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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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	UNIT	VOCABULARY	GRAMMAR	ANSWERS TO
	<b>HELLO!</b>	Names of characters Nature vocabulary: <i>desert, flowers, jungle, leaves, pampa, plants, river, snow, trees, waterfall</i> Wild animals: <i>bird, jaguar, parrot, toucan</i> <i>Butterfly</i>	<i>I'm/ He's/ She's...</i> <i>I have</i> <i>My (hair) is...</i> <i>My (eyes) are...</i>	<i>What's your name?</i> <i>Who's this?</i> <i>Is this...?</i> <i>What's this?</i> <i>How many...?</i>
<b>1</b>	<b>I LIKE BASKETBALL</b>	Colours: <i>grey</i> School objects: <i>poster paper, scissors, marker</i> <i>Camera</i>	<i>This/ That</i> <i>I love</i>	<i>Is this/ that...?</i> <i>What colour is/ are...?</i>
	<b>Photos for homework</b>	Integration through a story		
<b>2</b>	<b>THE SHADOW HAS A BIG HEAD</b>	Parts of the body: <i>arms, legs</i> Descriptive adjectives: <i>old, young, huge, long</i> <i>Man, woman, boy, girl, person, shadow, monster</i> <i>Scared</i>	<i>He / She/ It has/ doesn't have</i> <i>But</i>	<i>Is this/ that...?</i> <i>What colour is/ are...?</i>
	<b>Mr Treeman's letter</b>	Integration through a story		
<b>3</b>	<b>IS MR TREEMAN UNDER ALEX'S DESK?</b>	Furniture: <i>bookcase, desk, cupboard, wardrobe</i> <i>Net</i>	Prepositions of place: <i>behind, in, next to, on, under</i> <i>Where...?</i>	<i>Is (my book) under...?</i>
	<b>Hello Mr Treeman!</b>	Integration through a story		
<b>4</b>	<b>ALEX ISN'T WORKING!</b>	Actions: <i>do homework, colour, plant, eat, work</i> Food: <i>carrot, lemon, lettuce, strawberry, tomato, oil, lemon juice</i>	Present continuous (all forms): <i>I, he, she, they</i>	<i>Are you... ing?</i> <i>What... doing?</i>
	<b>Mr Treeman's birds</b>	Integration through a story		

	Storyline Mag	Integration and Consolidation		
<b>5</b>	<b>THERE'S A NOTE IN MY COPYBOOK</b>	Actions: <i>wear</i> Clothes: <i>boots, dress, pants, raincoat, skirt, socks, sweater, trainers, T-shirt, umbrella</i>	<i>There is/ are</i> <i>The time</i> <i>We are/ have</i>	<i>What's the time?</i>
	<b>An excursion to Mr Treeman's house</b>	Integration through a story		
<b>6</b>	<b>BATS SLEEP ALL DAY</b>	Actions: <i>cook, climb, drink, get up, go to, have breakfast/ lunch/ dinner, jump, live, sleep, study, swim, visit</i>	Simple present tense (affirmative and negative): <i>I, we, they</i> <i>The time (at)</i> Likes and dislikes (all forms)	<i>What time?</i>
	<b>Mr Treeman's birthday party</b>	Integration through a story		
<b>7</b>	<b>MISS GREEN TALKS AND TALKS</b>	Actions: <i>ride, use</i> Means of transport: <i>bike, car, truck</i> Professions: <i>doctor, forest ranger, magician, student, teacher, vet</i>	Simple present tense (affirmative and negative): <i>He, she, it</i>	
	<b>Is Mr Treeman a person?</b>	Integration through a story		
<b>8</b>	<b>THERE'S A FIRE IN THE JUNGLE</b>	<i>Fire, firefighter, fire extinguisher, plane, dangerous</i> <i>In the (morning)</i> <i>Need</i>	Simple present tense (interrogative)	
	<b>A medal for Mr Treeman</b>	Integration through a story		

	Storyline Mag	Integration and Consolidation
	<b>Photocopiable <i>Encuentros Escuela + Hogar</i></b>	

RECOGNITION	ORAL INTERACTION	INTEGRATION		
Classroom language	<i>Hello! Hi!</i> <i>I'm + name</i> <i>I'm + age</i> <i>My name's...</i> <i>What's your name?</i>	<b>Vocabulary</b> Greetings Colours Adjectives	Parts of the face Wild animals Numbers: 1 to 10	17
Weather conditions: <i>cold, hot, warm, sunny, cloudy, raining, snowy, windy</i> Days of the week Feelings: <i>happy, tired, OK, sad, angry, nervous, exhausted</i> <i>Who's (happy) today?</i>	<i>Me too!</i> <i>Let's...</i>	<b>Vocabulary</b> Sports Family members Colours Toys School objects	<b>Grammar</b> <i>I like/ don't like</i> <i>He/ She/ It/ They</i> <i>Is/ are</i> <i>A/ an</i>	20
				26
	<i>That's not nice!</i> <i>I'm sorry.</i>	<b>Vocabulary</b> Parts of the body Descriptive adjectives	<b>Grammar</b> <i>His/ her</i> <i>I / They have/ don't have</i>	30
				36
Feelings: <i>surprised, in love, scared</i> Months of the year	<i>Silly!</i> <i>Poor...</i> <i>Here's...</i>	<b>Vocabulary</b> The house Furniture: <i>bed, chair, table</i> Feelings: <i>angry, happy, scared</i>	<b>Grammar</b> <i>They have/ don't have</i> Possessive case	40
				46
	<i>Don't worry!</i>	<b>Vocabulary</b> Actions Food	<b>Grammar</b> Present continuous (affirmative): <i>I, he, she</i>	50
				56
				59
<i>How many children are (happy)?</i> Dates: <i>Today is Tuesday, July 6<sup>th</sup>.</i>	<i>Let's go!</i> <i>Yuk!</i>	<b>Vocabulary</b> Colours	<b>Grammar</b> Prepositions of place Present continuous	60
				66
	<i>Welcome (to...)</i> <i>I'm scared!</i> <i>Don't be scared!</i>	<b>Vocabulary</b> Actions Food Wild animals	<b>Grammar</b> The time	70
				76
	<i>Thank you for...</i> <i>What a (beautiful jaguar)!</i> <i>I know!</i> <i>Amazing!</i> <i>Of course!</i>	<b>Vocabulary</b> Actions Wild animals	<b>Grammar</b> Simple present tense	80
				86
	<i>Let me think!</i>	<b>Vocabulary</b> Furniture Clothes Food	Wild animals Actions <b>Grammar</b> Simple present tense Prepositions of place	90
				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 21<sup>st</sup> 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 Levels 1 and 2 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), 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.

## 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 2***, 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's also an **End-of-year Play** that can either be exploited as a story to read in class, or performed by the kids as part of the end of the year festival.
  - › There is a new play on pages 96-97, which provides a new opportunity for the integration of language.
  - › 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 reflect on how language works and to use it meaningfully. At the end of this section there is a Further Practice area, one for each unit.

## 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 further exploitation of the workbook pages

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

- › a guided lesson plan
- › notes related to the specific teaching point in the lesson: expected mistakes, areas of difficulty, etc.
- › *Building confidence* 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 2*. 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.
- › 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.
- › Ask Ss about the weather and their feelings.
- › When you finish the routine, go to the plan on a corner of the bb and ask Ss which steps you can tick off (*Hello* song, Calendar, Weather, Feelings).
- › 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.
- › For further ideas, go to the *Learners' Autonomy* section in *Storyline 1 & 2* online Teacher Training Video at [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline). 

### b. The story sections: Look and listen

The comic strips in *Storyline 2* present the linguistic and communicative teaching points of the unit through characters that learners can easily identify with. *Storyline 2* contains a fully-fledged story in comic strip form.

The story is partly based on the Guaraní legend of the *Pombero*, a protector of nature and threatened species, a source of inspiration for **Treeman**. This elderly gnome-like being, from whose hands sprout shoots and leaves, lives in the jungle with his parrot, Miss Green.

When the story opens, Treeman, who so far has led a life of seclusion in his cave behind a waterfall, comes into contact with three kids of around nine, and their teacher, **Mr Clark**. Though Treeman always kept away from people, he will little by little come to care about his new friends and learn to love them.

- › **Alex**, of Guaraní descent, lives with his parents and elder brother, John. He's an extroverted, lively child who likes to tease his friends for fun but is always ready to apologise.
- › **Lucy** is an only child who's quickly learning how to interact and make friends with other kids.
- › **Greta**, on the other hand, has three younger siblings who have taught her to be patient and understanding. She's shyer than Lucy but as eager to have fun and learn new things.

Much of the kids' interest in the world around them is to be ascribed to their teacher. Mr Clark guides them in their search for answers rather than providing the kids with them, and teaches them how to look after the kitchen garden at the back of the school. Moreover, it's he who fosters their friendship with Treeman, thanks to whom the kids will learn how to take greater care of nature, how to accept and value those who are different from them, and how to profit from the knowledge and experience of the elderly.

### 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 CD player 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 aimed at predicting what is going on in the illustration of the story. Avoid 'language practice' questions, e.g. **What's this?** to practise vocabulary if it is not relevant to the development of the story. In every story, there are suggestions on how to elicit predictions and inferences from learners.
- › Have Ss 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 *listening activities*

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

- › Check Ss understand what they have to do.
- › Have a few dry runs.
- › It may be advisable to go over the vocabulary that Ss need to use, especially if it was not used in the previous activity or if you start the lesson with a speaking activity. This will reduce the number of questions Ss may come up with while they are working.
- › All the activities can be done in different ways, as outlined below.
  - In pairs.
  - In small groups.
  - Dividing the class into two big groups.
  - With the whole class being one member of the pair and you the other.
- › If Ss have worked in pairs or small groups, ask one or two pairs to show what they have done to give closure to the activity.
- › Work on some speaking rules:
  - Be silent while somebody else is speaking.
  - Do not correct another student if he or she makes a mistake.
  - Wait for your turn.
  - Raise your hand to participate.
  - Remain at your desk/ at your spot.



### How to go about *games*

- › Ask Ss to tell you what they have to do.
- › If they need materials, make sure they have everything ready.
- › Have as many dry runs as you consider necessary.
- › Work on some rules:
  - Wait for your turn.
  - If you know the answer, raise your hand, do not shout the answer from your desk.
  - Celebrate without shouting. You can whisper **Hurray!** and make the corresponding gesture.
  - Never mock the losers.
  - Never mock or undermine the winners.
- › You can play games by adding a score.

- The class can be divided into random teams (with a new team per class), you can have different groupings (e.g. boys and girls, odd numbers and even numbers according to their position in the roll), there can be regular teams or Ss can play against the teacher.
- Draw a tally mark (I) every time a group scores a point. At the end of the game or the lesson, invite Ss to help you count the number of points each group has scored.
- This is a good opportunity to show Ss that everybody can contribute to their group. When a student wins, all the group benefits from it. Ss can get the help of the other members of the team as well.
- If Ss misbehave or do not follow the rules of the game or activity, some points can be deducted from their score. In this way, Ss learn that their actions will affect others.
- You can give Ss 10, 20, 50 and even 100 points so that they should be exposed to bigger numbers.



### How to go about *acting out activities*

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



### How to go about *songs*

- › Go over the vocabulary (lyrics) of the song. You can elicit the words of the song from Ss.
- › Ask Ss to do what is required in the song: circle the correct option, complete, etc.
- › Play the song once for Ss to check their answers.
- › Rehearse the song with the Ss (most probably, more slowly than the recording).
- › Play the song again and invite Ss to sing along.
- › 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.



### How to go about *reading*

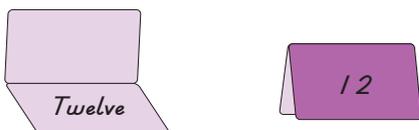
- › At this stage, Ss can read quite fluently at word and sentence level. One of the aims of reading is for Ss to become more fluent at reading longer texts. It should be pointed out that we do not refer here to reading aloud, an activity which is related to the development of speaking.
- › It is important at this stage to go on working with sight words, i.e. chunks in a sentence that remain the same, e.g. *I like biscuits, I like milk, I like oranges*. Ss should identify the new chunks in Level 2. Ss should be given plenty of meaningful reading practice of these chunks (*I like, I have, the, a*) and new chunks that appear in Level 2 (*She/He has, They don't...*, etc.) since it helps develop fluency in reading.
- › Reading instructions is a reading activity in itself. Encourage Ss to read instructions.

- › Ss should be helped to see how meaning is conveyed through different graphic conventions. For instance, they can be made aware of speech and thought bubbles or captions in the case of the comic strips, and of the graphic features of emails, letters, newspaper articles or songs. In this way, by focusing on the format and paratextual features of each text type they can obtain a lot of useful information as regards the text. When dealing with an email, for example, T can focus Ss' attention on the layout for them to identify it is an email, and on the final signature for Ss to tell whether the email is formal or not.
- › Ss can also start reflecting on the use of pronouns and conjunctions to signal cohesion and coherence in a text. In this way, they will also be working towards writing.
- › For further ideas go to the *Reading* section in *Storyline 1 & 2* online Teacher Training Video at [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline). 



### How to go about writing

- › Ss should write what they can read quite easily.
- › 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. Encourage students to add more words to each poster as they learn them. They can also use posters from previous years.
- › 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 take their notebooks so that they make the effort to remember the word.



- › Ss can start writing short texts following a model. It is important to distinguish activities in writing, i.e. exercises, from writing activities, in which Ss are writing to convey a message.
- › Remind Ss of the conventions they have been working on as regards writing, so that they can apply them when they start writing texts themselves.

### WB How to go about workbook activities

- › Each exercise has a clear linguistic focus. However, they are not mechanical since no exercise can be completed unless Ss understand what it says.
- › Ask Ss to check what they have to do by focusing on the instructions and icons. 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.
- › All exercises are followed by an *Expansion* activity which uses the exercise as a springboard for further opportunities to use the language and reflect on it.

## 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. Evaluation

- › Evaluation is an integral part of learning since any person who learns is at the same time evaluating to what degree he/she can understand and how much progress he/she is making. Instances of assessment constitute a source of information for Ss which can shed light on their intuitions related to their own evaluation of their learning process. Moreover, they also provide teachers with valuable information as to how far objectives have been fulfilled and what areas need revisiting or remedial teaching.
- › Ts are invited to permanently assess their learners while they are working individually and in groups, while they are doing exercises or are engaged in communicative activities.
- › *Storyline* also offers two instances of formal testing -**Mid-term** and **End-of-year tests**- in which language is integrated into exercises. These can be found at the end of this book at pages 96-103. Each test presents two versions (**versions A and B**) which can be used in two different ways: either as paper A and B, or one for revision and mock test and the second one as the test proper.

## f. Working with posters

The Teacher's adoption pack for *Storyline 2* comes with two posters: an actions poster and a world map showing wild animals and their habitats.

### How to go about posters

- › These two posters can be used in various ways:
  - As a matching activity
  - As a memory game
  - As a word bank
  - As a picture dictionary
  - As a springboard for discussion or creative writing activities
- › They can be permanently displayed on the wall of the classroom, or they can be used on different occasions for specific purposes.
- › You will find further ideas on how to make the most of posters in our Companion Website at [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline). 

## g. Building learner autonomy

### How to go about the level of challenge

- › Ss can be invited to decide on which level of challenge they want to work. You can 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 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.
- › For further ideas, go to the *Learner Autonomy* section in *Storyline 1 & 2* online Teacher Training Video at [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline). 

### 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.
- › Make a classroom display of the posters. Ss can use these posters as wall dictionaries.

### END-OF-YEAR PLAY

- › *Treeman and the Giant* is a free adaptation of Oscar Wilde's classic kids tale *The Selfish Giant*. It can be exploited as a story to read in class as you have done with the comic strip. It can also be performed by the kids to their families or as part of the end of the year festival.
- › For ideas on how to go about the play, teaching notes to prepare Ss for the performance and suggestions on how to get costumes and scenery ready, visit our Companion Website at [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline). 

## 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 nine/ ten 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.

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

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

- › You can appoint poster helpers, who will be in charge of placing it on the board when you use it, and then putting it back where it is kept. You can use the helper badges downloadable from [http://www.pearsonelt.com.ar/storyline/pdf/PC/Routinecards\\_L2.pdf](http://www.pearsonelt.com.ar/storyline/pdf/PC/Routinecards_L2.pdf).
- › 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. Masking tape doesn't remove paint from the walls, which is also important to show kids how to take care of our own school.
- › You can work with the poster on the board and the kids dictate to you what they want to write. You can also appoint different kids to come to the front and work with the posters. Both posters can be photocopied (see page XXX) or downloaded from [www.XXXXXXXXXX.com](http://www.XXXXXXXXXX.com) and printed. Kids can work in groups completing their own posters, and after some time, they can work in pairs or individually. There is also the possibility of downloading a bigger version of the poster. Students can use this version when they work in groups. If kids work in groups, they can also use a sheet of poster paper and make a classroom display of their productions.

## Bedroom poster (TB page 109)

Before showing the poster to the kids, you can start by describing it, e.g. *In this poster there's an elephant, there are a lot of flowers on a chair, etc.* It is better not to use key words, e.g. *wardrobe* or *bed* to make it more challenging for students to guess.

You can carry out some or all of these activities:

You will need a sheet of paper (from a newspaper or poster paper) big enough to cover the poster. Cut out holes on this sheet, but do not cut them off. Leave a part of the cutout attached to the poster, as if it was a window. You can cut out different shapes if kids know them – square, triangle, oval, diamond, etc. – or you can number them – not necessarily from 1 to 10 but using other numbers, e.g. 23, 36, 40, 14, 99, etc. In this way, you will be going over shapes or numbers (or any other area of vocabulary you consider necessary to revise). Kids can ask you to lift the different flaps and guess what it is. This is a good opportunity to remind kids of the intonation in yes/no questions.

To work on prepositions, you can have the following activity. You will need cutouts of different objects, or small pieces of paper with the words on them, e.g. *chair*, *skirt*, etc. You must tell kids what to do, e.g. *put an/ the elephant next to the small chair*. Kids can also give orders to their

classmates. You can include the same item in different sizes for students to revise adjectives as well, e.g. *put the small butterfly on the bed*. You can also use this to teach *Which one?*, e.g. Tell kids to put an object somewhere, knowing there are at least 2, so they'll need to ask *Which one?*

You can play a memory game in different ways. First you can have a True/False activity. You describe the poster and kids have to say if your statements are true or false. You can also ask them to write what they remember in, say, 2 minutes. This can be done individually or in small groups. After some time, not necessarily on the same day, you can play the 'regular' memory game. This can also be incorporated as part of the routine: kids have to say something they remember about the poster which hasn't been said before.

Another possibility is a picture dictation on the board. You can ask different kids to come to the front and draw what you say, e.g. *There's a red flower next to the purple flower*. After a few examples, you can encourage kids to provide the descriptions. Once everybody has understood the mechanics, they can do a picture dictation in pairs. St A can draw on his/her poster (in pencil), and then dictate the description to B. They can then compare both drawings. Students can also place the copy in a plastic envelope and draw on it using markers.

## Animal Facts poster

This poster can be used over a number of lessons, including more information as kids learn more linguistic discursive elements in English. They can complete the first three categories early in the year since they work with elements they will need in units 1 and 2.

You can divide the class into groups and assign an animal to each group. As they learn more, they will add elements to the files.

After you complete the first categories, i.e. name, habitat and description, you can have an oral presentation. The following are basics for oral presentations:

- › Kids need to see the relationship there exists between the chart and the presentation, the longer, more elaborate text. In the chart, kids will keep a record of key information in the form of words and phrases. They will use this information as a source for their presentation.
- › Rehearsals will be necessary to gain fluency and use the correct pronunciation and intonation. Kids can rehearse in groups, with peers providing feedback. If possible, they can record themselves and later on, check the recordings, also to keep a record of their improvements.
- › They can use visuals for the presentation, to make it more interesting.
- › The following are tips for good presentations:
  - Look at the audience
  - Do not read the text, but you can use the chart
  - Point to the visuals whenever you name something connected with them.

You can give kids a quiz based on the information in the fact files. They can solve the quiz in groups or individually.

Possible questions for the quiz:

- › *Where do (elephants) live?*
- › *What colour are (elephants)?*
- › *Are (elephants) (small) animals?*
- › *Are some (elephants) (small)?*
- › *Are (young) (elephants) (big)?*
- › *How long do (elephants) live?*
- › *What do (elephants) eat?*
- › *Do (elephants) eat fruit?*
- › *Do (elephants) climb trees?*

You can also invite kids to write quizzes in groups, which they can give to other groups.

## 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](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, conjuncts and other elements are tackled as linguistic discursive elements that help the construction of meaning. Therefore, they are not the starting point of any teaching unit. When young learners are helped to become aware of how English works, they do so by always making the connection between meaning in context and form. They will also be encouraged to establish comparisons between English and Spanish, the language of instruction, since these comparisons can aid in incorporating or remembering linguistic rules, in understanding why some sounds may present a challenge to Spanish speakers, and in seeing the connection between the spoken and the written forms of words, among other instances. Metalanguage is not used at all since 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 of these 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 while written in the case of reading. In the same way that kids can find clues in paraverbal features, when reading, they can find clues in the paratext – titles, illustrations, graphs, and the layout, among others. These clues will help readers understand the text. Moreover, they will be the source of the predictions 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 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 along 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 texts such as notices, e-mails, descriptions, 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 the whole class writing with him/her, i.e. kids dictating to the teacher. As this is done, the teacher will model 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 there exists between reading and writing, which will favour the development of writing.

## Language awareness

As stated before, language as a system is not the starting point. There is also an important distinction to be made between explanations and awareness. An explanation is something a teacher provides, which only requires learners to listen. Awareness, on the other hand, places the

learner in a cognitively active role since it is the learner who will become aware. The teacher's role is key in this respect since he/she will need to ask questions that will help kids reflect on how language works.

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 there 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
- › Adjective before the noun
- › Intonation, in particular in yes/no and wh questions
- › Some English vowels: /ɒ/, /æ/, /ʊ/, /ɑ:/ /i/, /i:/, /o:/, /ɜ:/, /u:/
- › Some English diphthongs: /əu/, /iə/, /eə/
- › Final /ŋ/ sound
- › Short answers
- › *is, are, am*
- › *a/an*
- › gender agreement
- › Subject/verb agreement
- › Third person pronouns
- › Comparison between he/his, she/her
- › Similarities between *have/don't have* and *has/doesn't have*
- › Similarities between *don't have/don't like* and *don't* + other verbs, and *doesn't have* and *doesn't* + other verbs
- › 's genitive
- › Difference between *have* and *wear*
- › Meaning of conjuncts *and, but*

### Inter language

- › Intonation in questions
- › Quality of the following sounds: /p/, /k/, /t/, /d/, /b/, /r/, /dʒ/
- › The sound of the letter h in English and in Spanish
- › Plural formation
- › Words which are similar in both languages with different pronunciations (*toucan/tucán, jungle/jungla*)
- › Presence of the subject
- › Structure to speak about age
- › Gender and number agreement
- › Adjectives and number (plural)

- › Constructions to denote possession
- › The construction *there is/are* and *hay*
- › The use of capital letters
- › Prepositions *on* and *en*, *on the table*, *en la mesa*

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 2*, intercultural awareness revolves around the concepts of diversity and differences, but also similarities. 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.

The story along the text has to do with a character in Guarani folklore called El Pombero, though much adapted to suit a young readership. Not only was the choice meant to rescue a figure from one of the more widespread ethnic groups in South America but also that of a protector of the jungle and its fauna and flora, which is why he's been named Mr Treeman in the story.

In the Hello Section, as well as in Unit 1 the student is introduced to three young characters whose physical appearances exemplify the ethnic diversity to be found in the north east of Argentina, Paraguay and the south of Brazil. The kids are in the same classroom and they are great friends. Three topics are worth highlighting in Unit 1: the kids' and Mr Treeman's concern for the natural environment, the kids' awareness of the consequences of their actions and their trust in their teacher's advice.

Unit 2 again reinforces the strong bond among the kids, their teacher and the community which they belong to. Mr Clark proposes writing a letter to the editor of a local newspaper to help elucidate the kids' enigma. The community, which Treeman feels part of, responds to the letter. As the old African proverb goes, "It takes a village to raise a child." In addition, a lot of emphasis is laid on how a person's feelings can be affected by the wrong type of joke or painful teasing about their physical appearance.

Units 3 and 4 concentrate on how our initial distrust or fear of people who are different from us disappears when we get to know them better. The units also emphasize how much we may learn from those with a different cultural background. Mr Treeman learns from the kids and so do they from him. Another feature worth mentioning is the teacher's conflict solving strategies thanks to which the disputing parties reach mutually acceptable solutions.

Units 5 and 6 show how a better understanding among people occurs with a better knowledge of their lifestyles and customs. By attending Mr Treeman's birthday party, the three young characters learn to understand, appreciate and respect differences, and see similarities beyond the surface. The same applies to the generation gap: both generations are seen to profit from their interaction, as do grandparents and grandkids. Another topic for discussion is that of gender stereotypes regarding colours and clothes and the extent to which they ought to be considered cultural constructs. Unit 6 also provides teachers with an excellent opportunity to discuss different linguistic habitus (i.e. habits), that is, what we say to accompany different social situations such as greeting

somebody on his/her birthday, receiving a gift, among other examples.

Unit 7 puts forward the issue of sport hunting – the killing of wild animals for recreation – and whether its practice is not at odds with a caring, humane society, whereas Unit 8 hints at how man's irresponsible handling of fire often breaks the delicate balance of ecosystems to be found in jungles and forests. In addition, the last unit proposes alternative role models to those of our current "superheroes": people like the firefighters or Mr Clark, who place the life of others before their own, or like Mr Treeman, who struggles hard to protect the environment.

## 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 there are three modules, where key aspects related to the teaching of English to kids are developed: *Learner Autonomy*, *Awareness* and *Reading*.

Modules include the authors' reflections on the teaching principles underlying *Storyline* as well as extracts from real classes, where these principles can be seen at work. Key issues dealt with in these modules are:

- *Learner Autonomy*: Planning, Time Management, Instructions and Extra Resources.
- *Awareness*: Strategic awareness, Textual awareness, Language awareness and Awareness and the use of Spanish.

- *Reading*: Reading Strategies, Reading and fluency, Reading and Acting out, Comic Strip Conventions, among others.

### 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.

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 just watch the *Classroom sequences*.

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](http://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/](http://www.pearsonelt.com.ar/storyline/) For each unit in the Pupil's Book there is a page in Spanish which is divided into three 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 offers suggestions of films, books and songs which are thematically related to the stories in the units, for parents and care-givers

to share with their kids. Parents are also given tips on how to help their kids remember what is being taught and use it in game-like activities at home.

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](http://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 I*, 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	
<b>1</b> <b>Hello</b>	Nombres de los personajes. Vocabulario de la selva. Animales salvajes. Útiles escolares. Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada.	<i>This/ That I love</i> Respuestas a: <i>What's your name?</i> <i>Is this/ that...?</i> <i>What colour is/ are...?</i>	Saludos. Presentarse y hablar sobre uno mismo. Hablar sobre lo que nos gusta y lo que no nos gusta.	Días de la semana. Órdenes típicas en el contexto áulico. Sentimientos y estados de ánimo. Condiciones climáticas.	Útiles escolares. Saludos. Colores. La familia. Juegos, deportes y juguetes. <i>I like/ don't like He/She/It/ They Is/ are A/ an</i>	VALORES La identidad. La diversidad. Familias diferentes. Respeto por gustos diferentes. 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. El valor de la tarea. Cumplimiento de la tarea y consignas.
<b>2</b>	Partes del cuerpo. Adjetivos descriptivos. Personas. El sentimiento <i>scared</i> . Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada. Actividades de integración.	<i>He/ She/ It has/ doesn't have But</i> Respuestas a: <i>Is this/ that...?</i> <i>What colour is/ are...?</i>	Descripción de personas y animales.	Revisión e integración de lo conocido.	Partes del cuerpo. Adjetivos descriptivos. <i>His/ her I/ They have/ don't have</i>	REFLEXIÓN LINGÜÍSTICA Formas plurales. El uso del adjetivo antes del sustantivo. Similitud entre <i>have/ don't have</i> y <i>has/ doesn't have</i> . Diferencia de género entre <i>his/ her</i> . Las conjunciones <i>and</i> y <i>but</i> .
<b>3</b>	Los muebles de la casa. Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada. Actividades de integración.	Preposiciones de lugar. <i>Where...?</i> Respuestas a: <i>Is (my book) under...?</i>	Revisión e integración: <i>Here's... Silly! Pool...</i>	Revisión e integración de lo conocido. Sentimientos: <i>surprised, in love, scared</i> . Meses del año.	Partes y muebles de la casa. Sentimientos. <i>They have/ don't have</i> El caso posesivo.	VALORES La comunicación. La tecnología y lo que nos permite. El orden y la prolijidad. Aprender a pedir ayuda a los adultos. El miedo a lo desconocido. Concientización ecológica.
<b>4</b>	Actividades de la vida diaria. Comidas y bebidas. Actividades de reconocimiento a partir de la escucha y de la lectura. Actividades de producción guiada. Actividades de integración.	El presente continuo en todas sus formas (primera y tercera persona del singular, tercera persona del plural). Respuestas a: <i>Are you... ing? What... doing?</i>	Revisión e integración: <i>Don't worry!</i>	Revisión e integración de lo conocido.	Actividades. Comidas. El presente continuo del modo indicativo (primera y tercera persona del singular).	REFLEXIÓN LINGÜÍSTICA Concordancia entre sujeto y verbo.

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN						REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN	APRENDER A APRENDER	
5	La ropa. El verbo <i>wear</i> . Actividades de reconocimiento a partir de la escucha y de la lectura. Actividades de producción guiada. Actividades de integración.	<i>There is/ are</i> La hora. El pronombre <i>we</i> (+ <i>to be, have</i> ). Respuestas a: <i>What's the time?</i>	<i>Let's go!</i> <i>Yuk!</i>	Revisión e integración de lo conocido. La fecha.	Colores. Preposiciones de lugar. El presente continuo.	Comparación de formas diferentes en inglés y castellano para expresar el mismo concepto. Identificación de pistas para resolver problemas. Tipos textuales: notas informales.	Concordancia entre sujeto y verbo.  La comunicación entre la escuela y la casa. Respeto por los gustos y preferencias de los otros. La colaboración y la cooperación.
6	Actividades de la vida diaria. Las comidas. Actividades de reconocimiento a partir de la escucha y de la lectura. Actividades de producción guiada. Actividades de integración.	El presente simple del modo indicativo, formas afirmativa y negativa (primera persona del singular y plural y tercera persona del plural). <i>at + la hora</i> <i>Likes and dislikes</i> (en todas sus formas).	<i>Welcome (to...)</i> <i>I'm scared!</i> <i>Don't be scared!</i>	Revisión e integración de lo conocido.	Actividades. Comidas. Animales salvajes. La hora.	El conocimiento del mundo. Obtener información de una grilla. Tipos textuales: el texto informativo y la ficha. Formas de registrar información.	Concordancia entre sujeto y verbo. Similitud entre <i>don't like/ don't have</i> y el negativo del presente simple.
7	Los verbos <i>ride</i> y <i>use</i> . Medios de transporte. Profesiones y ocupaciones. Actividades de reconocimiento y de producción guiada. Actividades de integración.	El presente simple del modo indicativo, formas afirmativa y negativa (tercera persona del singular).	<i>Thank you for... What a (beautiful jaguar)!</i> <i>I know!</i> <i>Amazing!</i> <i>Of course!</i>	Revisión e integración de lo conocido.	Actividades. Animales salvajes. El presente simple.	Tipos textuales: páginas de internet y blogs. Adivinanzas. Buscar pistas en los textos para resolver problemas.	Concordancia entre sujeto y verbo. Similitud entre <i>doesn't have</i> y la negación del presente simple, tercera persona del singular.
8	Vocabulario relacionado con incendios. <i>In the (morning).</i> <i>Need.</i> Actividades de reconocimiento y de producción guiada. Actividades de integración.	El presente simple del modo indicativo, forma interrogativa y respuestas cortas.	Revisión e integración: <i>Let me think!</i>	Revisión e integración de lo conocido.	Muebles de la casa. La ropa. Comidas. Actividades. Animales salvajes. Preposiciones de lugar. El presente simple.	Reflexión sobre lo aprendido. Identificar formas similares. Identificar pistas para resolver problemas. Tipo textual: la agenda personal.	Revisión e integración. Concordancia entre sujeto y predicado. La entonación en preguntas.

**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.

# First week

## Getting started

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

## Hello song

- Tell kids you're going to sing a new song when the class starts. Play or sing the *Hello song* and ask kids if they can identify any words.
- Play or sing it again and invite kids to sing along. Do not force them to sing if they are not ready yet.

SONGS

### MP3 TRACK 2

Clap your hands  
Stomp your feet  
Take your seats  
And follow the beat

Take out your pencil case  
And your copybook too  
Show me your pen  
And get ready to learn

## Revision of *I'm...*, *He's...* and *She's...*

- Introduce yourself. Tell kids your name, e.g. *I'm Laura*. If you prefer, you can use *Miss*, *Mrs* or *Mr* and your surname, e.g. *Mrs Davidson*.
- Then invite kids to say their names. You can challenge them with a chain game. Each kid has to point to the kids who have introduced themselves before saying their names, and then introduce themselves, e.g. S1: *I'm Joaquin*. S2: (pointing to Joaquin) *He's Joaquin and I'm Lucila*. S3: (pointing) *He's Joaquin, She's Lucila and I'm Mercedes*. Before playing the game, elicit from them when to use *he* and when *she*.

In English, *Miss*, *Mr* or *Mrs* aren't used with one's first name as they are in Spanish. However, Argentina has a strong tradition of using *Miss*, *Mr* or *Mrs* with the teacher's first name as a sign of affection.

## Revision of *parts of the face*

- Tell Ss they have to repeat if what you say is correct. As an example, point to your hair and say *Hair*. As it is correct, Ss say *Hair*.
- Then touch your ears and say *Mouth*. Ss should remain silent.

### BUILDING CONFIDENCE

**Simon says.** As you're playing, you can invite kids to say (*Simon Says*) *touch your nose*.

## Revision of *descriptive adjectives*

- Tell Ss *I have two eyes*. and ask them whether this is correct or not. Guide them into realising that it may be grammatically correct but too obvious, unless you characterise your eyes, e.g. *I have blue/big eyes*.
- Draw a spidergram on the bb and write the word *eyes* in the centre. Elicit from Ss how you can describe eyes. You can invite Ss to write on the bb. Do the same with the other parts of the face.
- Ask Ss whether you can describe any part of the face as tall. Draw another web for a person's general characteristics, e.g. *tall, short, fat, thin*.

## Revision of *I have*

- Tell Ss they'll have to stand up if what you say applies to them. Start by saying, e.g. *I have brown hair*.
- Those with brown hair should stand up. Tell the ones who are sitting down they have to check on the others.

### BUILDING CONFIDENCE

**Who is it?** Tell Ss you'll impersonate one of them and you'll describe him/ her for the rest to guess, e.g. *I'm tall. I have long brown hair and small brown eyes. I'm not fat*. Focus Ss' attention on the difference between the verbs *have* and *be*. You can draw two boxes on the bb, one named *I am* and the other one named *I have*. Ask Ss to write the different words to describe a person in the right box. Ask them to copy the boxes in their copybooks or ring binders.

Remind Ss that they should not call out the answers from their desks but that they should raise their hands and wait. You can also ask the first ones to write their answers down and wait for the rest to finish.

## Revision of *school objects*

- **Show me...** Tell Ss that as you name different school objects, they have to show them. You can invite them to give the orders themselves.
- **What's in the box?** You need a box. Place a school object inside, shake it so that kids can hear the sound and ask them *Is this a pencil?* Once kids answer *Yes*. or *No.*, open the box and show them what's inside. You can invite them to say *Yes, it is.* and *No, it isn't.*
- **Picture dictation.** Tell kids what to draw and what colour to colour each object, e.g. *Draw a pencil case. Colour it red. Draw ten pencils. Colour the pencils blue, pink and yellow.*
- **A memory chain.** Tell kids you'll start a chain which they have to remember. Make sure they understand they have to repeat what has been said and add another object, e.g. *A pencil. A pencil and two rubbers. A pencil, two rubbers and four books*. You can start with objects in the singular, and then challenge kids to include the quantity as well.

## How much do I remember?

- Tell Ss you'll draw boxes on the bb with the different categories of words they learnt the previous year, e.g. *food, numbers, members of the family, pets, animals, the house*.
- Invite them to write words they remember in the right box.
- As homework, you can ask them to draw the words or find pictures/ cut-outs for them.
- You can also invite Ss to make vocabulary posters to which they can add more words as they go on learning.

## Goodbye song

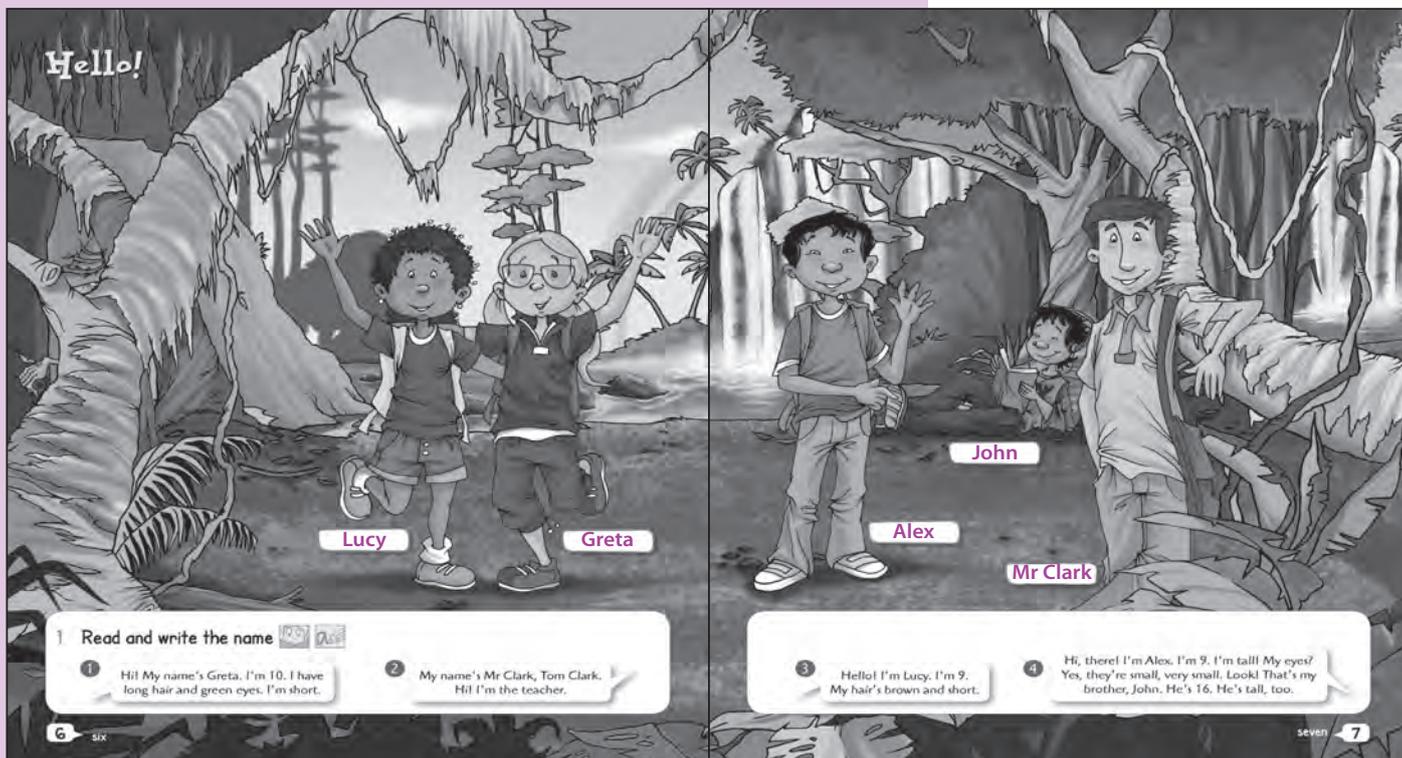
- Tell kids that you are going to say *Goodbye* with a song in every class. Play or sing the *Goodbye song* and ask kids if they can identify any words.
- Play or sing it again and invite kids to sing along.

SONGS

### MP3 TRACK 3

Now it's time to say goodbye  
To our teacher and our friends  
Now it's time to say goodbye  
To you, and you, and you again

Put all your things away  
Put all your things away



## VOCABULARY

### New

Names of characters: **Greta, Lucy, Alex, John, Mr Clark**

Nature vocabulary: **desert, flowers, jungle, leaves, pampa, plants, river, snow, trees, waterfall**

Wild animals: **bird, jaguar, parrot, toucan Butterfly**

### Revision

Greetings

Colours

Adjectives: **big, small, tall, short**

Parts of the face

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

Numbers: **1 to 10**

### Grammar

**I'm/ He's/ She's**

**I have**

**My (hair) is...**

**My (eyes) are...**

### ANSWERS TO

**What's your name?**

**Who's this?**

**Is this...?**

**What's this?**

**How many...?**

### RECOGNITION

Language of the routine: classroom language

## ORAL INTERACTION

**Hello! Hi!**

**I'm + name**

**I'm + age**

**My name's...**

**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 **parrot**, the quality of the /h/ sound in **hello**, the quality of the /b/ sound in **butterfly**), no aspiration of initial /s/ as in **small**, the quality of the initial sound /dZ/ in **John, jungle**. Difference in pronunciation of words which are similar in both languages (**toucan, tucán, jungle, jungla**) Adjective before the noun (**green eyes, brown hair**)

Plural forms

He and she

Verb to be for age

**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 Read and write the name



Possible lead-ins (you may choose):

- Ask Ss if they met during their holidays. Ask them where they went, what they did.
- Ask them what places they visited and ask them to describe these places.

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

- › Ask Ss to look at the picture of the characters on pages 6 and 7 and ask them who they think they are. If they do not come up with answers, ask them whether these are the characters in the book.
- › Elicit from Ss what the children may be saying.
- › Focus Ss' attention on the speech bubbles at the bottom of the page. Elicit from them what they mean (that a person is speaking). Ask Ss who may be speaking.

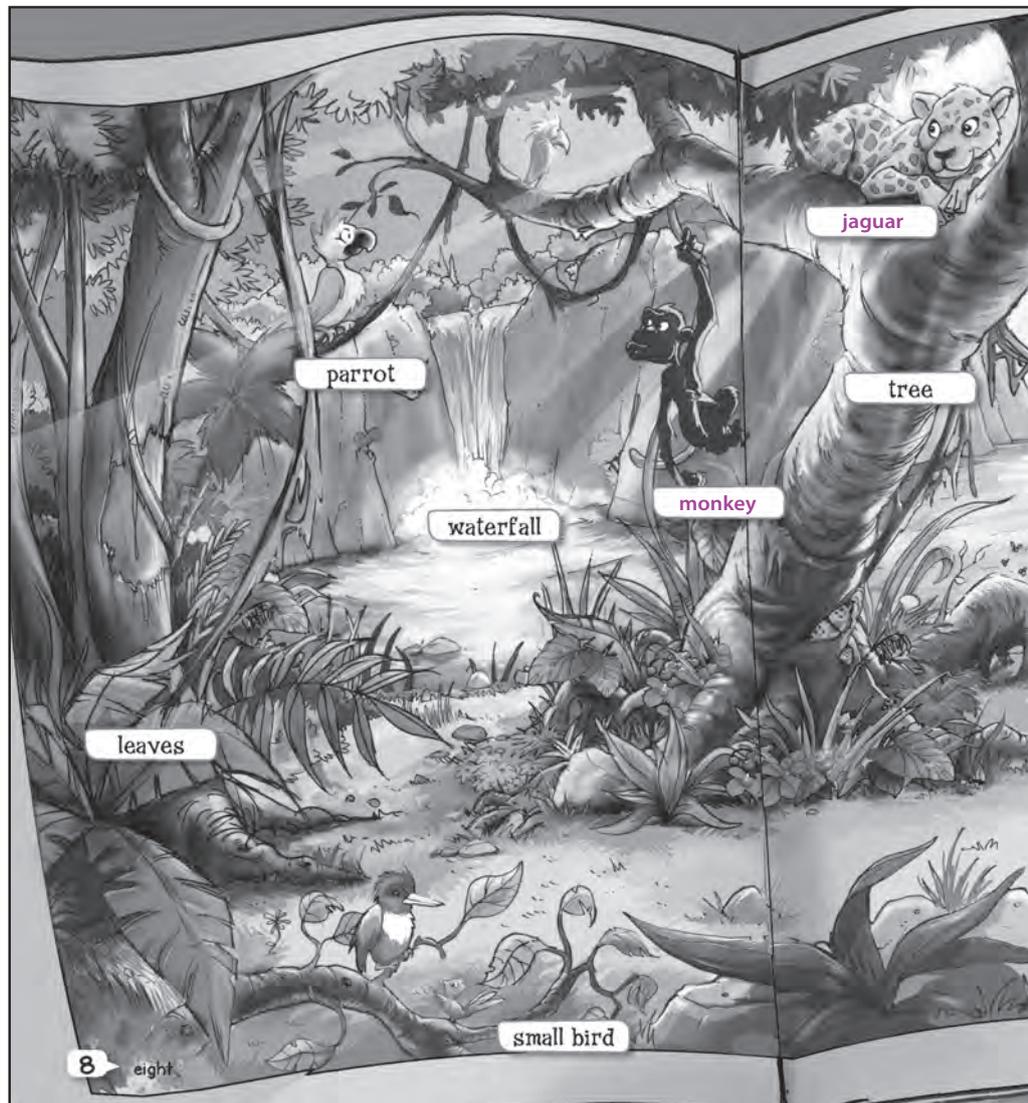
- › Have Ss read to check their predictions. Then you can read it aloud for Ss to work on pronunciation and intonation.
- › Ask Ss to look at the instructions and icons and tell you what they have to do. Tell Ss to read again to write the characters' names. Check on the bb. You can draw the silhouette of the characters and write a number below each one so as to make it clearer when checking.
- › If Ss do not notice the person hiding behind the tree, ask them to look at the picture to see if they can find anything unusual. Ask Ss to predict who this person might be and what the connection may be between the person and the children. Keep a record of their predictions.

### BUILDING CONFIDENCE

**Memory game.** Ask Ss to look at the characters and take a mental photo of them. They can also read the information in Exercise 1. Ask Ss to close their books. You can start by impersonating one of the characters and describing yourself, e.g. *I'm ten years old.* You can then invite Ss to do so.

## 2 Look and tick

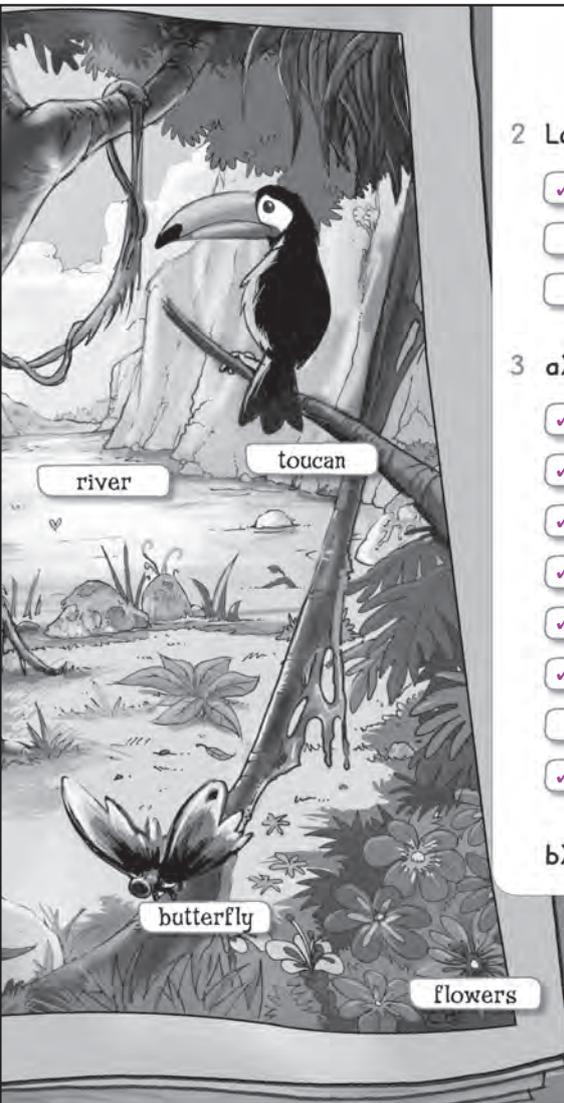
- › Ask Ss to open their books at page 9. Work on the icons.
- › Ask Ss to focus on the big picture and to read the three words in the exercise. Tell them they can understand what they mean even though they haven't seen them before. Say the words for Ss to hear the pronunciation.
- › You can ask Ss where in the country they can find jungles, deserts and pampas. If they are used to working with maps, you can show these areas on the world map poster.
- › Check the answer by writing the three words on the bb and ticking the first one.



## 3 a) Read and tick

- › First ask Ss to look at the instructions and the icons and tell you what they have to do. The purpose is to tick the ones that they can find in the jungle. They have to base their decisions on their prior knowledge.
- › Make sure they understand that in order to do the activity, they have to know the meaning of the words. Show them that some of the words have already been written in the boxes. They can use the picture to infer the meaning of these words. Tell them to focus on the ones they already know, like *elephant* and *lion*. There are others which are quite similar to Spanish, like *jaguar* and *toucan*.
- › You can write the list on the bb and check them according to what your Ss say.

**Ss like reading aloud, but this should only be done when they have worked on the text so that their reading should be quite fluent.**



2 Look and tick  

- jungle
- desert
- pampa

3 a) Read and tick  

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> trees     | <input type="checkbox"/> puma              |
| <input checked="" type="checkbox"/> leaves    | <input checked="" type="checkbox"/> jaguar |
| <input checked="" type="checkbox"/> plants    | <input type="checkbox"/> elephant          |
| <input checked="" type="checkbox"/> flowers   | <input checked="" type="checkbox"/> toucan |
| <input checked="" type="checkbox"/> river     | <input checked="" type="checkbox"/> parrot |
| <input checked="" type="checkbox"/> waterfall | <input checked="" type="checkbox"/> bird   |
| <input type="checkbox"/> snow                 | <input type="checkbox"/> lion              |
| <input checked="" type="checkbox"/> monkey    | <input type="checkbox"/> giraffe           |

b) Listen and check  

MP3 TRACK 2

Wow! The jungle! Trees, leaves, plants, flowers, a long river, a waterfall, monkeys, jaguars, toucans, parrots, birds. Beautiful!



Homework

Ask Ss to bring cut-outs from newspapers or magazines illustrating the new words they have seen. They can also look for names of jungles, deserts, waterfalls and rivers in Argentina or in other parts of the world.

BUILDING CONFIDENCE

- 1 **Mime it!** Agree with Ss on a way to mime each of the words in Exercise 3 a). Focus on the ones which are new for them. First you say the word for Ss to mime. You can then invite Ss to say the words.
- 2 **Mouth it!** This time you'll mouth the words for them to say what it is and either point to it or mime it. This way, you can check they understand the meaning.
- 3 **Dictation.** You can dictate to Ss for them to draw what you're saying. You can also tell them to colour the drawings according to your instructions, e.g. **Draw a butterfly and colour it pink and blue.** or **Draw a blue and red parrot.** You can also combine numbers, e.g. **Draw two monkeys.** or **Draw two brown monkeys.**

b) Listen and check  

- Ask Ss to tell you what they have to do. This time they'll have to check which of the words they've ticked are actually found in the jungle.
- Check the answers with a list on the bb.
- You can use the recording to work on pronunciation. First ask Ss to listen and repeat trying to imitate the pronunciation. Then you can play the recording for them to repeat together with it.

## VOCABULARY

### New

Colours: **grey**

School objects: **poster paper, scissors, marker**

Camera

### Revision

Sports: **basketball, football, hockey, tennis**

Family members: **mother, father, brother, sister**

Colours: **black, blue, brown, green, orange, pink, purple, red, white, yellow**

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

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

## GRAMMAR

### New

**This/ that**

**I love**

### Revision

**I like/ don't like**

**He/ She/ It/ They**

**Is/ are**

**A/ an**

## ANSWERS TO

**Is this/ that...?**

**What colour is/ are...?**

## RECOGNITION

Language of the routine: weather conditions, days of the week, feelings, **Who's (happy) today?**

## ORAL INTERACTION

**Me too!**

**Let's...**

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Adjective before the noun

Plural forms

Difference in gender and number in pronouns: *it, he, she, they*

**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 what games they can play at break time. Ask them whether they can play sports. You can discuss why playing with a ball in the yard can be dangerous. Elicit from them what games are OK to play at break time.

# 1 I like basketball

## 1 Look and listen



10 ten

- b. You can conduct a kind of survey to see which is the most popular break time game.

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

- Ask children to look at the first frame in the comic strip in order to identify the characters and to tell you whether they are at school or at the club, and what they are doing.
- Ask Ss to predict what is going to happen by looking at the first two frames and reading what the characters say.
- Play the recording and ask Ss to read and check their predictions. Ask them how they would feel in that situation and what the kids may do.
- Play the first part again and ask Ss to focus on what Greta says: **I love basketball**. Draw a happy face on the bb, a sad face, and a very happy face (check emoticons on page 11, Exercise 3). Ask Ss where they'd place *I like*, *I don't like* and *I love*.

## MP3 TRACK 3

2 Listen and point. Then, match   

3 Listen and tick  

	SPORTS		GAMES AND TOYS			ANIMALS	
	hockey	football	computer games	board games	dolls	parrots	jaguars
	✓		✓				
				✓		✓	
		✓			✓		✓

4 Memory game 

elevan 11

**BUILDING CONFIDENCE**

**A list.** Ask Ss if they remember what likes and dislikes the characters discuss. Make the list on the bb. Play the recording again for Ss to check. You can make a list with an emoticon on top to signal like, don't like and love, and ask Ss to write the characters' likes and dislikes.

**Introduction of this and that**

- > You need cut-outs or drawings of words connected with nature or any other vocabulary set. Divide them into two groups, one for you and one for a S. You'll play a guessing game.
- > Without showing them the cut-outs, take one and ask them, **Is this a (bird)?** Once they answer **Yes, it is.** or **No, it isn't.**, show them the cut-out.
- > Invite a S to the front and tell him/ her to hold a cut-out without showing it to the rest. Make sure this S is away from you. Ask Ss **Is that a (jaguar)?**
- > Once you've finished the game, ask Ss to conclude when you say *this* and when *that*.

2 Listen and point. Then, match   

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

- > Draw a bird and a butterfly (or any other word) in the same way as the drawings in the book. Draw them wide apart for Ss to point.
- > Give Ss time to do the matching and then check on the bb.

**MP3 TRACK 4**

That butterfly	This bird
This bird	That butterfly
This butterfly	That bird
That bird	This butterfly

**WB** EX 1 PAGE 112

3 Listen and tick  

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Tell Ss they'll listen to one of the characters. Elicit from Ss what she may be talking about. You can also ask them what she may say, e.g. *I like hockey, or I don't like football, or I love board games.*
- > Play the recording and check on the bb.

**MP3 TRACK 5**

**Greta:** Sports are fantastic! I love hockey! Football? No, I don't like it. Computer games? They're great! And I like board games. I don't like dolls. Animals? Well, I like parrots. Jaguars? No! I don't like jaguars, they're scary...

4 Memory game 

- > Ask Ss to tell you what they have to do.
- > You can elicit from them what techniques they can use to remember the sequence.

**BUILDING CONFIDENCE**

**A survey.** You may conduct a survey on the most popular games/ animals/ pets, etc. First ask Ss which one they think is the most and the least popular. Draw a chart on the bb. You can either ask Ss **Who loves...?** for them to raise their hands or you can ask each S to say which (game) they love, like and don't like. Check the Ss' predictions.

 **Homework**

Ask Ss to bring a slip of paper with information on what they love, like and don't like, e.g. *I love tennis, I like basketball, I don't like golf.*

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Slips game.** Ask Ss to take out the slips of paper they have brought from home. Ask them to write their name and collect them. Take one and read it for the rest to guess who has written it. You can then ask Ss to read the slips themselves.

## 5 Look and listen



- › Elicit from Ss what had happened in the first comic strip (*the children heard a loud noise and Lucy had hit a nest with the ball*). Ask Ss what they'd do in that situation. Offer them choices if they do not come up with ideas, e.g. *call a teacher, check if the birds are OK*.
- › Ask Ss to open their books at page 12. Play the recording and ask Ss to read. Then check if what the characters do is similar to what they would do.
- › Make sure Ss understand the meaning of *Here!* and *Over there!* Use gesture.

### MP3 TRACK 6

There are plenty of situations in the book in which the characters ask adults for help. Point out to students that it is very important to ask an adult for help. If they don't, they may end up doing something wrong, even if they mean well.

## 6 Match

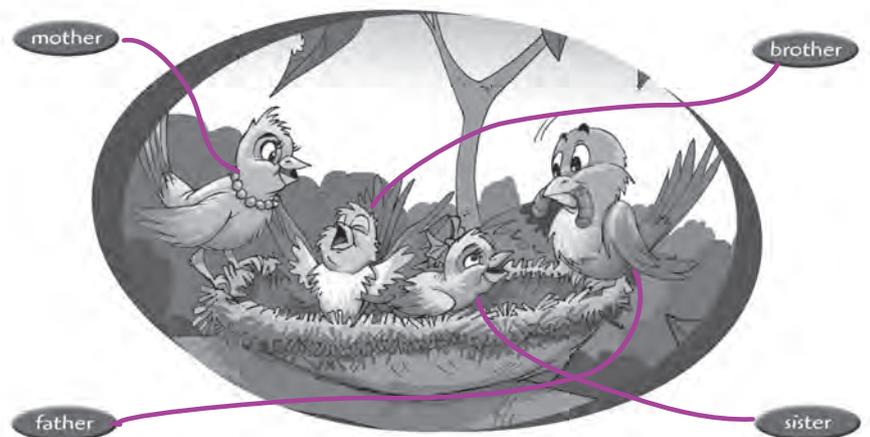


- › Ask Ss to look at the picture of the birds and ask them if this is a family of birds.
- › Ask Ss to point to the different members of the family as you name them, **mum, dad, brother** and **sister**. Ask them to go back to the comic strip and check if they find the words *mum* and *dad*. Ask them if there is any other family word. Then help them see the difference between *mum* and *mother*, *dad* and *father*. You can ask Ss how we say this in Spanish.
- › Give Ss time to do the matching and then check the answers on the bb.

## 5 Look and listen



## 6 Match



12 twelve

## 7 a) Listen and write the name



- › Ask Ss to look at the instructions and the icons and tell you what they have to do. Elicit that this is a picture of a family. This family provides a good opportunity to deal with diversity and acceptance of differences.
- › Play the recording and check the answers on the bb. You can draw the silhouettes of the members to do the checking.

## b) Listen again and complete



- › Ask Ss to look at the instructions and the icons and tell you what they have to do. You may write the names on the bb.
- › Play the recording and check the answers on the bb.

### MP3 TRACKS 7 AND 8

**Sam:** *My mum? Susan. She's thirty seven. That's Mel, my sister. She's two. She's a baby. Yes, that's my brother Tom. He's sixteen. My dad? He's forty. His name's Roger.*

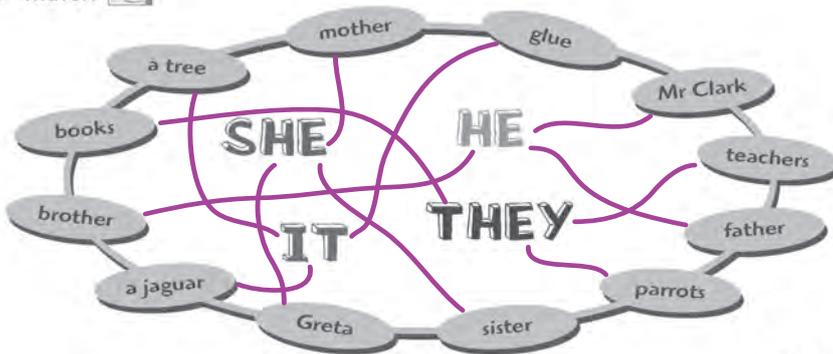
7 a) Listen and write the name  



b) Listen again and complete  

Mel is my sister . Tom is my brother.  
Susan is my mother . Roger is my father .

8 Match 



thirteen 13

**BUILDING CONFIDENCE**

**Boxes.** Draw four boxes on the bb and write *He, She, It* and *They* on top. Invite Ss to write words in each box.

**WB** EX 2 PAGE 112 AND EX 3 PAGE 113

 **Homework**

Ask Ss to bring a photo or drawing of their family.

**BUILDING CONFIDENCE**

**1 Memory game.** Ask Ss to read the text and then close their books. You'll impersonate the boy. Say *My brother* for Ss to say the name. Then you can say the name for Ss to say, e.g. *Your sister*.

**2 Famous families.** Tell Ss you'll name a character for them to say the relationship, e.g. *Homer Simpson, father*.

8 Match 

- › Ask Ss to look at the instructions and the icon and tell you what to do. Go back to the previous exercise and elicit from Ss when they use *he* and when *she*.
- › Elicit from Ss when they use *it* and when *they*.
- › Give Ss time to do the matching and check answers on the bb.
- › Focus Ss' attention on the fact that *they* can be used for people (male and female), animals and objects.

## Getting started

Start the lesson with the routine suggested in the Introduction.

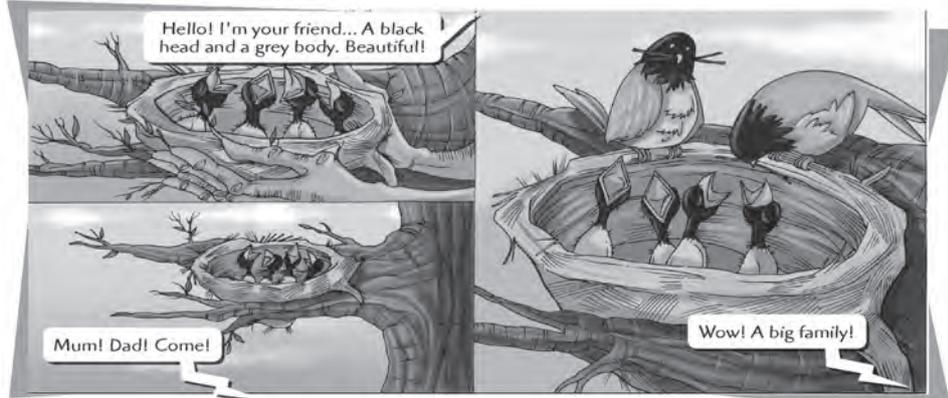
### BUILDING CONFIDENCE

**My family.** Ask Ss to take out their photos or drawings. They can show their family and introduce them to the rest. You can encourage Ss to make a portrait in their copybooks with the photo. They should then write the name and the relationship next to each family member, e.g. *Juan, my father*.

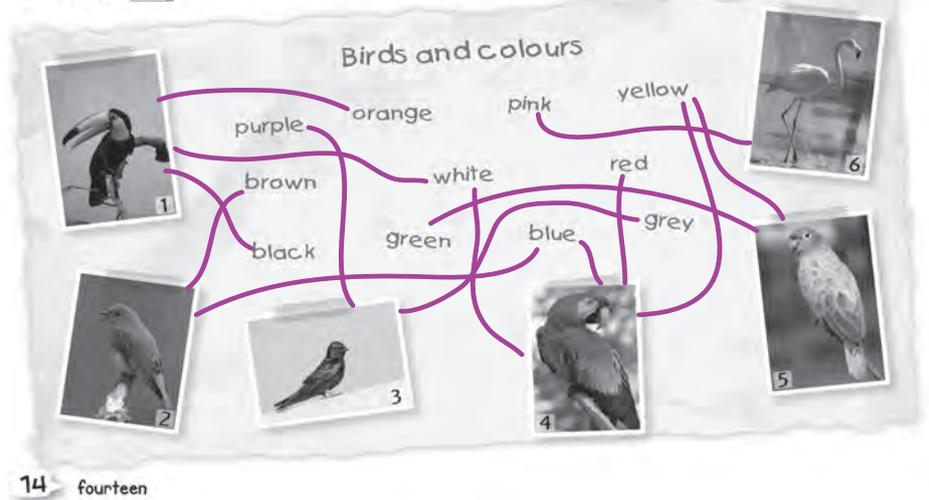
## 9 Look and listen

- Ask Ss to do mental retrospection in order to recall the story. They can also reread the previous comic strip if they do not remember it. Ask them to predict what is going to happen with the baby birds.
- Ask Ss to open their books at page 14 and look at Exercise 9.
- Play the recording and have Ss read as they listen.
- Go back to their predictions. Ask them who may be talking. You may ask them to decide if it's a man or a woman, and to guess if he/ she is tall/ short, his or her age, etc. You can draw Ss' attention to the being's hands in frame one. How does he/ she hold the nest? What's he/ she doing with the nest? Why is he/ she calling the baby birds' parents? What's this person like from what he/ she says? Which words/ expressions give you a clue?

## 9 Look and listen



## 10 Match



## MP3 TRACK 9

### BUILDING CONFIDENCE

**Animal colours.** Ask Ss *What colour are the baby birds?* Tell them that you'll name different animals for them to say what colour they are, e.g. *What colour are (giraffes)?* Work on all the animals they know (wild and pets). If Ss are not sure about some of the animals, or if there is disagreement as to the colours, they can check at home, in the library or with their classroom teacher. You can also use the poster.

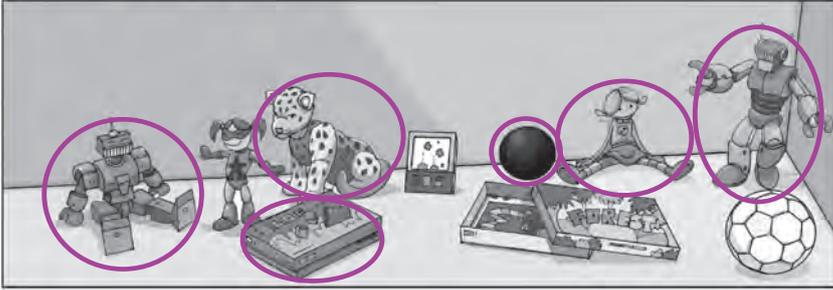
## 10 Match

- Elicit from Ss what they have to do and what materials they need.
- Give them some time to do the matching and then check on the bb.

### BUILDING CONFIDENCE

- Colour words.** 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 show you the colour or say the colour on the count of three. You can make it more challenging by writing the last letter instead of the first one.
- Show me...** As you name different colours, Ss have to show something that colour. You can make this more challenging by having sequences instead of individual colours.
- Memory game.** Ask Ss to look at the birds for one minute and then to close their books. Ask them, e.g. *What colour is bird number 6?*

For further ideas on how to make the most of posters, visit our Companion Website at: [www.pearsonELT.com.ar/storyline/](http://www.pearsonELT.com.ar/storyline/)

11 Listen and circle  12 Read and circle  

- 1 Elephants / Giraffes are grey.
- 2 Parrots are purple / green and yellow.
- 3 Toucans / Jaguars are brown.
- 4 Snow / A river is white.
- 5 Monkeys / Leaves are green.
- 6 Flowers / Lions are red and pink.

13 Memory game 

fifteen 15

11 Listen and circle  

- > Ask Ss to focus on the instructions and the icons and tell you what to do.
- > Tell them they will listen to one of the characters talking about her toys, and they have to circle the toys she mentions. Elicit from Ss what she may say depending on the picture, e.g. *An orange robot, a black ball.*
- > Play the recording and check on the bb.
- > As a follow up activity or as homework, Ss can write what the character has said (which they can check by looking at the circled toys).

## MP3 TRACK 10

**Lucy:** *Look at my toys! A black ball and a board game. Yes, that's my board game, green and blue. My doll? It's pink, I don't like purple. Yes, I have a grey robot and an orange robot. No, no electronic games. That yellow and brown soft toy? Yes, it's beautiful! I love it.*

## BUILDING CONFIDENCE

**Colour dictation.** Tell Ss they have to draw and colour according to your instructions. Include words from different lexical sets, e.g. school objects, nature vocabulary, animals, etc.

12 Read and circle  

- > Elicit from Ss what to do. Ask them what they have to pay attention to so as to solve the exercise.
- > Give Ss time to do the exercise and check on the bb.
- > Help Ss become aware that they are making generalisations.

## BUILDING CONFIDENCE

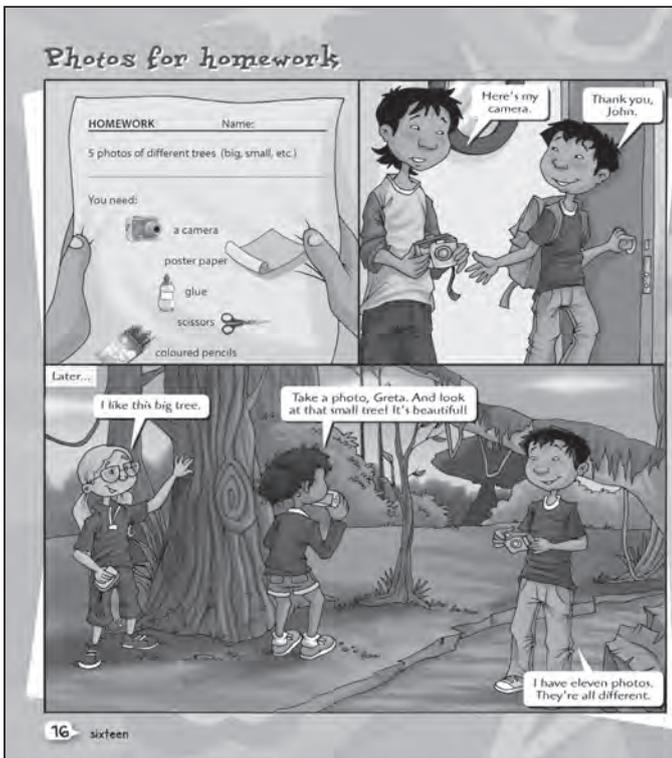
**Chains.** Tell Ss they'll have to keep on talking about elements and their colour. Each S has to repeat what the rest have said and add something else, e.g.  
 S1: **Giraffes are yellow.** S2: **Giraffes are yellow and elephants are brown or grey.**  
 S3: **Giraffes are yellow, elephants are brown or grey and ...**

13 Memory game 

- > Tell Ss to look at the instructions and the icon and elicit from them what to do.
- > Tell them that you'll keep on testing their memory, this time working with school objects. They have to remember the object, the quantity and the colour, e.g. *Three orange pencil cases.*
- > Play the game.

 Homework

Ask Ss to bring sentences using the uncircled words in Exercise 12. For instance, they have to bring a sentence about giraffes and their colour, e.g. *Giraffes are yellow.* They can also bring cut-outs or drawings of the new words they have seen in this unit.



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 Colour gym.** Tell Ss to choose a colour (or three each). They have to either write the colour on a piece of paper or have something that colour in their hand so that everybody can check. You'll give commands, which they'll have to carry out, e.g. **Pink, stand up. Grey, touch your head.**

**2 Homework checking.** Check the sentences they had to do as homework.

- › You can tell them that in English you say *smile and say cheese* before taking a photo. Explain the phrase and ask Ss what is said in Spanish (*digan whiskey*).

### MP3 TRACK 11

#### BUILDING CONFIDENCE

**Memory game.** Tell Ss to close their books. Ask them to make a list (orally or in writing) of what they have seen in the comic strip, e.g. *trees, plants, etc.*

## Photos for homework

- › Ask Ss to open their books at page 16. Ask them to focus on the instructions and to look at the first frame, in which there is a note. Ask them who the note is for and who has written it, and elicit what they think is going to happen. Invite them to connect the mysterious character from the previous episode with this new episode of the story.
- › Play the recording while Ss read and check their predictions.
- › Play the recording again and ask Ss to read as they listen.
- › Tell Ss that what the characters can see in the photo is a shadow. Ask them who or what they think the shadow is.
- › Ask them to predict how the story goes on.
- › As a follow up, you can ask Ss to read the third frame. Then they can draw the 11 different photographs. You can have a photo display in the classroom. They can also imagine they have to take pictures for their own project, and they can draw or photograph the trees and plants at school.

## 1 Listen and tick

- › Have Ss look at the instructions and the icons and tell you what they have to do. Tell them that Mr Clark is reminding Ss of what they need for an activity.
- › Remind Ss of the rules for listening.
- › Play the recording.
- › Check the answers on the bb.

### MP3 TRACK 12

- Mr Clark:** *Remember! A camera, coloured pencils, and a pen.*  
**Lucy:** *A black pencil?*  
**Mr Clark:** *No, not necessary.*  
**Lucy:** *A rubber?*  
**Mr Clark:** *Yes, and glue! Poster paper, scissors.*  
**Lucy:** *Markers?*  
**Mr Clark:** *No, not necessary.*  
**Lucy:** *Copybooks?*  
**Mr Clark:** *No. That's all, children!*

**1 Listen and tick**

**2 Find and say**

**Find 8 Animals**

A monkey!

**Song** 1

a) Look and complete

Birds and jaguars.

Monkeys and leaves.

Flowers and plants.

A waterfall and trees.

The jungle is beautiful!  
I like it, too.  
It's full of colours!  
Yellow green red and blue too.

b) Listen and check

c) Sing!

18 eighteen

nineteen 19

### BUILDING CONFIDENCE

**Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud without reading the dialogue. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible, again without reading the story. Invite Ss to go to the front to act out the story.

### SONGS

#### MP3 TRACK 4

*Birds and jaguars.  
Monkeys and leaves.  
Flowers and plants.  
A waterfall and trees.*

*The jungle is beautiful!  
I like it, too.  
It's full of colours!  
Yellow, green, red and blue too.*

## 2 Find and say

- Tell Ss to look at the instructions and the icons and tell you what to do.
- Tell Ss they can work in pairs. You can elicit from them what animals they think they'll find.
- Give them time to do the activity. Then check what Ss have found.

**WB** EX 5 AND 6 PAGE 114

## Song

- Ask Ss to focus on the instructions and elicit from them what they have to do.
- Give Ss some time to read and complete the blanks. You may check by numbering the pictures.
- Play the song once for Ss to check their answers. Then 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.

### 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. Ask Ss to dictate to you which new words they can use.

### OUR POSTER

Collect the Ss' cut-outs to make the poster. Each S 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.

1 Write *this* or *that* 

Look at...

- this* book  
*this* pen  
*that* poster  
*that* marker  
*that* glue  
*that* school bag  
*that* electronic game  
*this* copybook

2 Write 

A

tree  
 giraffe  
 monkey  
 jaguar  
 ball  
 board game

AN

electronic game  
 elephant

112 one hundred and twelve

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

- Look at my mum. *She's* beautiful.
- That's my brother. *He's* short.
- My copybook? *It's* green.
- Look at my parrots. *They're* fantastic.
- My books? *They're* over there.
- Look at that monkey. *It's* very small.
- Dad? Look! *He's* there.
- Maggie is my dog. *She's* adorable.

4 Write the colour and colour the pictures 

- \_\_\_\_\_ elephants
- \_\_\_\_\_ parrots
- A \_\_\_\_\_ bird
- A \_\_\_\_\_ tree

one hundred and thirteen 113

1 Write *this* or *that* 

Focus: establishing the difference between *this* and *that* based on distance from the speaker.

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Have Ss focus on where the boy is and whether the school objects are close to him or not.
- If Ss do not remember when to use each, elicit from them where they can find the answer (their book or their copybook or binder).
- 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 draw further objects and write more phrases.

2 Write 

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

- First Ss should look at the instructions and the icon and tell you what they have to do.
- You can elicit from Ss when they have to use *a* and when *an*.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

## EXPANSION

They can add words to each group so as to complete the lines. They can also draw the words they write.

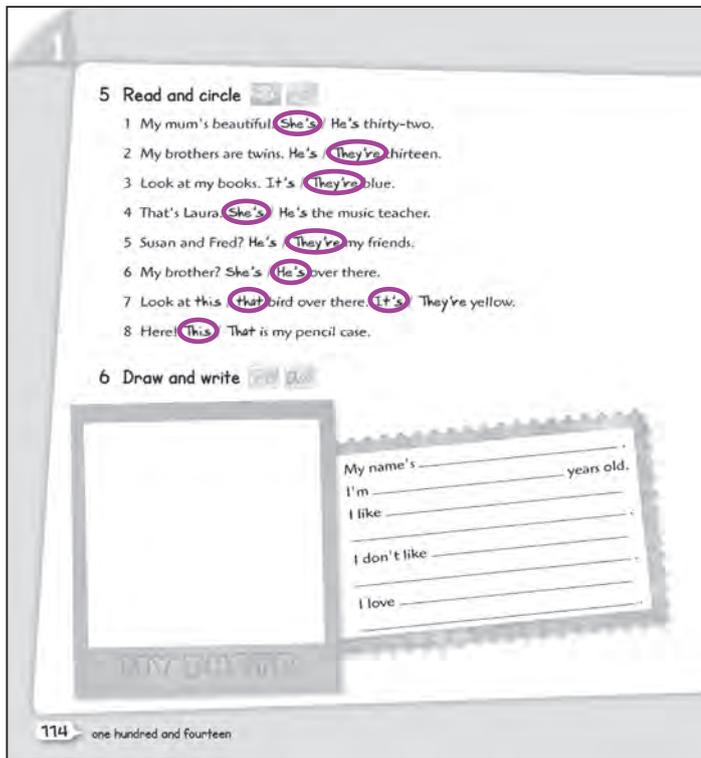
3 Read and complete. *She's, He's, It's* or *They're*? 

Focus: difference between pronouns.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Elicit from them where they can check if they can't remember when to use them.
- Ask Ss how they can decide on which pronoun to use. Go over all the sentences first to check this.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

## EXPANSION

Ss can rewrite the sentences without the contractions. They can also change the second part of each sentence, e.g. *Look at my mum. She's tall.*



## 4 Write the colour and colour the pictures

Focus: word order and no plural for adjectives.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Elicit from them where they can check if they can't remember a colour or how it is spelt.
- › Ask Ss to do the exercise orally before they put it in writing. You can ask Ss to colour the pictures according to the real objects or they can colour them any way they want.
- › Check the answers on the bb.

### EXPANSION

Ss can add coloured drawings with the colours they haven't used so far and write the phrases.

## 5 Read and circle

Focus: language awareness: personal pronouns and *this/ that*.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Go over all the sentences and ask Ss what clues they find in each to decide on the correct option.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

### EXPANSION

Ask Ss to write new sentences using the option they haven't circled, making the necessary changes.

## 6 Draw and write

Focus: personal information.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › You can elicit from Ss what clues each phrase gives them, e.g. the word *name* in the first sentence is a clear clue.
- › Elicit from them where they can check if they have a query.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers by asking Ss to read out their texts. You can have oral presentations.

### EXPANSION

You can ask Ss to impersonate somebody they like and to write the text as if they were that person.

## Answer Key

### CLIL Pages:

#### Activity 1:

- a) P; PT; PT; P  
PT; PT; P;  
PT; P; P; P  
b) BG; BG; BG; B  
BG; BG; BG  
BG; G; BG; BG

#### Further Practice

**Activity 1:** 1 this; 2 that; 3 that; 4 this; 5 that; 6 that; 7 that

**Activity 2:** 2 ✓; 3 ✓; 5 ✓; 6 ✓; 8 ✓

**Activity 3:** 1 have, He's; 2 like, grey; 3 father, They're; 4 It's; 5 They're; 6 a, She's; 7 have, They're, like; 8 that, It's, like

**Activity 4:** 1 like; 2 trees; 3 two; 4 white; 5 blue; 6 orange

## VOCABULARY

### New

Parts of the body: **arms, legs**

Descriptive adjectives: **old, young, huge, long**  
**Man, woman, boy, girl, person, shadow, monster**

### Scared

### Revision

Parts of the body  
Descriptive adjectives

## GRAMMAR

### New

**He / She / It has / doesn't have**

### But

### Revision

**His / her**

**! / They have / don't have**

## ANSWERS TO

**Is this / that...?**

**What colour is / are...?**

## RECOGNITION

Language of the routine: weather conditions, days of the week, feelings, **Who's (happy) today?**

## ORAL INTERACTION

**That's not nice!**

**I'm sorry.**

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Adjective before the noun

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

**has / doesn't have**

Difference in gender for: **his / her**

Difference between **he / his** and **she / her**

The use of conjuncts **and** and **but**

**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 parts of the body

➤ Draw three shadows on the bb, one with a small head, a small body, two arms and four legs, another one with a big, fat body, a huge head, four arms and three legs, and the third one with a huge head, a small body, one arm and two legs. Number the shadows.

## 2 The shadow has a big head

1 Look and listen

Look, Mr Clark. He's a person. He has a big head.

No, Alex, it's a monkey. It has long arms and short legs.

Look! Alex is a monkey. He has a small head.

And she's a giraffe. She has long legs.

No. Monkeys have small heads.

That's not nice!

Sorry, Alex.

I'm sorry, Lucy.

I have an idea. Let's send the photo to the newspaper.

20 twenty

➤ Tell Ss you'll describe one of the shadows and they have to identify which one it is: **I'm the shadow. I don't have a small head, my head is huge** (voice and gesture). **My body isn't small, it's big. I'm fat. I have four arms** (gesture) **and three legs. I'm scary** (voice).

### BUILDING CONFIDENCE

**1 Point to...** Draw the following parts of the body: **body, legs, arms, head**. Draw them wide apart on the bb. As you name each, Ss should point to the correct drawing.

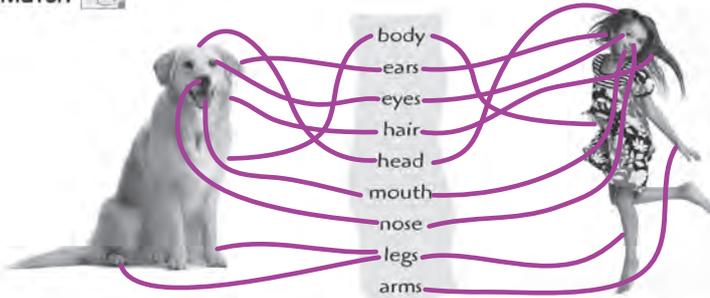
**2 Touch...** As you name different parts of the body, Ss have to touch them, e.g. **Touch your arms**. Mention parts of the face as well.

## 1 Look and listen

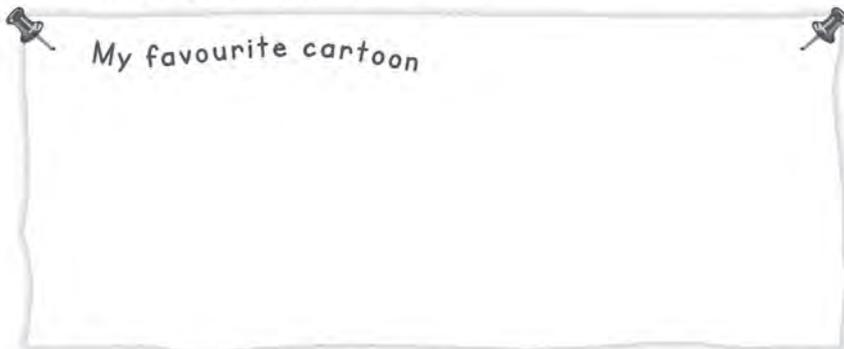
Possible lead-ins (you may choose):

- Ask Ss whether they were afraid of shadows or of the dark when they were smaller. Tell them an anecdote of what you'd do when you got frightened at night.
- Tell them some Argentine folktale: the werewolf's (*el lobizón*), or that of the evil light (*la luz mala*).
- Ask Ss if they have ever seen anything strange in a photograph, either theirs or in the newspaper or on TV.
- Ask Ss what they would do if they had a photograph with a strange shadow/ ghost/ E.T. in it.

## 2 Match



## 3 a) Listen and draw



## b) Now, read and circle

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 Lola has <u>long</u> / short hair. | 5 She has a long / <u>small</u> nose. |
| 2 She has <u>brown</u> / black hair. | 6 She has small / <u>big</u> ears.    |
| 3 She has <u>big</u> / fat eyes.     | 7 She has a <u>big</u> / small mouth. |
| 4 She has blue / <u>black</u> eyes.  | 8 She is big / <u>beautiful</u>       |

twenty one **21**

## 3 a) Listen and draw



- > First ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Tell Ss they'll listen to a cartoon character describing herself. Ask Ss what she may say, e.g. *I have a big head, my eyes are small.*
- > Play the recording and check the answers by drawing the cartoon on the bb.

### MP3 TRACK 14

**Lola:** *Hi! My name's Lola. I have long brown hair. I like it! My eyes are very big. They're black. My nose? It's small, but my ears are big. My mouth is big. I'm beautiful!*

## Introduction of He/She has

- > Tell Ss you'll play a game with them. Ask them to look at the cartoon to decide whether what you're saying is true or false, e.g. **Lola has long hair. She has small eyes.**
- > Elicit from Ss that you're describing Lola.

## Language awareness: I have/ She has

- > Write *I have long hair* and *Lola has long hair*. Elicit from Ss that in both cases, you're dealing with a physical description.
- > Once Ss notice the difference between the two (describing yourself and describing somebody else), ask them how you show that (*have* and *has*). Elicit what form of the verb they'd use with *he* and *it*.

## b) Now, read and circle



- > First ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Give Ss time to do the activity, then check.

### BUILDING CONFIDENCE

**Famous characters.** Tell Ss you'll describe different people. They have to repeat what you say if it is true, e.g. **Pinocchio has a small nose, Shrek has a big head.**

### WB EX 1 A PAGE 115

## Homework

Ask Ss to bring a cut-out of a girl and a boy or a man and a woman.

- > Ask Ss to remind you of the story so far. Go back to their predictions as to how the story would go on.
- > Write *newspaper* on the bb and draw one. Write *Clarín, La Nación, etc.*, for Ss to understand what it is. Ask them what the connection may be between the shadow in the photograph and the newspaper.
- > Ask Ss to open their books at page 20. Play the recording and ask Ss to read and check their predictions. You may ask Ss to predict whether the characters are going to get any answers.
- > Go back to frames 3 and 4. Play the recording. Make sure Ss understand that Lucy and Alex are mocking each other. This is a good opportunity to work on respect towards others. Show how the teacher intervenes, and how the two kids say they're sorry.

### MP3 TRACK 13

## 2 Match

- > Ask Ss to look at the instructions and the icon and tell you what they have to do.
- > Give Ss time to do the matching, then check on the bb.

### BUILDING CONFIDENCE

**How many...?** Tell Ss you'll name a number of animals, and they have to answer your questions, e.g. **Two elephants, a butterfly and four monkeys. How many arms? How many legs?**

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Slips game.** Ask Ss to take out the cut-outs they've brought from home. On a separate sheet, they have to write a description of each person, e.g. *She has long brown hair.* Stick the cut-outs on the bb and distribute the slips among Ss. Let them read and place the slips below the correct cut-out.

## 4 Read

- Remind Ss of the story. Elicit from them what has happened so far and why Mr Clark has suggested sending the photo to the newspaper.
- Ask Ss to focus on Exercise 4 and ask them what they can see. Tell them about the features of a newspaper: colour of the pages/ photos, name, date, headlines and articles below.
- Ask Ss to predict what information the article may have.
- Ask Ss to read the article and check their predictions.

### Language awareness: *huge, long, old, young*

- Elicit from Ss that the article is a description of the shadow.
- Focus Ss' attention on the description of the head. Ask Ss if *huge* and *small* are similar or opposites. Then ask them about the shadow's arms. Ask them the opposite of *long*. Do the same with *tall*. Tell Ss if they think the shadow is 15 or 20 years old. When they say no, tell them **Right, the shadow isn't young, it's old.**

## 5 Match

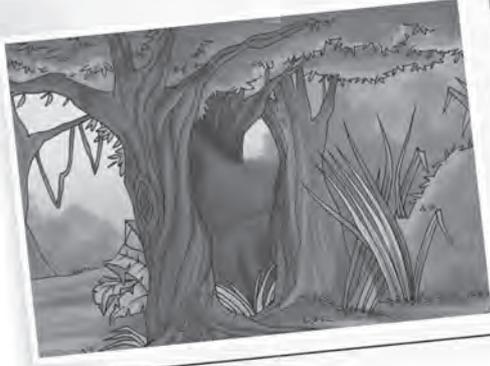
- Ask Ss to look at the instructions and the icon and tell you what they have to do.
- Give Ss time to do the activity and check on the bb.

## 6 a) Read and tick

- Ask Ss to look at the instructions and the icons and tell you what they have to do. Tell them that they have to decide whether to tick the sentences or not according to what they know of real animals.
- Give Ss time to do the activity.

April 10

# THE JUNGLE NEWS



## The Shadow

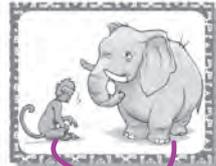
Please, look at this photo. The children at school are scared. Is 'the shadow' a monkey or a person? Monkeys have small heads. 'The shadow' has a huge head. It isn't tall, but it has long arms. Monkeys have long arms, too. 'The shadow' is not young, it's very old.

Please, send information to the editor.

### 5 Match



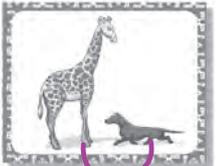
big huge small



fat thin



young old



short tall

22 twenty two

## b) Now, listen and check

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Tell them that Mr Clark is talking with his students and he'll provide information about the animals.
- Play the recording and check the answers on the bb.

### MP3 TRACK 15

**Mr Clark:** *OK, children. Here's some information for your drawings. Jaguars are big animals, but they aren't huge. They are thin. A bird has thin legs. Condors have a small head, but they are big birds. The lion has a big head. And giraffes are tall. Ready? OK, start drawing.*

### WB EX 2 PAGE 115

## Introduction of *woman, man, boy and girl*

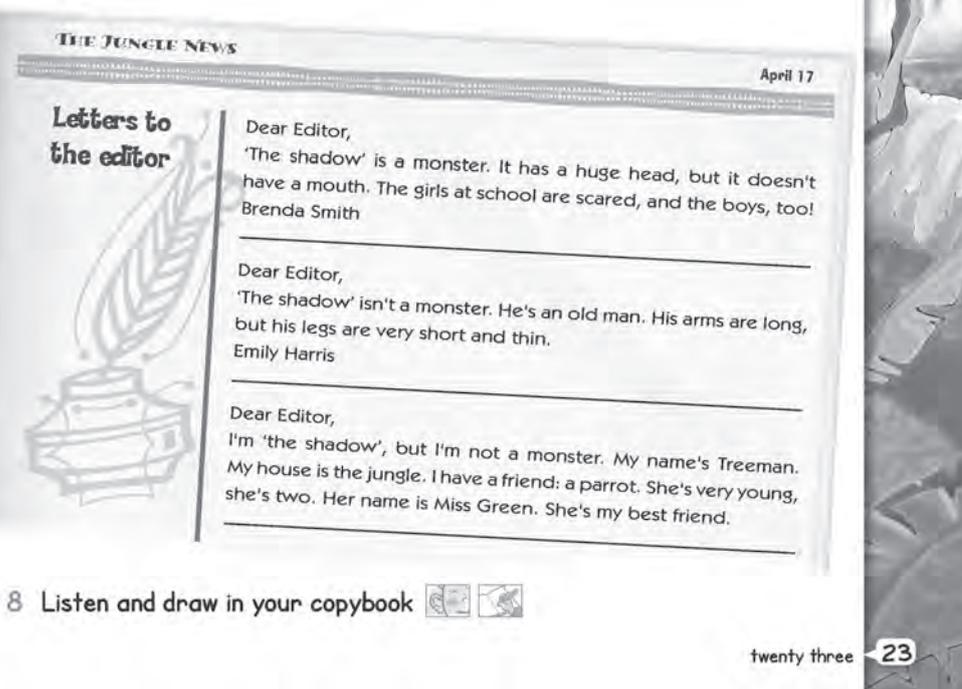
- You need cut-outs of a *man*, a *woman*, a *boy* and a *girl*. Place one of each on the bb. Hold another one and show its back to the Ss. Ask them, **Is this a man? Is this a woman? Is this a boy? Is this a girl?** (pointing to the cut-outs on the bb). Once Ss answer **Yes** or **No**, show them the cut-out and say **Yes, (or No), it's a (woman)**. Do the same with the other words.

6 a) Read and tick  

- |  |  |
|--|--|
| 1 A jaguar is a huge animal. <input type="checkbox"/>        | 4 A condor is a small bird. <input type="checkbox"/>         |
| 2 A jaguar is thin, too. <input checked="" type="checkbox"/> | 5 A lion has a big head. <input checked="" type="checkbox"/> |
| 3 A bird has fat legs. <input type="checkbox"/>              | 6 A giraffe is tall. <input checked="" type="checkbox"/>     |

b) Now, listen and check  

7 Read 



**THE JUNGLE NEWS** April 17

**Letters to the editor**

Dear Editor,  
 'The shadow' is a monster. It has a huge head, but it doesn't have a mouth. The girls at school are scared, and the boys, too!  
 Brenda Smith

Dear Editor,  
 'The shadow' isn't a monster. He's an old man. His arms are long, but his legs are very short and thin.  
 Emily Harris

Dear Editor,  
 I'm 'the shadow', but I'm not a monster. My name's Treeman. My house is the jungle. I have a friend: a parrot. She's very young, she's two. Her name is Miss Green. She's my best friend.

twenty three 23

8 Listen and draw in your copybook  

- > Focus Ss' attention on the word *girls*. Ask them what you should say if you mean boys and girls. They'll know this word since you use it in class.

**Language awareness: doesn't have**

- > Ask Ss to focus on sentence 2 of the first letter. Elicit from them it's a description of the shadow. Remind Ss of *I have/ don't have* and *it has* and ask them what *doesn't have* may mean. Do not make any reference to the change of the verb, treat this as a chunk. Elicit if the same applies to *he* and *she*.

**BUILDING CONFIDENCE**

- 1 Treeman.** Ask Ss to picture him in their minds and answer your questions. **Is he old or young? Is he tall or short? Fat or thin?** Ss may write a short description of him.
- 2 Clap if correct.** You can use the cut-outs that Ss have brought. Show each and describe them, e.g. **She doesn't have long hair.** If what you're saying is correct, Ss clap.
- 3 What animal is it?** As you describe an animal, they'll have to identify it, e.g. **It doesn't have a huge head. It has long arms. It has short legs.** Ss: **A monkey!**

8 Listen and draw in your copybook  

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Tell them to imagine what Miss Green looks like.
- > Play the recording for students to draw her.
- > Have a S draw Miss Green on the bb.

**MP3 TRACK 16**

*This is Miss Green. She's a parrot. She has a small body and a small head. She doesn't have long legs, she has short legs. She doesn't have big eyes. Her eyes are small. She's green.*

**BUILDING CONFIDENCE**

- 1 Point to.** Place the four pictures wide apart on the bb. As you name each, Ss have to point to the right picture.
- 2 Repeat if correct.** Show one of the pictures and say, e.g. **A woman.** If it's correct, Ss repeat **A woman.**

You may elicit from Ss why we use *he/ she* with animals sometimes, instead of *it*. This way, you'll be helping them develop their linguistic awareness.

7 Read 

- > Ask Ss to look at the instructions and the icon and tell you what they have to do.
- > Elicit from them what type of text it is. Tell them what *Letters to the editor* are.
- > Ask Ss what these letters may be about. Have them read the letters to check their predictions. Ask them whether they agree with the writers or not.
- > There are some mysteries in the story you can elicit from Ss: the strange character (page 6), the hands (page 14) and the shadow (page 17). Ask them if there is anything in common among the three.

**WB** EX 3 PAGE 116

**Homework**

Ask Ss to bring cut-outs of people.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 Show me...** You'll describe a person (man, woman, boy or girl) and if they have a cut-out with your description, they should put it up, e.g. **This woman doesn't have black eyes.**

**2 Find the mistake.** Ask Ss to take out their cut-outs and show them to the other Ss. They should choose one and describe it, giving some false information at some point. When this happens, the rest should put up their hands.

## 9 Listen and point. Then, match

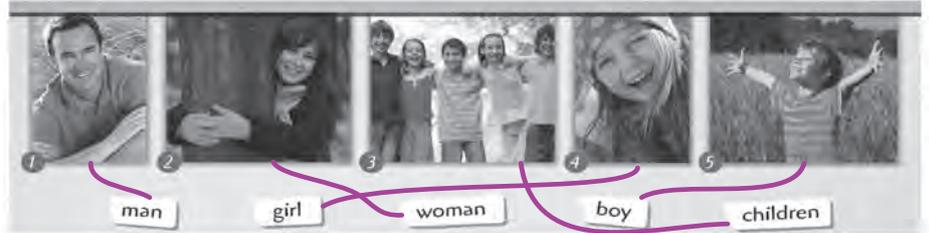


- > Ask Ss to open their books at page 24 and look at Exercise 9.
- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Play the recording or say the words yourself. Then you can ask Ss to say them.
- > Give Ss time to do the matching.

### MP3 TRACK 17

Girl... man... children... boy... woman...  
children... boy... woman... girl... man...

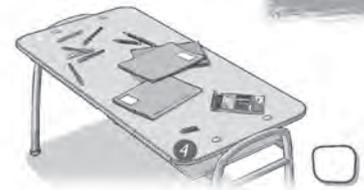
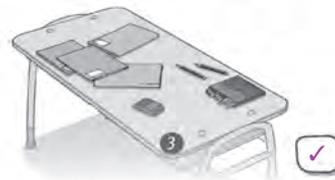
## 9 Listen and point. Then, match



## 10 a) Read and tick



Emily Harris is a young girl. She's fourteen. She has long hair and big green eyes. She's tall. That's her table. She has two black pencils and twelve coloured pencils, but she doesn't have markers. Her copybooks are pink, her favourite colour. And look at her rubber. It's huge!



## b) Now, read and write ✓ (true) or X (false)



- |                       |                                     |                           |                                     |
|-----------------------|-------------------------------------|---------------------------|-------------------------------------|
| 1 Emily is young.     | <input checked="" type="checkbox"/> | 4 She has markers.        | <input type="checkbox"/>            |
| 2 Her hair is long.   | <input checked="" type="checkbox"/> | 5 She has a huge rubber.  | <input checked="" type="checkbox"/> |
| 3 She has small eyes. | <input type="checkbox"/>            | 6 Her copybooks are pink. | <input checked="" type="checkbox"/> |

24 twenty four

## 10 a) Read and tick



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

### Language awareness: his, her

- > Remind Ss of what *her* means (possession). Ask Ss whether you'd use the same word if this text was about a boy.

## b) Now, read and write ✓ (true) or X (false)



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

### BUILDING CONFIDENCE

**1 A boy.** Tell Ss they have to rewrite the text in Exercise 10 a) and write about a boy. They have to draw two boys as well.

**2 Which one is it?** Stick some of the Ss' cut-outs on the bb, boys, men, women and girls. Number them. Describe one of them for Ss to identify which one it is. You can then invite Ss to describe a picture themselves.

11 Look and write ✓ (true) or X (false)  



- 1 Sam has a brown bed.
- 2 He has a huge ball.
- 3 He doesn't have robots.
- 4 His school bag is blue and white.
- 5 He has two board games.
- 6 He doesn't have a table.
- 7 His chair is grey.
- 8 He doesn't have books.

12 Read and circle  

- 1 Sam has a brown bed and but he doesn't have a brown chair.
- 2 He has a ball and but three robots.
- 3 The ball is huge and but the robots aren't huge.
- 4 He doesn't have an electronic game, and but he has two board games.
- 5 He has a blue table and but a green chair.

13 Listen and guess!  



twenty five 25

11 Look and write ✓ (true) or X (false)  

- > Ask Ss to focus on the icons and the instructions and tell you what they have to do.
- > Give them time to do the activity and then check.

**BUILDING CONFIDENCE**

- 1 **A girl's bedroom.** Tell Ss they have to make the necessary changes to describe this bedroom as a girl's bedroom.
- 2 **Memory game.** Tell Ss to look at the picture for one minute and then close their books. Either describe the bedroom for Ss to say true or false, or ask Ss to describe the bedroom without looking at it.

**WB** EX 1B PAGE 99

**Language awareness: and, but**

- > Tell Ss they have to identify the false information about your bedroom. Tell them, e.g. *I have a bed and a table, but I don't have a chair. I don't have a ball, but I have two board games and dolls.* Make sure you use *and* and *but*.
- > Once Ss identify the false information, write one of the sentences on the bb and ask why you use *but* and why *and*.

12 Read and circle  

- > Elicit from Ss what to do. Ask them what they have to pay attention to so as to solve the exercise.
- > Give Ss time to do the exercise and check on the bb.

**BUILDING CONFIDENCE**

**My bedroom.** Tell Ss they have to describe their bedrooms including some wrong information. They can also describe their school objects so that the rest can check the false information.

13 Listen and guess!



- > Tell Ss to look at the instructions and the icons and elicit from them what to do.
- > You can start describing characters, and then they can do so themselves.

**WB** EX 4 PAGE 116



**Homework**

Ask Ss to bring sentences using the words that were not circled in Exercise 12. For instance, for sentence 1, they have to include information using *and*, e.g. *Sam has a brown bed and a brown table, but he doesn't have a brown chair.* Ask Ss to bring cut-outs or drawings of the words they have seen: *man, woman, boy, girl and children.*



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Homework checking.** Check the sentences they had to write as homework.

## Mr Treeman's letter

- › Ask Ss to open their books at page 26. Ask them to focus on the title. What letter is it?
- › Elicit from them what has happened in the story so far. Ask them to look at the first frame and to identify who the person is. Ask them what they think is going to happen.
- › You can comment on how Mr Clark teaches the children about growing and harvesting vegetables and fruit. Ask Ss whether there is a kitchen garden at school. If there isn't, and if there were enough room in the school yard, the Ss could start one with the help of their teachers.
- › Play the recording while Ss read and check their predictions.
- › Help them focus on the captions on frames 3 and 6. Make sure they understand it's none of the characters but the narrator.
- › Ask them to predict how the story goes on.
- › Tell Ss to go back to their drawing of Miss Green and compare it with the parrot in frames 1, 5 and 8.
- › Ask Ss what they think Treeman's like (*good/bad/irritable/caring*, etc.). Tell them to support their answers by what Treeman says or does or by what his facial expressions suggest. Ask Ss whether they'd like to meet him and why or why not.

## MP3 TRACK 18

### BUILDING CONFIDENCE

**Memory.** Tell Ss to close their books. Ask them to make a list (orally or in writing) of what they can see in the comic strip, e.g. trees, plants, flowers, a parrot, etc.

## 1 Read the story and write. *Treeman, Mr Clark or Miss Green?*



- › Have Ss look at the instructions and the icons and tell you what they have to do. Ask them what the speech bubble means (*the character is speaking*).
- › Remind Ss of the rules for working.
- › Challenge them to write the name without re reading or listening to the story again.
- › Check the answers on the bb.

### BUILDING CONFIDENCE

**Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite the Ss to go to the front to act out the story. Discuss with them what the characters' tones of voice in the different frames suggest to them (happiness, doubt, interest, fear, amazement, etc.)

1 Read the story and write. *Treeman, Mr Clark or Miss Green?*

He has a friend, a parrot. **Treeman**

That's my letter! **Treeman**

The children are nice. **Miss Green**

Look at the children! **Miss Green**

I have a thin father. **Mr Clark**

2 Look and say



He has a bed.

28 twenty eight

3 Listen and say



Mafalda

She's short.

She's young.

**Song**

a) Read and circle

Treeman has a nice beautiful friend. She's a bird, parrot oh yes!  
 She has a green big head  
 and short white grey legs.

Treeman doesn't have two three eyes,  
 but he has a big small mouth.  
 He's a thin, old young man  
 and the river jungle is his house.  
 Treeman! Oh, Treeman! Oh, Treeman!



b) Listen and check

c) Sing!

29 twenty nine

## 2 Look and say

- Tell Ss to look at the instructions and the icons and tell you what they have to do.
- Tell Ss they can work in pairs.
- Give them time to do the activity, then check what Ss have found.
- Ask Ss whose house it is, where it is (*at the top of a tree*) and whether they have one, or have fantasised with the idea of having one.

## 3 Listen and say

- Tell Ss to look at the instructions and the icons and tell you what they have to do.
- Tell Ss you'll name famous characters and people and they have to use adjectives to describe them, e.g. **Mafalda**. Ss: **She's short. She's young.** Remind Ss of the use of *he* and *she*. Encourage them to use *his* and *her* as well.
- Tell Ss they can work in pairs.

**WB** EX 5 AND 6 PAGE 117

## Song

- Ask Ss to focus on the instructions and elicit from them what they have to do.
- Give Ss some time to read and circle what they think is the correct option. Check the Ss' answers first.
- Play the song once for Ss to check their answers. Then 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.

SONGS

### MP3 TRACK 5

*Treeman has a nice friend. She's a parrot, oh yes!  
 She has a green head  
 and short grey legs.*

*Treeman doesn't have three eyes,  
 but he has a big mouth.  
 He's a thin, old man  
 and the jungle is his house.*

*Treeman! Oh, Treeman! Oh, Treeman!*

### 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. Ask Ss to dictate to you which new words they can use.

### OUR POSTER

In this case you need five sheets of cartridge/ sugar or poster paper. Collect the cut-outs you have asked Ss to bring to make the posters. Each Ss will glue his or hers. Remind them of the rules for this activity. If a Ss didn't bring any cut-outs, he/ she would have to draw.

## 1 a) Look and complete. *He has* or *She has*?

Focus: deciding when to use *he* and *she*.

- First Ss should look at the instructions and 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 enlarge on the description of the two characters. They can also rewrite the sentences using *his* and *her*.

## b) Look again and complete. *His* or *Her*?

Focus: deciding when to use *his* and *her*.

- First Ss should look at the instructions and 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 enlarge on the description of the two characters. They can also rewrite the sentences using *He has* and *She has*.

## 2 Read and complete. *Old, young, huge, thin, short* or *long*?

Focus: use of descriptive adjectives.

- First Ss should look at the instructions and 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

They can enlarge on the description of each of the characters.

## 3 Read and complete. *Has* or *doesn't have*?

Focus: use of *has/doesn't have*.

- First Ss should look at the instructions and the icons and tell you what they have to do.

1 a) Look and complete. *He has* or *She has*? 




- She has brown hair.
- She has long hair.
- He has a big mouth.
- He has a small nose.
- She has a big head.

b) Look again and complete. *His* or *Her*? 

- His hair is short.
- Her nose is big.
- His head is small.
- Her eyes are big.
- Her mouth is small.

2 Read and complete. *Old, young, huge, thin, short* or *long*? 



The man is old.

The woman is old, too.

The girl is young/thin and her arms are long.

She has short hair.

The boy is thin/young and his head is huge!



one hundred and fifteen 115

- Elicit from them where they can check if they can't remember when to use them.
- Ask Ss how they can decide if they have to use *has* or *doesn't have*.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

### EXPANSION

Ss can add more descriptions of other animals.

## 4 Read and circle

Focus: language awareness: personal pronouns and connectors (*and/ but*).

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Go over all the sentences and ask Ss what clues they find in each to decide on the correct option.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

### EXPANSION

Ask Ss to write new sentences using the option they haven't circled making the necessary changes.

2

3 Read and complete. Has or doesn't have?  

- 1 A fish doesn't have arms. It has two eyes.  
It doesn't have hair.
- 2 A lion has a big head. It has four legs.  
It doesn't have arms.
- 3 A bird doesn't have a big head. It doesn't have arms,  
but it has two legs.
- 4 A monkey doesn't have a big head. It has long arms and short legs.  
It doesn't have a big nose.
- 5 A butterfly doesn't have a big head. It has a thin body. It has  
six legs, but it doesn't have arms.



4 Read and circle  

I love tennis! My gym teacher is Miss Bank. She's He's twenty-seven. She's young and but beautiful. She is has long brown hair and big fat eyes. Her His nose is small and but her ears are small, too. She is has a small family: a mother, a father and a brother. She has doesn't have a sister. His Her brother is a young boy man. He's ten. She has a dog and but a cat, but she has doesn't have a parrot.



116 one hundred and sixteen

2

5 Read and match. There is one extra ending  



Mr Clark \_\_\_\_\_ are long.  
He has \_\_\_\_\_ have green eyes.  
He doesn't \_\_\_\_\_ is my teacher.  
He is \_\_\_\_\_ are green.  
His legs \_\_\_\_\_ is big.  
His nose \_\_\_\_\_ short hair.  
\_\_\_\_\_ tall and thin.

6 Draw and write  

My favourite characters in stories

	
_____	_____
_____	_____
_____	_____
_____	_____

Her name's \_\_\_\_\_  
She has \_\_\_\_\_  
She doesn't have \_\_\_\_\_

117 one hundred and seventeen

## 5 Read and match. There is one extra ending

Focus: language awareness.

- > First Ss should look at the instructions and the icons and tell you what they have to do.
- > Elicit from Ss what clues they have in each case so as to decide on the second part.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers on the bb.

### EXPANSION

Ss can think of at least two more options to complete each word/phrase in the first column, and they can write a possible beginning for the extra ending in the second column.

## 6 Draw and write

Focus: personalisation.

- > First Ss should look at the instructions and the icons and tell you what they have to do.
- > You can elicit from Ss what clues each phrase gives them, e.g. the word *name* in the first sentence is a clear clue and the fact that it says *His*.
- > Elicit from them where they can check if they have a query.
- > Ask Ss to do the exercise orally before they put it in writing.
- > Check the answers by asking Ss to read out their texts. You can have oral presentations.

### EXPANSION

You can ask Ss to impersonate their characters and to write the text as if they were that person, reflecting on the changes they'd have to make.

## Answer Key

### CLIL Pages

**Activity 1:** 1 No; 2 No; 3 No; 4 Yes; 5 Yes; 6 Yes; 7 No; 8 No; 9 Yes; 10 No

### Further Practice

**Activity 2:** HEAD: big, small, huge; BODY: big, small, huge, long, short, fat, thin; EYES: big, small, huge, blue, green; EARS: big, small, long, short, huge; MOUTH: big, small, huge; NOSE: big, small, huge, long, short; ARMS: long, short, fat, thin; LEGS: long, short, fat, thin; HAIR: long, short, black, grey, red

**Activity 3:** **a** 1 has; 2 eyes; 3 small; 4 Her; 5 short; 6 young; 7 She's; 8 isn't; **b** 1 boys; 2 hair; 3 has; 4 doesn't have; 5 isn't; **c** 1 man; 2 He's; 3 but; 4 body; 5 has; 6 and; 7 long

## VOCABULARY

### New

Furniture: **bookcase, desk, cupboard, wardrobe**

### Net

### Revision

The house

Furniture: **bed, chair, table**

Feelings: **angry, happy, scared**

### GRAMMAR

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

**Where...?**

### Revision

**They have/ don't have**

**Possessive case**

### ANSWERS TO

**Is (my book) under...?**

### RECOGNITION

Language of the routine: feelings, months of the year

### ORAL INTERACTION

**Silly!**

**Poor...**

**Here's...**

### LANGUAGE AWARENESS

Phonological differences between English and Spanish

The structure of the genitive

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

## 3 Is Mr Treeman under Alex's desk?

1 Look and listen

I'm scared... He isn't behind the wardrobe.

He isn't in the bathroom...

... or on the bookcase. Good!

He isn't under my desk.

Here's Treeman!

Silly! I'm very angry with you!

I'm sorry Alex.

30 thirty

## Getting started

Start the lesson with the routine suggested in the Introduction.

## Introduction of furniture

- Place cut-outs of a *cupboard, bookcase, wardrobe, chair, desk* and *table* on the bb. Tell Ss you're going to play a guessing game.
- Draw part of a piece of furniture and while pointing to the picture, ask **Is this a cupboard? Is it a chair?** Do the same with the rest of the words. Make sure Ss understand that a wardrobe is for clothes (*ropero* or *placard* in Spanish).

### BUILDING CONFIDENCE

**Point to...** Draw the pieces of furniture wide apart on the bb. You can only work on the new ones. As you name each, Ss should point to the correct drawing.

### BUILDING CONFIDENCE

**Mime...** Agree with Ss how to mime each piece of furniture. As you name different pieces of furniture, Ss have to mime them.

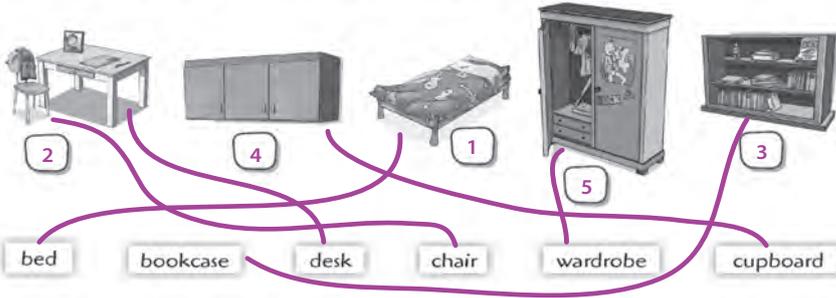
## 1 Look and listen

Possible lead-ins (you may choose):

- Ask Ss what has happened in the story so far. Ask them how they feel as regards Mr Treeman.
  - Ask Ss what scared them when they were smaller. You can tell them about yourself.
- Go back to Ss' predictions as to how the story would go on.
  - Ask Ss to open their books at page 30 and to look at the frames without reading the words, and ask them how Alex is feeling. Ask them to predict why.
  - Play the recording and ask Ss to read and check their predictions. Ask Ss if they were right.
  - Ask Ss if their brothers or sisters play jokes on them, or if they play jokes on their siblings.
  - Go back to frame 6 and point out that John is saying sorry to Alex. You can ask Ss what else Alex could have said (*That's not nice!*).

### MP3 TRACK 19

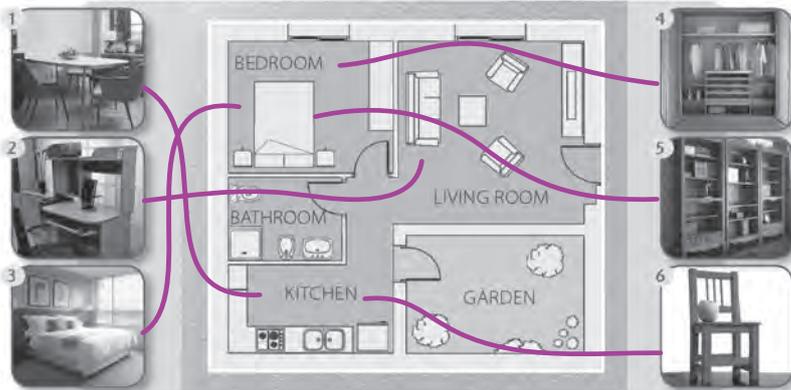
2 Listen and number. Then, match   



2 4 1 5 3

bed bookcase desk chair wardrobe cupboard

3 a) Listen and match  



1 2 3 4 5 6

BEDROOM BATHROOM KITCHEN LIVING ROOM GARDEN

b) Now, read and write ✓ (true) or X (false)  

- 1 Miss Bank has a small bed.  X 3 She doesn't have a bookcase.  X
- 2 She has a wardrobe.  ✓ 4 She has a desk in the living room.  ✓

thirty one 31

3

3 a) Listen and match  

- > First ask Ss to look at the instructions and the icons and tell you what they have to do. Then remind them of the rules for listening.
- > Ss will listen to Miss Bank, a teacher at school, describing her house. Elicit from Ss what words she'll use, e.g. *bed, bedroom*, etc.
- > Play the recording as many times as necessary and check the answers.
- > Again this recording can be used for Ss to gain fluency at speaking.

MP3 TRACK 21

**Miss Bank:** *My house is nice! The big bed and the bookcase are in the bedroom. The table is in the kitchen. The wardrobe? In the bedroom, of course. The small chair? It's in the living room. Oh, the desk! Yes, it's in the living room. The bathroom? No, nothing in the bathroom or in the garden.*

b) Now, read and write ✓ (true) or X (false)  

- > First ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Give Ss time to do the matching, then check on the bb.

BUILDING CONFIDENCE

**How much can you say?** Ask Ss to look at the plan of Miss Bank's house and then to write as many sentences describing it as they can think of, e.g. *She has a table in the kitchen. She doesn't have a table in the garden.*

Homework

Ask Ss to bring cut-outs of parts of the house and of the pieces of furniture they have seen.

2 Listen and number. Then, match   

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Tell Ss they'll listen to Sam describing his bedroom.
- > Check the answers on the bb, and then ask Ss to do the matching. Check on the bb.

MP3 TRACK 20

**Sam:** *My bedroom is very nice. I've a small bed and a desk with a chair. Bookcases? Yes, I've one, with a lot of books. I've a green cupboard and that's my wardrobe. It's big. I love it!*

BUILDING CONFIDENCE

- Where...?** Write the following words on the bb: *bedroom, garden, kitchen, living room, bathroom*. Tell Ss that as you name different pieces of furniture, they'll have to say where they can be placed, e.g. T: **Chair**. Ss: **kitchen, living room, garden, bedroom**.
- What colour...?** Tell Ss to look at the pictures for 20 seconds and close their books. Name a colour for Ss to say what it is, e.g. T: **Green**. Ss: **Cupboard!**
- I'm Sam!** Tell Ss they can impersonate Sam talking about his bedroom. They can first listen to the recording and repeat to imitate pronunciation and intonation. Then, they can act out.

## 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. As you name different pieces of furniture and parts of a house, they have to put up the correct cut-out. You can invite Ss to say the words themselves. You can make it more challenging by having sequences.

## 4 Memory game



- Ask Ss to focus on Exercise 4 and tell you what they have to do. Tell them this is a family's house, and they have to remember what they have.
- Remind Ss of the rules for participating.
- Give them some seconds to memorise the pictures, then test their memory.

### BUILDING CONFIDENCE

**True or false?** Ask Ss to write down sentences describing the family's house in Exercise 4. The sentences may contain true and false information. Have them exchange the sentences to write whether they are true or false.

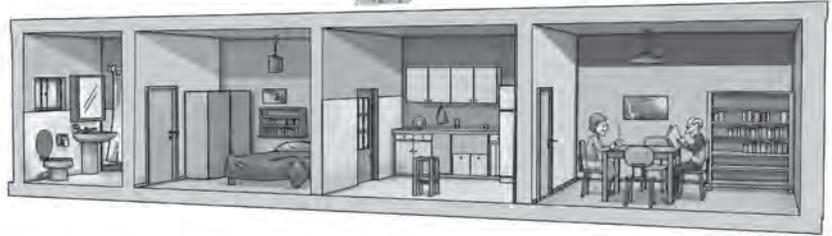
## Introduction of *in, on, under* and *behind*

- You need a box and a school object like a pen, pencil or copybook. Draw four boxes on the bb, and a pen appearing *in, on, under* and *behind* them.
- Tell Ss you'll ask a volunteer to close his/ her eyes and follow your instructions. This S has to be blindfolded. The game is to see how many he/ she can get right. You can tell the rest to help the blindfolded S by saying **Yes** or **No**.
- Tell the S: **Put the pen on the box** (and point to the correct drawing on the bb so that the rest can see what you want). Do the same with the other prepositions.
- At the end of the game, tell the volunteer how many he/ she got right.

## 4 Memory game



They have 4 chairs.



## 5 Listen and point. Then, match



on the school bag

under the school bag



behind the school bag

in the school bag

## 6 Read and draw in your copybook



	Alex is terrible! Look at the living room! His favourite ball is on the big table.
	His board game is on the cupboard, his copybooks are under the bookcase, his
	electronic game is behind the chair, and his robot is under the small table.

32 thirty two

### BUILDING CONFIDENCE

- Where?** Tell Ss they'll need a ruler (or any other school object). They have to place it following your instructions, *in, on, under* or *behind* their hands, e.g. **The ruler is on your hand. The ruler is behind your hand.**
- The prepositions chant.** Tell Ss they have to do as you say, **Copybooks, copybooks in your school bag; pencil cases, pencil cases under your desk; school bags, school bags, on the chair; books, books, behind your head.** You can change the school object and the location of each item. Invite Ss to join in and say the chant.

## 5 Listen and point. Then, match



- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- You can use the drawings in the book or you can make drawings wide apart on the bb for them to point to.
- Give Ss time to do the matching and check on the bb.

7 Guess!

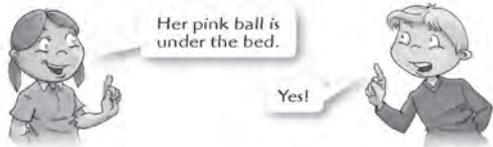


8 a) Look and write ✓ (true) or X (false)



- 1 Her school bag is in the bed.
- 2 Her doll is on the desk.
- 3 Her yellow books are under the bed.
- 4 Her pink books are in the wardrobe.
- 5 Her red books are in the wardrobe.
- 6 Her blue books are on the desk.
- 7 Her two balls are under the black table.
- 8 Her pencil case is on the chair.

b) Memory game



thirty three **33**

**MP3 TRACK 22**

On the school bag.  
Behind the school bag.  
Under the school bag.  
In the school bag.

6 Read and draw in your copybook

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > You can tell Ss to focus on the furniture first so as to draw it, and then on the objects they have to place.
- > Give Ss time to do the activity. You can also set it as homework.

7 Guess!

- > Ask Ss to look at the instructions and the icon and tell you what they have to do. Remind Ss of the rules for playing.
- > You need to place your school objects (or realia) without letting Ss see them. Ask them as in the example for them to guess.
- > You can ask Ss to get into groups to go on playing.

**WB** EX 2 PAGE 118

8 a) Look and write ✓ (true) or X (false)

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Give Ss time to do the activity.
- > You can ask them to correct the false sentences.

b) Memory game

- > Ask Ss to look at the instructions and the icon and tell you what they have to do. Remind them of the rules for playing.
- > You can ask them to play the game in groups.

**Homework**

Ask Ss to bring a drawing of a piece of furniture and a toy placed somewhere in connection with the piece of furniture, e.g. *a ball in a bookcase*. They should also describe the picture on a slip of paper.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**A matching game.** Collect the drawings and slips from the Ss. Shuffle the slips and give them out to Ss. Place the drawings on the bb or on the walls. Tell Ss they have to read the description and place it below the correct picture. If you have a big group, you can divide the slips and pictures into two groups so that one half works on one wall and the other half on the other wall.

## 9 Look and listen



- Ask Ss to look at the instructions and the icons and tell you what they have to do. Ask them what had happened before.
- Ask them to focus on the first frame and elicit what is going on. Teach Ss the word *net*. You can tell them it's what we use to play volleyball, tennis and ping pong (or table tennis). Make sure they understand that Greta and Alex are trying to catch butterflies. Ask them how Mr Treeman may feel about it, and what he may do.
- Play the recording while Ss read and check their predictions.
- Ask Ss what they think John is going to do.
- This is a good opportunity to show Ss that mobile phones need to be used in emergencies, or when there is a clear need. Stress that Alex took the right decision when he asked his elder brother for help, more so if he thought he was in danger.

## 9 Look and listen



## 10 Match



34 thirty four

### BUILDING CONFIDENCE

- Examples in the book.** Tell Ss to look for examples of people or objects placed *next to* something or somebody else, e.g. page 6, *Greta is next to Lucy*, page 7, *Mr Clark is next to a tree*, or page 32, *the bathroom is next to the bedroom*.
- Memory game.** Ask Ss to close their eyes. You'll tell them about some of their classmates' spots in the classroom for them to say if the information is true or false, e.g. *Carolina is next to Majo*.

## MP3 TRACK 23

### Introduction of *next to*

- Tell Ss you'll show them how good your memory is. Tell the Ss in the last row to change spots. Look at them for 30", then close your eyes and tell Ss they'll have to check if you're right, e.g. *Joaquín is next to Mercedes; Lucila is next to Mariana; Patricia is next to Cecilia, and Héctor is next to Tomás*.
- Check with Ss that they understand the meaning of *next to*.

## 10 Match

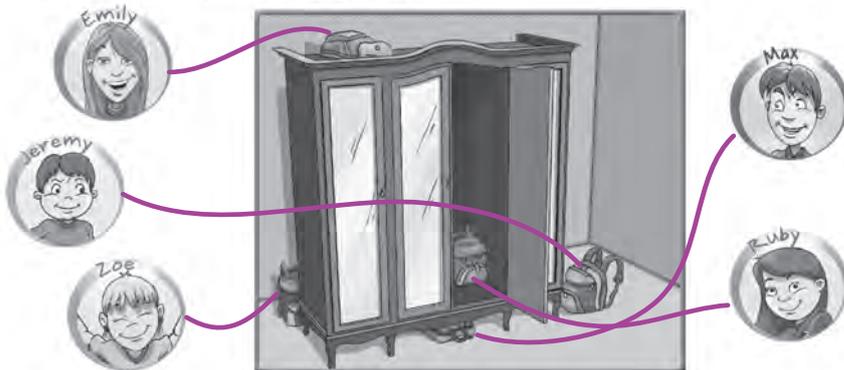


- Elicit from Ss what they have to do. Remind them of the rules for listening.
- Give them some time to do the activity, then check on the bb.

### Introduction of *Where...?*

- Tell Ss you'll see how good they are at guessing. Tell them you've placed your (yellow pencil) somewhere, and they have to guess where. You can write options on the bb, e.g. *on the chair, under your bag, next to your book, behind the bag, in the pencil case*. You can ask a S to draw a tally mark below each phrase whenever a S says it's there.

11 a) Listen and match  



3

b) Now read and complete  

- 1 Emily's school bag is on the wardrobe.
- 2 Ruby's school bag is in the wardrobe.
- 3 Jeremy's school bag is next to the wardrobe.
- 4 Max's school bag is under the wardrobe.
- 5 Zoe's school bag is behind the wardrobe.

12 Guess!  



thirty five 35

b) Now read and complete



- > Ask Ss to focus on the icons and the instructions and tell you what they have to do. Remind Ss of the use of 's to show possession, e.g. *Susan's pen*.
- > Give them time to do the activity and then check by asking Ss **Where's (Ruby's) school bag?**

**BUILDING CONFIDENCE**

- 1 True or false.** Ss can write sentences about the school bags including true or false information. They can exchange their slips of paper for the rest to decide if the information is true or false (without looking at the picture).
- 2 Memory game.** Tell Ss to look at the picture for one minute and then close their books. You can say the colour of a school bag, e.g. **The yellow school bag** for Ss to say where it is and whose it is: **It's on the wardrobe. It's Emily's school bag.** Or you can say whose school bag it is, e.g. **Ruby's school bag** for Ss to say where it is, e.g. **It's in the wardrobe.**
- 3 The crazy family game.** Tell Ss you'll ask them about the portrait of the crazy family on page 13. Ask them, e.g. **Where's Sam? Where's Roger?** You can write the names on the bb or you can refer to their relationship, **Where's mum? Where's the baby?** You can play this as a memory game.

**WB** EX 3 AND 4 PAGE 119

12 Guess!  

- > Elicit from Ss what they have to do. Make sure they understand they have to mime two different concepts, the object and where it is.
- > You can do two rounds with the Ss so that everybody understands what to do. You can set this as a group activity.

 **Homework**

Ask Ss to bring cut-outs of the pieces of furniture and parts of the house they've seen, and also of elements placed on, in, under, behind or next to something.

11 a) Listen and match  

- > Elicit from Ss what they have to do. Elicit from them how they can make the matching clearer (*using different colours or types of line*).
- > Play the recording and then check the answers on the bb.

**MP3 TRACK 24**

*Ruby's school bag is in the wardrobe. Max's school bag is under the wardrobe. Emily's school bag is on the wardrobe. Zoe's school bag is behind the wardrobe. And Jeremy's school bag is next to the wardrobe.*



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

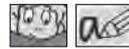
**Prepositions gym.** Tell Ss you'll say where they should be, e.g. **on the chair, behind the desk, under the desk.** You can also tell them they have to put their hand according to your instructions, e.g. **on the desk, in the school bag,** etc.

## Hello Mr Treeman!

- Ask Ss to open their books at page 36. Ask them to focus on the title. When do we say *hello*? Who's going to meet Mr Treeman? How is this person going to feel? How are the children going to feel? How would they feel?
- Play the recording while Ss read and check their predictions.
- Ask them to predict how the story goes on.
- You can tell Ss that it's OK to feel scared, even if you're a boy. You can also point out how appearances can be deceptive. The characters were originally afraid of Mr Treeman, yet they've learnt he's really helpful and good hearted.
- You can elicit from Ss why Greta has left her net behind. The children now know that animals suffer when hunted or caught, that's why they don't want their net back. Some Ss may say that a butterfly is an insect, not an animal. Tell them insects, no matter how small they may be, are animals as well and deserve respect from us. Moreover, you can tell them that some types of butterflies face possible extinction.
- You can also ask them whether they think the leaves Treeman has put on Alex's leg will cure it.

## MP3 TRACK 25

### 1 Read the story and write the name



- Have Ss look at the instructions and the icons and tell you what they have to do.
- Remind Ss of the rules for working.
- Challenge them to write the name without re reading or listening to the story again.
- Check the answers on the bb.

### BUILDING CONFIDENCE

- Which frame?** Once Ss complete Exercise 1, they can write the frame number in which they can find that information.
- Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite the Ss to go to the front to act out the story.

### 2 a) Listen and number



- Tell Ss to look at the instructions and the icons and tell you what they have to do.
- Ask Ss who had a net. Elicit from Ss what the narrator may say, e.g. *Greta's net is next to the bookcase,* etc.
- Play the recording, then check on the bb.

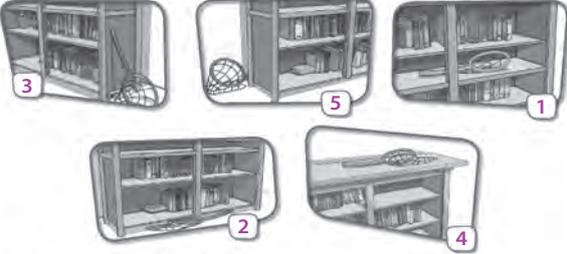
1 Read the story and write the name  

1 Greta has a net.                      4 Alex is not OK.

2 Mr Treeman is behind a tree.        5 Mr Treeman has Greta's net.

3 Greta is scared.                        6 Greta is happy.

2 a) Listen and number  



b) Read and complete  

1 Greta's net is in the bookcase.                      4 Her net is on the bookcase.

2 Her net is under the bookcase.                      5 Her net is behind the bookcase.

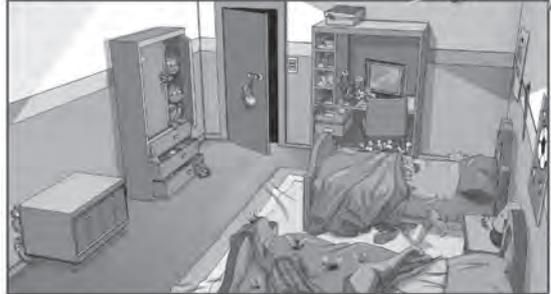
3 Her net is next to the bookcase.

38 thirty eight

3

**Song**  

a) Look and complete  



Monkeys in the wardrobe.                      Birds under the chair.

Butterflies on the bed.                              Leaves in the bed.

Parrots behind the cupboard.                      John's bedroom's a disaster!

Flowers on the desk.                                Where is he? What a mess!

b) Listen and check  

c) Sing! 

thirty nine 39

### MP3 TRACK 26

Number 1. Greta's net is in the bookcase.  
 Number 2. Her net is under the bookcase.  
 Number 3. Her net is next to the bookcase.  
 Number 4. Her net is on the bookcase.  
 Number 5. Her net is behind the bookcase.

### b) Read and complete

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

**WB** EX 5 AND 6 PAGE 120

## Song

- Ask Ss to focus on the instructions and elicit from them what they have to do.
- Give Ss some time to read and fill in the blanks with what they think is correct. Check the Ss' answers first.
- Play the song once for Ss to check their answers. Then 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.

SONGS

### MP3 TRACK 6

Monkeys in the wardrobe.  
 Butterflies on the bed.  
 Parrots behind the cupboard.  
 Flowers on the desk.

Birds under the chair.  
 Leaves in the bed.  
 John's bedroom's a disaster.  
 Where is he? What a mess!

### 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. Ask Ss to dictate to you which new words they can use.

### OUR POSTER

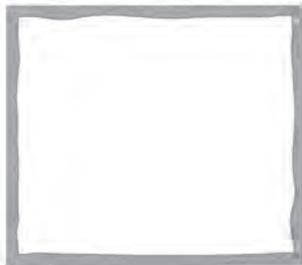
In this case you need 3 or 7 sheets of cartridge/ sugar or poster paper: one for furniture, another one for parts of the house and one for all the prepositions or one for each preposition. Collect the Ss' cut-outs to make the posters. Each S will glue his or hers. Remind them of the rules for this activity. If a S didn't bring any cut-outs, he/ she would have to draw.

## 1 Look and write



## 2 Read and draw

Jeremy is Mr Clark's student. Look at his bedroom! His four books are under the chair, his big ball is on the bed and his school bag is on the desk. His pencils? They're on the chair. And his robot? It's behind the bed. Look! His electronic games are in the wardrobe, and his blue pencil case is in the bookcase.



118 one hundred and eighteen

## 3 Read and circle Amy's toys and school objects

Amy has a nice doll. It's on the big table. She has a robot, too. It's under the small table. She doesn't have a ball. She has a pencil case. It's in the cupboard. She doesn't have books. But she has copybooks. They're behind the bookcase. What's that next to the bookcase? Her electronic game.



## 4 Look and circle



This is 'Miss Bank. (Miss Bank's) house. (It's) She's a nice house. It has a living room, a kitchen, a bedroom, a big bathroom and a garden. (This) That is her bedroom. She has a big (bed) cupboard, but she doesn't have a (desk) wardrobe. Her school bag is (on) in the bed, and her pencil case is (next to) in her school bag. Where (is) are her pen? It's (in) under the pencil case. Where are her copybooks? They're (behind) on the school bag.

one hundred and nineteen 119

## 1 Look and write



Focus: names of pieces of furniture.

- First Ss should look at the instructions and 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 bring cut-outs of a part of an item of furniture glued on a sheet of paper for another S to write the name.

## 2 Read and draw



Focus: recognition of vocabulary and prepositions.

- Ss should look at the instructions and the icons and tell you what they have to do.
- Give Ss time to draw.
- Check the answers on the bb.

## EXPANSION

They can add two or more sentences describing the bedroom and write about them.

## 3 Read and circle Amy's toys and school objects



Focus: recognition of prepositions and *has/doesn't have*.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Give Ss time to do the circling.
- Check the answers on the bb.

## EXPANSION

Ask Ss to write a new text about Amy using the pictures they haven't circled.

## 4 Look and circle



Focus: language awareness.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Ask Ss to read the complete text before circling any words. Elicit from them what the text is about.
- Give Ss time to circle the words.
- When checking, ask Ss to account for their answers.

3

5 Read and match. There is one extra answer  

Where's Jeremy?  Yes, they are.

Is his sister in the bedroom?  No, he isn't.

Where are his pencils?  No, it isn't.

Is his school bag on the table?  No, she isn't.

Are his books next to the school bag?  They're in his school bag.

 He's in the living room.

6 Draw and describe your bedroom.    
Use *in, on, under, next to or behind*

My bedroom is nice. I have...

My toys and my school objects?

My school bag is

My favourite board game is

My books are

My pencil case is

My English copybook is

My bedroom

120 one hundred and twenty

**EXPANSION**

Ask Ss to write a new text using the options they haven't circled, making the necessary changes.

5 Read and match. There is one extra answer  

Focus: language awareness: questions.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Elicit from Ss what clues they have in each case so as to decide on the second part.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

**EXPANSION**

Ss can think of at least two more answers for each question in the first column, and they can write a possible question for the extra answer in the second column.

6 Draw and describe your bedroom. Use *in, on, under, next to or behind*  

Focus: prepositions, personalisation.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Elicit from them where they can check if they have a query.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers by asking Ss to read out their texts. You can have oral presentations.

**EXPANSION**

You can ask Ss to write a text about a friend (so that they should use *he/his* or *she/her*, and *has*).

 **Answer Key**

**CLIL Pages**

**Activity 1:** A 2; B 1; C 4; D 3

**Further Practice**

**Activity 2:** 1 X; 2 ✓; 3 X; 4 X; 5 X; 6 ✓

**Activity 4:** 1 What's this? 2 Where are the pencils? 3 Where's Eric's friend? 4 Are his books next to the bookcase? 5 Is that a wardrobe? 6 Where are the books?

## VOCABULARY

### New

Actions: **do homework, colour, plant, eat, work**

Food: **carrot, lemon, lettuce, strawberry, tomato, oil, lemon juice**

### Revision

Actions

Food

## GRAMMAR

### New

Present continuous (all forms): **I, he, she, they**

### Revision

Present continuous (affirmative): **I, he, she**

## ANSWERS TO

**Are you... ing?**

**What... doing?**

## RECOGNITION

Language of the routine: feelings, months of the year

## ORAL INTERACTION

**Don't worry!**

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Subject and verb agreement

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

# 4 Alex isn't working!

1 Look and listen

Alex, where are you?

I'm in my bedroom, mum.

What are you doing?

I'm listening to music... and doing my homework.

Listening to music and doing your homework?

I'm colouring a map, mum.

Oh, Alex!

Tom, come here, quickly.

My leg's fine, mum... Don't worry.

Oh! What happened, Alex?

...but Mr Treeman has very special plants and I'm OK now!

Alex! You're joking!

It's a long story, dad. Greta and I...

No, Mary, he's right. They are medicinal leaves.

40 forty

## Getting started

Start the lesson with the routine suggested in the Introduction.

## Revision of Present Continuous

➤ Tell Ss you'll perform different activities for them to guess what you're doing. You can challenge them to guess the three options. Without being too obvious, mime listening to music (e.g. putting the earphones to your ears) and tell Ss e.g. **I'm watching TV**. Do the same with two other verbs.

## 1 Look and listen

Possible lead-ins (you may choose):

a. Ask Ss where they do their homework and whether they do anything else when they're doing their homework. You can tell them about yourself.

b. Ask Ss if they remember the story. You can ask them to think of key words from the previous episode, e.g. Greta's net, poor butterflies, Alex's leg, good plant.

- Go back to Ss' predictions as to how the story would go on.
- Ask Ss to open their books at page 40 and to look at the frames without reading the words, and ask them to focus on the lady. Who is she? Then ask them to look at her expression and to say how she's feeling. Ask them to predict why.
- Play the recording and ask Ss to read and check their predictions. Ask Ss if their predictions were right.
- You may ask Ss what their parents, grandparents or any adult do when they are sick or if they have some type of wound.
- You may focus Ss' attention on what Alex's mum says (frame 6): *You're joking!* Elicit from Ss when they'd say this.
- You may tell students that Mr Treeman's knowledge is different from that of ordinary doctors but also very valuable. You can add that a lot of medicines come from plants.

## MP3 TRACK 27

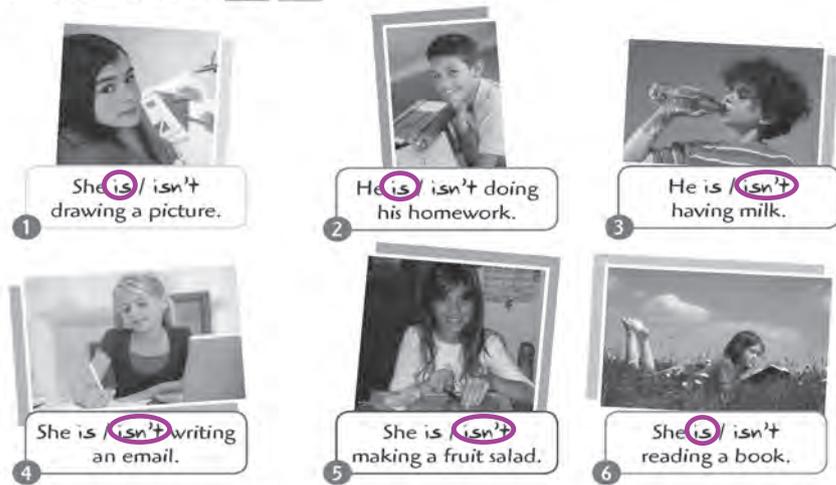
## 2 Listen and match. Then, write the name



I'm doing my homework. **Lucy**      I'm having water. **Mr Treeman**

I'm colouring a map. **Greta**      I'm playing tennis. **John**

## 3 Read and circle



forty one 41

### BUILDING CONFIDENCE

**Who...?** Tell Ss you'll tell them what you're doing for them to say who you are (based on the story), e.g. T: **I'm opening the door.** Ss: **Alex's mum!** At the beginning, you may perform the action to make sure everybody understands what you're saying.

### BUILDING CONFIDENCE

**1 Actions.** Ask Ss to think of different verbs (or actions if they are not familiar with the concept of *verb*) they know. Encourage them to check the instructions to find more examples of verbs. Make a list of the actions on the bb.

**2 Repeat if correct.** Tell Ss you'll mime an activity and say what you're doing. If what you say is true, they should mime the action and repeat your words, e.g. you mime drawing a picture and say **I'm drawing a picture.** Ss: **I'm drawing a picture.** If you perform the same action and say **I'm making a salad,** Ss shouldn't say anything.

**3 Miming.** Tell Ss to mime one of the activities for the rest to guess, e.g. **Pia is doing her homework.**

WB EX 1 PAGE 121

## Homework

Ask Ss to bring cut-outs of people performing the activities they've seen.

## 2 Listen and match. Then, write the name

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Tell Ss they'll listen to the characters telling them what they're doing. They have to match the character and an element that represents what they're doing. You can elicit from Ss how they can do the matching (*numbering the pictures, drawing lines, using different colours to draw the lines*).
- Check the answers on the bb, and then ask Ss to write the names.

### MP3 TRACK 28

**Greta:** I'm colouring a map.  
**Mr Treeman:** I'm having water.  
**John:** I'm playing tennis.  
**Lucy:** I'm doing my homework.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

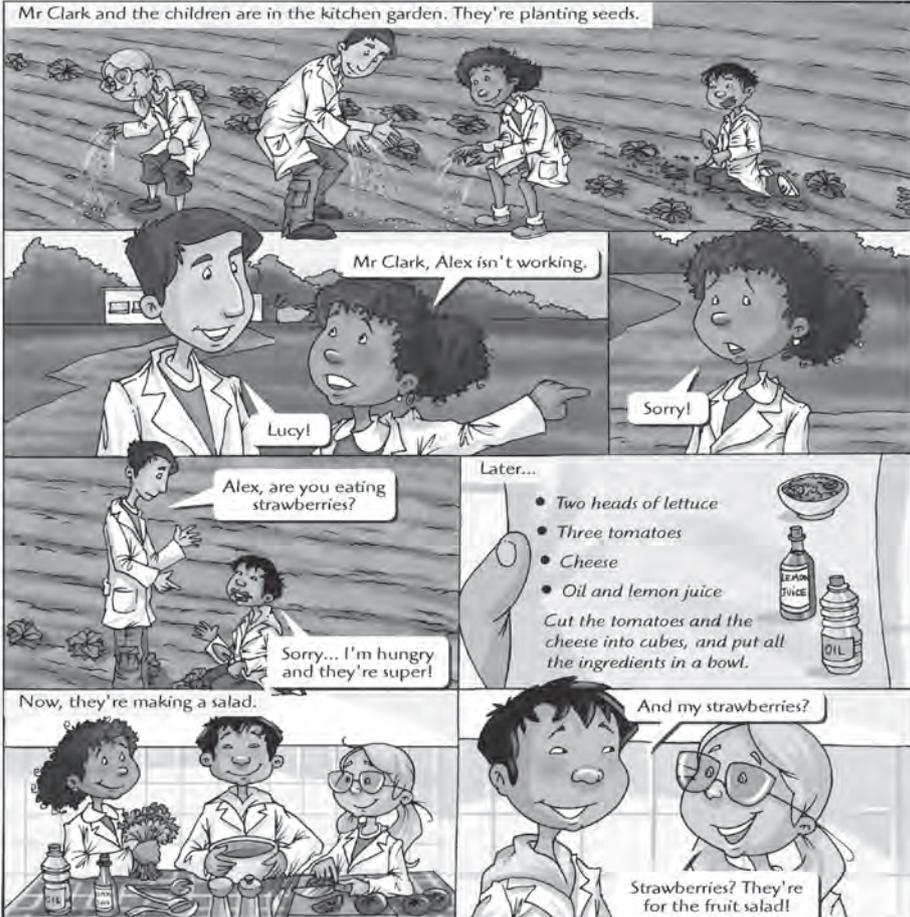
**Show me...** Ask Ss to take out the cut-outs they've brought from home. As you name different actions, Ss should show you a person performing that action.

## 4 Look and listen

- › Ask Ss to open their books at page 42 and focus on Exercise 4. Ask them to describe what is going on.
- › Tell Ss the characters are in the kitchen garden. Ask Ss to tell you what a kitchen garden is (*a garden for the kitchen*). Ask them which vegetables they know grow well in kitchen gardens in their area and whether they'd like to be taught how to keep one, if they aren't already learning how to.
- › Ask them if Alex is with his friends. Was Mr Treeman's plant good?
- › Ask Ss to look at frame 5 and tell you what they can see (*a recipe*). Ask them why they have a recipe.
- › Have Ss read the story and listen to the recording to check their predictions.
- › Go back to frame 2 and ask Ss what they think of Lucy's attitude. Remind them of what they can say to a person whose attitude is not nice. Emphasise the fact that Lucy apologises for what she did wrong.

## 4 Look and listen

Mr Clark and the children are in the kitchen garden. They're planting seeds.



Mr Clark, Alex isn't working.

Lucy!

Sorry!

Later...

- Two heads of lettuce
- Three tomatoes
- Cheese
- Oil and lemon juice

Cut the tomatoes and the cheese into cubes, and put all the ingredients in a bowl.

Alex, are you eating strawberries?

Sorry... I'm hungry and they're super!

Now, they're making a salad.

And my strawberries?

Strawberries? They're for the fruit salad!

42 forty two

### MP3 TRACK 29

## Introduction of fruits and vegetables

- › Tell Ss that you'll test them on their knowledge of fruits and vegetables. Draw two boxes on the bb and write **fruits** and **vegetables**. As you name fruits and vegetables and you either show a picture or draw each, Ss should tell you where to place them, e.g. **Lettuce, fruit or vegetable?** Do the same with the other words. Include words from level 1: **orange, apple, banana**. Note: a tomato is a fruit.

### BUILDING CONFIDENCE

- 1 **Clap if correct.** Name fruits or vegetables as you show the pictures. If the picture represents what you say, Ss should clap.
- 2 **A survey.** Draw a double entry chart on the bb. The first column should have a ☺ face and the other one a ☹ face. Include a row per fruit and vegetable. Ask Ss to predict which is the most and least popular fruit and vegetable. As Ss say what they like and what they don't like, draw a tally mark. Then go back to Ss' predictions.
- 3 **Food dictation.** Tell Ss to draw following your instructions, e.g. **The tomato is on the table, the strawberry is under the table, the carrot is next to the strawberry, the lettuce is behind the tomato.**

## 5 Listen and number. Then, match

- › Ask Ss to look at the instructions and the icons and tell you what they have to do.
- › Play the recording and check on the bb. Then give Ss time to do the matching and check on the bb.

5 Listen and number. Then, match   

apple — 4 — lettuce  
 banana — 8 — orange  
 carrot — 5 — strawberry  
 lemon — 6 — tomato

6 a) Listen and match  

b) Read and complete  

- 1 John and Lucy are eating lettuce.
- 2 Treeman and Miss Green are eating tomatoes.
- 3 Greta and Mr Clark are eating carrots.
- 4 Alex and his mum are eating strawberries.

**BUILDING CONFIDENCE**

**Miming.** Agree with Ss on how to mime eating each of the food items. As you say what each character is eating, they should impersonate the character eating a fruit or a vegetable, e.g. **Mr Treeman is eating a carrot** (they can pretend they're very old). **Greta is eating a strawberry** (they can pretend to wear glasses).

b) Read and complete



- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Give Ss time to complete, then check on the bb.

**BUILDING CONFIDENCE**

**1 Memory game.** Ask Ss to look at the pictures or at the sentences. You can start by telling them what a character is eating for them to say if it is true or not. You can also ask Ss to prepare their own sentences for the rest to say if they are true or not.

**2 Lots of recipes.** Ask Ss to go back to page 42 and to look at frame 5. Once they remember it's a recipe, ask them what they can find in a recipe (*ingredients and instructions*). Tell Ss they can make recipes for different salads (fruit salads as well).

**WB** EX 3 PAGE 122

**Homework**

Ask Ss to bring drawings or cut-outs of the food items they've seen.

**MP3 TRACK 30**

Number 1 is an apple. Number 2 is a tomato. Number 3 is lettuce. Number 4 is an orange. Number 5 is a strawberry. Number 6 is a lemon. Number 7 is a carrot. Number 8 is a banana.

6 a) Listen and match  

- > Ask Ss to look at the instructions and the icons and tell you what they have to do. Ask Ss to focus on the number of characters and the food. Will each character eat only one vegetable or fruit? You can play the recording first to check their predictions.
- > Elicit from Ss how to do the matching (*lines, numbers, etc*).
- > Play the recording for Ss to do the matching, then check on the bb.

**MP3 TRACK 31**

John is eating lettuce. Mr Treeman is eating a tomato, and his parrot is eating a tomato, too. What about Mr Clark? He's eating a carrot. Lucy and Greta? Lucy is eating lettuce and Greta a carrot. Alex? He's eating a strawberry. Mmm! Delicious! And Alex's mum is eating a strawberry, too.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Show me...** Ask Ss to take out their cut-outs. As you name different fruits and vegetables, they should put up the correct cut-out. Ss can name the food items themselves.

## 7 Mime

- Ask Ss to look at the instructions and the icon and tell you what they have to do.
- Once you have demonstrated this several times, you can have Ss working in pairs or small groups. If you do so, make sure they use the correct intonation in the question.

## 8 Look and write ✓ (true) or X (false)

- Ask Ss to look at the icons and the instructions and tell you what they have to do.
- Point to the boy and ask Ss **Who's this?** If they can't remember his name, refer them to unit 1, page 13.
- Give Ss some time to do the activity and check on the bb.
- In the case of sentence 4, **He isn't doing his homework**, make sure Ss understand why it is true since there is a tendency for Spanish speakers to consider that a negative statement is false.

### BUILDING CONFIDENCE

**Memory game.** Tell Ss to look at the pictures for one minute and to close their books. Name the different characters for Ss to say what they're doing.

## 7 Mime



## 8 Look and write ✓ (true) or X (false)



- Sam's father is making a salad.
- His brother isn't listening to music.
- He's reading a novel.
- He isn't doing his homework.

- Sam is writing.
- He isn't watching TV.
- His sister is drawing a picture.
- His mother is working in the living room.

44 forty four

## 9 a) Read and complete

- Ask Ss to look at the instructions and the icons and tell you what they have to do. Tell Ss these are some of the characters' classmates.
- First, tell Ss you'll describe part of a picture for them to say which one it is, e.g. **A girl is watching the butterflies.** Ss: **Picture 1!** This way, you make sure to revise all the actions in the pictures. Include an example in the negative, e.g. **A boy isn't working.** Ss: **Picture 2!**
- Elicit from Ss where they can find useful information if they don't remember an action or its spelling (*their books, copybooks, posters, etc.*).
- Remind Ss they can describe what the children are or aren't doing.
- Give Ss time to complete the descriptions, then check the answers on the bb.

## b) Who is it?

- Ask Ss to focus on the icon and the instructions and tell you what they have to do. Check that Ss know they have to refer to Exercise 9 a).
- Give Ss time to prepare what to say, and let them play.
- Check by having a couple of examples.

9 a) Read and complete  



- 1 Susy 's watching the butterflies. She 's having lettuce and having water.
- 2 Eric isn't watching the butterflies. He is listening to the birds.
- 3 Pam and Julia are writing an email. They aren't listening to music. They're eating biscuits and having a soda.
- 4 Peter is in the living room, but he isn't watching TV. He's drawing and listening to music. He 's having some milk.
- 5 Mike is in the living room, too. He isn't writing an email. He 's doing his homework. He 's eating a sandwich and having milk.

b) Who is it? 



I'm not watching TV.  
I'm drawing.

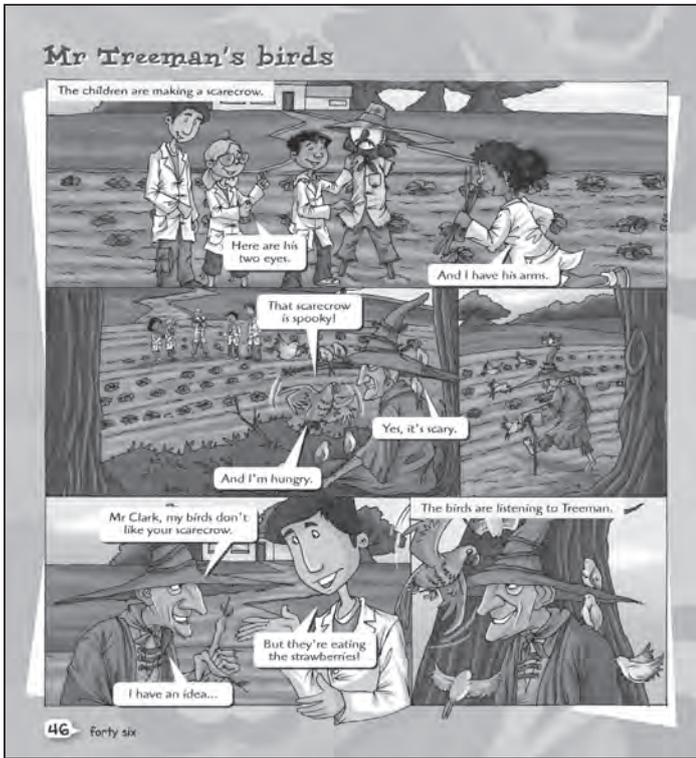


Peter!

Now that Ss have seen different text types, you can work on the characteristics of each. For instance, recipes include a list, usually bulleted. This is a good opportunity to make sure Ss understand that a text is not only sentences put together. Ss can keep a file of the text types they have seen, and add more as they encounter them.

 **Homework**

As Ss to bring cut-outs or drawings of the fruits and vegetables they have seen, and of people performing the actions they have also seen.



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

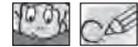
**Food gym.** Tell Ss they'll need their food cut-outs. You'll tell them where to place the fruits and vegetables, e.g. *The banana is next to the lemon, the tomato is behind the carrot.*

## Mr Treeman's birds

- Ask Ss to open their books at page 46. Ask them to focus on the title. Ask Ss what the situation may be with the birds.
- Focus Ss' attention on frame 1. Ask them if they can see a doll. For Ss to find out what to call it, ask them to read the caption and to identify the word for *espantapájaros*. Ask Ss if they've ever seen one, and if so, if they were scared. Ask them where we can see scarecrows, whether they can be seen in a city or town, inside a house or out in the open. Make sure they understand the purpose of a scarecrow.
- Ask them to predict how the story goes on.
- Play the recording and have them read to check their predictions.
- This episode provides a very good chance to work on how we can find solutions when we are willing to compromise and give something.
- In addition, the episode stresses how important it is for us to learn how to live in harmony with our habitat: the birds, just like us, deserve to have enough to eat.

### MP3 TRACK 32

## 1 Read the story and circle



- Have Ss look at the instructions and the icons and tell you what they have to do.
- Remind Ss of the rules for working.
- Challenge them to circle the right option without re reading or listening to the story again.
- Check the answers on the bb.

### BUILDING CONFIDENCE

- Which frame?** Once Ss complete Exercise 1, they can write the frame number in which they can find that information.
- Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite Ss to go to the front to act out the story.
- A new scarecrow.** Tell Ss they can create their own scarecrow using other fruits and vegetables, e.g. *lettuce for the hair, strawberries for the nose, bananas for the ears*, etc. You can have a scarecrow dictation. Ss have to draw according to your instructions.

## 2 Find 4 differences



- Tell Ss to look at the instructions and the icon and tell you what they have to do.
- Remind Ss of the crazy family.
- Give Ss time to find the differences and then check orally.

1 Read the story and circle  

1 I'm listening to Mr Treeman.  
A bird or Alex?

2 I have two eyes for the scarecrow.  
Greta or Mr Clark?

3 I'm spooky!  
Miss Green or the scarecrow?

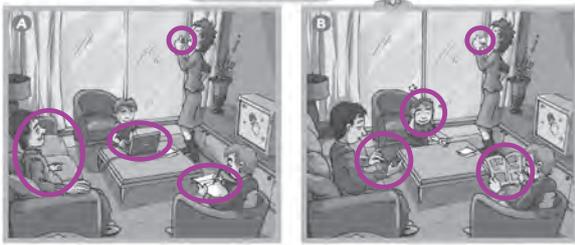
4 I don't like the scarecrow.  
Miss Green or Mr Treeman?

5 I'm eating the fruit.  
A bird or Mr Treeman?

6 I'm scared!  
Miss Green or the scarecrow?

2 Find 4 differences 

In picture A, Sam ...



48 forty eight

4

Song 

a) Look and complete  

**Miss Green** is writing.  
**Treeman** is making a cake.  
**Birds** are listening to music  
and two children are playing a game.

CHORUS  
Oh, what a crazy day!  
Oh, what a crazy day!

**Mr Clark** is playing on a tree  
and **a jaguar** is watching TV.  
Oh no, a spooky **scarecrow**!  
Come and help me, please!

CHORUS



b) Listen and check  

c) Sing! 

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WB EX 5 PAGE 122, EX 6 AND 7 PAGE 123

## Song

- › Ask Ss to focus on the instructions and elicit from them what they have to do.
- › Give Ss some time to read and fill in the blanks with what they think is correct. Check the Ss' answers first.
- › Play the song once for Ss to check their answers. Then 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.

SONGS

### MP3 TRACK 7

Miss Green is writing,  
Treeman is making a cake,  
Birds are listening to music  
and two children are playing a game.

Oh, what a crazy day!  
Oh, what a crazy day!

Mr Clark is playing on a tree  
and a jaguar is watching TV.  
Oh no, a spooky scarecrow!  
Come and help me, please!

Oh, what a crazy day!  
Oh, what a crazy day!

### 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. Ask Ss to dictate to you which new words they can use.

### OUR POSTER

In this case you need several sheets of cartridge/ sugar or poster paper for the actions, the fruit and the vegetables. Collect the Ss' cut-outs to make the posters. Each Ss will glue his or hers. Remind them of the rules for this activity. If a S didn't bring any cut-outs, he/ she would have to draw.

Remember photocopiable MID-TERM TESTS can be found at the end of this book (pages 96-99).

# 1 Complete the email

Focus: describing actions in progress.

- › Ss look at the instructions and the icon and tell you what to do.
- › Go over the sentences and check with Ss what clues they can find to decide on what action to include.
- › Check the answers on the bb.

## EXPANSION

You can ask Ss to add more information to the email, or make Ruby answer Jeremy's email. You can also ask them to write an email to a friend describing what they are doing.

# 2 Read and answer

Focus: actions in progress.

- › Ss look at the instructions and the icons and tell you what to do.
- › Elicit from Ss how they decide where the person is.
- › 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 write at least two more clues for others to circle the correct one.

# 3 Look and write

Focus: food vocabulary.

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

## EXPANSION

They can draw parts of other fruits or vegetables for other Ss to write the name.

# 4 Write the captions

Focus: Present Continuous.

- › Ss look at the instructions and the icon and tell you what to do.
- › Remind Ss of what a caption is. You can ask them to find examples of captions in their books.
- › Give Ss time to do the activity.
- › Check the answers on the bb.

## EXPANSION

Ss may create their own drawings or bring cut-outs for others to write the captions.

4

### 1 Complete the email

Hi, Ruby  
 How are you? I'm in my new house. Look! I have some photos. In photo 1, I'm playing in the garden with my dog. In photo 2, I'm reading.  
 And look at photo 3, I'm listening to music and doing my homework/writing.  
 I have photo 4, here I'm playing on the computer.  
 What about you? Write to me.  
 Love,  
 Jeremy.






### 2 Read and answer

- Jeremy is doing his homework. Is he in the bathroom or in the living room? **He's in the living room.**
- His mother is watching TV. Is she in the bedroom or in the garden? **She's in the bedroom.**
- His father is reading a book. Is he in the kitchen or in the bedroom? **He's in the bedroom.**
- His dog is playing with a ball. Is he in the classroom or in the garden? **He's in the garden.**
- His friend Ruby is drawing. Is she in the bathroom or in the bedroom? **She's in the bedroom.**

one hundred and twenty one 121

# 5 Read and circle

Focus: language awareness.

- › Ss look at the instructions and the icons and tell you what to do.
- › Ask Ss to read the complete text before circling any words. Elicit from them what the text is about.
- › Give Ss time to circle the words.
- › When checking, ask Ss to account for their answers. If they say *doing a salad* explain to them that the verb for food is *making*.

## EXPANSION

Ask Ss to write a new text using the option they haven't circled, making the necessary changes.

# 6 Read and match. There is one extra answer

Focus: language awareness: questions.

- › Ss look at the instructions and the icons and tell you what to do.
- › Elicit from Ss what clues they have to decide on each answer.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

## EXPANSION

Ss can think of two more answers for each question, and a possible question for the extra answer.

4

3 Look and write      

strawberry lettuce tomato carrots lemon salad

4 Write the captions     

She's writing an email/ playing on the computer. He's having a soda. He's doing his homework/ writing. They're making a salad. They're playing.

5 Read and circle   

Jeremy is in his her house. He's watching 'music' TV and doing 'a salad' his homework. His Her dad is in the kitchen. He's 'colouring' making a salad with lettuce, two tomatoes and two carrots cheese. His mum? 'He's' She's in the living room. She's working listening.

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4

6 Read and match. There is one extra answer  

Is Jeremy working? Yes, they are.  
Is Sharon doing her homework? No, I'm not.  
Where is Sharon? No, it isn't.  
Are you eating strawberries? She's in the garden.  
Are Jeremy and Sharon playing? Yes, she is.  
No, he isn't.

7 Describe your photos 

In this photo, \_\_\_\_\_ Here \_\_\_\_\_

one hundred and twenty three 123

## 7 Describe your photos

Focus: Present Continuous, personalisation.

- › Ss look at the instructions and the icon and tell you what to do.
- › Elicit from them where they can check if they have a query.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers by asking Ss to read out their texts.

### EXPANSION

You can ask Ss to write a text about a friend (in order to use *he/she*).

### STORYLINE MAC

#### 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.

#### Who is who?

- › Check that Ss understand how they can realise who is who.
- › Give them time to do the exercise and check on the bb.

#### Find 10 differences

- › Ss can draw a cross in pencil every time they find a difference.
- › Ss can check the differences in pairs before checking.

#### The crazy dice game

- › Check the instructions with Ss: each number represents a category. One S rolls the dice and the other has to make a sentence using two words, one from each category.
- › If they cannot come up with a sentence, they miss a turn.

### STORYLINE MAC ANSWERS

#### Word search

**Jungle words:** parrot, tree, jaguar  
**Qualities:** tall, huge, young  
**Colours:** purple, grey, brown

**Parts of the body:** nose, hair, leg  
**Pieces of furniture:** bed, bookcase, desk

#### Who is who?

**Back row:** Max, Roger, Marion

**Front row:** Zoe, Lara, Ricky

#### Find 10 differences

##### Woman

- Young/ old
- Long/ short hair
- Eating a carrot/ strawberries

##### Man

- Old/ young
- Happy/ scared
- Short/ long legs

##### Girl

- Doing her homework/ drawing a picture
- Pen/ pencil
- Big/ small ears

##### School bag

- Under/ next to the table

## Answer Key

### Further Practice

**Activity 1:** 1 (It's) lettuce; 2 A carrot; 3 A strawberry; 4 A banana; 5 A tomato; 6 A lemon

**Activity 2:** Maria is reading a story. Her mother and her father are watching TV. Alex and John are working in the living room. I am listening to music. Eric is colouring a picture. Lucy is having water. Greta is doing her homework. Amy is listening to music.

**Activity 3:** 1 a book; 2 carrots; 3 to a butterfly; 4 his homework; 5 a soda; 6 music

## VOCABULARY

### New

Actions: *wear*

Clothes: *boots, dress, pants, raincoat, skirt, socks, sweater, trainers, T-shirt, umbrella*

### Revision

Colours

## GRAMMAR

### New

**There is/ are**

The time

**We are/ have**

### Revision

Prepositions of place

Present continuous

## ANSWERS TO

**What's the time?**

## RECOGNITION

Language of the routine:

**How many children are (happy)?**

Dates: **Today is Tuesday, July 6<sup>th</sup>.**

## ORAL INTERACTION

**Let's go!**

**Yuk!**

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Subject and verb agreement

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

# 5 There's a note in my copybook

## 1 Look and listen

There's a note in my copybook.

It's Mr Clark's note!

Now? Look at the clock. It's 7.30!

An excursion to Mr Treeman's house?

Who's Treeman? Where's Treeman's house?

Please, Mum, sign it!

There's a pen next to the phone.

It's Mr Treeman's invitation. It's his birthday.

I like birthday parties.

Me too.

And Treeman's present?

It's eight o'clock. Let's go!

52 fifty two

## Getting started

Start the lesson with the routine suggested in the Introduction.

## Introduction of *there is/are*

- You'll test the Ss' power of guessing. They'll have five chances. Place a school object in a box (Ss shouldn't look), shake it and tell Ss **There's a ruler in the box. Yes or no?** Do this a second time with another school object. Then tell them they'll have to guess quantity. Place (three) (pencils) in the box, and tell them **There are three pencils in the box. Yes or no?** Do this changing the number of objects inside the box.
- Help them become aware that there is only one form in Spanish but two different forms in English, depending on whether the noun is singular or plural. Point out they have to mention where the object/s person/s is/ are.

## BUILDING CONFIDENCE

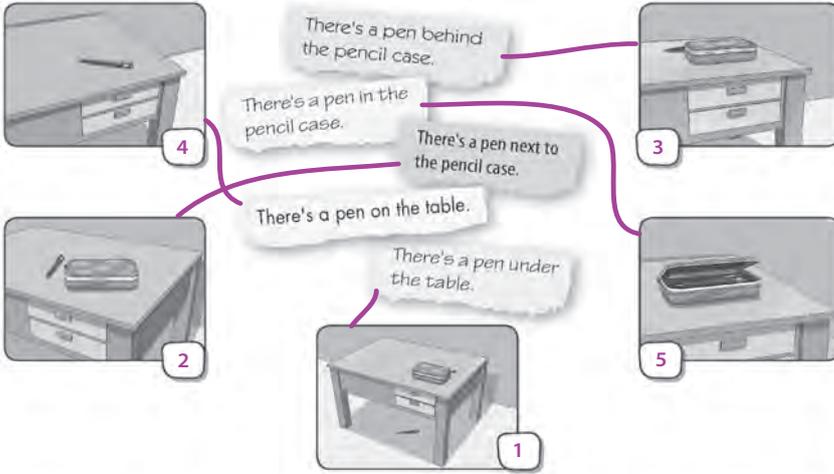
- 1 Yes or no?** You'll describe the jungle for Ss to clap if what you say is correct or stand up if it's wrong, e.g. **There are lions in the jungle.**
- 2 A chain.** Tell Ss you'll play a chain game. You'll place different school objects in different positions, and they have to repeat the whole sequence and add one further detail, e.g. T: **There's a pen on the desk.** S1: **There's a pen on the desk and there's a ruler next to the pen.** S2: **There's a pen on the desk, there's a ruler next to the pen and there's a rubber on the ruler.**

## 1 Look and listen

Possible lead-ins (you may choose):

- Ask Ss whether they go on excursions at school, and what places they visit. Do they have to take anything special? What's their favourite outing? Why?
  - You may also tell them about your favourite outings when you were a kid at school.
- Ask Ss to open their books at page 52 and to focus on frame 1. Point to what Greta has in her hand and ask Ss **What's this?** Elicit from them why she's giving it to her mum.
  - Play the recording and ask Ss to read and check their predictions.
  - Ask Ss to imagine what Mr Treeman's house is like and what they'd like to know about it.

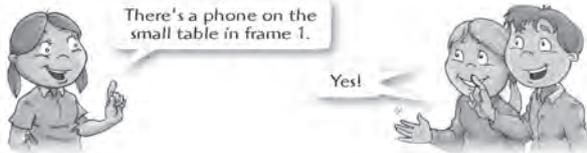
2 Listen and number. Then, match   



3 Look at frame 1 on page 52 and write ✓ (true) or X (false)  

- |   |   |
|---|---|
| 1 This is a picture of a living room. <input checked="" type="checkbox"/> | 4 There's a pen behind the apple. <input checked="" type="checkbox"/> |
| 2 There's a big table in the picture. <input checked="" type="checkbox"/> | 5 There's a clock on the wall. <input checked="" type="checkbox"/>    |
| 3 There's an apple on the table. <input checked="" type="checkbox"/>      | 6 It's nine o'clock. <input checked="" type="checkbox"/>              |

4 Memory game 



fifty three 53

2 Listen and number. Then, match   

- > Ask Ss to tell you what they have to do.
- > Check the answers on the bb, and then ask Ss to do the matching. You can elicit from Ss how they can do the matching, (numbering the pictures, drawing lines, using different colours). Check on the bb.

MP3 TRACK 34

- Number 1: There's a pen under the table.
- Number 2: There's a pen next to the pencil case.
- Number 3: There's a pen behind the pencil case.
- Number 4: There's a pen on the table.
- Number 5: There's a pen in the pencil case.

BUILDING CONFIDENCE

**Memory game.** Ask Ss to look at the pictures for thirty seconds and then to close their books. Describe the picture for Ss to say the number, or say the number for Ss to describe the picture.

3 Look at frame 1 on page 52 and write ✓ (true) or X (false)  

- > Ask Ss to tell you what they have to do.
- > You can first make a list of the elements they can see and know how to say.
- > Check the Ss' answers on the bb.
- > Ss can do the same with another frame.

4 Memory game 

- > Ask Ss to tell you what they have to do.
- > Give them time to memorise the pictures and start playing.

BUILDING CONFIDENCE

**Repeat if correct.** Tell Ss you'll describe their classroom, and they have to repeat if what you say is correct, e.g. **There are twenty desks, there is a blackboard.**

WB EX 1 PAGE 124 AND EX 4 PAGE 125

 **Homework**

Ask Ss to draw a plan of their houses.

- > You may ask Ss why it is important to show their parents their communication notebook and not at the very last moment like in Greta's case. Has this ever happened to them?

MP3 TRACK 33

**Introduction of the time**

- > Ask Ss to look at frame 1 and point to the clock. Show your watch and ask them **What's the time?** Tell them to look at what Greta's mother says: *It's 7.30.* Then ask them to look at frame 6, point to the clock and ask them again **What's the time?** Have them read the answer.
- > Write the two sentences on the bb and draw a digital clock next to each. Ask Ss what there is in common: *It's.* Write different times on the bb, e.g. 7.20, 8.15, 12.45 and tell Ss to work in groups to come up with a rule for telling the time.
- > Tell them that in English, we do not say 13 or 20, we use *am* or *pm*.

BUILDING CONFIDENCE

**A survey.** Draw a chart on the bb to keep a record of the time Ss get up. Have a line for each time and then you can rank Ss from the ones who get up the earliest to the ones who get up the latest.

WB EX 2 PAGE 108

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Find the house.** Ask Ss to write a description of their houses, e.g. *In my house/flat there are two bedrooms and two bathrooms, there's a kitchen and a living room.* Collect all the plans and display them on the walls. Ask Ss to exchange the descriptions and match them to the right plan.

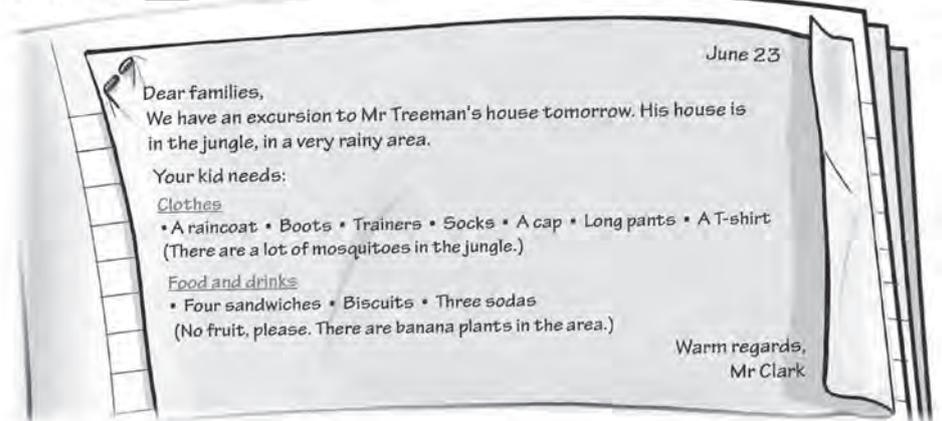
## Introduction of clothes

- › Tell Ss you are going away to a place everybody knows and you don't know what clothes to pack. Have cut-outs of the items of clothes you have to teach. You can teach all the words in Exercise 5 b), or you can start with the ones named in the note to parents.
- › Show Ss a skirt and ask them, e.g. **A skirt, shall I take it? Yes or no?** Do the same with the other items. Finally thank Ss for helping you.

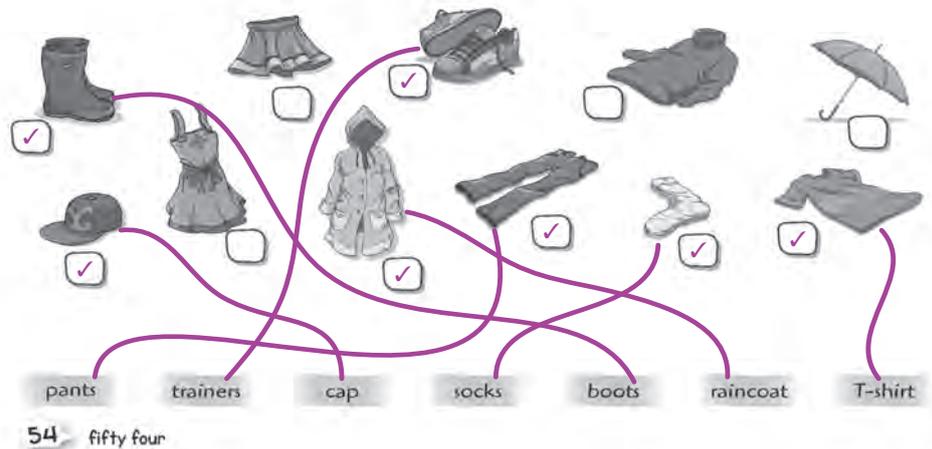
### BUILDING CONFIDENCE

- 1 Clap if correct.** Point to the different articles of clothing and name them. If the name is correct, Ss should clap.
- 2 What is it?** Mouth different items for Ss to say what they are while pointing to the right cut-out.

## 5 a) Read



## b) Read again and tick. Then, match



## 5 a) Read

- › Ask Ss to look at the instructions and the icon and tell you what they have to do. Ask them what they can see (*a note*). Who has written it? Who is it for? What information does it have?
- › Have Ss read to check their predictions.
- › Ask Ss to make a list of the food and drink they'd take on an excursion to the jungle. How many similarities and differences are there?
- › Do the same with the clothes.

## b) Read again and tick. Then, match

- › Ask Ss to look at the instructions and the icons and tell you what they have to do.
- › Give them time to do the ticking first, according to Mr Clark's note, and then do the matching.
- › Check the answers on the bb.

### BUILDING CONFIDENCE

**A new note to parents.** Tell Ss they're going on an excursion. Analyse Mr Clark's note for Ss to become aware of what they need to change, e.g. in the first sentence, they need to change *Mr Treeman's house tomorrow*. You can ask them to underline what will remain the same. Once they've underlined the necessary stems, you can work out a new note together with Ss dictating to you. Once they have two models, they can write their own note, as if they were the teacher, informing parents about another excursion.

6 a) Listen and complete  



This is Brenda's bedroom.



Brenda



Hans



Rod



This is Hans's bedroom.



This is \_\_\_\_\_ bedroom.



This is Rod's bedroom.

b) Read and circle 6 differences  

- In Rod's bedroom there's a raincoat on the bed and there's a school bag next to the raincoat. There are boots next to the bed and trainers next to a chair. There's a cap on a chair and a sweater under the chair. There are three T-shirts in the wardrobe. And there's an umbrella behind the chair.
- In Brenda's bedroom there's a raincoat on the bed and there's a school bag behind the raincoat. There are trainers under the bed and boots next to a chair. There are socks on a chair and a sweater under the chair. There are two T-shirts and a dress in the wardrobe. And there's an umbrella behind the chair.
- In Hans's bedroom there's a raincoat on the bed and there's an umbrella next to the raincoat. There are trainers under the bed and boots next to a chair. There's a cap on a chair and a sweater under the chair. There are two T-shirts and two pairs of pants in the wardrobe. And there are socks on the chair, next to the sweater.

b) Read and circle 6 differences  

- Ask Ss to look at the instructions and the icons and tell you what they have to do. Make sure they understand there will be differences between the drawings and the description.
- Give Ss time to find the differences, then check on the bb.
- You can ask Ss to rewrite the texts with the correct information.

**BUILDING CONFIDENCE**

- Memory game.** Ask Ss to look at the pictures or at the sentences. You can start by describing one of the features for them to say whose bedroom it is. You can also ask Ss to prepare their own sentences for the rest to say if they are true or not.
- A new description.** You can ask Ss to read the descriptions in Exercise 6 b) and to write a description of the extra bedroom. They can dictate the description to you, which you'll write on the bb or on a sheet of poster paper.
- A new bedroom.** You can ask Ss to go back to the crazy family and to draw Sam's bedroom. They can also write a description including wrong information for the rest to read and spot it.



**Homework**

Ask Ss to bring drawings or cut-outs of the clothes they've seen.

6 a) Listen and complete  

- Ask Ss to look at the instructions and the icons and tell you what they have to do. Elicit from Ss what they'll listen to. You can play the recording first to check their predictions. You can also ask whose bedroom they think each one is.
- Play the recording for Ss to do the matching, then check on the bb.

**MP3 TRACK 35**

- Hans:** Hello! I'm Hans. In my bedroom there's a raincoat on the bed and there's a school bag next to the raincoat. There are trainers under the bed and boots next to a chair. There's a cap on a chair and a sweater under the chair. There are two T-shirts and two pairs of pants in the wardrobe. And there are socks under the chair, next to the sweater.
- Brenda:** My name's Brenda. In my bedroom there's a raincoat on the bed and there's a school bag next to the raincoat. There are trainers under the bed and boots next to the chair. There's a cap on the chair and a sweater under the chair. There are two T-shirts and a dress in the wardrobe. And there's an umbrella behind the chair.
- Rod:** Hi, I'm Rod. In my bedroom there's a raincoat on the bed and there's a school bag next to the raincoat. There are boots under the bed and trainers next to a chair. There's a cap on a chair and a sweater under the chair. There are two T-shirts in the wardrobe. And there's an umbrella behind the chair.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 Mime it.** Agree with Ss on a way to mime each item of clothing they've seen. As you name each, they have to do the miming. You can also ask them to say the word you are miming.

**2 Show me...** Ask Ss to take out their cut-outs. As you name different items of clothing, they should put up the correct cut-out. Ss can name the clothes items themselves.

## 7 Guess!

- Ask Ss to look at the instructions and the icon and tell you what they have to do.
- Check that Ss understand the drawings should not be too evident for the guessing to be more difficult.

## 8 Look and listen

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Point to the man and ask Ss **Who's this?** If they can't remember who he is, refer them to unit 4, page 46. **And this?** (pointing to the woman). Tell them she's one of the children's mother. Whose mother is she?
- Ask Ss where the children are going and what they think is going to happen. Play the recording and have the Ss read to check their predictions.
- This episode provides a good chance to work on attitudes. Alex did not want the pink umbrella because of its colour, but later he realised he needed one. Ask the boys whether they would carry a pink umbrella.
- Ask Ss to focus on frames 1 and 2, and ask them the meaning of *wearing*. Let them know that that is the verb we use to describe the clothes we have on.
- Have them read what Alex is saying, *We are wearing raincoats*. Ask them who *we* refers to.

### MP3 TRACK 36

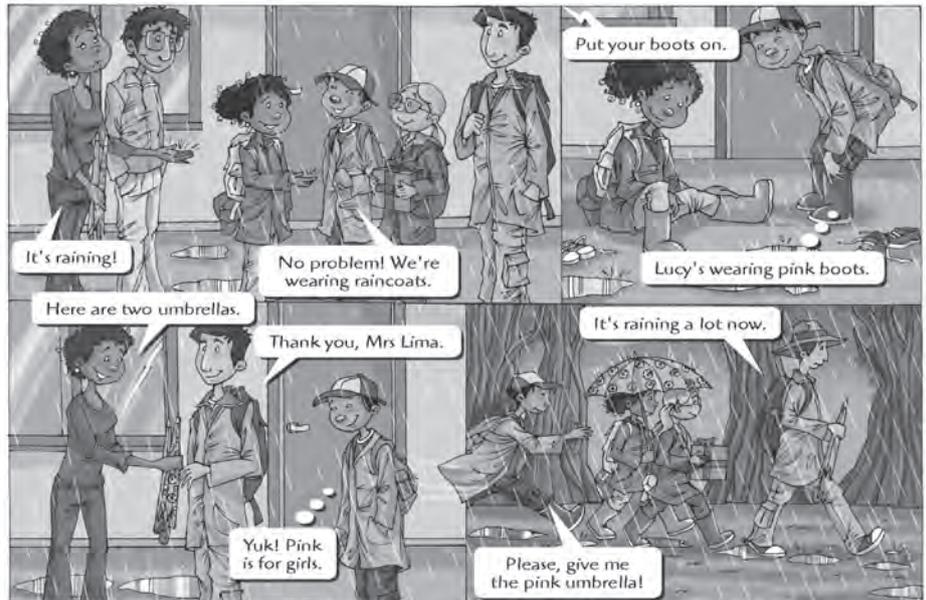
## 7 Guess!



There are socks on the bed.

And there's a T-shirt next to the socks.

## 8 Look and listen



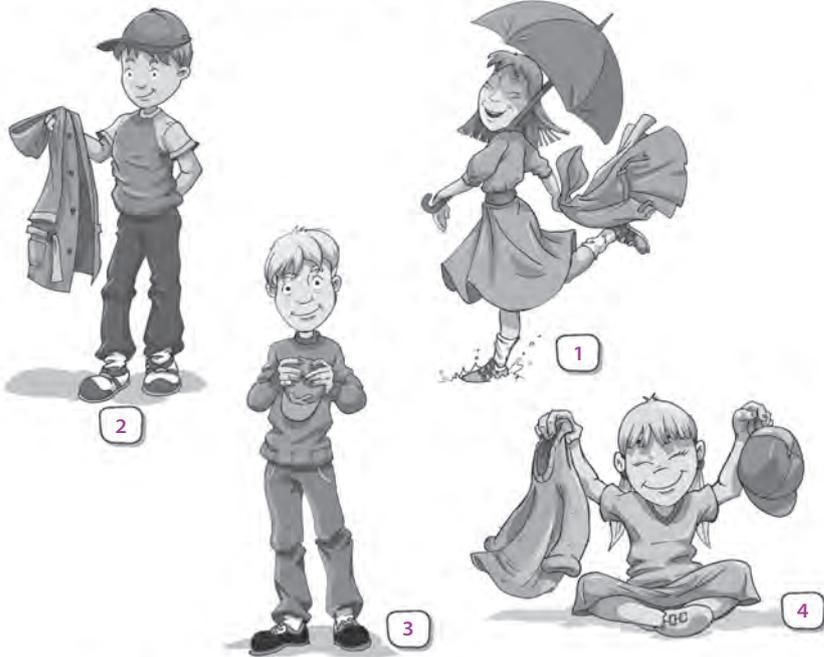
56 fifty six

### BUILDING CONFIDENCE

- The we game.** Tell Ss to look around and find coincidences in pairs. They have to say what coincidences they have found by pointing to the other person and saying, e.g. **We are tall. We have a dog.**
- Guess!** Tell Ss you'll describe what one of the Ss is wearing (provided they are not wearing the same uniform) for the rest to guess who it is, e.g. T: **This person/ boy/ girl is wearing white socks, blue pants and a red T-shirt.** Ss: **Pia!**

If Ss should ever use the verb *have* meaning *wear*, show them the difference, e.g. **I have a (black skirt) (at home) but I'm wearing jeans.**

9 a) Listen and number  



5

b) Read and write the number  

He's wearing pants and a T-shirt. His socks are white, and his trainers are white and red. He has a cap and a raincoat. He doesn't have a sweater. 2

She isn't wearing a dress. She's wearing a skirt and a T-shirt. She's wearing trainers but she isn't wearing socks. She has a sweater and a cap. She doesn't have a raincoat. 4

fifty seven 57

b) Read and write the number  

- › Ask Ss to focus on the instructions and the icons and tell you what they have to do. Check that Ss know they have to refer to Exercise 9 a).
- › Give Ss time to prepare what to say, and let them do the matching.
- › Check on the bb.

**BUILDING CONFIDENCE**

**Find the character.** Tell Ss that they can choose any of the characters. They have to write a short description of their clothes without mentioning the character's name. They can use the texts in Exercise 9 b) as a model. Once they finish the writing, they can show the text to a classmate, who has to find the right picture.

**WB** EX 5 PAGE 126

 **Homework**

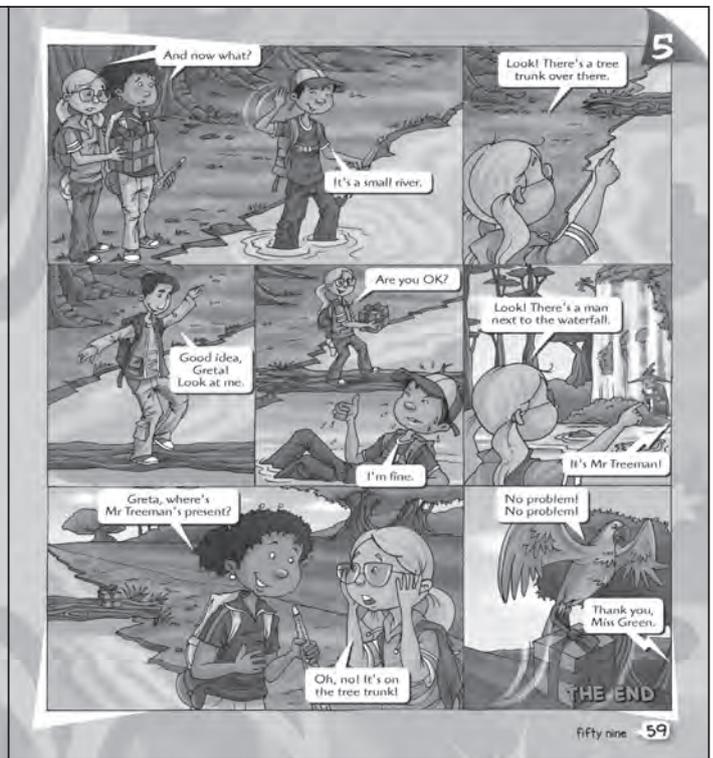
Ask Ss to bring cut-outs of the clothes they have seen, and of a person wearing clothes. They have to write a short description of the person's clothes on a separate sheet of paper.

9 a) Listen and number  

- › Ask Ss to look at the instructions and the icons and to tell you what they have to do.
- › Elicit from Ss what they think they will listen to. You may play the recording for them to check their predictions before they do the numbering.
- › Remind Ss of the rules for listening.
- › Play the recording and check the answers on the bb.

**MP3 TRACK 37**

Number 1: I'm wearing a beautiful dress, socks and trainers. I have a raincoat and an umbrella.  
 Number 2: I'm wearing pants and a T-shirt. Look at my socks. They're white, and my trainers are white and red. I've a cap and a raincoat.  
 Number 3: I'm wearing pants, white socks and black trainers. I have a sweater and a cap.  
 Number 4: I'm not wearing a dress. I'm wearing a skirt and a T-shirt. I'm wearing trainers but I'm not wearing socks. I have a sweater and a cap.



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Find the person.** Tell Ss they'll need their descriptions and the cut-out of the person. Collect all the cut-outs and stick them on the bb or on the walls. Give a description to each S, which they have to read to find the correct cut-out.

## An excursion to Mr Treeman's house

- › Ask Ss to remind you of the story so far.
- › Elicit from them what ideas they have about the trip and about Mr Treeman's house. You can first make a list of what they think they're going to see on their way to his house, e.g. butterflies, a jaguar, birds, trees, etc. Write the list on the bb.
- › Ask them to predict how the story goes on.
- › Play the recording and have them read to check their predictions.
- › Go over the list on the bb for Ss to tick the elements the characters see on their way to Treeman's house.
- › Focus the Ss' attention on frame 9. Show how important it is not to mock others. Elicit from Ss what Alex may have said if Greta had mocked him.
- › Ask Ss to predict what Treeman's present will be and what his house will look like.

### MP3 TRACK 38

## 1 Read the story and write ✓ (true) or X (false)



- › Have Ss look at the instructions and the icons and tell you what they have to do.
- › Remind Ss of the rules for working.
- › Challenge them to do the exercise without re reading or listening to the story again.
- › Check the answers on the bb.

### BUILDING CONFIDENCE

- 1 Which frame?** Once Ss complete Exercise 1, they can write the frame number in which they can find that information.
- 2 Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite the Ss to go to the front to act out the story.
- 3 Correct the false sentences.** Ss can be asked to correct the false statements. Show them they can either use the verb in the negative or change words, e.g. *The children aren't working./ The children are going to Mr Treeman's house.*

**1 Read the story and write ✓ (true) or X (false)**

1 The children are working. <input checked="" type="checkbox"/>	5 There are birds in the trees. <input checked="" type="checkbox"/>
2 It's sunny. <input checked="" type="checkbox"/>	6 There's a present in the river. <input checked="" type="checkbox"/>
3 There are butterflies next to a tree. <input checked="" type="checkbox"/>	7 There's a small house next to the waterfall. <input checked="" type="checkbox"/>
4 There's a monkey next to Mr Clark. <input checked="" type="checkbox"/>	8 There's a small river in the jungle. <input checked="" type="checkbox"/>

**2 Find 7 differences**

In picture A...

**5**

**3 Find it!**

There are two boys and a girl in the kitchen. Page 52, frame 31

**Song**

**a) Read and circle**

There's a huge, blue, white waterfall,  
there are very small, tall trees,  
there are big and small parrots birds,  
they are yellow, grey, red and green.

There are lots of children drawing playing  
they're wearing T-shirts and cap pants.  
We all love the jungle!  
When it's rainy sunny we have fun!

**b) Listen and check**

**c) Sing!**

60 sixty
sixty one 61

## 2 Find 7 differences

- › Tell Ss to look at the instructions and the icon and tell you what they have to do.
- › Students can work individually or in pairs.
- › Give Ss time to find the differences and then check orally.

### BUILDING CONFIDENCE

**1 True or false?** Ss can write their own statements which they can give others to read and solve without looking back at the story on pages 58 and 59.

**2 Memory game.** Either you or the Ss can describe the pictures in Exercise 2 for the rest to say if it's picture A or B.

## 3 Find it!

- › Tell Ss to look at the instructions and the icon and tell you what they have to do.
- › Give Ss some time to decide on the frames they're going to describe.
- › Remind Ss of the rules for playing.

### WB

EX 6 AND 7 PAGE 126

## Song

- › Ask Ss to focus on the instructions and elicit from them what they have to do.
- › Give Ss some time to read and circle the option they think is correct. Check the Ss' answers first.
- › Play the song once for Ss to check their answers. Then 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.

SONGS

### MP3 TRACK 8

*There's a huge, white waterfall,  
there are very tall trees,  
there are big and small parrots,  
they are yellow, red and green.*

*There are lots of children playing,  
they're wearing T-shirts and caps.  
We all love the jungle!  
When it's sunny, we have fun!*

### BUILDING CONFIDENCE

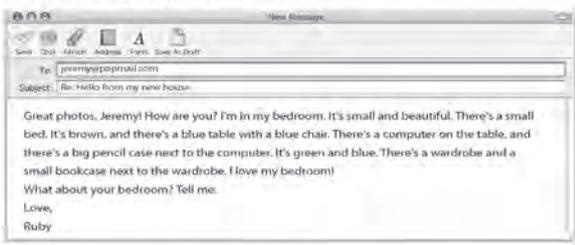
**A new song.** Tell Ss you'll create a new song by changing some of the words. Elicit from them which words they can change. Ask Ss to dictate to you which new words they can use.

## OUR POSTER

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

5
5

### 1 Read and draw in your copybook



Great photos, Jeremy! How are you? I'm in my bedroom. It's small and beautiful. There's a small bed. It's brown, and there's a blue table with a blue chair. There's a computer on the table, and there's a big pencil case next to the computer. It's green and blue. There's a wardrobe and a small bookcase next to the wardrobe. I love my bedroom! What about your bedroom? Tell me.

Love,  
Ruby

### 2 Read and write the time

It's five o'clock in the afternoon in Argentina. 

What's the time in ...

... New Zealand? It's eight o'clock in the morning. 

... Peru? It's three o'clock in the afternoon. 

... Hong Kong? It's four o'clock in the morning. 

... Australia? It's six-thirty in the morning. 

... Nepal? It's one-fifteen in the morning. 

... Venezuela? It's three-thirty in the afternoon. 

... Spain? It's ten o'clock in the evening. 

### 3 a) Write. Jeremy's or Ruby's?



Jeremy's: **pants, cap, umbrella, T-shirt, sweater, trainers**

Ruby's: **dress, boots, skirt, T-shirt, raincoat, socks**

### b) Write in your copybook

	Boy	Girl	Boy or Girl
--	-----	------	-------------

### 4 Read and write ✓ (true) or X (false)

1 There are boys in my class. <input type="checkbox"/>	4 There's a pen in my pencil case. <input type="checkbox"/>
2 There are five books on my desk. <input type="checkbox"/>	5 There is a tree in the classroom. <input type="checkbox"/>
3 There are coloured pencils in my pencil case. <input type="checkbox"/>	6 There are two tables for the teacher in the classroom. <input type="checkbox"/>

124 one hundred and twenty four
one hundred and twenty five 125

## 1 Read and draw in your copybook

Focus: description of a room, *there is/are*.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Go over the sentences and check with Ss whether they remember all the words. Elicit from Ss what they can do if they can't remember the meaning of a word.

### EXPANSION

You can ask Ss to add more information to the email, or you can ask them to write an email to a friend describing their own bedroom, including a drawing or photo of it.

## 2 Read and write the time

Focus: the time.

- First Ss should look at the instructions and 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 find out what the time is in other parts of the world when it's five o'clock in Argentina, or to change the time it is here, e.g. *It's ten o'clock in Argentina*.

## 3 a) Write. Jeremy's or Ruby's?

Focus: items of clothing.

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

### EXPANSION

They can make a new exercise like this one at home, using pictures from magazines or their own drawings.

## b) Write in your copybook

Focus: items of clothing.

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Check on the bb.

### EXPANSION

Ss can create new mazes for other characters using drawings or cut-outs from magazines.

5

### 5 Read and circle



Look at Ruby's wardrobe! There <sup>is</sup> are two dresses, skirts! There's a T-shirt cap on the chair and there's a umbrella shoes / under the chair. There <sup>is</sup> are boots under the chair.

### 6 Read and match. There is one extra ending

<p><b>A</b></p> <p>We are in We have We are short There's a There are</p>	<p><b>B</b></p> <p>a small parrot, tree in the garden, and thin, eleven, flowers next to the tree, the garden.</p>
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7 Draw and write. Use *There is* or *There are*



126 one hundred and twenty six.

#### EXPANSION

Ask Ss to write a new text using the option they haven't circled, making the necessary changes.

## 6 Read and match. There is one extra ending

Focus: language awareness: statements, agreement.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Elicit from Ss what clues they have in each case so as to decide on the second part.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers on the bb.

#### EXPANSION

Ss can think of at least two more endings for each stem in column A, and they can write a possible stem for the extra ending in column B.

## 4 Read and write write ✓ (true) or X (false)

Focus: *there is/are*.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Make sure Ss understand that these sentences refer to their classroom.
- › Give Ss time to do the activity.
- › Check the answers on the bb.

#### EXPANSION

Ss may add at least two more statements for the others to say if they're true or false.

## 5 Read and circle

Focus: language awareness.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Ask Ss to read the complete text before circling any words. Elicit from them what the text is about.
- › Give Ss time to circle the words.
- › When checking, ask Ss to account for their answers.

## 7 Draw and write. Use *There is* or *There are*

Focus: *there is/are*, personalisation.

- › First Ss should look at the instructions and the icons and tell you what they have to do.
- › Elicit from them where they can check if they have a query.
- › Ask Ss to do the exercise orally before they put it in writing.
- › Check the answers by asking Ss to read out their texts. You can have oral presentations.

#### EXPANSION

You can ask Ss to draw and write a text about a friend's or relative's bedroom.

## Answer Key

### Further Practice

**Activity 2:** 1 ✓; 2 X; 3 X; 4 ✓; 5 X; 6 X

### Activity 4:

We are young.

We have an English teacher.

Eric is wearing pants, a t-shirt and trainers.

Maria is wearing a skirt and a t-shirt.

There is an orange book on my chair.

There are twelve pencils in my pencil case.

There's a rubber next to the glue.

We aren't in the kitchen.

## VOCABULARY

### New

Actions: *cook, climb, drink, get up, go to, have breakfast/lunch/dinner, jump, live, sleep, study, swim, visit*

### Revision

Actions  
Food  
Wild animals

## GRAMMAR

### New

Simple present tense (affirmative and negative):

#### *I, we, they*

The time (*at*)

Likes and dislikes (all forms)

### Revision

The time

## ANSWERS TO

### What time?

## RECOGNITION

Language of the routine:

### How many children are (happy)?

Dates

## ORAL INTERACTION

### Welcome (to...)

### I'm scared!

### Don't be scared!

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Subject and verb agreement

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

# 6 Bats sleep all day

1 Look and listen  



62 sixty two

➤ Once you go over the score, remind Ss of the idea of routine.

## 1 Look and listen

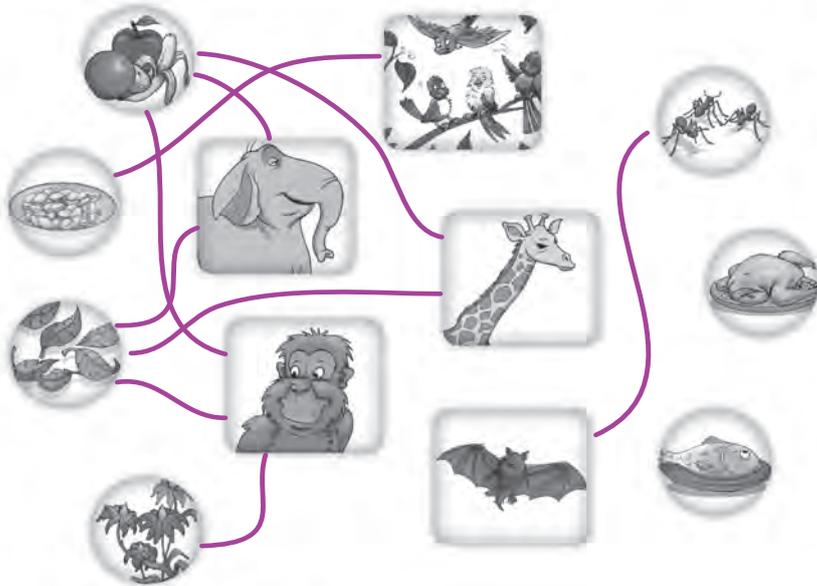
Possible lead-ins (you may choose):

- Ask Ss if they are afraid of any animals.
- You may also tell them about the animals you're afraid of.
- You may ask Ss what their favourite animal is, and what they know about it (habitat, food).

- Ask Ss to remind you of the story so far. Ask them to open their books at page 62 and to focus on the title. Ask Ss if they know Batman. He's a man who looks like/ is disguised as what animal? Ask Ss what they know about bats. Ask Ss what the connection may be between bats and Mr Treeman.
- Play the recording and ask Ss to read and check their predictions.
- Go back to what Ss know about bats and ask them if they've learnt anything new about them.
- Show Ss that we may be afraid of some animals or we may find them horrible, yet they are necessary in nature, that's why it is so important to take care of all animals and their habitats.
- You may ask them to fill in the gaps of indeterminacy in this segment of the story, that is, the parts in which meaning is not determined by the story, for Ss to provide their own meaning e.g. **Why does Treeman have all these bats in his cave?** Or **Why does Miss Green pretend to be a bat?** There isn't a right answer to these questions. In fact, there are as many as Ss may come up with.

 MP3 TRACK 39

2 Match. Then, listen and check   



3 a) Read and circle  

- 1 Pandas live in Asia / Europe.
- 2 Lions live in Africa / America.
- 3 Tigers live in Africa / Asia
- 4 Jaguars live in America / Europe.
- 5 Kangaroos live in Africa / Australia
- 6 Penguins live in Europe / Antarctica.
- 7 Pumas live in America / Australia.
- 8 Gorillas live in Australia / Africa
- 9 Zebras live in Asia / Africa
- 10 Koalas live in Australia / Africa.

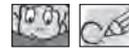
b) Now, listen and check  

sixty three **63**

**BUILDING CONFIDENCE**

**A survey.** Ask Ss what they think is the most popular food for breakfast. Write options on the bb, e.g. *cake, biscuits, cereals*. You can do the same with drink. As Ss tell you what they eat, draw a tally mark. Check Ss' predictions.

3 a) Read and circle



- > Ask Ss to tell you what they have to do.
- > Remind Ss of where you live for them to remember the meaning of the verb. Tell Ss if they are not sure, they should circle the option they think is more suitable.
- > Give Ss time, then check on the bb.

b) Now, listen and check



- > Play the recording for Ss to check their answers.

**MP3 TRACK 41**

- Mr Clark:** Now, animals' habitats. Pandas live in Asia. Lions live in Africa.
- Lucy:** Tigers too!
- Mr Clark:** No, they live in Asia. And jaguars? In America or Europe?
- Alex:** They live in America. And kangaroos? In Africa?
- Mr Clark:** No, they live in Australia. What about penguins?
- Greta:** They live in Antarctica. And pumas?
- Alex:** In America. And gorillas live in Africa. And zebras?
- Mr Clark:** They live in Africa, and koalas live in Australia.
- Lucy:** What about dogs?
- Mr Clark:** Dogs are pets! They live everywhere!

**BUILDING CONFIDENCE**

**Complete my ideas.** You'll tell Ss about animals for them to complete your ideas according to what you say, e.g. **Pandas live in... Jaguars eat...**

**WB** EX 1 PAGE 127

**Homework**

Ask Ss to bring a cut-out or drawing of where they live (a house, flat, etc).

2 Match. Then, listen and check   

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Ask Ss what animals they can see, and what else they can see. Elicit what they should match.
- > Ask them to put up their hands if they agree with what you say, e.g. **Monkeys eat apples. Yes or no? They eat fish. Yes or no?** Do the same with one or two other animals, then let Ss do the matching.
- > Write the Ss' answers on the bb, and then play the recording for Ss to check the true answers.

**MP3 TRACK 40**

- Alex:** Tell us about animals and food, Mr Clark.
- Mr Clark:** OK. Monkeys eat fruit, flowers and leaves.
- Lucy:** Flowers? Yuk!
- Mr Clark:** Yes. And bats eat insects.
- Lucy:** Yuk! And elephants?
- Mr Clark:** They eat leaves and fruit. Giraffes, too. Leaves and fruit. Tell me about birds.
- Alex:** Birds... I know! They eat leaves!
- Mr Clark:** No, they eat seeds.
- Lucy:** Seeds, leaves, insects. I don't like that food!

## Getting started

Start the lesson with the routine suggested in the Introduction.

### Introduction of *at + time*

- › Tell Ss about one of the characters' routine for them to guess who it is. Use gesture. T: ***I get up at 5, and I eat fruit and drink water. I eat vegetables at 12. I visit my friends, the birds, at 3. I go to bed at 7. Who am I?***
- › As you write the routine on the bb, ask Ss: ***I get up at... What time? Do you remember?*** Do the same with the other activities. Focus the Ss' attention on the use of the preposition *at* to indicate time. Make sure Ss understand the meaning of all the verbs.

#### BUILDING CONFIDENCE

**A time ranking.** Ss have to line up according to the time they get up, from the earliest to the latest. To line up, each one has to say what time he/ she gets up.

## 4 Listen and write the time. Then, complete

- › Ask Ss to look at the instructions and the icons and tell you what they have to do. Ask them whether they think Sam does his activities at unusual times. You may play the recording first for Ss to check their predictions.
- › Play the recording while Ss write the time.
- › Check on the bb and then ask Ss to complete the sentences. Check again on the bb.

## 5 Look and listen

- › Ask Ss to look at the instructions and the icons and tell you what they have to do.
- › Ask them to remind you of the story so far and to predict what is going on.
- › Play the recording and check their predictions.
- › Focus the Ss' attention on the fact that there are no speech bubbles. Ask them how they know who is speaking.

## 4 Listen and write the time. Then, complete



- 1 I get up at eight o'clock.
- 2 I visit my grandma at ten o'clock.
- 3 I play football at 5 in the afternoon.
- 4 I go to bed at 11 in the evening.

## 5 Look and listen



Alex: Miss Green! You're a parrot not a bat!  
Treeman: Now you know about bats, but I don't know about you!

Alex: OK! We go to school in the morning and we study a lot!  
Mr Clark: Mmm...

Lucy: We have dinner at eight, but we don't eat insects.  
Greta: We love hamburgers and ice cream!  
Treeman: No fruit?  
Alex: I like strawberries!

64 sixty four

- › Ask Ss what the topic of the conversation is, e.g. ***A description of the kids or the kids' routine?***

### MP3 TRACK 42

**Sam:** *My life on Saturday? I get up at 8 o'clock. At 10, I visit my grandma. In the afternoon, at 5, I play football with my friends. I go to bed at 11. I love Saturdays!*

### MP3 TRACK 43

## Introduction of *Simple present tense, negative form*

- › Tell Ss you'll check whether these characters' routine is different or similar to theirs. Write two columns on the bb: *The children in the jungle* and (5A). Write the characters' routine on the bb: *They go to school in the morning.* Then ask Ss: ***What about you?*** Either write the sentence in the affirmative or in the negative. Do the same with the other sentences.
- › Ask Ss if they can find any similarities between *don't (eat)* and *don't like* or *don't have*. Help them become aware that *don't* is used to show the negative of routines.

You may ask Ss to have a graphic synthesis of the uses of *don't*, which they can use every time they need to.

#### BUILDING CONFIDENCE

**Sam and I.** Ask Ss to speak about their routines as compared with Sam's: ***I get up/ don't get up at...***

## 6 Listen and match



dinner

breakfast

lunch

## 7 a) Listen and tick



## b) Read and circle

- |  |  |
|--|--|
| 1 I get up / don't get up at six.          | 4 I watch / don't watch TV in the afternoon. |
| 2 I have / don't have breakfast at school. | 5 I listen / don't listen to music.          |
| 3 I do / don't do homework at school.      | 6 I have / don't have dinner at nine.        |

sixty five 65

## Introduction of meals

- > You need cut-outs or drawings of the food Ss usually have. Write the three words on the bb and write 7, 1 and 20.30 on top. Tell Ss they'll have to organise a balanced diet. As you show each item ask them, e.g. **Is this good for breakfast/ lunch/ dinner?** If Ss say **Yes**, stick the picture in the right column. Once you've placed all the drawings, ask Ss if they think this diet is balanced or not.

## 6 Listen and match

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Play the recording for Ss to do the matching, then check on the bb.

### MP3 TRACK 44

We have breakfast at seven thirty.  
We have lunch at twelve thirty.  
We have dinner at nine.

## 7 a) Listen and tick

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Ask Ss what they think the characters will say. You can play the recording first to check their predictions.
- > Check that Ss understand they have to tick the pictures that show the characters' routine.
- > Play the recording and check the answers on the bb.

### MP3 TRACK 45

**Sam:** *Our life? We get up early, at seven and we've breakfast in the kitchen.*  
**Tom:** *Then, we go to school.*  
**Sam:** *In the afternoon, we do our homework. Then, we watch TV.*  
**Tom:** *We don't listen to music. And we have dinner at 9.*  
**Sam:** *And you?*

## b) Read and circle

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

### BUILDING CONFIDENCE

**The About Me project.** Tell Ss that they'll make a book about themselves, to which they'll add information as they go on learning. Give Ss an example, e.g. **My name's (Inés). I am (twenty-seven) years old. I live in a (house).** Draw a sheet of paper on the bb and show how you'd stick your photo, write your age and stick a photo or cut-out of a house. Below your photo write your name and age, and below the house, write the third sentence. Discuss with Ss what information they can include, e.g. *food you have for breakfast, lunch and dinner, time you get up and go to bed, time you go to school, everyday activities.* Remind them they can refer to activities they do and don't do. Have them writing in class and tell them to stick the pictures at home.

WB EX 2 AND 3 PAGE 128

## Homework

Ask Ss to bring drawings or cut-outs of food they have for breakfast, lunch and dinner.

## Getting started

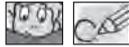
Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 Show me.** Ask Ss to take out the food cut-outs. As you name a meal, they have to show something people usually have, e.g. *breakfast: milk*.

**2 Bats and pandas.** Tell Ss they'll write about these two animals. First elicit from Ss what they know about bats, and where they can find info on them in the book. Encourage them to add more info, e.g. *Bats are small animals. They're black. They eat insects. They sleep all day. They are good animals.* Now ask Ss to write about pandas, e.g. *Pandas are big animals. They're black and white. They don't eat insects. They eat leaves. They don't sleep all day.*

## 8 Read and circle



- › Ask Ss to look at the instructions and the icon and tell you what they have to do.
- › Give Ss time to do the activity, then check on the bb.

### BUILDING CONFIDENCE

**1 Memory game.** Ask Ss to look at the sentences. You can start by describing one of the eating habits for them to say if it is true or false.

**2 Habits.** You can ask Ss to either talk about animals' habits and diets or their own routines for the rest to guess if they are true or false.

## 8 Read and circle



- Gorillas eat don't eat chicken.
- We have don't have lunch at school.
- Babies drink don't drink milk.
- Babies read don't read books.
- Boys and girls play don't play on the computer.
- Boys and girls listen don't listen to music.

## 9 Who?



	Get up at 7	Drink milk	Read books	Play football	Cook	Make a cake
Alex and John	✓	X	X	✓	X	✓
Greta and Brenda	✓	✓	X	X	✓	X
Greta's brothers	X	✓	✓	X	✓	X
Lucy and Penny	✓	X	✓	✓	X	✓

They get up at seven, they don't read books, they don't cook, they don't drink milk.

Alex and John!



## 10 True or false?



I don't eat chicken.

False!

66 sixty six

## 9 Who?



- › Ask Ss to look at the instructions and the icon and tell you what they have to do.
- › Check that Ss understand that by giving information based on the chart, the rest have to find out who they have chosen. You can have a couple of examples and then have Ss work in small groups or pairs.
- › Remind Ss of the rules for participating.

## 10 True or false?



- › Ask Ss to focus on the instructions and the icon and tell you what they have to do. They should speak about themselves. Demonstrate by talking about yourself.
- › Give Ss time to prepare what to say, and let them play.

11 a) Read and complete the fact files  

**Big cats**



JAGUAR

Jaguars are members of the feline family. They live in the centre and west of the United States and in South America. Jaguars have a big head with sharp teeth. They eat other animals, for example rodents, reptiles, birds, fish and monkeys. They climb trees, jump and swim very well. They live about 15 years.



TIGER

Tigers live in Asia. There are eight types of tigers, but three types are extinct. They are yellow or orange, but there is one exception: the white tiger. They have a big head and sharp teeth. They eat big animals. They climb trees, jump and swim very well. They live 10 to 15 years.



LIONS

Lions are really big cats. They live in Africa, but there are lions in Asia, too. They sleep during the day, but they are active at night. They have a huge head with sharp teeth. They eat zebras and big animals, for example buffalos, giraffes, hippos and young elephants. They eat small animals as well, for example birds, reptiles, fish and insects, but they don't eat cats. They live 12 to 15 years.

Animal: **jaguar**  
 Habitat: **United States and South America**  
 Description: **big head, sharp teeth, climb trees, jump, swim**  
 Diet: **rodents, reptiles, birds, fish, monkeys**  
 Life span: **15 years**

Animal: **tiger**  
 Habitat: **Asia**  
 Description: **big head, sharp teeth, climb trees, jump, swim**  
 Diet: **big animals**  
 Life span: **10 to 15 years**

Animal: **lion**  
 Habitat: **Africa and Asia**  
 Description: **sleep during day (active at night), huge head, sharp teeth**  
 Diet: **big and small animals**  
 Life span: **12 to 15 years**

b) Read again and write the name of the animal  

- 1 They don't have a small head. jaguar, tiger, lion    5 They eat insects.    lion
- 2 They don't eat fish.    tiger    6 They climb and swim.    jaguar, tiger
- 3 They live ten years.    tiger    7 They don't eat reptiles.    tiger
- 4 They don't have a huge head. jaguar, tiger    8 They don't live in Africa. jaguar, tiger

b) Read again and write the name of the animal  

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

**BUILDING CONFIDENCE**

- 1 Memory game.** You can start by describing facts about big cats for Ss to say the name of the animal you're describing.
- 2 New information.** You can ask Ss to write sentences describing facts about other animals, which they can give to others for them to identify the animal. Remind Ss they can refer to the poster on wild animals and their habitats for ideas.

**WB** EX 4 PAGE 128



For further ideas on how to make the most of posters, visit our Companion Website at: [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline)



**Homework**

Ask Ss to bring cut-outs to show a person's routine, and a description of this person's routine on a separate sheet of paper.

11 a) Read and complete the fact files  

- Ask Ss to focus on the instructions and the icons and tell you what they have to do. Focus their attention on the 3 cards and ask them what they are for. Elicit from them that the fact files provide information in a clearer and more concise way than the descriptions.
- Have them focus on the title of the text and elicit from them, based on the pictures as well, what the texts can be about. Ask them whether they think the text will be similar to a story or something informative. Have them read to check their predictions. Elicit from them whether it is important at this stage to focus on specific information (*not necessary since they only have to get the general idea to check their predictions*).
- Show Ss that to talk about animals' characteristic behaviour we use the same form of the verb that we use to talk about routines.
- Work with Ss on the difference between a description and a fact file. Make sure they understand it is easier to get information from a fact file, and that it is not necessary to write complete sentences. Also show them how the information is organised into categories.
- Check that Ss know all the categories in the fact files. Give Ss time to complete them. You may do the first one together with them, or you can have them working in pairs.
- Check the answers on the bb.



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Find the person.** Tell Ss they'll need their descriptions and the cut-out of the person. Collect all the cut-outs and stick them on the bb or on the walls. Give a description to each S, which they have to read to find the correct cut-out.

## Mr Treeman's birthday party

- Ask Ss to remind you of the story so far.
- Write the title of the story on the bb. Ask them what ideas they have about how Treeman may celebrate his birthday. Keep their answers on the bb. Ask them how old they think he is.
- Ask them to predict how the story goes on.
- Play the recording and have them read to check their predictions.
- Go over the list on the bb to see how close they were with their guesses.
- You can ask Ss to fill in the gaps of indeterminacy of the story, e.g., **Mr Treeman is 110 years old. Is he a very old person or is he a supernatural being? And what about his friends? Are they similar to Treeman? In what way? Why doesn't Treeman like candles?**
- Ask Ss to predict how the story goes on.

### MP3 TRACK 46

## 1 a) Read, guess and tick



- Have Ss look at the instructions and the icons and tell you what they have to do.
- Tell them that in many cases, they have to infer these two people's routines.
- Keep a record of Ss' ideas on the bb.

## b) Now, listen and check



- Have Ss look at the instructions and the icons and tell you what they have to do.
- Play the recording for Ss to check their ideas.
- Check the answers on the bb.

### MP3 TRACK 47

**Old lady:** *We are Treeman's friends. We have a small house in the jungle. We get up at 5.30 and have breakfast. We eat fruit and drink water. Then we go to the garden and watch the animals. They're beautiful! We have lunch at home: carrots, lettuce and tomatoes. We don't watch TV, there isn't a television at home. We read or we listen to music. Yes, the music of the birds. We swim in the river and we visit Treeman. Then we go home and have dinner, but we don't cook. We go to bed at 9. We don't study, but we work a lot: we help animals in the jungle.*

### BUILDING CONFIDENCE

**Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite the Ss to go to the front to act out the story. Ss can do the acting in chunks.

1 a) Read, guess and tick   



- 1 Treeman's friends live in a big house.
- 2 They don't have breakfast.
- 3 They drink milk.
- 4 They watch TV.
- 5 They listen to music.
- 6 They don't eat tomatoes.
- 7 They swim in the river.
- 8 They visit Mr Treeman.
- 9 They cook.
- 10 They work.

b) Now, listen and check  

2 Memory game 



70 seventy

6

Song 

a) Look and complete  



We <sup>1</sup> **get up** in the morning.  
We **have breakfast** and <sup>2</sup> **go to school**  
We study, we <sup>4</sup> **play**, we <sup>5</sup> **write**.  
And we <sup>3</sup> **read** a lot of books.

CHORUS

We have fun,  
We are happy.  
We all play  
with our friends.




At home we <sup>7</sup> **have lunch**  
And then we <sup>6</sup> **watch TV**.  
We don't play in the garden  
When it's a rainy day.

CHORUS




b) Listen and check  

c) Sing! 

seventy one 71

## 2 Memory game

- › Tell Ss to look at the instructions and the icon and tell you what they have to do.
- › Ss have to go over the story and keep a record of what the characters say. Challenge them not to read out the sentences. You can ask them to include more information which is not in the text, but which they can infer, e.g. **We don't watch TV. Treeman's friends.**

### BUILDING CONFIDENCE

- 1 **True or false?** Ss can write their own statements which they can give others to read and solve without looking back at the pictures.
- 2 **The About Me project.** Encourage Ss to add more information to their project.

**WB** EX 5, 6 AND 7 PAGE 129

## Song

- › Ask Ss to focus on the instructions and the icons and elicit from them what they have to do.
- › Give Ss some time to fill in the blanks. Check the Ss' answers first.
- › Play the song once for Ss to check their answers. Then 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.

SONGS

### MP3 TRACK 9

*We get up in the morning.  
We have breakfast and go to school.  
We study, we play, we write,  
And we read a lot of books.*

*We have fun.  
We are happy.  
We all play  
with our friends.*

*At home we have lunch  
And then we watch TV.  
We don't play in the garden  
When it's a rainy day.*

*We have fun.  
We are happy.  
We all play  
with our friends.*

### 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. Ask Ss to dictate to you which new words they can use.

### OUR POSTER

You'll need three sheets of cartridge paper, one for breakfast, another one for lunch and a third one for dinner. Collect the Ss' cut-outs to make the posters. Each S will glue his or hers. Remind them of the rules for this activity. If a S didn't bring any cut-outs, he/ she would have to draw.

# 1 Read and match



Focus: *there is/ are*, Simple present tense (third person plural).

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Go over the sentences and check with Ss that they remember all the words. Elicit from Ss what they can do if they can't remember the meaning of a word.
- Ask Ss to go over the words for animals. Show them how they are similar to Spanish. Read them out for them to hear how they are pronounced.

## EXPANSION

You can ask Ss to add more information as regards animals that live in other parts of the world. Remind Ss they can use the poster on wild animals and their habitats.

# 2 Look and write the activity



Focus: everyday activities.

- First Ss should look at the instructions and 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 activities. You can refer them to the instructions in the book, for instance.

# 3 Write activities in the house



Focus: activities.

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

## EXPANSION

They can include a new category, *school*, and they can write activities at school.

WB

1 Read and match

There are big deserts in the world, and there are small deserts too. There is no water in deserts, but animals live there. For example, hyenas live in the Arabian, Kalahari and Sahara deserts. Dromedaries live in the Arabian desert too. Kangaroos live in the desert in Australia, and coyotes and tarantulas live in the North American desert, in the USA and Mexico. What about deserts in South America? There are two big deserts, Atacama and Patagonian. Llamas live in Atacama, and guanacos and armadillos live in Patagonia.

hyenas llamas armadillos dromedaries

Sahara Arabian North American

Kalahari Australian Atacama Patagonian

kangaroos tarantulas coyotes guanacos

one hundred and twenty seven 127

# 4 Read and complete



Focus: Simple present tense (first person singular), *at + time*.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Have them do the exercise orally before they start writing.
- When checking, you can ask Ss to find coincidences with their classmates.

## EXPANSION

Ss can add other times, or write about their weekend.

# 5 Read and circle



Focus: language awareness.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Ask Ss to read the complete text before circling any words. Elicit from them what the text is about.
- Give Ss time to circle the words.
- When checking, ask Ss to account for their answers.

## EXPANSION

Ask Ss to write a new text using the option they haven't circled, making the necessary changes.

6

2 Look and write the activity 

 **get up**  **eat**  **play tennis**  **do homework**  **read**

 **make a cake**  **visit**  **cook**  **listen to music**  **write**

3 Write activities in the house 

The kitchen <b>cook, make a cake, have breakfast/ lunch/ dinner</b> eat	The living room <b>read, watch TV, work, listen to music</b>	The bedroom <b>get up/ go to bed, do homework, play on the computer, sleep</b>	The garden <b>play football, read, listen to music, climb trees</b>
---	---	---	--

4 Read and complete 

 17  
At 7, I \_\_\_\_\_  
At 12 or 12.30, I \_\_\_\_\_  
At 5 in the afternoon, I \_\_\_\_\_  
At 7 in the evening, I \_\_\_\_\_  
At 9 in the evening, my family \_\_\_\_\_

128 one hundred and twenty eight

6

5 Read and circle 

Ruby and her sister Gracie **get up** go to bed at 6.30 every day. They have 'lunch **breakfast** in the kitchen. They **not don't** drink soda. They **eat** make fruit and biscuits. At school, they **write** watch stories and **read** draw books. They **have** drink chicken and chips for lunch. In the afternoon, they **watch** listen to TV, play on the computer or **visit** go to friends. They **don't** aren't cook. They have dinner at 8.30 and they go to bed at 10.

6 Read and match. There is one extra ending 



Bats eat	at school.
Boys don't	for a birthday party.
Babies don't	in the kitchen.
Teachers work	on the computer.
We listen to	TV in the living room.
We watch	insects.
My mum and dad cook	rock and pop music.
I make a cake	wear skirts.
	work.

7 Write in your copybook 

My weekend \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

one hundred and twenty nine 129

## 6 Read and match. There is one extra ending

Focus: language awareness: statements, agreement, Simple present tense.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Elicit from Ss what clues they have in each case so as to decide on the second part.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

### EXPANSION

Ss can think of at least two more endings for each stem in the first column, and they can write a possible stem for the extra ending in the second column.

## 7 Write in your copybook

Focus: Simple present tense, the time, personalisation.

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Elicit from them where they can check if they have a query.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers by asking Ss to read out their texts. You can have oral presentations.

### EXPANSION

You can ask Ss to draw and write a text about their parents.



## Answer Key

### CLIL Pages

**Activity 1:** A 2; B 4; C 1; D 3

**Activity 2:** 1 ENGLAND; 2 EGYPT; 3 INDIA; 4 PANAMA; 5 CANADA

### Further Practice

**Activity 1:** 1 live; 2 get up; 3 have/eat; 4 have/drink; 5 have/eat; 6 read; 7 watch; 8 read/listen to; 9 play/walk; 10 do; 11 listen to; 12 play; 13 go

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

**Activity 3:** 1 baby; 2 a woman; 3 a boy

### Activity 4:

Children go to school.

Babies don't walk.

Gorillas eat leaves.

Teachers work at school.

Secretaries work in an office.

We play on the computer in the afternoon.

Lucy's father and mother cook lunch and dinner.

Young boys and girls listen to music.

## VOCABULARY

### New

Actions: **ride, use**

Means of transport: **bike, car, truck**

Professions: **doctor, forest ranger, magician, student, teacher, vet**

### Revision

Actions

Wild animals

### Grammar

#### New

Simple present tense (affirmative and negative):

**He, she, it**

### Revision

Simple present tense

## RECOGNITION

Language of the routine:

Dates: **Today is Monday, October 24<sup>th</sup>.**

## ORAL INTERACTION

**Thank you for...**

**What a (beautiful jaguar)!**

**I know!**

**Amazing!**

**Of course!**

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Subject and verb agreement

Similarities between *doesn't have* and Simple present tense, third person singular, negative form

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

# 7 Miss Green talks and talks

## 1 Look and listen

Thank you for the delicious cake.

Come please! I need your help.

Look! The forest ranger!

What a beautiful jaguar!

He's sleeping.

Yes, he sleeps all day now. He's very ill.

He drinks water, but eats nothing! No chicken, no beef, nothing!

I know! He has a bullet in his leg.

Hunters are terrible!

Later...

He's opening his eyes!

Amazing! Mr Treeman's a vet!

No, he's a magician!

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human activity, etc.). This is a good opportunity to discuss how important it is to take care of the environment and of animals.

## Getting started

Start the lesson with the routine suggested in the Introduction.

## 1 Look and listen

Possible lead-ins (you may choose):

- You can ask Ss if they have any pets, and what they do when they are not OK.
- You can also ask Ss whether they watch TV programmes on animals in danger of extinction. If so, tell them to name any endangered species in South America (*the puma, the jaguar, the condor, the anteater, the armadillo*, etc). You can also ask them for reasons why they are in danger (*hunters, destruction of their habitat because of*

## MP3 TRACK 48

## Introduction of Simple present tense, third person singular

- Ask Ss to focus on frames 3 and 4. Ask Ss if what the forest ranger says is an action in progress or a description of the jaguar's life. Repeat what the forest ranger says, **He sleeps all day, he drinks water, he eats nothing** (gesture), and write it on the bb. Tell Ss about jaguars in general, e.g. **They sleep at night, they drink water, they eat small animals**. Ask them what is different about the verbs to describe routines for *he, she* and *it*.

## 2 Read and write ✓ (true) or X (false)

- 1 Treeman likes cake.  3 The jaguar eats fruit and chicken.
- 2 The forest ranger wears a uniform.  4 Treeman puts his hands on the jaguar's leg.

## 3 a) Read and tick

http://www.forestangersaroundtheworld.com

### Forest Rangers around the World

 Hi, there! I'm Muriel and I'm a forest ranger. I work in Costa Rica. There are huge trees in the jungle here, exotic birds and magnificent butterflies. The leaves of the plants are enormous! I don't have a car or a truck. They aren't necessary here. I use a bike (my favourite). I swim in the rivers and visit other forest rangers.

 My name's Robert and I work in the jungle in the north east of Argentina. It's a magnificent place with a huge waterfall, a lot of birds and big trees and plants. I walk a lot, and I use a bike and a truck. I don't have a car, impossible in the jungle! In this picture I'm next to my bike and my truck is behind me.

## b) Read and circle

- 1 Robert Muriel uses a truck. 3 Robert Muriel walks a lot every day.
- 2 Robert Muriel swims in the rivers. 4 Robert Muriel visits forest rangers.

seventy three **73**

- > Have Ss read the webpage to check their predictions. Go back to the issue of a forest ranger being a man or a woman.
- > Focus Ss' attention on the car, the truck and the bike. Point to the car and ask Ss whether they think it is necessary or useful in the jungle. Do the same with the truck and the bike. If they raise the issue, you can teach them *quad* (*cuatriciclo*, a vehicle which is frequently used in surfaces other than roads or dirt roads) or *ATV* (all terrain vehicle).
- > Ask Ss what information they get from the texts, if they are only about the rangers' routines or if there is a description of the place where they work as well. You can ask them to underline the description of the place in one colour, and the routine part in another colour.

### BUILDING CONFIDENCE

**Makes!** Tell Ss that as you, or they, name makes and models of cars, trucks and bikes the rest will have to say which category they belong to, e.g. *Hilux* (truck), *Bianchi* (bike), *Polo* (car).

You can tell Ss that the word *bike* is the colloquial version of *bicycle* and *motorcycle*.

## b) Read and circle

- > Ask Ss to look at the icons and instructions and tell you what they have to do.
- > Check the answers on the bb.

### BUILDING CONFIDENCE

**1 An article for our paper.** Ss can write an article for the school magazine or something they can post on a blog page, if possible. They have to write about Muriel or Robert, and then they can also include drawings or pictures to illustrate the article. Work with them on what changes they need to make.

**2 Who?** Ss have to describe what Muriel or Robert does, beginning with *This person...* for the others to guess.

**WB** EX 2 PAGE 130

## Homework

Ask Ss to bring a cut-out or drawing of a car, a truck and a bike.

## 2 Read and write ✓ (true) or X (false)

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > You can challenge them into deciding on whether the statements are true or false without going back to the story.
- > Check the answers on the bb.

### BUILDING CONFIDENCE

- 1 Repeat if correct.** Tell Ss to repeat what you say if it is correct. You can refer to the characters' routines, to animals' life or to somebody everybody knows well, e.g. *Juan Martin del Potro plays football*.
- 2 A chain game.** Tell Ss they have to talk about Alex's life and routines and form a chain by adding more information as each S participates, e.g. S1: *Alex lives in a house*. S2: *Alex lives in a house and he goes to school*.

## 3 a) Read and tick

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > Focus the Ss' attention on the text and ask them what type of text it is. Ask them to focus on the title and the pictures and to predict what information they'll find.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Show me...** Ss take out their cut-outs and drawings. As you name the words they have to put up the right picture.

## Introduction of professions

- You'll represent an activity, and Ss will answer your questions. Mime being a doctor and ask, e.g. **What am I? A dentist?** Ss: **No. T: A doctor?** Ss: **Yes!** Do the same with the other professions.

### BUILDING CONFIDENCE

**Mime it!** Agree with Ss on a way to mime each job. Either you say the word for Ss to mime it or you mime the job for Ss to name it.

## 4 a) Match. Then, listen and number

- Ask Ss to tell you what they have to do.
- Ask Ss to do the matching, then check the answers on the bb.
- Play the recording and have Ss number the pictures, then check on the bb.

### MP3 TRACK 49

Number 1: This person wears a uniform and works in a hospital.  
 Number 2: This person studies and does homework.  
 Number 3: This person wears black and works at birthday parties.  
 Number 4: This person wears a white overall and works in a school.  
 Number 5: This person works in a hospital for animals.  
 Number 6: This person wears a uniform and works in the jungle.

## b) Read and complete



- Ask Ss to tell you what they have to do.
- Ask Ss if the statements refer to what a person regularly does or to something different.
- Give Ss time to complete, then check on the bb.

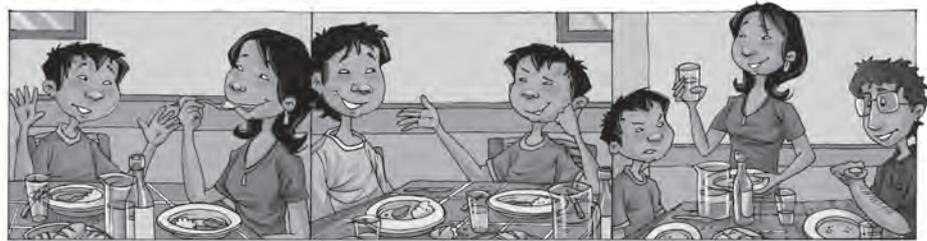
## 4 a) Match. Then, listen and number

vet      forest ranger      student      magician      doctor      teacher

## b) Read and complete

- A **student** does homework.
- A **forest ranger** lives and works in the jungle.
- A **magician** works at birthday parties.
- A **doctor** wears a uniform and works in a clinic.

## 5 Look and listen



Alex: Miss Green doesn't like jaguars.  
 Mum: Of course! Jaguars eat small animals.

John: And she doesn't play with the bats...  
 Alex: No, bats sleep all day and she talks and talks...

Mum: You talk a lot too!  
 Dad: Ha! Ha! It's time to go to bed.

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## 5 Look and listen

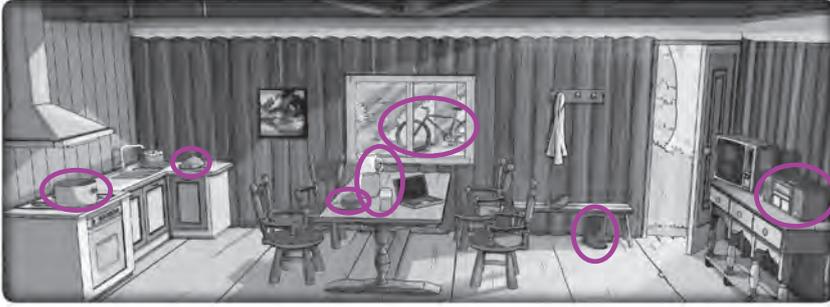
- Ask Ss to tell you what they have to do.
- Ask Ss what they remember about the story. Ask them what they think is going on.
- Play the recording to check their predictions.
- Ask Ss what the topic of the conversation is. You can give them options, e.g. **A description of Treeman's house? His life? Information about animals?**

### MP3 TRACK 50

## Introduction of Simple Present tense, third person singular, negative form

- You'll compare Treeman's pet and yours. Write two columns on the bb: *Miss Green* and *(Bobby)*. Ask Ss about the number of legs and write on the bb: *She has two legs*. Then ask Ss, **What about a dog?** Elicit **He doesn't have two legs**. Ask Ss to refer to the story to find other similarities and differences.
- Ask Ss if they can find any similarities between *doesn't (eat)* and *doesn't have*. Help them become aware that *doesn't* is used to show the negative of routines for *he, she* and *it*.
- It is better at this point not to say anything about the 's not being used in the negative.

6 a) Listen and circle  



b) Read and circle  

- 1 Robert gets up / doesn't get up early.
- 2 He drinks / doesn't drink orange juice.
- 3 He wears / doesn't wear trainers.
- 4 He rides / doesn't ride his bike.
- 5 He eats / doesn't eat hamburgers.
- 6 He watches / doesn't watch TV.
- 7 He listens / doesn't listen to music.
- 8 He cooks / doesn't cook dinner.

7 Read and tick  

THE JUNGLE NEWS

Mr Treeman,  
the fantastic vet

Mr Treeman is an excellent vet. The jaguar is OK now. He walks in the jungle and plays with the forest ranger. He doesn't sleep all day, he only sleeps at night. He eats, jumps and runs with other animals, too. At school we're very happy!



Look! Here's the jaguar and Robert, the forest ranger. They're playing.

Jaguars are an endangered species. There are only four jaguars in this area.

Facts about the jaguar

- eats
- walks
- sleeps at night
- runs
- plays with animals
- jumps
- swims
- plays with the forest ranger

seventy five

75

**BUILDING CONFIDENCE**

**Repeat if correct.** You'll talk about each of the characters in the story, and you'll describe their routines. If what you say is correct, Ss have to repeat, e.g. *Greta doesn't live in a cave.*

6 a) Listen and circle  

- > Ask Ss to tell you what they have to do. Have them look at the picture and elicit from them what they may listen to. You can play the recording for Ss to check their predictions.
- > Play the recording for Ss to do the circling, then check on the bb.

**MP3 TRACK 51**

**Alex:** *Robert is my favourite forest ranger. He gets up very early every day and drinks orange juice. He puts on his boots and rides his bike in the jungle. He doesn't use the truck. At twelve he goes back to his house and eats a hamburger. He doesn't watch TV. Then he sleeps for one hour and he goes to the jungle again. He doesn't write emails, but he listens to music. Then he cooks dinner. He eats chicken and lettuce, but he doesn't make cakes. I like his job.*

b) Read and circle  

- > Ask Ss to look at the instructions and the icons and tell you what they have to do.
- > You may ask Ss to circle the correct words first, and then play the recording again for them to check. Check the answers on the bb.

**BUILDING CONFIDENCE**

**Memory game.** Tell Ss to look at Robert's bedroom and to write down sentences about it and about his routine. Elicit from Ss how to describe a place (*there is/are*). Give Ss a few minutes to write down statements for the rest to say if they are true or false (after memorising the picture).

7 Read and tick  

- > Ask Ss to look at the instructions and the icons and tell you what they have to do. Then have them look at the text and ask them what text type it is, what information they think they're going to find. Let Ss read to check their predictions. You can ask them why the verbs in the fact file take a final -s.
- > After Ss do the activity, check on the bb.

**BUILDING CONFIDENCE**

**1 Memory game.** Ask Ss to look at the sentences and the fact file. Describe some of the facts for Ss to say whether they are true or false, and after a while, have Ss describe the facts.

**2 Facts about...** You can ask Ss to look for information about another animal, and write about it for the other S to complete a fact file. Remind Ss they can refer to the poster for ideas.

**WB** EX 3 PAGE 131

For further ideas on how to make the most of posters, visit our Companion Website at: [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline)

 **Homework**

Ask Ss to bring a description of an animal's life and a picture or drawing of the animal (on separate sheets).

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Match.** Collect all the pictures and place them on the classroom's walls. Collect the descriptions and re distribute them so that each S gets a new one. They have to read the description and place the drawing below the correct animal. If some animals are repeated, you can ask Ss to create a new text with all the information from the different descriptions.

## 8 Who?

- › Ask Ss to look at the instructions, the icon and the chart and tell you what they have to do. You can have a dry run first.
- › Remind Ss of the rules for playing. Give Ss time to do the activity.

### BUILDING CONFIDENCE

**Memory game.** Ask Ss to try to memorise the information in the chart. After they've closed their books, you can either describe one of the kids' routine or you can have Ss do so for the rest to say who it is. You can also name one of the characters and Ss have to tell you what they remember about their routines.

## 8 Who?

	Rides a bike	Wears boots	Listens to music	Swims in the river	Watches TV	Does homework
John	✓	X	X	✓	X	✓
Hans	✓	✓	X	X	✓	X
Alex	X	✓	✓	X	✓	X
Rod	✓	X	✓	✓	X	✓



He rides a bike, he doesn't listen to music, he doesn't watch TV.



John!

## 8 Who?

## 9 Look and say



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## 9 Look and say

- › Ask Ss to look at the instructions and the icons and tell you what they have to do. Elicit from them what they think they have to say. Tell Ss this is Greta's bedroom. Encourage them to work in pairs or in small groups trying to say as much as possible, e.g. describing Greta's routine, describing what there is/ are in her bedroom, etc.
- › You can make it more challenging by having Ss write about what Greta does and doesn't do, e.g. *She doesn't play football.* You can also have this as a competition, with small groups preparing the descriptions for the rest to say whether the information is correct or incorrect.
- › Remind Ss of the rules for participating.

## 10 a) Read and say

- › Ask Ss to focus on instructions and the icon and tell you what they have to do. Refer them to the title, *Riddles*. Explain what a riddle is (in Spanish). Ask Ss to predict what the riddles will be about. Ask them if they think that the photos of the animals are for decoration purposes only.
- › Do the first one together.

### Language awareness: *the third person singular*

- › Focus Ss' attention on the first text. Elicit from them why the pronoun *it* is used. You can also ask them whether they'd use the same pronoun to refer to their own pet (*no, they'd probably use he or she because it's their pet*). What if you're talking about a dog, any dog? You'd use the pronoun *it* because there is no affective connection between you and the dog.
- › You can also elicit from Ss what kind of information they can find in the riddles: an animal's habitat, its category, physical description and characteristic behaviour. You can write these headings on the bb and ask Ss what verb they use for each. At this point, you can still use *is* and *not to be*, since they haven't seen it as such. You can also include *has/ doesn't have* in the physical description column.

10 a) Read and say 

WILD LIFE MAGAZINE

### Riddles!

- 1 It doesn't sleep at night. It isn't a bird. It doesn't eat fish. 
- 2 It lives in Africa and Asia. It doesn't sleep at night. It eats big and small animals, but it doesn't eat cats. 
- 3 It lives in Asia. It eats big animals. It doesn't eat fruit or insects. 
- 4 It lives in trees. It eats fruit, eggs and insects. It doesn't eat fish. 
- 5 It is a big cat. It's a solitary animal. It lives in Mexico, Central and South America. It eats small animals. It doesn't eat insects. 
- 6 It's red, blue and yellow. It eats seeds and fruit. It talks. It doesn't run. It doesn't swim. 

Answers on page 152

**BUILDING CONFIDENCE**

**1 Memory game.** Ss can describe an animal orally, as in the riddles, for the rest to say which animal it is.

**2 Muriel.** Tell Ss that they can use the information in Exercise 6 b) and write about Muriel, the forest ranger. Ss can write about her in pairs, and they can then compare similarities and differences.

**WB** EX 4 PAGE 131

 **Homework**

Ask Ss to bring a riddle about an animal they haven't described yet.

b) Now, write your riddles! Use *eat, run, live, jump* and *swim* 



b) Now, write your riddles! Use *eat, run, live, jump* and *swim* 

- › Ask Ss to focus on the instructions and the icon and tell you what they have to do. You can ask them if they will use the verbs as in the instructions or if they'll make any changes. Ask them to account for their answers. Ask Ss where they can find information in case they need it (*their books, the texts in Exercise 10 a), the chart on the bb, the posters, their own notes*).
- › You can ask Ss to work in pairs or in small groups.
- › Once they have the riddles ready, they can write them on a sheet of paper and read them out for the rest to guess which animal it is.
- › Ask Ss whether it is OK to talk about routines when referring to animals. However, show them that we use the same form of the verb.
- › You can encourage Ss to write about other animals as well if they have the information they need to describe them.

 For further ideas on how to make the most of posters, visit our Companion Website at: [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline)



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Riddles.** Ask Ss to read out their riddles for the rest to find what animal is being described. You can also collect the riddles and redistribute them for Ss to read and guess the animal.

## Is Mr Treeman a person?

- Ask Ss to remind you of the story so far. Ask them to open their books at page 78, and focus on the title. Who may have that query? Do they?
- Ask Ss to look at the frames and to predict what is going on.
- Play the recording and have them read to check their predictions.
- Ask Ss if they agree with Brenda that Mr Treeman is a magic tree.
- Ask to go over the comic strip and to tell you what information they have about Mr Treeman.
- Focus on Brenda's expression *I know!* Elicit from Ss when they'd use it. Draw their attention to the intonation that Brenda uses.
- Record the information using key words. Then draw a chart and elicit from Ss what headings you can have for each section and where they'd place the key words. You can also invite them to add further information that they know about Mr Treeman.

### MP3 TRACK 52

## 1 Read and complete



- Have Ss look at the instructions and the icons and tell you what they have to do. Ask them what they think the email is about. Have them read it first to check their predictions.
- Ask Ss to underline key words that will be clue for them to know what word to write, e.g. *cave* in the first blank.
- Give Ss time to do the activity. Then check the answers on the bb.

### BUILDING CONFIDENCE

**1 Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite the Ss to go to the front to act out the story.

**2 A new email.** Ss can imagine they're Penny and write a response to Lucy, including their routines.

## 2 Memory game



- Tell Ss to look at the instructions and the icon and tell you what they have to do.
- Ss have to go over the story and the email, in which there is more information about Mr Treeman to get ideas about what to say. Challenge them not to read out the sentences. You can ask them to include more information which is not in the text, but which they can infer, e.g. **He doesn't eat hamburgers.**

### 1 Read and complete

Hi, Penny  
How are you? I love the jungle and Mr Treeman. He's a very special person.  
He lives in a cave with a parrot and a lot of bats.  
His routine? He gets up at 5 every day. He eats fruit and has milk for breakfast, but he doesn't drink orange juice.  
He reads books but he doesn't watch TV. He listens to music. Well, he listens to birds. He loves birds!

He's fantastic!  
Write to me,  
Lucy

### 3 True or false?

8 school	18 visit Roger and Bruce
12 lunch (chicken and salad)	19 club (swim - football)
15 write emails	20 cook
16 read homework	21 dinner
17 TV	22 music

Mr Clark doesn't get up at 8.

True!

### Song

a) Read and circle

We love like Mr Treeman.  
He's a very special vet doctor.  
He lives with his animals friends and he's always ready to play help.  
He doesn't go goes to school, and he watches doesn't watch TV, but he listens reads to music, when a lot of bats birds sing.

CHORUS  
Mr Treeman is a man boy.  
He's not a special tall tree.  
He's very, very tall old.  
And he plays lives with Miss Green.

b) Listen and check

c) Sing!

80 eighty
eighty one 81

#### BUILDING CONFIDENCE

**True or false?** Ss can write statements about Mr Treeman and his pet, Miss Green, which they can give others to read and solve without looking back at the texts.

### 3 True or false?

- Tell Ss to look at the instructions and the icon and tell you what they have to do. Ask them what type of text they can see, and what type of information this text type offers. Ask them if we usually write full sentences in a diary. Ask them whose diary this is (*Mr Clark's*).
- Give Ss some time to think about what to say, and then remind them of the rules for playing.
- Give Ss time to play.

**WB** EX 5, 6 AND 7 PAGE 132

## Song

- Ask Ss to focus on the instructions and the icons and elicit from them what they have to do.
- Give Ss some time to decide on which word to circle. Check the Ss' answers first.
- Play the song once for Ss to check their answers. Then 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.

SONGS

#### MP3 TRACK 10

We like Mr Treeman.  
He's a very special vet.  
He lives with his friends  
And he's always ready to help.

Mr Treeman is a man.  
He's not a special tree.  
He's very, very old.  
And he lives with Miss Green.

He doesn't go to school,  
and he doesn't watch TV,  
but he listens to music,  
when a lot of birds sing.

Mr Treeman is a man.  
He's not a special tree.  
He's very, very old  
And he lives with Miss Green.

#### 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. Ask Ss to dictate to you which new words they can use.

#### OUR POSTER

You can make a classroom display of the riddles the Ss have made.

1 Read and complete. Use *in, on, under, next to, behind*



- There's a bike on the computer
- There are two trucks next to the desk
- There's a board game behind the bookcase
- There's a car under the bed
- There are two bikes in the wardrobe

2 Complete with the verbs in the box. There are two extra verbs

eat drink get have listen live play read swim visit walk watch write



The school and the jungle are fantastic! And the forest ranger... He's great! He has a friend, Muriel. She's a forest ranger, too. She <sup>1</sup> lives in Costa Rica. She <sup>2</sup> gets up at 6 every day and <sup>3</sup> has breakfast. She <sup>4</sup> drinks a lot of milk. She <sup>5</sup> plays with the animals in the jungle and <sup>6</sup> swims in the river. She <sup>7</sup> eats a salad for lunch and then she <sup>8</sup> writes emails or <sup>9</sup> reads a book. She <sup>10</sup> watches TV and <sup>11</sup> listens to music. Her life is fantastic!

130 one hundred and thirty

3 Read and write the name. Then, complete with the profession



- Mary wears a white, green or pink uniform. She works with animals. She's a vet
- Ross wears a brown uniform. He uses a truck or a bike. He works in the jungle. He's a forest ranger
- Mark wears a uniform. He studies a lot. He's a student
- Emma wears a white uniform. She works in a hospital or clinic. She's a doctor
- Andrew wears black. He works at a birthday party or at the theatre. He's a magician
- Maggie works at a school. She's a teacher

4 Correct the false information

- A puma eats insects. A puma doesn't eat insects.
- Treeman lives in a big house. Treeman lives in a cave.
- Mr Clark works in a hospital. Mr Clark works in a school.
- He has a parrot. He doesn't have a parrot.
- The forest ranger uses a car in the jungle. The forest ranger uses a bike and a truck in the jungle.
- He wears a black uniform. He wears a green uniform.
- Miss Green drinks orange juice. Miss Green doesn't drink orange juice.
- She watches TV with Mr Treeman. She doesn't watch TV with Mr Treeman.

one hundred and thirty one 131

## 1 Read and complete. Use *in, on, under, next to, behind*



Focus: *there is/ are*, prepositions of place.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Go over the sentences and check with Ss that they remember all the words they need. Elicit from Ss what they can do if they can't remember how to say something.

### EXPANSION

You can ask Ss to add more information about this bedroom, or to describe another bedroom or part of the house.

## 2 Complete with the verbs in the box. There are two extra verbs



Focus: Simple present tense, third person singular.

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Check that Ss remember the meaning of all the verbs. Ask Ss whether they need to make any changes to the verbs or not.
- 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 two more sentences with the verbs they have not used.

## 3 Read and write the name. Then, complete with the profession



Focus: professions, Simple present tense, third person singular.

- First Ss should look at the instructions and 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

Ss can add a riddle for another profession or job.

## 4 Correct the false information



Focus: Simple present tense, third person singular, affirmative and negative.

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Make sure Ss understand they have to decide on whether to make

5 Read and circle

Sharon goes to school in the morning. She's a good student. She sings studies a lot. She doesn't isn't have lunch at home. She has lunch at school. The students eat eats spaghetti or chicken and drink water. There is are a TV in her bedroom, and she watches / watch TV in the afternoon. She likes listens comedies and Ben 10, has your favourite TV programme. She don't doesn't do her homework in the bedroom. In the afternoon, she goes is going to her friend's house and they study studies together. She and her family have dinner breakfast at 9 pm.

6 Read and match. There is one extra ending

A

Sharon and her friends  
She listens  
She watches  
Robby doesn't  
He gets up  
His friends don't play

B

at six every day.  
comedies and cartoons.  
football at the club.  
go to school in the morning.  
the living room.  
live in the jungle.  
to rock music.

7 Write

My friend's day  
My best friend is \_\_\_\_\_ . He / She \_\_\_\_\_

132 one hundred and thirty two

the sentences affirmative or negative depending on what is being described.

- Have them do the exercise orally before they start writing.
- When checking, you can ask Ss to find coincidences with their classmates.

#### EXPANSION

Ss can write two more statements for others to read and correct if necessary.

## 5 Read and circle

Focus: language awareness.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Ask Ss to read the complete text before circling any words. Elicit from them what the text is about.
- Give Ss time to circle the words.
- When checking, ask Ss to account for their answers.

#### EXPANSION

Ask Ss to write a new text using the option they haven't circled, making the necessary changes.

## 6 Read and match. There is one extra ending

Focus: language awareness: statements, agreement, Simple present tense.

- First Ss should look at the instructions and the icons and tell you what they have to do.
- Elicit from Ss what clues they have in each case so as to decide on the second part.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

#### EXPANSION

Ss can think of at least two more endings for each stem in the first column, and they can write a possible stem for the extra ending in the second column.

## 7 Write

Focus: Simple present tense, third person singular, personalisation.

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Elicit from them where they can check if they have a query.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers by asking Ss to read out their texts. You can have oral presentations.

#### EXPANSION

You can ask Ss to write a text about another friend from the opposite sex.

## Answer Key

### CLIL Pages

Activity 2:	City	Rural area
Kids get up early.		✓
Kids walk to school.		X
Kids do homework.		✓
Kids watch TV.		
Kids listen to music.		✓
Kids play with electronic games.		
Kids use a computer.		✓
Kids play with friends.		✓

### Further Practice

**Activity 1:** 1 watches; 2 listens; 3 drinks; 4 doesn't eat; 5 doesn't work; 6 doesn't read; 7 wears; 8 doesn't play

**Activity 2:** 1 doctor; 2 teacher; 3 vet; 4 forest ranger

**Activity 3:** 1 lives; 2 has; 3 swims; 4 goes; 5 plays/walks; 6 does; 7 studies/plays; 8 plays; 9 sleeps; 10 watches; 11 listens; 12 watches; 13 drinks; 14 eats

**Activity 4:** 1 This is; 2 Her; 3 We; 4 bedroom; 5 doesn't; 6 have; 7 wears; 8 There's; 9 there are; 10 socks; 11 an; 12 but; 13 doesn't play; 14 reads; 15 watches; 16 They; 17 don't

## VOCABULARY

### New

Fire, firefighter, fire extinguisher, plane, dangerous

In the (morning)

### Need

### Revision

Furniture

Clothes

Food

Actions

Wild animals

## GRAMMAR

### New

Simple present tense (interrogative)

### Revision

Simple present tense

Prepositions of place

## RECOGNITION

Language of the routine: dates

## ORAL INTERACTION

Let me think!

## LANGUAGE AWARENESS

Phonological differences between English and Spanish

Subject and verb agreement

**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 fire related vocabulary

- You'll describe an emergency situation for Ss to tell you whether what you do is correct or not. Use drawings or pictures. **Imagine there's a fire** (picture or drawing) **here, what do we need? Water? A fire extinguisher? Aspirins?** As Ss say **Yes**, or **No**., you can write a tick or a cross next to each drawing or word. **So we need a fire extinguisher. But first, what do you think? Is it necessary to call a doctor? Or a firefighter?** (picture if necessary). **We need firefighters, not doctors. And firefighters, do they need a bike? A truck? And for a big fire in the jungle? A bike or a plane?** (gesture/ picture).
- **Let's sum up. Clap if correct. We call the firefighters. We need water. We need a fire extinguisher. We need a plane. Is a fire an unimportant situation or is it dangerous?** You may ask for the translation of *dangerous*.

# 8 There's a fire in the jungle

## 1 Look and listen

Look! There's a fire in the jungle.

Does Mr Treeman live in that area?

Yes, he does.

Poor Mr Treeman!

Does he have a fire extinguisher?

Do firefighters use planes?

Fire! Fire! Horrible!

Do you need help?

Please let me think!

Please! Please!

Look! Her friends are leaving the jungle.

Look! Two planes are going to the jungle. Let's go!

Don't worry! I'm calling the forest ranger!

No, fire is very dangerous. I'm going!

82 eighty two

## 1 Look and listen

Possible lead-ins (you may choose):

- You can ask Ss if they've ever seen a fire, either live or on TV. They can tell you about the experience.
  - You can ask Ss what's the phone number for firefighters in the place where they live. Ask them whether it is better to try to put out a fire first or to call the firefighters first.
- Ask Ss to tell you what has happened in the story so far. Ask them to open their books at page 82 and to focus on the title. What is going to happen? Keep a record of Ss' predictions.
  - Play the recording and ask Ss to read and check their predictions.
  - Ask Ss to focus on frame 3 and answer the characters' questions.

## MP3 TRACK 53

## 2 Read and write ✓ (true) or X (false)

- Ask Ss to tell you what they have to do.
- You can challenge them into deciding on whether the statements are true or false without going back to the story. Check the answers on the bb.

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

- |                                      |                                     |  |                                     |
|--------------------------------------|-------------------------------------|--|-------------------------------------|
| 1 Mr Treeman lives in the fire area. | <input checked="" type="checkbox"/> | 4 Miss Green and Mr Treeman need help.                   | <input checked="" type="checkbox"/> |
| 2 Mr Treeman is leaving the jungle.  | <input checked="" type="checkbox"/> | 5 The children are going to the fire area with Mr Clark. | <input checked="" type="checkbox"/> |
| 3 The fire is dangerous.             | <input checked="" type="checkbox"/> |  |                                     |

3 a) Read and tick  



www.fireinthejungle.com

# FIRE IN THE JUNGLE

HOME  
HISTORY  
DOWNLOADS  
CONTACTS

## QUIZ

Are you an expert on emergencies in the jungle?

Yes, they do.    No, they don't.

1 Do firefighters wear a red uniform?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Do they wear a raincoat?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Do they have special equipment for the jungle?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Do they use a radio?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 Do forest rangers have fire equipment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Do they use a radio?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Do they work with firefighters?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 Do they use planes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

b) Now, listen and check  

eighty three **83**

b) Now, listen and check



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

**MP3 TRACK 54**

- Interviewer:** Hi, Robert. How are you? We have some questions for you.
- Robert:** Hi, OK.
- Interviewer:** Do firefighters wear a red uniform?
- Robert:** No, they don't. The uniforms are black.
- Interviewer:** Do they wear a raincoat?
- Robert:** Yes, they do.
- Interviewer:** What about special equipment for the jungle?
- Robert:** Oh yes, they have special equipment. And they use a radio.
- Interviewer:** Do forest rangers have fire equipment?
- Robert:** Yes, they do. And we use a radio, too.
- Interviewer:** Do they work with firefighters?
- Robert:** Yes, they do. They help firefighters.
- Interviewer:** Do they use planes?
- Robert:** No, they don't. Firefighters use planes.
- Interviewer:** OK, Robert, thank you very much.

**BUILDING CONFIDENCE**

- Jobs.** Tell Ss that you'll make a new quiz on jobs, to see how much they know about them. If you think Ss are ready, you can ask them to write some questions to ask the rest.
- I'm Robert.** Tell Ss they'll play the role of Robert in the interview. You can play the recording for Ss to take notes on what they have to answer. You can also help them imitate Robert's pronunciation and intonation. Play the role of the interviewer first and if you think Ss are ready, they can also play the role of the interviewer.

**WB** EX 1 AND 2 PAGE 133

 **Homework**

Ask Ss to bring two questions for a quiz on the characters or on jobs.

**Introduction of Simple present tense, interrogative form, do questions**

- › Tell Ss you'll test their memory. Ask them questions about the characters, e.g. **Do John and Alex live in the jungle? Yes or no? Do Alex and John watch TV at home? Do they have a dog? Do the girls like salad? Do they play football?** Keep score to see how many the Ss get right.
- › Elicit from Ss what type of information you were asking about. If necessary, give them options, e.g. **The characters' routines? Their activities now?** Focus on *like* and on the fact that it is not a routine, yet it follows the same pattern. Ask Ss if likes change all the time.
- › Organise Ss into groups for them to tell you what there is in common in all the questions.
- › Once the pattern of questions is clear, focus on their intonation and on short answers.
- › Have Ss copy a synopsis in their copybooks or binders.

3 a) Read and tick  

- › Ask Ss to tell you what they have to do.
- › Focus the Ss' attention on the questions and ask them what type of text it is. Ask them to focus on the title and the pictures and to predict what information they'll find.
- › Have Ss read the webpage to check their predictions. Ask them if they are experts on emergencies in the jungle.
- › After Ss do the quiz, check the answers on the bb, and go back to whether they are experts or not.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Show me...** Ask Ss to take out their questions and to ask them of the rest. You can do this as a competition.

## 4 Read and write the number

- Ask Ss to look at the instructions and the icons and tell you what they have to do. Ask them to look at the title and tell you what they think the text will be about. Have them browse over the text to check their predictions.
- Ask Ss to do the activity, then check the answers on the bb.
- Ask Ss what they have learnt from this text that they did not know before.
- You can also ask them what type of campaign they can carry out to help people become aware of the dangers of fires and the importance of forests and jungles.

## Introduction of Simple present tense, interrogative form, does questions

- Have Ss focus on the questions in Exercise 5. Ask them if they are questions about an action now or something permanent.
- Write the first question on the bb, and write the first question about firefighters from Exercise 3 a). Ask Ss what is different and why they think there is a difference.
- Ask Ss how they answer *do* questions, and ask them to focus on the answers to *does* questions. Also ask them if they think *does* is used only with *it* or with any other pronoun. If they cannot come up with an answer, ask them how we talk about routines, if there is anything different in the verb depending on who or what we are talking about. Ask them if that difference is found in the questions.
- Write a synopsis on the bb and ask Ss to copy it in their copybooks or binders.

## 4 Read and write the number

### The Green World

Forests and jungles cover **1/3 of the planet**<sup>[1]</sup>. They are the home of a great variety of trees, plants and animals. But a **fire destroys a forest**<sup>[2]</sup> in four or five days! It destroys all the flora and fauna.

Fires start by **lightning**<sup>[3]</sup> or by accident. The two great enemies of forests and jungles are **cigarettes**<sup>[4]</sup> and **campfires**<sup>[5]</sup>.

Forests and jungles have a very important role. They **produce oxygen**<sup>[6]</sup>. They're the lungs of the planet. Protect forests and jungles!



## 5 Read and match

- Does a jungle produce oxygen?
- Does a penguin live in the jungle?
- Does a fire produce oxygen?
- Does a campfire start a fire in the jungle?
- Does the rain destroy the jungle?
- Does this planet need jungles?

Yes, it does.

No, it doesn't.

84 eighty four

## 5 Read and match

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

### BUILDING CONFIDENCE

**Animal quiz.** Have Ss collect information about animals from previous exercises or the poster on wild animals and their habitats. Get them into small groups and have them write questions for a quiz about animals. Tell them that, as in question 2 in Exercise 5, we are not talking about only one penguin but about any penguin.

## 6 Read and answer

- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Ask Ss to look at the text and tell you what they think it will be about. Have them read it quickly to check their predictions.
- Ask Ss what the text is about. If necessary, give them options, e.g. **Is it about Muriel's routine or a description of her bedroom?** Then ask Ss to focus on the questions they have to answer. What are

## 6 Read and answer



There's a lot of work in the jungle. Muriel is tired. She's in her bedroom now. It's nice. There's a TV on the desk, and there's a computer next to the TV. There isn't a bookcase, but there are five books in the wardrobe. There are skirts, pants and T-shirts in the wardrobe too, but there aren't any dresses. There's a raincoat next to the skirts. There's an umbrella under the bed. There's a small table and there are biscuits on the table. There's orange juice, too.

- 1 Does Muriel watch TV in her bedroom?
- 2 Does she read in her bedroom?
- 3 Does she wear skirts?
- 4 Does she listen to music in her bedroom?
- 5 Does she have dresses?
- 6 Does she eat biscuits?
- 7 Does she drink orange juice?
- 8 Does she have a raincoat and an umbrella?

## 7 Memory game

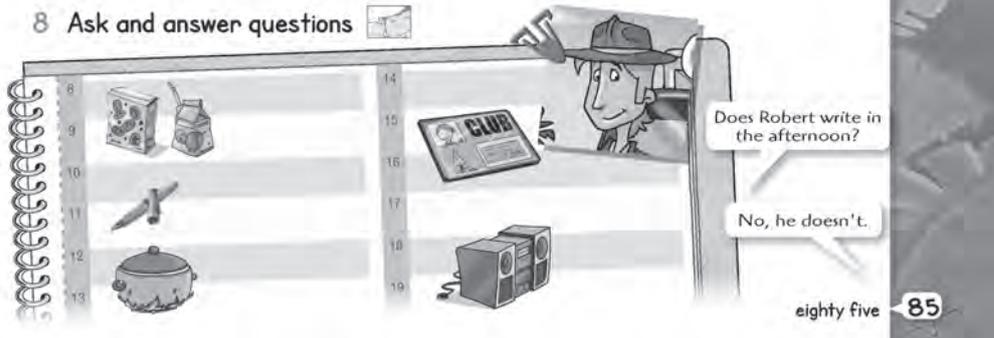


Does Muriel like T-shirts?

Yes, she does!



## 8 Ask and answer questions



eighty five **85**

they about? Elicit from them how they can answer questions about Muriel's routine based on a description of her bedroom.

- Give Ss time to answer the questions, then check the answers on the bb.

### BUILDING CONFIDENCE

- 1 **Muriel's bedroom.** You can ask Ss to draw her bedroom.
- 2 **Another bedroom.** Ask Ss to go to page 76, Exercise 9. Whose bedroom is it? First they can write questions about this person's routine to ask of the rest. You can have Ss work in groups and play this as a memory game.

## 7 Memory game

- Ask Ss to look at the instructions and the icon and tell you what they have to do.
- Encourage Ss to use the questions in Exercise 6, and to come up with new questions. Give them time to prepare them.

## 8 Ask and answer questions



- Ask Ss to look at the instructions and the icon and tell you what they have to do. Ask them what type of text they can see on the page. What information do we keep in a diary?
- You may ask Ss to memorise the information in the diary and think questions to ask to the rest. Play this as a memory game to make it challenging. You can also ask Ss to go back to page 75, where they have a picture of Robert's bedroom, to think about further questions.

### BUILDING CONFIDENCE

**Muriel.** Tell Ss they can create Muriel's diary and play a memory game in pairs.

**WB**

EX 3 PAGE 134



### Homework

Ask Ss to bring a picture of a bedroom or living room and questions on the owner's routine on a separate sheet of paper.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Find the room.** Ask Ss to take out their pictures of the bedrooms or living rooms. Get them into groups of four to six and ask them to place the pictures on their desks. They should write the name of the owner. One of the Ss chooses a picture without saying which one it is. The rest have to ask questions about the routine of the owner of the bedroom or living room to find out which picture the student has chosen.

## 9 Read and circle



- Ask Ss to look at the instructions and the icons and tell you what they have to do.
- Ask Ss to focus on the bubbles. **Is Mr Treeman speaking or thinking? What is he thinking about?** Ask Ss to read to check their predictions.
- Ask Ss to do the exercise, then check the answers on the bb.

### BUILDING CONFIDENCE

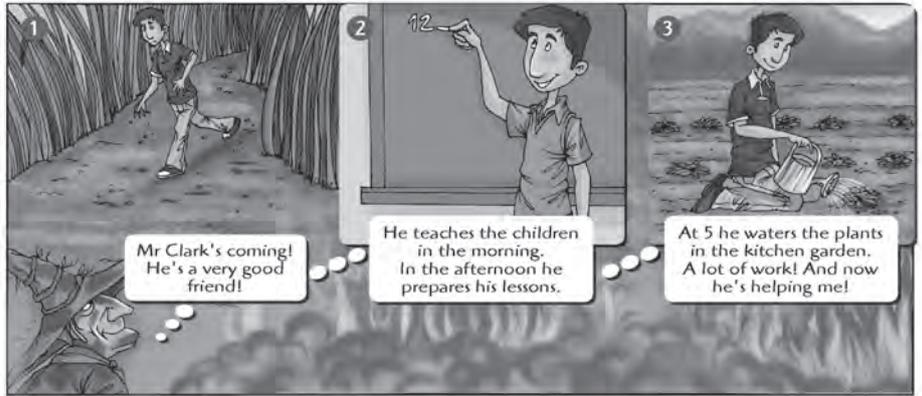
**Act out.** Tell Ss they're going to play the role of Mr Treeman thinking about Mr Clark. Help them memorise the lines, imitating Treeman's voice. Encourage them to include gesture and body language. You can have Ss act out the situation with one S being Treeman and the other one Mr Clark.

## 10 Who?



- Ask Ss to look at the instructions and the icon and tell you what they have to do.
- Have a dry run and work on useful questions (that is, if they know that they do not cook, the possibilities are Hans and Rod and Lucy and Penny, so asking about the time they get up is not a useful question since all of them get up at the same time).
- Remind Ss of the rules for participating.

## 9 Read and circle



1 Mr Clark's watering the plants.

1 2 3

2 Mr Clark's walking.

1 2 3

3 Mr Clark's working.

1 2 3

## 10 Who?



### Saturdays and Sundays

	Cook	Get up at 8	Play volleyball	Walk a lot	Study	Read books
John and Alex	✓	X	X	✓	X	✓
Hans and Rod	X	✓	X	X	✓	X
Lucy and Penny	X	✓	✓	X	✓	✓
Greta and Brenda	✓	X	✓	✓	X	✓



86 eighty six

## 11 a) Read and answer



- Ask Ss to focus on the instructions and the icons and tell you what they have to do. Focus their attention on the title and the text type. What is it? What section of the newspaper is it? You can ask them if there is an entertainment section in the newspaper their families read, and if so, if they like it. You can bring a page from an entertainment section yourself.
- Have Ss go over the questions and ask them what they have to focus on to answer them.
- Encourage them to write the answers without checking in their books.
- Give Ss time to answer the questions, then check on the bb. If there are different answers, check in the book. You can also use the poster to check answers 8 and 10.

## b) Now, listen and check



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

11 a) Read and answer  

8

THE JUNGLE NEWS

The jungle game!

- |   |                                  |
|---|----------------------------------|
| 1 Does Mr Treeman listen to music?          | 6 Do giraffes eat leaves?        |
| 2 Does Miss Green like candles?             | 7 Does a zebra drink juice?      |
| 3 Do birds like candles?                    | 8 Do koalas live in the jungle?  |
| 4 Do Mr Treeman's old friends like candles? | 9 Does a gorilla eat fruit?      |
| 5 Does Mr Treeman like cake?                | 10 Do pandas live in the desert? |

Your answers

- |                           |                           |
|---------------------------|---------------------------|
| 1 <u>Yes, he does.</u>    | 6 <u>Yes, they do.</u>    |
| 2 <u>No, she doesn't.</u> | 7 <u>No, it doesn't.</u>  |
| 3 <u>No, they don't.</u>  | 8 <u>No, they don't.</u>  |
| 4 <u>No, they don't.</u>  | 9 <u>Yes, it does.</u>    |
| 5 <u>Yes, he does.</u>    | 10 <u>No, they don't.</u> |

Write **your** questions and send them to [thejunglenews@school.com](mailto:thejunglenews@school.com)

b) Now, listen and check  

c) Write your questions 

eighty seven **87**

For further ideas on how to make the most of posters, visit our Companion Website at: [www.pearsonelt.com.ar/storyline](http://www.pearsonelt.com.ar/storyline)

 **Homework**

Ask Ss to draw a page from a diary (as in Exercise 8, page 85).

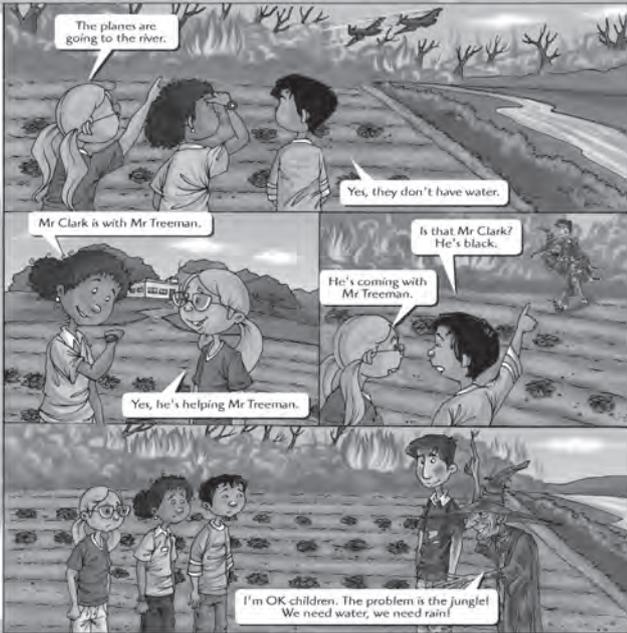
**MP3 TRACK 55**

*Mr Treeman doesn't listen to pop or rock music, but he listens to birds. Miss Green doesn't like candles. Birds don't like candles either. And Mr Treeman's old friends don't like candles. Candles are horrible! Mr Treeman likes cake. Giraffes eat leaves, but a zebra doesn't drink juice. It drinks water. Koalas don't live in the jungle, they live in forests. A gorilla eats fruit. Gorillas love fruit. What about pandas? They don't live in the desert. How many correct answers do you have?*

c) Write your questions 

- › Ask Ss to focus on the instructions and the icon and tell you what they have to do.
- › Invite Ss to go over the whole book to find information they can ask others about.
- › Give Ss time to write questions, then tell them to ask the questions to their classmates.

## A medal for Mr Treeman!



88 eighty eight



eighty nine 89

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Find the diary.** Tell Ss they'll need their diary pages. They should write the name of the person this diary belongs to. Get the Ss in groups of four to six and ask them to place the diaries on their desks. One of the Ss chooses one of the pages without telling the rest which one he/ she's chosen. This S should write the name in his/ her notebook. The others have to ask questions about routines to find out which person the first S has chosen. You can remind Ss of the concept of useful questions.

## A medal for Mr Treeman!

- › Ask Ss to remind you of the story so far. Ask them to think of key words from this last part of the story (the fire). Ask them to open their books at page 88, and focus on the title. Check that Ss understand what a medal is. **Why would Mr Treeman be awarded a medal?**
- › Play the recording and have them read to check their predictions.
- › Ask Ss to fill in the gaps of indeterminacy of this section of the story, e.g. **Why does Mr Clark risk his life to rescue Mr Treeman? Does Mr Treeman conjure the rain or is it just a coincidence that it should rain when he raises his arms? If he does, what's Mr Treeman then? What have the children learnt from Treeman? What has he learnt from the children? Why were they afraid of each other at the beginning of the story?**
- › Ask Ss if they like the ending and why and what they imagine the relationship between Mr Treeman and the children will be like from this moment onwards.

## MP3 TRACK 56

### 1 Read and complete



- › Have Ss look at the instructions and the icons and tell you what they have to do. Ask them what they think the email is about. Have them read it first to check their predictions.
- › Ask Ss to underline key words that will be clue for them to know what word to write, e.g. *pants*, *T-shirts* in the first blank.
- › Give Ss time to do the activity, then check the answers on the bb.

### BUILDING CONFIDENCE

**1 Act out.** Tell Ss they'll act out this episode. You may use the recording. First, let them repeat to themselves after the recording, then ask them to say the words out loud. You can also invite them to say the words together with the recording, imitating the characters' intonation as much as possible. Invite the Ss to go to the front to act out the story.

**2 A new email.** Ss can imagine they're Lucy and write a response to Penny, including their routines. You can also ask Ss to compare the email they have written impersonating Penny (unit 7, page 80) with this new email.

1 Read and complete

New Message

To: lucyfirm@popmail.com  
Subject: Re: Mr Treeman!

Hi, Lucy

Amazing! What an adventure! I have a lot of questions! Mr Treeman is very special!

Does he wear pants and T-shirts? Does he have a car?

Does he play on the computer? And Miss Green, does she eat insects and fruit? Does she live in Mr Treeman's cave?

Now tell me about you. Do you like your teacher?

Do you do your homework every day?

I have three great friends. We play football at school. Do you and your friends play football too?

Love,  
Penny

2 Guess!

Every day.

Do you read a book every day?

No, I don't.

90 ninety

8

Song

a) Look and complete

My memory's good.  
I don't know, let me check!

Do the children visit Treeman?  
Yes, they do. Yes, they do.

Does Greta have a sister?  
Yes, she does. Yes, she does.

Does the teacher get up at 8?  
No, he doesn't. No, he doesn't.

Do the children play football every day?  
No, they don't. No, they don't.

There, there, you're wrong!  
They play football every day!  
OK, OK, you're right.  
No more questions. Now you try!

b) Listen and check

c) Sing!

91 ninety one

## 2 Guess!

- Tell Ss to look at the instructions and the icon and tell you what they have to do.
- Ss have to think of a statement. Then they have to tell the rest a word from the statement for them to guess.

### BUILDING CONFIDENCE

**True or false?** Ss can write statements about Alex, Greta and Lucy, which they can give others to read and solve without looking back at the texts.

**WB** EX 5, 6 AND 7 PAGE 135

## Song

- Ask Ss to focus on the instructions and the icons and elicit from them what they have to do.
- Give Ss some time to decide on which word to write in each blank. Check the Ss' answers first.
- Play the song once for Ss to check their answers. Then 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.

SONGS

### MP3 TRACK 11

My memory's good.  
I don't know, let me check!

Do the children visit Treeman?  
Yes, they do. Yes, they do.

Does Greta have a sister?  
Yes, she does. Yes, she does.

Does the teacher get up at 8?  
No, he doesn't. No, he doesn't.

Do the children play football every day?  
No, they don't. No, they don't.

There, there, you're wrong!  
They play football every day!  
OK, OK, you're right.  
No more questions. Now you try!

### 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. Ask Ss to dictate to you which new words they can use.

### OUR POSTER

You can make a classroom display of the diaries the Ss have made.

Remember photocopiable **END-OF-YEAR TESTS** can be found at the end of this book (pages 100-103).

# 1 Read and answer

Focus: Simple present tense, *do* questions.

- Ask Ss to tell you what they have to do.
- Go over the questions and discuss the answers with your Ss. Some are on information provided in previous units. Check with Ss that they remember all the information they need. Elicit from Ss what they can do if they can't remember the answer to one of the questions.
- Check the answers on the bb.

# 2 Complete the questionnaire

Focus: Simple present tense, *do* questions.

- Ask Ss to tell you what they have to do.
- Check that Ss remember the meaning of all the words.
- Ask Ss to do the exercise orally before they put it in writing.
- At this stage, Ss should write short answers and not only *Yes* or *No*.
- You can transform the results of the survey into a pie chart.

# 3 Look and answer in your copybook

Focus: Simple present tense, third person singular, questions.

- Ask Ss to tell you what they have to do.
- Ask Ss to do the exercise orally before they put it in writing.

## EXPANSION

In E. 1,2 and 3, Ss can write further questions.

# 4 Read and tick

Focus: Simple present tense, questions.

- Ask Ss to tell you what they have to do.
- Check with Ss how they will decide on which question to tick.
- Have them do the exercise orally before they start writing.
- Check the answers on the bb.

## EXPANSION

Ss can write the answers to the questions they have not ticked.

# 5 Read and circle

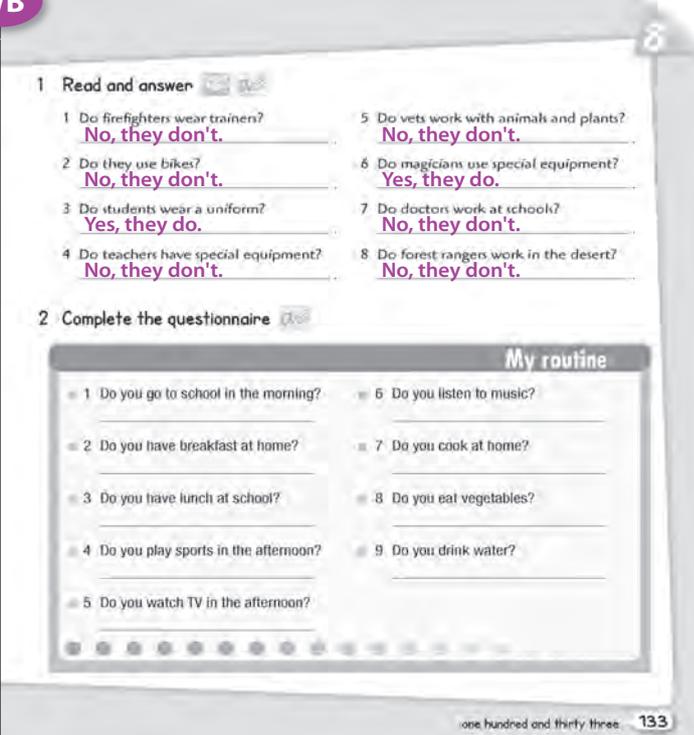
Focus: language awareness.

- Ask Ss to tell you what they have to do.
- Ask Ss to read the complete text before circling any words. Elicit from them what the text is about.
- When checking, ask Ss to account for their answers.

## EXPANSION

Ask Ss to write a new text using the option they haven't circled.

WB



The screenshot shows a worksheet page with two main sections. The first section is titled '1 Read and answer' and contains eight questions with handwritten answers: 1. Do firefighters wear trainers? No, they don't. 2. Do they use bikes? No, they don't. 3. Do students wear a uniform? Yes, they do. 4. Do teachers have special equipment? No, they don't. 5. Do vets work with animals and plants? No, they don't. 6. Do magicians use special equipment? Yes, they do. 7. Do doctors work at school? No, they don't. 8. Do forest rangers work in the desert? No, they don't. The second section is titled '2 Complete the questionnaire' and shows a questionnaire titled 'My routine' with nine questions: 1. Do you go to school in the morning? 2. Do you have breakfast at home? 3. Do you have lunch at school? 4. Do you play sports in the afternoon? 5. Do you watch TV in the afternoon? 6. Do you listen to music? 7. Do you cook at home? 8. Do you eat vegetables? 9. Do you drink water? The page number '133' is visible in the bottom right corner.

# 6 Read and match. There is one extra answer

Focus: language awareness: Simple present tense, questions.

- Ask Ss to tell you what they have to do.
- Ask Ss what clues they have to decide on each answer.
- Ask Ss to do the exercise orally before they put it in writing.

## EXPANSION

Ss can write a possible question for the extra answer in column B.

# 7 Write in your copybook

Focus: Simple present tense, *there is/are*, Present continuous, personalisation.

- Ask Ss to tell you what they have to do.
- Elicit from them where they can check if they have a query.
- Work with Ss on what language they will need for each category: routines, description of a place, actions in progress.
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers by asking Ss to read out their texts.

## EXPANSION

You can ask Ss to write a text about a friend.

3 Look and answer in your copybook



- 1 Does Mr Clark like orange juice?
- 2 Does he drink water?
- 3 Does he cook?
- 4 Does he make cakes?
- 5 Does he read books?
- 6 Does he play tennis?
- 7 Does he play football?
- 8 Does he listen to music?

4 Read and tick

Does Miss Bank work at school?  Yes, she does.

Do teachers work at school?

Does Miss Bank wear a uniform?  Yes, he does.

Does Mr Clark wear a uniform?

Do you like school?  Yes, we do!

Do they like school?

Does a penguin eat chicken?  Yes, it does.

Does a penguin eat fish?

Do your friends play football?  Yes, they do.

Does your friend play football?

Do Greta's brothers go to school?  Yes, they do.

Does Greta's sister go to school?

5 Read and circle

Reporter: Good morning! Thank you for your time.  
 Jeremy: Good morning.  
 Reporter: **Do** Does you get up early every day?  
 Jeremy: Yes, I **do** get up. I **get** gets up at 6.30 and I **have** has breakfast.  
 Reporter: Do you go to school in the morning?  
 Jeremy: No, I **'not down'** I do my homework in the morning. My sister **'study studies'** with me.  
 Reporter: **'Do** Does he go to school?  
 Jeremy: No, she **'don't doesn't'** She **'go goes'** to university. She's **'a** an architecture student.



6 Read and match. There is one extra answer

**A**

Do you like your job, Robert?  
 Do you wear trainers?  
 Does your friend Muriel work in the jungle?  
 Does your brother visit you?  
 Do your mother and your father live in the jungle?

**B**

No, he doesn't.  
 No, I don't. I wear boots.  
 No, they don't.  
 Yes, I do. I love it!  
 Yes, we do.  
 Yes, she does. In Costa Rica.

7 Write in your copybook

My routine  
I \_\_\_\_\_

My bedroom  
There's \_\_\_\_\_

My photos  
In this photo I'm \_\_\_\_\_

STORYLINE MAC

Find 10 differences

- > Check that Ss remember what language they need.
- > Ss can draw a cross in pencil every time they find a difference.
- > Give them time to find the differences, then check on the bb.

Class survey

- > Check that Ss understand what they have to do. First they have to think of at least three more questions about routines, and they have to find a S who answers Yes for each question.
- > Since Ss will have to stand up and walk around, go over some ground rules first.
- > Give them time to find the names and check with a few Ss.

Write and draw your poem

- > Check the instructions with Ss: they have to use one of the words below to fill in the blanks.
- > Elicit from them where they can find information and ideas.
- > You can invite Ss to create a new list poem following the pattern of the one in the book.

STORYLINE MAC ANSWERS

Find 10 differences

The time (It's 3 o'clock in picture A and 9 o'clock in Picture B); man/woman cooking; pink/ black boots under the chair; car/ truck under the table; four/ three chairs; brown/ blue cupboard; a board game and an electronic game in the cupboard/ two electronic games in the cupboard; plane/ truck on the bookcase; boy playing on the computer/ reading; five/ four pencils on the table.

Write and draw your poem

One happy boy is writing with a pen.  
 Two happy boys are having lunch at ten.  
 Three happy boys are watching TV.

Four happy boys are playing next to a tree.  
 Five happy boys are wearing blue pants.  
 Six happy boys are drawing flowers and plants.  
 Seven happy boys are sleeping in the afternoon.  
 Eight happy boys are talking in the living room.  
 Nine happy boys are listening to you.  
 Ten unhappy boys with nothing else to do.

Answer Key

CLIL Pages:

Activity 1: Rainforests

Further Practice

Activity 1:

1 Yes, he does. 2 Yes, he does. 3 No, he doesn't. 4 Yes, she does.  
 5 No, she doesn't. 6 No, she doesn't. 7 No, she doesn't. 8 Yes, he does.  
 9 No, he doesn't. 10 Yes, he does. 11 Yes, he does. 12 No, he doesn't.

Activity 2: 1 sleep, they don't; 2 climb, they do; 3 eat, they don't;  
 4 drink, they don't; 5 eat, they do; 6 live, they do.

Activity 3: 1 his; 2 works; 3 He's; 4 has; 5 children; 6 They're; 7 Alex's;  
 8 is; 9 doesn't; 10 but; 11 lives; 12 her; 13 cooks; 14 dinner; 15 work;  
 16 an; 17 has; 18 eyes; 19 legs; 20 tall; 21 live; 22 There are; 23 There is;  
 24 next to; 25 behind; 26 wardrobe; 27 doesn't have

Activity 4:

Does Mr Treeman live in a cave? No, he doesn't.  
 Does Mr Clark work in an office? Yes, she does.  
 Do Greta, Lucy and Alex go to school? Yes, he does.  
 Do they live next to the school? Yes, they do.  
 Does Miss Green wear trainers? Yes, we do.  
 Do you like Mr Treeman, John? Yes, I do.  
 Do you and your friends like Miss Green? Respuesta de los alumnos.

# STORYLINE

## 2

## 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 cuento 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.

Creemos este espacio para poder contarles el cuento y así, como adultos, poder compartir la experiencia de los chicos en la escuela. La ficción es un fascinante punto de partida para la reflexión, la acción y el diálogo. Y para eso... no necesitamos saber inglés. Alcanza y sobra con escuchar a los niños en el momento preciso y sumarnos al cuento en el poco tiempo que tenemos.

En **STORYLINE** hay actividades y juegos de todo tipo, que enseñan a pensar y a aprender inglés. Los adultos podemos acompañar a los chicos compartiendo 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 gran valor de aprender una segunda lengua reside en ampliar nuestro horizonte, en desarrollar nuevas estrategias cognitivas y en valorar otras culturas tanto como la propia. 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. Hemos escrito una breve reflexión sobre algunos de los puntos que subyacen en el argumento del cuento y algunas sugerencias para profundizar aún más los temas que nos preocupan tanto a adultos como a niños, como la solidaridad, el respeto y el cuidado del medio ambiente. Encuentros Escuela + Hogar es una invitación a:

+ **Disfrutar del cuento STORYLINE**, a partir de un relato breve, capítulo por capítulo, y descubrir como adultos el cuento detrás del cuento, el mensaje entre líneas, los entretelones. Podrán ver en **STORYLINE** que los distintos personajes pasan por experiencias similares a las de nuestros chicos.

*Ningún hombre es una isla, completa en si misma; todo hombre forma parte del continente, parte de la tierra firme. Si el mar se llevara un simple terrón, Europa quedaría disminuida, igual que si se llevara un promontorio, o la finca de tus amigos, o la tuya propia. La muerte de cualquier hombre me empequeñece, porque estoy ligado a la humanidad; por eso, no mandes a preguntar por quién doblan las campanas: doblan por ti.*

John Donne, Meditación XVII  
Por quien doblan las campanas

En este nivel, padres y chicos podrán disfrutar de una historia y de un personaje muy particulares. En la selva del noreste argentino vive un ser con una nariz prominente, orejas colosales y dedos enamados, que luce un sombrero de brujo decorado con ramas de la selva y un atuendo de gnomo campestre. Es el protector de la selva y de todos sus habitantes. Su nombre: señor Árbol.

La historia comienza con el reencuentro en la escuela de tres niños de unos nueve años al regreso de sus vacaciones. A medida que transcurre el cuento, las vidas de los niños y la del señor Árbol se van acercando.

El señor Árbol se da a conocer primero a través de acciones y una vez que lo cree conveniente, entabla una relación directa con los niños y su maestro, el señor Clark.

El señor Árbol no sólo defiende a las especies de la selva sino que también enseña a los humanos a valorar ese maravilloso espacio de todos y a aprender de lo diferente. Los niños aprenden de los sabios consejos del señor Árbol y él, a su vez, se contagia de la alegría y frescura de los niños.

El señor Árbol, mezcla de leyenda con voz de la conciencia, habita en cada uno de nosotros, en nuestros deseos de equidad, sabiduría y paz.

+ **Reflexionar acerca del cuento y asociarlo con nuestra vida cotidiana** para que los chicos desarrollen aún más el valor de lo aprendido en clase: el valor de la diversidad, la importancia de la naturaleza en su totalidad, nuestra responsabilidad por su cuidado, el rol de la familia y de los mayores como sostén y fuente de sabiduría, entre otros muchos fascinantes temas que se entrelazan en el cuento **STORYLINE**.

+ **Seguir las huellas del aprendizaje y continuar con la educación de los chicos en casa** a partir de otras fuentes inspiradoras o ideas sencillas que les sugerimos en esta guía.

En suma, a partir de vivencias, reflexiones y acciones, los chicos aprenden que todos estamos *ligados a la humanidad* y que podemos hacer una diferencia.

**¡Que lo disfruten!**

# 1 I like basketball

## Me gusta el básquetbol

+ **En algún lugar del noreste argentino**, allí donde se ven los verdes húmedos de los árboles y los rojizos de la tierra y donde se escuchan, sin esfuerzo alguno, los múltiples sonidos de la naturaleza, se encuentran tres niños de unos nueve años, felices de estar juntos al regreso de sus vacaciones, con las ganas iniciales de compartir y de estrenar el año escolar.

Y es justo en medio de un juego que los reúne y los divierte, que, de un pelotazo y por accidente, cae un nido con cuatro pichones. *¡Qué culpa sienten! ¡Qué susto! ¡Qué inesperado!*

Más aún cuando, en medio de ese accidente, escuchan un ruido como un gruñido de... ¿un jaguar? El maestro de los niños, el señor Clark, desestima que pueda ser ese animal. Pero entonces, ¿qué puede haber sido ese ruido que tanto llamó la atención de los niños? Pronto, se escucha el canto de los progenitores de los pichones y su presencia los lleva a dejar el nido en el suelo tal cual estaba y así permitir que la naturaleza actúe por sí sola.

Lo que los chicos no saben es que el nido va a ser trasladado a su lugar original, arriba de la rama del árbol. Pero, ¿cómo ocurrirá ese traspaso? *Una mano amiga* –esas que siempre están aunque no las veamos– lo hace posible. Pero ¿la mano amiga de quién?

Con el tiempo, los niños –que como todos los que tienen alma de niños están atentos a la belleza y al encanto de lo que nos rodea– descubrirán el origen y la maravilla de *la mano amiga*. Esa mano amiga escondida en la simpleza de lo cotidiano.

Los niños, Greta, Alex y Lucy, emprenden la misión de sacar fotos a distintos tipos de árboles para cumplir con un proyecto escolar. Al mirar las fotos que habían sacado descubren una sombra entre varios árboles y la asocian con el ruido que habían escuchado previamente. Se asustan, se extrañan y de inmediato comparten estas sensaciones con su maestro, el señor Clark.

+ **La caída de un nido** puede ser ocasionada por un accidente humano e inocente, como le sucede a Lucy en la historia que nos ocupa, o uno natural como una tormenta. La **toma de conciencia de nuestros actos** es un muy buen primer paso. A veces podremos reparar lo que sucedió y otras veces será mejor dejar que la naturaleza actúe por sí sola.

Marcel Proust decía que **la belleza está en quien la mira** y no tanto en lo mirado. Si esto es así, cada vez que notamos algo bello a nuestro alrededor estaríamos reflejando nuestra belleza interior. Educarnos en la belleza implica vivir lo sensible y lo fundado; y el gran desafío consiste en encontrar expresión para lo que aprehendemos de forma sensorial.

Aunque a veces parezca lo contrario, los niños disfrutan y necesitan **algún adulto cerca** con quien poder compartir sensaciones, dudas e hipótesis. Y si ese adulto tiene verdaderas ganas de escuchar, de entablar una conversación y de aprender, el niño se estará educando.

A partir de los diferentes tipos de árboles fotografiados para el proyecto escolar de los niños, tomamos conciencia del **valor de la diferencia**. La naturaleza que nos rodea es muy variada y cada especie es única; entonces, ¿por qué los humanos insistimos con seguir determinados patrones de belleza? ¿Por qué apegarnos a estilos o marcas sin a veces probar otras opciones? Este concepto tan liberador se aprende desde niño a partir de la experiencia, observando distintos tipos de flores, semillas, edificios, perros, muñecas o personas, como también a partir de la lectura y de la escucha de cuentos, relatos y anécdotas.

+ **¿Qué hacer en casa?** Invitemos a los niños a pintar, dibujar, escribir o conversar acerca de algo que ellos perciban como bello. Asimismo, contémosles sobre algo que sea bello para nosotros: una pieza musical, un cuadro, un edificio, una planta.

Podemos también ver la película *El Oso*, dirigida por Jean-Jacques Annaud. La misma es un alegato a favor de la naturaleza, impregnado de gran sensibilidad en cada imagen. Plantea el equilibrio de la naturaleza que los hombres no deberíamos modificar.

### Songs

MP3 track 4

Birds and jaguars.  
Monkeys and leaves.  
Flowers and plants.  
A waterfall and trees.

The jungle is beautiful!  
I like it, too.  
It's full of colours!  
Yellow, green, red and blue too.



## 2 The shadow has a big head

### La sombra tiene una cabeza grande

+ **Los niños, intrigados**, especulan sobre la identidad de la sombra: *¿será un animal, una persona u otra cosa?* Basan sus hipótesis en lo que observan y en lo que especulan que suele encontrarse en un ámbito como el de la selva misionera. Burlas de por medio, típicas de los niños en relación a las características físicas de sus compañeros, más las merecidas disculpas, ninguno de los tres niños logra desentrañar el enigma. Sin embargo, han puesto sobre el tapete todo lo que saben al respecto y, para poder avanzar en la resolución del misterio. El maestro sugiere que escriban una carta al editor del diario local con la foto de la sombra para hacer extensivo el enigma a otras personas de la zona.

El diario, a su vez, recibe varias cartas al lector, todas con interesantes puntos de vista. Una de ellas está escrita por la propia 'sombra', quien se presenta como el señor Árbol (*Mr Treeman*) y dice vivir en la selva con su lora amiga, *Miss Green*. Los chicos leen la información con sumo interés. Lo que ellos no sospechan es que mientras leen el diario con su maestro, el señor Árbol los está observando desde la distancia, con el afán de conocer más acerca de estos niños.

El señor Árbol parece comunicar firmeza y coraje. Nadie conoce aún sus intenciones. *¿Será alguien para temer o alguien en quien confiar?*

+ **El pensamiento científico** se basa en la **observación y en el análisis** de lo observado, entre otras particularidades. Mirar y registrar lo que percibimos tiene un gran valor. Hoy en día, **la atención** parece ser una especie en extinción, pues es manipulada por aparatos, como los juegos electrónicos, o por programas como los *pop-ups* en la internet. Percibir lo natural, como las caras de quienes nos hablan y lo que nos rodea, con todos nuestros sentidos, es de suma importancia en la actualidad.

Existe una gran diferencia entre el humor, las burlas, el sarcasmo y su prima hermana la ironía. El buen humor afloja, abre espacios e ilumina. La burla, que disfraza lo que no nos animamos a decir frontalmente, humilla, cierra y contrae espacios. El que la utiliza, como el sarcástico y el irónico, se pone en un plano superior que está lejos de tender puentes que nos conecten más y mejor.

Las características físicas que nos identifican y nos hacen quienes somos, lucen diferentes de acuerdo a la actitud con que las llevemos. Los niños aprenden a estar orgullosos de quiénes son y de cómo son a partir de lo que escuchan que los mayores dicen sobre ellos. *¡Atención a la próxima vez que hablemos de un niño y que pueda escucharnos!*

La escritura, y en este caso, el uso del diario como medio de comunicación, hacen que podamos trascender nuestro espacio privado y podamos llegar a personas con otra visión y con otras ideas. **Al contrastar las distintas opiniones con las nuestras** estamos expandiendo nuestra capacidad de aprendizaje, algo que no pasa si nos quedamos con la duda o con nuestras ideas originales. Roger von Oech, un experto en creatividad, dice: *"No hay nada más peligroso que tener una buena idea; cuando es la única que se tiene"*. En la escritura, y a partir de la curiosidad, buscamos a otra persona para desafiar nuestro punto de vista y para vivir en sociedad.

+ **¿Qué hacer en casa?** Invitemos a los niños a leer y contrastar distintos tipos de mensajes y estilos en los medios de comunicación que estén a su alcance.

También podemos compartir el *Chamamé de la memoria* de *Legenda de Libertablas* (textos de Luis Rivera López, música original de Leo Sujatovich/ Daniel Claudio García) y conversar acerca de la importancia de 'estar despierto si querés descubrir', como dice la canción.

#### Songs

MP3 track 5

Treeman has a nice friend. She's a parrot, oh yes!  
She has a green head  
and short grey legs.

Treeman doesn't have three eyes,  
but he has a big mouth.  
He's a thin, old man  
and the jungle is his house.

Treeman! Oh, Treeman! Oh, Treeman!



### 3 Is Mr Treeman under Alex's desk?

#### ¿Está el señor Árbol debajo del escritorio de Alex?

+ **Los niños, en sus casas,** están asustados. Alex, por ejemplo, revisa todo su dormitorio para asegurarse de que el señor Árbol no esté dentro, oportunidad que aprovecha su hermano mayor, John, para asustarlo. Todos están pendientes de la próxima pista de esta gran incógnita, que mantiene tanto a grandes como a chicos con una gran expectativa.

Alex y Greta están jugando inocentemente a cazar mariposas cuando Greta siente que su red sale volando para no volver. Algo totalmente inexplicable para ella. Observamos entonces cómo el señor Árbol se empieza a dar a conocer a través de sus acciones. A Greta le parece ver a alguien escondido detrás de un árbol y a su red colgando de él. De inmediato, Alex manda un mensaje de texto a su hermano mayor pidiendo ayuda. El contesta al instante y acude al lugar de juego para socorrer a los niños.

Es allí y entonces cuando se produce el encuentro de estos dos universos: el del señor Árbol y los niños para, de ahora en más, aprender a entenderse y a respetarse. El señor Árbol protege la naturaleza a raja tabla; enseña a los niños a divertirse sin dañar ninguna especie y cura con sus hojas medicinales la rodilla de Alex cuando éste se cae del árbol al querer agarrar la red de Greta. Esta unión en la diversidad dará mucho que hablar.

+ **En alguna medida, todos somos influenciables.** Tememos a lo desconocido, seamos hombres o mujeres y tengamos la edad que tengamos. El temor puede ser útil cuando es escuchado y tomado como **un signo para buscar ayuda o para actuar.**

Este episodio nos permite ver que lo humano y su entorno no son dos universos contrapuestos: **somos todos parte del mismo ecosistema** y nos debemos los unos a los otros. Si reparamos en nuestros placeres y diversiones, veremos que hay muchos que hacen daño y que pueden ser reemplazados por otros igualmente apetecibles o divertidos que no causen perjuicio. Para esto sólo hay que **darse cuenta.** Ello es más fácil cuando al vivir en sociedad, estamos atentos y nos escuchamos. **La naturaleza está llena de soluciones** a la espera de ser reveladas y descubiertas. No sólo somos distintos unos de otros sino que necesitamos de lo diverso para seguir siendo quienes somos, en continuo cambio. Como dice Josefina Semillán Dartiguelongue, *'Sólo puedo cambiar si busco lo diverso. Si me quedo en la comodidad de lo igual a mí, no me muevo, no vivo sino que sobrevivo.'*

+ **Respetar a mi semejante cualquiera sea su condición** es un valor que pocos comprenden. Se suele confundir respeto con obediencia o con miedo. El niño que se educa en el respeto, aprende a respetar.

+ **¿Qué hacer en casa?** Invitemos a los niños a seguir explorando estos temas a partir de fuentes inspiradoras como la película *La Tierra* dirigida por Alastair Fothergill y Mark Linfield. Un largo viaje que sigue el rastro del sol, desde el Polo Norte hasta la Antártida y narra los avatares de tres madres y sus crías: una familia de osos polares, una elefanta con su cachorro y una ballena jorobada con su cría. Un verdadero *espectáculo* de la naturaleza.

#### Songs

MP3 track 6

Monkeys in the wardrobe.  
Butterflies on the bed.  
Parrots behind the cupboard.  
Flowers on the desk.

Birds under the chair.  
Leaves in the bed.  
John's bedroom's a disaster.  
Where is he? What a mess!



# 4 Alex isn't working!

## ¡Alex no está trabajando!

+ **Ni bien llegan sus padres, Alex comparte la aventura** vivida con su familia. La madre se preocupa pero el padre, quien conoce sobre hierbas medicinales, da crédito a los saberes del señor Árbol. Alex está repuesto y atesora la experiencia vivida.

En el grado del señor Clark, los niños aprenden a diario, a partir de experiencias directas como cultivar plantas en la huerta, de recetas escritas y del rico intercambio entre todos los integrantes de la escuela. Por ejemplo, en un momento, Lucy acusa a Alex ante el maestro de comer frutillas a escondidas. Por ello, el señor Clark le llama la atención a su alumna: acusar a sus pares ante la autoridad no es ser buen compañero.

Para cuidar su siembra, los niños deciden hacer un espantapájaros. Dan rienda libre a su imaginación y lo hacen especialmente espantoso. Como es de esperar, los pájaros están aterrados, pero lo que no es de esperar es que el señor Árbol y su lora acudan a la escuela para hacerles saber a los niños y al maestro lo mal que lo están pasando los pájaros. Los humanos quedan atónitos al escuchar la repercusión de su obra.

El señor Árbol resulta ser un muy buen negociador pues los niños acuerdan dejar tres plantas de frutillas para uso exclusivo de los pájaros a cambio de que no picotee el resto. Miss Green también se anima a plantear su temor: le da mucho miedo ese espantapájaros. Por suerte, como suele pasar cuando hay comprensión, con unos pocos detalles el espantapájaros se ve mucho más amigable: le han agregado una boca sonriente *–¡qué poder tiene la sonrisa!–*, una nariz y dos ojos bien abiertos *–¡qué distinto es sentirse mirado!*

+ **Este capítulo nos permite** advertir que muchas veces sólo miramos lo que nos beneficia. Salir de lo obvio, de nuestra esfera y **mirar lateralmente** es un ejercicio de gran valor mental y espiritual.

Un buen negociador es quien sabe **escuchar antes de ser escuchado** y quien es capaz de ceder en pos de una relación y de un beneficio común.

**La comprensión del otro** implica una disposición generosa y un desapego que no es común encontrar en los niños de temprana edad. Requiere de madurez y de experiencia y se adquiere cuando se ha desarrollado **sin prisa, pero sin pausa, desde la infancia**.

La sonrisa es una poderosa herramienta y medio de expresión. Los niños 'con cara larga' necesitan amigos y adultos con caras sonrientes, que no siempre indican un mundo rosa sino **una actitud proactiva en la adversidad**. Al sonreír segregamos sustancias que instantáneamente nos hacen sentir mejor. *¡Probemos!* Con los chicos actúa maravillas.

+ **¿Qué hacer en casa?** Invitemos a los niños a leer o escuchar la fábula de Esopo *El león y el ratón* que trata sobre el valor y los beneficios de la amistad.

### Songs

MP3 track 7

Miss Green is writing  
Treeman is making a cake  
Birds are listening to music  
and two children are playing a game.

Oh, what a crazy day!  
Oh, what a crazy day!

Mr Clark is playing on a tree  
and a jaguar is watching TV.  
Oh no, a spooky scarecrow!  
Come and help me, please!

Oh, what a crazy day!  
Oh, what a crazy day



# 5 There's a note in my copybook

## Hay una nota en mi cuaderno

+ **Se acerca el cumpleaños del señor Árbol** y el señor Clark convierte el evento en una excursión escolar. Manda una nota en el cuaderno de comunicaciones para que los padres de los niños estén informados y ayuden a sus hijos a prepararse.

Se adentran en la selva en busca del señor Árbol en medio de una lluvia torrencial. Luego sale el sol que, en consecuencia, realza la belleza del medio ambiente que los niños han aprendido a apreciar: los colores de las mariposas, el sonido de los pájaros y el aroma de las flores en los árboles. Atraviesan un río haciendo equilibrio sobre un tronco, con algunos tropiezos: Alex se cae al agua y Greta olvida el regalo sobre el tronco. Todo se soluciona y llegan finalmente a la cueva del señor Árbol.

+ **¡Qué importante resulta 'prepararnos para...!'** Cada ocasión es una fiesta si nos anticipamos. Porque 'prepararnos' nos alista también mentalmente, otorgándonos seguridad de antemano para estar presentes y disfrutar del momento indicado.

El permiso firmado a tiempo hace que el niño se sepa cuidado y respaldado; la preparación de la ropa que necesita, como en este caso, le ayuda a saber que está listo no solo con los elementos apropiados, sino con haber pensado en lo que se avecina. El saber *qué* vamos a hacer y *para qué* contribuye a la alegría del momento y a la permanencia de lo vivido en el recuerdo posterior. Es el rito de la preparación al que se refiere Saint-Exupéry en *El Principito*:

– ‘Hubiese sido mejor regresar a la misma hora’, dijo el zorro al principito. ‘Si vienes, por ejemplo, a las cuatro de la tarde, ya desde las tres comenzaré a estar feliz. Cuanto más avance la hora, más feliz me sentiré. Al llegar las cuatro, me agitaré y me inquietaré; ¡descubriré el precio de la felicidad! Pero si vienes en cualquier momento, nunca sabré a qué hora preparar mi corazón... Es bueno que haya ritos.’

– ‘¿Qué son los ritos?’, preguntó el principito.

– ‘Se trata también de algo bastante olvidado’, contestó el zorro. ‘Es aquello que hace que un día se diferencie de los demás, una hora de las otras horas. Te daré un ejemplo. Entre los cazadores hay un rito. Todos los jueves bailan con las jóvenes del pueblo. Para mí el jueves es un maravilloso día, ya que paseo hasta la viña. Si los cazadores no tuvieran un día fijo para su baile, todos los días serían iguales y yo no tendría vacaciones.’ (Saint-Exupéry, A. (1985), *El Principito*, 10ª ed., México: Editores Mexicanos Unidos S.A., 73-74).

Este episodio también nos permite apreciar la importancia del **cuaderno de comunicaciones**: un verdadero y **valioso puente escuela-hogar** que permite a las familias estar en contacto directo con los maestros y viceversa. Sabemos lo que los chicos valoran esta comunicación y cómo repercute en el aprendizaje escolar.

+ **¿Qué hacer en casa?** Invitemos a los niños a compartir la lectura de este capítulo de *El Principito* y pensar cómo nos preparamos para los diferentes momentos importantes en nuestras vidas.

### Songs

MP3 track 8



There's a huge, white waterfall,  
there are very tall trees,  
there are big and small parrots,  
they are yellow, red and green.

There are lots of children playing,  
they're wearing T-shirts and caps.  
We all love the jungle!  
When it's sunny, we have fun!

# 6 Bats sleep all day

## Los murciélagos duermen todo el día

+ **Murciélagos durmiendo cabeza abajo** decoran la morada del señor Árbol y asustan al principio a los niños, quienes, al no conocer sus hábitos, creen que son mamíferos peligrosos. Miss Green entiende el temor de los niños y se cuelga también cabeza abajo para agregar un poco de humor al cuadro. El señor Árbol se interesa por los gustos y vidas de los niños. Luego salen a lo que sería el jardín de su casa y comienza la fiesta de cumpleaños, la más interesante fiesta a la que los niños hayan podido asistir: una verdadera reunión de especies y sus costumbres.

El señor Árbol ha invitado a otros amigos como él, a los animales de la zona y a los niños con el señor Clark. Los niños le dan el regalo, una torta de cumpleaños, pero sin velitas, detalle que no le preocupa al señor Árbol pues le tiene mucho temor al fuego y a su poder destructivo. Ciento diez años explican su gran sabiduría, su afán por seguir aprendiendo de los más jóvenes y sus ganas de celebrar en la diversidad. Uno de sus muchos roles en el cuento es actuar como un abuelo ante los niños para mostrar cuán beneficiosa puede ser la relación de las personas mayores de la comunidad con los niños.

+ **¡Cuánto por aprender del señor Árbol y de su sabiduría!** Su amiga, Miss Green, ha aprendido de él y lo demuestra cuando, al notar el espanto de los niños al ver los murciélagos, busca darles confianza y soltura. *¡Cuántas veces nosotros sin darnos cuenta provocamos el sentimiento contrario, dañando a los que nos quieren!*

La sabiduría del señor Árbol es aquella que adquieren quienes miran a su alrededor y ven más allá de lo superficial, aquellos que miran desde el corazón y hacia el corazón de las otras personas. Sabiduría que otorga el no sentirse solo y el saberse parte de algo más grande. Séneca dijo que el hombre es un ser interdependiente.

+ **¿Qué hacer en casa?** Los invitamos a observar con los niños una escena cualquiera desde donde se encuentren, una foto o una pintura, y jugar a 'ver más allá de las cosas'. Fomentemos la relación de nuestros niños con sus abuelos y las personas mayores de nuestra familia visitándolos o llamándolos por teléfono.

También podemos marcar en el calendario y prepararnos para festejar el día del amigo (20 de julio), invención de un argentino en homenaje al primer alunizaje en 1969.

### Songs

MP3 track 9

We get up in the morning.  
We have breakfast and go to school.  
We study, we play, we write,  
And we read a lot of books.

We have fun.  
We are happy.  
We all play  
with our friends.

At home we have lunch  
And then we watch TV.  
We don't play in the garden  
When it's a rainy day.

We have fun.  
We are happy.  
We all play  
with our friends.



## 7 Miss Green talks and talks

### Miss Green habla y habla

+ **La fiesta concluye con la llegada del guardabosque** en busca del señor Árbol. Se necesita ayuda con un jaguar que no come y que duerme todo el día. El señor Árbol descubre que el jaguar, víctima de una cacería, alberga una bala en la pierna. Afortunadamente el señor Árbol, ni veterinario ni médico, sólo sabio de 110 años, logra curarlo. Tanto los niños como los adultos quedan anonadados.

Las fotos que sacaron los niños en la excursión dan pie a que las familias compartan la aventura, hagan infinitas preguntas y aprendan de una realidad tan insólita que deja a los mayores maravillados y que la hermana menor no puede más que catalogar de mágica. *¡Un árbol que camina, habla y festeja su cumpleaños número 110! 'Claro', concluye ella, 'Es un árbol mágico.'*

+ **¡Cómo se solucionan los problemas cuando entre todos aportamos lo que podemos y lo que sabemos!** Ni mucho ni poco; lo suficiente y en el momento preciso. En casa, en el trabajo, en la escuela estamos inundados de oportunidades para 'dar' y 'darnos': cuando el que está al lado mío necesita una palabra de aliento, de mi tiempo para escucharlo o de mi silencio; cuando el que sufrió inundaciones necesita de mi caridad. El señor

Árbol nos muestra a través de esta historia que ser solidario ayuda a mejorar las cosas. Y que si todos juntos aunamos gestos de solidaridad, podremos mucho más.

También, tanto la curación del jaguar como la de la pierna de Alex por parte del señor Árbol, nos hace reflexionar sobre los conocimientos de otras culturas, y valorarlos.

Otro tema para discutir en familia es el de la protección de nuestra flora y fauna, especialmente la de los animales en peligro de extinción como el yagareté, del cual sólo quedan alrededor de 250 ejemplares en la Argentina.

+ **¿Qué hacer en casa?** Los invitamos a sumarse a la conmemoración mundial del Día Internacional de la Paz (21 de septiembre) instaurado por la ONU y dedicado a la celebración de la no-violencia. Podemos definir con los chicos qué es la paz y cómo la podemos promover y practicar desde nuestros hogares. Como decía Albert Einstein, *'La Paz no puede mantenerse por la fuerza. Sólo se puede alcanzar a través del entendimiento.'*

#### Songs MP3 track 10



We like Mr Treeman.  
He's a very special vet.  
He lives with his friends  
and he's always ready to help.

Mr Treeman is a man.  
He's not a special tree.  
He's very, very old.  
And he lives with Miss Green.

He doesn't go to school,  
and he doesn't watch TV,  
but he listens to music,  
when a lot of birds sing.

Mr Treeman is a man.  
He's not a special tree.  
He's very, very old  
And he lives with Miss Green.

# 8 There's a fire in the jungle

## Hay un incendio en la selva

+ **La magia y la armonía de la naturaleza se quiebran** por un fuego incesante que se divisa a la distancia. Pronto acuden aviones hidrantes. El señor Clark corre para salvar al señor Árbol y para que los niños, quienes irían a su rescate sin pensarlo dos veces, queden a resguardo en la escuela. Con razón al señor Árbol no le gustaban las velitas de cumpleaños... Seguramente algunos acampantes provocaron el desastre, producto de la negligencia. El señor Árbol aprecia la valentía y la solidaridad del maestro al verlo llegar en medio de las llamas, cargarlo en brazos y llevarlo al otro lado del río. La selva sigue en peligro a menos que una fuerte lluvia acuda al rescate de semejante catástrofe.

Es un día soleado, pero en medio de este sol y gracias a la intervención del señor Árbol, cae una lluvia torrencial que salva gran parte de la selva. El guardabosques decide condecorar al señor Clark, quien ofrece su medalla a quien es para él y para los niños el verdadero protector de la naturaleza: el señor Árbol. Ese personaje legendario que habita en todos y cada uno de nosotros, cuando lo escuchamos, nos muestra lo que significa ser mayor y no simplemente viejo. El aprende de los niños tanto como los niños aprenden de él, algo que nos mantiene vivos y, como dice Donne, conectados en 'tierra firme'.

+ **Toda buena acción conlleva un premio, un premio a la vida.** Para el señor Clark es la medalla que le entregan los bomberos, para el señor Árbol es el gesto del maestro que muestra el agradecimiento de todos. Para otros será una sonrisa, o una palmada en la espalda. *¡Cuántos de todos nuestros gestos en el día muestran la gratitud por el valor del otro, por la presencia de un tercero, por la ayuda de mi prójimo! ¡Y qué bien les hace sentir a los demás nuestro agradecimiento!*

Cuando alguien agradece nuestra ayuda nos sentimos importantes y valiosos. Nuestros niños también lo sienten así y gracias a esos pequeños reconocimientos que reciben, crecen con más confianza y alta autoestima. El día está lleno de oportunidades para mostrarle a los que están a nuestro alrededor cuánto valoramos aquello que nos dan.

También, reflexionemos con nuestros niños sobre los efectos de nuestra negligencia en cuanto al fuego: un cigarrillo o un fuego mal apagado pueden destruir lo que a la naturaleza le llevó decenas de años hacer crecer.

+ **¿Qué hacer en casa?** Los invitamos a que, junto con los niños, 'condecoren' con una palabra, una flor o un dibujo a algunas de las personas que están a su alrededor –familiares, maestros, vecinos– y a las que normalmente no les hacemos llegar nuestro reconocimiento.

También podemos discutir el significado de la palabra *héroe* buscándola en el diccionario y dando ejemplos de actitudes heroicas de la vida cotidiana de los chicos (por ejemplo, un bombero que arriesga su vida por salvar la de los otros).

Por último, la canción *Héroe* cantada por Mariah Carey en castellano puede ser una fuente de inspiración para cantar en familia y para recordar el héroe que habita en cada uno de nosotros.

### Songs MP3 track 11

My memory's good.  
I don't know, let me check!

Do the children visit Treeman?  
Yes, they do. Yes, they do.  
Does Greta have a sister?  
Yes, she does. Yes, she does.  
Does the teacher get up at 8?  
No, he doesn't. No, he doesn't.  
Do the children play football every day?  
No, they don't. No, they don't.

There, there, you're wrong!  
They play football every day!  
OK, OK, you're right.  
No more questions. Now you try!



# STORYLINE

2

# ANIMAL FACT FILES

Animal: .....

Habitat: .....

Description: .....

.....

Diet: .....

Life span: .....

Animal: .....

Habitat: .....

Description: .....

.....

Diet: .....

Life span: .....

Animal: .....

Habitat: .....

Description: .....

.....

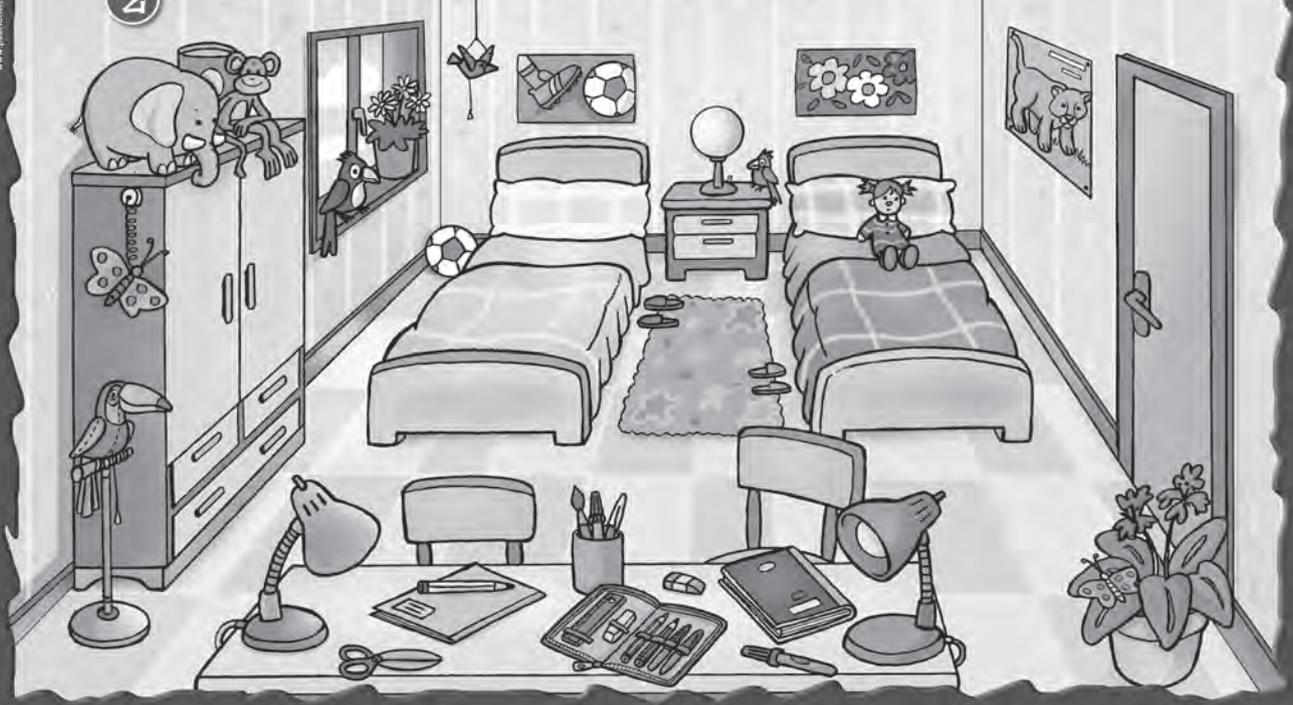
Diet: .....

Life span: .....

# STORYLINE

2

# MY BEDROOM



## How to go about the story *NOISES AT NIGHT*

In this section, we will provide teachers with ideas on how to work on the story and use it for kids to perform at the end of the year, if there is a celebration, or maybe, to 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 their experience about noises, what noises make them feel scared and what noises do not, whether the same noise can be more scary at night than during daytime.
- You can also tell kids about the noises that make you feel scared or you can tell them an anecdote.

You can write the word PUM on the board and ask kids what it means in Spanish: the sound of a blow. Then you can write the word CRASH and ask them the same: the sound of something breaking. Ask kids to open their books at page 96. Focus their attention on the first illustration. *What can you see? Where are they? What do the words CLANG, BOING mean? What is the connection between the ghost and the title of the story?* 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 for the first time.

Read the story while they follow by reading their books. When you get to the end of scene one, ask them if they think the noises are Mike's imagination or if they think there is something or somebody making those noises. Ask them to predict what is going to happen on Saturday.

Go on reading the second scene. After you read the first lines, ask *What is making the noises? What is there next to the desk? Is it a ghost?*

Go on reading the scene. Ask them how they feel about the gerbil. Do they think it's lovely? Would they like to have one at home? Have they ever had hamsters as pets? Ask them to predict what is going to happen next in scene three, now that Mike and Pat's parents are in Mike's bedroom.

Read scene three. Ask kids why they think Mike wants the gerbil to play in the garden. Is it because he's a bit afraid of the gerbil or because he thinks the gerbil will enjoy himself there?

Tell kids that scene four takes place in the gerbil's house. What may the gerbil talk about? Read the last scene and go back to the first predictions.

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. Also, you can ask kids to check their answers in small groups before you have a general checking of the answers.

### 1 Read and complete

Once kids do the activity, you can ask them to write a few more statements for others to complete. You can also play a memory game: you read each of the statements and then they have to tell you which scene they belong to.

**Answers:** Mike 2. Pat 3. Mike's 4. Mike 5. Mike 6. Mike 7. Mike 8. Gerbil's

### 2 Read and write ✓ (true) or ✗ (false)

As a follow up activity, you can invite kids to add a few more items to the list. Also, you can ask them to correct the false statements. Encourage them to correct the wrong statements in different ways, e.g. *Pat, Ben and Mike do not go to different schools* or *Pat, Ben and Mike go to the same school*.

**Answers:** 1. X 2. ✓ 3. ✓ 4. X 5. ✓ 6. X 7. X 8. X

### 3 Read and complete

First you need to make sure that learners understand the difference between the words in the two boxes – there are parts of the body in one while there are verbs in the other one –. If you think this activity may be too challenging for your learners, you can have kids dictate the words of the first sentence to you. Once you have finished this part, kids can do the rest of the activity in their books. If you feel they still need more guidance, you can have them dictate all the words to you. You may pose questions to kids, e.g. which words you could use in the second blank, i.e. head or body since the sentence reads *It has a big \_\_\_\_\_*. However, if they look at the picture of the gerbil, they will know the correct one is *head*. You can also ask them why they have to use *sleep* instead of *sleeps*. This is a good way of reminding kids of how language works

**Answers:** 1 is 2. head 3. body 4. ears 5. eyes 6. legs 7. drinks 8. eats 9.sleep 10. live

### 4 Write

The kids are invited to make a menu from which the gerbil can choose what to have delivered to his house. 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 delivery menu – the name of the food item, the price –, and what illustrations, if any. You can show them a couple of delivery menus, 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 one or more big delivery menus for the performance. Elicit from them what they need:

- The food items to include.
- A sheet of paper to draw the menu.
- Writing materials – pencils, coloured pencils or crayons, markers
- Illustrations to decorate the menu.

Kids can work in groups to make the menu. Before they start working, make sure they all have their materials ready and that they know where to look for information if necessary. Remind them they can first make a draft using black pencils. As they are working, walk around and offer help as needed. You can make a classroom display of the menus. If the kids are going to act out this play, they can display them as part of the decoration.

### Presenting the play at a school celebration

The kids have to be familiar with the story first. You can use the procedures suggested above. Once they all know the story, you need to assign roles.

The following is the list of characters:

Pat  
Mike  
Ben,  
Mr Jones  
Mrs Jones  
The gerbil

To make sure every kid has a role to play, there may be one kid per character per scene, which means 3 Mikes, 3 Pats and 3 Bens. This is a total of 12 actors. There is need for the narrator as well. More than one kid can be in charge of this. The teacher may 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, which they can design with the Arts teacher. Some other kids

can be in charge of writing the invitations for the play, and they can also design the programme in which they will have to write the names of the kids playing the different roles, plus the names of those in charge of other areas: programme, decoration, etc. Some others can be in charge of the sound effects that the ghost makes. In this way, every kid is involved in the play.

## Learning the lines

Along *Storyline*, kids have been invited to act out on several occasions, so this is not new to them.

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:

*Noises at night*

*Laughs at school*

*We are (4A)*

*Performing for you!*

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 4<sup>th</sup> A – 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, either the stage, if there is one at school, or an area in the main hall. 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. It may help to use masking tape on the floor to show kids where they have to stand. 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. To make it easier for the kids, start practising from the very beginning with markers (pretending they are microphones). This will help kids later when you add the microphones to the rehearsal. 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, instead of having the complete play at the first rehearsal. Once everybody knows the lines and knows exactly what to do and when to do it, you can organize a 'dress' rehearsal: the kids will be wearing the masks or carrying the paper puppets. In case they are using puppets, you need to check they show the puppet to the audience.

One last idea. It may be the case that the celebration at the end of the year is some other group's responsibility, or that the school has decided to include other performances. You can still have the 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 100/101 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 2*. 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. 10 2. Yes 3. No 4. No 5. 2 6. No 7. No 8. Yes 9. Yes 10. No

**Activity 2:** 1. Alex 2. Mr Clark 3. Alex 4. Greta 5. Mr Treeman 6. Miss Green 7. Mr Treeman 8. Mr Clark

**Activity 3:** 1. don't live 2. There is 3. there are 4. like 5. gets up 6. goes 7. works 8. watches 9. plays 10. waters 11. have 12. doesn't study 13. doesn't do 14. reads

**Activity 4:** 1. 1-5, 2. 2-4, 3. 3-4, 4. 4-8, 5. 5-1, 6. 6-2, 7. 7-7, 8. 8-6

### Students in 4A

On pages 102/103, kids will find an integrative activity 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 or 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 about other characters, e.g. some of the kids' parents, Mr Treeman's friends or Miss Green.

As a follow up, the teacher can decide to design a similar blog with his/her students, or a poster with this information, if the school does not have a blog.

**Answers:** 1. Lucy 2. Greta 3. John

### Further Practice

At the end of the workbook section, on pages 136 to 151, two pages have been added to each of the units in *Storyline 2*. 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).
- The teacher will work with these activities in class or as homework as a way to revise and integrate before an instance of formal assessment.

## CLIL pages

CLIL, content and language integrated learning, is an approach in which both a subject – maths, natural sciences, social studies, ethics, among others – and a language are taught together, and is summarized in the phrase “using language to learn, learning to use language.” Activities are presented in this section that will help 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. This idea will be further developed in each of the activities.

### Unit 1

The link in this unit is between English and Social Studies. The topic is games kids play at school, and kids are asked to decide if the games are games kids used to play in the past, if they are modern games or both. Secondly, they have to decide if the games are for boys, girls or both. Since this is culture dependent, this is a good opportunity to discuss cultural topics and help kids become aware of how different cultures organise the world around them differently.

As a follow up, the teacher can ask kids to classify the games, including others as well, according to age groups, i.e. games for little kids, games for older kids, games for primary and secondary school students, etc.

### Unit 2

The link in this unit is between English and Ethics and Citizenship (Formación Ética y Ciudadana). The topic is generalisations and kids are invited to spot wrong generalisations and then write three correct ones. As a follow up activity, the teacher may invite kids to reflect on how many wrong generalisations we use on a daily basis. They can also design a plan: they need to spot and signal generalisations that they use at school, then they have to reflect on whether they are correct or not, and finally, they have to change them.

### Unit 3

The link in this unit is between English and Ethics and Citizenship, and Social Studies. The topic is houses.

First the teacher can ask kids to read the poem and identify the relationship between the topic of the unit and the poem. The teacher may decide to translate the difference between house and home – *casa* and *hogar* – for kids to understand these two concepts. Kids have to read the text about houses and number the illustrations according to the numbers in the text. Even if kids live in a one-room flat, at some point they will use it to sleep, hence it becomes the bedroom, while at some other point they will watch TV, eat or just hang out, and it is the living room.

### Unit 4

The link in this unit is again between English and Natural Sciences. The topic is healthy living. First kids have to look at the diagram and interpret it. It is important to help them notice that there is nothing wrong in eating candy or drinking sodas. What is important is how we combine different foods and physical activity. After reading the text and interpreting the diagram, kids have to decide whether each of the situations is an example of healthy living or not. Once they do this, they have to check their answers against the score to see how healthy they are.

As a follow up activity, the teacher can decide to set up a section in his/her lessons in which kids keep a record of how healthy they are according to the activity they do and the food they eat.

### Unit 5

The link in this unit is between English and Ethics and Citizenship, and Social Studies. The topic is clothes and within clothes, gender differences and stereotypes. First kids have to decide if the opening statement is a correct or wrong generalisation. Once they decide on the answer, which may not be the same for everybody, they are invited to read the text and go back to their answer. Kids then have to identify typical clothes in their culture for kids, for adults and for kids in an indigenous community. Again, differences can be expected and they will provide an excellent source for intercultural awareness. Kids can also be invited to find out about typical clothes in indigenous communities: types of clothes, colours and decorations and the meaning they have. A poster can be designed with all this information.

### Unit 6

The link in this unit is between English and Social Studies and Ethics and Citizenship. The topic is birthday celebrations around the world. The teacher can first ask kids what they usually do on their birthday and then they can be invited to see if this is reflected in the first text. Secondly, they need to number the first set of pictures, which can work as a picture dictionary. Thirdly, kids are invited to read about celebrations in other parts of the world. It should be pointed out that we have included one country from each continent. After they read, they have to write the name of the country in the correct picture. The teacher should help kids focus on the linguistic discursive elements that help them identify the correct picture. Finally, kids are encouraged to talk about birthday celebrations in their community.

### Unit 7

The link in this unit is between English and Ethics and Citizenship and Social Studies. The topic is life in a city and life in a rural area. First kids have to complete the chart according to their own ideas. After they read the text, they have to go back to the chart and tick it again, this time using a different colour. This will help them reflect on the pre conceptions and prejudices we all have, which will help towards intercultural awareness and the construction of citizenship. You can also help kids connect this with the notion of wrong generalisations. Once they have spotted similarities and differences, they have to talk about them. To do so, you can teach the kids, “First I thought..., but now I think.../and it is OK.”

### Unit 8

The link in this unit is between English and Natural Sciences. The topic is rainforests. First kids have to read the text and tick what they consider to be a good title for the article. After they decide on the correct one – Rainforests – the teacher can ask them why the other two are not correct, though they are related to the article. Secondly, kids have to tick two illustrations that would be OK for the article. The teacher can help kids reflect on the type of illustrations that accompany a text: they are not merely decorative, they provide information and are related to the topic and subtopics of the text. Again, the teacher may ask kids to account for their choices. Kids may argue that there are flowers and wild animals in a rainforest, which is true. The point here is that in the text, there is no reference to either of them, which is why these two illustrations should not be ticked off.



Track	Unit	Page (PB)	Exercise
1	Introduction		
2	Hello!	9	3b
3	1 I like basketball	10	1
4	1	11	2
5	1	11	3
6	1	12	5
7	1	13	7a
8	1	13	7b
9	1	14	9
10	1	15	11
11	1 Photos for homework	16	Story
12	1	18	1
13	2 The shadow has a big head	20	1
14	2	21	3a
15	2	23	6b
16	2	23	8
17	2	24	9
18	2 Mr Treeman's letter	26	Story
19	3 Is Mr Treeman under Alex's desk?	30	1
20	3	31	2
21	3	31	3a
22	3	32	5
23	3	34	9
24	3	35	11a
25	3 Hello Mr Treeman!	36	Story
26	3	38	2a
27	4 Alex isn't working!	40	1
28	4	41	2
29	4	42	4
30	4	43	5
31	4	43	6a
32	4 Mr Treeman's birds	46	Story
33	5 There's a note in my copybook	52	1
34	5	53	2
35	5	55	6a
36	5	56	8
37	5	57	9a
38	5 An excursion to Mr Treeman's house	58	Story
39	6 Bats sleep all day	62	1
40	6	63	2
41	6	63	3b

Track	Unit	Page (PB)	Exercise
42	6	64	4
43	6	64	5
44	6	65	6
45	6	65	7a
46	6 Mr Treeman's birthday party	68	Story
47	6	70	1b
48	7 Miss Green talks and talks	72	1
49	7	74	4a
50	7	74	5
51	7	75	6a
52	7 Is Mr Treeman a person?	78	Story
53	8 There's a fire in the jungle	82	1
54	8	83	3b
55	8	87	11b
56	8 A medal for Mr Treeman!	88	Story
57	Treeman and the Giant	94	Play
58	The End		

Track	Unit	Song	Page (PB)
1		Title and credits	
2		Hello song	
3		Goodbye song	
4	1	The jungle song	19
5	2	Treeman	29
6	3	Monkeys everywhere	39
7	4	A crazy day	49
8	5	We love the jungle	61
9	6	The routines song	71
10	7	Not a special tree	81
11	8	Let me check!	91
12		Hello song - karaoke	
13		Goodbye song - karaoke	
14	1	The jungle song - karaoke	
15	2	Treeman - karaoke	
16	3	Monkeys everywhere - karaoke	
17	4	A crazy day - karaoke	
18	5	We love the jungle - karaoke	
19	6	The routines song - karaoke	
20	7	Not a special tree - karaoke	
21	8	Let me check! - karaoke	

**SECOND EDITION**

# STORYLINE

*Weaving stories into learning*

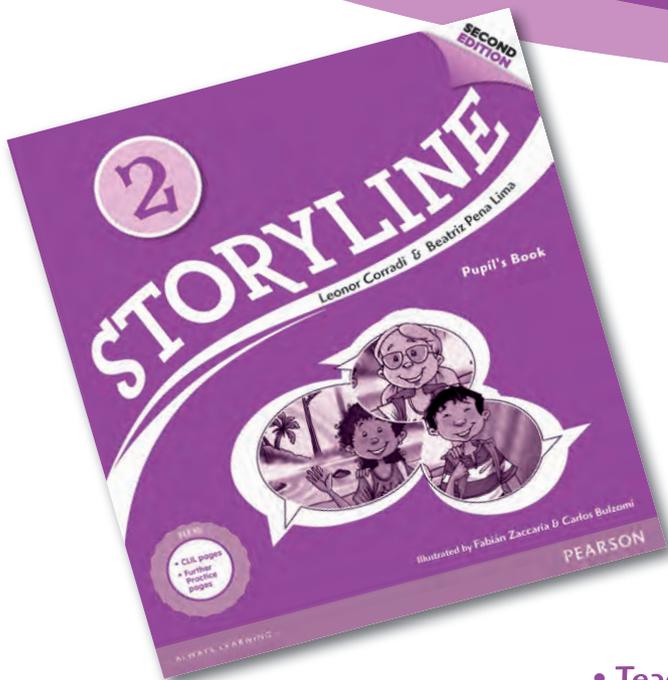
Leonor Corradi



Beatriz Pena Lima



Stories, a key part of children's world, constitute an extremely powerful tool for promoting language development. *Storyline*, a unique six-level series, will lead children into learning through memorable stories alongside activities which pose a challenge to their intelligence and creativity.

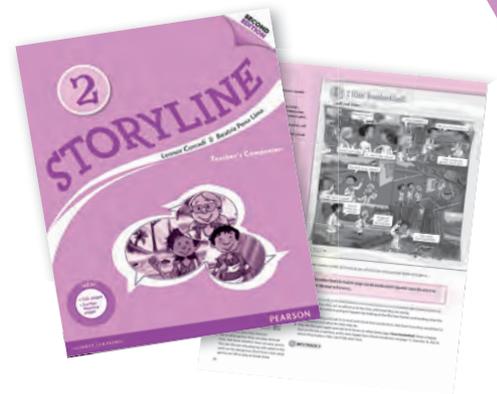


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