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STORYLINE

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Teacher's Companion

SAMPLE UNIT

PEARSON

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

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

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

RECOGNITION	ORAL INTERACTION	INTEGRATION	
Classroom language	<i>Hello! Hi!</i> <i>I'm + name</i> <i>I'm + age</i> <i>My name's...</i> <i>What's your name?</i>	Vocabulary Greetings Colours Adjectives	Parts of the face Wild animals Numbers: 1 to 10 17
Weather conditions: <i>cold, hot, warm, sunny, cloudy, raining, snowy, windy</i> Days of the week Feelings: <i>happy, tired, OK, sad, angry, nervous, exhausted</i> <i>Who's (happy) today?</i>	<i>Me too!</i> <i>Let's...</i>	Vocabulary Sports Family members Colours Toys School objects	Grammar <i>I like/ don't like</i> <i>He/ She/ It/ They</i> <i>Is/ are</i> <i>A/ an</i> 20
			26
	<i>That's not nice!</i> <i>I'm sorry.</i>	Vocabulary Parts of the body Descriptive adjectives	Grammar <i>His/ her</i> <i>I/ They have/ don't have</i> 30
			36
Feelings: <i>surprised, in love, scared</i> Months of the year	<i>Silly!</i> <i>Poor...</i> <i>Here's...</i>	Vocabulary The house Furniture: <i>bed, chair, table</i> Feelings: <i>angry, happy, scared</i>	Grammar <i>They have/ don't have</i> Possessive case 40
			46
	<i>Don't worry!</i>	Vocabulary Actions Food	Grammar Present continuous (affirmative): <i>I, he, she</i> 50
			56
			59
<i>How many children are (happy)?</i> Dates: <i>Today is Tuesday, July 6th.</i>	<i>Let's go!</i> <i>Yuk!</i>	Vocabulary Colours	Grammar Prepositions of place Present continuous 60
			66
	<i>Welcome (to...)</i> <i>I'm scared!</i> <i>Don't be scared!</i>	Vocabulary Actions Food Wild animals	Grammar The time 70
			76
	<i>Thank you for...</i> <i>What a (beautiful jaguar)!</i> <i>I know!</i> <i>Amazing!</i> <i>Of course!</i>	Vocabulary Actions Wild animals	Grammar Simple present tense 80
			86
	<i>Let me think!</i>	Vocabulary Furniture Clothes Food	Wild animals Actions Grammar Simple present tense Prepositions of place 90
			96
			99
			100

STORYLINE

Storyline is a six-level series for learners between the ages of 6 and 11 which aims at actively involving kids as whole persons in learning English, both effectively and in an entertaining manner.

The rationale underlying the series

Storyline goes beyond the teaching of English alone. It **aims at educating kids**, that is, preparing them for the rapidly changing and increasingly complex society they will have to live in, by helping them develop independent, critical thinking and ethical behaviours in order to become caring and productive 21st century citizens. The following four principles are at the core of the series as parts of an integral whole: a focus on **meaning**, a focus on **learning**, a focus on **education** and a focus on **stories**.

1. Focus on meaning

In order to learn, we all need to make sense of what somebody is trying to teach us. Consequently, **English should be taught** as a means to an end, **as a means to construct and understand meanings**. Meaningfulness should be present at every stage, even when learners are focusing on the structure of the language. In this respect, stories and story telling are a must in a series for kids, both to trigger their interest, to integrate language and content in meaningful and significant social situations, and to start the learning process.

Language is graded according to learners' needs and interests. While in levels Starter A and B there is more emphasis on lexical areas than on structures, in Levels 1 and 2 learners are mature enough to become aware of how language works and, hence, they are ready to reflect on how meaning can be conveyed through structures.

2. Focus on learning

The series **aims at fostering learning rather than at teaching**. This means orienting teaching to learners' abilities, styles, interests, cognitive and linguistic development and educational contexts so that they learn effectively. There are plenty of opportunities for learners to learn by discovery, by making connections, by being able to relate what they are learning to their own lives.

The series **follows a spiral approach** in which there is **permanent integration**. The language practices are systematically practised in natural and meaningful contexts and are developed to deeper levels as the students grow older.

The **approach is multi sensory** (including visual, auditory and kinaesthetic activities), and there is room for the development of multiple intelligences. There are also plenty of opportunities for intercultural awareness and cross curricular links.

3. Focus on education

Storyline provides learners with **opportunities to learn and develop life skills**, which are put into practice in the activities proposed for the six levels. The series includes the development of:

- › **Learning strategies** - to help Ss become aware of how they learn
- › **Studying skills** - to help them learn effectively
- › **Organisation habits** - to help them develop their autonomy
- › **Thinking skills** - to help them evaluate information critically
- › **Intercultural awareness** - to help kids understand and value their own learning

- › **Respect** - for oneself, for others' opinions and feelings, and for personal and classroom materials
- › **Group awareness** - to help them learn how to work in groups
- › **Conflict resolution skills** - to help Ss gain autonomy as individuals and as members of groups

The series grows with the learners. This growth is reflected in the choice of characters, in the activities proposed, and in the level of demand and challenge through the series.

4. Focus on stories

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

THE PUPIL'S BOOK

- › There are **eight main units in *Storyline 2***, each one functioning as a self contained 'chapter' within the plot line of the text. Every unit consists of four lessons:
 - › Lessons 1, 2 and 3 are two pages long and contain work for approximately two to three teaching periods each.
 - › Lesson 4 is a story-time lesson. In this lesson, the main teaching points in the unit are integrated into a story and consolidated in the activities and song which follow. The story-time lesson contains work for approximately two teaching periods.
 - › There are **two consolidation units -*Storyline Mag***- one every four units. These consolidation units provide integration of language presented in the previous units in the form of games kids are familiar with, once again integrating previously taught topics, and a Test your Memory section before the workbook section.
 - › There's also an **End-of-year Play** that can either be exploited as a story to read in class, or performed by the kids as part of the end of the year festival.
 - › There is a new play on pages 96-97, which provides a new opportunity for the integration of language.
 - › CLIL section: eight units which provide a link with one of the subjects in the curriculum and integrated language use.
 - › At the end of the Pupil's book there are eight workbook units, each with a number of activities aimed at providing students with further opportunities to reflect on how language works and to use it meaningfully. At the end of this section there is a Further Practice area, one for each unit.

THE TEACHER'S COMPANION

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

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

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

- › a guided lesson plan
- › notes related to the specific teaching point in the lesson: expected mistakes, areas of difficulty, etc.
- › *Building confidence* and *Expansion* activities
- › the scripts for every listening activity
- › the lyrics for every song
- › answers to activities in the Pupil's Book

The more general aspects of teaching, such as how to go about activities, songs, and so on, are described in the section *From the coursebook to the learners* below.


FROM THE COURSEBOOK TO THE LEARNERS

In this section, teachers will find information about the objectives of each of the sections in *Storyline 2*. It includes a *How to go about it* section with suggested procedures for the Pupil's book activities. The suggestions in this section apply to all the units in the book and, therefore, are not repeated in the individual lesson plans. Teachers are advised to refer back to this section when necessary.

a. Routines

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

How to go about the routine

- › Write a sketchy plan of the day's lesson on one corner of the bb.
- › Start the lesson with the *Hello* song.
- › Write **TODAY IS (MONDAY) (MARCH 27)** on the bb. There is a tendency now not to include the ordinal ending.
- › Ask Ss about the weather and their feelings.
- › When you finish the routine, go to the plan on a corner of the bb and ask Ss which steps you can tick off (*Hello* song, Calendar, Weather, Feelings).
- › Before the end of the lesson, go back to the plan and reflect with Ss (in Spanish) on why you have been able to cover it or not. This is a good opportunity to show Ss that sometimes, some activity may take longer because they need more time, and this is OK, but if you waste time because they misbehave and have to stop the lesson, this is not OK.
- › For further ideas, go to the *Learners' Autonomy* section in *Storyline 1 & 2* online Teacher Training Video at www.pearsonelt.com.ar/storyline. 

b. The story sections: Look and listen

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

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

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

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

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

How to go about the stories

As teachers, we all want to make the reading of a story an enjoyable experience. To attain our end it is advisable to:

- › Check beforehand whether your CD player works well. It's most frustrating when it doesn't.
- › If you prefer reading the story aloud, practise reading it beforehand with expression and enthusiasm. You can read the punch line -the final part of a joke- with more intensity or slow down the pace to build up suspense. You can also try making each character sound different. Read at a leisurely pace: kids need time to take in what they see and hear.
- › Whet the kids' appetite for the story by including it in the daily plan. Stick to a routine before starting with the story: sit on your desk if the school permits it, or just write 'Story time' on the blackboard.
- › Engage Ss into the topic of the story by chatting with them about some anecdote or experience (either yours or theirs) related to the story. The more links you can establish between the world of the story and the kids' world the better. As the purpose of this stage is to motivate learners and to activate their schemata, teachers can resort to Spanish, the language of instruction. You can find possible lead-ins for the different stories in the lesson notes of each unit of the book.
- › Ask relevant questions aimed at predicting what is going on in the illustration of the story. Avoid 'language practice' questions, e.g. **What's this?** to practise vocabulary if it is not relevant to the development of the story. In every story, there are suggestions on how to elicit predictions and inferences from learners.
- › Have Ss listen to the story and check their predictions.
- › Invite them to listen to the story a second time. Remember to give them a second task for the listening activity to be meaningful.

c. Activities

Activities are aimed at the development of both comprehension and production practices. They are organised into recognition activities, following the presentation of a teaching point, and then guided practice activities. There are *Building Confidence* activities in the Teacher's Book which provide further opportunities for students to use the language

meaningfully. As the name indicates, they are to be used by teachers to help their Ss develop confidence in using the language. This Teacher's Book also includes *Expansion* activities, in which several teaching points are integrated into one instance of meaningful language use.



How to go about listening activities

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



How to go about speaking activities

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



How to go about games

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

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



How to go about acting out activities

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




How to go about songs

- › Go over the vocabulary (lyrics) of the song. You can elicit the words of the song from Ss.
- › Ask Ss to do what is required in the song: circle the correct option, complete, etc.
- › Play the song once for Ss to check their answers.
- › Rehearse the song with the Ss (most probably, more slowly than the recording).
- › Play the song again and invite Ss to sing along.
- › Encourage Ss to add some dance routine to the song. This way, they'll remember the words better.
- › Play the karaoke version for Ss to sing.



How to go about reading

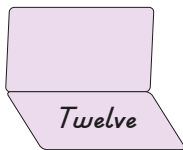
- › At this stage, Ss can read quite fluently at word and sentence level. One of the aims of reading is for Ss to become more fluent at reading longer texts. It should be pointed out that we do not refer here to reading aloud, an activity which is related to the development of speaking.
- › It is important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

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



How to go about writing

- › Ss should write what they can read quite easily.
- › Encourage Ss to help you make classroom posters with vocabulary. This is a type of wall picture dictionary. Every word should be written on a piece of paper. Fold it in twos so that the word is covered and make the drawing on the outside flap, so that the poster should be a collection of drawings. Encourage students to add more words to each poster as they learn them. They can also use posters from previous years.
- › When Ss cannot remember how to spell a word, they should go to the poster, lift the flap and read the word. They should not be allowed to take their notebooks so that they make the effort to remember the word.



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

WB How to go about workbook activities

- › Each exercise has a clear linguistic focus. However, they are not mechanical since no exercise can be completed unless Ss understand what it says.
- › Ask Ss to check what they have to do by focusing on the instructions and icons. Ss should be given the opportunity to do the exercises orally before they start writing the answers, even if they have to do the exercise for homework.
- › When there are options, encourage Ss to account for their choices. These instances are signalled in the suggestions for exercises.
- › Check the answers on the bb. If the exercise is open, i.e. there may be different answers, check that Ss understand this. You may write on the bb the part of the answer which will be the same for all Ss.
- › All exercises are followed by an *Expansion* activity which uses the exercise as a springboard for further opportunities to use the language and reflect on it.

d. Pronunciation

Pronunciation is not worked on separately from activities, but should be an integral part of them. Specific problem areas for Spanish speakers are dealt with on a unit by unit basis.

How to go about pronunciation

- › Invite Ss to repeat, imitating the characters in the book, their pronunciation and intonation.
- › Ask Ss to play different roles when saying something, e.g. **Imagine you're a huge elephant, a beautiful princess, a small mouse or an ant.**
- › Encourage Ss to say the lines together with the recording once they are familiar with the utterances. This should be done only with short stretches of language, e.g. one line at a time, not the complete dialogue.


e. Evaluation

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

f. Working with posters

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

How to go about posters

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


g. Building learner autonomy

How to go about the level of challenge

- › Ss can be invited to decide on which level of challenge they want to work. You can ask Ss if they want the activity to be difficult (use gesture) or easy (gesture again).

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


How to go about *the management of time*

- › Ss need to learn how to manage time.
- › Writing the daily plan on the bb and going back to it at the end of the lesson gives Ss an idea of how much they can do in a given amount of time.
- › You can time activities as well. If there is a clock in the classroom, tell Ss that they will have to stop when the long hand is at a certain number. You can stick a pointer on the clock to show where the long hand should get to. It is not necessary for Ss to be able to tell the time. Every now and then, ask Ss to look at the clock and ask them if they need to hurry up or not.
- › If there is no clock in the classroom, you can use songs to measure time. Tell Ss how many songs you'll be playing. Longer activities will require three or four songs and shorter ones only one or two. You can use any song in English.
- › It is very important at this stage to give Ss something concrete for them to measure time. If you tell them '10 minutes', it won't mean anything.
- › For further ideas, go to the *Learner Autonomy* section in *Storyline 1 & 2* online Teacher Training Video at www.pearsonelt.com.ar/storyline. 

OUR POSTER

- › At the end of every unit, you can make a poster with the Ss on which you show the vocabulary of the unit.
- › Ask Ss to bring cut-outs from magazines or drawings from home.
- › Depending on the number of Ss, you'll need one or more sheets of poster or cartridge paper.
- › Make a classroom display of the posters. Ss can use these posters as wall dictionaries.

END-OF-YEAR PLAY

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

DEVELOPING COGNITIVE, SOCIAL AND INTERCULTURAL AWARENESS

There are plenty of opportunities throughout the series to develop awareness in Ss. There are no specific or separate worksheets or activities since these educational objectives are at the core of the approach which underlies the series.

Cognitive awareness

This umbrella term refers to the **knowledge and self-awareness that a learner has of his/ her own language learning process**. It has come to be regarded as key to successful learning.

Kids need to be helped to see what languages are meant for, i.e., as a means to construct and understand meanings. Learners need to be helped to see which strategies they use to remember new words and their pronunciation, linguistic chunks, etc. They have to be able to evaluate how much they have learnt.

Young learners may not be ready yet to reflect on their learning process; nevertheless, they can be initiated into this reflective process. When teachers elicit from learners what materials they need, they are focusing on cognitive awareness: they become aware of what they need and can plan and organise themselves if they have to do activities on their own. Teachers can help learners to monitor their progress and their performance by making them reflect on how much they remember from previous lessons, how they can use songs and raps as a source of reference when they can't remember a word. Learners can also start reflecting on the similarities between English and Spanish, which they can use to learn better. This does not mean that they or teachers will be resorting to constant translation. It is by focusing on similarities and differences that learners can start contrasting and comparing elements from either language, which in turns engages them into processing information, thus leading them to a better knowledge of both their mother tongue and the target language.

Social awareness

Kids at the age of nine/ ten may be used to working together, which does not mean they are used to working in teams. It takes time for them to learn how to do so.

In order to work in pairs or groups, the first thing Ss need to know is what exactly they have to do. It is easier for them to start working as a member of a group or pair when the rules are very clear, there is no ambiguity and they know what is expected from every member.

Young kids need to be able to see the effects of their own actions on others. It is through stories and their characters that Ss are provided with the opportunity to see how somebody's positive behaviour can make other people's lives easier and happier, and how by being inconsiderate one can hurt feelings or cause embarrassment. Stories we read in childhood have a profound effect on our attitude and behaviour by broadening our understanding of ourselves and the people around us.




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

Intercultural awareness

The world is characterised by diversity. Awareness of similarities and differences among cultures is a first step away from ethnocentrism, which only finds value, rightness and sense in one's own cultural patterns. **Kids need to be able to see how diversity contributes to making the world more attractive, to helping us understand others and the concept of otherness.** At the same time, they will learn about their own cultures and value them. As English teachers, we need to help Ss focus on diversity, for which a good starting point is the inclusion of kids from different ethnic groups to be found in the story. They accept each other without asking, or forcing others to change, which is the essence of acceptance and social harmony. **It is through the development of intercultural awareness that human beings can develop understanding and a disposition of openness towards others.** This is further developed on page 112.

How to go about the posters

Both posters in *Storyline 2* can be written on with a board marker, and erased afterwards. In order to protect them, and to leave them on one of the walls in the classroom, you can do the following:

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

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

- You can appoint poster helpers, who will be in charge of placing it on the board when you use it, and then putting it back where it is kept. You can use the helper badges downloadable from http://www.pearsonelt.com.ar/storyline/pdf/PC/Routinecards_L2.pdf.
- You can make flashcards with icons, illustrations or words to include other elements. These flashcards can be laminated as explained before or using any other laminating procedure. To stick them on the poster, you can use either a flexible adhesive substance (such as Blue Tack © or Uhu Tac ©) or masking tape, which sticks fine and is easy to remove. Masking tape doesn't remove paint from the walls, which is also important to show kids how to take care of our own school.
- You can work with the poster on the board and the kids dictate to you what they want to write. You can also appoint different kids to come to the front and work with the posters. Both posters can be photocopied (see page XXX) or downloaded from www.XXXXXXXX.com and printed. Kids can work in groups completing their own posters, and after some time, they can work in pairs or individually. There is also the possibility of downloading a bigger version of the poster. Students can use this version when they work in groups. If kids work in groups, they can also use a sheet of poster paper and make a classroom display of their productions.

Bedroom poster (TB page 109)

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

You can carry out some or all of these activities:

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

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

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

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

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

Animal Facts poster

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

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

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

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

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

Possible questions for the quiz:

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

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

The rationale underlying the series and NAP: Núcleos de Aprendizajes Prioritarios

The 'Núcleos de Aprendizajes Prioritarios' for foreign languages (NAP-LE, available at http://www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf) were issued in 2012 and apply in every jurisdiction in the country. They refer to learnings that all students have to be able to construct during their school years. The emphasis is on learning, and on teachers and institutions providing opportunities and creating the right learning environment for learning to take place. The NAP-LE cover both instrumental and formative aspects of language learning organized around six areas:

- Listening
- Reading
- Speaking
- Writing
- Reflection on language – language awareness involving English and Spanish, the language of instruction
- Intercultural reflection – intercultural awareness
- Language is conceived of as a social practice, rather than a composite of skills, which entails the following:
 - Language cannot be separated from culture
 - The natural and meaningful unit is the text – written or oral – which is always embedded in a context.

In the *Storyline* series, the text is the means by which kids are exposed to the language. All the texts are embedded in a context in which language is used meaningfully to construct meanings. The message to convey is clear, in keeping with the type of participants involved in the communicative situation.

What is meant by instrumental and formative aspects? Instrumental aspects refer to kids learning and being able to use the language meaningfully, whereas formative aspects have to do with the learners' construction of citizenship, in which literacy development and language practices play a key role.

How are instrumental and formative aspects dealt with in *Storyline*? In this approach, structures, tenses, conjuncts and other elements are tackled as linguistic discursive elements that help the construction of meaning. Therefore, they are not the starting point of any teaching unit. When young learners are helped to become aware of how English works, they do so by always making the connection between meaning in context and form. They will also be encouraged to establish comparisons between English and Spanish, the language of instruction, since these comparisons can aid in incorporating or remembering linguistic rules, in understanding why some sounds may present a challenge to Spanish speakers, and in seeing the connection between the spoken and the written forms of words, among other instances. Metalinguage is not used at all since for the majority of kids, it would be a further concept to learn. In every unit, under the heading 'Language Awareness', teachers are presented with areas of linguistic reflection, both inter and intra language, which will help young learners become aware of how English works. In many cases, as they compare and contrast English and Spanish, they will gain a better understanding of how Spanish works as well. There are also teaching notes in green boxes which focus either on difficulties young learners may have – for instance the tendency of Spanish speaking kids to understand the word 'brothers' meaning brothers and sisters, or the fact that young learners may not understand what we mean by 'a full sentence', – or on aspects to consider, e.g. asking at school if all kids have a mother and a father.

The following is a synthesis of how the practices of language – listening, reading, speaking and writing – are approached in the *Storyline* series, in keeping with the NAP-LE.

Listening

As stated before, the text is the natural unit of language. However, it should not be understood that a text means at least two or three sentences. Instructions such as *Listen* are examples of texts: there is a message to convey, there is an intended interlocutor, there is a purpose to the text, and it has a name. In this case, the message is clear, the intended interlocutor is the kids in the classroom, the purpose is to draw kids' attention since the teacher, most probably, has something to say to them, and the text has a name: it is an instruction.

We stress the importance of kids understanding what they have to do before they start any listening activity. They can read the instructions, use the icons to support their understanding and also pay attention to the teacher's gesture. There is always a first listening task that aims at global understanding, usually to check the kids' hypotheses on the text they are going to listen to. These hypotheses are based on predictions from illustrations, from titles or other elements, and help kids activate their schemata as to the topic. It is not important if their hypotheses were right or wrong. Even if they were not close to the topic of the text, the fact that kids realize this is evidence that they have understood the text. This first global listening also has the purpose of showing learners that they may understand the text even if they do not know all the words. By the same token, they may know all the words and yet, not understand a text, usually because kids could not activate their schemata.

Kids are exposed to a variety of text types, either read by the teacher or recorded by kids and adults, including poetry, songs, stories, guessing games, among others. All of these are accompanied by illustrations that help kids understand the text. When they listen, activities are proposed for kids to identify the communicative situation, the interlocutors and the possible topic of conversation. Depending on the task, kids are also helped to become aware of the type of listening they should tune in to: global or for specific information. As part of the reflection, they will focus on paraverbal features of the text such as intonation and volume, as well as on some characteristics of oral texts, e.g. formal and informal features or intonation in questions and exclamations.

Reading

In some way, reading is a mirror of listening since they are both based on a text, oral in the case of listening while written in the case of reading. In the same way that kids can find clues in paraverbal features, when reading, they can find clues in the paratext – titles, illustrations, graphs, and the layout, among others. These clues will help readers understand the text. Moreover, they will be the source of the predictions kids will come up with before they read the words in the text. As kids read, these clues, together with other linguistic discursive elements, will help learners construct more accurate meanings, which will prove a positive motivating activity that will contribute to learning.

Through the variety of text types kids are exposed to, they will get to know other worlds, other realities, and reflect on their own. In the earlier stages, the use of illustrations and other types of visual support will be necessary. As kids progress in their learning process and gain autonomy, there will be less visual support since kids can resort to linguistic discursive clues in the text. Apart from learning about other worlds, they will also approach texts to find information and carry out different tasks.

Speaking

In the early stages, speaking will be approached as part of an interaction between different participants, usually the kids and the teacher, as a more able peer who will lead the conversation and, little by little, will invite learners to join in and gain autonomy.

In *Storyline*, teachers are presented with ideas for classroom interaction with kids, e.g. greetings, talking about feelings and asking permission, among others. These interactions are carefully structured so that learners should be given the scaffolding they need. Kids are also invited to participate in rhymes, songs, tongue twisters, and other text types of the sort. As they become more confident language learners, they will participate in dialogues, dramatizations and will even produce spontaneous utterances which will, most probably, be imitations of what the *Storyline* characters say along the stories, or something the teacher frequently says. Some kids will make use of linguistic discursive elements they have learnt and will combine them to create meanings. Though these utterances may not be grammatically accurate, they provide excellent instances for teachers to see where kids are in their learning process and what hypotheses are at stake. It is better not to correct kids but to offer the correct version as natural feedback in the course of conversation, e.g. *St: You like hamburgers? T: Yes, do you like hamburgers?, or St: Is a TV in my bedroom. T: Oh, there's a TV in your bedroom. Is it small?*

In *Storyline*, there is heavy emphasis on language and meaningfulness and therefore, every speaking instance is presented as part of an interaction in which there is one or more messages to convey, participants who either construct the message or are the intended recipients of the message, in a clear, communicative context. It is these contexts that teachers will refer to when they work on language and help kids become aware of how language works. As stated before, grammar, structures and vocabulary are tackled as linguistic discursive elements that help construct meanings.

Writing

In *Storyline*, there are activities to be solved in writing and writing activities. In these last ones, there is a message to be conveyed and a set audience for our message. There is also a clear and meaningful intention to write. All these elements are present in any writing situation outside school.

Kids are invited to write short texts such as notices, e-mails, descriptions, among other examples. In order to do this, kids need to be exposed to several samples which they can use as models. Kids are asked to reflect, guided by the teacher, on the characteristics as well as the purposes of the texts. In some cases, as a first approach, the teacher can decide to have the whole class writing with him/her, i.e. kids dictating to the teacher. As this is done, the teacher will model the type of reflection a writer, and later kids, will be involved in.

A good instance of writing is the creation of a new text changing some of its elements, e.g. characters or their description, the setting, what characters do, among other examples. This can be done with the teacher's help first. Following Vygotsky's Zone of Proximal Development, we should remember that what kids can do today with the help of a more able peer – the teacher in this case – they will be able to do on their own tomorrow.

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

Finally, it is essential for kids to see the relationship there exists between reading and writing, which will favour the development of writing.

Language awareness

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

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

Learners should be asked to reflect at two levels, intra and inter language. Intralanguage reflection refers to comparisons and contrasts considering examples or cases in English. For instance, the similarity there exists between *I don't like* and *I don't have*, or the fact that there are three pronouns for the third person singular – he, she, it – while only one for the plural – they. Interlanguage reflection, on the other hand, is related to those instances in which comparisons and contrasts are established between two – or more – languages. We know that kids' mother tongue may not be Spanish for some, but since it is the language of instruction at school, comparisons in *Storyline* are related to English and Spanish. If kids should speak or know any other language, this interlanguage reflection would apply as well. The idea behind this is not to ask kids or teachers to translate but rather, to use Spanish as a source for kids to learn and understand how English – and even Spanish – works. When there are regularities and similarities, e.g. the 's' for plural nouns, learning is made easier and faster by making reference to what kids already know, e.g. how to form the plural in Spanish. Phonologically speaking, the same rule applies in both languages, though –es is pronounced differently. In the case of differences, focusing on them makes learners bear in mind what they have to pay attention to, as in the tendency for Spanish speakers to add a /ə/ sound before words starting with an /s/ sound followed by a consonant, e.g. *school*, or to place the adjective after the noun.

Though they are detailed at the beginning of each unit, the following is a summary of the points kids will be reflecting upon. The list is not exhaustive at all as there are plenty of opportunities for teachers to go beyond what is proposed.

Intra language:

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

Inter language

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

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

Kids are presented with a variety of activities or exercises both in the main section and in the workbook section of their books. None of the activities can be solved unless learners understand. All these activities provide a source to revise and integrate language, and for learners to reflect at different levels: language, strategies, text characteristics, among others.

Intercultural awareness

As to intercultural reflection, opportunities stem from the context, from the situations and illustrations. It is the teacher's choice to decide which aspects of intercultural awareness he/she will focus on. In *Storyline 2*, intercultural awareness revolves around the concepts of diversity and differences, but also similarities. The purpose behind these choices is twofold: for young learners to become acquainted with other realities, with other ways to organize the world around them, and to become aware of their own reality and to value it. This will help them develop a sense of belonging in the different cultures they are immersed in. Ideas are presented below that can be starting points to work on these concepts.

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

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

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

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

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

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

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

THE TEACHER TRAINING VIDEO

Reflections on Classroom Stories

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

What can you find in the video?

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

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

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

Encuentros Escuela + Hogar

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

The guide can also be downloaded from www.pearsonelt.com.ar/storyline/ For each unit in the Pupil's Book there is a page in Spanish which is divided into three sections.

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

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

Section three offers suggestions of films, books and songs which are thematically related to the stories in the units, for parents and care-givers

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

How to go about the video

The video does not follow any order in particular. Teachers are invited to watch segments in any order, depending on their interests and needs.

Note that the video has been uploaded to our website in a way that allows you to choose to see either a whole module from beginning to end or just watch the *Classroom sequences*.

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

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

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

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

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

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

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

How to go about parent involvement

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

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

Estimada familia:

Mi nombre es y soy el/ la profesor(a) de inglés. Vamos a tener clases los días Para estos días, los chicos tienen que tener en sus mochilas: el libro *Storyline 1*, un cuaderno de 24 hojas, lápiz negro, goma de borrar, goma de pegar y lápices de colores.

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

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

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

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

Un saludo cariñoso,

[firma del docente]

Estimada familia:

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

¡Felicitaciones!
[firma del docente]

Estimada familia:

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

.....
.....
Muchas gracias.

[firma del docente]

Planificación anual

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN	
1 Hello	Nombres de los personajes. Vocabulario de la selva. Animales salvajes. Útiles escolares. Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada.	<i>This/ That</i> <i>I love</i> Respuestas a: <i>What's your name?</i> <i>Is this/ that...?</i> <i>What colour/ is/ are...?</i>	Saludos. Presentarse y hablar sobre uno mismo. Hablar sobre lo que nos gusta y lo que no nos gusta.	Días de la semana. Órdenes típicas en el contexto áulico. Sentimientos y estados de ánimo. Condiciones climáticas.	Útiles escolares. Saludos. Colores. La familia. Juegos, deportes y juguetes. <i>I like/ don't like</i> <i>He/ She/ It/ They</i> <i>Is/ are</i> <i>A/ an</i>	La identidad. La diversidad. Familias diferentes. Respeto por gustos diferentes. El cuidado de los útiles escolares y de los materiales. El respeto por nombres ajenos a la cultura propia. Seguimiento de consignas y órdenes. Actitud de aprendizaje frente al juego: saber ganar y perder. La colaboración y la cooperación. El valor de la tarea. Cumplimiento de la tarea y consignas.
2	Partes del cuerpo. Adjetivos descriptivos. Personas. El sentimiento <i>scared</i> . Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada. Actividades de integración.	<i>He/ She/ It has/ doesn't have</i> <i>But</i> Respuestas a: <i>Is this/ that...?</i> <i>What colour/ is/ are...?</i>	Descripción de personas y animales.	Revisión e integración de lo conocido.	Partes del cuerpo. Adjetivos descriptivos. <i>His/ her</i> <i>I/ They have/ don't have</i>	Formas plurales. El uso del adjetivo antes del sustantivo. Similitud entre <i>have/ don't have</i> y <i>has/ doesn't have</i> . Diferencia de género entre <i>his/ her</i> . Las conjunciones <i>and</i> y <i>but</i> .
3	Los muebles de la casa. Actividades de reconocimiento basadas en la escucha y en la lectura. Actividades de producción guiada. Actividades de integración.	Preposiciones de lugar. <i>Where...?</i> Respuestas a: <i>Is (my book) under...?</i>	Revisión e integración: <i>Here's...</i> <i>Silly!</i> <i>Poor...</i>	Revisión e integración de lo conocido. Sentimientos: <i>surprised, in love, scared</i> . Meses del año.	Generar juegos en grupos. Usar gestos y lenguaje corporal para recordar sensaciones y sentimientos. Reconocer pistas en las oraciones para identificar el sentido. Reconocer tipos textuales y sus características: la carta.	La estructura del caso posesivo.
4	Actividades de la vida diaria. Comidas y bebidas. Actividades de reconocimiento a partir de la escucha y de la lectura. Actividades de producción guiada. Actividades de integración.	El presente continuo en todas sus formas (primera y tercera persona del singular, tercera persona del plural). Respuestas a: <i>Are you... ing?</i> <i>What... doing?</i>	Revisión e integración: <i>Don't worry!</i>	Revisión e integración de lo conocido.	Identificar pistas para encontrar respuestas. Tipos textuales: recetas de cocina.	Concordancia entre sujeto y verbo.

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN	
5	La ropa. El verbo <i>wear</i> . Actividades de reconocimiento a partir de la escucha y de la lectura. Actividades de producción guiada. Actividades de integración.	<i>There is/ are</i> La hora. El pronombre <i>we</i> (+ <i>to be, have</i>). Respuestas a: <i>What's the time?</i>	<i>Let's go!</i> <i>Yuk!</i>	Revisión e integración de lo conocido. La fecha.	Colores. Preposiciones de lugar. El presente continuo.	Concordancia entre sujeto y verbo. La comunicación entre la escuela y la casa. Respeto por los gustos y preferencias de los otros. La colaboración y la cooperación.
6	Actividades de la vida diaria. Las comidas. Actividades de reconocimiento a partir de la escucha y de la lectura. Actividades de producción guiada. Actividades de integración.	El presente simple del modo indicativo, formas afirmativa y negativa (primera persona del singular y plural y tercera persona del plural). <i>at + la hora</i> <i>Likes and dislikes</i> (en todas sus formas).	<i>Welcome (to...)</i> <i>I'm scared!</i> <i>Don't be scared!</i>	Revisión e integración de lo conocido.	Actividades. Comidas. Animales salvajes. La hora.	Concordancia entre sujeto y verbo. Similitud entre <i>don't like/ don't have</i> y el negativo del presente simple. El cuidado de los animales y la naturaleza. La amistad. Celebraciones. Respeto por otras culturas. La diversidad.
7	Los verbos <i>ride</i> y <i>use</i> . Medios de transporte. Profesiones y ocupaciones. Actividades de reconocimiento y de producción guiada. Actividades de integración.	El presente simple del modo indicativo, formas afirmativa y negativa (tercera persona del singular).	<i>Thank you for...</i> <i>What a (beautiful jaguar)!</i> <i>I know!</i> <i>Amazing!</i> <i>Of course!</i>	Revisión e integración de lo conocido.	Actividades. Animales salvajes. El presente simple.	Concordancia entre sujeto y verbo. Similitud entre <i>doesn't have</i> y la negación del presente simple, tercera persona del singular. La naturaleza y los animales. El respeto por la naturaleza. Valoración del trabajo. Respeto por culturas diferentes.
8	Vocabulario relacionado con incendios. <i>In the (morning).</i> <i>Need.</i> Actividades de reconocimiento y de producción guiada. Actividades de integración.	El presente simple del modo indicativo, forma interrogativa y respuestas cortas.	Revisión e integración: <i>Let me think!</i>	Revisión e integración de lo conocido.	Muebles de la casa. La ropa. Comidas. Actividades. Animales salvajes. Preposiciones de lugar. El presente simple.	Revisión e integración. Concordancia entre sujeto y predicado. La entonación en preguntas. El compartir. La colaboración. La generosidad personal. Respeto por el ambiente. El valor del esparcimiento. Valoración de los ancianos y su sabiduría. El valor de la experiencia.

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

Reflexión/ Toma de conciencia:
Lingüística: ver planificación.
Cognitiva: autoevaluación, control del tiempo, identificación de los materiales que se necesitan, identificación de pistas que ayudan a resolver problemas.
Social: el trabajo en grupos, las reglas de convivencia, las reglas en la escuela y en el hogar, el valor de la comunicación.
Intercultural: reglas de cortesía, la diversidad, la diferencia.

First week

Getting started

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

Hello song

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

SONGS

MP3 TRACK 2

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

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

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

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

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

Revision of parts of the face

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

BUILDING CONFIDENCE

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

Revision of descriptive adjectives

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

Revision of *I have*

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

BUILDING CONFIDENCE

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

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

Revision of school objects

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

How much do I remember?

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

Goodbye song

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

SONGS

MP3 TRACK 3

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

Put all your things away
Put all your things away



1 Read and write the name  

1 Hi! My name's Greta. I'm 10. I have long hair and green eyes. I'm short.

2 My name's Mr Clark, Tom Clark. Hi! I'm the teacher.

3 Hello! I'm Lucy. I'm 9. My hair's brown and short.

4 Hi, there! I'm Alex. I'm 9. I'm tall! My eyes? Yes, they're small, very small. Look! That's my brother, John. He's 16. He's tall, too.

VOCABULARY

New

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

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

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

Butterfly

Revision

Greetings

Colours

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

Parts of the face

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

Numbers: **1 to 10**

Grammar

I'm/ He's/ She's

I have

My (hair) is...

My (eyes) are...

ANSWERS TO

What's your name?

Who's this?

Is this...?

What's this?

How many...?

RECOGNITION

Language of the routine: classroom language

ORAL INTERACTION

Hello! Hi!

I'm + name

I'm + age

My name's...

What's your name?

LANGUAGE AWARENESS

Phonological differences between English and Spanish (final consonants different from Spanish, e.g. /m/ in **I'm + name**, /k/ in **book** and **copybook**, the quality of initial /p/ as in **parrot**, the quality of the /h/ sound in **hello**, the quality of the /b/ sound in **butterfly**), no aspiration of initial /s/ as in **small**, the quality of the initial sound /dZ/ in **John, jungle**. Difference in pronunciation of words which are similar in both languages (**toucan, tucán, jungle, jungla**)

Adjective before the noun (**green eyes, brown hair**)

Plural forms

He and she

Verb *to be* for age

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

Getting started

Start the lesson with the routine suggested in the Introduction.

1 Read and write the name



Possible lead-ins (you may choose):

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

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

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

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

BUILDING CONFIDENCE

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

2 Look and tick

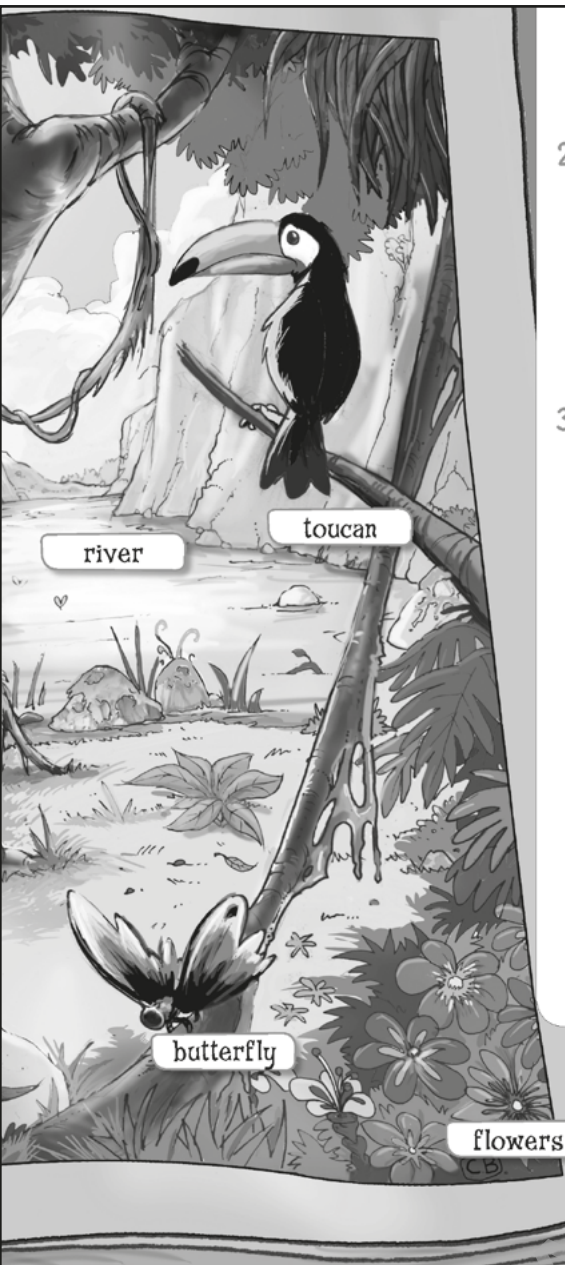
- › Ask Ss to open their books at page 9. Work on the icons.
- › Ask Ss to focus on the big picture and to read the three words in the exercise. Tell them they can understand what they mean even though they haven't seen them before. Say the words for Ss to hear the pronunciation.
- › You can ask Ss where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



3 a) Read and tick

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

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



2 Look and tick

- jungle
- desert
- pampa

3 a) Read and tick

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

b) Listen and check

MP3 TRACK 2

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

Homework

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

BUILDING CONFIDENCE

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

b) Listen and check

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

VOCABULARY

New

Colours: **grey**

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

Camera

Revision

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

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

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

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

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

GRAMMAR

New

This/that

I love

Revision

I like/ don't like

He/ She/ It/ They

Is/ are

A/ an

ANSWERS TO

Is this/ that...?

What colour is/ are...?

RECOGNITION

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

ORAL INTERACTION

Me too!

Let's...

LANGUAGE AWARENESS

Phonological differences between English and Spanish

Adjective before the noun

Plural forms

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

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

Getting started

Start the lesson with the routine suggested in the Introduction.

1 Look and listen



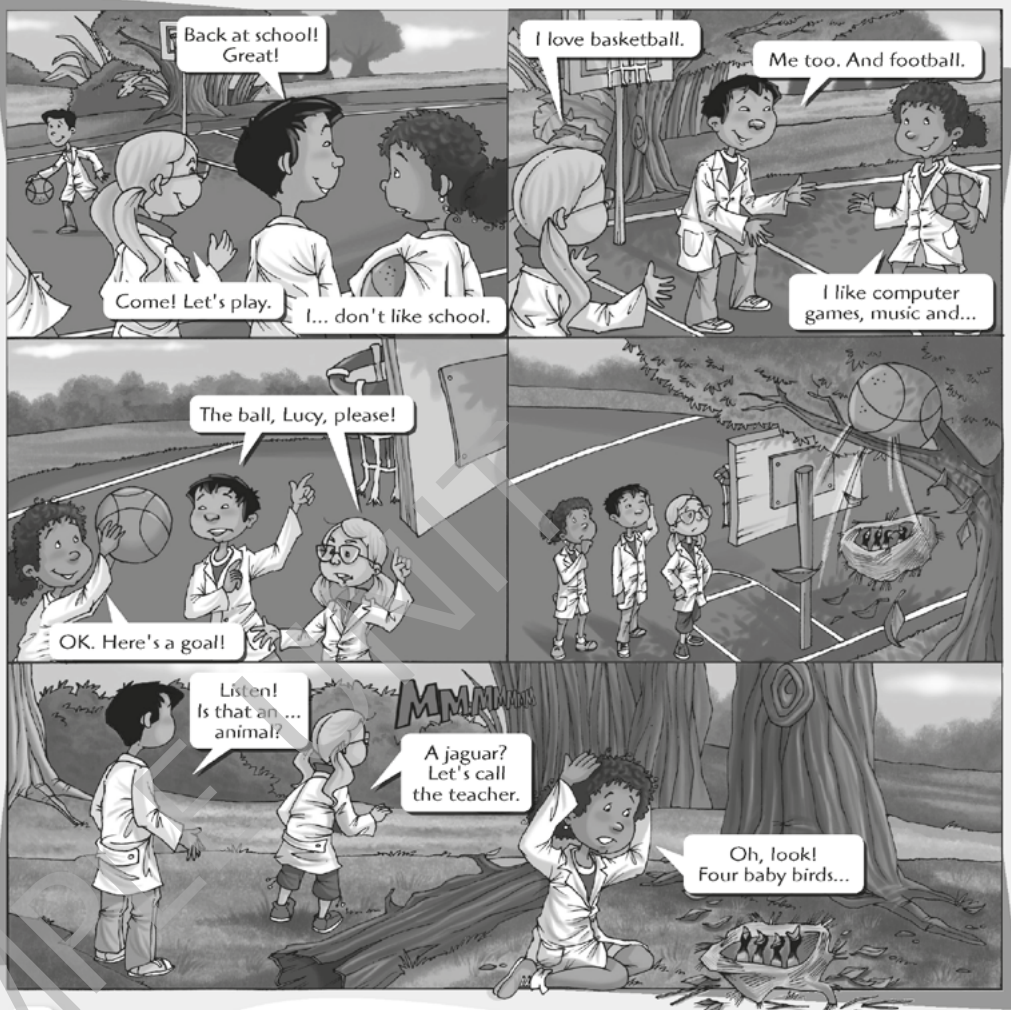
Possible lead-ins (you may choose):

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



1 I like basketball

1 Look and listen



10 ten


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




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


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

2 Listen and point. Then, match   

that bird this butterfly that butterfly this bird

3 Listen and tick  

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

4 Memory game 

I like jaguars. I like jaguars and music. I like jaguars and music, but I don't like football.

eleven 11

BUILDING CONFIDENCE

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

Introduction of *this* and *that*

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

2 Listen and point. Then, match   

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

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

MP3 TRACK 4

That butterfly
This bird
This butterfly
That bird

This bird
That butterfly
That bird
This butterfly

WB EX 1 PAGE 112

3 Listen and tick  

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

MP3 TRACK 5

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

4 Memory game 

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

BUILDING CONFIDENCE

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

Homework

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

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

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

5 Look and listen

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

MP3 TRACK 6

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

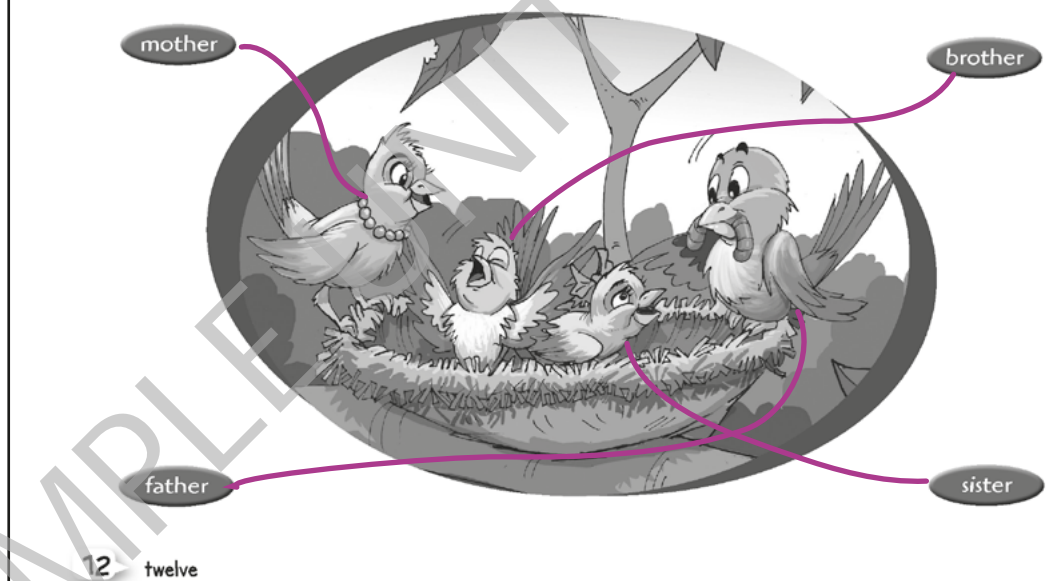
6 Match

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

5 Look and listen



6 Match



7 a) Listen and write the name

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

b) Listen again and complete

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

MP3 TRACKS 7 AND 8

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



BUILDING CONFIDENCE

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



WB EX 2 PAGE 112 AND EX 3 PAGE 113

Homework

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

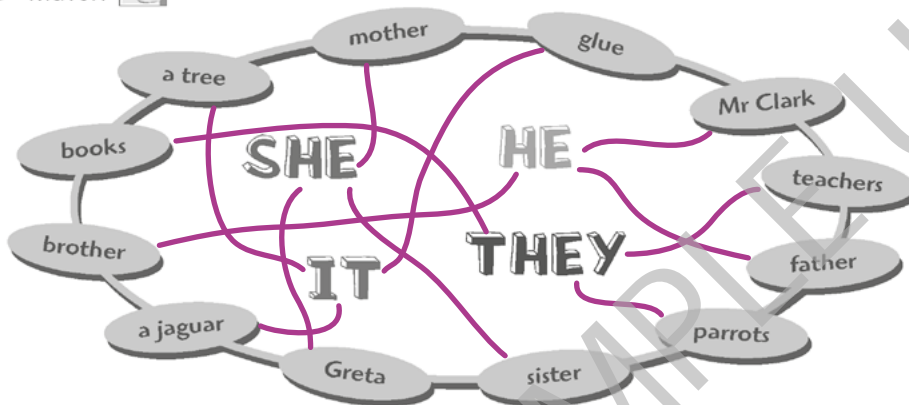
7 a) Listen and write the name  



b) Listen again and complete  

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

8 Match 



thirteen 13

BUILDING CONFIDENCE

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

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

8 Match 

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

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

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

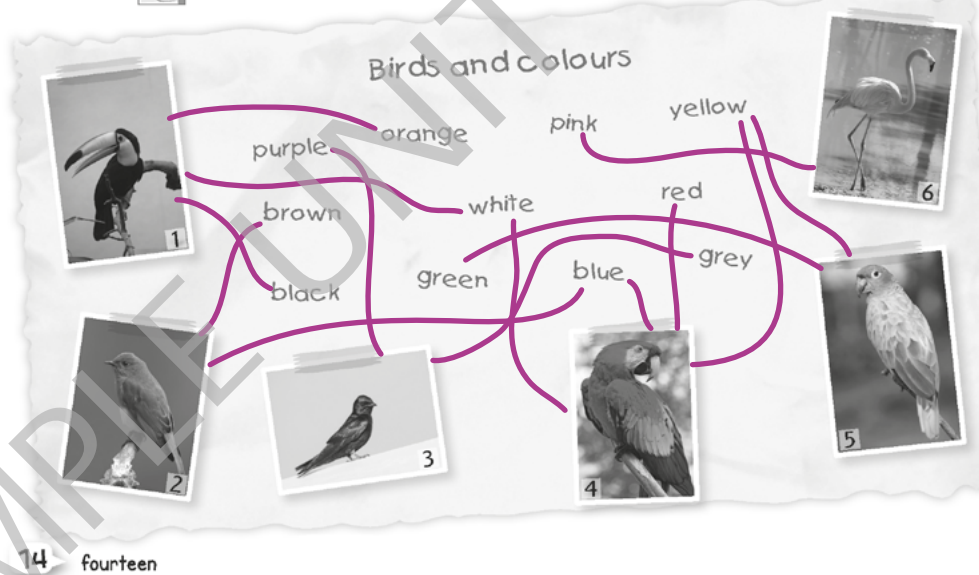
9 Look and listen

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

9 Look and listen



10 Match



MP3 TRACK 9

BUILDING CONFIDENCE

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


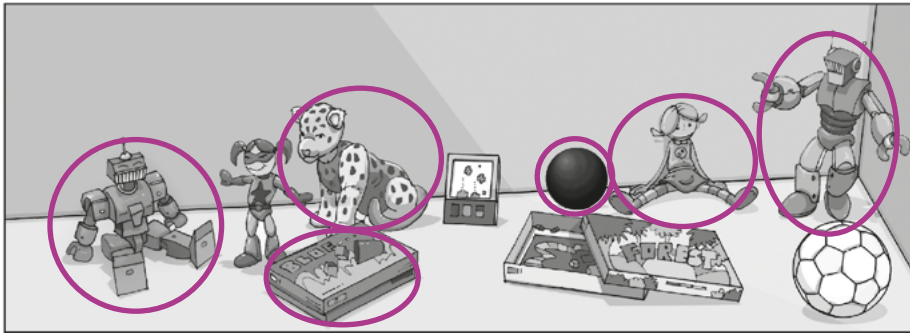



10 Match

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

BUILDING CONFIDENCE

- Colour words.** Tell Ss you'll write the first letter of a colour word for them to guess the word. Remind Ss of the rules for participating. Ss who are faster should wait for the rest to guess the word as well. Check by having Ss show you the colour or say the colour on the count of three. You can make it more challenging by writing the last letter instead of the first one.
- Show me...** As you name different colours, Ss have to show something that colour. You can make this more challenging by having sequences instead of individual colours.
- Memory game.** Ask Ss to look at the birds for one minute and then to close their books. Ask them, e.g. *What colour is bird number 6?*

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

11 Listen and circle  12 Read and circle  

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

13 Memory game 

fifteen 15

11 Listen and circle  

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

MP3 TRACK 10

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

BUILDING CONFIDENCE

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

12 Read and circle  

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

BUILDING CONFIDENCE

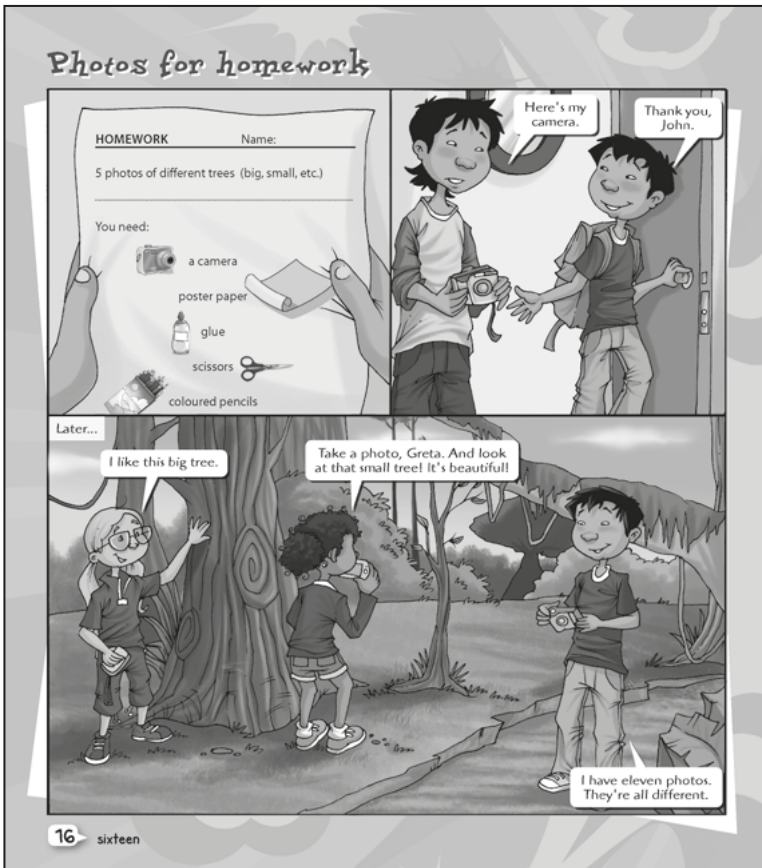
Chains. Tell Ss they'll have to keep on talking about elements and their colour. Each S has to repeat what the rest have said and add something else, e.g. S1: *Giraffes are yellow.* S2: *Giraffes are yellow and elephants are brown or grey.* S3: *Giraffes are yellow, elephants are brown or grey and ...*

13 Memory game 

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

 Homework

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



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

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

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

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

MP3 TRACK 11

BUILDING CONFIDENCE

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

Photos for homework

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

1 Listen and tick

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

MP3 TRACK 12

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

1 Listen and tick

2 Find and say

Song

a) Look and complete

Birds and jaguars.

Monkeys and leaves.

Flowers and plants.

A waterfall and trees.

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

b) Listen and check

c) Sing!

18 eighteen
nineteen 19

BUILDING CONFIDENCE

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

SONGS

MP3 TRACK 4

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

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

BUILDING CONFIDENCE

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

2 Find and say

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

WB EX 5 AND 6 PAGE 114


Song

- Ask Ss to focus on the instructions and elicit from them what they have to do.
- Give Ss some time to read and complete the blanks. You may check by numbering the pictures.
- Play the song once for Ss to check their answers. Then play the song again and invite Ss to join. You can do it in chunks, this time for Ss to listen to each line and then sing it. Sing the song slowly and have the Ss mime each line. Then half the class can sing it while the other half mimes it.

OUR POSTER

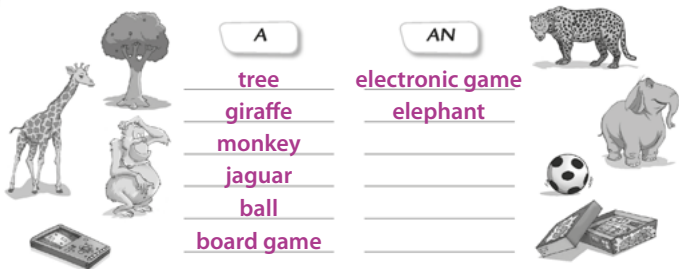
Collect the Ss' cut-outs to make the poster. Each S will glue his or hers. Remind them of the rules for this activity. If a child didn't bring any cut-outs, he/ she would have to draw.

1

1 Write *this* or *that* 

Look at...

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

2 Write 

A


tree
 giraffe
 monkey
 jaguar
 ball
 board game

AN

electronic game
 elephant

112 one hundred and twelve

1

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

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

4 Write the colour and colour the pictures 

- 1 _____ elephants 3 A _____ bird
 2 _____ parrots 4 A _____ tree

one hundred and thirteen 113

1 Write *this* or *that* 

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

- First Ss should look at the instructions and the icon and tell you what they have to do.
- Have Ss focus on where the boy is and whether the school objects are close to him or not.
- If Ss do not remember when to use each, elicit from them where they can find the answer (their book or their copybook or binder).
- Ask Ss to do the exercise orally before they put it in writing.
- Check the answers on the bb.

EXPANSION

You can ask Ss to draw further objects and write more phrases.

2 Write 

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

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

EXPANSION

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

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



Focus: difference between pronouns.

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



EXPANSION

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

1

5 Read and circle  

- 1 My mum's beautiful She's. He's thirty-two.
- 2 My brothers are twins. He's They're thirteen.
- 3 Look at my books. It's They're blue.
- 4 That's Laura. She's. He's the music teacher.
- 5 Susan and Fred? He's They're my friends.
- 6 My brother? She's. He's over there.
- 7 Look at this that bird over there. It's. They're yellow.
- 8 Here! This. That is my pencil case.

6 Draw and write  

My name's _____ years old.

I'm _____

I like _____

I don't like _____

I love _____

114 one hundred and fourteen

4 Write the colour and colour the pictures

Focus: word order and no plural for adjectives.

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

EXPANSION

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

5 Read and circle

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

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

EXPANSION

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

6 Draw and write

Focus: personal information.

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

EXPANSION

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

Answer Key

CLIL Pages:

Activity 1:

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

Further Practice

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

Activity 2: 2 ✓; 3 ✓; 5 ✓; 6 ✓; 8 ✓

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

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