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STORYLINE

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Teacher's Companion

SAMPLE UNIT

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	UNIT	VOCABULARY	GRAMMAR	ANSWERS TO
	HELLO!	Names of characters School objects: <i>copybook, pencil, pen, book, rubber</i> Numbers: 1 to 10	<i>I'm...</i>	<i>What's your name?</i>
1	A NEW FRIEND	Names of characters School objects: <i>copybook, pencil, pencil case, pen, glue, school bag, book, rubber</i> Numbers: 1 to 10	<i>I'm... Yes, it is. No, it isn't. (It's) a book. Plurals: books</i>	<i>What's your name? Who's this? Is this...? What's this? How many...?</i>
	Ready for school?	Integration through a story		
2	A FAMILY OF PLESIOSAURS	Family members: <i>dad, mum, brother, sister</i> Colours: <i>green, red, blue, white, pink, yellow</i> Everyday words: <i>teacher, table, friend, chair, school</i>	<i>He/she I have/ don't have</i>	<i>Who's this? What colour...?</i>
	And your green pencil?	Integration through a story		
3	PLUCKY'S PLAYING FOOTBALL	Actions: <i>playing, reading, watching TV, listening to (music), drawing, writing</i> Numbers: 11 to 20	<i>I'm playing. He/ She's watching TV.</i>	<i>Are you (playing)? Is he/ she (drawing)?</i>
	My grandma Nessie	Integration through a story		
4	GRANDMA'S TALL AND I'M SHORT	Adjectives: <i>tall, short, fat, thin, nice, beautiful, big, small</i> Numbers: 21 to 59	<i>They're...</i>	<i>Are they...? How old...?</i>
	grandma_nessie@scotland.com	Integration through a story		
Storyline Mag		Integration and Consolidation		
5	A SNOWMAN	Food: <i>apple, orange, banana, fruit salad, fish</i> Parts of the face/ body: <i>body, ears, eyes, hair, head, mouth, nose</i> Colours: <i>black, brown, purple, orange</i>	<i>His, her, my A/ an</i>	<i>Are you...? Is he/ she...?</i>
	Emma's a good teacher!	Integration through a story		
6	LET'S PLAY!	Toys: <i>doll, robot, electronic game, board game, ball, soft toy</i> Pets: <i>dog, cat, hamster</i> Wild animals: <i>lion, elephant, monkey, giraffe, puma</i>	<i>They have/ don't have Possessive case</i>	
	Toys for Plucky!	Integration through a story		
7	IT'S PICNIC TIME!	Food and drinks: <i>biscuits, soda, cake, cheese, eggs, hamburgers, hot dogs, milk, orange juice, sandwiches, tea, water, hot chocolate</i>	<i>I like/ don't like</i>	<i>Do you like...?</i>
	Let's go home!	Integration through a story		
8	COME AND SEE MY HOUSE	The house: <i>living room, bedroom, kitchen, bathroom, garden, house, bed</i> Food: <i>chips, chicken</i>	Revision	Revision
	Bye-bye school!	Integration through a story		
Storyline Mag		Integration and Consolidation		
Photocopiable Encuentros Escuela + Hogar				

RECOGNITION	ORAL INTERACTION	INTEGRATION	
Days of the week	<i>Hello! Hi! Goodbye!</i>		16
Classroom language Feelings: <i>happy, tired, OK</i> Weather conditions: <i>sunny, cloudy, rainy</i> Days of the week	<i>Hello! Help! Goodbye! I'm + name What's your name? Thank you! Here's your...</i>	Vocabulary Numbers: <i>1 to 10</i> Grammar Plurals	20
			26
Classroom language: <i>point to, show me</i> Feelings: <i>happy, tired, OK</i> Days of the week <i>too; but</i>	<i>I'm + age Look! Fantastic!</i>	Vocabulary Numbers: <i>1 to 10</i> Colours School objects	Grammar <i>I'm/ I'm not; I have/ don't have</i> Oral interaction Greetings
			30
Feelings: <i>sad, angry</i> Weather conditions: <i>cold, hot</i>	<i>Let's... And?</i>	Vocabulary Actions, Family members Numbers: <i>1 to 20</i>	40
			46
<i>They're twins.</i>	<i>You're (sad). Well done! And now?</i>	Vocabulary Adjectives + classroom objects Family + actions Grammar <i>I'm + verb + ing; I'm + age</i>	Recognition Feelings: <i>sad, angry</i> Weather conditions: <i>cold, hot</i> Oral interaction <i>Let's...</i>
			50
			56
			59
Feelings: <i>tired, exhausted</i> Weather conditions: <i>snowing, windy</i> <i>It's + adjective</i>	<i>What fun! Me too! Ouch... my (head).</i>	Vocabulary Adjectives <i>My/ his/ her + part of the body/ family members</i> Grammar <i>I have...; I'm...</i>	Answers to <i>What's his/ her name?</i> Oral interaction <i>Let's... This is...</i>
			60
			66
<i>A box for... A box from...</i>	<i>Let's (play). It's fun! Upsss, sorry! No problem! You're lucky.</i>	Vocabulary Family members Grammar <i>I have/ don't have, they have.</i> Possessive case + adjectives/ colours	Recognition Feelings: <i>tired, exhausted</i> Weather conditions: <i>snowing, windy</i>
			70
			76
Feelings: <i>nervous</i> Weather conditions: <i>warm</i> <i>I love...</i>	Asking for food or drinks: <i>A sandwich, please.</i>	Vocabulary Numbers + food Animals Adjectives	Grammar <i>Like and have</i> Oral interaction <i>Let's...</i>
			80
			86
Revision	Revision	Vocabulary Adjectives, colours, actions, body, objects, family members Grammar <i>Have/ don't have</i>	<i>Like/ don't like I/ he/ she + verb + ing My/ his/ her Possessive case</i>
			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 Level 1 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), especially at Starter A and B levels, 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. Moreover, the introduction in the upper levels of poems, rock lyrics, legends and folk tales belonging to other cultures aims at helping learners recognise the value of human diversity and, through comparison and contrast with similar texts from their own culture, arrive at a greater appreciation of their own cultural roots.

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 1***, 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 is a play on pp. 94-95 which presents a new text type and the opportunity for integrated language use.
- › 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 use the language 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 homework activities

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 1*. 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, e. g.:
 - Hello song
 - Calendar
 - Weather
 - Feelings
- › You can replace words with drawings for the weather and feelings.
- › 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, which you may start writing as Ss grow older and know all the numbers.
- › Ask Ss about the weather. You can draw the symbols on the bb.
- › Ask Ss about their feelings. You can ask them **Who's happy today?** and those who are happy raise their hands. Count the number of hands and write it below the happy face. Do the same with the other feelings. Include your own feeling. Once this is over, add up the numbers and compare the result to the number of students Ss should learn they have to vote, and that they have to do so only once .
- › When you finish the routine, go to the plan on a corner of the bb and ask Ss which steps you can tick off.
- › 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.

b. The story sections: Look and listen

The **comic strips** in *Storyline 1* **present the linguistic and communicative teaching points of the unit** through characters that learners can easily identify with. *Storyline 1* contains a fully-fledged story in comic strip form. The story is based on a legend that lives on in many cultures: that of a plesiosaur which, having survived extinction, still inhabits the depths of a lake, surfacing every now and again to the amazement of solitary onlookers.

In this case, **Plucky**, an eight-year old plesiosaur, is not alone in the lake. He lives with his mum and dad in Lake Pluck in a beautiful mountainous area, and keeps in touch with Grandma Nessie, who lives in a lake in northern Scotland. But, being an only child, he has nobody to play with, which is one of the reasons why his parents decide to send him to a school for 'human' kids on land. It is at school where he meets the four eight-year olds who will become his great friends:

- › **Annie**, a lively girl of indigenous descent. She lives with her parents and her two-year old sister Kim.
- › **Emma** and **Eric**, a pair of very friendly twins who live with their parents and **Robby**, their dog. Both are good at outdoor sports, Emma excelling at football and snowboarding.
- › **Tommy**, a computer whiz, loves helping his friends when they are in trouble. He lives with his mum and is in a wheelchair.

At school Plucky also meets **Miss Kenny**, his enthusiastic third form teacher. Together with Annie's father, Miss Kenny will be teaching the kids to be responsible caretakers of their environment.

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 recorder 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 aiming 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 *the icons*

- › The icons are clear and show what Ss have to do.
- › Elicit from Ss what they think they have to do. If necessary, you can draw the icons and write the instructions on the bb.



How to go about *listening activities*

- › You need to start by referring Ss to the icon.
- › Elicit from Ss what materials, if any, they need to carry out the activity: black pencils, coloured pencils, a rubber, glue, etc.
- › Check that Ss have their materials ready. If they are going to do a colouring activity, make sure they have the necessary coloured pencils and that their tips are sharp.
- › 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 by having either drawings or flashcards 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*

- › Ask Ss to have a look at the icon. Make sure they 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.
- › However, young Ss may not be ready to work in pairs or in small groups yet. If you want them to do so, make sure you teach them how. This requires lots of examples and patience on your part.
- › 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*

- › Have Ss focus on the icons and tell you what they have to do.
- › If they need materials, make sure they have everything ready. You can check they have the materials ready by naming each item they need, e.g. **Ball? Soft toy?** and by asking them to show it to you.
- › 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*

- › 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, their cards, 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*

- › Have Ss look at the icon and tell you what they are going to do.
- › Go over the vocabulary (lyrics) of the song. You can elicit the words of the song from Ss.
- › Play the song once for Ss to check their predictions.
- › You can draw the stave on the bb and draw the words or use the flashcards. Play the song again and, as you hear the words, point to them on the bb. Invite Ss to do the same in their books.

- › 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.
- › For another way of working with songs, go to the *Songs* section in Starter A & B's online Teacher Training Video at www.pearsonelt.com.ar/storyline. 



How to go about reading

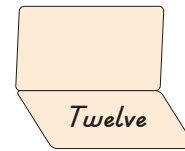
- › Choose three or four words belonging to the same lexical set. They should all start with a different consonant, e.g. *blue, green, pink, red*.
- › Show Ss the flashcards for them to name the colour or object.
- › Write the four words on the bb. Confirm with the grade teacher what type of print Ss are used to reading (block capitals, lower case or cursive).
- › Ask Ss to look at the words, and ask them where they think it says *pink*.
- › Match the word and the flashcard.
- › Do the same with the other words.
- › When Ss are familiar with these words, add a level of difficulty: two words which start with the same letter, e.g. *blue, black*. Invite Ss to predict which is which (using the flashcards). Help them become aware of how identifying consonants and then vowels can help.
- › Remember Ss should only be asked to read words they can say.
- › It is also important when Ss start reading to include the written word and the concept (flashcard or drawing) at the beginning. After some time, give them the words alone to see if they can really read them. Once they decode the word, they should match it with the concept (flashcard or drawing).
- › In the case of sentences or phrases, tell Ss there are some parts which remain the same, e.g. *I like biscuits, I like milk, I like oranges*. Ss should identify these chunks (sight words) and then identify what is different.
- › Ss should be given plenty of meaningful reading practice of these chunks (*I like, I have, the, a*) since it helps develop fluency in reading.
- › Ss should then be given practice in identifying the same word written in block capitals, lower case print and cursive. It is important that the concept should be part of the activity as well.
- › Reading instructions is a reading activity in itself. Encourage Ss to read instructions.
- › For further ideas go to the *Reading Comprehension* section in *Storyline 1 & 2's* online Teacher Training Video at www.pearsonelt.com.ar/storyline. 



How to go about writing

- › Ss should start writing words they can read quite easily.
- › Ss need lots of fine motor skill activities. These activities should not focus on the physical act of writing alone, but should incorporate meaning as well.
- › Let Ss use the type of print they are most comfortable with: block capitals or cursive.
- › 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.
- › 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.



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 icons and instructions. 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.
- › Each exercise is 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. Playing with flashcards

The Teacher's adoption pack for *Storyline 1* and *2* comes with a set of flashcards.

The set includes:

- all the lexical items presented in the Pupil's Book
- the characters

How to go about flashcards

- › Flashcards can be used for games creating some information gap, i.e., by showing only a small part of the card or by flashing it. This way, language is used meaningfully since Ss have to tell the teacher what they think something is, rather than simply say what is obvious and everybody can see.

- › You can also hold all the cards in your hand as if you were holding playing cards. You can number the cards and ask Ss to choose a number so as to pick out one card. You can also play *crazy finger*: you move your forefinger very quickly from the first to the last card and when one of the Ss says **Stop**, that's the card you pick out.

f. 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 flashing it more or less quickly, 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.

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.
- › Elicit from Ss that they will have to approach your desk in small groups to glue their cut-outs.
- › Make a classroom display of the posters. Ss can use these posters as wall dictionaries.

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 eight/ nine 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. This is why Tommy, one of Plucky's closest friends, is a disabled child. The inclusion of a character with a mobility impairment aims at promoting a more integrated world. Tommy leads a full life just as his friends do and, at moments, he even adopts leadership roles.

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 1* 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 handle 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 at the beginning of the lesson 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_L1.pdf.
- You can start leading the routine stage yourself and after some time, which will depend on each group, you can appoint different kids to be the ones in charge of each poster – one for the calendar and another one for the routine poster. They will be asking the questions, e.g. *Is it cloudy today? Is it rainy? Is it hot? Or What's the weather like today?*
- 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.
- If you use icons or illustrations for these flashcards, after a while you can also make word flashcards for the kids to match to the correct image.


Calendar poster (TB page 109)

For the first class, write all the numbers up to the one before the day on which you have the first lesson. It does not matter if kids have not learnt all the numbers yet, this is a natural way of introducing them. If you do not have classes every day, you can ask kids, e.g. if the first class was on March 4th and today is March 7th, *What about today? (gesture) Four? Yes or no? (as you show the number flashcards or as you write the number in the correct square or somewhere on the board) Five? Six? Seven?* You can use this procedure whenever you have a class.

You can use patterns, which help kids develop logical thinking. For the first month, you can use two or three colours to write the numbers, e.g. red, blue and green. Show kids you are following a pattern for them to decide which colour you should use for each day. Once they are familiar with this routine, you can introduce vocabulary areas, e.g. shapes – square, triangle, circle, oval – big/small, e.g. a big circle, a small circle – or revise lexical areas you have already taught, which you can vary every month. For the patterns, you can use small slips of paper which you stick in the right square or you can draw using board markers.

In the second semester, you can introduce *Yesterday was...* This does not mean you will be teaching the Simple Past tense. Kids will be naturally exposed to past forms, and when the time comes for them to become aware of how the past tense works in English, they will draw on their previous knowledge. You can start with the regular procedure for the date and ask kids, e.g. (if today is Wednesday, August 8th) *What about yesterday? (pointing to the calendar) Yesterday was Monday. Is it OK? Yesterday was Tuesday. Is it OK? Yesterday was 7th. Yes or no? Yesterday was*

9th? You can also teach *Tomorrow is...* using the same procedure. The Simple Present Tense is the correct tense when dealing with statements about the calendar, i.e. fixed information as in *There are 30 days in September, or My birthday falls on a Saturday this year.*

There is a blank calendar on page 13 in this Teacher's Companion, which can be photocopied and used by kids every time a new month starts. A blank copy of the calendar can also be downloaded from www.pearsonelt.com.ar/storyline. 

Routine poster (TB page 109)

This poster has been designed to go over the basic elements of the routine: the date and the weather. Teachers can include other elements, e.g. feelings, number of boys and girls present, among other ideas.

To circle the correct option, you can use board markers or you can cut out three ellipses to place on the correct options. In this case, it is better to use either cardboard or cartridge/sugar/construction paper. To stick them masking tape or a flexible adhesive substance is a good choice.

When working on the weather conditions, *Yesterday was...* can also be used. If you decide to work on the future as well, *will* has to be used, e.g. *Tomorrow will be sunny*, since these are instances of prediction.

For the weather conditions, you can start by asking kids, while pointing to the correct symbol, e.g. *Is it sunny today? Is it cloudy today?* Once kids have identified the weather conditions and temperature, you can provide a synthesis, e.g. *Today is warm and sunny*. You may also introduce *although* naturally, e.g. *Today is sunny although cold*.

If you decide to teach *Yesterday was...* you can ask kids to keep a daily record of the weather conditions. In this way, when you have a class with them, you can ask them about the days in between classes. For instance, if today is September 27th, and you last met on September 24th, you can ask kids about the weather today, and then about the days before, e.g. *Was it rainy yesterday? (while pointing to the correct square in the calendar poster). What about Tuesday 25th? Was it sunny?*

You can give kids a print-out of the calendar poster, which you can find on page 13 in this Teacher's Companion or on the website www.pearsonelt.com.ar/storyline. They will need one a month. In this worksheet, apart from writing the dates, they can keep a record of the weather conditions. Kids can also colour the squares for holidays, i.e. Saturdays and Sundays and any other public holiday. They can also signal classmates' birthdays. For this, they can draw a cake, a balloon or a party hat. At the end of each month, you can give kids a quiz, which they can solve individually, in pairs or in small groups. The following are ideas for the quiz. You can include new ones every month, increasing the level of complexity.

- How many holidays (this month/in August)?
- How many birthdays?
- How many (windy) days?
- How many (cold) days?
- How many (rainy Saturdays)?
- What was the weather like on (Monday 7th)?
- Was it hot on (Friday 24th)?

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

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

Listening

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

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

Kids are exposed to a variety of text types, either read by the teacher or recorded by kids and adults, including poetry, songs, stories, guessing games, among others. All these activities 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 and written in the case of reading. In the same way that kids can find clues in paraverbal features when listening to a person, 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 for 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 in 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, simple texts such as notices, captions, picture dictionaries, 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 kids dictate the text to himself/herself who will write it on the board and reflect in a loud voice on what he/she is asked to write, modelling 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 that 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.

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 that 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
- › Intonation, in particular in *yes/no* and *wh-* questions
- › Adjective before the noun
- › Some English vowels: /ɒ/, /æ/, /ʊ/, /ɑ:/, /ɪ/, /i:/, /o:/, /ɜ:/
- › Some English diphthongs: /əʊ/, /iə/
- › Final /ŋ/ sound
- › Short answers
- › *is, are, am*
- › *a/an*
- › gender agreement
- › 's genitive

Inter language:

- › Intonation in questions
- › Quality of the following sounds: /p/, /k/, /t/, /d/, /b/, /r/
- › Plural formation
- › The pronoun *it*
- › Presence of the subject
- › Structure to speak about age
- › Gender agreement
- › Adjectives and number (plural)
- › Constructions to denote possession
- › The use of capital letters

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 1*, intercultural awareness revolves around the concepts of politeness, diversity and differences. 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.

In the *Hello* Unit, teachers can focus on greetings and forms to address adults and kids in both English and Spanish at school. This is a good opportunity to invite kids to tell the rest about other languages they may know or speak at home and their greeting customs, or to help everybody become aware of the different varieties of Spanish spoken by the different members of the group, including the teacher and other teachers at school. This will give teachers the opportunity to raise kids' awareness that there are several varieties of Spanish in our country, that no variety is better than the rest and that there is no such thing as 'we don't speak well because we speak a different variety.' If you did this when using *Storyline A* or *B* with the same group of kids, you can conduct this discussion as a reminder, or to challenge kids to see how much they remember about other ways of greeting, for instance. This unit can also be used to introduce the topic of diversity, disabilities and society's attitudes towards them. Most kids will say that Tommy has a disability – he's in a wheelchair, though Emma has one herself: she wears glasses.

Unit 1 presents the characters in action. Though of different ethnic backgrounds, the kids enjoy playing together and are ready to welcome a new friend, Plucky the plesiosaurus, once they are able to overcome their natural apprehension at the unknown, and to realize how much they have in common. The same applies to Plucky and his fear of the kids' small dog, which to him, paradoxically, is a monster. Being afraid is nothing to be ashamed of. Moreover, by the end of the unit, he will have outgrown it by being made to feel comfortable with the dog with his friends' help. Other topics under discussion are respecting other kids' private property, caring for the well-being of others and learning to share: three life skills which make communal living easier.

Unit 2 reinforces the importance of a respectful and caring attitude towards new-comers as well as towards those with special needs like Emma, who needs to wear glasses, or Tommy, who needs to use a wheelchair. The same applies to greeting and treating classmates' parents and siblings with proper respect as kids are extremely sensitive to teasing. As to the gender stereotypes which appear in the unit, mainly for the sake of convenience, like Annie's mum wearing a skirt and Plucky's a necklace, it may be useful to highlight the fact that clothing and jewelry or decorative items are not gender specific.

Unit 3 focuses on the impact of highly engaging technologies on kids' daily lives. Just as they allow the characters in the story to communicate with relatives and friends at unthinkable speed, and learn about the world at large, likewise, their overuse may keep kids from spending time with the family, or helping with household chores as in Tommy's case, or may confuse them regarding when and where to use them as in Plucky's case in the classroom. Another interesting topic to deal with is how signs of affection vary in different cultures, which, of course, does not entail people being more or less affectionate. Lastly, learning about myths, legends and tales from around the world, as those of Nahuelito and the Loch Ness monster, is a good way of triggering the kids' imagination and exposing them to the richness of their own cultures and that of others.

Unit 4 also deals with technology, with kids as true digital natives as in Tommy's case, and how their expertise astounds the older generation, the digital immigrants, such as Plucky's grandma. Another topic worth mentioning is the importance of strong family ties for a child's well-being. Plucky misses his grandma who lives a long way away; however, thanks to technology, he can keep in touch with her and strengthen his bond with her. In this unit Tommy's bedroom is shown, which provides a good opportunity to discuss the topic of disabilities and how different cultures approach and deal with it.

Unit 5 presents kids with the natural phenomenon of snow, which may be new to those living in temperate areas. It also introduces them to winter sports and winter activities like making a snowman, and to how our natural environment conditions our life-style to a great degree. Another feature worth discussing is the fact that kids may not only learn from adults but from other kids, as does Plucky with his snowboard thanks to Emma's lessons. Finally, with the upsurge of vegetarianism, an interesting question to pose to the class is whether they consider it right or wrong to kill animals for sport, as in the case of the fisherman at the opening scene of the unit.

In Unit 6 intercultural awareness can be raised by discussing the types of games played by different families and different communities as well as which are their favourite toys. Regarding the latter, an interesting topic would be to discuss to what extent certain toys are just for boys or just for girls. Another issue which is also culture-bound is which animals are considered exotic and which are pets for each community.

In Unit 7 going on a picnic provides kids with the opportunity to acquire environmental education such as the importance of putting out a fire, or not feeding wild animals, as well as to have lots of fun by getting to know adults and other kids outside the school or home environment. This is why Annie's father strives to integrate Tommy in the outing by taking him on horseback, an attitude of his which will benefit the whole group and which shows kids how we can all contribute to make our world a better place. The topic of food also presents us with opportunities to discuss intercultural issues, not only from the point of view of what we like and are used to eating but also showing the connection there exists between typical foods and what grows in the area. By way of example, there are many typical dishes which include corn – a crop grown in many parts of Argentina.

Unit 8 focuses on three learning experiences. Firstly, that of inviting friends' home or being invited to their place, an experience that broadens kids' intercultural awareness by showing them other lifestyles and their inherent richness. Secondly, that of cooperating in the organization of a party or celebration, as is the end-of-the-year one, and thirdly, that of experiencing a sense of achievement at the progress made during the school year with the support of teachers and parents. It is important to help kids realize that the notion of achievement, success and failure is culture related. For instance, for some kids sleeping without a light on may be an achievement, while for others, this may be part of their routine. While a sense of achievement is universal, what different cultures consider an achievement may differ.

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 the authors develop key aspects related to the teaching of English to kids.

Each module is divided into three sections:

- *Opening* to the topic by the authors.
- *Classroom sequences* - extracts from real classes where each teaching aspect can be seen at work. In these extracts, Ss interact naturally with their teachers in their regular classrooms.
- *Rounding up* - reflections on what happened during the lessons and why different things may have happened.

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. The *Opening* and the *Rounding up* sections provide an opportunity for teachers to understand the principles and reflect upon them. The *Classroom sequences* provide an opportunity to see it all in action.

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 the individual segments that you are interested in.

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! 🌐

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 four 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 tells parents what their kids are learning at school. Parents are given tips on how to help their kids remember what is being taught and use it in game-like activities at home.

The *Luz, Cámara, Acción* section offers suggestions of films which are thematically related to the stories in the units, for parents and care-givers to share with their kids.

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 I, un cuaderno de 24 hojas, lápiz negro, goma de borrar, goma de pegar y lápices de colores.

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

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

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

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

Un saludo cariñoso,

[firma del docente]

*Estimada familia:
Quiero contarles que
está trabajando muy bien
en clase, poniendo mucho
empeño y energía en
aprender/ se destaca en
clase por*
¡Felicitaciones!

[firma del docente]

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

*.....
.....
Muchas gracias.*

[firma del docente]

Planificación anual

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN	
1 Hello	Nombres de los personajes. Útiles escolares. Saludos. Números 1-10. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada.	Yes, it is. No, it isn't. I'm... (It's) a book. Plurals: two books. Respuestas a: What's your name? Who's this? Is this...? What's this? How many...?	Saludos. Presentarse y preguntar el nombre.	Días de la semana. Órdenes típicas en el contexto áulico. Sentimientos y estados de ánimo. Condiciones climáticas.	Números del 1 al 10 con objetos áulicos.	Valores: La identidad. La diversidad. 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. La cortesía y buena educación. El compartir. Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. El orden de los modificadores en la frase nominal.
2	Miembros de la familia. Colores. Palabras de uso diario en el contexto escolar. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	He/ She I have/ I don't have Respuestas a: Who's this? What colour...?	La edad I'm (eight).	Revisión e integración de lo conocido.	Órdenes típicas en el contexto áulico. Números. Colores. Objetos áulicos. I'm/ I'm not. I have/ I don't have.	Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. Diferencias entre I'm y I have. El orden de los modificadores en la frase nominal. Relación entre he, she, it.
3	Acciones. Números 11 a 20. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	El presente continuo del modo indicativo (primera y tercera persona del singular). Respuestas a: Are you (playing)? Is he/ she (drawing)? They're... Respuestas a: Are they...? How old...?	Revisión e integración: Let's...	Revisión e integración de lo conocido. Sentimientos: sad, angry. Condiciones climáticas: cold, hot.	El presente continuo. Miembros de la familia. Órdenes. Palabras de uso diario en el contexto escolar.	El juego ordenado. Las reglas del juego. Las reglas en la escuela. La ayuda y la cooperación. La comunicación. La tecnología y lo que nos permite. Respeto por características físicas. Aceptación de la diferencia. El valor del juego cooperativo. El valor de la comunicación. El uso de la tecnología.
4	Adjetivos descriptivos. Números del 21 al 59. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.		Revisión e integración de lo conocido.	Adjetivos. Objetos áulicos. Colores. Familia. Acciones. El presente continuo. La edad.	Identificar pistas para reconocer palabras. Buscar similitudes entre el inglés y el castellano y entre los dibujos para encontrar información.	Formas plurales. El uso del plural y los adjetivos. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. La escritura en inglés. El uso de pronombres.

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	GRAMÁTICA	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN			
5	Las partes de la cara. Colores. Frutas y comida. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	<i>his, her, my</i> <i>a / an</i> Respuestas a: <i>Are you...?</i> <i>Is he / she...?</i>	<i>What fun!</i> Revisión e integración: <i>Let's...</i>	Revisión e integración de lo conocido. Sentimientos: <i>exhausted, tired.</i> Condiciones climáticas: <i>snowing, windy.</i>	El presente continuo. <i>Have/ don't have</i> <i>This is...</i> <i>My/ his/ her</i> con partes de la cara y miembros de la familia. Respuestas a: <i>What's his/ her name?</i>	Buscar similitudes entre el inglés y el castellano y entre palabras en inglés. Buscar pistas para identificar palabras. Identificar una parte de un todo.	La comida. Respeto por gustos diferentes. La colaboración y la cooperación. Compartir. El juego. Respeto por las características físicas.	La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. La escritura en inglés. El uso de los adjetivos posesivos. El género.
6	Mascotas y animales salvajes. Los juguetes. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	<i>They have/ don't have.</i> <i>Possessive case.</i>	<i>It's fun!</i>	Revisión e integración de lo conocido.	<i>Have/ don't have.</i> <i>Possessive case.</i> Adjetivos. Colores. La familia.	Identificar y reconocer formas de ordenar la información. Visualizar objetos para recordar secuencias.	El error. Actitudes positivas frente al error. Actitudes positivas frente al conocimiento. La generación del juego cooperativo. El cuidado de los animales.	Diferencias fonológicas entre el inglés y el español. Comparación entre formas de indicar posesión en español y en inglés. Diferencias en significado en la estructura 's
7	Comidas y bebidas. Actividades de producción guiada. Actividades de integración.	<i>I like/ don't like.</i> Respuestas a: <i>Do you like...?</i>	Pedir bebidas o comida: <i>A sandwich, please.</i>	Revisión e integración de lo conocido. Sentimientos: <i>nervous.</i> Condiciones climáticas: <i>warm.</i>	Comida y números. Animales. Adjetivos. <i>Like/ don't like</i> y <i>have/ don't have.</i>	Visualizar objetos para recordar secuencias. Interpretación de tablas.	La comida y la salud. Comida saludable. Compartir. Respeto por gustos. La colaboración y la cooperación.	Diferencias fonológicas entre el español y el inglés. Similitud entre <i>I don't have</i> y <i>I don't like.</i>
8	La casa y partes de la casa. La comida. Actividades de producción guiada. Actividades de integración.	Revisión e integración.	Revisión e integración.	Revisión e integración de lo conocido.	<i>Have/ don't have.</i> <i>Like/ don't like.</i> <i>I'm/ he 's/ she's.</i> El presente continuo. <i>Possessive case.</i> <i>My/ his/ her.</i> Adjetivos. Colores. Acciones. Partes de la cara. Objetos. Comidas y bebidas. La familia.	Reflexión sobre lo aprendido. Identificar formas similares. Identificar pistas para identificar palabras y oraciones.	La vivienda. Respeto por diferentes tipos de vivienda. La noción de hogar.	Revisión e integración.

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.

Hello!

Getting started

As this is the first lesson, start by greeting the Ss. Say **Hello** to them while you wave your hand showing you're greeting them. Invite Ss to greet you back.

BUILDING CONFIDENCE

Act out. Tell Ss in Spanish they'll be greeting you imitating different characters, e.g. a princess, a monster, a lion, a dog, a cat. You can also tell them to impersonate you while greeting their mates, e.g. **Hello, Fedé.**

Introduction of I'm...

- Introduce yourself. Tell Ss your name, e.g. **I'm Carolina.** If you prefer, you can use **Miss, Mrs** or **Mr** and your surname, e.g. **Mrs Aquino.**
- Then, invite Ss to say their names. You can look at one and say **I'm Laura, and you?** Use body language and gesture to signal what you want the student to say. If the student only answers his or her name, say your name again stressing **I'm...** for everybody to see how to begin. Do this with all the Ss.
- Check Ss pronounce the final /m/ in **I'm...**
- Ss can choose a well-known character, e.g. Spiderman, Barbie, and introduce themselves impersonating that character. The rest may agree as to whether the impersonation was successful or not.

In English, *Miss, Mr* or *Mrs* aren't used with one's first name as they are in Spanish. Ss call their teachers either by the surname -*Mr Kent*- or by their first name, e.g. *Roger*. However, Argentina has a tradition of using *Miss, Mr* or *Mrs* with the teacher's first name to show affection.

Introduction of the characters

- Stick the character flashcards wide apart on the board: Emma, Eric, Annie, Tommy, Robby and Plucky.
- Tell Ss you'll name one of the characters and they'll have to point to it.

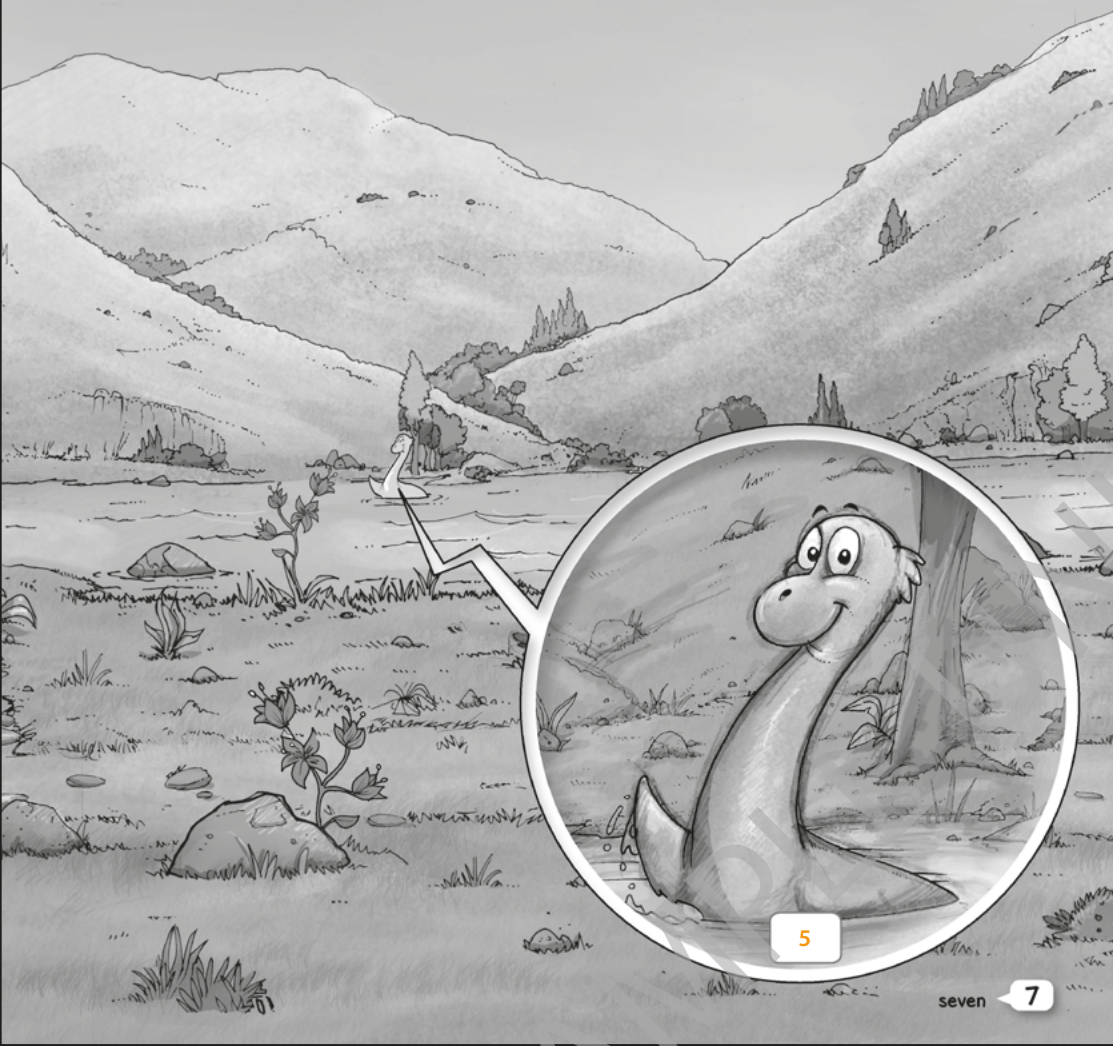


BUILDING CONFIDENCE

- 1 Guess...** Draw something representative of each character, e.g. glasses for Emma, piggy tails for Annie. Ss have to identify the character.
- 2 Little artists.** Tell Ss to choose one character. Make sure there's variety. Make them draw the character they've chosen, a salient feature or just write the name. As you name the character, those who have the character's drawing or name have to stand up showing their card.

1 Listen and point

- Ask Ss to open their books at page 6. Show them what to do and write number 6 on the bb. This way, you do not need to resort to Spanish.
- Ask Ss to look at the icons and tell you what they have to do.
- You may start by working with three characters at the beginning and add more afterwards.
- If you think Ss are ready, you can let them say the names.



MP3 TRACK 3

- Emma:** Hello! I'm Emma.
- Tommy:** Hi! I'm Tommy.
- Eric:** Hi! I'm Eric.
- Annie:** Hello! I'm Annie.
- Plucky:** Hello! I'm Plucky!
- Robby:** Woof! Woof!

Introduction of Yes and No

- Approach one of the Ss and say a name, e.g. **Flor**. Look at the rest and say **Yes or No**. Nod and shake your head to make sure Ss understand what you mean.
- Do the same with other children.

BUILDING CONFIDENCE

- 1 Yes or No?** Ss have to say **Yes** when you nod your head and **No** when you shake it. Do this several times in a game-like manner.
- 2 Lip reading.** Tell Ss you'll have a go at lip reading. They should introduce themselves without producing any sound, just mouthing the sentence **I'm...** You say the student's name and they tell you **Yes or No**. This is a good way to learn the entire Ss' names.

Hello song

- Tell Ss you're going to sing a new song when the class starts. Play or sing the *Hello* song and ask Ss to listen.
- Play or sing it again and invite Ss to sing along. You can play line by line so that Ss repeat after each. Do not force them to sing if they are not ready yet.

SONGS

MP3 TRACK 2

*Rubber, pencil, book and glue
Hello, children, how are you?
Let's sing, let's play! Let's have fun!
Here's my chair and here's my book.
We're ready to learn!*

MP3 TRACK 2

- Emma:** Hello! I'm Emma.
- Tommy:** Hi! I'm Tommy.
- Eric:** Hi! I'm Eric.
- Annie:** Hello! I'm Annie.
- Plucky:** Hello! I'm Plucky!
- Robby:** Woof! Woof!

2 Listen and number



- Ask Ss what they have to do. Show them where to write the number. Check they understand that number 1 is the first character you name, number 2 the second, etc.
- You can check by sticking the character flashcards on the bb and writing the numbers in the order in which you named the characters.

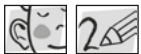
Introduction of *What's your name?*

- Call one of the Ss by a name that's not his/ hers. Then ask him/ her **What's your name?** He/ She should give the correct answer. Do not expect or ask for a complete answer (*I'm x*). The name alone is more frequent in conversation. Do the same with another student. Then ask more Ss.

Introduction of school objects

- Draw two big boxes on the bb. One is **Yes** the other one is **No**. Tell Ss you've been buying some things for school and they need to tell you if your purchase was OK. You need these flashcards: book, copybook, pen, pencil, rubber and robot.
- Show the book and tell Ss **A book. Is it OK? Yes or No?** Do the same with the rest of the objects. At the end, make a summary telling Ss **So this is OK: a book, a rubber, a copybook, a pen and a pencil.**

3 a) Listen and number



- Ask Ss to tell you what to do. Tell them they have to listen and write a number.
- Tell them what they're expected to do and not to do while listening.
- Check on the bb with the flashcards.

MP3 TRACK 4

Number 1: pen Number 4: rubber
 Number 2: book Number 5: copybook
 Number 3: pencil

BUILDING CONFIDENCE

1 What's in the box? You need a box (a shoe box is perfect for this). Place a school object inside, shake the box so that Ss can hear the sound and tell them, e.g. **A pencil, yes or no?** Once Ss say **Yes** or **No**, open the box and show them what's inside.

2 Show me! Ss need their own school objects. As you name different objects, they have to put them up and let everybody see them.

b) Read and write the number



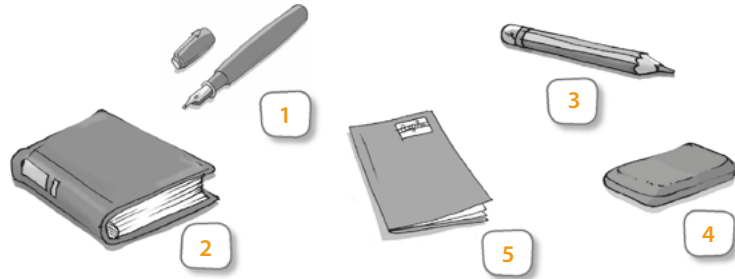
- Show Ss the book flashcard and ask them **What's this?** If they don't answer, give them options, e.g. **A book or a copybook?**
- Tell them to look at the written words and to spot the word for book. If necessary, focus their attention on the initial sound and letter.
- Do the same with the other words. Give Ss time to do the exercise on their own. Tell them the numbers are the ones in Ex 3a. Check the answers on the bb.

Introduction of numbers 1 to 5

- Write numbers 1 to 5 on the bb. Show Ss five elements, e.g. (bottle tops, rubbers,



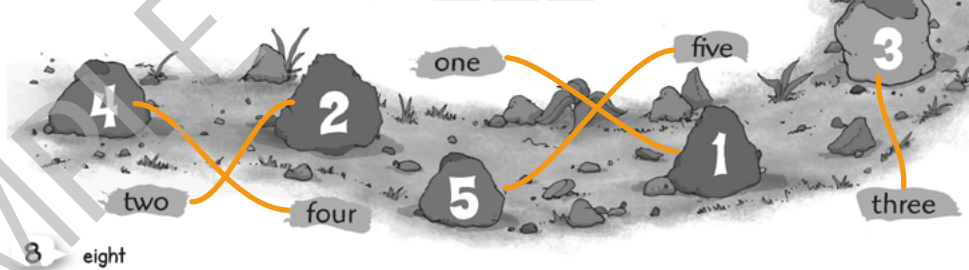
3 a) Listen and number



b) Read and write the number



4 Listen and point. Then, match



etc). Tell them to close their eyes and put x number in a box. Shake it and ask Ss as you point to each number. **One? Two? Three? Four? Five?** Instruct them to say **Yes!** when they think you have named the number of objects in the box. Open the box and count the number of objects inside.

BUILDING CONFIDENCE

Show me your hands! Tell Ss you'll say a number, and they'll have to show you that number.

Some Ss are faster than others and tend to give all the answers, which may frustrate the rest. Give everybody time to think before you ask for an answer.

4 Listen and point. Then, match

- Ask Ss to tell you what they have to do. Remind them of the rules for listening.
- You can start by saying numbers in isolation, then sequences.
- Give everybody time to do the activity. Check the answers on the bb.



MP3 TRACK 5

four... two... one... three... five... two... one... four... three... five...



5 Listen and point. Then, match   



6 Listen and circle  

1	1	2	4	10	3	7	5	8
2	1	9	5	3	4	8	9	7
3	2	4	6	8	6	9	6	5

7 Read and complete  

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Club	School	School	School	School	School	Club

ENGLISH

nine 9

BUILDING CONFIDENCE

Memory test. Ask Ss to look at the drawings and numbers in Ex 3b and then to close their books. Tell them you'll name a school object and they'll have to say which number it has. You can also say the number for Ss to name the school object.

Introduction of numbers 6 to 10

- Write number 6 on the bb. Tell Ss you'll clap your hands and they'll have to answer your question. Point to 6 and clap your hands six times. Ask Ss **Six?** Do the same with numbers 7 to 10.

5 Listen and point. Then, match   

- Ask Ss to tell you what they have to do.
- You can start by saying numbers in isolation, then sequences.
- Ask Ss which numbers they think they can identify. Give them time to do the activity and check.

MP3 TRACK 6

six... eight... ten... seven... nine... ten... seven... eight... six... nine...

6 Listen and circle  

- Ask Ss to tell you what they have to do.
- Play the recording. Check on the bb.

MP3 TRACK 7

two... one... four... ten... three... six... eight... nine... five...

BUILDING CONFIDENCE

Memory game. Tell Ss to concentrate on the first column in Ex 6 and memorise the sequences. Once they close their books, tell them, e.g. **Sequence 1** for them to say the two numbers in the sequence, i.e. **one, two**. You can then add the second column and finally the third one.

Introduction of days of the week

- Make Ss focus on the calendar page and ask them what it is. Ask them in Spanish which is the English name for **Domingo** so that they can identify all the days.

7 Read and complete  

- Ask Ss to tell you what they have to do. Ask them what they have to complete (the days when they have English).
- Give them time to do the activity and check.

BUILDING CONFIDENCE

School subjects. Tell Ss you'll name different subjects they have at school and then have to tell you when they have them, e.g. **Music, Monday and Friday**.

End of the lesson

- Tell Ss it's the end of the lesson. Tell them you're going to say *Goodbye*.

Goodbye song

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

MP3 TRACK 3

Bye-bye to our teacher
Bye-bye to our friends
Let's put everything away
Nice to see you all today!

VOCABULARY

Names of characters: **Plucky, Eric, Emma, Annie, Tommy, Robby**

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

Numbers: **1 to 10**

GRAMMAR

I'm...

Yes, it is. No, it isn't.

(It's) a book.

Plurals: **books**

ANSWERS TO

What's your name?

Who's this?

Is this...?

What's this?

How many...?

RECOGNITION

Classroom language

Feelings: **happy, tired, OK**

Weather conditions: **sunny, cloudy, rainy**

Days of the week

ORAL INTERACTION

Hello! Hi! Help!

Goodbye!

I'm + name

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 **Plucky, pencil**, the quality of the /h/ sound in **hello**, the quality of the /b/ sound in **book, rubber**, no aspiration of initial /s/ as in **school bag**.)

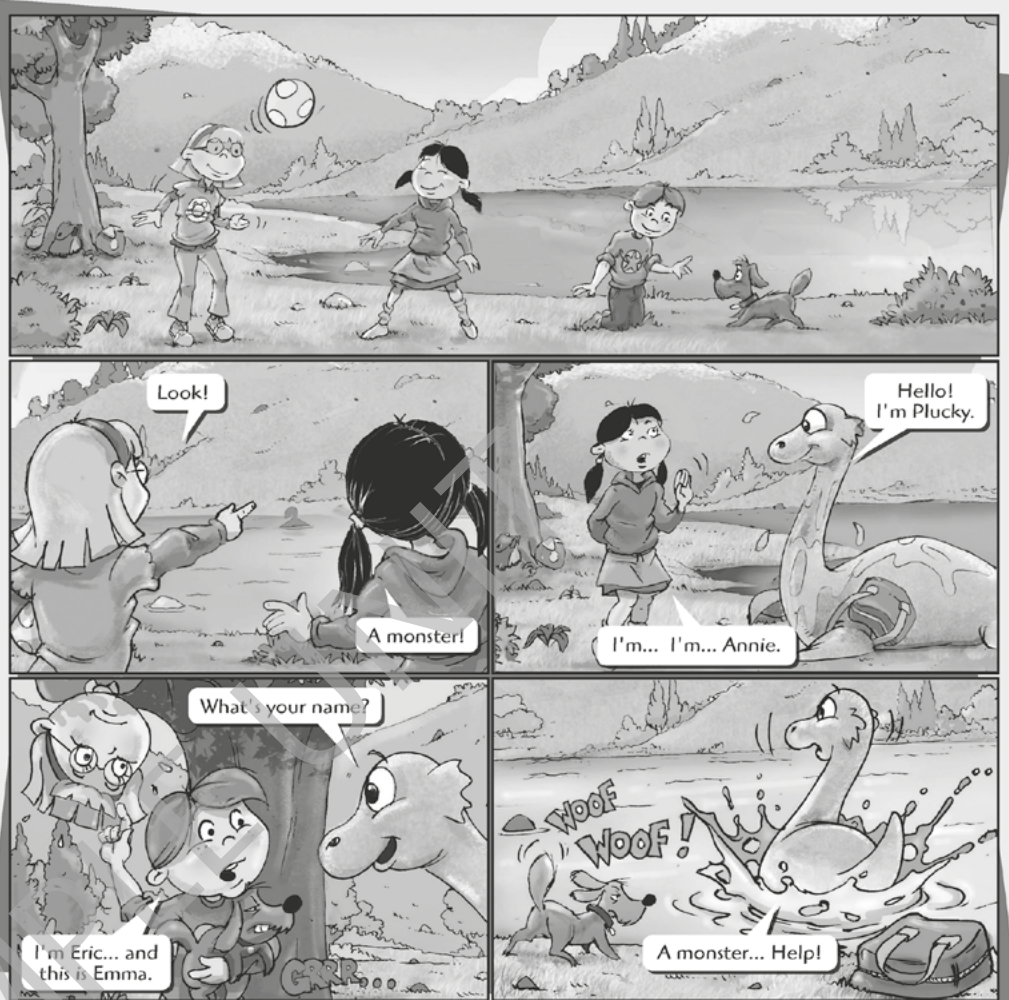
Adjective before the noun (**a green pencil case**)

Beginning of print/ sound relationship

Plural forms

1 A new friend

1 Look and listen



10 ten

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

fifty monsters in lakes worldwide, including Nessie in Scotland and Nahuelito in Argentina. Ss may wish to do research on the net on the subject.

- b. Tell Ss some anecdote about your having made friends with neighbours/ with people from other provinces/ countries or about meeting new friends. You can also tell them about some extraordinary person you've met, including details as to how surprised you were. See the Introduction and the DVD for ideas on how to lead in to a story.

Getting started

Start the lesson with the routine suggested in the Introduction.

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

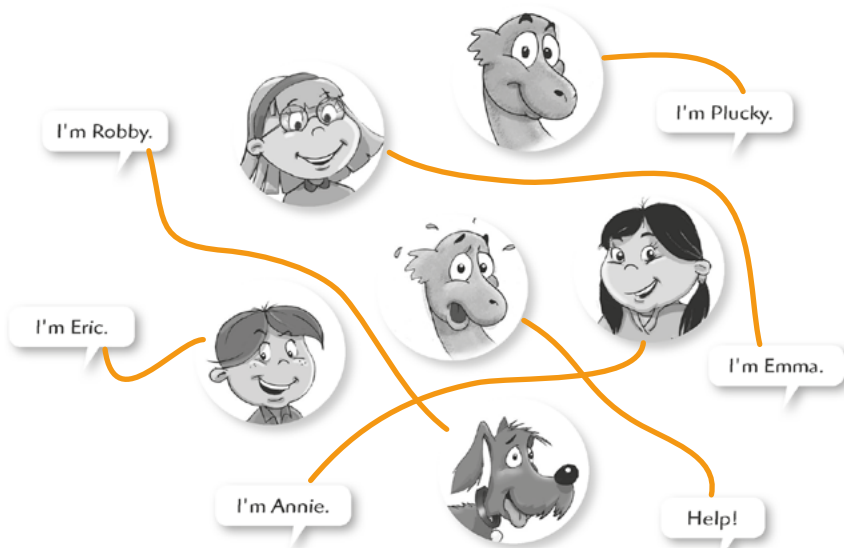
1 Look and listen

Possible lead-ins (you may choose):

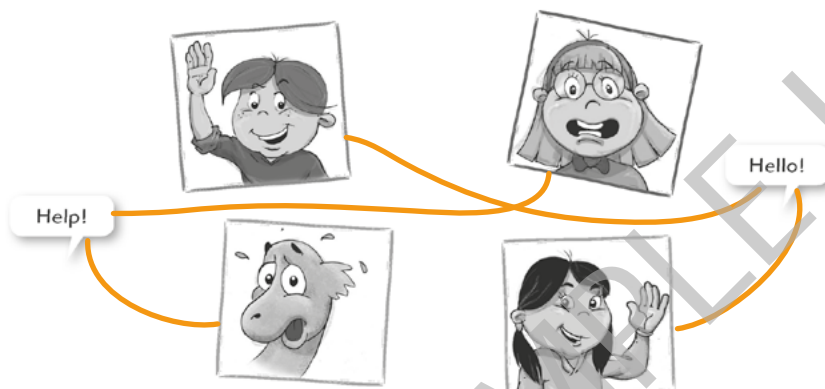
- a. Ask Ss whether they have heard about any story of a monster/ big serpent/ plesiosaur that is said to live at the bottom of a lake. There are legends of about two hundred and

- Tell Ss to focus on the first panel in the comic strip. Ask them whether the place is similar or different from where they live and what part of our/ their country they can relate it to. Tell them if you were ever afraid of a dog when you were a child and how you got over the fear.
- Elicit from Ss what the characters may be talking about, if they know each other or not.
- Play the recording or play the role of the characters using the character flashcards and dramatising the situation. Ask Ss to read.
- After playing the recording ask Ss if their predictions were right. You may ask them how they would feel in that situation and what the characters may do.
- Tell Ss you're going to play the recording again. This time, they have to focus on the characters'

2 Read and match



3 Match



eleven 11

feelings. You may guide them by asking if the characters are happy, surprised or shocked. Use gesture so that they understand what you mean.

MP3 TRACK 8

BUILDING CONFIDENCE

- 1 Listening.** Place the character flashcards in different parts of the classroom, wide apart. Play the recording again for Ss to point to each of the characters as they talk.
- 2 Flashcard game.** Show Ss one of the characters and say either the character's name or some other character's name, e.g. *Is this Emma?* Ss have to say **Yes** or **No**.
- 3 Mime it!** Agree with Ss on a way to mime **Hello!** and **Help!** Tell them you'll say the words and they'll have to mime what you're saying.

2 Read and match

- Ask Ss to open their books at page 11. Work on the icons.
- Explain to Ss the rules for working.
- Show Ss how to go about the activity. You can stick Eric on the bb and write *I'm Eric.* and *I'm*

Emma. on the bb. Elicit from Ss what they have to match. Once they know, ask them to read all the speech bubbles to themselves. Give them some time to do the activity.

- Check the answers by sticking the flashcards on the bb and drawing the speech bubbles.

BUILDING CONFIDENCE

Which one? Tell Ss to number the speech bubbles in Exercise 2. The first on the left is 1, the first on the right is 2, and so on. Tell them you'll read out one of the sentences for them to say which number it is.

WB EX 1, PAGE 110

3 Match

- First, ask Ss to look at the icon and tell you what they have to do. Then elicit from them which elements they need to carry out the activity.
- Tell Ss that when they finish, they'll have to wait for everybody else to have completed the activity.
- When all the Ss are ready, check the answers.

BUILDING CONFIDENCE

- 1 Point to...** You'll say **Help!** or **Hello!** And Ss will have to point to the right speech bubble.
- 2 Say it!** This time you'll mime **Help!** or **Hello!** And Ss will have to say the correct word.

Homework

Ask Ss to bring cut-outs from newspapers or magazines in which people may be saying **Hello!** or **Help!**

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

1 Cut-out game. Ask Ss to take out the cut-outs they've brought from home. Ask one of them to show his/ her cut-out for the rest to say either **Hello!** or **Help!**

2 Act out. Tell Ss they'll act out the first part of the comic strip on page 10. To do this, play each line. Give Ss time to say it to themselves before they say it out loud. Encourage them to imitate the characters as much as possible. Challenge them to say the lines as the characters speak.

4 Look and listen



- Ask Ss to open their books at page 12.
- Point to Eric and ask **Who's this?** Do the same with Annie. Ask Ss if the characters are in the same place or not.
- Elicit from Ss what is going on. Accept all their ideas. Ask them to focus on the school objects. Elicit whose they may be and why. Ask them why they're in plastic bags.
- Play the recording to check the predictions.
- Play the recording again and ask Ss to read as they listen.

MP3 TRACK 9

BUILDING CONFIDENCE

1 Miming game. Concentrate on the new objects and include some the Ss already know. Name a school object for Ss to mime.

2 Show me! Ask Ss to have their school objects ready. You'll name one for them to show it to you, e.g. **Pen**. You can say the words more quickly or have a sequence, e.g. **Pencil, pen, rubber, glue**.

5 a) Listen and point



- Ask Ss to look at the icons and tell you what they have to do.
- Remind Ss of the rules for listening. See the Introduction and the DVD for ideas on how to work with a listening activity.

4 Look and listen



5 a) Listen and point



b) Listen and number



12 twelve

Ss may not be ready to work with all the school objects. If this is the case, work on three at a time.

b) Listen and number



- Ask Ss to look at the icons and tell you what they have to do. Make sure they have their materials ready.
- Play the recording or say it yourself.

MP3 TRACKS 10 AND 11

Number 1: pencil
Number 2: copybook
Number 3: rubber
Number 4: pencil case

Number 5: school bag
Number 6: book
Number 7: glue
Number 8: pen

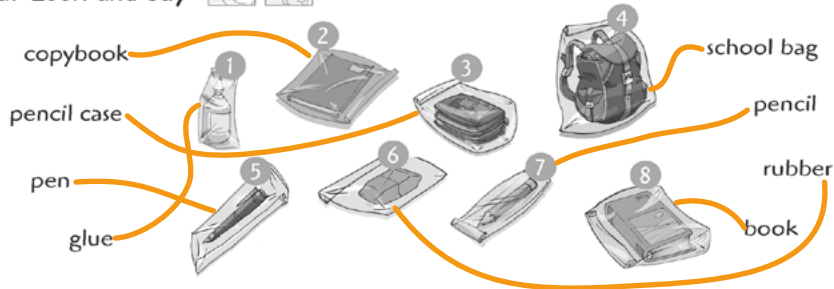
6 Guess!



Is this a book?



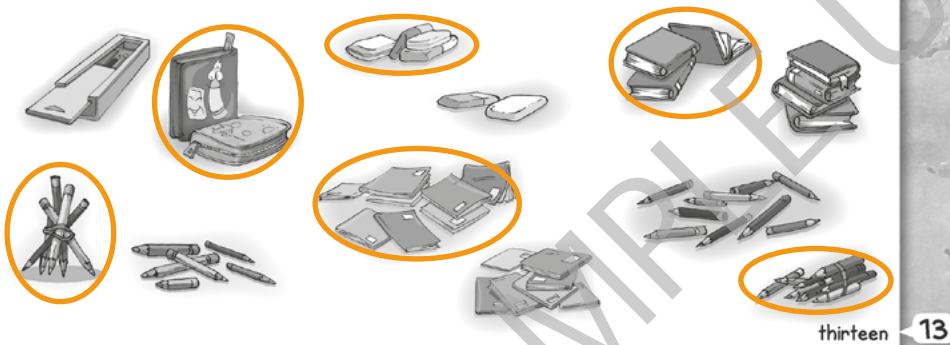
7 a) Look and say



b) Read and match



8 Listen and circle



BUILDING CONFIDENCE

- 1 Guess the word.** Tell Ss you'll mouth a school object for them to say which object it is and show the object.
- 2 Flash it.** Flash the school object flashcards for Ss to identify what it is. Ask them *What's this?* for Ss to answer.

Remember that Ss are only supposed to answer the question. Do not expect Ss to say *It's (a pencil case).*

6 Guess!



- Ask Ss to look at the icon and tell you what they have to do.
- Remind Ss of the rules for participating. Show only a small part of one of the flashcards and ask them, e.g. *Is this a book?* for Ss to answer. Encourage them to use short answers: **Yes, it is. No, it isn't.**

7 a) Look and say



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

BUILDING CONFIDENCE

The box game. Place a school object inside a shoe box without Ss seeing what it is. Give the box to a few Ss. They shake the box and say what's inside, e.g. **A rubber.** Open the box for Ss to check. You can also shake the box yourself and ask Ss *What's this?* or *Is this a book?*

b) Read and match



- Ask Ss to look at the icons and tell you what they have to do.
- Use the flashcards and write the words as shown in the exercise. Ask Ss *What's number 1?* When they say **Glue**, ask them to look at the words and say which one they think is the one for glue. Do the same with two or three words.
- Show Ss how to work: they can draw lines joining the words and the drawings or they can write the number of the school object next to the correct word. If Ss want to draw lines, elicit from them what they can do so that the answers are clearly seen (different colours).
- Check on the bb.

BUILDING CONFIDENCE

Memory game. Ask Ss to look at the pictures and numbers for a minute and then to close their books. You'll ask them, e.g. **2 What's number 2?** for them to name the correct object (copybook). You can also name a school object for them to tell you which number it is.

8 Listen and circle



- Ask Ss look at the icons and tell you what to do.
- Remind Ss of the rules for listening.
- Play the recording and check on the bb.

MP3 TRACK 12

Two pencil cases	Five pencils
Four rubbers	Eight copybooks
Three books	Nine pencils

Homework

Ask Ss to bring drawings or cut-outs of school objects.

Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

Show me... Ask Ss to take out the cut-outs they've brought from home. Tell them you'll give them orders, e.g. **Show me a pencil!** for them to show it to you. They can use their school objects if they're missing one cut-out or more.

9 Read and match

- Ask Ss to open their books at page 14 and look at Exercise 9. Make them focus on the icons and ask them what they have to match.
- Elicit from them what they can do so that the answers are easily seen.
- Give Ss some time to do the activity, then check.

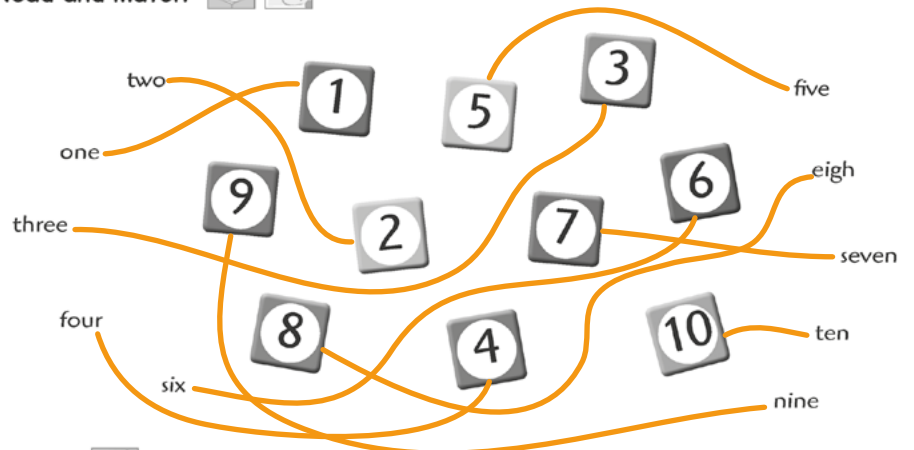
BUILDING CONFIDENCE

Match. Use the drawings in Exercise 8. Ask Ss to number the different groups of school objects.. Write phrases on the bb describing the different pictures, e.g. **a pencil case, seven copybooks**. Ask Ss to come to the bb and write the correct number next to each phrase.

10 Count!

- Elicit from Ss what they have to do and what materials they need.
- Elicit how they can keep a record of the objects they've found (e.g. using tally marks). Help them realise it's easier to count the objects if they colour them as they find them.
- Check by asking Ss, **How many [pens]? How many [rubbers]?**

9 Read and match



10 Count!



11 Read and draw

two pens

six copybooks

ten rubbers

four books

eight pencil cases

14 fourteen

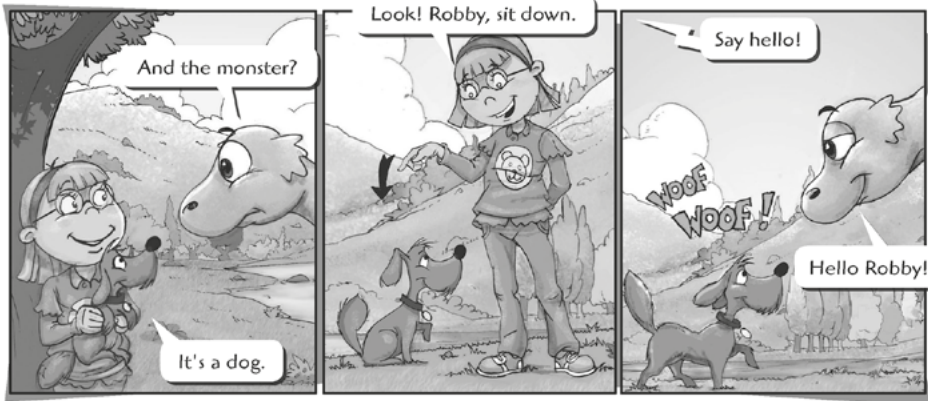
BUILDING CONFIDENCE

- Memory game.** Tell Ss to look at the drawings and the numbers in Exercise 10, and then to close their books. You can ask them **How many [pens]?** or you can say, e.g. **Ten pencils** for them to say **Yes!** or **No!**
- Guess the word.** 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 say the colour on the count of 3. You can make it more challenging by writing the last word instead of the first one. You can refer to the DVD to get further ideas.

11 Read and draw

- Ask Ss to focus on the icons for instructions and tell you what to do. Elicit from them where they can make the drawings. If you're taking the sheets home to check their drawings, remind Ss to write their names.
- Point to the first phrase and ask Ss to read it to themselves. Then ask them to read it out. Do the same with the other phrases.
- You can set this activity for homework.

12 Look and listen



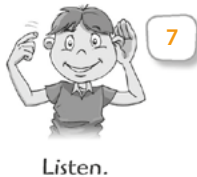
13 a) Listen and point



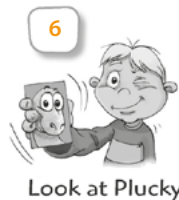
Open the book.



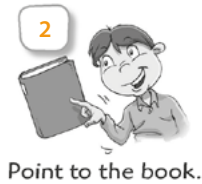
Sit down.



Listen.



Look at Plucky.



Point to the book.



Close the copybook.



Stand up.

b) Listen and number

fifteen 15

BUILDING CONFIDENCE

1 Commands! Ask Ss what orders Emma gives Robby. You may play the recording again. Ask Ss what other orders they know. If necessary, guide them into finding them (the names of activities, what you tell them to do in class).

2 Simon says... Tell Ss you'll be giving them orders which they will have to carry out if you begin with the phrase **Simon says...** You may add other classroom orders, e.g. open your books, listen, match.

13 a) Listen and point



- Tell Ss to look at the icons and elicit from them what they have to do.
- Read out one of the commands for Ss to identify it. Do the same with the other commands.
- Play the recording for Ss to do the activity.

b) Listen and number



- Tell Ss to look at the icons and elicit from them what they have to do. Remind them of the rules for listening.
- Play the recording and check on the bb.

BUILDING CONFIDENCE

Picture dictation. Write code phrases on the bb for Ss to write in words, e.g. 2

WB EX 2, 3 AND 4, PAGES 110 AND 111

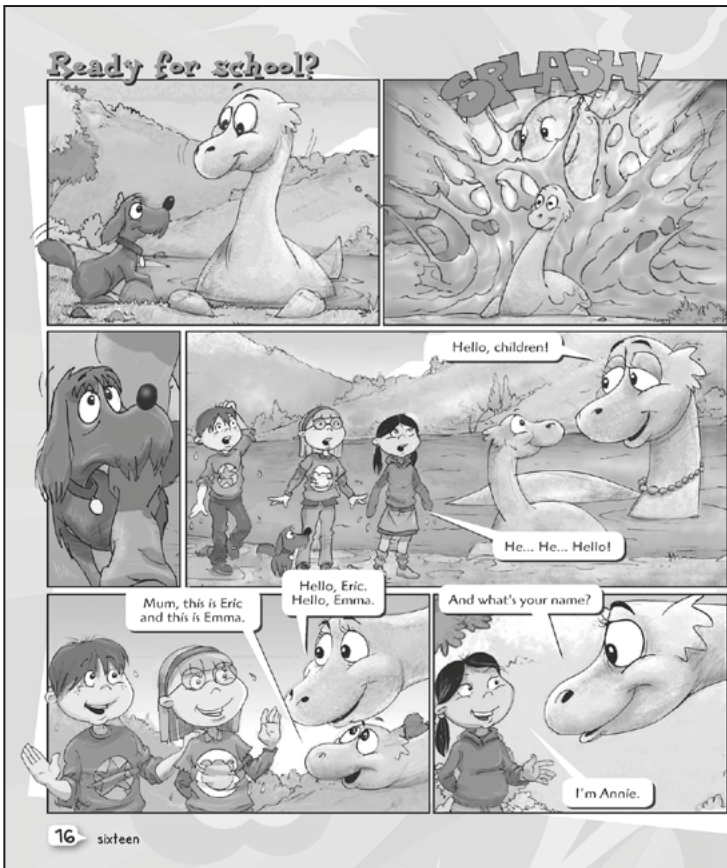
12 Look and listen

- Elicit from Ss what they have to do.
- Point to the first frame and ask Ss if they think Plucky and the children have already become friends. Then ask them to focus on the last frame on page 10 and ask them how Plucky feels about Robby.
- Elicit from Ss what may be going on. Play the recording and check Ss' predictions.
- Ask Ss why Plucky is no longer afraid of Robby.
- Help Ss understand that Emma is giving orders to Robby.

MP3 TRACK 13

Homework

Ask Ss to bring cut-outs or drawings of school objects.



Getting started

Start the lesson with the routine suggested in the Introduction.

BUILDING CONFIDENCE

1 Command gym. Tell Ss to take out one of the cut-outs or drawings they've brought. You'll give commands, which they'll have to carry out, e.g. **Pens, stand up. Rubbers, listen.**

2 Mouth the characters... Tell Ss you'll mouth one of the characters' name and they'll have to say it. If Ss are not ready to say the name, you can ask them to point to the correct character flashcard.

1 Listen and tick



- › Have Ss look at the icons for instructions and tell you what they have to do.
- › Remind Ss of the rules for listening.
- › Play the recording.
- › Check the answers on the bb.

MP3 TRACK 17

Mrs Pluck: *Ready for school?*

Plucky: *Yes!*

Mrs Pluck: *Five pencils, two books, a rubber, three copybooks. OK.*

Ready for school?

- › Ask Ss to open their books at page 16. Point to the different characters and ask them **Who's this?** Point to the school bag and ask **What's this?** Do the same with the other school objects.
- › Elicit from Ss what may be going on. Remind them of the story so far.
- › Play the recording or read out the dialogue and check Ss' predictions.
- › Play the recording again and ask Ss to read as they listen.
- › You may ask them what we learn about Plucky's mum from the drawing.
- › You can also ask them to give a number to each panel within this section. Tell them to choose their favourite panel and say its number aloud. They can then account for their choice.
- › Ask them to predict what type of school Plucky will be going to. A school for children/ animals or monsters?

BUILDING CONFIDENCE



1 Guess! You'll need a plastic bag and school objects. Place a school object inside without letting Ss see what you've put. Show a part of the object or press the bag around the object and show a part of it for Ss to guess what's inside. Ask Ss, e.g. **Is this a pencil? Yes or no?** They should answer **Yes, it is.** or **No, it isn't.** depending on what they think it is. Open the bag and show Ss the object.


2 Act out. Tell Ss they'll impersonate Plucky's mum. You may use the recording. First, let them repeat to themselves, then ask them to say the words out loud. You can also invite them to say the words together with the recording. If possible, use realia.

MP3 TRACK 16


1 Listen and tick  

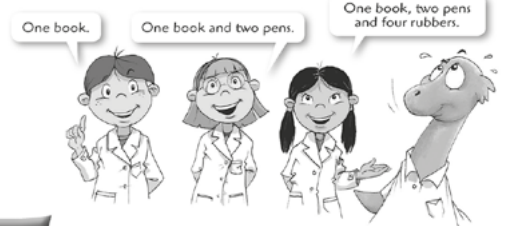



2 Look and complete  





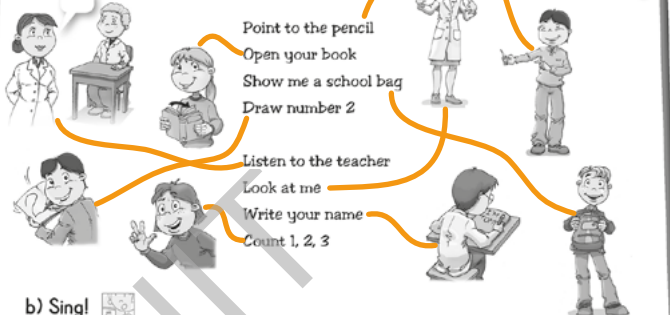
18 eighteen


3 Memory game 



Song 

a) Listen and match  



b) Sing! 

nineteen 19

2 Look and complete

- › Tell Ss to look at the icons and tell you what to do. Elicit from them that it is better to write in pencil in case they need to correct a word.
- › Elicit from them where they can look for information if they can't remember how to spell a word.
- › Check on the bb.

BUILDING CONFIDENCE

Flashcard game. Tell Ss you're going to play a game with the school object flashcards. Keep them in your hands as if you were holding poker cards. Remove one of the cards and put it face down on your desk. Keep the other flashcards in your hands. Let Ss see them for a few seconds. Pick up the card on the desk without letting Ss see it and ask them **What's this?** Do this several times.

3 Memory game

- › Ask Ss to focus on the instruction icon and elicit from them what they have to do. Remind them of the rules for playing.
- › You can elicit from them what strategies they can use to remember the sequences.

WB EX 5 AND 6, PAGE 112

Song

- › Ask Ss to focus on the instruction icons and elicit from them what they have to do.
- › Play the song once. Give Ss some time to read and do the matching. You may check by numbering the pictures.
- › 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.
- › You can refer to the DVD for ideas.

SONGS

 **MP3 TRACK 4**

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 (some of the commands, the school objects). Ask Ss to dictate to you which new words they can use. Write them on the bb for the Ss to refer to when they are writing their song.

OUR POSTER

Collect the Ss' cut-outs to make the poster. Each Ss 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 some school objects.

1 Write the name

I'm **Emma**

I'm **Plucky**

I'm **Robby**

I'm **Eric**

I'm **Annie**

2 Read and match

five pencils

four rubbers

two pencil cases

nine pens

three books

eight copybooks

3 Look and write

1 Pencil

2 Copybook

3 Pencil case

4 Rubber

5 Book

6 Glue

7 Pen

8 School bag

4 Count and write the number

6

1

2

3

9

4

7

8

5

10

110 one hundred and ten

one hundred and eleven 111

1 Write the name

Focus: double consonants in the names. They are transparent and pronounced very much like their Spanish equivalents. Some Ss may need to be reminded of the use of capital letters for proper names. You can start working on reference skills. Elicit from Ss where to check if they have spelt the names correctly (their book or their copybook).

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

EXPANSION

You can ask Ss to glue cut-outs of well-known characters. They should then draw a speech bubble for each character and write *I'm _____*.

2 Read and match

Focus: identification of the words for numbers and for school objects. Since this is one of the first exercises, you can elicit from Ss what clues each phrase gives them. They can rely on the one they find easier, i.e. the number or the school object. Elicit from them where they can check if they have doubts as to the spelling.

- First, Ss should look at the icons and tell you what they have to do.
- Ask Ss to do the exercise orally before they put it in writing.
- Elicit from Ss what they can do to check answers more easily: use a different colour for each line.
- Check the answers on the bb.

EXPANSION



Write the following phrases on the bb. Ss have to either make the drawings or find cut-outs at home.
three school bags - two books - six pens - seven copybooks - one rubber

3 Look and write



Focus: spelling of school objects. You can work on a strategy, e.g. you can ask Ss whether they'd start from the words they remember or the ones they're not sure about. Elicit from them where they can check if they have doubts as to the spelling.

- First, Ss should look at the icons and tell you what they have to do.
- Ask Ss to do the exercise orally before they put it in writing. Make sure they identify the objects. If they cannot identify one or more of them, make sure they complete the drawings so that they can do the exercise on their own.
- Check the answers on the bb.

1

5 Circle 10 numbers. Then, write the number  

plucky four pen 4
 eric eight nine pencil 8, 9 7, 6, 2
 SEVEN BOOK SIX TWO
 per five school bag 1, 10 copy book one rubber ten
 three book 5, 3

6 Read and match  

What's your name? A copybook.
 Hello! Yes!
 Is this a book? Hello!
 What's this? Danny.

112 one hundred and twelve

EXPANSION

Ask Ss to collect five (or more) cut-outs of school objects and to cut out one part of them so that it is not that easy to identify what it is. They can exchange cut-outs among themselves. They can glue the cut-outs they have received in their copybooks and write the corresponding word below each.



4 Count and write the number  

Focus: spelling of numbers from 1 to 10.
 Elicit from Ss where they can check if they have doubts as to the spelling.

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

EXPANSION

Write numbers on the bb for Ss to write them in letters below. They can also draw the quantity of objects the number represents.

5 Circle 10 numbers. Then, write the number  

Focus: identification of the words for numbers in each snake.

- > First, Ss should look at the icons and tell you what they have to do.
- > Ask them to do the exercise orally before they put it in writing.
- > Make sure Ss understand they have to circle the words for numbers.
- > Then, in the box next to each they should draw the number(s) they find in each snake.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to identify the other words in each snake and draw what they represent.

6 Read and match  

Focus: identification of the relationship between each question and its answer.

You can elicit from Ss what clues each phrase gives them, e.g. the word *name* in the first speech bubble is a clear clue. Elicit from them where they can check if they have doubts.

- > First, Ss should look at the icons and tell you what they have to do.
- > Ask them to do the exercise orally before they put it in writing.
- > Elicit from Ss what they can do to check answers more easily: use a different colour for each line or number the speech bubbles and use the same number for the answer.
- > Check the answers on the bb.

EXPANSION

You can ask Ss to bring two different answers for each question.

 **Answer Key**

CLIL Pages

Activity 1: The answers depend on the cultures present in the classroom.

Further Practice

Activity 1: 1 Yes, it is. 2 Yes, it is. 3 Yes, it is. 4 No, it isn't. 5 No, it isn't. 6 Yes, it is. 7 No, it isn't. 8 No, it isn't.

Activity 2: 1 seven; 2 nine; 3 six; 4 four; 5 one; 6 three

Activity 3: 1 This is a school bag. 2 This is a rubber. 3 This is a copybook. 4 This is a pencil. 5 This is a pen. 6 This is a pencil case.

Activity 4: glue; six; is; ten; pen