dibujando un cuento. En su algarabía, Plucky rompe una norma escolar. Miss Kenny le llama la atención porque -por supuesto- no se pueden usar los teléfonos celulares en el aula.

Como sabemos, la tecnología, bien utilizada, nos abre camino hacia nuevos mundos. Es así como Tommy, al ver un documental por televisión acerca de un plesiosauro en Escocia, se comunica con su amigo Plucky para contarle lo que ha descubierto. Plucky, que no tiene televisor, escucha el relato de Tommy y en seguida deduce que se trata de su abuela Nessie. *¡La raíces de Plucky llegan hasta Escocia!*

+ **Este episodio nos permite** ver, entre otras cosas, la familiaridad que los niños muestran con la tecnología: mensajes de texto, cámaras digitales o en los celulares, televisores, mp3 o similares para escuchar música, computadoras; por suerte, todo combinado con la lectura, el dibujo, la escritura y el juego. El uso de la lengua a través de la tecnología es sumamente real para los niños: qué mejor contexto para contar lo que uno está haciendo que mandar un mensaje de texto a alguien que está ansioso por saber de nosotros o describir una foto a alguien que quiere saber acerca de los que nos acompañan. El buen uso de la lengua, tanto del inglés como del español, en circunstancias tan reales como éstas, se asemeja a practicar las restas con el vuelto del kiosco. Queremos ver a los niños zambullirse en 'las letras' y, en ocasiones, la tecnología bien utilizada puede convertirse en un buen incentivo.

+ **¿Qué hacer en casa?** En esta unidad los niños aprenden a hacer referencia a acciones que están realizando al momento de hablar o escribir. Podemos jugar al juego **Sin repetir y sin soplar**. Por ejemplo: Adulto: *Sin repetir y sin soplar, acciones que se realizan en la escuela*. Niño: *Drawing, colouring, matching, singing, writing, reading, playing, etc.* Si el adulto no sabe inglés se le puede pedir al niño que acompañe cada palabra con el gesto correspondiente. A este juego le podemos combinar otras áreas de vocabulario que los chicos hayan aprendido, por ejemplo: *Sin repetir y sin soplar, útiles escolares, colores, números, etc.* La consigna es divertirse, compartir y crear.

+ **Luz, cámara, acción...** *Quisiera ser grande* es una película de fines de los 80s que podemos compartir con los niños. Si bien no muestra la tecnología actual, sí muestra cómo los protagonistas, de unos diez años de edad, se comunican a través de walkie-talkies, máquinas en el parque de diversiones (con un mensaje escrito que el niño lee atónito), computadoras, escritos, formularios para llenar a mano, cheques para cobrar y hasta vemos cómo buscan al niño perdido a través de un mensaje en el cartón de leche. Estos medios tan variados para la comunicación escrita y oral son un buen ejemplo de cómo la lengua nos inunda y nos define. Con los años cambian los medios, pero el hombre sigue comunicándose y expresándose tal como lo hacía en la antigüedad.



Songs MP3 track 6

Annie is writing a story
Tommy is watching TV
Eric is listening to music
And I am playing, 1, 2, 3

Let's sing, let's play
All together today

Emma is reading a book
Mum is listening to me
Dad is drawing a story
And I am playing, 1, 2, 3



4 Grandma's tall and I'm short

Mi abuela es alta y yo soy bajo

+ **Ya conocemos más sobre los personajes y sus familias** y vemos cómo ellos se van 'adentrando' cada vez más en la historia de cada uno de sus amigos. Comparten fotos de abuelas y hermanas, hablan de cada una, encuentran parecidos y se comparan con ellas. Y, como era previsible, Plucky está triste pues extraña a su abuela Nessie, que vive en Escocia.

¡Quién mejor que Tommy para poner la tecnología a actuar nuevamente! A Plucky no sólo le prestan los chicos la computadora sino que le enseñan a usarla y entre todos logran enviarle un correo electrónico a la abuela Nessie. *¡Qué gran logro colectivo!* La abuela se maravilla al recibir el correo y al pensar que viene de su nieto que tiene sólo ocho años de edad. Este intercambio es una nueva oportunidad para el descubrimiento y el aprendizaje.

+ **Este episodio nos permite** ver nuevamente a la tecnología como medio que rompe barreras y une puntos distantes. La tecnología al servicio de la comunicación y como medio para promover el aprendizaje. Los niños se enseñan mutuamente y logran establecer un vínculo familiar gracias al **intercambio generoso de conocimiento entre pares**. No pasan por el bloqueo de no saber qué escribir, ni de borrones, ni de papeles ajados. Juntos, y con la facilidad que hoy en día nos ofrece la computación, producen un contacto que con el paso de los años adquirirá más vuelo. Hoy por hoy ellos logran su cometido con los recursos que cuentan y con la sencillez que caracteriza su edad. Los niños no tienen que esperar a ser grandes para hacer algo de valor humano; ellos aprenden mientras hacen.

Nos imaginamos la respuesta de la abuela Nessie, bien estructurada, con buena puntuación y con un vocabulario amplio y sensible. ¿Qué ocasión más pertinente para aprender a leer y a escribir que abuela y nieto carteándose?

+ **¿Qué hacer en casa?** Para hablar de edades, descripciones y acciones les sugerimos compartir en familia las fotos guardadas en aquel cajón o baúl de nuestras casas. **Invitemos a los niños a mirar, a interesarse y a describir las fotos que van descubriendo** y seguramente surgirá la oportunidad para intercambiar ricos anécdotas familiares.

+ **Luz, cámara, acción...** Les recomendamos mirar con los chicos *Charlie y la fábrica de chocolate* o la versión de los 70s, *Willy Wonka y la fábrica de chocolate*, ambas basadas en la novela de Roald Dahl. En estas películas se ve un conmovedor vínculo entre Charlie, el protagonista, y sus abuelos.



Songs MP3 track 7

Mum's fat
And Grandma's tall
Tim's thin
And Fay is short

Fat, thin, short or tall
We, plesiosaurs, love football!

Football is nice
Football is fun
Let's play! Come! Come!



Un muñeco de nieve

+ **Llegó el invierno:** tiempo de frío y hasta de nieve en lugares como en los que transcurre nuestra historia. Una oportunidad ideal para hacer un muñeco de nieve. ¿Cómo lo hacen los niños en la historia? Con las cosas que tienen a mano en sus casas o en los alrededores y, por sobre todo, se proponen que el muñeco blanco tenga mucho color.

También es un buen momento para esquiar en la nieve: a Plucky no le resulta nada fácil, por eso sus amigos lo apoyan y Emma, su instructora, le enseña. Vemos cómo, a pesar de los golpes y de los chichones, Plucky, con muy buena disposición, aprende a deslizarse en la nieve y agradece a todos los que lo acompañan y le enseñan. Luego, juntos celebran un gran día compartiendo un merecido picnic.

+ **Este episodio nos permite** advertir que hay cosas que para algunos son muy fáciles y que para otros no lo son tanto (como, por ejemplo, desplazarse en la nieve para Plucky). **Tolerar la adversidad y el fracaso** son pasos inevitables en todo aprendizaje y en todo vivir. Como adultos, sabemos que son muy pocas las veces en que las cosas nos salen bien inicialmente; por lo que nuestra capacidad de resiliencia y perseverancia harán la diferencia entre el logro o el abandono. Los niños pequeños pueden no saber esto aún y lo aprenden a partir de sus experiencias y a partir de nuestra reacción frente al error propio y al de ellos.

Notamos también la diversidad de criterios y de gustos a la hora de utilizar el tiempo y los recursos, por ejemplo, en los pasatiempos. Reparar en esto promueve **la flexibilidad y la apertura mental** que tanto necesitamos hoy en día. Más aún, comprobamos que con muy poco y con muchas ganas podemos lograr cosas extraordinarias, como el muñeco de nieve de los chicos.

+ **¿Qué hacer en casa?** Les proponemos que **estimulen a los chicos a que inventen un personaje** y lo hagan con los materiales que tengamos. Puede ser un títere, un dibujo cortado o un muñeco, que podrá convertirse en un compañero de juegos o de roles, si así lo quisiese el niño. ¿Recuerdan a Wilson en la película *El Náufrago*?

+ **Luz, cámara, acción...** Siguiendo con el tema de los juguetes 'amigos' que cobran vida y hasta 'sienten' en la ficción, los invitamos a compartir con los chicos la película *Toy Story*, una historia que trata de lo que siente y hace un juguete cuando se ve desplazado por otro. Una gran oportunidad para airear temas que nos conciernen a todos, pues los valores se van construyendo día a día, no sólo a partir de vivencias propias sino también de experiencias ajenas o ficticias compartidas.



Songs MP3 track 8

What's her name? It's Betty Jane.
Her hair is purple and her eyes are grey.

What's his name? It's Michael Slim.
His head is big and his body is thin.

Betty Jane and Michael Slim.
Betty Jane and Michael Slim.



6 Let's play!

¡A jugar!

+ **Como sigue nevando** -*¡y mucho!*- esta vez los chicos no pueden salir del aula para jugar durante el recreo. Buen momento, entonces, para realizar otro tipo de actividades y compartir otros juegos y juguetes. Para Plucky continúa el descubrimiento y para los chicos, las oportunidades para compartir.

Pero en este día tan frío, hay otros que necesitan compartir otras cosas, como un poquito de calor. Es el caso de un puma cachorro que aparece en el patio de la escuela y que los chicos confunden con un gato. Al parecer se trata del cachorro de la puma que habita cerca del Lago Pluck, quien será trasladado a su hábitat de inmediato, pues los animales también tienen sus derechos y necesidades.

Al regresar a casa, Plucky tiene muchas cosas para contar pero lo que más le ha llamado la atención es el tipo de juguetes y mascotas que tienen sus amigos. Como es de prever su mamá le hace notar que son diferentes a las de él pero no más valiosas.

¡Y las sorpresas continúan! Tommy le avisa por teléfono que su abuela Nessie envió una caja a nombre de Plucky. Pronto descubren que, tal como lo dice la carta adjunta, dentro de la caja hay juguetes y abrigos para él y para todos sus amigos. Es indudable que Plucky no sólo tiene una abuela muy generosa sino amigos maravillosos: un afortunado.

+ **Este episodio nos permite** notar cómo la maestra actúa de manera proactiva con respecto a dónde organizar el recreo, es decir, hace el mejor uso posible de los recursos que están a su alcance y de las circunstancias. **Los niños aprenden lo que viven**, por lo que podemos retomar esta actitud cada vez que tengamos que hacer un cambio de planes o que el niño se empecine en cierta idea sin tener en cuenta los factores que lo acompañan.

También presenciamos la importancia de que los niños valoren sus familias, sus vínculos y sus pertenencias y que perciban las de otros como distintas, ni mejores ni peores. Asimismo, que corroboren que lo material no es esencial para la vida. *No somos lo que tenemos.*

Y es cuando uno da lo mejor de uno sin buscar una recompensa que la vida nos sorprende: la caja de la abuela llena de regalos es una metáfora de lo fortuito y del amor incondicional. Una acción vale más que mil palabras. Y un gesto como éste llega siempre en el momento preciso.

+ **¿Qué hacer en casa?** Les sugerimos **incentivar a los niños a que inventen un juego** con elementos sencillos que tengamos a mano. Por ejemplo, con una huevera y una pelotita pequeña tipo golf se puede jugar a impulsar la huevera para mover la pelotita de agujero en agujero sin que se caiga al piso. También el niño puede pegar números en los huecos e ir sumando puntos a medida que la pelotita salta de hueco en hueco o pegar dibujos de vocabulario que ya sabe decir en inglés y decirlos a medida que la pelotita aterriza en cada agujero. No importa qué, lo importante es que el juego lo diseñe el niño y que decida cuáles son las reglas y cuál es el objetivo.

+ **Luz, cámara, acción...** Este capítulo nos confronta con la diversidad cultural de idiomas, de especies animales, de gustos y de habilidades, entre otras. La película *La vuelta al mundo en ochenta días*, basada en la novela de Julio Verne, resulta ideal para invitar a los niños a recorrer algunos lugares del mundo de la mano del señor Fogg, un inventor inglés que apuesta a la Academia de Ciencias a que podrá dar la vuelta al mundo en ochenta días. Seremos partícipes de vivencias muy ricas en valores personales y culturales.



Songs MP3 track 9

Eric! Tell me about your toys.
I have a robot and a big ball,
To play with Robby, my dog.

Emma! What about you?
I don't have a doll or a soft toy.
But I have a fish and a cat.
His name is Bobby and he's very fat.
He's Bobby. He's very fat. He's my cat!



7 It's picnic time!

¡Es la hora del picnic!

+ **Se acerca la primavera** y los chicos de **STORYLINE** organizan un día de camping al que concurren todos los niños, incluso Tommy, quien a la par de sus amigos, sube y baja las verdes laderas a caballo, guiado por el padre de Annie. Para la comida, cada uno lleva algo distinto para compartir con el resto del grupo. Hay para todos los gustos: hamburguesas, salchichas, queso, huevos, frutas, galletitas y torta.

Y como siempre sucede, luego de hacer un asado, a las brasas hay que apagarlas con agua. Plucky escucha esto y sabe que es su momento para contribuir: no sólo apaga el fuego con mucha agua que acumuló en su panza sino que empapa a los chicos, cosa que a todos les gusta, por suerte.

Ya de regreso a sus hogares, encuentran una familia de ciervos con un cervatillo. Al principio quieren alimentarlo hasta que se dan cuenta de que al estar mamando esto sería perjudicial. Lo que sí hacen es fotografiarlos pues los chicos los encuentran muy hermosos.

+ **Este episodio nos permite** reparar en el **cuidado del medio ambiente** y en lo bien que nos hace estar al aire libre, en **contacto con la naturaleza**. Esto requiere de cierta preparación, de una buena predisposición y de responsabilidad, ante todo. En ocasiones como esta salen a relucir los distintos gustos y costumbres y es entonces, cuando nos animamos a probar cosas nuevas. Y cuando no nos atrevemos, expresamos cuáles son nuestras necesidades. Lo importante está en la experiencia compartida, que servirá de anclaje para cada uno de los participantes y para el grupo como tal.

Todo esto transcurre sin la presencia de la maestra, lo cual da a los niños la posibilidad de actuar con reglas menos marcadas. Es en situaciones informales como salidas, cumpleaños y campamentos no escolares, donde podemos apreciar los comportamientos de los niños desde nuevos puntos de vista y cómo con flexibilidad y apertura todos pueden participar con un rol importante.

+ **¿Qué hacer en casa?** Invitar a los niños a **recortar de diarios y revistas dibujos de comidas** y ver qué cosas pueden nombrar en inglés y en español.

+ **Luz, cámara, acción...** La película *El Libro de la Selva*, basado en las historias de Rudyard Kipling de la selva india, resulta sumamente interesante para que los chicos aprecien distintos animales en su hábitat y su relación con el humano. Un clásico al aire libre lleno de emoción y ritmos musicales.



Songs MP3 track 10

I'm a cat. I love fish!
I like milk, but I don't like tea.

I'm a hamster. I like biscuits,
chocolate cake and cheese.

I'm a monkey. Look at me!
I'm having a soda, eggs and cheese,
an apple, a banana, and three sandwiches!

Please, stop! Please, stop! Please, stop!



8 Come and see my house

Vení a conocer mi casa

+ **Plucky, Eric, Emma, Annie y Tommy siguen descubriendo nuevos mundos.** En esta oportunidad, dando a conocer sus respectivas casas. Primero, Plucky visita la casa de Eric y Emma. Una casa diferente a la suya, que, por supuesto, no está debajo del agua. Ve los distintos ambientes y descubre elementos desconocidos para él. También hay mucha comida: la delicia de Plucky. Luego es Plucky el anfitrión, quien tiene la oportunidad de mostrar a sus amigos su casa bajo el agua y hasta su jardín.

Y así, entre encuentros y vivencias, ha transcurrido el año escolar y para celebrar este fin de ciclo los alumnos adornan el aula y reciben a sus padres. Se respira en el ambiente ese clima de trabajo compartido y de esfuerzo dedicado. Miss Kenny menciona los logros de cada uno, comparte su alegría y felicita a todos por el trabajo realizado. Agradece a los padres por su colaboración y luego de haber pensado en los gustos personales de cada alumno, les entrega un regalo a manera de premio y recuerdo del año: un libro para Annie, una caja de lápices para Eric, una pelota de fútbol para Emma, unas lapiceras para Tommy y un libro *-¡verde!* para Plucky.

+ **Este episodio nos permite** apreciar lo importante que es para todos nosotros hablar y compartir, ya sea nuestras casas, nuestras preferencias o nuestros seres queridos. El entorno que nos acompaña nos honra y nos da el sostén que necesitamos. Los niños aprenden mucho al **comparar y contrastar familias** y, a menudo, descubren que *el césped no es siempre más verde en lo del vecino...* y que *en todos lados se cuecen habas*; que lo nuestro que parecía ser menos prometedor es ni más ni menos que lo que nos hace felices o simplemente lo que nos hace quienes somos.

Todos disfrutamos de los cierres, pero más aún cuando sabemos el esfuerzo que implicó y lo mucho que dejamos de lado por cumplir con nuestros propósitos. Todo logro implica una puesta a prueba de nuestra fuerza de voluntad y a veces hasta un sinuoso camino; sin la instantaneidad que nos ofrece hoy la tecnología ni la practicidad expuesta en las góndolas. Este sentimiento tan íntimo vale la pena compartirlo con los chicos día a día, así como el de detectar aquellas personas que nos facilitaron el camino y hacérselos saber. *Gracias* es quizás una de las más valiosas palabras a saber en cualquier idioma.

+ **¿Qué hacer en casa?** Podemos invitar a los chicos a hacer un **collage de cosas que aprendieron en la clase de inglés este año** y esperemos una obra de arte moderno que quién sabe qué nos mostrará. Aquí podrán dibujar, pegar, pintar y agregar elementos y dar rienda libre a su imaginación.

+ **Luz, cámara, acción...** Como cierre les sugerimos que disfruten con los niños *El Globo Rojo*, una película francesa de 1956, sobre las aventuras de Pascal. Allí se tratan muchos de los trascendentes temas que los chicos han visto a lo largo del año, como el descubrimiento, la identidad, la amistad, la obediencia, la flexibilidad, la tolerancia a la adversidad, la valentía, la resiliencia, la solidaridad y el espíritu de equipo y de comunidad. Al comparar distintas épocas y realidades los niños podrán entender y valorar aún más la propia.



Songs MP3 track 11

I have a big bedroom,
a bed, a table and toys.
I have a small living room,
four chairs and that's all!

And what about the kitchen?
Oh, yes! I love the kitchen!
Oh, yes, do you?
Soda, chips and chicken.



STORYLINE

1

MY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

STORYLINE

1

ROUTINES

TODAY IS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

WE ARE IN

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

IT'S



AND



How to go about the story *INSECTS*

In this section, we will provide teachers with ideas on how to work on the story and use it for kids to perform it as a play at the end of the year, if there is a celebration, or maybe, to do so for other kids at school. As with all stories, start with a lead-in to help kids make predictions.

Possible lead-ins:

- › You can ask kids about their favourite celebrations. You can name a few, e.g. Christmas, Kids' Day, their birthday, among others.
- › You can also tell kids about your favourite celebration.
- › After a few celebrations have been named, you can discuss typical activities on birthdays. In some families, the birthday boy or girl is treated to breakfast in bed, or is asked to choose something special to eat. In others, they invite their closest relatives, friends and neighbours to celebrate. In some cultures, the birthday person receives presents while in others, he or she is the one to give presents to people he/she loves. This is a good occasion to show how much diversity there is in this world, and that we should be open to what is completely different from what we are used to doing.
- › You can design a worksheet in which kids draw themselves in the middle and draw boxes around with the words *WHERE, WHO, FOOD, PRESENTS* for them to complete either using words or drawings, related to their own experience as regards birthday celebrations.
- › You can ask kids about the most curious present they have ever received. The important aspect here is not for kids to show off but rather, to discuss presents from a different perspective. Also, this can lead to discussing what different kids may consider curious about a birthday present, which can also help them become more aware of diversity. From the point of view of language, this is also a good opportunity to teach some new vocabulary.
- › You can organise a birthday party at school every three months for all those who have turned another year. Remember it is necessary to speak to the authorities first.

Ask kids to open their books at page 94. Focus their attention on the first illustration. *Who can you see? Where are they? What are they celebrating? How do you know?* Encourage them to infer using the different clues in the picture. Ask kids what they think the story may be about. As usual, accept all their predictions and hypotheses. You may keep a record of them on the board and go back to them after they have read the story.

Read the title of the story – *Insects* – and ask kids what they think the story may be about. Ask them to make connections between this family and the title. As usual, accept all their predictions and hypotheses. Once again, you may also keep a record of them on the board and go back to them after they have read the story.

Read the story to them while they follow by reading their books. Once you have read scene one, you can ask kids whether they've ever used a magnifying glass to look at something very small or whether they are acquainted with microscopes. When you get to scene two, ask them to describe what they see – *an anthill with an ant family*. Ask them what this ant family has in common with a human family – maybe they will say there is a mother, father, kids, a living room with furniture and food.

Go on reading the third scene. After you read the first lines, ask kids. *Who's talking now? The kids or the insects? How are they feeling? Happy?*

Go on reading the last scene. Ask them what they think has happened. *What did the kids say? Did mother and father believe them? Why not?*

After the first reading, go back to the kids' predictions to see how close they were. You can ask them what they had based their predictions on, e.g. words from the story, the illustrations and the title.

You can show kids how insects and humans view the same situation from their own viewpoint or – in other words – they understand the situation

from their own cultural point of view. Being able to share and recognize others' feelings and emotions helps kids develop empathy – a capacity that makes less distinct the differences between the self and others. Thus, this is key in becoming interculturally aware and constructing a better and peaceful place to live.

Activities are presented that will require that kids go back to the story to find the answers. As usual, kids can work alone or in groups.

1 Read and Match

Once kids do the activity, you can ask them what else they can add in each box. They may decide to write 'table' in both boxes since there is a table in Lily's living room as well as in the ants' living room.

Answers: Lily's family: presents camera birthday; The ants' family: biscuits five chairs orange juice ball TV

2 Read and Circle

As a follow up activity, you can invite kids to add a few more items to the list. Again, it can be the case that an item applies to both families.

Answers: 1 L, 2 A, 3 A, 4 L, 5 A, 6 A

3 Read and complete

You have to make sure that kids know where they can find information: Scene II in their books. If you think this activity may be too challenging for your learners, you can write a similar scene on the board including options instead of blanks to complete. Once you have finished this part, kids can do the activity in their books. If they still need more guidance, write the scene on the board and have kids dictate the answers to you.

Answers: celebrating, eating, drinking, playing, eyes, fat

4 Write

The kids are invited to make an invitation for Lily's birthday party. There are different possibilities to go about this, from which we present one below.

First you can ask kids what information they usually find in a birthday invitation – the name of the birthday boy/girl, a date and time, and the place of the celebration – and what illustrations, if any. You can show them a couple of birthday invitations, or you can work with the skeleton in the book. Help them identify where they have to write each item of information.



As a follow up, they can make birthday invitations. Elicit from them what they need:

- › The date, time and place.
- › A sheet of paper to draw the invitation.
- › Writing materials – pencils, coloured pencils or crayons, markers.
- › Illustrations to decorate the invitation.

Kids can work in groups to make the invitation. Before they start working, make sure they all have their materials ready and that they know where

to look for information if necessary – the calendar. As they are working, walk around and offer help as needed. You can make a classroom display of the invitations. If the kids are going to act out this play, they can display the list as part of the decoration.

Presenting the play at a school celebration

The kids have to be familiar with the story first. Once they all know the story, you need to assign roles.

The following is the list of characters:

Lily
Dad
Mum
Sam
Baby ant
Mummy ant
Daddy ant

To make sure every kid has a role to play, there may be one kid per character per scene, which means 3 Lilies, 2 Mums, 2 Dads and 2 Sams. You can add the new scene as well, for which you need 3 more kids. There is need for the narrator as well. More than one kid can be in charge of this. The teacher may also decide to include a narrator who provides a summary of the story in Spanish. There are always kids who do not like acting, yet they may have an active role. One or two can be the ones who appear when there is a change of scene, carrying the scene flashcards. Some other kids can be in charge of writing the invitations for the play, and they can also design the programme. In this way, every kid is involved in the play.

Learning the lines

You may start by reading each of the lines yourself and having kids imitate you, including tone, intonation, pitch and gesture. Kids can use the illustrations or any other prompt to remember what they have to say.

Once you have worked on the first scene, you can divide the class into two groups, one per character, for them to say the lines. You can then invite kids to the front, one from each group, to act out the first scene. You can use the same procedure for the other scenes.

To close the play and have everybody on stage, you can teach this rap:

*We are (3A),
this is our play
We love acting
A big hand, hey!*

Once the play is over, tell kids 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 3A – 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 kids will perform. It is important for kids to know where they need to stand before it's their turn to act, and where they have to go once their scene is over to wait for the final bow. If microphones are going to be used, kids will need to pass them from kid to kid, which needs to be planned and practised as well. You will also need one or two kids in charge of the props. They need to bring the ones for each scene and remove those which are no longer used. Again, it is crucial to rehearse all these movements.

You may decide it is better to rehearse one or two scenes at a time. Once everybody knows the lines and knows exactly what to do and when to do

it, you can organize a 'dress' rehearsal: the kids will be wearing the masks or carrying the paper puppets.

One last idea. It may be the case that the celebration at the end of the year is some other group's responsibility, or that the school has decided to include other performances. You can still have the kids act out this play for their families. You can invite them to school and instead of using the main hall, if there is no stage, the kids 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

Test your memory!

On pages 98/99 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 kids have been working with along *Storyline 1*. On the other hand, the topic of these activities is information about the characters. In some cases, kids 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, kids 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 kids do not remember, they can go back to the stories before attempting an answer.

Answers

Activity 1: 1 No, 2 Brown, 3 Blue and purple, 4 2, 5 No, 6 Yes 7 Yes 8 Yes, 9 Blue, 10 Yes

Activity 2: 1 Plucky, 2 Eric, 3 Emma, 4 Annie, 5 Emma, 6 Tommy, 7 Annie's dad, 8 Emma

Activity 3: 1 I'm 2 I'm 3 don't have 4 have 5 I'm 6 don't have 7 have 1 I'm 2 don't have 3 have 4 is 5 He's 6 is 7 are

Activity 4: 1-g; 2-a; 3-d; 4-h; 5-c; 6-e; 7-b; 8-f

Students in 3A

On pages 100/101 another integrative activity is presented in the form of a school blog, which is quite common in several schools. First kids are invited to read some of the *Storyline* characters' presentations and write the correct name. Secondly, they are provided with a file in which there is information about other characters for kids to complete these characters' presentation.

To do this, kids can work individually, collaboratively in small groups. The teacher may also opt for doing the first presentation with the kids dictating the text to him/her. Whatever the way, it is important to help kids see the connection between the two text types presented: the file and the presentation, the former being a synthesis of the most important information, which will be enlarged upon and constructed into an informative text in the presentation. Kids can also be invited to add information on the teacher, Miss Kenny.

As a follow up, the teacher can decide to design a similar blog with his/her students, or a poster with this information.

Further Practice

At the end of the workbook section, on pages 134 to 149, two pages have been added to each of the units in *Storyline 1*. Teachers can go about these activities in different ways. The following are a few suggestions:

- Fast finishers can start doing some of the activities which the rest can do as homework.

- › Kids can be asked to do the activities at home. These activities can be checked in class, maybe once a week.
- › Kids can complete the activities either in class or as homework as they learn different topics or at the end of the unit.
- › To help kids revise and integrate, they can complete the activities for Unit 1 in this section as they are working with Unit 2 (or any other unit which is not Unit 1).

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 can be summarized in the phrase “using language to learn, learning to use language.” Activities are presented in this section that will help kids 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 kids have been working on and the topics tackled in the unit. The activities aim at raising kids’ awareness in that they place them in a central, active position rather than as spectators.

Unit 1

The link in this unit is between English and Ethics and Citizenship (*Formación Ética y Ciudadana*). The topic is greetings, and kids are asked to match the greetings they usually use in their cultures. It should be pointed out that there may not be only one possible way to solve this activity since greeting customs are culture dependent.

As a follow up, the teacher can ask kids to classify greetings according to age groups, i.e. greetings among adults and greetings among kids, or greetings at school – teachers greeting parents, teachers greeting kids, teachers greeting colleagues and heads of school, kids greeting other kids, kids greeting teachers and other adults at school, etc.

Unit 2

The link in this unit is again between English and Ethics and Citizenship. The topic is families and kids are invited to read a poem about families. After reading the title, the teacher can ask kids if the poem refers to the title or not.

Kids do the activity: they have to tick if each of the illustrations presents a family. All of them are examples of families with one exception: the doctor and his patient. The illustrations in this page show different types of families. It is worth pointing out, if kids do not notice, that in some cases, a kid in a family does not look like his/her parents for he/she is adopted. The idea behind this activity is to show diversity but far from emphasizing differences, to aim at the fact that love is at the core of any family, whatever its organization or structure. Should there be a type of family which has not been included, kids should be invited to draw it in the activity.

Answers: Plucky, Eric, Tommy

Unit 3

The link in this unit is between English and Technology. The topic within technology is good use of it.

In the activity kids are presented with situations in which a mobile phone is being used. In some cases its use is OK whereas in others, it is not. Kids should circle *YES* or *NO* as appropriate.

There are two illustrations in which a mobile phone is used in school related situations. Its use in class in most classrooms is not allowed whereas using a mobile phone – or a netbook or any other device of the sort – is welcome when we have to look for information.

Unit 4

The link in this unit is again between English and Technology. The topic is devices which were used in the past and are used in the present.

Kids may have developed the idea that at present, there are no letters, telegrams or any form of communication which does not involve a special device. The teacher may show kids how many forms of communication are still used at present. Kids can be invited to look for information as to other forms of communication, both past or present, which they may present to the class.

Unit 5

The link in this unit is between English and Physical Education. The topic is sports and protection. Kids match the equipment needed for each of the sports. It may be the case that no special protection is needed or that the same item is used for more than one sport.

Kids can be invited to incorporate other sports or games they are used to playing. It is very important to help them become aware of how to protect themselves while playing. They can design a poster to be placed on different walls at school to raise awareness on the topic.

If the teacher considers it necessary, the following vocabulary may be taught: *goggles, gloves, helmet, knee guard, elbow guard*.

Unit 6

The link in this unit is between English and Natural Sciences. The topic is animals. It is quite common for kids to consider that insects are not animals while, in fact, they are. The purpose of this activity is to raise kids’ awareness of the concept of animal. After they complete the first activity, they can pass on to the second one. This time they have to write *PET* below the illustrations of animals which can be pets: *bird* and *dog*. It is true that kids may have a turtle as a pet but, in fact, they should not for a turtle suffers if kept indoors/in captivity.

Unit 7

The link in this unit is between English and Natural Sciences. The topic is food and healthy lives. Kids first have to read a text with information about the diagram. What is included in the text is also the need for physical exercise. Kids should be made aware that it is not wrong to eat candy or chips, for instance. The important point here is for them to become aware of the balance there should be in their diets.

After they do the activity, they are invited to draw a healthy menu. As a follow up, kids can be invited to analyse the menus at school if they stay for lunch, or to make their own healthy plate to see how healthily they eat. This can be completed weekly rather than daily.

Unit 8

The link in this unit is between English and Social Studies. The topic is houses. It is quite common for everybody to want to live in a palace. However, such a building may prove completely inadequate in, say, a deserted area or a jungle. The purpose behind this activity is for kids to see the connection between the type of house and the physical environment where the house is. By way of example, a forest is an area in which it is easy to find wood, hence the wooden house is typical of a forest, whereas the igloo is found in icy areas.

The following vocabulary might be taught if the teacher considers it useful or necessary: *igloo, tree house, caravan, house on stilts, house, block of flats, cabin*

**SECOND
EDITION**

STORYLINE

Weaving stories into learning

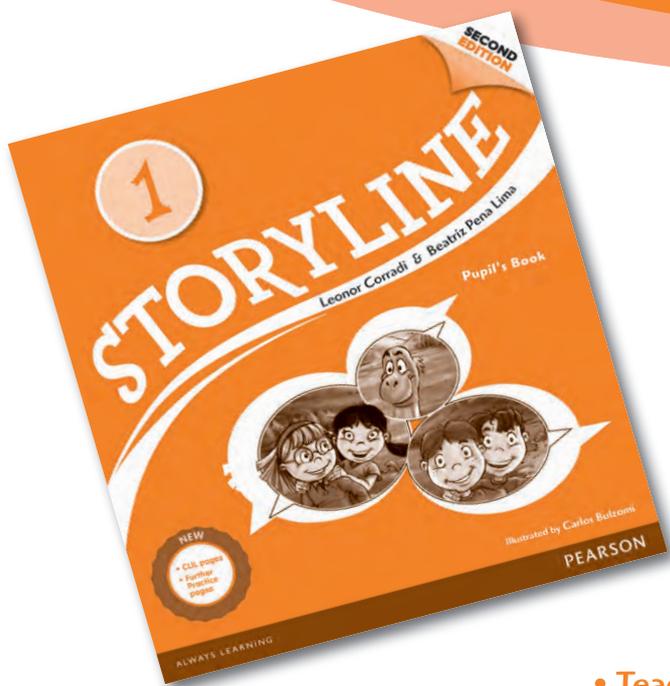
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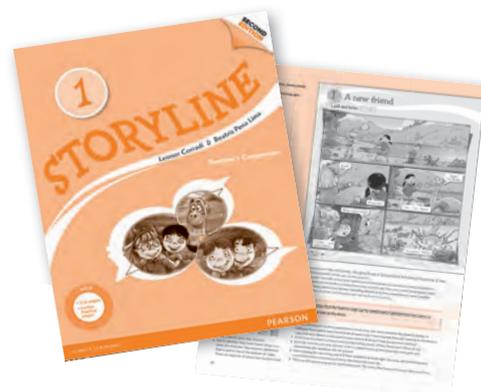
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