



SMARTY

ENGLISH FOR PRIMARY SCHOOL

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6





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	GRAMMAR	VOCABULARY	CLIL
	Simple Present. Have / has got.	School objects. Nationalities. Members of the family.	
	Be / look like. Simple Present.	Adjectives. Fishing. Animals.	Natural and social science.
	Simple Present. Frequency adverbs.	Everyday activities. Latitude and longitude.	Social science.
			
	Simple Past: was / were.	Adjectives.	Social science.
	Simple Past: regular verbs. To be made of.	Regular verbs. Indigenous objects and materials.	Natural and social science.
			
	Simple Past: irregular verbs. To be made of.	Irregular verbs. Inventions. Toys. House devices.	Social science.
	Simple Past. Interrogative pronouns.	Weather. Natural disasters.	Social and natural science.
			



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Introduction



Smarty is an innovative **seven-level series** for children at primary level. It is **designed to cater for all types of learners** and it respects each individual within the learning process.

The Teacher's Book allows you to tailor the material to the number of class hours you have available.

Key Features

- *Smarty* makes learning English *fun, engaging and enjoyable*.
- **Social values** underpin the learning opportunities, for example, accepting that all families are different.
- *Smarty* encourages meaningful language learning through **purposeful interaction**.
- **Craft activities** give learners ownership of their learning.
- Texts reflect **natural language use** and encourage active participation from the learners.
- *Smarty* offers a comprehensive approach to literacy by alternating the unit focus between **fiction-based and content-based introductory texts**.
- Learners experience *a variety of fiction types*, for example traditional stories and poems.
- *Smarty* **integrates the learning of English with the learning of content** related to curricular subjects like Science, Art and Music.



Methodology

Smarty draws on **three main approaches to learning that have been carefully integrated** within a clearly structured, easy-to-follow, systematic framework:

- experiential learning;
- the Communicative approach;
- Content-and-Language Integrated Learning (CLIL).

Smarty's **approach ensures that:**

- Learners can understand and use language for everyday functions such as requesting, describing, expressing likes and dislikes.
- The syllabus reflects learners' needs and communicative goals.
- Children use language to learn and develop thinking skills.

Experiential learning

Experiential learning ('learning by doing') is at the heart of *Smarty*. Learners are actively involved in the learning process, which allows them to discover and make sense of the world around them through their personal experience of English. In *Smarty*, the experiential learning cycle **begins with a concrete experience which exposes learners to a text in written and/or spoken form**. The opening of each unit lays the foundation for the theme of the unit. It constitutes a reflective observation stage built around tasks and exercises which encourage students to reflect on the new language. **At the next stage, abstract conceptualization, learners continue to reflect on and draw conclusions about the new language**. In the active experimentation stage, students use the new language in a variety of ways, gradually moving from controlled to freer activities.

The Communicative approach

The Communicative approach in the language classroom sees the goal of language as communicative competence. This approach is at the heart of *Smarty*. *Smarty* integrates the communicative approach with experiential learning.

It provides opportunities for learners to develop their **communicative competence through motivating activities, topics and themes and involves them in authentic use of language**. *Smarty's* communicative activities:

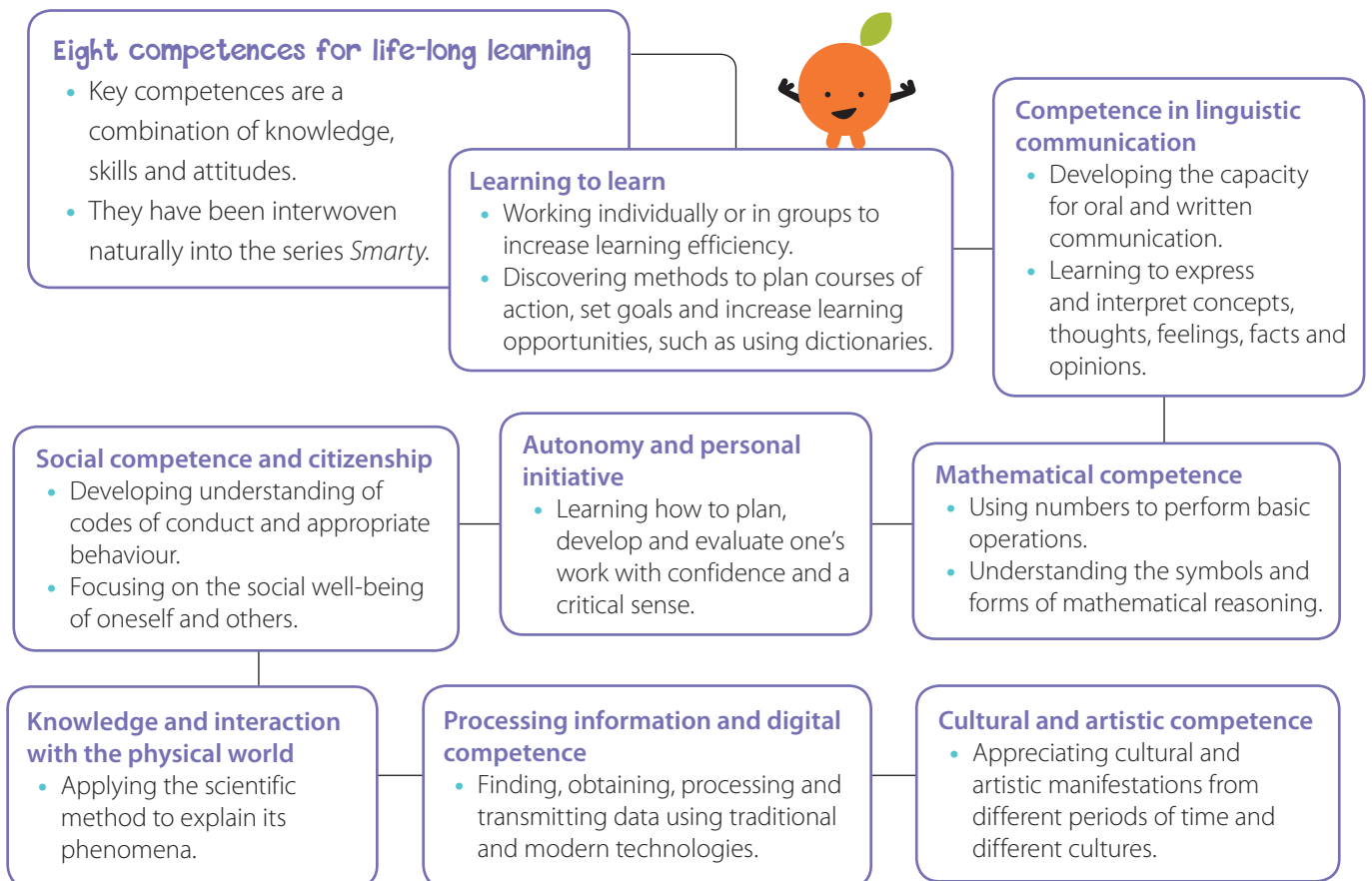
- have clear social, linguistic and academic objectives;
- encourage the exchange of ideas and information between learners;
- include activities such as information-gap exercises;
- develop opportunities for creativity through acting out, drawing and content-based tasks.

Content-and-Language Integrated Learning (CLIL)

The 4 C's of **CLIL - Content, Communication, Cognition and Culture** - are an integral part of *Smarty*. *Smarty* introduces content in two main ways.

The **fiction-based units** introduce learners to literature, develop cultural awareness and encourage imagination.

The **content-based units** introduce content from subject areas such as Science and Music. They enhance learners' awareness of the world around them. These units develop communication skills and language typical of other curricular subjects.



TEACHER'S BOOK

Key Features and organisation

- The Teacher's Book provides teachers with complete lesson plans, including comprehensive teacher's notes, and highlights the objectives, key language and materials in each section.
- It includes suggestions for Extra practice and Extension activities.
- It provides the answers for all the activities in the Learner's Book, including Games and Integrations.

Step-by-step approach

- The lesson plan for each unit provides a carefully designed framework that is repeated in each section of the unit:

Initial chart

Objectives

- Primary communicative goals and functional language.

Key language

- Predominant vocabulary that will be used throughout each section.

Presentation

- Each section is presented in a meaningful context. Students are encouraged to make inferences and predictions.
- Each activity in the Learner's Book is developed step-by-step and the answers are provided.

Warm-up

- Warm-ups activate students' prior knowledge through fun games and activities.
- The topic and main language of the unit is introduced.

Wrap-up

- Wrap-ups provide closure and follow-up for each section.
- They usually encourage error analysis and reflection on the work done.

Extra practice

- The optional Extra practice provides ideas for enlarging the lesson through fun activities and group project works that encourage creativity.

Extension

- The optional Extension activities provide ideas for consolidation.
- Teachers can use them as resources for mixed-ability classes.

Key Features and organisation

Smarty

Smarty, the running character, provides continuity within the cycle and introduces content-area vocabulary and grammar.



Icons

- The graphic images next to the activity instructions go hand in hand with the competences mentioned before: linguistic communication, learning to learn, social competence, autonomy and personal initiative, mathematical competence, knowledge and interaction with the physical world, and cultural and artistic competence, processing information and digital competence.
- The icons help students know what they are expected to do in each activity:



Listen



Read



Draw or colour



Talk or say



Interact with a classmate



Write

UNIT 0

- This introductory unit is a good resource to motivate the children and, from Level 2 onwards, to review basic language.

UNITS 1-6

- Each unit deals with a different theme, language function, vocabulary and grammatical structures.
- Units 1 to 6 are divided in the following sections:

OPENING

- A fictional or factual text introduces the unit theme.
- Child-focused content.
- The prediction stage sets the context and stimulates thinking skills.
- Colourful pages capture attention.
- Simple and short exchanges.
- Activities foster observation and comprehension skills.

SONG

- This section works on vocabulary through songs.
- Songs foster oral skills, create harmony, and facilitate classroom management.
- Illustrations establish a meaningful context.
- Thinking-skills are promoted.

The songs in *Smarty*:

- Make language memorable.
- Improve rhythm and intonation.
- Bring the classroom to life.
- Motivate the learners on a short- and long-term basis.
- Support language learning through music and dramatisation.





CLIL

- Focuses on the new language and develops communication skills.
- Allows students to engage in key language.
- Learners make their own materials to develop autonomy and a sense of ownership.
- Continues with the unit theme from two different content-area perspectives: science content and content-based projects that foster creative thinking and group work, while developing fine motor skills.



ROUNDUP

- Enables learners to work with text, either written or spoken.
- Learners apply what they have learnt to produce a meaningful text in the unit genre.
- Includes a song related to the unit theme.
- Offers consolidation and self-evaluation activities.

WRITING

- The Writing section in levels 6 and 7 focuses on different text formats. It provides a model example and
- it encourages learners' creative production.

ACTIVITIES

- The Activities section reinforces language and provides further opportunity for skills development.



GAME & INTEGRATION

- Every two units, there are four pages of Game and Integration.
- The games integrate unit vocabulary, structures and skills.



EXTRA ACTIVITIES

- The Extra activities at the end of the book provide optional extra practice for fast-finisners or students who need reinforcement.



I can

- At this point, students reflect on what they have learnt in the unit and select the answers that are most appropriate for them. It is a very important step for developing self-confidence and a sense of achievement.



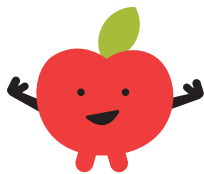
All in all

Smarty is a series designed to walk the children through their English learning journey at schools in an EFL context.

Smarty is a series that intends to assist teachers in their everyday task of aiding the learning of a foreign language.

All the people who were involved in making *Smarty* deeply hope both students and teachers find the series suitable for their needs.

Get ready to enjoy and make the most of *Smarty*!



SMARTY



0 A new school year

Objectives:

- Introducing yourself and exchanging personal information
- Talking about the classroom

Key language:

- School objects
- Nationalities
- Members of the family



Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 93, 95, 96.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 330-333.

Page 6

Warm-up

Talking about school.

- Point to yourself. Say: *Hello, My name's...* Write your name on the board and then write the question: *What's your name?* Ask the question to several students and encourage them to answer using: *My name's...*
- Demonstrate and report back to the class: *His name's Danny. Her name's Sarah,* etc.
- Write your first name and surname on the board. Ask the class: *What's my first name? What's my surname?* Ask the students to give more examples and talk about their classmates.
- Write *How do you spell... ?* on the board and use the name of a student to demonstrate the question and elicit an answer. Repeat with a different name.

Presentation

Setting the context

- Ask students to open the Learner's Book at page 6. Encourage them to say: *How do you say ... in English?* If they ask about additional vocabulary, list the words on the board.

A Listen and read.

- Tell the class to look at pages 6 and 7. Then tell them to read the story quickly in silence.
- Check understanding of the situation in the story. Ask: *Why do the students fall asleep? Because Brian talks for so long. How long does Brian talk for? At least half an hour.*



Listen and read.

Brian: Hi. My name's Brian. I'm the new student.

Teacher: Nice to meet you, Brian.

Teacher: Let's see ... Hmm. I can't see your name on the list...

Brian: Oh. My first name is Brian and my surname is Porel. That's P-O-R-E-L.

Teacher: Porel! That's a French surname, isn't it?

Brian: Yes. My father is French. He's from Cannes. He's a teacher.

Teacher: Really?

Brian: Yes. And my mother is American. She's from California. She's an astronomer.

Teacher: Interesting. But Brian...

Page 7

B Say the missing words.

- Do the first example in open class.
- Check answers by asking different students to say the complete sentences.

Answers: 1. Porel. 2. American. 3. French. 4. Two. 5. 5B

- Revise country and nationality words. Say: *His mother is American. What country is she from? The United States. His father is French. What country is he from? France.*

C Talk about your family.

- Tell students to work in pairs.
- Encourage them to make additional sentences similar to the story: *I've got two brothers.*

Wrap-up

Pronunciation

- End the class by paying special attention to the problems students may have found with pronunciation or additional nationalities and countries that came up. Write them on the board.
- Ask different students to report back about classmates that they spoke to in the previous activity.

Extra practice



Mingle activity

- Draw a table on the board with all the students' names down the left-hand side and then add two columns with the following headings: *A parent's name and Country/City*. Tell students to copy the table.
- Review the questions: *What's your mother/father's name? Where is he/she from?*
- Tell students to mingle and ask these questions to as many different classmates as possible. They should fill in as much information in their table as they can.
- Ask different students to feed back to you as you complete the table on the board.

Page 8

Warm-up

Spelling

- Tell the class that they are going to play a spelling game. Demonstrate the game by writing three words that you want the students to spell on three pieces of A4 paper. *Smarty, English, France*. Show the blank side of the paper to the students, or stick them to the board.
- Write *How do you spell...?* on the board.
- Invite volunteers to spell your words with the help of the class. As they spell out the letters, write them on the board.
- Finally, reveal the words on the pieces of A4 paper to see if the class spelt the words correctly.
- Ask students to work in pairs and ask their partner: *How do you spell...?* for each word.

Presentation

New vocabulary

- Write *New words* on the board. Ask students to think of new words that they have learnt in English recently. List the words on the board.
- Tell the class that you are going to spell a word and that they have to write it down. Spell the word *bagpipe*.
- Ask students to compare their spelling in pairs, and then write it on the board. Ask if anyone knows what a *bagpipe* is. Give clues. Say: *It's a musical instrument*. Underline the two parts of the word, *bag* and then *pipe*. Do a simple drawing of a bagpipe. Ask the class what they know about bagpipes. Remind them that it

is a wind instrument and produces a sound when the player blows air through the pipe to inflate the bag. Bagpipes were traditionally used for dancing but they are also used in formal military and police ceremonies and marches.

A Listen and sing.

- Tell the class to open the Learner's Book at page 8. Play Class CD Track 3 and tell students to point to each line as they listen the song.



Listen and sing.

This word is new for me

The word bagpipe is new for me.

How do you spell it?

What does it mean?

Is it with an E,

Or with an A?

Or can you spell it any way

In my language,

How do you say it?

Do you eat it or do you play it?

The word bagpipe is new for me.

Can you draw a picture?

Let me see.

B Match the questions with the answers.

- Ask students to read the questions. Elicit the answer to the first question. Tell them to match the remaining questions to the answers.
- Check answers in open class.

Answers: 1. Do kids like playing? Yes, they do! 2. What does kids mean? It means children. 3. How do you spell *smart*? S-M-A-R-T

- Give the class one minute to memorise the questions and the answers, then tell them to cover the answers with a book.
- In pairs, one student asks a question and his/her partner tries to remember the answer.

C Write and spell your name, your surname and your city.

- Demonstrate the activity in open class. A volunteer reads out a word from his/her list.
- Tell students to work in pairs and take turns reading out their words and asking and answering questions with their partner.

Wrap-up

Spelling

- Ask different students to write on the board words that they have on their list and to spell them as they write them.

Page 9

Warm-up

Guessing game

- Write *Objects in the classroom* on the board and draw classroom objects line by line. For example: table, desk, chair, book, dictionary, folder and blackboard.
- Encourage the students to guess what you are drawing, by asking: *Is it a table? Is it a book?* Leave the drawings on the blackboard for exercise D.

Presentation

- Write the jumbled words: *in / say / that / How / English? / you / do / that*. Give the class one minute to put the words in order to make the question *How do you say in English?*
- Point to one or two things in the classroom and ask the question.
- Practise the pronunciation of the question with the class.

D Read and ask a classmate.

- Ask students to open the Learner's Book at page 9. Ask two volunteers to read out the dialogue. Now ask them to repeat the dialogue and ask about one of the other drawings on the board from the warm-up activity.
- Tell students to work in pairs and practise the dialogue by asking about other objects in the classroom.

E Ask and answer about objects in the classroom.

- Tell students to ask you about other objects in the classroom and list the words on the board. Make sure you include the following: *window, door, light, floor, globe, coat rack, bookshelf, schoolbag, wall chart*.
- Ask students to look at the photo in activity E. They have to work in pairs and ask each other about the objects in the classroom using the questions from activity D. They can use the word list to spell the words.
- To review the vocabulary, rub out the word list and ask students to name the classroom objects. Tell the students to copy the list in their folders.

F Do the quiz using a dictionary.

- Write *Dictionary Quiz* on the board. Tell the students that they will have to use their dictionaries to answer the quiz questions.
- Students have to work in pairs to find the answers to the questions.
- Check answers in open class.

Wrap-up

- Ask students more questions similar to the ones in the quiz. Tell them to work in pairs with a dictionary to answer the questions.

Page 10

Warm-up

Jumbled letters

- Write the following jumbled words on the board: *rats, nus, penlat, omno, tocem*.
- Tell the class that these are all things that we can see in the sky. Ask them to work with a partner to put the letters in the correct order and discover the words.

Answers: star, sun, planet, moon, comet

Presentation

- Write the word *Comet* on the board. Ask the class what they know about comets.
- Help them to form sentences and write them on the board.

Possible answers: Comets fly through space. They go around (or orbit) the Sun. Sometimes you can see them. They have a tail. They are bright.

A Read the text.

- Ask students to open the Learner's Book at page 10. Tell them to read the text and to put up their hand if there are any words they do not understand. Explain any vocabulary that may cause difficulties, allowing, where possible, other students to answer and explain the meaning of words to the class.
- Tell them to check the text again and see if any of the points they thought of in the warm-up activity (listed on the board) appear in the text.
- Students report back to the class on any similarities.

Write True or False.

- Tell the students to read through the questions in silence.
- Ask them to read the text again to find the information and say if the sentences are true or false. Tell them to note the answers in their folders.
- Students compare answers in pairs. Then, check answers in open class, referring to the text to correct the false sentences.

Answers: 1. False 2. True 3. False 4. False 5. False 6. False 7. True 8. False

Wrap-up

Memory

- Tell the students to close their books and work in pairs to see how many facts they can remember and note down from the text.
- After some minutes, ask them to report back and list their sentences on the board. You can either help them to correct the sentences as you write them up, or refer the students to the text again for them to modify their sentences.

Extra practice

True or False

- Ask students to copy and modify the sentences from exercise A and change some of them from true to false, or vice versa.
- In pairs, one student reads out the new sentences while the other listens and says if the sentences are true or false. Then, students change roles.



Page 11

Warm-up

Vocabulary game

- Tell students that they are going to play a vocabulary game to practise words.
- Prepare the vocabulary cards before the lesson with one word on each card. Use the following words: *star, sun, planet, moon, comet, space, rock, ice, tail, dust, gas, fire, orbit.*

- Ask a volunteer to come to the board. Show him/her the first card. Explain that he/she has to draw pictures on the board until somebody guesses the word. Repeat the activity until all the cards have been used.

Presentation

- Ask the class what they remember about the Hale-Bopp comet. Prompt them with questions, if necessary. For example: *What does it orbit? The sun. What is the centre made of? Rock and ice. How many tails does it have? Two.*
- Tell the class that in this lesson they are going to read about a different comet. Write on the board: *Halley's comet.*

B Read the text and complete the fact file.

- Ask students to turn to page 11 of the Learner's Book. Tell them to read the text in silence and hold up their hand if there are any words they do not understand. Explain all the vocabulary that may cause difficulties. Tell them to read the text a second time and complete the Halley's comet fact file.
- Tell students to compare their answers with their partners and then check the answers in open class.

Answers: 1. 160. 2. sun / 75. 3. England. 4. 240 BC. 5. 2061

C Read about Saturn.

- Write *Planet Saturn* on the board. Invite a volunteer to come to the board and draw Saturn. Introduce the word *rings*. Tell the class that they are now going to read about Saturn to complete another fact file.
- Tell them to read the text and note down any words that they do not understand.
- Ask different students to read out the words they do not know and, wherever possible, ask other students to explain the meaning.

Now make your own fact file.

- Tell the class to read through the text again carefully and try to memorise the information. Then, tell them to cover the text and complete the fact file in pairs.
- Students uncover the text to compare their answers. Then the answers can be checked in open class.

Answers: 1. 4,427,000,000 km. 2. Iron, nickel and rock. 3. 250,000 km. 4. 1.5 km. 5. Ice, dust and rocks. 6. more than 50.



1 Our planet

Wrap-up

Compare

- Ask students to find as many differences as they can between Saturn and Halley's comet. List the differences on the board.

Suggested answers: Saturn is a planet. Halley's comet has a tail. Saturn has got rings and moons. Saturn is bigger than Halley's comet.

Extra practice



Definitions

- Ask students to work in pairs to write three definitions for Saturn, three for Halley's comet and three for the Hale-Bopp comet.
- Students read out their sentences at random. The rest of the class listen and say which one is being described, Saturn, Halley's comet or the Hale-Bopp comet.

Extension

Memory

- Ask the students to close their books and work in pairs to try to remember as much as they can about Saturn.
- Encourage them to report back as you write the facts on the board. Then, tell the class to open their books again to check these facts against those in the text.

Objectives:

- Describing people's appearance and character
- Talking about dolphins
- Writing an e-mail

Key language:

- Adjectives
- Fishing
- Animals

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 87, 88, 96, 97.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 334, 335..

Page 12

Warm-up

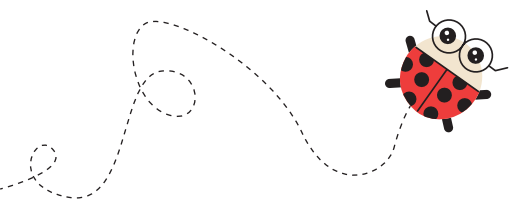
Vocabulary game

- Prepare vocabulary cards with the following words: *swim, walk, jump, look, love, cry, think, tall, short, fat, thin, young, tent, dolphin, mother, father, fish.*
- Ask a volunteer to take one of the cards. Ask him or her if it is an action (verb). If it is an action ask the volunteer to mime the action, if it is not an action ask him or her to try to draw the word on the blackboard.
- The rest of the class has to guess the word. If the word has not been guessed the volunteer can tell the class the word.
- Repeat with other volunteers until you have reviewed all the words.

Presentation

Setting the context

- Ask students if they have ever been on a boat. Ask the following questions: *Where did you go? On the sea, on a river, on a lake. What kind of boat was it? Big, small, ferry, motor... Did you enjoy it? What did you see from the boat?*
- Focus on the two questions in the box. Ask the class to answer the questions.



Answers: 1. On a boat at the seaside. 2. Swimming, camping (Paul is wearing a backpack, so it looks like he's going camping)

A Listen and read.

- Play Class CD Track 4 and tell the class to listen and read.



Listen and read.

Paul, Laura and their parents are on holiday. Laura is a tall, thin girl of 16, with fair hair. She is tanned and strong. One day they sail into a bay.

'Why don't we camp here tonight?' asks Paul, the younger brother.

'Yes, let's put up the tent over there!' says Mum.

Paul is as tall as Laura, but he's got curly red hair and pale skin with freckles. Brother and sister look different, but their characters are very similar. They are both active and adventurous. They love sailing and camping, and they are good swimmers.

'Oh, look, a dolphin!', cries suddenly Laura.

'No. Two dolphins,' says Paul. 'And one of them is a baby!'

'The baby dolphin is trapped . . . Is that a fishing net?' says Dad.

'Yes, I think so . . . We've got to help it!' says Paul.

But Laura is already in the water, swimming quickly to the baby dolphin.

'Be careful, Laura', says Mum.

Then Paul dives in too, and together they free the baby dolphin.

'Bye, baby dolphin. Bye, mummy dolphin', says Laura.

But the dolphins don't go. They stay and swim around Paul and Laura. They want to play.

'I think they're saying thank you!' laughs Paul.

- Tell the class to read the first part of the story again to check their answer to the prediction questions. Ask students to compare answers with a partner. Check answers with the class.
- Write this question on the board: *How many dolphins are in the story?* Ask the class to read the story again to check the answer.

B Choose the correct answer.

- Do the first example in open class. Ask them where this information is in the text.
- Tell the students to work alone to find the answers to the remaining questions. They will then compare with a partner and point to where the information is in the story.
- Check answers by asking different students to say a, b or c. Ask the students who give a correct answer to explain where they found the answer.

Answers: 1. c 2. b 3. c 4. c

C Say True or False.

- Ask students to cover page 13 and try to answer the questions without looking at the story again.
- Tell them to compare their answers with another student and then to check their answers with the story.
- Correct the wrong answers and stop the class to clarify if there is any disagreement or confusion over the correct answer.

Answers: 1. True 2. False (they are the same height) 3. False (they have similar personalities) 4. True 5. False (they like adventure)

D Read the two endings for the story. Choose one.

- Ask the children to close their eyes and imagine how the story will end. Ask them to think of three things they think will happen next. When they open their eyes, ask them to tell a partner, and then invite volunteers to share their ideas.
- Explain that there are two possible endings. Ask them to read the two endings and choose the one they like best.
- Have a vote to decide which is the most popular ending in the class and then invite volunteers to explain why they like the ending they have chosen.

Listen and find out which one the writer uses.

- Play Class CD Track 5 to discover which ending the writer chose.



Listen and find out which one the writer uses.

Later, as they put up their tent and cook their dinner on the fire, the dolphins are still in the bay. The baby dolphin stays close to its mother as night falls.

Wrap-up

Describe the story

- Ask students to sit in groups of three. Give each student a number: 1, 2, or 3. Tell students with number 1 to describe the first part of the story to the rest of the group using picture 1 as a cue. When they have finished, clap your hands and students with number 2 have to describe the second part of the story using picture 2, etc.

Extra practice



Discussion

- Discuss the story with the class. Write suggestions for discussion on the board:
Did you like the story? Why/Why not?
Would you like to have a similar adventure?
Was it dangerous for anyone?
- Ask students if they know some of the other dangers dolphins living in the wild are exposed to.
- Give students more information about dolphins, including the dangers they face.

Page 14



Warm-up

Self-portrait

- Ask students to draw a self-portrait and not to write their name on it. Ask them to hand in the drawings as they finish. Mix them up and fasten them to the board or the wall. Allow students to walk around, look at the pictures and try to identify who they are.
- Hold up one or two of the pictures and ask the class who they think they are.

Presentation

- Leave three or four of the students' drawings on the board. Choose pictures that are as different as possible. Explain that you are going to describe one of the drawings and that they have to guess which one it is.
- After you have described one drawing and the students have identified it correctly, invite a volunteer to describe another picture.

A Listen and decide who is singing the song.

- Tell the students to cover the song and look at the picture of the family.
- Ask them to work in pairs and to take turns describing the people they can see in the picture.
- Play Class CD Track 6.
- Ask the class to tell you what they heard in the song and write it on the board:

The parents are tall.

All the family have blue eyes.

The family are giants.



Listen and decide who is singing the song.

TRACK 6

My family

*My mother is tall
And my dad is tall too
My brothers grow every day,
Why can't I grow, too?
A family of giants,
As you can see
But I am so little
What's wrong with me?
My daddy's got blue eyes
And mummy has too
My brothers and sisters
Yes, their eyes are blue
But my eyes are not blue
How can it be?
Oh, why am I different?
What's wrong with me?*

- Now, ask the class to look at their books and read the song. Ask them who they think is singing the song.

Answer: The dog is singing the song.

- Play the song at least twice, allowing students to read the words as they listen and sing.

B Read the descriptions and name the boys in the picture.

- Explain that the activity in the book is similar to the game that they have just played. There are four boys in the picture and they have to match the descriptions to the pictures.
- When they finish the activity, check their answers as a whole class.

Answers: 1. b 2. a 3. d 4. c

Wrap-up

Appearance

- Talk to the class about physical differences and emphasize that they do not mean that people are different inside. Explain why we should never judge others by their physical appearance.
- Ask the students to think about famous families or fictional families on television. Ask them to describe the different members' appearance and character.

Warm-up

Vocabulary

- Invite volunteers to stand up and describe one of their classmates. The rest of the class guesses who it is. Proceed in the same way until at least 5 or 6 students have had a turn at describing somebody.

Presentation

- Draw the students' attention to the first picture on page 15. Ask them to imagine what the girls are saying.

C Read and listen.

- Tell the class that they are going to listen to the conversation between the two girls and they have to answer the following questions:

What is the name of one of the girls?

What are the girls talking about?

Answers: One girl is called Lisa. They are talking about a new boy at the school.

- Play Class CD Track 7.



Read and listen.

*Anna: Hi, Lisa. There's a new boy in our class.
 Lisa: What does he look like?
 Anna: Look, he's over there. Can you see him? He's tall and thin and he's got dark, curly hair.
 Lisa: Oh, yes. And what's he like? Is he nice?
 Anna: Yes, he is. He's very nice. I think he's clever. He answered all the questions in Maths!*

- Explain that they are going to listen again and this time you want them to write down the two questions that Lisa asks.
- Ask students to tell you the two questions that Lisa asked and write them on the board.
- Tell students to read the dialogue and listen again. Then, ask them to tell you what the answers to the questions are.

Answers: What does he look like? He's tall and thin and he's got dark, curly hair. What's he like? He's very nice. I think he's clever.

Focus on language

- Underline the question: *What's she like?* and circle the 's'. Ask what this means to ensure that students know that it is abbreviating the word *is*.

- Write *you/he/she/we/they* on the board in a column and elicit the question for each one, using the full and abbreviated form of *is* and *are*.
- Write a list of five or six character words on the board, for example: *brave, strong, shy, funny, clever* and next to each one attach a photograph of a person.
- Ask a student: *What's she like?* He or she will answer using an adjective: *She's clever.*
- Tell the student who answered the question to ask another student the same question. Continue with all the photos.
- Start the game again and use the photographs to practise using adjectives that describe appearance. Write the question *What does she/he look like?* on the board and this time elicit a list of words describing appearance and write them on the board. *What does he look like? He's tall/short, etc.*
- Ask a student to ask another student the same question. Proceed in the same way with new words and pictures.

D Point and discuss.

- Ask students to work in pairs and look at the picture in activity D, on page 15.

Wrap-up

Guessing game

- Draw a picture of a friend or a person in your own family on the board to demonstrate the activity. Ask students to guess who it is. When they have guessed, they should ask you what the person looks like, and what the person is like.
- In pairs students draw a picture of someone and ask and answer their questions.



Warm-up

Guessing game

- Think of an animal. Students ask you questions to try to guess what it is. The questions can only be answered Yes or No. *Can it fly? Does it live in America? Does it have four legs?*
- Tell students to work in pairs and repeat the game.

Presentation

- Draw a quick sketch of a dolphin on the board and write what the class know on the board. Leave the picture on the board for activity B.

A Do the quiz.

- Tell students that there is a quiz about dolphins in their Learner's Book. Ask them to read and decide if they are true or false.
- Do a brief feedback with the whole class.

Answers: 1. False (dolphins are mammals, fish lay eggs; mammals have lungs, fish have gills; mammals feed their young on milk, fish do not). 2. True. 3. False (dolphins breathe air; they can hold their breath for a long time under water, but cannot breathe). 4. False (most dolphins live in the sea, but some live in rivers).

B Read and match the pictures with the descriptions.

- Ask students to close their books and look at the picture of the dolphin on the board. Write the names of the parts of the dolphin's body on one side of the picture. Draw arrows pointing to the parts of the dolphin that are labelled in the book and ask the students to match the words to the picture. Write up the labels as they tell you what they are.
- Explain that there are three paragraphs about different kinds of dolphins and three pictures of dolphins. Tell the children that killer whales are related to dolphins.
- Read the three paragraphs. Explain any words that may cause difficulties.
- Tell students to read the three paragraphs and match each one to the corresponding picture.
- Ask the class to read the three paragraphs to confirm their answers and to learn more about the different kinds of dolphins.
- Check their answers.

Answers: 1. Boto 2. Killer whale 3. Bottlenose dolphin

Wrap-up

Quiz

- Ask students to use the information in the text to write four more quiz questions and answers about dolphins. This may be done individually or in pairs.
- Collect the questions to use in the next Warm-up.

Extra practice



True or False

- Dictate two true statements and one false statement about dolphins.
- Ask them to read the three sentences and discuss them with a partner.
- Now tell the students that one sentence is false, and ask them to work out which one it is.

Boto dolphins only live in the River Amazon.

Dolphins have two dorsal fins.

Killer whales sometimes eat penguins.

Answer: the second sentence is false, dolphins only have one dorsal fin.

Page 17

Warm-up

Quiz

- Start the lesson with the quiz that the students wrote at the end of the last lesson.
- The quiz may be done in two different ways:
 - a) A "Pop-Quiz" where you read out all the questions and the students write their answers in their folders individually.
 - b) Students work in teams of three or four. You hand out the quiz on a sheet of paper and they write answers to all the questions.

Presentation

- Tell students that life in the oceans and rivers can be dangerous for dolphins. Write a few notes on the board such as pollution, fishing nets, sharks, etc.

C Find these words in a dictionary and share with a classmate.

- Ask the students to look at the words in the box at the top of page 17 and to check the meanings of these words in their dictionaries. If they already know the meaning of the words, for example, *net*, ask them to see if they can find any additional information in the dictionary.
- Write the following definitions on the board, and ask the class to read them and tell you which word is defined by each one:
 1. A trap made of nylon or rope for catching fish. (*Net*)
 2. When people catch too many fish. (*Overfishing*)

3. *The men who go out to sea to catch fish. (Fishermen)*
4. *When a person or animal is in danger. (Threatened)*
5. *When the air, water or ground is contaminated by chemicals or toxic gases. (Pollution)*
6. *A very large fishing net that moves with the sea currents or tides. (Drift net)*

D Read the texts. Use the words from exercise C to complete the summaries.

- Ask students to look at the pictures on page 17.
- Tell the students to read the four paragraphs and complete the summaries at the side of the page using the words from activity C.
- Invite volunteers to read a summary each.

Answers: 1. threatened - overfishing - fishermen - pollution
2. nets - catch - nets 3. catch 4. Pollution

Wrap-up

Write a summary

- Ask students to close their books and work in groups of four and to write a summary of the information they have read about the dangers threatening dolphins, including at least four points.
- Ask a volunteer group to read out their summary.

Extra practice

Spelling

- Ask the class to tell you how to spell the following words while you write them on the board: *threatened, catch, overfishing, danger, pollution, drift net, distance, turtle.*
- Ask students to write sentences using all these words.



Page 18

WRITING

Writing an e-mail

Warm-up

Animal pictures

- Ask students to draw a picture of an animal they like or find interesting.
- Ask them to show it to the rest of the class and explain about this animal.

Presentation

- Tell the class that they are going to read and write an e-mail in this lesson. *What do you know about e-mails?* Write their answers on the board.
- Draw the students' attention to the e-mail on page 18. Tell them to read it in silence. Then invite four volunteers to read one paragraph each.
- Tell the whole class to read the e-mail and the answers to the following three questions:

Who is it from?

Who is it to?

What is the school report about?

A Match paragraphs 1 - 4 with the headings.

- Display the four headings writing them on the board.
Facts and habitat: What facts can you tell me about the dolphin? What is the dolphin's habitat?
Dangers: What are the most serious dangers for dolphins?
A suggestion: Can you make a suggestion?
Reason for writing: Why do people write e-mails?
- Ask students to match each heading to the correct paragraph.
- Review the answers in open class.

Answers: 1. reason for writing 2. facts and habitat 3. dangers
4. suggestion

Look at the beginning and the end of the e-mail and answer.

- Ask students to look at the questions and answer them as a class.

Answers:

1. A heading where it says subject. (You may also choose to discuss the icons at the top of the e-mail.)
 2. Jay starts the e-mail with the words Hi Emily.
 3. Jay ends the e-mail with the words, Bye, Jay.
-

B Write an e-mail to a friend about one of these animals.

- Ask students to look at the animal fact files and to choose one.
- Explain that they have to write an e-mail with four paragraphs, just as Jay did. Ask them to write the four headings in their folders and then to make notes.
- If computers are available, encourage the children to write their e-mail on a computer. As an alternative,

photocopy an e-mail template for students, similar to the one in the Learner's Book, with a space for them to write the subject.

- If students write the e-mails on a computer, these can be printed out.
- If the e-mails have been hand-written, students can work with a partner and check each other's work.

Wrap-up

Animals in danger

- Ask the class to say what they know about the dangers other wild animals face. Help with vocabulary where needed. Write the new words on the board and ask the students to copy them in their folders.

Extra practice

Further research



- Ask students to find two or three more facts about the animal they chose in activity B. This can be done in the library or for homework.
- They can then use their notes to modify their e-mails.

Page 19

ROUNDUP

Warm-up

Vocabulary

- Display the photos of the dolphin and kangaroo or put pictures on the board.
- Ask students: *What do they look like?* Write the words they say under each animal. It is unlikely that they will know the words *shiny* or *pouch*, so use this opportunity to teach them, by offering and eliciting examples: *A dolphin has shiny skin. Leaves are shiny when it rains. Gold stars are shiny. A kangaroo carries its baby in its pouch.*
- Ask the class: *What are they like?* Remind them that the question is about their character. Write the words under each animal.
- Ask: *What do they do?* Encourage them to say *jump, swim, play*, etc.

Presentation

- Write the dolphin poem on the board. Cover the poem and uncover it line by line. Read it aloud as you show each line.
- Leave the dolphin poem up on the board and follow the same process with the kangaroo poem. Show it to the class line by line as you read it aloud.
- Ask students to look at the list of words that you wrote on the board during the warm-up, and compare it with the words in the poems. *Do the same words appear in the poem?*

A Read the cinquain poems and complete the chart.

- Tell the class that they now have a few minutes to read the poems on page 19 in silence and to think about the similarities between the two poems.
- Encourage them to express their emotional reactions to the poems. Ask them to say if they like the poems, which of the two they like best and what they like about them.
- Ask if anybody can comment on how they are structured to see if they can distinguish these poems from other poems. You will probably find that practically the whole class will say they do not rhyme like other poems they have learnt.
- Explain that the Learner's Book contains a table to help describe the poems. Ask students to copy the table into their folders and work in pairs to complete it.
- Check the answers in open class to make sure students have completed the table correctly.

Answers:

line 2 two - appearance
line 3 three - do
line 4 four - information
line 5 one - word.

- Ask the class to use the table to help them write a poem. If you feel they need more guidance, you may offer them these steps on the board:
 1. Choose an animal. This is your first line.
 2. Brainstorm words that describe how it looks. Choose the two words you like best.
 3. Brainstorm words that describe what it does. Choose the three words you like best.
 4. Write a short sentence about it
 5. Write another name for your animal.

I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

Wrap-up

Read aloud

- Ask students to practise reading their poems aloud to themselves before reading them to a partner.

Extra practice

Share poems

- Students' poems can be displayed in the classroom. Encourage the whole class to read each other's poems and say what they like about them.
- Alternatively, each student can be asked to read his or her poem aloud in class, while you record it. This recording can then be kept and listened to in a future class.



Page 20

ACTIVITIES

1 Find eight words for the pictures.

- Tell the students to look at the pictures in activity 1 and check that they know what each one is.
- Tell the students to look carefully and find the eight words hidden in the wordsearch.
- When they have finished ask them to check their answers with a partner.

Answer:

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

2 Complete the definitions with words from the box and then match them to the words on the right.

- Ask the children to read the definitions and complete each one with a word from the box.
- They then have to match each definition to one of the words on the right.

Answers:

- Contamination of water, land or air. POLLUTION
- Fishermen drop this into the sea and it catches lots of fish, but also dolphins and turtles. DRIFT NETS
- A danger to people, animals, or other living things. THREAT
- When fishermen catch too many fish and there are not enough for other animals to eat. OVERFISHING

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3 Match the questions with the answers.

- Tell the students to read the questions and match them to the correct answer.
- Remind them to look carefully at the subject of the sentence (he, she or they).
- When they have completed the activity, invite 10 volunteers to stand up and stand in five groups of two. One will read a question and the other will give the corresponding answer. The rest of the class will check their answers.

Answers:

- What does he look like? He's tall and thin, and he's got dark hair.
- What's she like? She's fun and she loves animals!
- What does she look like? She's got long, fair hair and she's very short.
- What do they look like? They both have pale, freckled skin and red hair.
- What's he like? He's very active. He's clever, too.

4 Put the questions in order.

- Ask the students to look at the jumbled questions and tell them that they are all questions about appearance and personality.
- Tell students to put the words in order and write the questions correctly in the spaces below.
- Ask for volunteers to read out the questions to check the answers.

Answers:

- What does your friend Jim look like?
- What are your parents like?
- What's your sister like?
- What does your cousin Peggy look like?



2 Day and night

Write the questions next to the correct answers.

- Tell the students to read the descriptions in the boxes carefully. Explain that each description is the answer to one of the questions from exercise 4.
- Students then have to write one of these questions for each one of the answers.
- Ask students to compare their answers in pairs, and then ask for volunteers to read out the questions and answers.

Answers:

They're very active. They go cycling everywhere. What are your parents like?

She's a little bit taller than me, with black hair and glasses. What does your cousin Peggy look like?

She's older than me. She's fun. She's always laughing. What's your sister like?

He's got pale skin, curly hair, and he's really tall. What does your friend Jim look like?

Objectives:

- Describing routines and frequency
- Telling the time
- Writing a diary

Key language:

- Everyday activities
- Latitude and longitude

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 93-97.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 334, 335.

Page 22

Warm-up

Brainstorming

- Write the heading *Routine* on the board, and then: *Every day, I ...* . Elicit one or two possible answers. For example: *Every day, I have cereal for breakfast. Every day, I go to school.*
- Ask students to work in pairs to think of other examples.
- Ask students to report back and list their sentences on the board. Check that all students understand the sentences.
- Play a quick mime game where one volunteer mimes a routine expression from the board while the students guess and say the correct phrase.

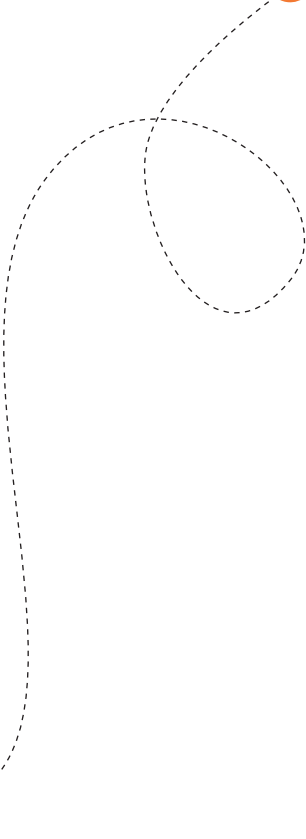
Presentation

Setting the context

A Listen and read.

- Ask students to open the Learner's Book at page 22 and focus on the two photos and ask the first prediction question.

Answers: (at the end of each text) the boy is from Paris, the girl is from Oxford.



- Ask the class to show you where France and England are on a map. Ask what language people speak in each country and then ask the second predict question. Encourage students to explain their answers, for example, why they think their routines are similar or how they think they are different.
- Play Class CD Track 8 and tell the students to listen and read the two texts to find out if the two routines are similar or different.



Listen and read.

Pierre: Every morning, I get up at 6:45 a.m., never later! I have a shower, get dressed and then have breakfast. I go to school by car, with my mother or father.

I leave school at 2 p.m. I often rest or read, and then I do my homework. On Tuesday and Thursday afternoons, I play basketball. I usually go to bed at 10 p.m.

Anne: I usually get up at 7:30 a.m., have a shower and make my breakfast. School starts at 9 a.m. and finishes at 3:30 p.m. After school, I always do my homework. I sometimes go swimming with my brother, but not very often. We have dinner at about 7:30. I often do the dishes with my mother or father but I hardly ever tidy my room! I usually go to bed at about 9:30 p.m.

Read again. Match the pictures to the texts.

- Tell the students to compare their answers in pairs, report back to the class and point out where the differences are in the texts.
- Ask the students to read again and then match the photos below to either Pierre or Anne. Check answers as a class.

Answers: Pierre: 1, 2, 4. Anne: 3, 5, 6.

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B Answer the questions about Anne and Pierre in your folder.

- Ask the first question in open class. Highlight the part of the text that includes the answer (Pierre: *I get up at 6:45 a.m.*)
- Tell students to work in pairs to answer the remaining questions in their folders.

Answers: 1. Pierre 2. Anne 3. Pierre 4. Anne 5. Pierre and Anne.

C Listen to Adusa and circle the correct option.

- Ask the class to imagine Adusa's routine and say how it is different from Pierre and Anne's routine.

- Tell the class that they are going to listen to Adusa describing his routine.
- Ask the students to read through the questions first and then play Class CD Track 9. Ask them to compare their answers in pairs.
- Play the recording again and check answers in open class.

Answers: 1. 7:00 2. mother 3. walks to school 4. Maths 5. 8 or 9



Listen to Adusa and circle the correct option.

I get up at 7 every morning. After that, I usually make breakfast for my mother. After breakfast, I wash, get dressed and then walk to school with my brother. At school, Maths is my favourite subject, but I like Science too. In the evening, we eat at about 6 p.m. I go to bed at 8 or sometimes at 9.

D Decide which routine is like yours. Say why.

- Tell the students to work in small groups and say which routine is most like theirs. Ask students to report back in open class and explain why.

E Read and say True or False.

- Refer to the illustration of the globe. Read out the first sentence and point out that Adusa is the boy in the photo. Tell the class that Adusa is from Ghana, in Africa. Help a volunteer to locate Africa and Ghana on a world map.
- Read through the rest of the text and point out what is mentioned in the illustration. Check that the students can identify the cardinal points North and South.
- Tell the class to read the text again and then answer the questions in pairs.
- Check answers. Refer to the illustration and the information in the text.

Answers: 1. true 2. true 3. false (the Greenwich Meridian passes through many countries)

Wrap-up

Routines

- Write on the board: *Adusa walks to school, but Pierre goes to school by car.* Tell the students to work in pairs to find more differences between Pierre, Anne and Adusa's routines and to write three more sentences like the example.
- Ask different students to read their sentences to the class.

Extra practice



Speaking

- Demonstrate the activity with a volunteer. Say: *I come to school by bus. And you?* Continue until you have found three activities in your and the volunteer's routine that are the same.
- Write three sentences on the board: *I come to school by bus and Julia comes to school by bus, too.*
- Ask students to work in pairs to find three activities that they have in common and write the three sentences.
- Invite volunteers to report back to the class.

Page 24



Warm-up

Revision

- Write the heading *Routines* on the board and then write the following sentences below.

wake __
_ a _ e br __ k __ st
h _ v _ a sh _ w __
go to sc _ _ _ l
do your h _ me _ _ _ k
w _ _ _ TV
t _ d _ your r _ _ _

- Tell students to work in pairs to complete the actions with the missing letters.
- Check answers in open class and, if necessary, practice pronunciation of the phrases.

Answers: wake up, have breakfast, have a shower, go to school, do your homework, watch TV, tidy your room

Presentation

A Listen and point at the actions you hear.

- Ask students to open the Learner's Book at page 24 and focus on the pictures of different routine activities. Elicit the phrase for each picture and list them on the board.

Answers: 1. Have a shower 2. Brush my teeth 3. Do my homework 4. Have a rest 5. Have breakfast 6. Read a book 7. Go to school 8. Do the housework 9. Wash my hands 10. Do the dishes (or Put the dishes in the dishwasher)

- Practise the pronunciation of the sentences with the class and then tell the students to test each other in pairs. One student points to a picture and the other says the correct phrase. To make the activity more challenging, tell the students to do this without looking at the board.
- Tell the students to cover the lyrics of the song with a small piece of paper. Play Class CD Track 10 and ask them to listen and point to the pictures of the activities when they hear them.



Listen and point at the actions you hear.

My routine

- *I wake up at seven and have breakfast at eight.*
- *I have a shower, I don't want to be late.*
- *I say goodbye and I go off to school.*
- *Oh me, oh my, this is just what I do.*
- *I do my homework and then watch TV.*
- *I have my dinner and later I read.*
- *I go to bed, what else can I do?*
- *I never have time to tidy my room!*

B Put these activities in order for your routine.

- Refer to the activities in the box and slowly describe your routine, or an imaginary one. Give additional information when possible.
- Ask students to work in pairs to remember as much as possible about your routine.
- Invite different volunteers to report back to the class with information about your routine.
- Tell the students to write sentences about their own routine in their folders in the correct order.
- Ask students to work in pairs and use their lists to describe their routines to each other and find the differences between them.
- Ask students to report back on any differences that they have found. For example: *Maria has a shower in the evening, but I have a shower in the morning, etc.*

Wrap-up

More daily activities

- Ask students to work together to think of more daily activities. Allow students to use dictionaries if necessary.
- Students report back and explain these additional activities as you list them on the board.

Extra practice



My routine

- Write *My routine* on the board. Elicit information about the routine that you described in activity B. List single words on the board as students think of others.
- Tell students to work in pairs to use the words and write complete sentences for your routine.
- Ask different students to write their sentences on the board.

Page 25

Warm-up

Vocabulary

- Write the heading *Helping at home* on the board and the following sentence starters:
I sometimes...
I never...
- Elicit an example for each sentence. For example:
I sometimes help to do the washing up. I never clean the floor.
- Tell students to complete the two sentences about themselves and then compare with a partner.
- Students report back to the class. Write some of their sentences on the board. Then compare and discuss when possible.
- Introduce the question: *How often do you...?* to ask different students what housework they do. Write any useful new housework expressions on the board.

Presentation

C Listen and read.

- Tell the class that they are going to listen to a short interview and that they have to say what the interview is about. Play Class CD Track 11.

Answer: helping with the housework.



Listen and read.

TRACK 11

Interviewer: How often do you help with the housework?
Boy: I always help with the housework.
Interviewer: You always help with the housework?
Boy: Well, not always. But I often help.

Interviewer: Ah, you often help.

Boy: Well, I sometimes, ... er hardly ever help with the housework.

Girl: No! He never helps with the housework!

- Tell the class to listen again and then report back on what the boy and the girl say.

Answers: boy: I always help with the housework, girl: He never helps with the housework.

- Refer to the *Look* section and the examples in the grammar box. Point out the position of the frequency adverbs (before the main verb), and the question *How often do you...?*
- Ask the class to think of more frequency words and practise the pronunciation of the words with the class.

D Say where the frequency word *usually* goes in the sentences.

- Tell the students to copy the sentences in their folders, adding the word *usually* in the correct position.
- Ask students to compare their sentences in pairs.

Answers: 1. We usually sing songs in our English lessons. 2. Oscar usually does his homework. 3. Do you usually help at home? 4. Do Leticia and Max usually go swimming? 5. I don't usually watch TV at night.

E Make true sentences about yourself. Use frequency words.

- Ask the students to work in groups of three and make true sentences about themselves.
- After five minutes, ask each group to report back comparing how often members of the group do different activities. For example: *Alex sometimes does sport in the afternoon, but I always do sport in the afternoon.*

Wrap-up

My friend's routine

- Ask students to write about another member of their group. Remind them that their sentences will be in the 3rd person, and so they must not forget the *s* at the end of the verb.



Warm-up

Picture game

- Draw a circle on the board and say: *What do you think this is? Encourage students to answer using: Is it a ...?* Slowly add details to the drawing until the class have guessed what your drawing is.
- To make the game more amusing, always start with a circle. Make sure that you finish with the picture of the globe.
- Add longitude and latitude lines to the globe and practise pronunciation of these two words with the class.
- Ask students to indicate where their country is located in the globe.

Presentation

A Look at the map and read.

- Ask students to open the Learner's Book at page 26 and point out the lines of longitude and the 0° meridian line.
- Read through the text with the class. Explain that **Greenwich /grentʃ/** is in London. There is a famous observatory there. Scientists decided that the 0° meridian should pass through the observatory.
- Focus on the map. Ask the students which are lines of latitude and which are of longitude. Ask them to point to the Equator.

Answer: Africa, Europa, South América, Antártica, Asia

B Find these three cities on the map.

- Ask the students to find the three cities on the map and then compare their answers with a partner.

C Answer the questions in your folder.

- Tell the students to work in pairs to answer the two questions about the cities in B.
- Walk around to help and monitor.
- Check answers with the class.

Answers: 1. Oxford 2. Valencia

Wrap-up

Coordinates quiz

- Ask the students to work in pairs. Tell them to write the coordinates for three different countries on a small piece of paper, and make a note of these countries in their folders.
- Tell students to exchange their coordinates with another pair and try to identify the countries for these coordinates. Students check each other's answers.
- Ask students to report back and think of a city in each of the countries that they name.

Page 27

Warm-up

Clock dictation

- Draw a clock face on the board and briefly revise how we tell the time in English.
- Draw more clock faces across the board without hands. Tell the class to copy them in their folders.
- Dictate times to the class and ask them to draw the hands on the clocks in their folders.
- Students compare clocks in pairs. Ask volunteers to complete the clocks on the board.

Extra practice



Dictation

- Tell the class to close their books and take out their folders for a dictation. Dictate the following paragraph, repeating each sentence at least three times. *The horizontal lines are lines of latitude. The vertical lines are lines of longitude. We use these lines to describe exactly where places are on a map.*
- Ask students to compare their paragraphs in pairs. Then tell them to open their books again at page 26 to check the spelling of words they have written.
- Ask different volunteers to come to the board to write a sentence of the paragraph each.

Presentation

D Read and answer: What is the total distance round the Earth?

- Ask students to open the Learner's Book at page 27 and point out the question: *What is the total distance round the Earth?* Invite different volunteers to give their

opinions. If necessary, help them with grammar and vocabulary in their answers. Accept all answers but do not say which are correct for the moment.

- Tell the class that they are going to read a text to find out if their answers are correct or not.
- Check answers by asking if any of their guesses were correct.

Answer: 20,003.93 kilometres

E Read and complete the sentences.

- Tell the students that they are now going to read information about a.m. and p.m. Ask them if they know what these mean and to explain what they know. Help them express their ideas in English.
- Ask the class to read the information to check if their own explanation was correct.
- To check that the students have understood the text, answer questions 1 and 2 in open class.

Answers: 1. midday (12:00) 2. a.m./p.m.

- To check that students understand all the vocabulary in the text. Ask: *Where are you at midday? Is sunrise in the morning or afternoon? When is sunset? What time do you get up? What time do you go to bed? Is it a.m. or p.m.?*

F Say the times using a.m. and p.m.

- Write on the board: *I get up at half past seven in the morning. That's ...*
- Students complete the sentence using a.m. or p.m.

Answer: 7:30 a.m.

- Ask students to work in pairs to say the times. Then check answers in open class.

Answers: 1. 9 a.m. 2. 1 p.m. 3. 7 p.m. 4. 8:30 p.m. 5. 1 a.m. 6. 11:30 p.m.

Wrap-up

Time game

- Invite a volunteer to come to the board so that you can demonstrate the game. You say different times and the volunteer has to write them out using the 24 hour clock. For example, say, *7:30 a.m. 5:40 p.m. 3 a.m., etc.*
- When the students understand the game, tell them to continue playing in pairs. Every three or four minutes, students change roles with their partner.

Extra practice



Time Bingo

- Tell the students to copy the following bingo card in their folders.

07:00	15:20	19:55
03:25	11:45	23:15
10:30	02:05	22:40

- Call out the times, using a.m. and p.m. Include some different times as distractors. Students circle the times that they hear and put up their hands when they have completed the card.

Page 28

WRITING

Writing a diary

Warm-up

Revision game

- Divide the class into two teams. Ask a volunteer from each team to come to the board. Write a routine sentence on a piece of paper and show it to them. Explain that they have to mime the action and the first team to say the word or sentence wins a point. Use the following: get up, have breakfast, have a shower, do homework, have dinner, tidy your room, go to bed, and eat pizza.

Presentation

A Read about Carla's routine.

- Write *Writing a diary* on the board. Ask volunteers to explain what a diary is and what sort of content people write in one. Ask the students if they keep a diary or know anyone who does.
- Tell students to open the Learner's Book at page 28 and explain that they are going to read about Carla's routine in her diary.
- Ask the students to cover the text and look at the photos, and then predict what Carla will say about her routine.
- Tell the students to read to check if their predictions are right, then ask them if there is anything unusual about Carla's routine. Ask them if they think it is real or imaginary.

Answer: Imaginary.

Circle the correct option.

- Tell the students to read the diary entry again and choose the right word in sentences 1 to 6.
- Ask students to compare their answers, and then check answers in open class.

Answers: 1. late 2. plays games 3. short 4. likes 5. isn't 6. don't believe

B Make notes about your routine. It can be true or imaginary!

- In open class, read through the first one or two sentence starters and elicit different answers to get the students thinking about their own routines. Then, ask them to work in silence and make notes about their own routine.
- Encourage students to use dictionaries to find useful new words and phrases to use in their diary entries.

Wrap-up

A diary about your routine

- Tell the students to use their notes and the example in B to write about their own real or imaginary routines. Encourage them to refer to dictionaries when necessary.
- Walk around to help and encourage them as they are writing. Make a note of the common errors that they are making.
- List the errors on the board as anonymous, and ask the students to correct the sentences.
- Pin up or distribute their work around the classroom so that they can mingle and read each other's diaries.
- If you tell them not to put their names on their writing, the other students can try to guess who wrote each description.

Extra practice

Imaginary diary



- Tell students to work in groups of three. Tell them to think of a famous person or cartoon character.
- Students work together to write the description of the routine. These routines could be presented on posters with photos or drawings.

ROUNDUP

Warm-up

Revision game

- Write the following lists of words on the board:
 1. North, South, degree, West
 2. 7:00, 9:00, 11:00, 13:00
 3. live, get up, have lunch, do homework
 4. line, home, mine, fine
- Ask the students to find which word is the odd one out in each line.

Answers: 1. degree: it's not a cardinal point 2. 13:00: it's p.m. 3. live: it's not a routine verb 4. home: it doesn't rhyme with the other words

- Ask the class where they normally hear or read words that rhyme.

Suggested answers: in a poem, a song, or a rap

Presentation

A Complete the poems. Then share with a classmate.

- Tell the class that they are going to read an incomplete poem and they have to say what it is about.
- Ask students to open the Learner's Book at page 29 and point out the title of the poem.
- Tell the students to compare their answers with a partner. Then, check answers in open class. Ask the students to explain why they chose their answers.
- Ask the students which photos in activity A they can match to parts of the poem. Different answers are possible. It is important that students explain their answers.
- Invite volunteers to read the first part of the poem to the class and help with pronunciation when it is needed.

Suggested answers:

wake up, Sometimes, eat, bus, watch, night

I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

Wrap-up

Discussion

- Ask the students if they like the poem. Tell them to explain why they like or don't like it to the rest of the class.
- Ask the class if they think the poem has a message and, if so, what this message is.

Possible answer: There are different customs in different places, but we all have a similar routine and are the same in many ways.

Extension

Culture research

- Ask students which cultures they would like to know about and why they feel interested in them.
- Research and discuss about different habits in different cultures. Compare with students' own culture.

Page 30

ACTIVITIES

1 Write a.m. or p.m.

- Tell the students to look at the clocks and write the time using *a.m.* or *p.m.*
- Ask students to check their answers in pairs.

Answers: a. a.m. b. a.m. c. p.m. d. p.m. e. a.m. f. p.m.

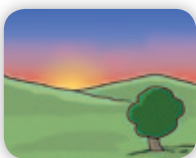
2 Match the words with the pictures.

- Ask students to look at the pictures carefully and say what they see and think about what time of the day it is.
- Explain that each of the words in the centre describes one of the pictures.
- Tell the class to match the words to the pictures.
- Ask students to check their answers in pairs.

Answers:



f. sunrise



c. sunset



e. morning



d. evening



a. Equator



b. afternoon

Extension

Guessing game

- Write two true sentences and one false sentence on the board using frequency words or *a.m.* and *p.m.* For example: *I always get up at 5 a.m. I sometimes go to the library after school. I never watch TV in the evening.*
- Tell the class that they can ask you three questions to help them guess which is false. The class then votes on which sentence is false.
- Tell the students to work in groups of two or three to play the game again.

Page 31

3 Put the sentences in order.

- Explain that the sentences and questions are about people's activities, but the words are not in the correct order.

Answers: a. I go swimming with my brother. b. I go to school by car. c. Albert usually gets up at 7 a.m. d. They never watch TV. e. I don't always have a shower. f. How often do you tidy your room?

4 Ask a classmate about his / her routine and then write a paragraph.

- Ask a student: *What time do you get up?*
- Tell the students to ask a classmate what he/she does every day or at the weekend by making similar questions.
- Ask different students to tell the class what they found out about their partners.
- Tell the students to write out their partner's routine with as many details as possible.

Extension

Guessing game

- Ask students to think of a famous person and imagine his/her routine.
- Tell students to describe the routine they imagined to a partner. They should include, for example, details about the person's job, creations or say why he/she is famous.
- Ask volunteers to perform their conversation for the rest of the class.

GAME & INTEGRATION UNITS 1 - 2

Pages 32-33

Game

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

Page 34

Integration units 1-2

A Complete the sentences.

- Tell students to complete the sentences.
- While the children are completing the activity, walk around the classroom and give help with the words and check their answers.

Answers: 1. I've got a new football T-shirt. 2. Max has got a younger sister. 3. David is eight years old. 4. Ana comes from Italy. 5. We have got homework today. 6. Julia and Cynthia are sisters.

B Complete the missing letters in these routine actions.

- Ask the students which routine activities they remember.
- Tell them to write the missing letter to form routine activities.
- Students compare their answers.
- Check with the whole class.

Answers: 1. wake up 2. have a shower 3. have breakfast 4. go to school 5. do your homework 6. play games 7. tidy your room

C Complete with times using *a.m.* or *p.m.* and play bingo.

- Students complete their charts individually or in pairs.
- The teacher plays the role of the caller.
- The children will then place pennies, rocks or something similar on the time if it is on their card.
- Once a child has crossed out all his/her times, he/she calls out *bingo*.

Page 35

D Answer the questions.

- Ask students to work in pairs with a dictionary to answer the questions.
- Students can volunteer possible words and give example sentences using the different meanings.

Answers: students' own answers, depending on the dictionaries they consult.

E Circle the correct option.

- Tell students to look at the quiz.
- Ask them to read the sentences and choose the correct option to fill the gaps.
- Check the quiz in open class.

Answers: 1. b. fishing net 2. b. hair 3. a. mammals 4. c. What does he look like? 5. a. have got 6. c. threat





3 Art

Objectives:

- Talking about artists
- Describing artworks
- Writing a poem

Key language:

- Adjectives

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 87-95.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 334, 335.

Page 36

Warm-up

KWL Chart

- Write *Art* on the board and draw a chart below with three columns: *What you Know*, *What you Want to know*, *What you Learned*.
- Ask the class to brainstorm ideas to fill the first two columns: *What do you know about Art? What artistic expressions do you know? Who are your favourite artists? What would you like to know about Art, different techniques or different artists?*
- Tell the class that they will complete the third column once the unit is over with everything they will have learnt by then.

Presentation

Setting the context

- Use the questions at the beginning of the unit to connect students with their own experiences and opinions about Art.
- Tell them that throughout history Art has developed in various forms. Elicit these words from students: *Music, Poetry, Painting, Sculpture*.

A Read about poetry and poems.

- Read out loud the definition for *poetry* and make sure students understand where the word comes from, what it means and the characteristics listed. You may want to ask students to provide examples of rhyme and metaphors.
- Ask students what their favourite poems are and tell them that you will read some poems in English.
- Tell them to open their Learner's Book at page 36. Read the first poem out loud, emphasizing pronunciation and stress. Then, ask a volunteer to read it again. Repeat the procedure with the other four poems.
- Ask students which of the poems they liked best and why.
- Choose one of the poems and read it in small groups, each child reading a line at his/her time, until they have learnt the poem.

Page 37

B Read about different kinds of poems and match the poems in A.

- Tell students that the poems they have just read are different types of poems. Ask about the differences they might notice by themselves, such as length and rhyme.
- Ask students to read the definitions in Activity B silently. Then read them out loud for them. Check the cinquains in unit 1 and read them in class.
- Ask students to do the matching exercise in pairs.
- Check with the whole class.

Answers: 1. B 2. C 3. D 4. E

C Say the titles of the poems. There can be more than one correct answer.

- Ask students to read the sentences silently and decide which poem they match.
- Then, ask volunteers to read the sentences out loud and let all the children share their opinion. Accept all the answers and ask children to say exactly what lines in the poems made them arrive at their conclusions.

Suggested answers: 1. B, C 2. B 3. D, E 4. C 5. A

Wrap-up

My favourite poem

- Ask students to choose one of the poems they read to learn it by heart and recite.
- Students get together with those who have chosen the same poem.
- Allow time for rehearsing. Walk around and help with pronunciation.
- Ask volunteers in each group to recite the poem for the rest of the class.

Extra practice

We are authors

- Ask students to choose a type of poem among the types they learned about.
- Allow time for them to create a poem of the chosen type. They may want to work individually or in pairs. Provide them with pictures or play background music to set the atmosphere and help with inspiration.
- Share students' productions and prepare a classroom poster with them.



Extension

Smart poets

- Ask students to illustrate the poems they created as extra practice.
- Display poems and drawings and invite other classes to see them.

Page 38



Warm-up

Poems and songs

- Ask students: *What do you think the difference between poems and songs is?*
- Help them to notice that songs are poems with music, and that songs can be recited and poems can be sung.
- Ask them to remember a song they like and recite it, or to choose a poem they remember and sing it.

Presentation

A Read and sing the poem. Invent the melody!

- Ask students to open their Learner's Book at page 38 and look at the poem and the picture: *What is the title of the poem? What can you see in the picture? What do you think the poem is about? Do you think it's a happy or a sad poem?*
- Draw their attention to the information about the author: *Who is the author of the poem? What do we know about her? When was she born? When did she die?*
- Read the poem out loud for the class. Then, ask volunteers to read it again for the rest of the class.
- Ask students to get together in pairs or groups of three to four. Tell them to invent a melody for the poem. Allow time for preparation and rehearsal.
- Ask the groups to sing the poem in front of the class.

Draw a picture of the poem.

- Ask students what the poem makes them feel and what situations or figures they imagine after reading and singing it.
- Tell them to draw and paint their sensations and impressions freely.
- Play background music to set the atmosphere.

Describe your picture to a classmate.

- Tell students to pair up and describe their pictures to each other. Write useful language on the board. They should describe the shapes, colours and figures they drew.
- Walk around to monitor and help. Keep record of the mistakes you hear to work on them later on.
- Ask volunteers to describe their partner's work to the rest of the class.

Wrap-up

Art effects

- Tell students that we all have different feelings when we look at a picture, read a poem or listen to a song at home, at a museum, at a concert, etc. You may want to share personal experiences with them.
- Ask students what their feelings are towards different artistic expressions. Write on the board everything the children say.

Extra practice



Writing your description

- Ask students to write the description they shared with their classmate before.
- Students exchange their writings and do peer correction.
- Walk around to help and monitor. Keep record of the mistakes you notice to work on them later on.

Extension

Feedback on writing

- Write on the board examples with the mistakes you heard when walking around and monitoring the different activities.
- Ask students what's wrong with those sentences or questions, and ask them to correct them.
- Ask them to copy the correct versions in their folder under the title *Error analysis*.

Page 39

Warm-up

Guess the words

- Write on the board the headings *Today, This week, This year*.
- Tell students that those words refer to the present and ask them to think about words that refer to the past. Elicit from them the words *yesterday, last week, last year*. They can guess letter by letter if necessary, as in the Hangman game.

Presentation

- Ask students to open their Learner's Book at page 39 and look at the grammar table together.
- Ask volunteers to read the conversation between the boy and the girl on the page.
- Ask them to invent and perform similar dialogues.

Language analysis

- Write the words *Yesterday* and *Today* on the board and write: *I am at school*. Ask students under which word they would place the sentence.
- Help them to notice that *am* refers to the present, and tell them that you will start talking about actions in the past.

- Write *I was at school* under *Yesterday* and say: *Now I'm referring to the past*. Underline the word *was*.
- Repeat the procedure with negative and interrogative forms.
- Ask students to provide new examples and write them on the board.
- Draw students' attention to the word *were* and ask them what the difference is with the word *was*.
- Write examples with *were* in the affirmative, negative and interrogative forms. Ask students to provide new examples.
- Say the personal pronouns one by one and ask students to say if they are followed by *was* or *were*.

B Complete the sentences. Use *was, wasn't, were* or *weren't*.

- Read the sentences out loud for the class and ask students to complete them individually with their own ideas.
- Check with the whole class.

Answers: 1. was/wasn't 2. was/wasn't 3. were/weren't 4. were/weren't
5. was/wasn't

C Ask a classmate about his/her last weekend.

- Ask students questions about their last weekend: *Were you at home last Saturday? Were you alone? Were your friends at the cinema?*
- Encourage students to hold this conversation in pairs. Write useful language on the board. Walk around and monitor while students talk.
- Ask volunteers to perform their conversation for the rest of the class.

Wrap-up

Teacher true or false

- Write on the board true and false sentences about your last weekend. Include sentences in the singular and the plural.
- Tell students to guess if the sentences are true or false.
- Encourage students to ask you Yes/No questions to check.

Extra practice



Student true or false

- Tell students that they will play the same game they just played with you, but in pairs.
- Allow time for each child to write his/her true or false sentences.
- Walk around to provide help with the writing and to monitor the interactions. Keep record of the mistakes you might hear.

Extension

Feedback on writing

- Write on the board examples with the mistakes you heard when walking around and monitoring the true/false game.
- Ask students what's wrong with those sentences or questions, and ask them to correct them.

Page 40



Warm-up

Painters and paintings

- Tell students that you will read about three different painters.
- Display pictures of the painters and the paintings in the book and ask students to guess who painted each picture.
- Then, provide some information about each painter and ask students to guess who you are talking about in each case.

Presentation

A Look at the pictures and read about the painters.

- Tell students to open their Learner's Book at page 40 and 41 and look at the pictures to check what they guessed in the Warm-up activity.
- Read the paragraphs out loud for the class. Then, ask volunteers to read again. Make sure students understand the information in each paragraph.
- Focus on the titles of the paintings: *What are the titles of the paintings? What else do we know about them? The year when they were painted. What do the titles refer to? Can you imagine other titles for these paintings?*
- Ask students which painting they prefer and why. Encourage the use of descriptive language.

Wrap-up

Who am I?

- Tell students that they will choose one of the artists they just read about for a classmate to guess. For example: *I'm from Europe. I love colours and nature. I have got a brother. Who am I? Vincent van Gogh.*
- Ask students to pair-up and close their books.
- Students speak about the painter they chose for their partner to guess.
- Walk around to help and monitor.
- Ask volunteers to share their descriptions with the rest of the class.

Extra practice



Writing

- Ask students to write the descriptions they made up in the game *Who am I?*
- Students exchange their writings with a different classmate and repeat the guessing game, this time in written form.
- Walk around to help and monitor the writing. Keep record of the mistakes students might make to work on them later on.

Page 41

Warm-up

Questions

- Ask students the questions in Activity B, orally and without them resorting to the book, as in a memory game.
- Don't correct anything at this stage. Tell students they will have the chance to check their answers later.

Presentation

Answer the questions.

- Ask students to read the questions individually and mark the answers in the texts.
- Check answers with the whole class.

Answers:

1. Velázquez was from Seville, Spain.
2. Velázquez was born in 1599.
3. Van Gogh's paintings were beautiful, emotive and colourful.
4. Theo was Vincent van Gogh's brother.
5. Yes, Miró was Spanish.
6. No, they weren't. Pilar was his wife and Dolors was his daughter.
7. Students' own answers. Check grammar and spelling.

B Choose one of the paintings and describe it for a classmate to guess.

- Remind students the game *Who am I?* and tell them that they will do the same, but this time describing the paintings instead of the painters.
- Allow time for students to write their descriptions individually. Walk around to help when necessary.
- Students exchange writings and guess the painting. Then, they do peer correction.
- Ask volunteers to read their descriptions out loud for the rest of the class.

Wrap-up

I'm a painter!

- Ask students if they would like to become painters, why and what their paintings would be like: *Imagine you are a famous painter. Do you like it? Why? What do you paint? What materials and colours do you use? Where can people see your works?*
- Divide the class into painters and journalists. In pairs, students role-play an interview. Encourage the use of questions and answers in the past (was-were).
- Volunteers perform the dialogue for the rest of the class.

Extra practice

Write the dialogue

- Ask students to write the dialogues they acted out.
- Walk around to help and monitor. Check spelling and grammar.



Extension

Research

- Give students some days to do research on a painter from their country or city. Provide guiding questions:
When was he/she born?
Where was he/she born?
Who were his family?
What were his/her paintings like?
What are the titles of his/her paintings?
What's his/her most famous work?
- Students share the information they found.

WRITING

Writing a poem

Warm-up

Inspiration

- Tell students that poets can be inspired by paintings and that painters can get inspiration from poems.
- Ask them if there is any poem or painting that especially inspires them and gives them ideas for creation.
- Tell them that they will write the type of poem they choose inspired by two paintings.

Presentation

A In your folder, write words or phrases that these pictures inspire you.

- Ask students to open their Learner's Book at page 42 and look at the pictures.
- Ask: *What can you see in the pictures? What are their titles? When were they painted? Who were the artists?*
- Allow some time for children to look at the pictures while words or phrases come to their minds. Tell them to write down anything they come up with. Then, ask them to share their ideas while you write them on the board.

Which of the words or phrases rhyme?

- Ask students to read again the words or phrases they wrote down while looking at the paintings.
- Ask: *Which of your words or phrases rhyme?* Read them out loud so it's easier to check if they rhyme or not.
- Make sure their words or phrases rhyme, or offer alternatives that do.

B Decide what kind of poem you want to write using the words or phrases in A.

- Ask students to go back to page 37 and read again about different types of poems.
- Tell them to choose a type and create a new poem based on the pictures on page 42. They may want to decide on the title before or after writing the poem.
- Ask students to share their poems.

Wrap-up

A poetic class

- Prepare a classroom poster with students' poems.
- Ask them to illustrate their poems.
- Invite other classes to see the productions.

Extra practice

More poems

- Ask students to write one more poem with the words they came up with in activity A but didn't use.
- Walk around to help and monitor.
- Students share their creations.



Extension

Reading poetry

- Visit a library where poetry books in English are available and let students browse them freely.
- Ask them to select poems they like to read aloud, or copy and share later, back in the classroom.
- Encourage students to say what they like about the poems and how they feel when reading and listening to them.

Page 43

ROUNDUP

Warm-up

Artists

- Prepare word cards with the names of the artists on page 43.
- Ask a volunteer to take the cards one by one and show them to the class.
- Ask students if they know who those people were, what kinds of artists they were, when or where they were born.
- Then, display pictures of the artists and ask students to match the names to the pictures.

Presentation

A Choose among these artists. Find information and write a paragraph.

- Tell students to open their Learner's Book at page 43 and choose among the names in the box.
- Tell students that they will have some days to find information about the chosen artists and write about them.

- Tell students to use the guiding questions to help them to select the information and write the paragraph.

B Exchange paragraphs with a classmate and correct each other's writing.

- Once students have brought their paragraphs to class, ask them to exchange the writings to do peer correction.
- Walk around to help and monitor. Keep record of the mistakes you see to work on them later on.

I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

Wrap-up

KWL Chart

- Go back to the chart you presented at the beginning of the unit and remind students of the three columns.
- Ask them to complete the column *What you Learned* with new content they remember from the unit.

Extra practice

Feedback on writing

- Write on the board examples with the mistakes you saw when walking around and monitoring Activity B.
- Ask students what's wrong with those sentences, and ask them to correct them.
- Ask them to copy the correct versions in their folder under the title *Error analysis*.

Extension

Our Art Book

- Gather all students' written works to prepare a compilation. You can also ask students to type their productions and then work together on the front and back covers, and the book binding.
- Allow each student to take the book home for a weekend. Then, it can be kept in the classroom or school library.



ACTIVITIES

1 Circle the correct option.

- Ask students to open their books at page 44 and look at Activity 1.
- Tell them to read the sentences and choose the correct option individually.
- Students compare answers with a classmate.
- Check with the whole class.

Answers: a. was b. were c. were d. wasn't e. weren't

2 Complete the poems.

- Read the poems out loud without completing them.
- Tell students to take some minutes to complete the blanks.
- Check with the whole class.

Answers:

There was a little girl

There was a little girl
Who had a little curl
Right in the middle of her forehead.
When she was good,
She was very good indeed.
But when she was bad,
She was horrid.

Where were you?

Where were you?
I was here alone!
I wasn't happy
Because you weren't with me.
But I was with my puppy.
We had some tea!

Henry Wadsworth Longfellow

3 Complete the dialogue.

- Read the dialogue out loud without completing the lines.
- Students compare answers with a classmate.
- Check with the whole class.

Answers:

Journalist: Where were you born?
Writer: I was born in Germany.
Journalist: Do you live in Germany now?
Writer: No, I don't. I live in Brazil.
Journalist: Were your parents German?
Writer: Yes, they were.
Journalist: What do you like writing?
Writer: I like poetry.
Journalist: (Students' own answers)?
Writer: (Students' own answers).

Extension

Acting out the dialogue

- Invite students to read out the dialogue in Activity 3. Encourage them to change the information.
- Ask volunteers to perform their conversation for the rest of the class.

4 Create your own artwork using the materials and the technique you like.

- Invite students to create their own piece of art freely.
- Allow enough time and encourage creativity.
- Play background music to set the atmosphere.

Describe your artwork.

- Ask students to describe their artworks.
- Write useful descriptive language on the board.

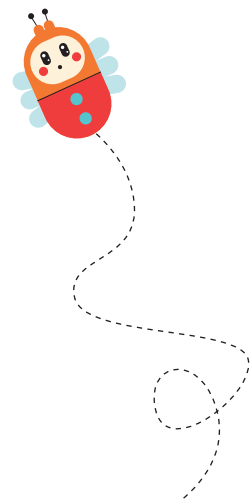
Extension

The Art critic

- Tell students to exchange their artworks and descriptions.
- Each child should play the role of an art critic and speak positively about their classmate's artwork. Encourage children to say what they like about the piece and how they feel when looking at it.
- Repeat the procedure until all students have spoken about different art pieces, so that each child receives various positive feedback comments on his/her artwork.

Role-play: at the museum

- Display a famous painting and ask students to pair-up.
- One of the students plays the role of a tourist guide who is describing the picture to a group of tourists. The other student plays the role of a tourist who makes lots of questions.
- Provide students with information about the painting you displayed so that they know the title, who painted it, when and where.
- Walk around to help and monitor.





4 Origins

Objectives:

- Talking about the past
- Describing life in the past
- Writing a biography

Key language:

- Regular verbs
- Indigenous objects and materials



Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 87-95.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 334, 335.

Page 46

Warm-up

Where people live

- Draw the following four symbols on the board: a triangle, a square, a horizontal semi-circle and a question mark.
- Tell the students that they represent different types of houses from around the world.
- Point to the triangle and ask the students if they can think of any kind of home that is this shape. They may suggest a tent, but if they do not, you can suggest it to ensure that they have an example to help them understand the activity.
- Ask students to work in pairs to think of examples for the other shapes. Remind them to consider people from different cultures, all over the world.

Possible answers: Triangle: tent. Square: house, flat, cabin, shack. Semi-circle: igloo, yurt (Mongolian tent), cave.

Presentation

Setting the context

- Draw a simple picture of a cave, with stick figures around a fire at the cave's entrance.
- Ask the students who they think these people are. Say that they are Aboriginals. Don't explain any more at this stage.

- Write the prediction questions on the board and ask the students if they know the answers.

Answer: Aboriginal people are the original people of Australia who lived there for about 50,000 years before Europeans arrived.

- Ask students to open the Learner's Book at page 46. Tell them to look at the pictures carefully and to say what each one is about. Ask them to compare their answers with a partner.
- Ask them to read the text at the top of page 46, and find the answers to these two questions:

1. *What does indigenous mean?*

2. *Where do most Aboriginal people live today?*

- After 3 or 4 minutes, check the answers to these questions in open class.

Answers: 1. Original or native 2. In towns and cities

- Invite volunteers to tell the class what they think the pictures are about. Discuss the students' answers in some detail and use the illustrations to teach/revise the vocabulary listed below:
- **Aboriginal:** Native people of Australia (all pictures of people).
- **Tribes:** Large groups of people that work, live and travel together (picture of the women). To check understanding, ask if they think the women belong to the same family.
- **Rainforest:** A tropical forest where it rains a lot (picture of map). To check meaning, ask them if they know of other countries that have rainforests.
- **Desert:** A large dry area of land covered in sand (picture of map).
- **Bush:** The Australian word for a forest or a wood (picture of map).
- **Nomads:** People who don't have a permanent home and move from place to place (pictures of caves). Ask the class why they think the Aboriginal people did this. If the students don't know, explain that as the seasons changed they moved to areas with better conditions. If they had already fished or hunted a lot of the animals in one place, they would move somewhere else with more food. If the weather was cold, they moved to an area with caves and then moved outside again in the summer.
- **Cave:** A large hole with one opening in the land. (picture of caves).

- **Collect food:** To find and take edible parts of plants (picture of women). Ask students what objects the women might collect (e.g., fruit, roots, seeds, leaves, bark).

A Look and read.

- Ask students to open their books at page 46 and look at the pictures carefully.
- Read out loud the paragraph.
- Ask for volunteers to read out loud.

Page 47

B Listen and read.

- Tell the class that they are going to listen to someone talking about how Aboriginal people lived in the past. Ask them to look at page 47 of the Learner's Book and to cover page 46 with a piece of paper or their folders.
- While they listen, ask them to point to the picture that the speaker is talking about. Play Class CD Track 12.
- Play the recording again and ask students to check their answers by reading the text on page 47 at the same time.



Listen and read.

TRACK 12

The original Australians

Aboriginal people lived in tribes. There were about 500 different tribes. Each tribe lived in a different area and had its own language and beliefs.

Where they lived

Aboriginal people lived all over Australia. Some tribes lived in the bush, some lived in the desert and some lived in the rainforest. Aboriginal people did not live in houses. They were nomads, so they moved from one place to another. Sometimes they moved because of the weather and often they moved to find food. They lived outside if the weather was fine and if it rained, they stayed in caves or under the trees. The pictures they painted on rocks and in caves show us how they lived.

How they lived

Aboriginal people collected a lot of leaves, fruits and seeds from plants. They also hunted animals and fished in rivers and in the sea. They only collected the food that they needed. They often travelled a long way to find food.

C Say True or False. If your answer is False, explain why.

- Ask the students to answer the questions without reading the text again.
- When they have finished, tell them to compare answers with their partners and then allow them time to read the text in more detail to see if they were right.
- Review answers in open class.

Answers: 1. True 2. True 3. False (they lived in caves, or outside) 4. False (they hunted animals and fished).

Wrap-up

Write questions

- Ask students to work with a partner and write two more true or false sentences about the Aboriginal people on a piece of paper. Encourage them to use dictionaries if necessary.
- Tell students to swap their questions with another pair and decide if the sentences are true or false. Remind them that if they think the answer is false, they must explain why.
- Invite volunteers to read out their sentences to the class.

Extra practice

Reading and thinking

- Ask students to read the text again carefully and decide on the five most important points and write them down in their folders.
- When they finish, tell them to compare their list with a partner and together make a list of the five most important points from their two individual lists.
- When they have done this, put two pairs together and ask the group of four to select the five most important points from their two lists.
- Finally, ask each group of four to select a secretary to come and write their group's five points on the board. Discuss each group's selection. Encourage them to name the similarities and differences and the criteria they used to make their decisions.



Page 48



Warm-up

Matching

- Ask the class to open the Learner's Book at page 48 and to cover the top half of the page with their folders.
- Ask students to look at the four pictures and to work in pairs to match the words in the box to the pictures.
- Review the answers in open class. As they give their answers, encourage them to form complete sentences about the pictures, for example: *the people are sitting in a cave, the women are collecting fruit, etc.*

Presentation

A Listen and sing.

- Ask students to look at the picture of the group of boys and ask them: *Who are they? Why are their faces painted? Would you like to paint your faces like that?*
- Ask students to look at the song title. Ask them who they think My People are. Tell them to read the words to the song quickly and decide who is singing the song.

Answer: an Aboriginal Australian.

- Practise the pronunciation of some of the key words in the song: *collected, hunted, needed, walked, indigenous, tribes, nomadic, travelled, rained, shelter, lived.*
- Play Class CD Track 13 once. Ask students to listen, close their eyes and try to imagine what the song is about.



Listen and sing.

TRACK 13

My people

Long ago my people lived in Australia.

Lived on the land, they were strong and free.

They collected food and hunted when they needed to.

Walked through the deserts and fished in the sea.

The Indigenous Australians lived in tribes and families.

They were nomadic and travelled far.

When it rained they looked for shelter in some caves and under trees.

If the sky was clear, they lived under the sun and the stars.

- Play the song again, but this time tell students to read the song on the page and sing the last word of each line.
- Tell students you will play the song once more and would like them to sing along. Decrease the volume at the end of each line so the class sings these parts alone.

B Answer the questions in your folder using the words in the box. The pictures can help you.

- Tell students to copy the three questions in their folders. When they have finished, ask them if the questions are in the past, present or future. Ask them how they know (because they contain the word did).
- Answer the first question in open class. If a student answers *in caves*, ask if anyone can make a complete sentence: *the Aboriginal people lived in caves*. If a student offers a sentence in the present tense, ask if anyone can change it to the past.

- Ask if there are any more answers to the first question. Elicit as many answers as possible and write them on the board: *they lived in caves, they lived in the bush, they lived in the desert, they lived in the rainforest, or even they lived in caves, in the bush, in the desert and in the rainforest.*
- Ask students to work individually to answer the two remaining questions. Encourage them to write sentences like the ones on the board. As students finish, check their work and invite volunteers to come and write their answers on the board.
- Practise the pronunciation by saying each new word in the sentences individually, emphasising the stressed syllable. Ask students to repeat the word after you. Then practise sentence stress by repeating some of the sentences and highlighting the stressed words.

Answers: 1. Aboriginal people lived in the bush, in the desert and in the rainforest. 2. When it rained Aboriginal people stayed in caves or under trees. 3. Aboriginal people collected food and hunted animals and fished.

Wrap-up

Fill the gap

- Write the words to the song on the board and omit all the verbs. Ask students to work in pairs and write the missing words in their folders.
- Explain that all the missing words are action words. If they can't remember the word, they can think of an alternative that makes sense.
- Play the song again to check answers.

Page 49

Warm-up

Guess the word

- This game is to review new vocabulary. Select a word from the list on page 48 and draw lines on the board to represent each letter of the word.
- Invite students to guess what the word is, by suggesting letters. If they suggest a letter that appears in the word, write it in the correct position. If they suggest a letter that is not in the word, write it on one side of the board and explain that if they guess ten letters which do not appear in the word, you win.

Presentation

C Listen and read.

- Ask students to open the Learner's Book at page 49. Ask the class to work in pairs and imagine what the two children are saying about the book.
- Ask them to write at least two lines of imaginary dialogue in their folders and then invite volunteers to read their conversations aloud.
- Tell the students that they are going to listen to the conversation between the two children. Draw two columns on the board, label them same and different and ask students to copy it into their folders.
- Ask students to listen carefully and compare it with their imaginary conversation. Ask them to write down the similarities and differences in the table in their folders.
- Play Class CD Track 14 once and ask students to compare their ideas with their partner's.
- Play the recording again for students to check their answers and then a third time while they read the text.
- Ask different students to tell the class which parts of their conversation were the same and which were different.



Listen and read.

Jenny: Look! Aboriginal people cooked outside like this.
Chris: Yes! And the children played all day and they didn't study at school!
Jenny: Yes, but they didn't watch TV and they didn't use computers ...
Chris: And they hunted and fished for food.

Language analysis

- Write the following two sentences on the board:
 1. *The children played all day.*
 2. *The children didn't study at school.*
- Read the sentences aloud and ask the class if we are talking about the past, the present or the future.
- Ask them what the action word is in sentence 1 and underline *played* when a student answers correctly. Ask which words show the action in sentence 2, and underline *didn't* and *study*.
- Tell students to look at the dialogue again and to find other examples of positive and negative sentences in the conversation.

Possible answers: Positive: Aboriginal people cooked outside. They hunted and fished for food. **Negative:** They didn't watch TV. They didn't use computers.

- Write the questions: *Did the children play all day? Did they study at school?* And elicit the responses: *Yes, they did; No they didn't.*
- Ask students to look at the grammar table on page 49 and highlight the *-ed* ending for regular verbs in the past and the position of *did* and *didn't* in questions and negatives.
- Write *Aboriginal people collect fruit* on the board and ask students to work in pairs to write the positive, negative and question forms in the past.

D Find out how people lived in your country 200 years ago. Ask adults or check the Internet for help. Then tell your classmate.

- Tell the students that they are going to do a project about their own town and that they need to find out five objects that were different 200 years ago.
- Give them at least two days to find as much information as possible to share with the class.

Wrap-up

Answer my question

- Tell the class that you are going to ask them questions about the Aboriginal people and they can only answer using: *Yes, they did / No, they didn't.*
- Make questions about Aboriginals using the text on page 47. *Did Aboriginal women collect food?*

Page 50



Warm-up

Describing objects

- Bring to class some household objects, or photos of them, for example: nut cracker, corkscrew, light bulb, etc.
- On the board write *It's made of ...* and hold up the first object. Elicit the materials the object is made of. For example: *metal, glass, plastic, wood, etc.*
- Then write *Use* on the board and elicit the use of the object. For example: *You open bottles with it.*
- Ask if anyone knows what the object is called and write the name on the board, then repeat the activity with the other objects.

- Ask students to work in pairs one student thinks of a classroom object and describes it to the other saying what it is made of and what it is used for. The other student has to guess the name of the object.

Presentation

A Look at the pictures and answer: Do you know the objects? What can you use them for?

- Ask the class to open the Learner's Book at page 50. Tell the students to look at the pictures and try to imagine what the objects are. Ask them to think about what each object is made of and what it is used for.
- Tell students to compare their ideas with a partner and then ask for volunteers to share their answers. When one student has explained the use of a particular object, ask if any other students agree.
- As students discuss the pictures, explain the words *bark* and *curved* and write these words on the board. Check that all students understand the meanings.

B Read and match the texts to the pictures above.

- Tell students to read the texts on the page 50 quickly and match the objects to the texts.

Answers: 1. b 2. c 3. d 4. a

- Tell students to read the texts again and find out what each object is made of. While they are reading, write the titles on the board.
- Ask them: *What is the boomerang made of?* Write the answer on the board. Continue with the other three objects.
- Now ask the class to read again and find what each object is used for, but remind them that they do not have to understand everything at this stage.
- Check answers in open class and write the answers on the board.

Answers: Boomerang: Wood; used to hunt and also to play games. Clap sticks: Wood; used to beat out rhythm. Didgeridoo: Wood; used to play traditional songs. Bark Canoe: Bark; used to travel and fish in seas and rivers.

- Tell the class that the didgeridoo and the clap sticks belong together, and the bark canoe and the boomerang belong together. Ask them to read the texts to find out why.

- Check answers in open class.

Answers: The first two are both instruments and are used to make music. The second two are used to get food, either by hunting or fishing.

- Focus on the unusual names of *didgeridoo* and *boomerang* and explain that these are Aboriginal words. Ask students if they know any other words which come from the Aboriginal language (*kangaroo*, *koala*, *kookaburra*, etc.) and practise the pronunciation of these words.

Wrap-up

Reading and discussing

- Ask students to read the texts and write one comprehension question in their folders about each object.
- Ask them to swap folders with a partner and answer the question.
- Discuss some of the questions and answers in open class.

Page 51

Warm-up

Mime game

- Ask a student to come to the front of the class and show them one of the following action words written on a piece of paper: *throw a boomerang*, *play a didgeridoo*, *play clap sticks*, *paddle a canoe*, *hunt*, *fish*, *paint*, *collect fruit*.
- The student must mime the action and the rest of the class can guess what it is.

Presentation

C Read more about boomerangs.

- Write the word *boomerang* on the board, and ask students to tell you what they remember about them. Ask them if people still use boomerangs today.
- Ask them to open the Learner's Book at page 51 and read the information at the top of exercise C to find the answer.

Answer: Yes, boomerangs are still popular today.

- Ask the class to tell you what they have learnt about boomerangs and write a few notes on the board. Explain that in this lesson, they are going to make their own boomerangs.

D Read these instructions on how to make a boomerang and match them with the pictures.

- Ask students to look at page 51 of the Learner's Book. Tell students to look at the pictures and say what they can see.
- Explain that these pictures are not in the correct order. Tell students to work in pairs and decide what the correct order is.
- Ask students if they understand how to make a boomerang.
- Ask them to read through the written instructions carefully and to match each sentence to one of the diagrams.

Answers: 1. c 2. b 3. a 4. e 5. f 6. d

- Show students the sheets of coloured cardboard that you have prepared beforehand. Ask: *What are these for?* Then ask students to review each step of the instructions to you verbally to check they understand the process.
- While students distribute or collect the materials, draw the outline of the boomerang on the board for students to copy. Make sure that all students have completed one step before moving onto the next.
- When students have finished making their boomerang they can try them in an open space. They can also be used to decorate the classroom.

E Do you ever make any toys? What do you make? Tell the class.

- Talk to the class about the importance of recycling and making new toys out of objects they no longer need. Draw the students' attention to the two questions at the bottom of page 51 and ask them to discuss these two questions in pairs and make a list of the toys they have made.

Wrap-up

Boomerangs

- Take the boomerangs out into the playground and let the whole class experiment with how to throw them. Encourage students to try to make small adjustments to the folds on the wings of the boomerang if they don't fly well.

Page 52

WRITING

Writing a biography

Warm-up

Vocabulary game

- Write the following jumbled words on the board. Tell the students that these are all names of Australian animals:
1. okaal; 2. ookranag; 3. brrookkaau; 4. zlrda; 5. aesnk
- Tell students to work in pairs to put the letters in order to discover the words.
- Check answers by asking different students to spell out each word. As they spell, write the letters on the board. If they spell the word incorrectly, stop writing, and ask another student to continue spelling.

Answers: 1. koala 2. kangaroo 3. kookaburra 4. lizard 5. snake

Presentation

- Tell the class to open the Learner's Book at page 52. Ask them if they know who this tennis player is. Ask them to guess where she is from.

Answer: She is an Aboriginal Australian.

A Read the fact file about tennis player Evonne Goolagong Cawley and answer the questions in your folder.

- Tell the class that they are going to read about the woman in the photo. Briefly check students understand that conquer is a synonym for win.
- Write the three questions from page 52 on the board, and ask the class to read the fact file to find the answers.
- Check the answers in open class and encourage students to answer with complete sentences and write them on the board.

Answers: 1. Evonne was born in 1951. 2. She started tennis lessons when she was nine years old. 3. She conquered Wimbledon in 1971.

- Ask students to compare the sentences on the board with the information in the fact file. Ask them why the fact file doesn't include complete sentences.

Answer: It is easier and quicker to find information when we only write single words or short phrases.

- Ask students to try and write another complete sentence using some of the information from the fact file. For example: *She comes from an Aboriginal family and she has seven brothers and sisters.*
- Ask for volunteers to read out their sentences.

B Read and compare the previous fact file with Evonne's biography. Comment with a classmate.

- Tell the class that all of these sentences together tell the story of Evonne's life. Ask the class if they know the word for a factual story of someone's life. Write the answer on the board: *biography*.
- Tell the students to read the biography and to point to the corresponding information in the fact file for each sentence.
- Ask them if all the information from the fact file is included in the biography. To check answers, read a fact from the fact file and ask students to read out the corresponding sentence from the biography.

C Now write the biography of a famous person you like in your folder.

- Tell the students to write these headings on a left-hand page of their folders and leave at least three lines between each one: *Early life, Professional life, Personal life*.
- Ask them to choose a celebrity they admire and to complete as many facts as possible.
- Walk around the class and help with any words that may cause difficulties.
- When you have checked each student's fact file, tell them to start writing their biographies in their folders. Remind them that they have to write complete sentences and to organise them in three different paragraphs.

Wrap-up

Feedback on writing

- Ask students to exchange folders with a partner and to read his/her biography. If you have time, encourage them to continue and swap with three or four more students.
- To round up, invite volunteers to tell the class which biography was the most interesting and to explain their reasons.

Page 53

ROUNDUP

Warm-up

Animals of Australia

- Ask the class if they know the names of any animals in Australia. Most children will know the kangaroo and the koala. If they do, ask them to describe the animals.
- Attach the pictures you have collected to the left-hand side of the board and write their names down the right hand side. See if students can match the pictures to the names by asking for volunteers to draw lines on the board.
- Focus on the kookaburra. Tell the class that today they are going to read about this bird and learn a song about it too.

Presentation

A Read about the kookaburra.

- Tell students to open the Learner's Book at page 53. Ask them to read the first paragraph and to find four objects that the kookaburra eats. Check answers in open class.

Answer: snakes, lizards, frogs and smaller birds.

- Ask them what else they learned about the kookaburra in this paragraph.
- Tell students that the second paragraph is about an Aboriginal legend and check they understand the word *legend* (traditional story). Tell students to read the second paragraph and find out why the kookaburra laughs.

Answer: To wake up the sun and the sleepers.

ACTIVITIES

- Ask students to read both paragraphs again and then ask them a few comprehension questions, for example:
Why is the Kookaburra famous?
What is the most common tree in Australia?
Who asked the kookaburra to laugh?
Why did they ask the Kookaburra to laugh?

Copy the sentences from the text that are in the Simple Past.

- Tell the students to read each sentence carefully and decide if it is in the present or past tense.
- Check answers in open class.

Answer: When the Earth was in darkness, the gods asked the kookaburra to laugh and wake up the sun and the sleepers.

B Describe the picture using these words: didgeridoo, canoe, trees, collect.

- Ask the students to look at the pictures carefully and talk about each one in open class. Write any useful vocabulary on the board.
- Tell students to complete the sentences to describe each picture.



- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

Wrap-up

Memory

- Tell students to swap folders with a partner and to try to answer his/her questions.
- Tell them to try to answer from memory and then check their answers by reading the texts.

Extra practice

Kookaburra

- Give the students two minutes to read the sentences in exercise A again and try to remember them. Then in pairs, one student reads the first part of a sentence aloud and the second student closes his/her book and tries to complete the sentence correctly.



ACTIVITIES

1 Read and match each house with the correct person.

- Ask students to look at the photos of the three houses and say what type of house they are and where they could be.
- Tell the students to look at the pictures of the children and read the three descriptions of the different houses.
- Tell the students to match each person to a house.

Answers: Bob, Michel, Lina.

Answer the questions.

- Tell students to look at the questions and read the text again to answer them.
- Ask students to check their answers in pairs and then review in open class.

Answers: 1. Because it's the house his father lived in when he was little. 2. They moved there two years ago. 3. They spend a lot of time in the kitchen.

2 Read this biography and then complete the fact file below.

- Tell the students to read Emanuel Ginóbili's biography carefully and then complete the fact file below.
- Tell students to compare answers in pairs, although as they have practised with their own fact file they shouldn't have any difficulty completing the missing information.

Answers:

EMANUEL GINÓBILI

Early life

Born: Bahía Blanca, Buenos Aires

Family: parents Jorge and Raquel, brothers Leandro and Sebastian

Idol: Michel Jordan

Beginning to play

First club: Club Andino

Professional life

Started to play in Italy, Europe in 1997.

Cups: 2

Leagues: 2

Joined the Spurs in: 2002

3 Put the sentences in order.

- Explain that the sentences are about Manu Ginóbili's life, but the words are not in the correct order.
- Tell the students to put the words in the correct order.
- Ask volunteers to read out their sentences to check answers.

Answers: **a.** Manu Ginóbili was born in 1977 in Bahía Blanca. **b.** His parents were Raquel and Jorge. **c.** Manu started to play in Europe in 1997. **d.** He won many cups and leagues.

Extra practice



Autobiography

- Write the word *autobiography* on the board and ask students if they know what it means.
- Ask students to write a fact file about themselves. When they have completed their fact file, tell them to swap with a partner and to help each other add one or two more details to the fact file.
- Help them with ideas if necessary, for example: *Who was your first teacher? Did you go to nursery or did your mother or grandmother look after you at home?* Etc.
- When they have completed the first part of the activity, ask them to write their autobiographies on a piece of paper and leave room at the bottom for a self-portrait.
- Display the completed biographies in the classroom.





GAME & INTEGRATION

UNITS 3 - 4

Page 56-57

Game

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

Page 58

Integration units 3-4

A Look at the picture and use the notes to write sentences.

- Tell students who the people on the picture are.
- Read together the information about both artists.
- Encourage children to write complete sentences about the artists.
- Ask volunteers to read their sentences out loud.
- Check grammar and spelling mistakes.

Answers: students' own text compositions

Page 59

B Are these sentences in the past or in the present?

Circle the correct option.

- Tell students to read each sentence carefully and decide if it is in the present or past tense.
- Check answers in open class and ask volunteers to explain how they know if the sentence is in the past or present.

Answers: a. present b. past c. past d. past e. present

C Write about life when your grandparents were children. What was different?

- Tell the students to imagine what their grandparents did and didn't do when they were children.
- Elicit examples and write a few on the board: They didn't play video games, etc.
- Ask them to write their ideas in the space below.
- Check grammar and spelling mistakes.

Answers: students' own text compositions.

Draw your description.

- Ask students to draw their grandparents when they were little children.
- Share the drawings.



5 Inventions

Objectives:

- Talking about the past
- Describing inventions, toys and gadgets
- Writing a story

Key language:

- Irregular verbs
- Inventions
- Toys
- House devices



Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 87-95.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 334, 335.

Page 60

Warm-up

Revision

- Write the following sentences on the board and ask the students to fill in the blanks:

1. I ___ eleven years old.
2. I ___ got brown hair and brown eyes.
3. I ___ in an apartment in the city.
4. I ___ sport at the weekends.
5. I ___ English on Tuesdays.

Answers: 1. am 2. have 3. live 4. do 5. study.

- Ask students if any of these sentences are true for them and ask for volunteers to say which ones.
- Then ask which ones are not true. Elicit full sentences and write them on the board. Revise how the negative is formed in the verbs *be*, *have got* and the regular verbs.
- Elicit the five questions.

Answers: 1. Are you eleven years old? 2. Have you got brown hair and brown eyes? 3. Do you live in an apartment in the city? 4. Do you do sport at the weekends? 5. Do you study English on Tuesdays?

- Tell students to work in pairs and ask each other the questions. Encourage them to respond with short answers: Yes, I am; No, I'm not; Yes I do; No I don't, etc.

Presentation

Setting the context

- Ask students to open the Learner's Book at page 60 and display the cartoon. Tell them to look at the pictures on pages 60 and 61.
- Ask the first prediction question: *What can you say about Alex?* As students reply, list their ideas on the board. Elicit complete sentences. For example: *Alex is a robot. Alex has got a robot dog. Alex plays computer games. He doesn't play football. He lives in a house in the mountains.*
- Ask the second prediction question: *What do you think the story is about?* Accept all their opinions. Students may notice that in the last cartoon frame, Alex is crying. Ask them why they think this is.
- Use questions to elicit more information. For example: *Does he live in an old house? What does he play with after school? Has he got a lot of friends?*
- Tell the students to read the story to check if their predictions are correct and to see which sentences on the board are in the story.

A Listen and read.

- Tell students to listen and follow the story. Play Class CD Track 15 section by section. Allow students to ask about anything they don't understand in each one.



Listen and read.

Alex is a robot. He is 11 years old. He's got a small nose and brown eyes. He lives with his parents in a modern house in the mountains, far from the sea. He does all the things that you and I do. But he is not like us.

One day Alex came home from school on his air-skate. Rex, his mechanical dog, ran to meet him. Alex threw the boomerang for Rex to catch. Alex smiled.

Upstairs, Alex played on his game console. He was a space pilot exploring Mars. He looked out of the window. Out on the hill a group of children played football. They shouted and laughed and ran. Then Alex went downstairs to have dinner.

'Did you have a good day?' Alex's father asked at dinner. 'Yes, dad', replied Alex.

He had everything: an air-skate, a dog called Rex, a game console. Yes, he had everything. Or ... nearly everything.

'I had a great day, but ...'

Alex looked out of the window again.

'I want to have friends. Did you have friends when you were my age?' he asked.

'Yes', answered his father. 'I had lots of friends. You have to go out to play and share your toys with other children.'

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B Ask and answer these questions with a classmate.

- Tell the students to work in pairs to ask and answer the questions. Tell them to find the information in the story and to explain their answers.
- Invite volunteers to report back to the class.

Possible answers: 1. Alex played with his dog and then played on his game console. 2. No, he wasn't happy. 3. He had a mechanical dog, a boomerang, an air-skate and a game console. 4. He didn't have any friends. 5. It is a sad story.

Wrap-up

Speaking

- Tell the students to close their books. Tell them to work together in groups to remember as much as they can about the story and write sentences in their folders.
- If necessary, nominate a 'helper' in each group. The helper refers to the story on pages 60 and 61 to give the other members of the group clues to help them recreate the story in their own words.
- Emphasise that students don't have to remember the story word for word. They just need to explain what happened in their own words.
- Ask different groups to read out their sentences to the class.
- Finally, tell students to open their books again to compare their sentences with the story.

Extra practice

Imaginary conversation

- Ask students to work in pairs.
- Tell them to imagine a conversation between Alex and a new friend.
- Allow time for preparation and rehearsal, and walk around to monitor and help.
- Volunteers act out their dialogue in front of the rest of the class.



Page 62



Warm-up

Vocabulary game

- Write the following jumbled words on the board. Tell the students that these are all words from the story about Alex the robot boy.

1. oby; 2. odg; 3. broot; 4 soen; 5. ploti; 6. roombange

- Ask the students to work in pairs to discover the words.

Answers: 1. boy, 2. dog, 3. robot, 4. nose, 5. pilot, 6. boomerang.

- Check answers with the class by asking different students to say how each word relates to the story. For example: 1. Alex is a boy. 2. He's got a dog called Rex. 3. Alex is a robot. 4. He's got a small nose. etc.

Presentation

A Listen to the song and point at the pictures.

- Tell the students to cover the lyrics of the song. Tell them to listen and point to the things they hear. Play Class CD Track 16.
- Tell the students to uncover the lyrics and listen to the song again, but this time read the lyrics too.
- Explain that the word gadget in the second-to-last line means a small mechanical or electronic piece.
- Ask students to read the song with you. Ask the students to repeat each phrase after you've corrected any pronunciation problems.
- Play the recording again and ask the students to sing along.



TRACK 16

Listen to the song and point at the pictures.

My things

Robots and aeroplanes and mechanical toys
Filling the rooms of modern girls and boys.
Lights and buttons and mobile phones that sing;
These are just some of my favourite things.
My things, my things, my favourite things.
A bicycle is okay but... can it fly?
Computer games take me through space and time,
Washing machines and microwave ovens,
All kinds of gadgets, oh, I simply love them.
My things, my things, my favourite things.

B Say the name of all the objects in the pictures above.

- Ask the students to work in pairs to name the seven objects on the page. After a few minutes ask different students to report back and write the answers on the board.

Answers: 1. a plane / an aeroplane 2. a computer game / a video game 3. a mobile phone 4. a bicycle 5. a microwave oven 6. a robot / a mechanical toy 7. a washing machine

- Model and practise the pronunciation of the most difficult words.
- Ask the students to work in pairs and practise the words in pairs.

C Choose three objects from the song. Describe each one and ask a classmate to guess what they are.

- Tell the students that you are thinking of one of the objects from the song and they have to guess what it is. Say: *It's a toy. It's a mechanical toy. It's got arms and legs. It's got lights and it moves. It's a robot!*
- Ask students to work in groups of three to describe and guess three different objects. Walk around the classroom and give help with any words that are causing difficulties.

D Describe an object in your bedroom.

- Tell students to think of a precious object they have in their bedrooms.
- They write the description individually. Walk around to monitor and help.
- Students share their writings.

Wrap-up

My things

- Ask the students to work with a partner and say which of the objects mentioned in the song they have at home.
- Encourage the class to think and talk about objects that children have today compared with what children had in the past. Ask questions to help with the conversations. For example: *Do you think your parents had the same kind of toys as you have now? What did they have? What do you have that they didn't have? Do you think that children have too many things now?*

Warm-up

Affirmative and negative

- Tell the students that they have to take turns changing a phrase from affirmative, to negative and to question form.
- Start by saying: *I go*. Explain that the next student has to say the negative form, the following student the question form and the student after that chooses the affirmative of a different verb. For example: *I go > I don't go > Do I go? I have > I don't have > Do I have? Etc.* The game can be made more challenging by changing the pronoun to he / she and also using the verbs *be* and *can*.

Presentation

E In your folder, write these sentences from the story in the past tense.

- Write the following sentences on the board: 1. *Alex has got a dog.* 2. *The dog was in the garden.* 3. *Do you have a dog?* 4. *Did you go to the garden?* 5. *We don't play football.* 6. *They didn't play football.*
- Ask the students to work in pairs to decide if each sentence refers to the present or past.

Answers: 1. present 2. past 3. present 4. past 5. present 6. past

- Highlight the grammar table on page 63 showing irregular verbs in the past tense.
- Ask students what the infinitives of *went / had / threw / came / ran* are, then point out the difference between the affirmative past form and the negative (which is formed by *didn't* and the infinitive).
- Ask students to look at the exercise and elicit the first example in open class and write it on the board.

Answer: Alex had a small nose and brown eyes.

- Use the first example to point out that the past form of *have got* is *had* (not *had got*).
- Tell the students to complete the remaining examples and then to compare answers with a partner.

Answers: 1. Alex had a small nose and brown eyes. 2. Alex came home from school. 3. Rex ran to meet him. 4. He threw the boomerang to his dog. 5. Alex went downstairs for dinner. 6. He didn't have any friends.

F In your folder, write five questions in the past tense using the sentences in activity E and ask a classmate.

- Elicit the first question in the past. For weaker classes give clues by putting the gapped sentence on the board: _____ Alex _____ a small nose?
- Tell the students to write the questions with a partner.
- Check answers by inviting volunteers to read out a question.

Answers: 1. Did Alex have a small nose? 2. Did Alex come home from school? 3. Did Rex run to meet him? 4. Did he throw the boomerang to his dog? 5. Did Alex go downstairs for dinner? 6. Did he have any friends?

- Ask the first question in open class and elicit the short answer: *Yes, he did*. Tell the students to ask and answer the questions in pairs. Then ask them to report back with the answers to the remaining questions.

Answers: 1. Yes, he did. 2. Yes, he did. 3. Yes, he did. 4. Yes, he did. 5. Yes, he did. 6. No, he didn't.

- Ask the students similar questions about the story. For example: *Did Alex have a big nose and brown eyes? Did Alex come home from school on a bicycle? Did Rex fly to meet him? etc.*

Wrap-up

True or false

- Write true and false sentences about the story on the board:
 1. Alex didn't have a dog.
 2. He threw the boomerang to his dog.
 3. Alex came home from work.
 4. Alex had many friends.
 5. Alex played on his game console.
- Tell the students to work in pairs to ask and answer questions to find out which are true and which are false.
- Ask volunteers to answer using complete sentences.

Answers: 1. False, Alex had a dog. 2. True 3. False, Alex came home from school. 4. False, Alex didn't have any friends. 5. True.



Warm-up

Vocabulary revision

- Write the heading *Activities* on the board and below two lists of words:

<i>play</i>	<i>a conversation</i>
<i>read</i>	<i>a book</i>
<i>study</i>	<i>computer games</i>
<i>walk</i>	<i>your homework</i>
<i>have</i>	<i>upstairs</i>
<i>do</i>	<i>Maths</i>

- Ask the class to match the words in the two columns to make activities.

Answers: 1. play computer games 2. read a book 3. study Maths 4. walk upstairs 5. have a conversation 6. do your homework.

- Ask the students to work in pairs to think of more words that match the verbs in the first column, for example: play football / the piano / cards, etc.
- Ask different pairs to report back and add their examples on the board.

Presentation

A Read the article and match the names of the robots to the pictures.

- Tell the students to open the Learner's Book at page 64 and look at the pictures and guess what the text is about.
- Ask: *Where is the text from? A web page about robots. What is it about? It's about what robots can and can't do.*
- Ask the students to read the text and find the names of the three robots in the pictures. Ask volunteers for the answers.

Answers: 1. ASIMO 2. KISMET 3. TOPIO.

- Write the following statements on the board and tell the students to copy them in their folders.
 1. AI is short for Artificial Insects.
 2. Robots can do some things that humans do.
 3. ASIMO can walk downstairs.
 4. KISMET can't speak.
 5. TOPIO can play a game.

- Tell students to read the text again and decide if the sentences are true or false. Tell students to compare answers in pairs and then check answers with the class.

Answers: 1. False 2. True 3. True 4. False 5. True

B Answer the questions.

- Check that the students understand the questions. Tell them to ask and answer the questions in pairs and then report back to the class.
- Elicit examples from the class and write them on the board. Possible examples are:
 - *A computer: It can check your spelling. It can organise your photos. It can communicate with other computers.*
 - *A GPS: It can tell you where you are. It can tell you how to get to different places.*

C Talk to your classmate and write a list of things that machines can or can't do.

- Ask two volunteers to read the example exchange. Then ask some more questions and elicit the short answers *Yes, they can* and *No, they can't*. For example: *Can machines fly? Yes, they can. Can machines fall in love? No, they can't.*
- Tell the students to continue in groups of three: First they have to ask a question and then note down their answers following the example in the book.
- Invite volunteers to report back to the class with their examples and list them on the board.

Wrap-up

Machines and people

- Tell the students to think of things that machines can do that people can't do. For example: *robots can work without air but I can't; machines can lift heavy objects but I can't, etc.*
- Ask students to work in pairs and then to report back to the class.

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Warm-up

Different jobs

- Write the heading *Jobs* on the board. Elicit one or two examples and write them under the heading. For example: *teacher, bus driver, nurse, etc.*
- Tell the students to work in pairs to see how many jobs they can think of in one minute.
- Ask them to report back and list the jobs on the board. Check that all students understand the words and can pronounce them correctly.
- Play the 'Charades' game, where a volunteer mimes one of the jobs on the board and the rest of the class has to guess which job it is.
- Tell the students to continue the game in groups of three or four.

Presentation

D Read about Leonardo da Vinci.

- Make sure students have their books closed. Write the name *Leonardo da Vinci* on the board. Ask the students what they know about him and list the facts on the board.
- If the students don't know much about the artist, ask them prompt questions. For example: *Does he live now, or did he live in the past? Was he English or Italian? What was his job?*
- Ask students to open the Learner's Book at page 65. Ask the students to read the text and compare it with the facts listed on the board.
- Write the following comprehension questions on the board and tell the students to copy them in their folders:
 1. *When was Leonardo da Vinci born?*
 2. *How many different jobs did he have?*
 3. *Which famous paintings did he paint?*
 4. *What machines did he design?*
- Tell the students to read the text again to answer the questions and then check their answers with a partner. Finally, review in open class.

Answers: 1. In 1452 2. Eight jobs (painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor) 3. *The Mona Lisa* and *The Last Supper* 4. A wooden bicycle and a mechanical calculator.

WRITING

Writing a story

Warm-up

Robots

- Write the heading *Alex* on the board. Elicit from the class who Alex is. Tell the students to work in pairs to write as many sentences as possible about Alex. For example: *Alex is a robot.*
- After four or five minutes, ask the students to report back. List their sentences on the board and make the necessary corrections.

Presentation

A Look at the end of Alex's story and answer the questions in your folder.

- Ask students to open the Learner's Book at page 66, focusing on the cartoon pictures. Ask the class to describe what is happening in each picture before reading the text.
- Tell the students to work in pairs to answer the five questions. Tell them to write complete sentences for each answer, then check answers in open class.

Answers: 1. The children were on the hill. 2. Alex talked to the children. 3. He said (suggested answer) "Do you want to play with my boomerang?" 4. Rex played with the ball and the children. 5. Alex was happier than before because he had some new friends.

B Use your answers from exercise A to complete the last part of the story and write it in your folder.

- Tell students to refer to the sentences on the board from the Warm-up activity and their answers to exercise A to make up an ending to the story.
- Tell them to work in pairs and to use their dictionaries if necessary. Remind them to start the end of their story as in exercise A: *The next day, Alex and Rex ... etc.*
- Monitor and help as students are writing. Note down any common errors or new language that they need to complete their endings.

C Read the end of your story to the class.

- When the students' stories are complete, invite volunteers to read their endings to the class. Ask the class to say which ending they liked the most and to explain why.

- When you check the answer to question 2, list the jobs on the board and ask the students to explain what you do in each job. When you check the answer to question 3, show the students pictures of these two famous paintings.

E Look at these designs and match them with the sentences.

- Tell the class to look at the designs and try to guess what each invention does. .

Answers: a. 3 b. 1 c. 2

- Add any useful vocabulary to the board, for example: *arrow, bow, enemy, rope, wood, wheel, factory.*
- Ask the students which of the three inventions is the most useful, and ask them to explain why.

F Think of an invention and speak with a classmate: What is it made of? What does it do?

- Tell students that you are thinking of an invention and that they have to guess what it is. Say: *It is made of plastic, metal and glass, you use it to watch the news, films, sports, etc. A television.*
- Tell students to work in pairs and think of another invention and tell their partner what it is made of and what it is used for so that they can guess what it is.

Wrap-up

Review

- Ask students to close their books. Then dictate the following sentences, telling students to leave a blank space when you say the word *gap*. Read twice if necessary:
 1. *This invention is _____ wood and metal.*
 2. *You _____ this invention after you wash your clothes.*
 3. *Leonardo da Vinci was a _____, a _____, an _____, a _____, a _____, a _____, an _____ and an inventor.*
- Tell students to work in pairs to complete them with the missing words, then review in open class.

Answers: 1. made of 2. use 3. painter, sculptor, architect, musician, scientist, mathematician, engineer

Wrap-up

Feedback on writing

- Congratulate the students for their efforts and draw attention to the variety of endings that they came up with.
- Write sample sentences on the board that contain the common mistakes you saw the students making when they were writing. Ask the students to work in pairs to correct the sentences.
- Review in open class and correct the sentences on the board. Then, explain any new language from the writing stage and write it on the board. Ask the students to copy this in their folders.

Page 67

ROUNDUP

Warm-up

In the future

- Ask the students to imagine that the year is 2050 and that now there are new machines that can do different activities. Tell them to work in pairs and list what these machines can do: *machines can do the shopping for you, machines can drive cars, machines can tidy my room, etc.*
- Write one example on the board. Tell the students to write more examples and use their dictionaries if necessary.
- Ask different pairs what their most useful machine can do and list their ideas on the board. Finally, ask the class to vote on the most useful machine.

Presentation

A Circle the correct options.

- Ask students to read the sentences and choose the correct option to fill the gaps.

B Complete the interview to a robotics engineer.

Then compare with a classmate.

- Tell the class to read the dialogue in their book and then to work in pairs to guess which words could fill the spaces.

I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

Wrap-up

A dialogue

- Ask the students to imagine what Alex says when he goes home after playing with the children on the hill. Start the dialogue on the board like this:

Alex: Hi mum.

Mother: Hi Alex! You look happy. Did you go to the hill to play with the children?

Alex: Yes. It was fun! I was in the garden with Rex. I threw the boomerang...

- Ask the students to work in pairs to continue the dialogues. Help with ideas and the extra language that they may need.
- When they have finished writing, give them time to practise their dialogues and then ask for volunteers to read and act them out for the rest of the class.

Extra practice

20 questions game

- Tell the class that you are thinking of an object. Write on the board: *toy, gadget, or appliance?*
- Explain that an appliance is a machine you have at home, like a washing machine or a microwave oven.
- Explain that they have to guess the object you are thinking of by asking questions, but that you can only say *yes* or *no*.
- Encourage them to ask questions like: *Is it a toy? Is it white? Can it move? Is it in the kitchen? etc.*
- When the students understand the game, ask them to work in groups of three and continue playing.



ACTIVITIES

1 Use the words in the box to complete the description of Alex.

- Tell students to look and try to remember as much as they can about Alex.
- Tell the students to read the description of Alex and fill in the blanks with the words from the box.
- Ask students to compare answers in pairs and then ask for volunteers to read out lines from the text.

Answers:

Alex is a robot. He is 11 years old. He's got a small nose and brown eyes. He lives with his parents in a house in the mountains, far from the sea. The house is surrounded by hills and trees and it is very modern. Alex has got lots of modern things, too. He has got an air-skate and a mechanical dog called Rex. He has got a console game and lots of video games. Alex does all the things that you and I do. But he is not like us.

2 Match the words with their definitions.

- Ask the class to read the descriptions carefully and match each one to the correct name.

Answers:

- Rex. It's a mechanical dog.
- Alex. It's a robot boy.
- A robot. It's a machine that does different human actions automatically.
- An air-skate. It's a futuristic skateboard that hasn't got wheels.

3 Invent another futuristic object for the story. Draw it and write a description.

- Tell the class to use their imagination to think of another futuristic object that could appear in the story about Alex.
- Tell them to draw it in the box on page 68 and then write a description of the object.
- Ask for volunteers to read their descriptions to the rest of the class.
- Check grammar and spelling.

Answers: students' own answers.

Extension

My own robot

- Ask students to work in pairs.
- They invent and draw a robot. Then, they write a description similar to the one in Activity 1.
- Walk around to monitor and help.
- Students share their drawings and descriptions.

4 Write questions about Alex for these answers.

- Tell the students to read the statements about Alex carefully and write a question for each one.
- Point out that all of the sentences are in the past tense and that the questions should also be in the past.

Answers: **a.** What did Alex look like? **b.** Where did he live? **c.** Did he have a (cat)? **d.** What did he do after school? **e.** Did he have any friends? **f.** How did he go to school?

5 Put the words in order.

- Ask the class to look at the sentences and explain that the words are in the wrong order.
- Ask the class to read the words slowly and put them in the correct order to make complete statements.

Answers: **a.** I have got lots of toys. **b.** Alex had a mechanical dog? **c.** Alex didn't have any real friends. **d.** Have you got a cat? **e.** Did you have fun at the theatre? **f.** I haven't got a robot.

Extension

True or false quiz

- Write the following sentences on the board:
 - Alex has got blue eyes.*
 - Alex has got an air-skate and a mechanical dog.*
 - Alex lives on Mars.*
- Ask the class to say if the sentences are true or false.

Answers: 1. False 2. True 3. False

- Tell the students to work in small groups of three or four and write more true and false sentences about the story. Remind them to write if the sentences are true and false in their folders. While they are writing, monitor and help with any problems.
- When they have finished writing the sentences, tell students to swap with another group and decide if the sentences are true or false.
- Groups can check their answers by comparing their answers with the other group.



6 The environment

Objectives:

- Talking about natural disasters
- Describing nature
- Writing a report

Key language:

- Weather
- Natural disasters

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4, 9-13.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 87-95.

Foreign Language Guidelines of Province of Buenos Aires

e-sm.com.ar/guidelines_PBA

Pages 334, 335.

Page 70

Warm-up

Jobs

- Ask the class if they have thought about what they want to do when they grow up. Ask them to work in small groups and to tell each other what kind of work they would like to do. Ask one student from each group to report back on the group's choices.

Presentation

Setting the context

- Ask students to open the Learner's Book at page 70. Tell the students to look at the pictures in pairs and answer the two prediction questions.
- Encourage the students to explain their answers. Write possible answers on the board.

A Listen and read.

- Ask students to read the first caption and check whether their answers to the predict questions were correct.

Answers: 1. No, she travels around the world. 2. She's a photographer

- Now ask them to read the next two captions to find out more information about Annie. Ask for volunteers to say any information they found out.
- Tell the students to find the following words in the texts and to discuss the meaning of each word with their partner: *events, damage, hurricane, earthquake, eruption, dangerous, volcano.*
- Remind students to look at the context that the words appear in to try to understand them. Discuss the meaning of all the words in open class and ask for examples to check understanding. If students cannot think of example sentences, select sentences from the text to illustrate, for example: *Damage: ... the damage of hurricanes and earthquakes.* Ask students to think about what *damage* means in this context and then give more examples: *The storm damaged my house; all the windows are broken now, etc.*
- Practise the pronunciation of these words and focus on the stressed syllables: *events, damage, hurricane, earthquake, eruption, dangerous, volcano.*
- Play Class CD Track 17 and tell the students to listen and read. Play it at least twice.



Listen and read.

This is Annie. She's a photographer and works for Comet Photo Agency. She travels around the world and takes photographs of many different events.

Last year she covered the damage from hurricanes, earthquakes and fires, and the eruption of a dangerous volcano.

Then her photographs appeared in the main newspapers in the world.

Page 71

B Read the captions and match them to the pictures.

- Tell the students to cover the text and look at the pictures on page 71 of the Learner's Book. Ask students to look at each picture and to discuss with their partner what they can see in each one.
- Review in open class and encourage them to think of any examples of natural disasters they may know of, from learning about them in other subjects or from watching the news on television.

- Tell students they are going to read six captions, and they have to match them to the pictures. Explain that to do this easily and quickly they should focus on keywords.
- Ask them to look at picture E and to describe the picture. Write the words on the board, for example: *helicopter, fire, water, forest*. Now ask students to do the same for the other five pictures and write two to four words for each picture. Ask them to compare with a partner and to add any of their partner's words to their own lists. Help with vocabulary where necessary.
- Tell the class to look at the captions and to try to find the keywords. Ask them to write the correct caption number next to each letter.
- Ask them to check their answers in pairs and then review in open class.

Answers: a. 4 b. 1 c. 6 d. 3 e. 2 f. 5

- Write the following words on the board and then ask students to find them in the captions: *destroyed, extinguish, evacuated, floods, bridges, erupted, expels, lava, tornado, formed*.
- Ask students to work with a partner to work out the meaning of each of the words from the sentence and the picture. Encourage them to use strategies to help them, for example: *Think about whether the word is a verb or a noun*.
- Review in open class and encourage students to think of example sentences using these words to check their understanding. For example: *My car was destroyed in the accident. We extinguished the fire with some water. There was a fire in the school and we evacuated the building, etc.*

Answer the questions in your folder.

- Tell the students to read the questions to themselves and then to answer them verbally with a partner.
- When they have discussed each picture, ask them to write the answers in their folders using complete sentences. As they are writing, walk around and note down any common errors that they make.

Answers: 1. Helicopters collected water from the sea and dropped it on the fire in California. 2. The tornado formed over a lake. 3. The medical services evacuated the injured people. 4. An earthquake destroyed the region of Sichuan. 5. Kilauea volcano started erupting in 1983. 6. Floods destroyed bridges and roads in Spain.

Wrap-up

Error analysis

- Write the errors that you noted down in exercise B on the board. Tell the class that each sentence contains one or more mistakes. Ask them to try to find the errors and then compare answers with a partner.
- Invite early finishers to come to the board to correct the errors.

Extra practice

Best photo

- Tell the students to think about which photo they consider the most impressive.



Page 72



Warm-up

Brainstorming

- Tell students to work in small groups and to think of as many different words related to the weather as possible. Ask one member from each group to read out the words and list them on the board.

Possible answers: rain, sun, storm, dry, wet, hurricane, snow, ice, hail, tornado, fire, drought, flood, tidal wave (tsunami), etc.

- Ask the groups to think of something positive and something negative about each of these words. *Rain is good because plants need it to grow; but too much rain can cause floods, which damage homes and the countryside.*

Presentation

A Listen and point at the pictures.

- Tell the students to cover the song and to look at the photos at the top of the page 72.
- Tell students they are going to listen to a song called *The Weather is Mad* and write the title on the board. Ask them to listen to the song and point to the picture that is being described in each verse and then to note it down in their folders.
- Play Class CD Track 18 twice.



Listen and point at the pictures.

TRACK 18

The weather is mad

Sometimes the weather is calm.

Sometimes the weather goes wrong.

The sky turns grey and we don't know why hurricanes start to blow.

The weather is mad...

Sometimes the sky is dark and we see tiny sparks.

Smoke comes out from holes so deep in volcanoes that were asleep.

The weather is mad...

Sometimes the land is hot and dry.

The sun shines bright in the sky.

So don't make fires that burn the trees!

Don't burn their flowers and their leaves.

The weather is mad...

B Complete the sentences about the pictures with the words in the box. There are three extra words.

- Ask students to open the Learner's Book at page 72 and to work with a partner to describe what is happening in each picture.
- Tell students to look at the words in the box and read them aloud. Correct pronunciation, focusing on the stress in each word. Ask the whole class to repeat the words.
- Tell the students to complete sentences 1., 2. and 3. using the words in the box.

Answers: a. erupting / ash / lava / smoke b. destroying c. burning / dropping.

Wrap-up

Sing the song

- Divide the class into three groups, A, B, and C. Tell group A to sing the first verse, group B the second verse, and group C the third verse. Tell the class to sing the chorus together.

Page 73

Warm-up

Guessing game

- Prepare cards with words from the previous two classes, then divide the students into two teams and ask one student from each team to come to the front.
- Explain that you will show the two students a card with a word on it and they have to mime or make a sound effect to help their team guess the word.

- The first team to say the word wins a point and then another volunteer from each team comes to the front and the game continues.

Possible words include: volcano, hurricane, tornado, earthquake, fire, helicopter, water, flood, evacuate, ash, lava, sky, burn, drop, destroy, extinguish.

Presentation

C Listen to the dialogue and answer the questions in your folder.

- Ask the class to open the Learner's Book at page 73.
- Tell the class that Helen and the boy are talking about Peter's holiday in Guatemala. Tell the students they are going to listen to them talking, but before that they are going to guess the answers.
- Tell them to look at the questions below the photos and tell them to write at least two possible answers to each question.
- Play Class CD Track 19 and tell the students to decide if any of their predictions were correct.



Listen to the dialogue and answer the questions in your folder.

TRACK 19

Peter: Hi, Helen! How was your summer? Where did you go?

Helen: Great! We went to Guatemala.

Peter: That sounds great. Who did you go with?

Helen: I went with Mum and Dad and my sister Rachel.

Peter: Wow! What did you do there?

Helen: We went to see a real volcano. It's called Pacaya.

Peter: Wasn't it dangerous?

Helen: No, we didn't go near the volcano. We walked in the mountains and visited some of the villages.

- Play Class CD Track 19 again and ask students to answer the questions.

Answers: 1. To Guatemala. 2. Mum, dad and sister Rachel. 3. A volcano. 4. No. 5. Mountains and villages.

Language analysis

- Highlight the first question on the board: *Where did Peter go in the summer?* Ask students to answer the question with a complete sentence: *He went to Guatemala.*
- Ask students: *Are we asking about the past, present or future?* Focus on the word order for the question: question word + did + subject + infinitive...?
- Now write the question word *Who* on the board and elicit the question: *Who did he go with?* Next, write the question word *What* and elicit the question: *What did he visit?*

- Ask the class the three questions and write the answers on the board. Then ask what type of information each question word asks about.

Answers: where: place, who: person, what: object.

- Highlight the grammar table at the top of page 73 of the Learner's Book and ask them to read it carefully and find out what type of information *when* and *why* ask about.

Answer: when: time, why: reason.

D Talk to a classmate and ask about his/her holidays.

- Ask students to remember everything they can about their Summer, Christmas or Easter holidays, and to make notes in their folders. Encourage them to think about the question words *where*, *who*, *what*, *when*, *why* as they write.
- Tell students to work in pairs and ask and answer the questions in the box about their partner's holiday.

Wrap-up

More about holidays

- Ask a student about his/her partner's holiday in open class.
- Draw attention to the fact that the subject is changing from you to he/she. For example: *Where did Juan go? He went to Brazil.*
- Ask students to change partners and ask and answer the same questions about their former partners' holidays.

Page 74



Warm-up

Question writing

- Draw two smiling faces on the left-hand side and the right-hand side of the board. Under the face on the right, list these answers:

I went to Hawaii.

I went with my grandparents and my cousin.

We went to the beach and I learnt to surf.

We saw lots of volcanoes, and a jungle.

We went at the end of July.

- Tell students that this is a conversation between two people. Ask students imagine the questions.

Answers: Where did you go? Who did you go with? What did you do? What did you see/visit? When did you go?

Presentation

A Read about volcanoes and match each paragraph with a picture.

- Ask the class if they would like to see a volcano or climb one. Tell them to work in groups of three and to think of everything they know about volcanoes. Write: *What, Where, Why, When* on the board and ask students to think of questions and answers about volcanoes. Do the first one as an example: *What is a volcano?*
- Ask the class to open the Learner's Book at page 74 and at each picture and decide what they think it shows.
- Discuss the answers in open class, ensuring that the following vocabulary is dealt with at this stage: *tectonic plates (huge pieces of rock that form the surface of the Earth) cracks, explode, Earth's surface, cone, crater, erupt.*
- Ask students to write down three keywords for each of the pictures in their folders and then to compare their list with a partner.
- Tell the students to read the three short texts on page 74 quickly and look for any keywords from their lists to be able to match the texts to the pictures.
- Review in open class, highlighting the keywords.

Answers: a. 1 b. 3 c. 2

B Write True or False. If your answer is False, say why.

- Tell the students to read the texts again, but this time in more detail.
- Tell them to read the sentences carefully and decide if they are true or false. Remind them that if they think they are false, they should explain their answer.
- Tell them to compare their answers with a partner and then review answers in open class.

Answers: 1. False (Some volcanoes are on tectonic boundaries, others occur at hotspots) 2. True 3. True 4. True 5. False (Lava is melted rock, not a gas).

Wrap-up

More questions

- Ask students to read the texts on page 74 carefully and then to work in pairs to write four or five questions about volcanoes on a piece of paper.
- Ask them to swap their questions with another pair and try to answer their classmates' questions on the sheet of paper.
- Collect the sheets of paper at the end of the lesson and tell the students that you will use the questions to give them a quiz about volcanoes at a later date.

Page 75

Warm-up

Quiz

- Prepare a short volcano quiz, based on the questions students prepared before. Write ten appropriate questions on the board.
- When the quiz has finished, ask students to swap papers and go through the answers together.

Presentation

- Write the words *Natural disaster* on the board and ask students if they can think of any examples of natural disasters. Write their answers and try to elicit as many as possible. Natural disasters they may know include: volcanoes, hurricanes, fires, floods, tornadoes, earthquakes, tsunami (tidal waves), avalanches.
- Check their understanding of the word *disaster* by asking: *Can a disaster be a good thing? No. If a volcano erupts in the sea and forms an island and no one is hurt, is it a disaster? No.*

G Make a *Natural disasters* poster like this one.

- Ask the class to open the Learner's Books at page 75. Ask the following questions in open class: *What is the name of the natural disaster? Where in the world does this type of disaster usually occur? What causes this type of disaster?*
- Ask the students to read the caption for each picture and compare them with what they said in the discussion.
- Ask students to work with a partner to make a poster. Ask them to look at the list of materials they will need,

and ensure that they have everything before they begin. Arrange items such as poster paper and pictures at the front of the classroom.

- Tell one student from each pair to come to the front and select three or four pictures of different kinds of disasters. Ask them to think about what they are going to write. Each picture needs a short caption describing the natural disaster.
- Tell students to write the captions in their folders first.
- When they have finished the captions, encourage students to arrange the photos in an attractive way and think about the layout of their poster. When they are happy with the design, tell them to stick the photos to the poster paper and write the captions under each one.
- Display the posters around the classroom.

Wrap-up

Viewing

- Allow students to wander around the classroom to look at and read all the posters. Ask them to read the captions carefully and to think about what the posters have in common and what makes them different.
- When they have looked at all the posters, ask each student to decide on his/her favourite poster. Invite volunteers to tell the rest of the class why he/she has chosen this poster and to explain what makes it special.

Page 76

WRITING

Writing a report

Warm-up

Revision game

- Write the following sentences on the board: *We went to Africa. We saw giraffes, hippos and lions. No, we didn't see any tigers, there are no tigers in Africa. We stayed in tents in the savannah. We ate rice, chicken and vegetables.*
- Explain that these are the answers to questions in a conversation. Ask what the conversation is about.

Answer: One person is asking another about his/her trip to Africa.

- Ask the students to write a question for each answer.

Answers: Where did you go? What (animals) did you see? Did you see any tigers? Where did you stay/sleep? What did you eat?

Presentation

- Ask the class to open the Learner's Book at page 76 and ask who they think the man is and what he does.
- Tell them to read the short introduction to check their ideas.
- Ask questions to check comprehension: *Who is the man in the photo? (Mark Ford) What is his job? Reporter. What is he doing in the photo? Writing a report about a volcano. What can we see in the second and third photos? A volcano in Iceland erupting. When did this happen? In 2010.*

A Read Mark's notes and complete the report.

- Ask students to look at the notes on page 76. Check the meaning of the words.
- Then, they compare it with the notes he made. *What is the main difference between the two texts? The article uses complete sentences in a formal style. Which text is longer? The article. Do both texts include the words "a" and "the"? Why/why not? The notes don't use the words "a" or "the" because Mark wanted to write as few words as possible.*
- Ask students to use the notes to complete the article.

Answers: erupted/started to erupt, lava, east, 200, 500, airport, cancelled.

B Use these notes to write a report about a volcano in your folder.

- Tell the students to read the notes in exercise B and to ask about anything they don't understand.
- Tell students to write their reports in their folders. Remind them that the report should have two paragraphs.
- As students are writing, walk around and keep record of the correct and incorrect sentences they are writing.

Wrap-up

Feedback on writing

- Write sample sentences from the students' writing on the board. Explain that all the sentences are from their reports and that some contain errors, but some do not. Ask the students to work in pairs to correct the sentences which are wrong.

Extra practice



Dictation

- Explain that sometimes, journalists have to make their reports by telephone. Ask students to work in groups of three and nominate each student A, B or C.
- Tell A to open his/her Learner's Book and look at the magazine article. Tell B and C to close their Learner's Book and give them a piece of blank paper.
- Tell A to dictate the article, while B writes and C helps with spelling and grammar. Remind students that if B and C don't understand one of the words, A can spell it.

Page 77

ROUNDUP

Warm-up

Research

- Tell the class to research a famous volcano using the Internet or a library. Ask them to find the answers to the following questions:
Where is the volcano?
When did it last erupt?
What damage did it cause?
- Students can do the report on pieces of paper and include illustrations or photos, which can be used to decorate the classroom.

Presentation

A Look at the chart and classify these words.

- Tell students to look at the words in the box carefully and write each one in the correct column.
- Tell students to compare in pairs and then review in open class.

B Talk with a classmate.

- Tell the students to read the questions carefully and then hold a conversation with a classmate.
- Ask students to compare answers in pairs and then review in open class.

Answers:

Volcano: smoke, lava, gas, rock

Hurricane: spiral, wind

Forest fire: ash, high temperatures

Flood: rain, sea, snow, lightning

Earthquake: shake, break

I can

- Students reflect on what they have learnt in the unit and select the answers that are most appropriate for them.
- Read out the sentences and tell students to complete them with the option which applies to them.

Wrap-up

Writing

- Ask students to come to the board and write the names of some natural disasters. When you have a list on the board, ask students to work in pairs to try to write definitions for three or four of the disasters without looking at their books.
- When they finish, ask students to swap definitions with another pair and correct any errors they find. Walk around the classroom and give help where needed.

Page 78

ACTIVITIES

1 Circle the correct option.

- Ask students what they remember about Annie.
- Explain that the sentences are about her and they have to complete each one by circling the correct option.
- Tell students to check answers with a partner and then ask for volunteers to read out the sentences to review.

Answers: a. photographer b. an agency c. the world d. many different events e. photographs

2 Match the words with the definitions.

- Ask students to cover the list of words on the left (a-e) with their folders and to read the definitions.
- Ask the class if they can guess the words from the definitions. Then ask students to uncover the words and work in pairs to match them to the definitions.
- Review to see if the initial guesses were correct.

Answers: a. Earthquake. When the Earth moves and shakes, and buildings and bridges fall. b. Hurricane. A very violent wind or storm. c. Flood. When a large amount of water covers an area of land which is usually dry. d. Tornado. Circular winds with a spiral-shaped cloud in the centre. e. Fire. Hot flames that burn and damage things.

3 Write sentences using these words. Share them with a classmate.

- Make a sentence using one of the words, for example: *In May 2011, an earthquake destroyed many buildings in Lorca, Murcia.*

- Ask the students to continue with the remaining words in the box and write a sentence using each one.

Answers: students' own answers. Check content, grammar and spelling.

Extension

- Write the following sentences on the board and ask the students to fill in the blanks.

1. The v_____ near my village e_____ and d_____ most of the houses.

2. H_____ and f_____ are common in many countries in Asia.

3. H_____ are very useful when there is a natural disaster, they can e_____ people from dangerous places or d_____ water on a f_____.

Answers: 1. volcano/erupted/destroyed 2. hurricanes/floods 3. helicopters/evacuate/drop/fire.

Page 79

4 Read the report about a tropical storm.

- Ask students to read through the text and find all the countries that are mentioned in the article.

Answers: Mexico, Guatemala, Nicaragua, El Salvador, Honduras.

Imagine the reporter's notes before writing the article and write them down.

- Write the first paragraph of the article on the board and ask students to identify the most important words. Rub out the less important words until you end up with notes, for example:

Tropical storm Agatha

- Cyclone

- Floods, Central America and southern Mexico.

- 2010

- Ask students to continue with the rest of the article. When the paragraph is finished, explain that they can now write the key words into the notes section on the page.

Extension

An interview

- Tell students to imagine they are going to interview a famous reporter about his/her job. Ask them to write four or five questions and answers. Walk around to monitor and help.

GAME & INTEGRATION UNITS 5 - 6

Page 80-81

Game

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

Page 82

Integration units 5-6

A Match the questions with the answers.

- Tell students to read the questions and match them to the correct answers.
- Ask students to compare answers with a partner and then check answers in open class.

Answers: 1. When did Kilauea volcano erupt? It erupted in 1983.
2. What did last year's floods destroy? They destroyed villages and crops.
3. How did helicopters extinguish the forest fire? They collected water from the sea and dropped it on the fire.
4. What did the photographer cover last week? She covered the eruption of a volcano.
5. What did the medical services do after the earthquake? They evacuated injured people in helicopters.

B Circle the correct option.

- Tell students to look at the quiz.
- Ask them to read the sentences and choose the correct option to fill the gaps.
- Correct the quiz in open class.

Answers: 1. a. extinguish 2. b. crops 3. a. When did you go? 4. b. Who 5. c. Iceland 6. a. tectonic plates

C Write questions for these answers.

- Explain to students that these are answers to questions. Encourage them to look at the type of information in the sentences and decide which question words correspond to them.
- Ask students to work in pairs and write questions for these answers.
- Ask for volunteers to read out their questions. Write them on the board and encourage the whole class to help you correct any errors.

Answers: 1. What did they do? 2. When did they go? 3. Where did they go?

Page 83

D Remember your last weekend and draw what you did. Then, tell a classmate about it.

- Students draw an activity they remember from the previous weekend.
- Then, they tell a classmate about it: *On Saturday, I played football with friends.*

Write questions you want to ask your classmate about his/her weekend and share.

- Encourage students to write questions in the past using different WH- question words.
- Walk around and monitor.

Complete.

- Students complete the sentences with their own opinions and share their answers.



Page 84

1 Write the family words in the correct columns.

- Explain to students that when we talk about our families in English, some words are only used for female members of our family, some words are only used for male members of our family and some words can be used for both.
- Highlight the two examples in the table: uncle (male) and parents (both).
- Tell the students to read the family words in the box carefully and put them in the correct column below.
- Ask students to compare their answers in pairs and then check in open class.

Answers: Male: brother, father, uncle. **Female:** aunt, mother, sister.
Male and female: cousin, children, grandparents, parents.

2 Match the countries to the nationalities.

- Ask the students to look at the flags and the names of the countries below each one.
- Tell them to match each country to the correct nationality.

Answers:
 France - French Australia - Australian
 Canada - Canadian United Kingdom - British
 United States - American

3 Complete Brian's family description using the words in the box.

- Ask students what they remember about Brian Porel (the boy in unit 0). Explain that the text in this activity is about Brian.
- Allow students to read the words in the box and the text at their own speed. Then, they have to complete the text with the missing words.
- When they have completed the activity, invite a volunteer to read out the complete text while the rest of the class check their answers.

Answers:

My name is Brian Porel. I live in England. England is part of the United Kingdom.

My mother's name is Jan. She's from California, in the United States. She's American.

My father's name is Gerard. He's from Cannes in France. I speak French with my dad and English with my mum. I've got two sisters, Martha and Melissa. They are both three years old. They are twins! My aunt and my grandparents are Canadian. They live in Canada. My uncle is Australian. He lives in Australia.

Page 85

4 Use the words in the box to describe the girls in the picture.

- Ask students to look at the pictures of the two girls. Ask them if they think they are sisters or friends. They should say that they aren't sisters because they look very different.
- Tell the students to read the words in the box and think about which words describe each person best.
- Tell students to write descriptions for each girl in the space below.
- Ask for volunteers to read their descriptions and see if the rest of the class agree with them.

Answers:

Claire is tall and thin. She's got curly hair. She's pale.

Carol is short and chubby. She's got long hair. She's tanned.

5 Use the words in the box to complete the table below.

- Explain that the words in the box can be used to describe hair, eyes or skin and highlight the words *short*, *brown* and *tanned* in the table below.
- Tell students to complete the table with the other words in the box.
- Review answers in open class.

Answers: Hair: short, long, curly, fair, red. **Eyes:** green, blue **Skin:** freckled, pale

Page 86

6 Label the killer whale with words from the box.

- Ask students what they can remember about killer whales.
- Tell the students to read the words in the box and write them by the corresponding part of the killer whale's body.

Answers: A. beak **B.** belly **C.** dorsal fin **D.** tail

7 Match the names in the box with the pictures.

- Tell students to look at the four photos and ask them if they know what animals they are.
- Explain that they are going to read the descriptions of these four animals and they have to write the correct number in each photo.
- Ask students to compare their answers with a partner, then check all together.

Answers: A. bottlenose dolphin B. beluga whale C. blue whale D. sea turtle

Page 87

8 Complete the paragraphs with words and phrases from the box. Then put them in the right order.

- Tell students to look at the e-mail briefly and ask them what it is about. (*Pandas*).
- Tell the students to read the words and phrases in the box and then use them to complete the paragraphs in the e-mail below.
- Ask students to check their answers in pairs.
- Explain that the paragraphs are not in the correct order and tell students to put them in order by writing numbers in the boxes next to each paragraph.

Answers:

Dear Susan,
How are you? I'm fine. I am researching pandas for our class report. There is lots of information about them on the Internet. Let me tell you what I have got. Internet says that pandas live in the bamboo forests of China. They have got a funny name there, 'Xiongmao'. Do you know what that means? Cat bear! Pandas are always eating and sleeping, although they do not hibernate. They eat mostly bamboo, but they also eat insects and mice. Pandas are in danger. Maybe you can research why. Let's talk about it at school tomorrow.
Bye, Gary.

Extension

Group description

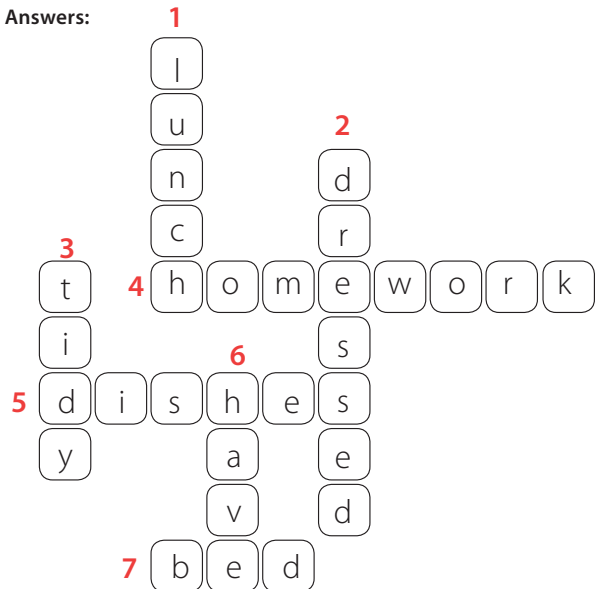
- Ask students to make groups of two to four.
- Tell them to choose a character, a picture or a text in the unit that they like. They must reach an agreement in the group.
- Then, a speaker in each group explains the choice and describes the picture or reads or sings the text.
- Ask the groups to illustrate their choices under a free style.
- Make sure children make different choices when you repeat this activity.
- Make sure there is a different speaker in the groups, so that all children get a chance to talk.

Page 88

1 Do the crossword.

- Tell the students to work with a partner and look at all the pictures carefully and say which daily activity is shown in each one.
- Tell students to read the clues and complete the crossword individually.

Answers:



2 Complete the sentences with a word from the box and a time.

- Tell the students to complete the sentences to describe their own routines.
- Check answers by asking different students questions: *What time do you get up? What do you have for breakfast? etc.*
- Ask students to work in pairs and compare routines by asking and answering questions.

Answers: a. get b. have c. go d. have e. go

Page 89

3 Number the sentences in the correct order.

- Tell the class to read the seven sentences and then put them in the correct order.
- Ask for volunteers to read out each action in the correct order.

Answers: 3, 6, 4, 1, 5, 7, 2

4 Complete the words.

- Ask students to complete the frequency words in pairs.
- Check with the whole class.

Answers:

Never, hardly ever, sometimes, often, usually, always.

5 Circle the correct option to make true sentences about yourself. Share with a classmate.

- Ask the students to read each sentence carefully and circle the frequency word that makes a true sentence about themselves.
- Tell students to then write each sentence out correctly.
- Check answers by asking different students questions, for example: *How often do you go to the cinema on Saturday afternoon?*

Answers: students' own answers.

6 Answer these questions about a classmate.

- Tell the students to ask a classmate the questions in the activity. Help them to notice that the questions are written in the third person and they should change them to interview their classmate.
- Ask different students to tell the class what they found out about their partners.
- Tell the students to write the answers in the third person
- Check grammar and spelling.

Answers: students' own answers.

Page 90

7 Circle the correct option.

- Explain that in each sentence there are two options, but only one is correct.
- Tell the students to read the six sentences carefully and circle the correct word to complete each one.
- Ask students to compare answers in pairs and then check with the whole class.

Answers: a. At b. In c. Ever d. On e. Never f. At about

8 Write your diary for this week.

- Ask students to prepare notes or a schedule with all the activities they have to do during the week.
- Tell them to use the notes to write a diary entry.
- Check grammar and spelling.

Answers: students' own answers.

Page 91

9 Circle T (true) or F (false).

- Tell the students to read each sentence carefully and answer true or false.
- Ask students to correct each other's answers by looking at the information in unit 2 of the Learner's Book.

Answers: a. T b. F c. T d. F e. F

10 Read and label the towns on the map of UK.

- Draw the students' attention to the map of the British Isles and ask them to identify the lines of longitude and latitude.
- Explain that the cities in the legend refer to the numbers on the map and that they have to identify each city using the coordinates.
- Tell students to be careful when identifying Norwich, as this city is to the East of the Greenwich meridian, not the West.
- Ask students to identify the cities and write the names in the correct spaces.

Answers from North to South: 1. Edinburgh 2. Liverpool/Leeds 3. Liverpool/Leeds 4. Norwich

UNIT 3

Page 92

1 Read this acrostic poem.

- Ask students to open their books at page 92 and ask a volunteer to read the poem out loud.
- Read the information in the box for the class.

Now read the poem again and find the secret word.

- Ask students to read the poem again silently and find the secret word.

Answer: Smart

- Read the instructions on how to write an acrostic poem for the whole class. Write an example on the board using your own name.

2 Write an acrostic poem with your name.

- Tell students to write their names vertically and use each letter to begin the verse of a poem.
- Walk around to help and monitor.

- Students share their productions.
- Check grammar and spelling.

Answers: students' own answers.

Page 93

3 Draw one of the poems on page 36.

- Ask students to open their book at page 93 and ask them if they remember any of the poems they read in unit 3.
- Invite students to go back to page 36 and read the poems again.
- Ask them to choose one to illustrate freely.

4 Write complete sentences using these words.

- Ask students to pair-up and read the words.
- Tell them to write as many sentences and questions as they can using the words and symbols on the page.
- Students share their sentences and questions.
- Check grammar and spelling.

Answers: students' own answers.

Extension

Poster

- Prepare a classroom poster with students' acrostic poems.
- Ask students to decorate the poster with colours and drawings and hang the poster on a wall.

Maze

- Ask students to prepare a words maze like the one in Activity 4.
- Students exchange mazes and make sentences or questions with the words

Page 94

5 Complete the sentences.

- Ask students to open their books at page 94.
- Tell them that they have to complete the sentences. Help them to notice that they will need to use the past simple.
- Students complete the blanks individually. Then, they compare answers with a classmate.
- Check with the whole class.

Answers:

- a.** Was she at home yesterday?
Yes, she was.
- b.** Were you at school last Sunday?
No, I wasn't.
- c.** They were happy yesterday because there wasn't an exam.
- d.** Were they in the Science classroom at 10 o'clock?
Yes, they were.
- e.** He wasn't in class yesterday because he ill.
-

6 Read and complete the description using *was* or *were*.

- Read the description out loud for the class without completing the blanks.
- Ask students to fill the blanks individually. Then, tell them to compare answers.
- Check with the whole class.

Answers:

I was in my house yesterday. It was 8 o'clock in the evening. My parents were making dinner and I was playing cards with my brother. My sister was in bed, she wasn't feeling good because she had a fever.

Draw a part of the description.

- Ask students to choose a part of the description and draw it.
- Volunteers share their drawings and read the part of the description they chose.

Extension

Famous teacher

- Ask students to interview you as if they were journalists for a teachers' magazine. Encourage them to make questions about your present and your past.
- Ask students to pair-up and write the part of the interview they choose. Once they have finished, put the parts together and ask volunteers to read it out loud.

Page 95

7 Complete the information about María Elena Walsh.

- Read the sentences out loud for the class without completing the blanks.
- Students complete the blanks individually. Then, they compare answers with a classmate.
- Check with the whole class.

Answers:

María Elena Walsh was an Argentine poet, novelist and musician. She published her first poem when she was 15 years old. She was born in Argentina. She was born in 1930 and died in 2011. Her parents were Irish and Spanish descendants.

Find a picture of her and paste it.

- Ask students to bring a picture of María Elena Walsh to class and paste it on page 95.

Tell a classmate which books you know by María Elena Walsh.

- Write on the board: *Which books do you know by María Elena Walsh? Are they novels, stories or poems? Do you like them? Why (not)?*
- Ask students to ask and answer the questions in pairs.
- Walk around to help and monitor.

Extension

Dialogues

- Ask students to pair-up and hold a similar conversation about another author they have read.
- Walk around to help and monitor.

UNIT 4

Page 96

1 Use the words in the box to complete the sentences about Aboriginal people's life in the past.

- Tell the students to read all the words in the box. Ask volunteers to make example sentences to check that the students understand the meaning.
- Explain that they have to complete each of the sentences below with words from the box.
- Ask students to check answers in pairs and then review in open class.

Answers: a. beliefs b. collected - leaves c. moved d. desert

2 Write sentences to describe the pictures.

- Ask the students to look at the pictures carefully and talk about each one in open class. Write any useful vocabulary on the board.
- Tell students to complete the sentences to describe each picture.
- Ask volunteers to read out their sentences
- Check content, spelling and grammar.

Answers: students' own answers. .

Page 97

3 Match the pictures to the words.

- Tell the students to look at the pictures and read the words. They have to match letters a-d to the pictures.

Answers: a. boomerang b. bark canoe c. didgeridoo d. clap sticks

4 Use the words in exercise 3 to complete these sentences.

- Tell the students to read the three sentences and complete them with words from Activity 3.

a. boomerangs b. didgeridoos - clap sticks c. bark canoes

5 Complete these sentences about boomerangs.

- Ask the students to think about boomerangs and complete the three sentences.

Answers: a. hunt b. wood c. plastic - paper d. wings

6 Answer the questions.

- Read the first question aloud and answer it in open class, encouraging students to make complete sentences.
- Ask students to work together in pairs and answer the remaining questions. Remind them to make complete sentences.

Answers: a. Boomerangs were important for Aboriginal boys because they learned how to hunt by playing with them. b. If a boomerang didn't hit anything, it returned to the thrower. c. The didgeridoo is a wind instrument made of wood. It is like a long trumpet.

Page 98

7 Read about Aboriginal art and then answer the questions below.

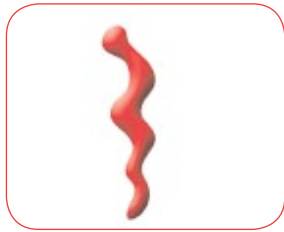
- Before students open their books, draw the four symbols from activity 7 on the board. Explain that they are Aboriginal symbols and ask students to guess their meaning.
- Tell students to open the book at page 98 and find out what these symbols mean. Then ask them to read the text about Aboriginal art and symbols and answer the questions below.

Answers: a. The main colours they obtained were red, orange, purple, dark brown, yellow and black. b. They painted pictures in caves and on their own bodies. They also painted their weapons and their musical instruments. c. Aboriginal Australians use these symbols to keep their culture and stories alive.

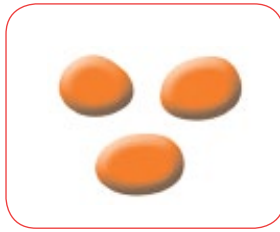
8 Guess the meaning of these symbols. Choose from the words in the box.

- Tell students to look at the four symbols in activity 7 and match them to the words in the box.
- Ask students if they can think of any alternative meanings for these symbols.

Answers:



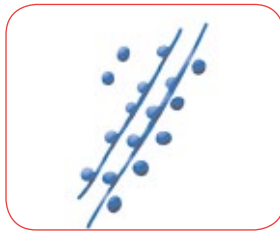
Snake



Fruits or eggs



Boomerang



Rain

Page 99

9 Write *True* or *False*. If it is false, correct the sentence.

- Ask students to look at the illustration of the two kookaburras and ask them what they remember about this bird.
- Tell the students to read the five sentences carefully and decide if they are true or false. If they answer false, they must explain their answer.
- Tell students to check their answers in pairs, then review in open class.

Answers: **a.** True **b.** False (The kookaburra lives in eucalyptus forest)
c. False (The kookaburra eats snakes, lizards, frogs and smaller birds)
d. True **e.** True

10 Read about the koala bear.

- Tell the students to read the text slowly to learn more about koala bears.
- Check understanding by asking volunteers to tell you some interesting facts from the text.

Possible answers:

Koalas are not bears, they carry their babies in their pouches, they sleep up to 18 hours a day, they can eat 1 kg of eucalyptus leaves per day.

Find words in the text for these definitions.

- Tell the students to read the text again and find words for each one of the three definitions.

Answers: **a.** marsupial **b.** leaves **c.** awake

Extension

Group description

- Ask students to make groups of two to four.
- Tell them to choose a character, a picture or a text in the unit that they like. They must reach an agreement in the group.
- Then, a speaker in each group explains the choice and describes the picture or reads or sings the text.
- Ask the groups to illustrate their choices under a free style.
- Make sure children make different choices when you repeat this activity.
- Make sure there is a different speaker in the groups, so that all children get a chance to talk.

UNIT 5

Page 100

1 Look at the pictures and complete the sentences below with the correct words.

- Tell the students to look at the pictures and read the six sentences carefully.
- Tell them to complete the sentences with the names of the objects in the pictures.
- Tell students to compare their answers in pairs and then review in open class.

Answers: **a.** microwave **b.** cel phone **c.** airplane **d.** washing-machine
e. bicycle **f.** buttons

2 Find nine words from the song on page 62 of your Learner's Book. Write them down.

- Ask students to try and remember some of the objects from the song 'My things' and write them on the board.
- Explain that the wordsearch contains nine words from this song and ask students to try to find the words.

Answers:

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

3 Do the quiz about Leonardo da Vinci.

- Tell the students to read the three possible answers and choose the correct one to complete each sentence.
- Tell students to compare their answers in pairs.

Answers: a. 2. 1452 b. 3. Italy c. 1. creative d. 3. Mona Lisa e. 3. machines f. 3. musician

4 Match the two parts to complete descriptions of da Vinci's inventions.

- Tell the class to read the two parts carefully and complete the descriptions of Leonardo's inventions.

Answers: a. He designed a flying machine like a helicopter. b. He designed a type of bicycle made of wood. c. His water wheel used the power of water from a river.

5 Read more about Leonardo da Vinci. Then answer the questions.

- Tell the students to read the text to learn more about Leonardo da Vinci's life. Ask volunteers to say what interesting things they found out.
- Ask the students to read the text again and answer the questions below.
- Ask different students to read out their answers and encourage them to make complete sentences.

Answers: a. We can see Leonardo's notes and drawings at some of the most important museums and libraries in the world. b. There are over 13.000 pages of notes. c. He recorded drawings and notes on anatomy, architecture and inventions, ideas for his paintings and even some shopping lists.

Page 102

6 Complete the dialogue.

- Ask students to read and complete the conversation in pairs.
- Check answers with the whole class.

Answers:

Sam: Hi, Rachel!

Rachel: Hi, Sam!

Sam: Did you go to the cinema yesterday?

Rachel: Yes, I went with my sister, Eva.

Sam: Did you have a good time?

Rachel: Yes, we did!

7 Put the words in order.

- Ask the class to look at the sentences and explain that the words are in the wrong order.
- Ask the class to read the words and put them in the correct order to make complete statements.

Answers: a. My brothers watched a film last night. b. We went to a café on Friday c. I threw the boomerang to my friend. d. She had a cat when she was a child. e. He didn't run in the park yesterday afternoon.

8 Choose one of the sentences and draw what it says.

- Tell students to choose one of the sentences in Activity 7 and draw it.
- Students share their pictures.

Extension

Conversations

- Ask students to pair-up and hold a similar conversation to the one in activity 6.
- Walk around to help and monitor.

Page 103

9 Read the beginning of the story and write the end.

- Tell the students to look at pictures 1-4 and read the beginning of the short story.
- Ask some comprehension questions: *Where did Bell and Ralph go on holiday? The beach. What did their father want to do in the mountains? Look for fossils. What did they find? Some money under a tree. What did Bell and Ralph's father do? Call the police.*
- Tell students to look at pictures 5 and 6 and ask them what they think is happening.
- Ask for volunteers to read out their endings.

Answers: students' own answers.

Extension

Group description

- Ask students to make groups of two to four.
- Tell them to choose a character, a picture or a text in the unit that they like. They must reach an agreement in the group.
- Then, a speaker in each group explains the choice and describes the picture or reads or sings the text.
- Ask the groups to illustrate their choices under a free style.
- Make sure children make different choices when you repeat this activity.
- Make sure there is a different speaker in the groups, so that all children get a chance to talk.

UNIT 6

Page 104

1 Complete the sentences using the words in the box.

- Explain that each sentence is about a natural disaster and the students have to complete them using the words in the box.
- Complete the first sentence as a class to show students how they can use their knowledge of grammar to know if the missing word is a noun or a verb. Ask students to complete the answers individually and then compare with a partner.

Answers: a. erupted - ashes b. collected - sea c. blow - shelter d. flooded e. evacuated

2 Complete the sentences using words of the song on page 72 of your Learner's Book.

- Tell students to try to complete this exercise from memory. When they have written a word in each space, they can check the song in the book.

Answers: a. mad b. Lava c. calm d. bright e. dry

3 Match the sentences.

- Ask students to match the two parts of the sentence focusing on the keywords.

Answers: a. A volcano that is asleep is a volcano that isn't erupting. b. The sun is shining so it is very hot today. c. Don't make fires when you are out in the countryside. d. The sky turned grey and it started to rain. e. The land is flooded and people are escaping in canoes.

Extension

Mime game

- Divide the class in two groups and explain to them that students in each group will take turns to come to the front to act out a natural disaster.
- A participant comes to the front and acts out. His/Her group has to guess the word within a limit of time to win a point.
- Write on the board the natural disasters students guessed and ask children to choose one to write and illustrate in their folders.

Page 105

4 Write these sentences in the correct order to describe what happens when a volcano erupts.

- Tell the students to work with a partner to decide on the correct order of the sentences, before copying them into their books.
- Ask volunteers to read out the sentences to check answers.

Answers: 1. The tectonic plates move and push each other. 2. Holes and cracks appear on the surface of the Earth. 3. A cone and a crater appear. 4. The hot rock and gas in the centre of the Earth explode. 5. The lava and gas come out of the hole and shoot into the sky.

5 Match the words to the definitions.

- Tell the class to read the definitions and match each one to the correct word.
- If you have time, ask them to write three more definitions for words. For example, *crack*, *temperature*, *hotspot*.

Answers: a. Lava. The melted rock that comes out of a volcano. b. Crater. The orifice of a volcano on the surface of the Earth. c. Cone. The circular mountain around the peak of a volcano.

6 Complete the questions in the dialogue.

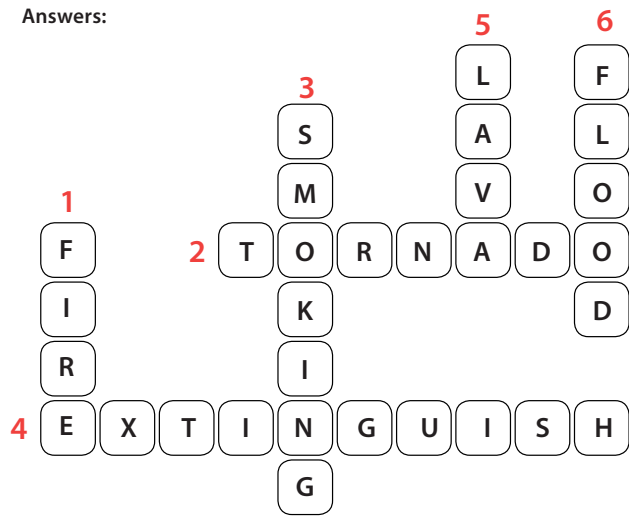
- Ask students to read and complete the conversation in pairs.
- Check answers with the whole class.
- Ask for volunteers to perform the dialogue for the rest of the class.

Answers:
Where did you go last Summer?
Who did you go with?
Did you see dolphins?
Was there a hurricane?

7 Do the crossword.

- Tell students to look at the photos and say what they can see. Encourage them to think of more than just one word, as in some cases there may be several possible answers.
- Explain that each photo is a clue for the crossword and point out the letters already written in, which will help them choose the correct word.
- Tell the students to work in pairs and complete the crossword.

Answers:



8 Cross out the word that doesn't belong in each sentence.

- Ask students to read each sentence carefully and to cross out the word that is incorrect.
- To check answers, dictate the sentence to the class, and stop before the word they have to choose so that they can offer their choice.

Answers: a. flooded b. extinguish c. ashes d. winds e. evacuated

9 Read the notes and write a report.

- Read the notes with the whole class.
- Prepare the report orally all together.
- Ask students to continue write individually and then share with a classmate.
- Check spelling and grammar.

Answers: students' own answers.

10 Choose a part of the report and draw what it says.

- Students illustrate the report they wrote and share their drawings.



GRAMMAR REFERENCE

UNIT 1

Be like / Look like

What's he like?	He's active.	What does he look like?	He's tall and tanned.
What's she like?	She's clever.	What does she look like?	She's short and slim.
What are they like?	They're kind.	What do they look like?	They're young and beautiful.

UNIT 2

Frequency Words

How often do you help with the housework?	I always help with the housework. / I don't often set the table.
Do you always tidy your room?	Yes, I do / No, I don't.

Other frequency words

usually / sometimes /
hardly ever / never

UNIT 3

Simple Past - to be

Affirmative - Negative

I / He / She / It	was / wasn't a writer.
You / We / You / They	were / weren't painters.

Interrogative

Was I / he / she / it	a cook?
Were you / we / you / they	teachers?

UNIT 4

Simple Past - regular verbs

Affirmative - Negative

I / You / He / She / It / We / You / They	played / didn't play outside in the sunshine. watched / didn't watch TV.
---	---

Interrogative

Did I / you / he / she / it / we / you / they	watch TV?
---	-----------

UNIT 5

Simple Past - irregular verbs

Affirmative - Negative

I / You / He / She / It / We / You / They	went / didn't go on holiday last Summer.
	had / didn't have breakfast this morning.
	threw / didn't throw the ball.
	came / didn't come home after school.
	ran / didn't run to get the bus.

Interrogative

Did I / you / he / she / it / we / you / they	go shopping yesterday?
	have fun at the theatre?
	throw the stick to the dog?
	come home late last night?
	run in the park?

UNIT 6

Interrogative Pronouns

Where / When / Why / Who / What



NOTES



A large rectangular area with a white background and a thin orange border. It contains 20 horizontal blue lines for writing notes.





NOTES





NOTES



A large rectangular area with horizontal blue lines for writing notes.

