

VOCABULARY

New

School subjects

Solar system: *the Moon, the Earth, star, Venus, Milky Way, satellite*

GRAMMAR

New

Time prepositions: *in, on, at*

Revision

Simple present tense: *I, we, they, you*

There is/ are

RECOGNITION

Language from the routine (See introduction, page 5)

COMMUNICATION

Over there.

I don't understand.

Let's ...

Of course!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Simple present tense: meaning (routine), use (when it is meaningful to talk about routines and frequent activities) and form (the use of auxiliaries for the negative and interrogative)

Difference between *there is/ are*

Time prepositions, contrast with Spanish

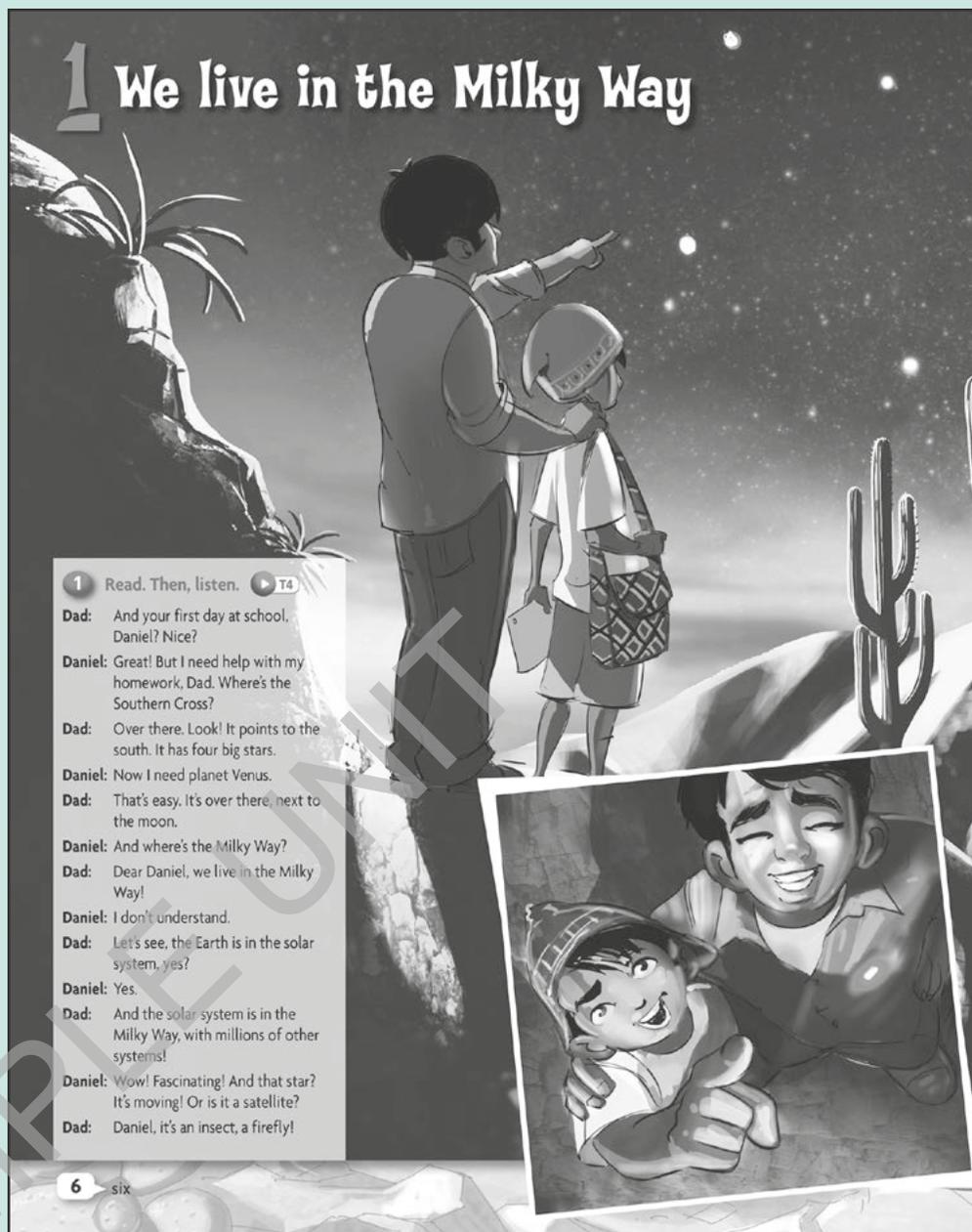
Analysis of text types and their characteristics

The use of cards to record and organize information

CLIL

The solar system

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



1 We live in the Milky Way

1 Read. Then, listen. **T4**

Dad: And your first day at school, Daniel? Nice?

Daniel: Great! But I need help with my homework, Dad. Where's the Southern Cross?

Dad: Over there. Look! It points to the south. It has four big stars.

Daniel: Now I need planet Venus.

Dad: That's easy. It's over there, next to the moon.

Daniel: And where's the Milky Way?

Dad: Dear Daniel, we live in the Milky Way!

Daniel: I don't understand.

Dad: Let's see, the Earth is in the solar system, yes?

Daniel: Yes.

Dad: And the solar system is in the Milky Way, with millions of other systems!

Daniel: Wow! Fascinating! And that star? It's moving! Or is it a satellite?

Dad: Daniel, it's an insect, a firefly!

6 six

Getting started

Start the lesson with the routine suggested in the Introduction.

1 Read. Then, listen. **T4**

Possible lead-ins (you may choose):

- Ask Ss if they ever go out at night and look at the sky. Do they like it? What can they see? Have they ever used a telescope to look at the sky?
- You can elicit from them what they know about stars and planets. You can ask them whether they've studied them in their Natural Sciences class. In either case, you can contact the teachers and let them know you will be dealing with a textbook that contains fictional and non-fictional texts about space, in case you could plan some cross-curricular activities together. It may be interesting for Ss to learn that we get to see more stars in the sky in the countryside than in a city. You can ask them why that is so and they may infer it is because of the lights of the city and/or the effect of air pollution.

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

- Ask children to look at the title of the unit. You can write the following words on the bb for Ss to organize them from the biggest to the smallest: *galaxy, planet, solar system, universe* Key: *universe, galaxy, solar system, planet*
- Ask Ss if they know the name of our galaxy (in Spanish: *La Vía Láctea*). Ask them what '*láctea*' refers to (milk). Guide them into finding the connection between *Milky* and *Láctea* for them to see that the Milky Way is our galaxy. Tell them it's a hazy band of white light across the sky, in case they wish to locate it.
- Ask Ss what may be going on by looking at the pictures. Ask them who they can see: Daniel and somebody else. They can predict who that other person is.
- Ask them about the landscape and what part of their country they relate it to.
- Ask Ss to read the story and go back to their predictions. Give Ss a second task: **Is Daniel an expert on galaxies?** Play the recording for Ss to check. Ask them what a firefly is in Spanish for Daniel to have mistaken it for a star (*luciérnaga*).
- Daniel's father names a famous constellation in the Southern hemisphere: the Southern Cross. Ss can name other famous constellations or stars that they may know.
- Ask Ss to find the name of a planet: Venus. You can give them the names of the other planets. Tell them we live on *Planet Earth*.

2 Read again and tick. Then, draw icons for the school subjects.

Daniel's homework is for...

<input type="checkbox"/> 1 Maths	<input type="checkbox"/> 6 ICT
<input type="checkbox"/> 2 Language	<input type="checkbox"/> 7 Arts
<input type="checkbox"/> 3 English	<input checked="" type="checkbox"/> 8 Natural Sciences
<input type="checkbox"/> 4 Music	<input type="checkbox"/> 9 Social Studies
<input type="checkbox"/> 5 PE	

3 Listen and complete the timetable.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8	Language	French	Arts	Maths	ICT/Technology
8.40	Language	French	PE	Maths	French
9.30	Maths	Natural Sciences	Language	Social Studies	French
10.30	Maths	Natural Sciences	Language	Social Studies	Maths
11.20	ICT	Social Studies	Natural Sciences	PE	Maths
12.00	Natural Sciences	Music	ICT	PE	Language

4 Play a memory game in pairs.

seven 7

Introduction of school subjects

- Ask Ss why Daniel is asking his father so many questions: he has to do his homework. Ask them if Daniel's homework is about Maths, Natural Sciences or Social Studies. You can write these words on the bb.

2 Read again and tick. Then, draw icons for the school subjects.

- Ask Ss to read the instructions and tell you what they have to do.
- Once they tick the correct subject, tell them you'll go over the list of subjects. First ask them for each subject, whether they have it at school or not, and if they do, when they have it. Make sure they understand all of them. In case they call them by another name, *ICT* is Information and Communication Technology and *PE*, Physical Education.
- Ask them how they would represent *Maths*. Elicit different options, e.g. *additions*, *problems*, *equations*, *shapes*, *solids*, etc. Check they understand that this is what they have to do in the boxes.
- Give Ss time to do the drawings and then check the different options on the bb.

BUILDING CONFIDENCE

- A survey.** Ask Ss to tell you which they think the most popular subject is. Then ask them which their favourite subject is. Keep a record on the bb with a double entry chart, and go back to Ss' predictions.
- Memory game.** Tell Ss you are going to name different Ss for the rest to say which their favourite subject is, e.g. *Carolina's favourite subject is...*

3 Listen and complete the timetable.

- First ask Ss to read the instructions and tell you what they have to do. Then remind them of the rules for listening.
- Play the recording as many times as necessary and check the answers on the bb.
- Focus Ss' attention on the preposition we use to say the time of the day they have a subject: *at*.



MP3 TRACK 5

Mr Smith: *OK, children... Quiet, please, and let's go on with the timetable. Mondays. You have ICT at 11.20. On Tuesdays, you have Music at 12.00. You have Arts on Wednesdays at 8.00 and PE, that is, Physical Education, at 8.40, and ICT at 12.00. Thursdays? PE at 11.20 and 12.00. Are you all following?*

Children: *Yes, Mr Smith.*

Mr Smith: *OK, finally, Technology on Fridays at 8.00.*

Daniel: *And French?*

Mr Smith: *Sorry! You have French on Tuesdays at 8.00 and 8.40 and on Fridays at 8.40 and 9.30. Ready?*

Children: *Yes, Mr Smith, thank you.*

4 Play a memory game in pairs.

- Ask Ss to read the exercise and tell you what to do.
- You can elicit from them what techniques they can use to remember the timetable. They can use the one in the book or their own.

BUILDING CONFIDENCE

- Our timetable.** You can make a poster with the Ss' own timetable.
- Check the teacher's memory.** Ss can give you prompts using their own timetable, as in Exercise 4, for you to say which subject it is.



EX 1, 2 a) AND b) PAGE 94



Homework

Ask Ss to bring cut-outs or drawings related to a subject.

Getting started

Start the lesson with the routine suggested in the introduction.

5 a) Read and write ✓ (true) or X (false).

- Ask Ss to open their books at page 8 Ex 5. Ask them what they can see. Help Ss focus on how we can identify text types and their information without actually reading. You can start a text file: Ss can keep a record of different text types. Below is a chart that you can use:

Name of the text	Formal?	Reader/audience/to...	Information about	Characteristics/elements
blog	informal	friends/selected readers	everyday topics	date

- Focus Ss' attention on the two sentences below the instructions. As suggested in the introduction, ask them if they need specific or general information to answer the two questions.

LMT LANGUAGE AWARENESS: LMT page 81

- Ask Ss what information we get about Daniel's routine, if he mentions his activities or any other information.
- Ask Ss what further information Daniel includes.
- Ask Ss what prepositions we use - *in, at, on* - and whether we can find a pattern, e.g. *at* is used with the time. You can ask Ss to compare them with Spanish.
- You can ask Ss to add months and years, e.g. *in March, in 2007*.
- Ss still need information to answer the last question (at weekend/on weekdays). You can either give them examples or tell them they'll go back to this when they see an example in the book.

b) Now, read again and tick what Daniel mentions.

- Ask Ss to read the information on the card. Ask them if they are topics or examples from the blog.
- Have Ss read and tick the correct boxes. Check on the bb.

LMT LANGUAGE AWARENESS: LMT page 78, part 1

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

- Ask Ss what information we get about Daniel. Focus on his routine. **How does he express his routine?**
- Ask Ss why Daniel is referring to his routines. **Are they different now, and that is why he's writing about them? Would it be natural to tell somebody what we all know?**

BUILDING CONFIDENCE

Cut-outs game. Ask Ss to take out the cut-outs. Each Ss shows his/her cut-out for the rest to say which subject it represents.

5 a) Read and write ✓ (true) or X (false).

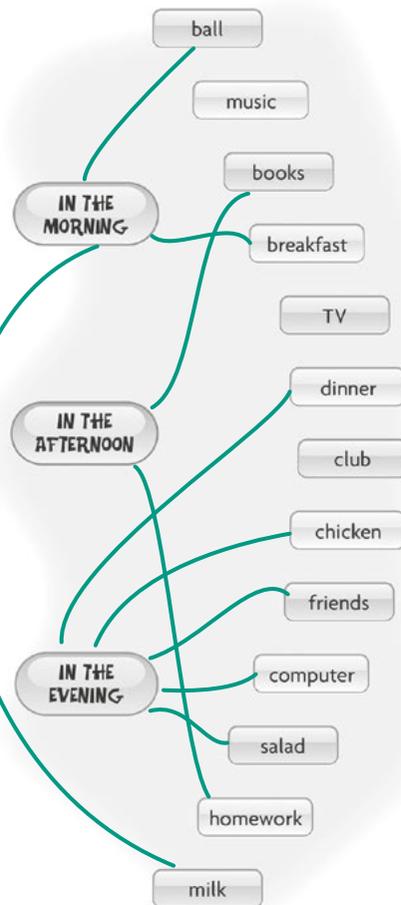
- This blog is informal. ✓
- Daniel is writing to his teachers. X

b) Now, read again and tick what Daniel mentions.

DANIEL	
AGE:	<input type="checkbox"/>
FAMILY:	<input checked="" type="checkbox"/>
ROUTINES:	<input checked="" type="checkbox"/>
FAVOURITE SUBJECT:	<input checked="" type="checkbox"/>
PROBLEM:	<input checked="" type="checkbox"/>

8 eight

6 a) Listen to a conversation between Daniel and his grandmother and match. There are three extra words.



b) An interview. Imagine you are Daniel's grandmother. Ask Daniel five new questions. Work in groups.

6 a) Listen to a conversation between Daniel and his grandmother, and match. There are three extra words.

- After checking the answers, go over the words and ask Ss what verb they would use with each of the words, e.g. *play with a ball, listen to music, etc.*

MP3 TRACK 6

Narrator: Daniel's grandma lives in Tarija, in the south of Bolivia. Listen to her telephone conversation with Daniel.

Grandma: Danny, tell me about your week. Do you get up at seven?

Daniel: No, I don't. I get up at 6.

Grandma: Poor boy... It's cold at 6... Please, have a good breakfast!

Daniel: Yes, grandma. I have milk and biscuits with the family.

Grandma: That's nice! And do you walk to school?

Daniel: Yes, I do. I have a bike, but I don't use it.

Grandma: What do you do at school?

Daniel: Well... I study and I play football with my friends!

Grandma: And in the afternoon?

Daniel: I do my homework and I read books. I love books.

Grandma: Do you visit your friends?

Daniel: Yes, in the evening.

Grandma: And what time do you have dinner?

Daniel: At 8.30. We have chicken and salad, or spaghetti, or pizza.

7 Listen to Kate. What's different? 

Kate, Daniel's sister, is talking about her brother's activities on Saturdays. Find the differences.

(get up) Daniel doesn't get up at 9.

He gets up at... 10

(have breakfast) They don't have breakfast in the garden. They have breakfast in the kitchen.

(make) Daniel doesn't make orange juice, he makes sandwiches.

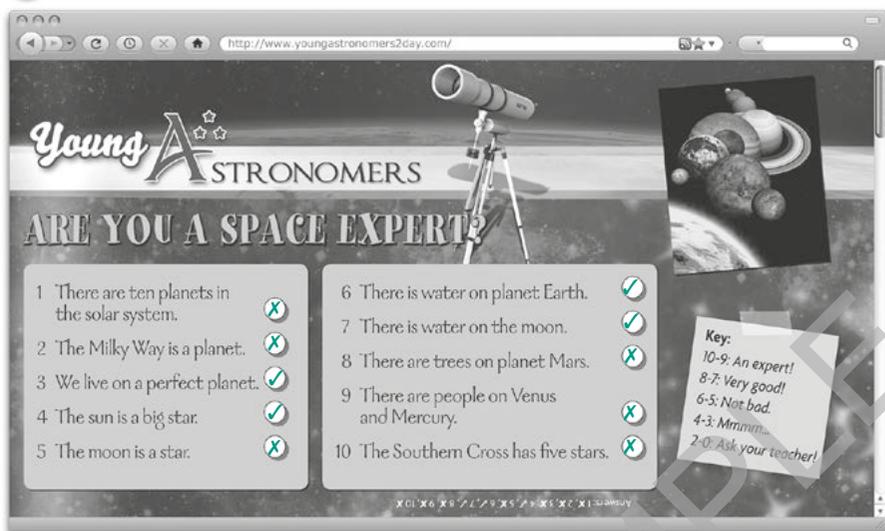
(do homework / watch) Daniel watches TV in the afternoon/ He doesn't do his homework in the afternoon.

(visit friends / watch the sky) Daniel doesn't visit his friends in the evening, he watches the stars.

8 Imagine you're Kate. Write about Daniel.



9 Read and write ✓ (true) or X (false).



Young Astronomers
ARE YOU A SPACE EXPERT?

1 There are ten planets in the solar system. X	6 There is water on planet Earth. ✓
2 The Milky Way is a planet. X	7 There is water on the moon. ✓
3 We live on a perfect planet. ✓	8 There are trees on planet Mars. X
4 The sun is a big star. ✓	9 There are people on Venus and Mercury. X
5 The moon is a star. X	10 The Southern Cross has five stars. X

Key:
10-9: An expert!
8-7: Very good!
6-5: Not bad.
4-3: Mmmmm...
2-0: Ask your teacher!

Grandma: Do you use your computer in the afternoon?

Daniel: No, it's Kate's turn. My turn is in the evening.

Grandma: That's a good boy!

BUILDING CONFIDENCE

Memory game. Ask Ss to close their books and ask them questions, e.g. *Does Daniel listen to music in the morning?* or *When does Daniel listen to music?*

LMT LANGUAGE AWARENESS: LMT page 78, part 2

- Ask Ss to read the boxes and the questions. They can work in groups.
- Check the answers on the bb. Work on the intonation in questions, for which you can use the recording.

b) An Interview.

- Remind Ss of the questions Daniel's grandma has asked him.
- Organise Ss in groups and encourage them to impersonate Daniel's grandma and ask him questions.
- When checking, you can play the role of Daniel and answer the questions.
- You can also challenge Ss to come up with at least 20 different questions.

WB EX 4 AND 5 PAGE 95

7 Listen to Kate. What's different? 

- Ask Ss what may be different.
- Play the recording and check the answers on the bb.

MP3 TRACK 7

Kate: Hi, Grandma, this is Kate. You know, Daniel gets up at 10 on Saturdays and he has breakfast in the kitchen. He likes sandwiches, and he makes sandwiches for lunch. In the afternoon, he watches TV. He doesn't do his homework on Saturdays. In the evening he goes to the garden and watches the sky. He loves the stars and the moon. He's a space expert! School? Well, he doesn't like it really, but he loves Natural Sciences. A good student? Yes, he is. And he's a fantastic brother!

8 Imagine you're Kate. Write about Daniel.

- Help Ss become aware of the resources they have to write the blog: Daniel's blog on page 8 and the differences in Exercise 7.
- Give Ss time to write the blog.

BUILDING CONFIDENCE

Kate's blog. Ss can use the previous model and write about Kate.

9 Read and write ✓ (true) or X (false).

- Elicit from Ss if they think they're space experts.
- Give them time to answer the questions. Ss check the score with the key.
- This is a good opportunity to work on respect. Remind Ss not to mock or undermine their classmates as regards their score.

WB EX 4 AND 5 PAGE 95
EX 6, 7 AND 8 PAGE 96

Homework

Ask Ss to bring a card as the one in Exercise 6, page 96 with their personal information.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Who is it? Collect all the personal cards Ss did for homework. Choose one and talk about the S, impersonating him/her. The rest should guess. Later on, Ss can be in charge of talking about the other Ss.

10 a) Read and circle five mistakes.

- Elicit from Ss what they have to do. Ask them what they think this blog is about.
- Ask them to read and check their predictions.
- Ask Ss what type of mistakes they can find: information mistakes. Give them time to find them and then check on the bb.



LANGUAGE AWARENESS: LMT page 80

- Ask Ss when we use *there is / are*: to describe places.
- After Ss answer the questions, check answers on the bb.
- Ask Ss how they say *there is* and *there are* in Spanish: *hay*.

BUILDING CONFIDENCE

A correct blog. Ss can rewrite the blog correcting the false information.

b) Look at Daniel's plan and circle.

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

BUILDING CONFIDENCE

- 1 Memory game.** Ss look at the plan, close their books and answer your questions about Daniel's house.
- 2 A quiz.** Tell Ss you will test how much they know about their country. Keep a record of their answers to see if there are any experts. Possible sentences: *In Argentina there are 24 provinces. There are mountains in Misiones. There is a very long river in Tucumán.*

11 Read and circle.

- Ask Ss what they can infer from the illustrations prior to reading the story (setting, characters, conflict or problem, etc.).
- Ask Ss to focus on the instructions and tell you what they have to do.
- Ask Ss to read the text and do the exercise.
- Go to the Text File and complete another line (see BCA 1).
- Ask Ss if they know any myth or story of origins and to tell you what it is about.

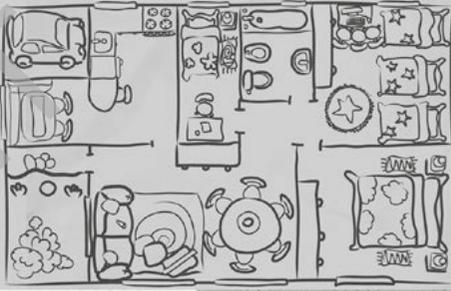
LMT
PAGE 80

10 a) Read and circle five mistakes.

TUESDAY, APRIL 12

... I live in a beautiful area. There are cactuses, rocks and a lot of trees. The sky is blue and the sun is strong. In the afternoon it's very hot. It rains a lot here.

There are a lot of animals in this area. There are three types of felines: pumas, jaguars and lamas. There's a very special bird, too: the condor. Condors are small and grey. They live in the Andes mountains and eat small dead animals. They eat rats and chinchillas. What are chinchillas? They're huge rats. Here's a picture of the area, and a plan of my house. Do you like it? Tell me.

8 COMMENTS

b) Look at Daniel's plan and circle.

- 1 In Daniels house there's a small big garden.
- 2 There's a big kitchen and there isn't a living room.
- 3 There are two three bedrooms.
- 4 There are two three wardrobes.
- 5 There are three six chairs in his bedroom.
- 6 There's a desk in his bedroom the living room.
- 7 There's a TV in his bedroom the living room.
- 8 There is a cupboard in the garage living room.
- 9 He sleeps with his brothe's / parents.
- 10 They watch TV in the kitchen / living room.

10 ten



LANGUAGE AWARENESS: LMT page 81

- Tell Ss they won't be able to complete the list, but that they will do so as they go on learning.

BUILDING CONFIDENCE

- 1 A story.** Ask Ss how many parts the story is divided into. Ask them what each part is about, or give them headings to match, e.g. *introduction, problem/conflict, ending*. They can record this information in their Text File.
- 2 New images.** Ss can illustrate, or make collages, of the moments in the story which aren't already illustrated.
- 3 A project on legends and myths.** Ask Ss to look for information about myths and legends from different cultures. They can make a poster indicating the name of each myth or legend and where it comes from, e.g. *The Pombero is a legend from the northeast of Argentina and Paraguay*. Ss can work with their classroom teacher and find information about each myth or legend.



EX 3 a) AND b) PAGE 95

11 Read and circle.



- A good title for this text is *The Big Puma* / *Mama Quilla*.
- This is a story / an article in the newspaper.

A big puma lives in a mountain next to a small town. The people are scared, but Quilla, a beautiful young girl, isn't scared.

One evening the puma comes to the town. The people run home. They close all the doors and all the windows. But Quilla doesn't. She has an idea.

She runs to the mountain and the puma runs after her. She's happy: her people are not scared now. She runs and runs but the puma is ready to attack. He opens his big mouth. But, where is she? The puma sees a beautiful white ball. It's going up and up! It's going to the sky!

This is the story of Mama Quilla, the moon. She is the people's friend. She protects her small town and all the small towns in the world.



(Adapted from a Quechua myth)

12 Listen and circle.



- Quilla is young / old.
- Her house is big / small.
- She has long / short hair.
- Her hair and eyes are aren't / are black.
- Her mouth and nose are aren't / are big.

13 a) Put the actions in order and talk about the children's routine.

The puma is not here, and the children are happy. They get up...



a 6



e 5



b 7



f 8



c 2



g 3



d 1



h 4

b) Now, listen and check.



1

13 a) Put the actions in order and talk about the children's routine.

- Tell Ss to read the instructions and elicit from them what to do.
- First they should interpret the pictures. Either in groups, individually or with the class as a whole, they can talk about the children's routine now that the puma is gone. If there are differences, write them on the bb.

b) Now, listen and check.



- Tell Ss to read the instructions and elicit from them what to do.
- You can check which version was the closest.



MP3 TRACK 9

Narrator: *The puma is not here, and the children are very happy. They get up at 6.30 on Mondays and have breakfast. They drink milk and eat an apple. Then they go to school. In the afternoon, they swim in the river with friends. It's great fun! Then they walk home, they do their homework and they have dinner. They eat chicken and salad. Then they go to bed and read beautiful stories. Life is great now!*

BUILDING CONFIDENCE

Class blog. Ss can use the information in Exercise 13 a) and write about the children in Quilla's town, now that the puma is not there.

WB

EX 9 PAGE 96 AND EX 10 PAGE 97



Homework

Ask Ss to bring a plan of a house, with a description of it on a separate sheet of paper.

12 Listen and circle.



- Elicit from Ss what to do. You can ask them to predict the answers.
- Play the recording and then check the answers on the bb.



MP3 TRACK 8

Narrator: *Quilla is twelve years old. She lives in a small town in a big house. She's beautiful. She doesn't have short hair. It's long and black. Her eyes are big and black, too. She has a small red mouth and a small nose. She isn't tall. She's a very happy girl.*

BUILDING CONFIDENCE

Quilla. Ss can make a drawing of Quilla and write a description of her to publish in the class blog.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

Find the plan. Collect the Ss' plans and descriptions. You can make a display of the plans and the descriptions. Ss have to walk around, read them and match them with the correct plan. Depending on the number of Ss you have, you can also show a few plans, read one of the descriptions for Ss to identify its plan.

An astro... what?

- Ask Ss to open their books at page 12. Ask Ss what they remember about Daniel and the other characters. Refer them to the opening on page 4 in which Mr Smith says *I'm the teacher*. Whose teacher is he? Remind Ss of Daniel's blog. He's new at school. What about Emily?
- Tell Ss to look at the illustrations and the title and to predict what may happen.
- Play the recording and ask Ss to read as they listen for them to check their predictions.
- Ask Ss if they think there are extraterrestrials in some other parts of the universe. You can also ask them if they have seen any film/read a novel or a story about extraterrestrials, usually abbreviated *ETs*.
- Ask them to predict how the story goes on.
- As a follow up, you can ask Ss to make a mobile of the solar system or arrange for them to make one with you and the Natural Sciences teacher as a cross-curricular activity.

BUILDING CONFIDENCE

- 1 Memory.** Tell Ss to close their books and to tell you what information they remember.
- 2 Text file.** Ss can include a dialogue as another text type.

1 Read and write ✓ (true) or X (false).

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

2 Match. There is one extra answer.

- Tell Ss to read the instructions and tell you what to do.
- Tell Ss they can work in pairs. Focus their attention on the clues they have in each question to decide on the answer.
- Some of these topics are debatable. Give Ss time to think of the possible answers. If there are different answers, ask Ss to check and bring their findings to the following class.

An astro... what?



- Mr Smith:** Children, let's hurry. We have a very special visitor today, Emily's mum. She's an astronomer.
- Brian:** An astro... what?
- Emily:** Astronomers study the planets and the stars, and they work in an observatory.
- Daniel:** Wow! I have a lot of questions for her. Here's my homework, too!

Ten minutes later...

- Mr Smith:** Welcome Mrs Davies! Look at the mobile of the solar system.
- Daniel:** The Earth is over there.
- Emily:** And that's the moon.
- Mrs Davies:** What a good idea, Mr Smith. Let's start with the questions then.
- Brian:** Do the planets have moons?
- Emily:** Is Venus yellow?
- Mrs Davies:** Well, Mars has two moons and... Mr Smith, let's take the children to my observatory next Monday.
- Emily:** There is an enormous telescope!
- Kids:** Please, Mr Smith...
- Mr Smith:** Of course! It's a wonderful opportunity. Thanks a lot, Mrs Davies.
- Daniel:** A last question... Do extraterrestrials exist?
- Brian:** There's one behind you!
- Mr Smith:** That's not nice, Brian.
- Brian:** Sorry!
- Mrs Davies:** Let's talk about your question next week. It's an interesting subject!
- Mr Smith:** Yes, children, write down all the questions you have for the visit to the observatory.

TO BE CONTINUED...

12 twelve

BUILDING CONFIDENCE

Questions for Mrs Davies. Ss can write further questions for Mrs Davies. They can check later on if they find the answers to them. If they don't, they can consult their Natural Sciences teacher.

3 Complete this comment on Daniel's blog.

- Tell Ss to read the instructions and elicit from them what to do. Ask them to read the text first to see what it is about.
- Give them time to complete the text and then check it.

4 Use the information in the fact file to write Brian's comment on Daniel's blog.

- Elicit from SS what they have to do.
- Focus Ss' attention on the type of language we use in a fact file: key words, not full sentences.
- Help Ss see the connection between this information and the information on Daniel's blog, which they can use as a model.
- Give Ss time to write their blogs.

1 Read and write ✓ (true) or X (false).

- 1 Mrs Davies is Emily's mother. ✓
- 2 Mrs Davies is a school teacher. X
- 3 Mrs Davies has a mobile. X
- 4 There's a telescope in Emily's house. X
- 5 The children are happy. ✓

2 Match. There is one extra answer.

Questions for Mrs Davies

- 1 Is the moon a satellite? a
- 2 Do people live on the moon? d
- 3 Is Mars next to the sun? b
- 4 Is Pluto a satellite? b
- 5 Do planets have stars? c
- 6 Do stars have satellites? d
- 7 Are stars white? f
- 8 Are planets blue? f
- 9 Are the stars next to the sun? f
- 10 Is Mars next to Venus? b

Answers:

- a Yes, it is.
- b No, it isn't.
- c Yes, they do.
- d No, they don't.
- e Yes, they are.
- f No, they aren't.



3 Complete this comment on Daniel's blog.

Hi, Daniel

We are students at ¹..... We are in class ²..... We go to school in ³..... We have lunch at ⁴..... In the afternoon, we ⁵..... and ⁶..... We don't ⁷.....

We like Natural Sciences. Here's some information for you. ⁸..... nine planets in the solar system. Well, eight planets and Pluto. ⁹..... special groups of stars (constellations), the Southern Cross, the Three Marys and Pegasus. They're fascinating! The sun is a big star, but the moon isn't. It's a satellite, it's Earth's satellite.

Is this OK?

Write back!

THURSDAY, APRIL 14 4.33 PM

4 Use the information in the fact file to write Brian's comment on Daniel's blog.

NAME: Brian

AGE: 10

FAMILY: mother, father, 1 sister, 1 brother, grandma

ROUTINES: school (8 AM), lunch home (1 PM).

Afternoon: football ✓, TV ✓, music X, homework ✓. Dinner (9 PM).

FAVOURITE SUBJECT: PE and language 😊, arts 😊

Quick check

Unit 1 A, page 106

Activity 1: Down: 1. Natural Sciences 7. Music Across: 2. ICT 3. Arts 4. Language 5. Maths 6. English 8. Social Studies

Activity 2: 1. I am Mr Smith's girlfriend. 2. I get up at seven in the morning. 3. What time do you start classes? 4. There are two bedrooms at home. 5. We don't have lunch at the club on Saturdays.

Activity 3: 1. live 2. They're 3. sister's 4. is 5. has 6. her 7. have 8. Their 9. They're 10. don't

REMEMBER

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

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

Our Poster

Ss can start a poster with the vocabulary they have learnt in the unit. They can decide to draw something next to each word or glue a cut-out.

1

1 Match. There are two options in some cases.

2 a) Complete the timetable with your information.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

b) Now, correct the wrong statements.

- | | |
|----------------------------------------|------------------------------------------------------|
| 1 We have Natural Sciences on Mondays. | 5 We don't have ICT on Fridays. |
| 2 We don't have Maths on Tuesdays. | 6 We don't have Portuguese at school. |
| 3 We have Social Studies at 10.30. | 7 We have Language on Thursdays in the afternoon. |
| 4 We don't have Music in the morning. | 8 We don't have PE on Fridays at 2 in the afternoon. |

1

3 a) Write the words in the correct column.

beautiful big big nose green eyes
long hair old short small small ears
tall ten-years-old young

	have / has	am / are / is
	big nose	beautiful
	green eyes	big
	long hair	old
	small ears	short
		small
		tall
		ten years old
		young

b) Complete with the correct verb.

Students in 5A
I'm Alma. I ¹ am ten. I ² have long hair and my eyes ³ are small.
Hi! My name's Harry. I ⁴ am short and thin. I ⁵ have a small nose and a big mouth.
Hello! I'm Maggie. My hair ⁶ is black and my eyes ⁷ are black, too. I ⁸ am tall, very tall.
I'm Pete. I ⁹ am a young boy. I ¹⁰ am nine! I ¹¹ have big blue eyes and my hair ¹² is black.

4 Write. In, On or At?

- At seven thirty
- In the afternoon
- On Saturdays and Sundays
- At eleven fifteen
- At weekends
- At midday (12, 12.30)
- On weekdays (Monday to Friday)
- In the morning

5 Circle.



¹ I am. We are Max and Tom. ² Daniel Daniel's brothers. We are have twelve years old. We're twins!
We go to school in at the afternoon. We get up at on 8 and we have ⁴ lunch breakfast tea and biscuits. We ⁷ not don't like milk. We study and read speak books.
In the evening, we do exercises for homework and we watch TV or play with friends.
We love the weekend! We do lots of things at weekends. Saturday is a family day, and ⁸ on in Sundays we go to the club or visit friends.

1 Match. There are two options in some cases.

Focus: finding icons that represent school subjects

EXPANSION

You can ask Ss to draw further icons to represent school subjects.

2 a) Complete the timetable with your information.

Focus: school subjects

EXPANSION

Ss can make another grade's timetable.

b) Now, correct the wrong statements.

EXPANSION

Ss can add two more statements which they will give to a classmate to correct if wrong.

3 a) Write in the correct column.

Focus: to be and have for physical description

EXPANSION

Ss can add further phrases.

b) Complete with the correct verb.

Focus: to be and have for physical description

EXPANSION

Ss can add new lines.

4 Write. In, On or At?

Focus: time prepositions

EXPANSION

Ss can add more phrases.

5 Circle.

Focus: language awareness

EXPANSION

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

1
1

6 Complete the fact file with your information.

NAME: _____

AGE: _____

FAMILY: _____

ROUTINES: _____

FAVOURITE SUBJECT: _____

7 Correct the wrong statements.

- I do my homework in the kitchen.
- I don't walk to school.
- I don't watch TV in my bedroom.
- I go to bed at ten.
- I visit friends in the afternoon.
- My friends and I have lunch at school.
- On weekdays, I get up at ten.
- We have dinner at nine.

8 a) Write three more sentences about your routine.

music

books

computer

- _____
- _____
- _____

b) Now, write the sentences in Exercise 7 and your new sentences in the correct sequence.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

- Do you have Music on Mondays?
- What time is Music?
- Is Music in the morning or in the afternoon?
- Do students in 5A play football?
- Do you have a computer in the classroom?
- Who is the ICT teacher?

- At 9.30.
- In the morning.
- Mrs Williams.
- No, they don't.
- No, we don't.
- On Mondays.
- Yes, I do.

11 Complete with the words in the box. There are two extra words.

am (x2) are (x2) cook do don't go have (x2) is (x3) like live study work

Hi! I ¹ **am** Brian. I ² **go** to Junior Elementary school. We ³ **have** five teachers. They ⁴ **are** nice teachers. We ⁵ **study** English and French ⁶ **like** school. I ⁷ **don't** like French. It ⁸ **is** difficult! I ⁹ **am** eleven years old. My sister ¹⁰ **is** seven. I ¹¹ **have** a brother, too. We ¹² **live** in a small house next to the school. There ¹³ **are** two bedrooms in my house, and there ¹⁴ **is** a small garden. I ¹⁵ **do** my homework in the garden. I love my garden. It's great!

12 Unscramble the following.

- on - my friends - the garden - Sundays - have lunch - in -
My friends have lunch in the garden on Saturday.
- at - get up - we - weekends - don't - six - at -
We don't get up at six at the weekend.
- your homework - in - do - your bedroom - you - do - ?
Do you do your homework in your bedroom?
- short - have - big - I - hair - eyes - and -
I have big eyes and short hair.
- my house - in - there's - a small garden -
There's a small garden in my house.
- my bedroom - are - beds - in - there - two -
There are two beds in my bedroom.

13 Answer the questions.

- What's your name?
- How old are you?
- What is your best friend's name?
- How old is he/she?
- Do you go to school in the morning?
- Do you wear a uniform?
- Do you use a computer at home?
- Do your friends help you with your homework?

96 ninety-six
ninety-seven 97

6 Complete the file with your information.

Focus: personal information, the use of cards

7 Correct the wrong statements.

Focus: simple present tense and time prepositions

EXPANSION

Ss can add further phrases.

8 a) Write three more sentences about your routine.

Focus: simple present tense and time prepositions

b) Now, write the sentences in Exercise 7 and your new sentences in the correct sequence.

Focus: simple present tense and time prepositions

9 Match. There is one extra ending.

Focus: language awareness, simple present tense

EXPANSION

Ss can write the first part for the extra ending.

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

Focus: questions

EXPANSION

Ss can write the question for the extra answer.

11 Complete with the words in the box. There are two extra words.

Focus: activities, simple present tense

EXPANSION

Ss can add sentences using the two extra words.

12 Unscramble the following.

Focus: language awareness

EXPANSION

Ss can make the sentences true for themselves.

13 Answer the questions.

Focus: personalization, integration