

VOCABULARY

New

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

Revision

Activities

GRAMMAR

New

Plural genitive

after / before

by + transport / on foot

How...?

us

Revision

There is / are, simple past, present continuous

RECOGNITION

Language from the routine (see introduction, page 5)

janitor, colonial times, together

COMMUNICATION

Can I / we...?

What fun!

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Present continuous tense: meaning, use and form

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

There is / are: meaning, use and form

Analysis of text types and their characteristics

The use of cards to record and organize information

CLIL

Teotihuacan

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

Classrooms, labs and ... tunnels!

1 Read. Then, listen. T4

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

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

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



6 six

Getting started

Start the lesson with the routine suggested in the introduction.

1 Read. Then, listen. T4

Possible lead-ins (you may choose):

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

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

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

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

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

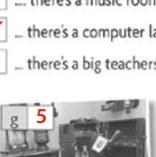
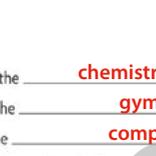
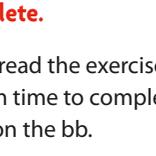
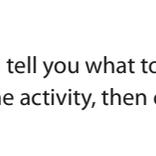
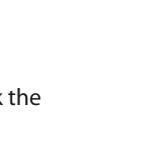
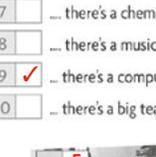
1902

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

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

3 Read and tick. Then, number the pictures.

In Mike's school...

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

4 Complete.

Where are the children?

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

seven 7

BUILDING CONFIDENCE

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



LANGUAGE AWARENESS: LMT page 78

- Read the introduction for suggestions. Remember the fundamental aspect of this is for students to **become aware** of how language works.
- Apart from working with *there is* and *there are*, you can remind Ss of the use of *a*, *some* and *any*.

4 Complete.

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

BUILDING CONFIDENCE

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



EX 2 AND 3 PAGE 94



Homework

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

Introduction of school facilities

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

3 Read and tick. Then, number the pictures.

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

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

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

5 a) Write ✓ (true) or X (false).

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

K	W	L

b) Now, read about Japanese culture and check.

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

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

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

BUILDING CONFIDENCE

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

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

5 a) Write ✓ (true) or X (false).

How much do you know about Japanese people?

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

b) Now, read about Japanese culture and check.

Japanese food

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



Japanese clothes

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



Japanese Gardens

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



6 a) Listen and complete.

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

The family's routine

Morning
Mum: **gets up at 5 and makes breakfast / makes the beds ...**
Dad: **gets up at 4.30 and works in the garden**
Etsuko: **gets up at 5.30 and has a shower**

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

Evening
Etsuko: **has dinner and watches TV**

8 eight

b) Listen again and circle.

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

7 Act out in small groups.

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

6 a) Listen and complete.

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

b) Listen again and circle.

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

8 a) Read and circle.

1 This text is about Social Studies / Natural Sciences.

2 This text is part of a book web page.

Antigua, Guatemala

In colonial times, the Spanish colony of Guatemala included today's Central America and the south of Mexico. Its capital city, Antigua, was a beautiful city with monumental public buildings and enormous churches. It also had huge parks with lovely fountains. Many young people from Central and South America studied at the University of San Carlos in Antigua. But Central America is a region of earthquakes, that is, of violent movements of the Earth. In the 1770s a number of terrible earthquakes killed around 1,500 people and destroyed around 3,000 buildings. The authorities saw the city in ruins and they moved the capital to Nueva Guatemala, where it is today.

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

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

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



9 a) Read the quiz and tick.

QUIZ

How much do you know about colonial times?

- 1 Children went to the cinema.
- 2 Students used plastic pencil cases.
- 3 They watched TV.
- 4 They listened to music.
- 5 They rode their bikes.
- 6 They wrote letters to their families in other parts of the world.
- 7 They bought food at supermarkets.

b) Now, listen to Miss Wilson and check. T7

nine 9



MP3 TRACKS 5 AND 6

- Kid 1:** Do you get up early, Etsuko?
Etsuko: Yes, I do. We all get up early. My mum gets up at 5 and makes breakfast for the family. My father gets up before my mother, at 4.30, and he works in the garden. I get up at 5.30 and have a shower. Then we have breakfast in the kitchen: tea and toast.
- Kid 2:** Does your mother work?
Etsuko: Yes, she works at home. She makes the beds, cleans the house, does the shopping and cooks for the family, and she helps my dad in the garden. My parents' garden is amazing!
- Kid 1:** What do you do in the afternoon?
Etsuko: Well, I do my homework and read or listen to music. My aunt and my uncle live next to my house, and I play with my cousins. We love playing with their computer games. They're great.
- Kid 2:** What time do you have dinner?
Etsuko: At 8. My parents are tired in the evening because they get up very early. We have fish or chicken for dinner. I like chicken, but we love fish. After dinner, I watch TV in my bedroom. I love watching Japanese cartoons and documentaries about old cities. They're great!



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

7 Act out in small groups.

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

8 a) Read and circle.

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

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

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



LANGUAGE AWARENESS: LMT page 78

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

9 a) Read the quiz and tick.

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

b) Now, listen to Miss Wilson and check. T7

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



MP3 TRACK 7

- Mike:** Miss Wilson, tell us about life in colonial times. Did children go to the cinema?
Miss Wilson: No, of course not. They played with their friends.
- Etsuko:** Did they go to school?
Miss Wilson: Yes, they did, but schools were different.
- Etsuko:** Oh, they didn't use plastic pencil cases, then.
Miss Wilson: No. No modern things. No TVs, no CDs or DVDs.
- Mike:** What about bicycles?
Miss Wilson: No bicycles. People rode their horses.
- Etsuko:** Did they write emails to friends?
Miss Wilson: No! They didn't have computers, and they didn't write emails, but they wrote letters.
- Kira:** Where did they buy their food? At supermarkets?
Miss Wilson: No, dear! At the grocer's or from people selling in the streets.
- Kira:** Oh, I see...



EX 8 AND 9 PAGE 96



Homework

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

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

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

10 a) Listen and tick.

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



MP3 TRACK 8

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

Introduction of before / after

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

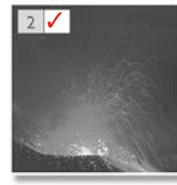


LANGUAGE AWARENESS: LMT page 79

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

10 a) Listen and tick.

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



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

In Antigua, Etsuko's parents travelled...

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

11 Look at the chart and answer.

South American Travel Guide					
	Buenos Aires	Santiago de Chile	Montevideo	Asunción	Quito
Buenos Aires					
Santiago de Chile					
Montevideo					
Asunción					
Quito					

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

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

10 ten

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

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

BUILDING CONFIDENCE

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

11 Look at the chart and answer.

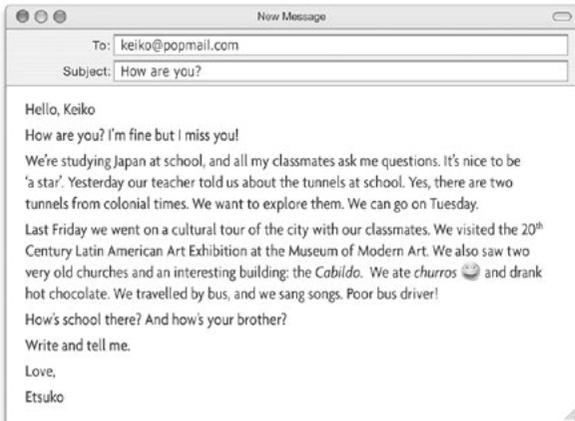
- Ask Ss to have a look at the travel guide and to tell you what information it has.
- Refer Ss to the questions below and ask them what the questions refer to. Work on the different icons. In the case of *ship*, the expression is *by boat*, not *by ship*. You can also tell them that long distance buses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

12 Play a memory game.



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

Etsuko is writing an email to her friend in Japan.



b) Now, complete this table.

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

Your activities at school at present
Your activities last week

c) Write Keiko's email.

Etsuko's activities at school at present
Study Japan
Answer questions

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

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

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

Introduction of us

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

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

b) Now, complete this table.

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

c) Write Keiko's email.

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

LMT LANGUAGE AWARENESS: LMT page 79

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

BUILDING CONFIDENCE

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

BUILDING CONFIDENCE

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

WB EX 11 AND 12 PAGE 97

Homework

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

12 Play a memory game.

- › Elicit from Ss what to do.
- › Give them time to go over all the texts that have information on Etsuko's family and their journey.
- › Ss can play in small groups or you can divide the class into two groups.

Getting started

Start the lesson with the routine suggested in the introduction.

BUILDING CONFIDENCE

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

Spooky!

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

BUILDING CONFIDENCE

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

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

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

2 a) Read and answer.

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

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

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

WB

EX 13 PAGE 97

Spooky!

 T9

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

Etsuko: Look! Carlo's over there!

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

Carlo: See you tomorrow!

Carlo: Your little brother's happy now!

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

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

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

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

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

TO BE CONTINUED...



OUR POSTER

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

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

- | | | | |
|--|-------------------------------------|--|-------------------------------------|
| 1 Etsuko, Mike and Kira want to talk with Carlo. | <input checked="" type="checkbox"/> | 3 Carlo saw old things in the tunnels. | <input checked="" type="checkbox"/> |
| 2 Carlo walked in the tunnels. | <input checked="" type="checkbox"/> | 4 He likes the tunnels now. | <input checked="" type="checkbox"/> |

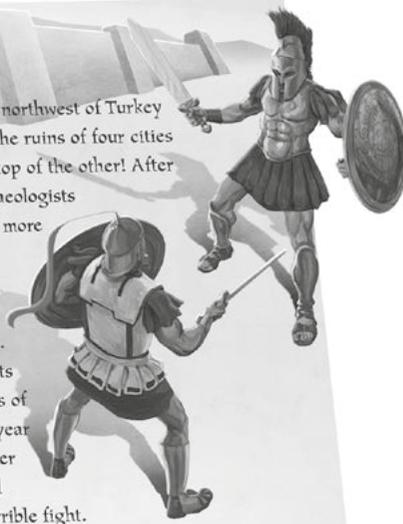
2 a) Read and answer.

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

The City of Troy

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

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



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

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

Quick check

Unit 1 A, page 106

Activity 1: Down: 1. teachers' room 2. shower 4. playground 7. gymnasium 8. laboratory
Across: 3. classroom 5. travel 6. library 9. auditorium 10. tunnel 11. computer lab 12. underground
Activity 2: 1. brothers' 2. goes 3. because 4. after 5. a shower 6. on foot 7. walking 8. don't 9. by 10. There are 11. are listening 12. is singing 13. We 14. us 15. students'

REMEMBER

Quick check Unit 1 B can be downloaded at <http://storyline.pearsonelt.com.ar>
CLIL and Further Practice Answer key on pages 103-105.

1

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

1 Does Pia live in a house?
2 What does she have for breakfast?
3 Does her brother like school?
4 Where do her parents work?
5 Can she ride a bike?
6 Why does she like PE?
7 What time do her parents get up?
8 What time does her brother get up?

a An apple, toast, cheese and an egg.
b Because she loves sports.
c He gets up at 7.
d In a bank.
e No, he doesn't.
f No, he isn't.
g They get up at 6.30.
h Yes, she can.
i Yes, she does.

8 Complete the tables.

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

9 Match. There is one extra ending.

Last week...

1 we had paella
2 my brother listened
3 my brothers and I wrote
4 we read
5 my friend made
6 my father did
7 I got up
8 a car destroyed

a a delicious chocolate cake.
b a uniform.
c at seven thirty.
d books about old tunnels.
e emails to our friends.
f for lunch.
g the shopping at a supermarket.
h to rock music.
i two trees in an accident.

96 ninety-six

1

10 Circle.

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

11 Unscramble the following sentences.

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

12 Complete. Use the verbs in Exercise 8.



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

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

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

13 Write about your last birthday.

On _____, I got up _____

97 ninety-seven

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

Focus: simple present tense and questions

EXPANSION

Ss can write the question for the extra answer.

8 Complete the tables.

Focus: simple past tense

9 Match. There is one extra ending.

Focus: language awareness, simple past tense

EXPANSION

Ss can write the first part for the extra ending.

10 Circle.

Focus: before/after

11 Unscramble the following sentences.

Focus: language awareness, word order

EXPANSION

Ss can make the sentences true for themselves.

12 Complete. Use the verbs in Exercise 8.

Focus: simple past tense

13 Write about your last birthday.

Focus: personalization, integration