

# PLANIFICACIÓN ANUAL<sup>1</sup>

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>1</b> <b>My life</b>	10 a 15 horas	Vida cotidiana: la indumentaria; la indumentaria adecuada a los diversos lugares. Vida social: mis amigos y yo.  Yo y la vida en sociedad. La importancia de la organización de las propias tareas.  El mundo a nuestro alrededor: las tradiciones, vestimenta tradicional, comparación de la propia cultura y tradiciones con la cultura y tradiciones de otros países.	Contar de 1 a 100. Realizar las cuatro operaciones matemáticas en inglés. Describir el entorno del aula. Nombrar y describir la vestimenta y accesorios de vestuario. Describir la vestimenta que se usa en diferentes entornos. Indicar la frecuencia con la que se realizan diversas acciones. Redactar un correo electrónico.	Números del 1 al 100 Vestimenta y accesorios de vestuario: <i>sunglasses, pyjamas, sweatshirt, shorts, scarf, sunhat, school uniform, gloves</i>  Revisión: <b>Present simple:</b> <i>I'm Tina. Is she strong?</i> <b>have:</b> <i>I have brown eyes. Does Bouncer have blue eyes?</i> <b>can:</b> <i>She can run and jump. Can your pet jump?</i>  Adverbios de frecuencia: <i>always, never, usually, sometimes</i> <i>Tina always wears a school uniform on weekdays.</i>	Historietas  Póster  Correo electrónico  Carta	El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana.  La comprensión y construcción de sentidos del texto escrito apelando a diferentes estrategias: la identificación del género; el recurso a pistas que brindan los textos y su paratexto; la confirmación o modificación de las anticipaciones e hipótesis formuladas.  El reconocimiento de algunas similitudes y diferencias en relación con el español.  La formulación de anticipaciones e hipótesis en relación con el sentido del texto y el paratexto, antes y durante el proceso de lectura, a partir de títulos, ilustraciones y otras pistas temáticas y lingüístico-discursivas.  El inicio en la reflexión sobre algunas características de los géneros discursivos trabajados.  La aproximación a la comprensión de que un texto escrito puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman.  La participación en intercambios orales breves, a partir de disparadores, para resolver una tarea comunicativa.  La reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende la entonación como portadora de sentidos; la relación entre ortografía y pronunciación; el uso de signos de puntuación más usuales y comunes.	<b>Reflexionar sobre la importancia de ser responsable de las propias cosas y de ser organizado en la vida diaria.</b>

<sup>1</sup> There are several foci in this plan. The idea is that you pick and choose to develop your own yearly plan according to your context and to the demands made on you by the authorities at different levels.

## Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>2</b> <b>Favourite activities</b>	10 a 15 horas	<p>Vida cotidiana: actividades deportivas y de recreación.</p> <p>Vida en sociedad: el juego compartido, actividades en grupo y con amigos.</p> <p>El mundo a nuestro alrededor: el clima, actividades e indumentaria adecuadas a los diferentes estados del tiempo.</p>	<p>Hablar sobre actividades deportivas y de tiempo libre.</p> <p>Relatar las rutinas propias y de otros.</p> <p>Hablar sobre habilidades propias y de otros.</p> <p>Describir escenas.</p> <p>Hablar sobre las condiciones meteorológicas.</p> <p>Realizar una presentación sobre un deporte favorito.</p>	<p>Actividades deportivas y de recreación: <i>ski, fish, sail, skate, surf, ride, climb, skateboard</i></p> <p>El estado del tiempo: <i>sunny, cloudy, foggy, windy, hot, cold, snowy, rainy</i></p> <p>Revisión: <b>Present continuous:</b> <i>We are sailing in a boat.</i> <i>We aren't riding.</i> <i>Are you eating ice cream?</i> <i>Yes, I am. / No, I'm not.</i> <i>What is she doing?</i> <i>She's reading a book.</i> <i>Where is she sleeping?</i> <i>She's sleeping under a tree.</i></p>	<p>Historietas</p> <p>Canción</p> <p>Artículo para revista escolar</p> <p>Definiciones (Explore)</p>	<p>El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana.</p> <p>La lectura/escucha de textos breves instruccionales, relacionados con situaciones de la vida cotidiana de los niños y niñas.</p> <p>El reconocimiento de algunas similitudes y diferencias relevantes en relación con el español.</p> <p>La reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende.</p> <p>La participación asidua en situaciones propias del contexto áulico.</p> <p>La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral.</p> <p>La escucha de diferentes textos orales expresados por el/la docente o provenientes de diversas fuentes.</p> <p>La consideración de la lengua oral y escrita como espacio privilegiado para el aprendizaje de saberes relacionados con otras áreas del currículo y la ampliación del universo cultural.</p> <p>La aproximación gradual y progresiva a la escritura de textos breves, en forma grupal o individual, de géneros ya conocidos, en soporte físico o digital, a partir de un disparador y con diferentes propósitos comunicativos.</p>	<p><b>Darle importancia al juego y actividades compartidas.</b></p> <p>Reflexionar sobre las propias habilidades.</p> <p><b>Reflexionar sobre la importancia del deporte y las actividades en equipo.</b></p>

## Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>3</b> <b>Sweet and savoury</b>	10 a 15 horas	Vida cotidiana: los alimentos y las comidas del día.  Vida en sociedad: organizar una fiesta.  El mundo alrededor nuestro: los glaciares, sitios turísticos.	Hablar sobre los alimentos. Elaborar un menú. Describir las comidas del día y los alimentos que se toman en el ámbito familiar. Clasificar los alimentos en grupos según sus características. Realizar un póster con información turística.	Alimentos y bebidas: <i>strawberry, pear, cherry, apple, cookie, grape, egg, sausage, pasta, chicken, fish, meat, rice, cereal, cheese, bread, fizzy drinks, orange juice</i>  Expresión de existencia: <i>There is/ are..., some/any</i> <i>There are some apples.</i> <i>There aren't any grapes.</i> <i>There is some bread.</i> <i>There isn't any water.</i> <i>Is there any milk?</i> <i>Are there any fizzy drinks?</i>	Historietas  Página web  Póster	El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana.  La participación asidua en situaciones propias del contexto áulico.  La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral.  La participación en intercambios orales breves, a partir de disparadores, para resolver una tarea comunicativa como, por ejemplo, solicitar y brindar información; invitar a una persona a una celebración, a formar parte de un grupo de trabajo en el aula, a hablar sobre actividades del tiempo libre.  La escucha de diferentes textos orales expresados por el/la docente o provenientes de fuentes diversas (grabaciones de audio y video, entre otras).  La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral.  La socialización de los textos escritos mediante diversos soportes y en diferentes espacios de la escuela.  La reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende, por ejemplo: la entonación como portadora de sentidos.	<b>Reflexionar sobre la importancia de la moderación al comer y beber.</b>  Reconocer, aceptar y disfrutar de la variedad de estilos y apariencias.  <b>Compartir generosamente los alimentos y no caer en la glotonería.</b>

## Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPOSITORES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
4 <b>Happy moments</b>	10 a 16 horas	Vida personal y social: los sentimientos propios y ajenos.  El mundo alrededor nuestro: celebraciones y eventos especiales en diferentes culturas.	Describir y leer acerca de celebraciones y eventos especiales en diferentes culturas y en la cultura propia. Expresar diferentes sentimientos. Hablar sobre eventos del pasado en la vida personal y de familiares y amigos. Confeccionar un póster con información sobre una celebración popular.	Revisión: La hora: <i>o'clock</i> Partes del día: <i>morning, afternoon, night, evening</i> Días de la semana  Sentimientos: <i>happy, sad, tired, scared, excited, bored, angry</i> La hora: <i>(seven) thirty, (ten) fifteen, (two) forty-five</i> Celebraciones y eventos especiales: <i>wedding, parade, birthday party, picnic, barbecue</i> Preposiciones de tiempo: <i>on, at yesterday</i>  <b>be – Past simple:</b> <i>They were at the airport.</i> <i>You weren't very happy.</i> <i>She was at the party.</i> <i>He wasn't at the parade.</i> <i>Were you tired?</i> <i>Yes, I was. / No, I wasn't.</i> <i>Was he at the zoo?</i> <i>Yes, he was. / No, he wasn't.</i>	Historietas  Canción  Blog  Póster  Entrevista (Explore)	El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana. La participación asidua en situaciones propias del contexto áulico, (saludar, solicitar aclaraciones, pedir, dar una opinión, manifestar estados de ánimo, entre otros). La percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s) observando sus manifestaciones en la vida cotidiana: el tiempo libre y el entretenimiento, la vestimenta, la música, la escuela, las celebraciones, las comidas, entre otras. La reproducción y producción de rimas, canciones, adivinanzas, trabalenguas, entre otros. La producción asidua de descripciones y relatos breves de experiencias personales referidas, por ejemplo, a preferencias, tiempo libre, rutinas diarias, entre otros. La aproximación a la comprensión de que un texto oral puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman. La formulación de anticipaciones e hipótesis sobre el sentido de los textos a partir de palabras o expresiones relacionadas con el tema, del tono de voz de quien habla, entre otras pistas temáticas, lingüístico-discursivas y paraverbales. La escucha global o focalizada de textos orales breves (textos ficticiales y no ficticiales como, por ejemplo, cuentos, anécdotas, diálogos, entrevistas sencillas, poesías, adivinanzas, trabalenguas), con el apoyo de material rico en imágenes. La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral. La aproximación gradual y progresiva a la escritura de textos breves, en forma grupal o individual, de géneros ya conocidos, en soporte físico o digital (mensajes, cartas breves, descripciones, invitaciones, adivinanzas, historietas, entre otros), a partir de un disparador y con diferentes propósitos comunicativos. La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral.	<b>Reflexionar sobre la generosidad y la cooperación.</b>  Expresar respetuosamente nuestros sentimientos con respecto a las acciones de otros.  Valorar la cooperación entre las personas como elemento esencial para la consecución de objetivos comunes.  Comparar y apreciar con respeto las diferencias culturales.



## Planificación Anual (continuación)

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<b>5</b> <b>Our</b> <b>ancestors</b>	10 a 16 horas	Vida personal y social: nuestros antepasados.  El mundo alrededor nuestro: los Incas, civilizaciones antiguas.	Describir la vida de nuestros abuelos. Comparar el estilo de vida de nuestros antepasados con el presente. Describir rutinas y actividades en el pasado. Hablar acerca de dónde se encuentran los objetos a nuestro alrededor. Describir el mobiliario del hogar. Leer un poema. Escribir un poema. Realizar un proyecto sobre civilizaciones antiguas.	Verbos (formas regulares): <i>lived, played the flute, listened to, talked to her friends, cooked, worked, washed, watched films</i> Muebles: <i>sofa, table, lamp, chair, clock, cupboard, armchair, mirror</i> Preposiciones de lugar: <i>in front of, next to, behind, on, in, under</i>  <b>Past simple:</b> <i>Six years ago, I lived in Australia. Bouncer didn't clean the kitchen. Did you cook dinner last night? Yes, I did. / No, I didn't.</i>	Historietas  Poema  Texto informativo para proyecto escolar  Póster	El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana.  La formulación de anticipaciones e hipótesis sobre el sentido de los textos a partir de palabras o expresiones relacionadas con el tema, del tono de voz de quien habla, entre otras pistas temáticas, lingüístico-discursivas y paraverbales.  El inicio en la reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende (inflexiones verbales).  El reconocimiento de algunas similitudes y diferencias relevantes en relación con el español.  El reconocimiento de la vinculación entre la lectura y la escritura como modo de favorecer el proceso de aprender a escribir.  La escucha de diferentes textos orales expresados por el/la docente o provenientes de fuentes diversas (grabaciones de audio y video, entre otras). Esto supone: el inicio en la identificación de la situación comunicativa, los interlocutores y el tema abordado, es decir, de elementos relacionados con el contexto de enunciación.  La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral.  La aproximación gradual y progresiva a la escritura de textos breves, en forma grupal o individual, de géneros ya conocidos, en soporte físico o digital (mensajes, cartas breves, descripciones, invitaciones, adivinanzas, historietas, entre otros), a partir de un disparador y con diferentes propósitos comunicativos.  La aproximación a la comprensión de que un texto escrito puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman.	<b>Valorar a la familia, en especial a los abuelos.</b>  Reflexionar sobre nuestros orígenes y antepasados.  Valorar el estilo de vida de nuestros antepasados.  <b>Respetar y demostrar cariño hacia los mayores de la familia.</b>

## Planificación Anual (continuación)

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<b>6</b> <b>My place</b>	10 a 14 horas	Vida en sociedad: Mi hogar/ciudad/provincia/país.  Las vacaciones: actividades de tiempo libre.  El mundo alrededor nuestro: los medios de transporte.	Describir el hogar. Describir diferentes tipos de vivienda. Expresar y justificar preferencias por uno u otro tipo de vivienda. Hablar sobre las vacaciones y las actividades favoritas en tiempo de vacaciones. Hablar sobre los medios de transporte. Interpretar el plano de una vivienda. Realizar un plano de una vivienda. Redactar una descripción de un destino de vacaciones favorito.	Ambientes y partes de una casa: <i>bedroom, bathroom, kitchen, living room, garage, garden</i> Medios de transporte: <i>plane, ship, coach, taxi, scooter, underground</i>  Revisión: <b>Past simple:</b> <i>Did they travel by plane? Yes, they did. / No, they didn't. Where did the family go on holiday? They went to the ocean. What did they do? They sailed and surfed.</i>	Historietas  Tarjetas postales  Texto informativo: newsletter  Póster  Página web (Explore)	El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana.  La reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende.  La participación en intercambios orales breves, a partir de disparadores, para resolver una tarea comunicativa como, por ejemplo, solicitar y brindar información; invitar a una persona a una celebración, a formar parte de un grupo de trabajo en el aula, a hablar sobre actividades del tiempo libre.  La participación en intercambios orales breves, a partir de disparadores, para resolver una tarea comunicativa.  La producción asidua de descripciones y relatos breves de experiencias personales referidas, por ejemplo, a preferencias, tiempo libre, rutinas diarias, entre otros.  La aproximación a la comprensión de que un texto escrito puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman.  La formulación de anticipaciones e hipótesis en relación con el sentido del texto y el paratexto, antes y durante el proceso de lectura, a partir de títulos, ilustraciones y otras pistas temáticas y lingüístico-discursivas.  La comprensión y construcción de sentidos del texto escrito apelando a diferentes estrategias.	<b>Ser cuidadosos con el medio ambiente.</b>  <b>Respetar el medio ambiente.</b>



**UNIT**  
**4**

**Happy moments**

**Think twice**

Look at the pictures. What type of celebrations or events do you see?  
 Are people wearing special clothes?  
 What celebrations or festivals are there in your country?

Hi! My name's Maite and I'm from Paraguay. Look! We have different celebrations and events.

49

Page 49

- ▶ Invite pupils to look at the pictures and describe what they see. Help with vocabulary if necessary.
- ▶ Focus on the title of the unit. What does it mean? How does it relate to the pictures? Elicit ideas from the class.
- ▶ Before pupils read the speech bubble, invite them to guess where the pictures were taken. What country is it? Is it their country? How do they know? Elicit ideas. Accept any answers in L1.
- ▶ Ask the class to read the speech bubble. Were their predictions correct? What's the name of the girl? Where is she from?
- ▶ Invite pupils to describe Maite and infer some things about her, eg: her age, her pastime, etc considering her appearance.

### **TIP**

It is essential to give pupils the opportunity to express themselves freely without the constraints of an exercise. This will help them become aware of how to use the target language in contexts outside the book.

### **NAP**

#### **EJE: EN RELACIÓN CON LA PRODUCCIÓN ORAL**

"La participación asidua en situaciones propias del contexto áulico, (saludar, solicitar aclaraciones, pedir, dar una opinión, manifestar estados de ánimo, entre otros)."

### ➔ **Learning strategy**

Make pupils realize the morphological similarity between the words 'celebrations', 'events', 'festivals' and their equivalents in L1: *celebrations/celebraciones, events/eventos, festivals/festivales*.

- ▶ Discuss the pictures and the questions. Supply additional vocabulary as necessary, eg: *football match, national day, procession, religious celebration*, etc.
- ▶ Bring a map of South America and ask pupils to locate Paraguay on the map. Is it near their country? Have they ever been there? Do they know the name of famous cities in Paraguay? Invite them to find the cities on the map.
- ▶ Encourage the class to compare their country and Paraguay and find similarities and differences in celebrations and festivals.
- ▶ As there may be some pupils who come from this country, allow them to speak about it.
- ▶ Allow the class to use L1 when necessary. Echo their words in English.

### **NAP**

#### **EJE: EN RELACIÓN CON LA REFLEXIÓN INTERCULTURAL**

"La percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s) observando sus manifestaciones en la vida cotidiana: el tiempo libre y el entretenimiento, la vestimenta, la música, la escuela, las celebraciones, las comidas, entre otras."

- ▶ You may wish to ask the class to look for information about Paraguay and Argentina. They can work in groups and prepare a short presentation on different events and celebrations in both countries.



Here are some links to guide your conversation:

<http://country.paraguay.com/>  
<http://www.visitparaguay.net/paraguay-guide/paraguay-festivals.html>  
<http://www.justargentina.org/argentina-festivals.asp>

# LESSON 1

## Optional lesson starter

Make contact with the class. Greet pupils. Ask them, *Are you happy/sad?* Show pictures of people who look happy and sad and ask, eg: *Is he/she happy? Why do you think he/she is happy/sad?*



- ▶ Bring pictures of people showing feelings as they appear in the lesson. Ask, *How is he/she today?* Pause and invite the class to guess.
- ▶ Pupils will probably say the adjective in their L1. Say the adjective in English, eg: *She's/He's tired/happy/excited*, etc.
- ▶ Have the class repeat after you.

## Optional activity

Write the new adjectives on cards and put them on the board or write the adjectives on the board. Ask volunteers to come to the board and draw a face depicting the feelings.

- ▶ Tell pupils to open their books and move on to Lesson 1, Activity 1.
- ▶ Ask the class to label the faces. Tell pupils to listen to the track and fill in the missing words. Play track 21 at least twice.
- ▶ Play the track again for them to check.
- ▶ Play the track once more. Stop after each word and have the class repeat.
- ▶ Focus on the faces. Point at each face in random order and have the class say the word.
- ▶ Focus on the pronunciation of difficult words such as /skeəd/; initial cluster and diphthong.

**Answers:** 1 happy; 2 sad; 7 angry



**Page 50**

## Optional activity

Look for pictures that may evoke different feelings, eg: a shark = scared, a football match = excited, etc. Show the pictures and ask individual pupils how they feel about them, eg: *I'm scared!*



- ▶ Direct pupils' attention to the sentences about Maite and have them turn to page 49 to find the answer. Then check as a class.

**Answer:** happy



- ▶ Focus on the activity. Invite pupils to explain what they have to do, ie: read each situation and complete with a suitable adjective.
- ▶ Have pupils read the sentences and complete them.
- ▶ When they have finished, check the answers with the class.

## Optional activity

Ask pupils to think of one more situation to add to the exercise, eg: *It's sunny and warm. You're sailing in the ocean. You're...* Tell them to write it in their notebooks/folders. When they have finished, they read their situation to the class. The class completes with a suitable adjective.



- ▶ Ask pupils to look at the rubric and invite them to work out what they have to do.
  - ▶ They listen and complete the missing words in the song.
  - ▶ Play track 22 a few times and give them enough time to write in the missing words.
  - ▶ Play the track again while they check their answers.
- Answers:** excited / bored / sad / mad
- ▶ Play the song again. Invite the class to sing along.
  - ▶ Divide the class into teams. Each team sings a different part of the song.

## Optional activity

[Click here](#) for photocopiable material (p11).



1 2 f; 3 d; 4 h; 5 a; 6 e; 7 b; 8 g



## LESSON 2

### Optional lesson starter

Play an action game to revise feelings. Ask pupils to sit in a circle. If conditions do not permit this, have them play in groups from their seats. Give pupils a soft rubber ball or a paper ball. Pupil A throws the ball to Pupil B and says, eg: *He's/She's angry*. Pupil B catches the ball and acts out the feeling. Then he/she throws the ball to another pupil in the group who has to act out the corresponding feeling.



- ▶ Bring pictures of people in different places. If possible, **make sure** the pictures look old or show people in the past. Finding old pictures of famous people is also useful.
- ▶ Put the pictures on the board and write years on top, eg: 1980, 1999, 2010.
- ▶ Point at the years and say them in turn. Have the class repeat after you. Ask the class to explain in their L1 how they read years in English.
- ▶ Focus on the pictures and say where the people were, eg: *Look, they were at the beach in 1989. They were at school in 2010.*
- ▶ Write one or two sentences on the board. Circle the past of 'be'.
- ▶ Write the same sentences in the present and circle the present form of 'be'.
- ▶ Invite the class to explain the difference in their L1. Echo the explanation in English.
- ▶ Write the current date and say, eg: *You are at school*. Write another date, eg: the previous Saturday and say, eg: *You were in the park on Saturday*.
- ▶ Tell the class to open their books at page 51 and focus on Activity 1. Play track 23 once and invite the class to follow in their books.
- ▶ Play the track again. Stop after each exchange and invite the class to repeat.

**Unit 4 LESSON 2**

**Listen, read and say.**

Zac and Oona are looking at photos. Were they at the airport in 1974?

Look at my grandparents! They were pilots! They were at an airport.

Look, Zac! You were very small. You weren't very happy!

**1974 2010**

**Grammar Trip**

**Match.**

Zac's grandparents weren't sad.	Present	You were sad, Zac.
Were you happy, Zac?	Past	Were Zac's grandparents at the airport?
Zac and Oona aren't pilots.		Are Zac and Oona bored?

**LOOK!**

**2 Look at Activity 1 and circle.**

- Zac and Oona were / weren't at an airport in 1974.
- Zac's grandparents were / weren't teachers in 1974.
- Hey Zac, you were / weren't old in 2010.
- Hey Zac, you were / weren't sad in the photos.

**3 Circle about you.**

- Were / Are you in this school in 2013?
- Your friends and you are / were at school now.
- Your teacher and you are / were at school yesterday.
- Are / Were your grandparents in Paraguay in 2012?

Page 51

### Optional activity

Help pupils write a chart on the board with the past and present forms of 'be' they have encountered so far. Include the negative and interrogative forms.

2

- ▶ Have the class re-read Activity 1 and choose the correct form to complete the sentences.
- ▶ When they have finished, ask pupils to work in pairs and compare their answers. Invite them to help each other with incorrect answers.
- ▶ Check as a class.

**Answers:** 1 weren't; 2 weren't; 3 weren't; 4 were

3

- ▶ Focus on the questions and sentences. Have pupils circle the correct form of the verb.
- ▶ Check as a class.

### Optional activities

1. Remind the class of the song in Lesson 1. Have pupils look at the lyrics. What do they notice about the song? ie: the use of 'were'. Have pupils work in pairs or small groups. Invite them to write a new song using the lyrics in Lesson 1 as a model. Remind them to use the correct past form of 'be'.
2. [Click here](#) for photocopiable material (p12).

## LESSON 3

### Optional lesson starter

Remind the class of the song they learnt in Lesson 1. Play track 13 and have them sing as a class. If you wish, divide the class into groups and hold a singing competition.



- ▶ Bring a toy clock to the class. Set the hands on the hour and ask, *What's the time?* Point at the numbers and say, eg: *It's eight o'clock.*
- ▶ Give a few more examples and then ask the class. Proceed in the same way with 'half past' and the minutes. Tell pupils that they can say, *It's (ten) fifteen, It's (twelve) thirty, and It's (eight) forty-five.* Give plenty of opportunities for practice.
- ▶ Tell pupils to look at Activity 1 on page 52. Focus on the clocks and the time. Ask them to complete the missing time.
- ▶ Play track 24 once. Invite the class to follow in their books and check their answer.

**Answer:** twelve o'clock

- ▶ Play the track again. Stop after each exchange and invite the class to repeat.
- ▶ Play each time again and ask volunteers to repeat individually.



- ▶ Invite pupils to look at the rubric and the sentences. Check that they understand what they have to do.
- ▶ Focus on the pictures and the sentences. Tell them to read them and listen to the track.
- ▶ Play track 25 at least twice. Allow enough time for pupils to write the correct times.

**LESSON 3**

24 Complete. Then listen, check and say.

1 07:30 2 10:15 3 02:45 4 12:00

seven thirty ten fifteen two forty five twelve o'clock

25 Listen and write the times on the clocks. Then complete.

1 I was at the club at 2 I was at the library at 3 I was at the pool at 4 I was in bed at

26 Listen and say. Then match.

1 wedding 2 parade 3 birthday party 4 picnic 5 barbecue

1 Monday 2 Tuesday 3 Wednesday 4 Thursday 5 Friday

32 MPT 2 p18, 3 p40

### Page 52

- ▶ Play the track again and have the class check their answers.
- ▶ Check as a class.

**Audioscript/Answers:** 1 I was at the club at eight thirty. 2 I was at the library at four forty-five. 3 I was at the pool at three o'clock. 4 I was at bed at nine fifteen.

- ▶ Invite pupils to read each statement aloud.



- ▶ Focus on the pictures and the words. Play track 26 and have the class repeat each word.
- ▶ Play the track again and ask them to match the pictures and the words.
- ▶ When they have finished, check as a class.

**Answers:** 1 c; 2 e; 3 b; 4 a; 5 d



### Optional activities

1. Invite pupils to discover the difference between the sentences in Activity 2 and those in Lesson 2. Write a few sentences on the board and circle 'I was'. Have the class add examples to the table they started in Lesson 2. Invite pupils to give their own examples. Have them copy the table and the examples into their notebooks/folders. Write some other examples with the verb 'be' in the past on the board to round up your systematization.
2. [Click here](#) for photocopiable material (p13).



- 2 2 one fifteen; 3 twelve o'clock; 4 three forty-five; 5 six twenty
- 3 2 wedding (a); 3 I'm at a birthday party. (c); 4 I'm at a barbecue. (b); 5 I'm at a parade. (d)

## LESSON 4

### Optional lesson starter

Bring a large calendar to the class and magazine pictures that show people in different places pupils can speak about, eg: school, ocean, mountain, etc. You may also bring pictures of places in town. Ask pupils what day it is. Choose a picture and say, eg: *I was in the park on Monday*. Give one more example and invite the class to choose a picture and say a sentence about a past action. Have the class ask questions, eg: *Were you at the beach?* Pupils answer, *Yes, I was./No, I wasn't*.



- ▶ Focus on the pictures in Activity 1. Have pupils look at the pictures. Tell them to identify the characters.
- ▶ Play track 27 once while the class reads the text. Play the track a second time. Pupils listen and repeat. **Make sure** they pronounce the words correctly.
- ▶ Ask individual pupils to read a sentence each. Ask pupils to read the sentences carefully. What do they notice about them?
- ▶ Write on the board *I, WE, HE, SHE, YOU, ZAC, OONA, TOM and KIM*. Ask, 'Was' or 'were'? Elicit the answers and ask pupils to come to the board and write the correct form of the verb next to each word.
- ▶ Invite pupils to make sentences using 'be' in the past about themselves and/or the characters in Lessons 2, 3 and 4.

### Optional activity

For extra practice, ask pupils to go back to Lessons 1 and 2. Divide the class into pairs and have them ask and answer questions about the pictures using 'was' and 'were'.

- ▶ Focus pupils' attention on the 'Grammar Trip' section. Ask them to read the sentences and choose the correct word in each sentence. Check as a class.

**Answers:** was / wasn't / wasn't



UNIT 4 LESSON 4

**27 Listen, read and say.**

Yesterday, Oona was at a barbecue. Tom and Kim were happy but Lucy was sad. She doesn't like sausages!

Today, Oona is tired.

Was Oona at a birthday party yesterday?

No, she wasn't.

Was she at a barbecue?

Yes, she was.

**Grammar Trip**

**Circle.**

Oona was / were at a party 8 o'clock.

She wasn't / weren't at a picnic.

Was Zac at the barbecue?

No, he was / wasn't.

**2 Look at Activity 1. Complete with was, wasn't, were or weren't.**

1 Oona \_\_\_\_\_ at a birthday party yesterday.

2 Lucy, Tom and Kim \_\_\_\_\_ at a barbecue yesterday.

3 Tom and Kim \_\_\_\_\_ and \_\_\_\_\_.

4 Lucy \_\_\_\_\_ and \_\_\_\_\_ yesterday.

**3 Ask and answer with a friend.**

Was your brother at a birthday party yesterday?

No, he wasn't.

Was he at the club?

Yes, he was.

Was he tired in the evening?

Yes, he was.

Page 53

### Optional activity

Invite the class to complete the table they already started in their notebooks/folders with the past forms of 'be'. Ask pupils to work in small groups and make a mini-poster illustrating the use of 'was' with 'he/she'. They write some sentences and draw pictures.



- ▶ Focus on Maite's riddle. Ask pupils to read it and elicit some answers. Tell them to go to page 49 and look for the answer. Were they right?

**Answer:** It was the (Carnival) parade.

2

- ▶ Have the class read and interpret the rubric.
- ▶ Invite pupils to re-read the story in Activity 1 and complete the sentences with the correct word.
- ▶ When they have finished, invite them to work with a partner and compare their answers. Then check as a class.

**Answers:** 1 wasn't; 2 were; 3 weren't; 4 was

3

- ▶ Have pupils read the questions and answers in the activity.
- ▶ Pair pupils up and invite them to ask and answer questions about their family and friends using the questions in the activity as a model.
- ▶ Circulate and help when necessary.

• N A P •

### EJE: EN RELACIÓN CON LA PRODUCCIÓN ORAL

"La producción asidua de descripciones y relatos breves de experiencias personales referidas, por ejemplo, a preferencias, tiempo libre, rutinas diarias, entre otros. Esto supone:

- ▶ la contextualización de la producción oral;
- ▶ la presencia de un marco que la oriente;
- ▶ la preparación de la producción oral."



### Optional activity

[Click here](#) for photocopyable material (p14).



- 4 Pupils' own answers
- 5 2 At seven fifteen, Katy wasn't at the mall. She was at the cinema. 3 At twelve o'clock, Mark was at the farm. He wasn't at the beach. 4 At four forty-five, Ann and Katy weren't at the hospital. They were at the market.
- 6 2 Was / No, she wasn't. She was at the cinema. 3 Was / Yes, he was. 4 Were / No, they weren't. They were at the market.



## LESSON 5

### Optional lesson starters

- Revise the time. Use a toy clock or write the times on the board. Elicit answers from the class. Then invite volunteers to take your role.
- Bring in pictures of places in town and other places pupils have learnt the words for and revise the vocabulary.
- Ask pupils to bring family pictures that show family members in different places. Invite them to show the pictures to the class and say who the people are and where they were, eg: *This is my brother. He was at the club.*



- Ask pupils to open their books at page 54 and read the rubric. **Make sure** they understand what they have to do.
- Have pupils read the text carefully. Tell them to circle any new words and try to guess the meaning from the context.
- Have them answer the questions.
- When they have finished, invite pupils to compare their work with a partner.
- Check as a class.

**Answers:** 1 He was happy. 2 No, she wasn't. 3 Yes, he was. 4 No, they weren't.

## • N A P •

### EJE: EN RELACIÓN CON LA LECTURA

"La aproximación a la comprensión de que un texto escrito puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman."

**LESSON 5**

**1 Read and answer.**

At nine fifteen yesterday morning, Oona and Zac were in the city. Zac was at the flower market. Oona wasn't at the flower market. She was at the fruit market.

At eleven fifteen, they were on the bus.

Look! I was at the flower market.

I wasn't at the flower market. I was at the fruit market.

**2 Complete. Then look and answer.**

I was at Castro Market with my mum last Sunday.

	Friday	Saturday	Sunday	Monday	Tuesday
Jennifer	school	mail	barbecue	school	parade
Pat and Susan	school	picnic	mall	school	parade
Marta	school	mail	market	school	school
Erik	school	picnic	mall	school	school
Gaby and Flor	school	market	picnic	school	school

Today is Wednesday.

1 \_\_\_\_\_ Jennifer at the parade yesterday?

2 \_\_\_\_\_ Pat and Susan at the picnic last Friday?

3 \_\_\_\_\_ Marta at the mall last Friday?

4 \_\_\_\_\_ Erik at school last Monday?

5 \_\_\_\_\_ Gaby and Flor at the market last Saturday?

**Page 54**



- Have pupils read the rubric and look at the activity. Check that they understand what they have to do.
- Have them complete the questions first. Give them enough time to do this.
- Have pupils look at the timetable carefully and answer the questions.
- When they have finished, ask them to compare their answers with a partner.
- Check as a class.

**Answers:** 1 Was / Yes, she was. 2 Were / No, they weren't. 3 Was / No, she wasn't. 4 Was / Yes, he was. 5 Were / Yes, they were.



### Optional activities

- Have the class read the information in the speech bubble. Ask them to find out about similar places in their home town. Have them work in pairs or small groups and write a short description of the place.
- [Click here](#) for photocopiable material (p15).



### Optional activity

Play 'Scrambled sentences'. Ask pupils to work in small groups. Each group writes sentences in the past and in the present on slips of paper. They cut them up into pieces and put them into a bag or small box. Have groups exchange the bags and put the sentences together again. Set a time limit for this and make it a class competition.



## LESSON 6

### Optional lesson starter

Play a chain game. Start by saying, eg: *On Sunday, I was at the beach*. Pupils continue the chain by adding a place or a feeling each time, eg: *On Sunday, I was at the beach, I was happy...* Continue until someone makes a mistake or repeats a place or feeling.



- ▶ Bring a map of the USA. Ask pupils if they like films. What films do they like? Elicit some names. Do they know the names of the actors? Where are those films made?
- ▶ Many of the actors and films mentioned are likely to be from the USA. Introduce the name 'Hollywood'. Ask the class if they know where this place is. Explain that it is in Los Angeles, California and help them locate the city on the map.
- ▶ Tell pupils to open their books and look at the pictures in Lesson 6, Activity 1. Ask them to predict why Maite was in Hollywood.
- ▶ Tell them to listen and find out. Play track 28 at least twice.
- ▶ Ask pupils if their predictions were correct. Ask them if they know what the Oscars are.
- ▶ Have pupils listen again and number the pictures in the correct order. Play the track once more. Check answers as a class. [Click here](#) for the audioscript (see at the end of the 'Activate' section).

**Answers:** a 3; b 4; c 1; d 2

### • N A P •

#### EJE: EN RELACIÓN CON LA COMPRENSIÓN ORAL

"La formulación de anticipaciones e hipótesis sobre el sentido de los textos a partir de palabras o expresiones relacionadas con el tema, del tono de voz de quien habla, entre otras pistas temáticas, lingüístico-discursivas y paraverbales."

"La escucha global o focalizada de textos orales breves (textos ficticiales y no ficticiales como, por ejemplo, cuentos, anécdotas, diálogos, entrevistas sencillas, poesías, adivinanzas, trabalenguas), con el apoyo de material rico en imágenes."

**UNIT 4 LESSON 6**

**1 Listen and number.** We were in California last week. It was great!

**2 Listen again and complete.**

1 On \_\_\_\_\_, Maite and her brother, Emiliano, were in Hollywood, California. Maite was very \_\_\_\_\_.

2 On \_\_\_\_\_, Maite was an actor in a film. Maite was very \_\_\_\_\_.

3 On \_\_\_\_\_, they were at the Oscars® ceremony. They were very \_\_\_\_\_.

4 On \_\_\_\_\_, they were at the airport. They were very \_\_\_\_\_.

**3 Ask and answer with a friend. Choose a place or event and use some of these words:**

Monday Sunday Tuesday morning afternoon evening scared sad happy bored excited tired

Were you at the cinema on Monday morning? No, I wasn't. I was at school.

Were you bored? No, I wasn't.

**Page 55**



- ▶ Tell pupils to look at the activity. Check that they understand what they have to do.
- ▶ Play track 28 a few times more. Invite the class to complete the sentences.
- ▶ When they have finished, check as a class.

**Answers:** 1 Tuesday / happy; 2 Wednesday / scared; 3 Sunday / excited; 4 Monday / tired

### Optional activity

Play a 'True/False' game. Ask the class to close their books or cover the page. Say a sentence about the pictures, eg: *On Friday, Maite and her mother were in Buenos Aires*. Pupils have to say *True* or *False*. If the sentence is false, ask a pupil to correct it. The pupil who corrects the sentence takes your role.

### • N A P •

#### EJE: EN RELACIÓN CON LA PRODUCCIÓN ORAL

"La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral."



- ▶ Have pupils read the rubric. **Make sure** they understand what they have to do.
- ▶ They work with a partner. They ask and answer questions using words from the bubbles.
- ▶ Circulate giving help if necessary. Supply additional vocabulary if required. However, they should have enough options with the vocabulary learnt in this unit.

### Optional activity

You may ask the class to work in pairs or small groups and look for information about the city of Los Angeles and Hollywood, the Oscar Awards and local films that have won an Oscar. Groups choose a piece of information and make a poster with the information. Display the posters around the class.

### • N A P •

#### EJE: EN RELACIÓN CON LA ESCRITURA

"La socialización de los textos escritos mediante diversos soportes y en diferentes espacios de la escuela."

## Optional lesson starter

Remind the class of Maite and where she lives. Have them say things they remember about Paraguay. Bring a map of South America to the classroom and locate Paraguay and its most important cities on the map.



- Ask pupils where they look for information on the Internet.
- Ask if they have a blog or if they ever read blogs. What information can they find in a blog? Write the word on the board. Elicit some answers.
- Have pupils look at the blog entry on page 56. Ask the class what 'blog entry' means.
- Invite them to predict what the blog entry is about.
- Have pupils read the information in the blog entry.
- Tell them to circle or underline the new words. Invite them to use the context and the pictures to guess the meaning of the words.
- Have pupils look at the pictures and picture glossary for extra help with new words.

## Optional activities

- Focus on the layout of the blog entry. Remind the class of the webpage and the article they have read in previous units. Ask them to compare them. Focus on the use of paragraphs, style and content. Ask them to think what the purpose of each type of text is.
- Focus on the blog entry. Invite pupils to read it and identify what the key elements of the blog entry are.

**LESSON 7**

**A blog entry**

Yesterday was 24th June. I was at the Festival of San Juan celebrations. I was very excited!

Read Maite's blog entry about the festival of San Juan.

**The festival of San Juan**

San Juan is a very popular festival in Paraguay. It wasn't a Guaraní celebration, but we adopted it. There is lots of music, dance and typical food in the festival.

In the afternoon of the previous day, we prepare a big fire. People sit around the fire, drink mate and eat typical food. We play games and jump over the fire when it is small, of course. When there aren't any flames in the fire, some people walk with red shoes over the red hot embers and shout, 'Viva San Juan!' People think it is exciting but I don't - I am very scared. I like the festival very much. Visit Paraguay and come to the celebration!

Comments (2)

Andrew, from UK: It's very interesting! When is the festival?

Maite: Hello, Andrew! It's on 24th June.

Andrew, from UK: Can you upload more photos?

**Read again and answer.**

- How do people in Paraguay celebrate the festival of San Juan?
- Does Maite participate in all the games? Why? / Why not?

**Think twice**

- Are some of the games in the festival dangerous?
- Are there any similar celebrations in your country?

**It's a fact!**  
Paraguay has two official languages: Spanish and Guaraní.

Page 56



- Focus on Activity 2 and invite the class to read the rubric.
- Have them re-read the letter and answer the questions. Help with additional vocabulary if necessary.
- When pupils have finished, discuss the answers as a class.

**Answers:** 1 They sit around a fire, they drink mate and eat typical food. They play games and jump over the fire when it is small. 2 No, she doesn't. Because she's scared.



## Think twice

- Focus on the questions. Elicit answers from the class.
- Supply additional vocabulary as necessary.



## TIP

Allow pupils to use L1 when they are at a loss for words. Echo in English and ask them to repeat after you. Write key vocabulary on the board for future use.



## Optional activities

- After pupils have discussed the questions orally as a class, have them write their answers as a short composition. Circulate helping with language and vocabulary as necessary.
- Invite pupils to look for information about the San Juan festival in their country or in other Spanish-speaking countries, eg: Spain. They write a blog entry.

## • N A P •

### EJE: EN RELACIÓN CON LA ESCRITURA

"La aproximación gradual y progresiva a la escritura de textos breves, en forma grupal o individual, de géneros ya conocidos, en soporte físico o digital (mensajes, cartas breves, descripciones, invitaciones, adivinanzas, historietas, entre otros), a partir de un disparador y con diferentes propósitos comunicativos. Esto supone:

- la frecuentación de ejemplos de textos que puedan servir de modelo y el reconocimiento de sus características principales;
- la consideración del destinatario, el tema a abordar y el propósito con que se escribe, es decir, de elementos relacionados con el contexto de enunciación."

- Have pupils read about the official languages of Paraguay in the 'It's a fact' section. What is an 'official language'? What is the official language of their country? Is Guaraní spoken anywhere in their country? Invite them to look for information about Guaraní.



## Optional lesson starter

Remind the class of the festival of San Juan they read about in Lesson 7. Ask questions about it. You may even read out some false information for pupils to correct.

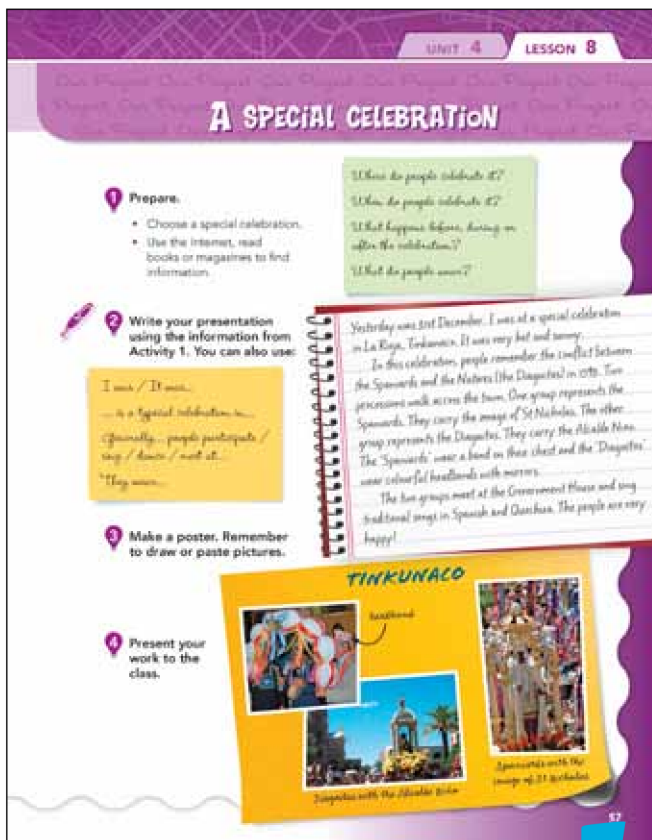
1

- ▶ Ask the class to look at the pictures. What's the name of the celebration? Have they ever seen this celebration? What do they know about it? Invite them to read about Tinkunaco.
- ▶ Have them underline or circle any new words. Tell them to use the pictures and the context as help to discover the meaning.
- ▶ Bring a map of Argentina. Ask where this festival is celebrated. Ask the class to find La Rioja on the map.
- ▶ Help the class with additional vocabulary if necessary.
- ▶ Invite the class to work in groups and look for information about the Diaguitas and Quechua in books or on the Internet. Share the information as a class.
- ▶ Tell the class to get together in small groups and choose a special celebration in their country or anywhere in the world. Mention some if they hesitate.
- ▶ When they have decided, tell pupils to look for information in books or on the Internet.
- ▶ Tell them to use the questions to focus and organize their search.

## • N A P •

### EJE: EN RELACIÓN CON LA LECTURA

"La aproximación a la comprensión de que un texto escrito puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman."



Page 57

2

- ▶ Have them write notes to make a poster. Tell them to use the text about Tinkunaco as a model.
- ▶ Have them use the questions in Activity 1 and the sentence openings in Activity 2 to write their text.
- ▶ Circulate giving help and checking their work if necessary.

! TIP

Invite pupils to make a first draft of their text on a sheet of paper. They can revise it and make any corrections and add information as necessary. Then they can make a clean copy.

3

- ▶ Give each group a sheet of poster paper.
- ▶ They make their poster to support the text they have written putting in pictures and copying some of the information they have found.
- ▶ Encourage them to use an attractive title and different fonts.

4

- ▶ Invite groups to display their poster and make a short presentation explaining what they have done.
- ▶ Invite the class to ask questions.

## • N A P •

### EJE: EN RELACIÓN CON LA ESCRITURA

"La aproximación gradual y progresiva a la escritura de textos breves, en forma grupal o individual, de géneros ya conocidos, en soporte físico o digital (mensajes, cartas breves, descripciones, invitaciones, adivinanzas, historietas, entre otros), a partir de un disparador y con diferentes propósitos comunicativos. Esto supone:

- ▶ la frecuentación de ejemplos de textos que puedan servir de modelo y el reconocimiento de sus características principales;
- ▶ la consideración del destinatario, el tema a abordar y el propósito con que se escribe, es decir, de elementos relacionados con el contexto de enunciación;
- ▶ la elaboración de un plan o esquema junto con el/la docente cuando sea necesario;
- ▶ la relectura de cada borrador del texto con el/la docente y la reformulación conjunta a partir de sus orientaciones sobre el uso apropiado de una palabra o expresión, dudas ortográficas o de puntuación, entre otras;
- ▶ la escritura de versiones mejoradas sobre la base de devoluciones del/la docente o de pares."

## LESSON 9

### Optional lesson starter

Ask pupils to look at the pictures quickly and predict what the lesson is about. Elicit ideas from the class. Help pupils with new vocabulary. Accept answers in pupils' mother tongue as they may find it difficult to express their ideas in English. Echo their answers in English and invite them to repeat after you. Write any key vocabulary on the board. You will need to introduce words such as 'native', 'hungry' and 'generous'.



- ▶ Tell pupils to read the rubric and the question. Check that they understand what they have to do.
- ▶ Play track 29 at least twice while the class reads. When they have finished, invite pupils to complete the sentences.
- ▶ Have pupils re-read the text and ask them to circle words they don't know. Encourage them to guess the meaning from the context. Tell them to look at the picture glossary for extra help.
- ▶ If you wish, ask some leading questions to check comprehension.

Answers: 1 3; 2 6



- ▶ Focus pupils' attention on the rubric. Have them read the options and **make sure** they understand what they have to do.
- ▶ Ask them to re-read the story and tick the correct option.
- ▶ When they have finished, elicit the answer from the class.

Answer: 1 ✓



- ▶ Focus on the questions. Have pupils reflect on their behaviour and then write the answers. Highlight the importance of being honest in their answers.



LESSON 9

1 Listen and read. Then complete about Paul and Peter.

1 In March, Paul and Peter were happy. There was food. There were fish in the ocean and there was fruit on the trees.

2 It's November. There isn't any food. Paul and Peter are hungry and scared.

3 What can we eat? I don't know.

4 Some natives appear. We have some food. Let's help them.

5 They are generous and they are friendly. And there is food again. You are true friends.

6 Now Paul and Peter aren't hungry or scared. They are happy. Smile, please.

1 In picture \_\_\_\_\_ they are scared. 2 In picture \_\_\_\_\_ they are happy.

2 Read the story again. Tick (✓) the best option to describe the situation.

1 Help people. ☐ 2 Don't be scared. ☐ 3 Help your friends. ☐

3 Do you help people? Write Yes or No.

1 I help my family. \_\_\_\_\_ 3 I share my food with hungry people. \_\_\_\_\_

2 I help my friend with his/her homework. \_\_\_\_\_ 4 I help people when there are natural disasters. \_\_\_\_\_

### Page 58

- ▶ Invite them to share their answers with a partner and compare what they do.
- ▶ Have an open class discussion. Invite them to reflect on what they can do to improve.



### TIP

Most of this activity will need to be done in pupils' L1 because of the language needed. As usual, echo their words in English and write key vocabulary on the board.

## • N A P •

### EJE: EN RELACIÓN CON LA PRODUCCIÓN ORAL

"La participación asidua en situaciones propias del contexto áulico, (saludar, solicitar aclaraciones, pedir, dar una opinión, manifestar estados de ánimo, entre otros)."

"La participación en dramatizaciones sencillas –que podrán incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral."



### Optional activity

Invite pupils to re-read the picture story. Play the track again to remind them of correct pronunciation and intonation. Play each line in turn and have pupils repeat. Divide the class into small groups. Have them choose a character and dramatize the situations. Insist on correct intonation.

## • N A P •

### EJE: EN RELACIÓN CON LA REFLEXIÓN SOBRE LA LENGUA QUE SE APRENDE

"La reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende, por ejemplo:

- ▶ la entonación como portadora de sentidos..."



### Optional activity

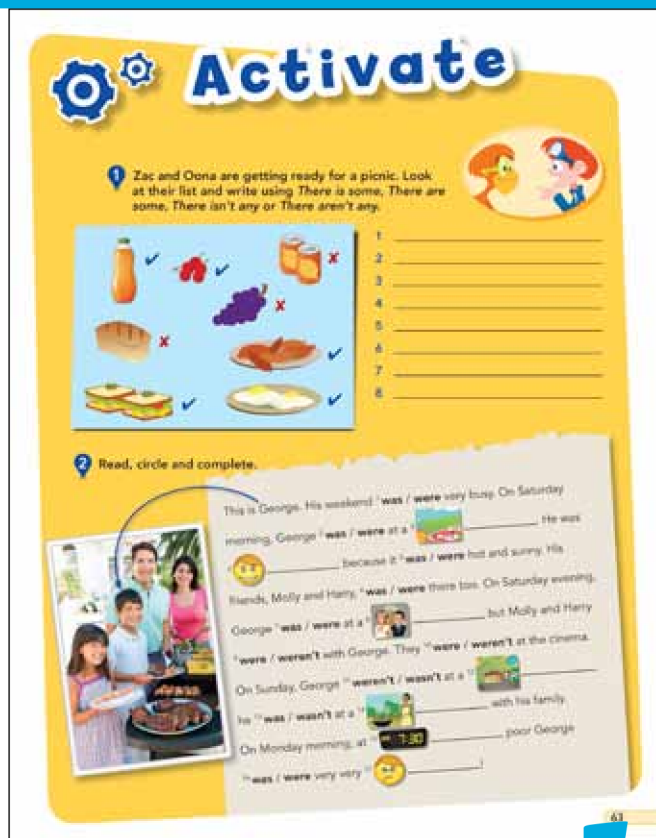
Invite pupils to write a few lines about how they promise to improve, eg: *I will help...*, etc. Bring a box or large tin and ask them to fold their paper, write their name on it and put it inside. Tell them they have two weeks/a month, etc to improve. After that time, they can open their papers and say if they have achieved their purpose.



### Progress Check 4

- 1 1 happy; 2 excited; 3 bored; 4 tired  
2 1 No, he wasn't. 2 No, he wasn't. 3 He was at his birthday party. 4 He was at his cousin's wedding. 5 No, he wasn't.





**Activate**

1 Zac and Oona are getting ready for a picnic. Look at their list and write using *There is some, There are some, There isn't any or There aren't any.*

2 Read, circle and complete.

This is George. His weekend: 'was / were' very busy. On Saturday morning, George 'was / were' at a picnic. He was happy because it 'was / were' hot and sunny. His friends, Molly and Harry, 'was / were' there too. On Saturday evening, George 'was / were' at a wedding but Molly and Harry 'were / weren't' with George. They 'were / weren't' at the cinema. On Sunday, George 'wasn't / wasn't' at a birthday party with his family. On Monday morning, at 7:30, poor George 'was / were' very very tired.

Page 63

### Optional lesson starter

Play a guessing game to remind the class of the vocabulary they have learnt in Units 3 and 4. Divide the class into two teams. Call one pupil from each team in turn. Whisper a food, drinks or feelings word in their ear or show them a picture. They have to draw the item of vocabulary very slowly on the board. Their team has to guess the correct word. They may volunteer a word or ask questions, eg: *Is it (a/an)...? Is it (yellow)?*, etc. Give a point for each correct answer.

### Optional activity

You may ask the class to think of colours they associate with each feeling. If possible, you may revisit the 'Explore' section for Units 1 and 2 in *My English Trip 1* and make a similar colour wheel with the feeling words the class learnt in Unit 4.

1

- ▶ Ask the class to look at the picture of the picnic foods and drinks on page 63.
- ▶ Tell them to identify the items they see. Allow them enough time to write the sentences.
- ▶ When they have finished, ask individual pupils to read their sentences aloud.
- ▶ Circulate checking for correct spelling and grammar. Give help if necessary. Make notes of possible mistakes for future remedial work.

**Answers:** 1 There is some orange juice. 2 There are some cherries. 3 There aren't any fizzy drinks. 4 There aren't any grapes. 5 There isn't any bread. 6 There are some sausages. 7 There are some sandwiches. 8 There are some eggs.

### Optional activity

Ask the class to work in pairs and prepare their own 'picnic basket'. They make a picture using the items in Activity 1 and may add some others. They exchange their picture with another pair and write sentences about it. They share their sentences with the class. When they have finished, you may ask the class to compare their picnic baskets and make a survey on the board to find out what the most popular food items are.

2

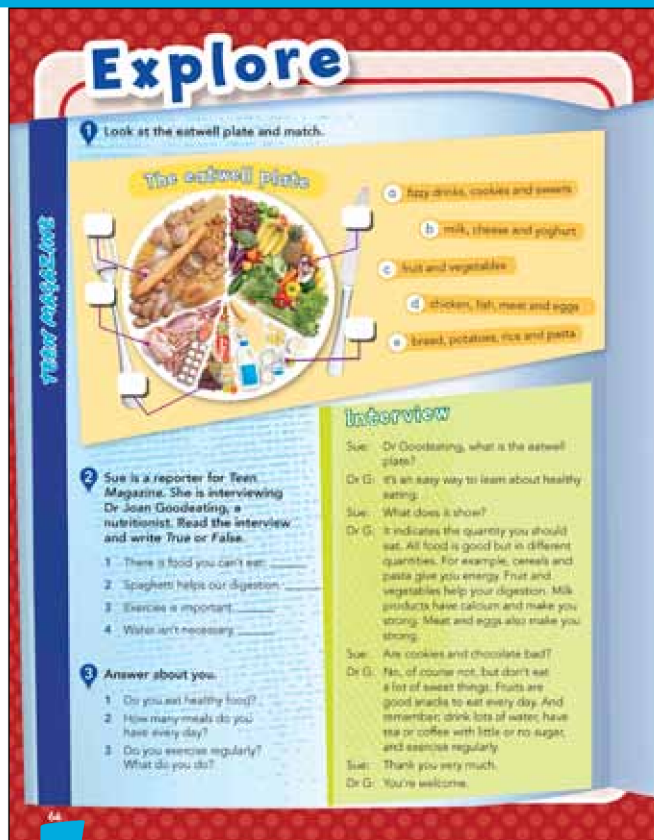
- ▶ Focus on the text. Give the class 10–15 minutes to read it and circle the correct option. Then they complete writing in the words using the small pictures as clues.
- ▶ Read the results with the class and ask individual pupils to write the chosen words on the board.
- ▶ Check for correct spelling and grammar. Make notes of the mistakes that were made, and consider them in future remedial work.

**Answers:** 1 was; 2 was; 3 picnic; 4 happy; 5 was; 6 were; 7 was; 8 wedding; 9 weren't; 10 were; 11 wasn't; 12 birthday party; 13 was; 14 barbecue; 15 seven thirty; 16 was; 17 tired

- ▶ When pupils have finished, invite individual pupils to read their answers to the class. You may also ask them to write the answers on the board for class discussion.
- ▶ If you wish, invite pupils to read the passage aloud. Then ask leading questions to check comprehension.

### Lesson 6, Activity 1 Audioscript:

- 1 On Tuesday, Maite and her brother, Emiliano, were in Hollywood, California. Maite was very happy.
- 2 On Wednesday, Maite was an actor in a film. Maite was very scared!
- 3 On Sunday, they were at the Oscars ceremony. They were very excited.
- 4 On Monday, they were at the airport. They were very tired.



Page 64

**Optional lesson starter**

Write on the board the word *eatwell*. Invite pupils to guess the meaning. Ask them to look at the picture on page 64 and think about the relation between the word and the picture. Accept answers in L1.

1

- ▶ Focus on the picture. Invite pupils to describe what they can see in each section of the plate.
- ▶ Ask them to match each section with the labels. Check as a class.

**Answers:** Left: e, d, a / Right: c, b

- ▶ Invite pupils to say which food they like best.
- ▶ You can start speaking about healthy and unhealthy food.

2

- ▶ Focus on the rubric. Check that pupils understand what they have to do.
- ▶ Focus on the interview and invite the class to read it. Tell them to ignore the words they don't know and try to understand the general meaning of the text.
- ▶ When they have finished, tell them to decide if the statements are True or False.
- ▶ Make pupils scan the text for words they don't know. Make them underline the words and try to guess the meaning from the context.
- ▶ When they have finished, discuss the answers as a class.

**Answers:** 1 False; 2 False; 3 True; 4 False

→ **Learning strategy**

Invite pupils to explain what helped them decide. This will make them re-visit the text and process the information in a different way.

3

- ▶ Ask pupils to look at the questions and answer about themselves.
- ▶ When they have finished, discuss the answers as a class.
- ▶ Take the opportunity to discuss this topic in class. Ask pupils, *Are your eating habits healthy? Do you think you can improve anything?*

**TIP**

Pupils may find it difficult to express opinions in English as they may lack the necessary vocabulary or language for this. Allow them to use their mother tongue in these situations. Echo their words in English and encourage them to repeat after you. Write key vocabulary on the board for reference.

**Optional activities**

1. Invite the class to work in pairs and design an 'eatwell' menu for a day.
2. Ask the class to keep a record of what they eat and how much exercise they do during a week. Ask them to design a table where they can write all the information. After a week, ask them to write a short report on the results. Discuss the results in class.

# Unit 4 • Lesson 1

1 Look and write the words.



1 \_\_\_\_\_



2 \_\_\_\_\_



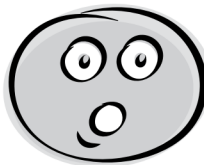
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

2 Now write about you. Write why you feel...

1 I'm  happy. My best friend is at home.

2 I'm  \_\_\_\_\_.

3 I'm  \_\_\_\_\_.


4 I'm  \_\_\_\_\_.

5 I'm  \_\_\_\_\_.

6 I'm  \_\_\_\_\_.

7 I'm  \_\_\_\_\_.

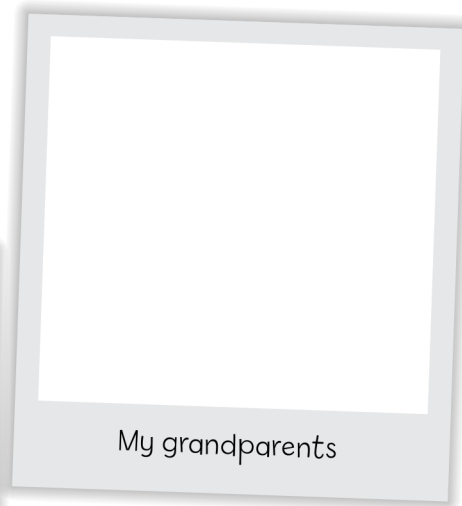
# Unit 4 • Lesson 2

Draw the pictures and write the years. Then write sentences. 

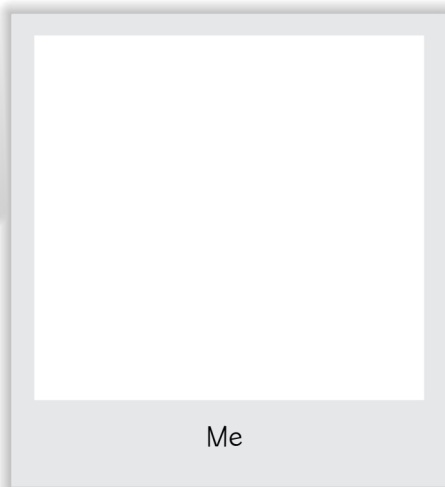
1 Year: \_\_\_\_\_



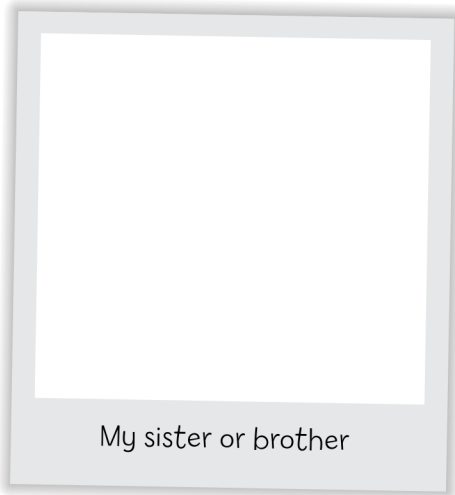
2 Year: \_\_\_\_\_



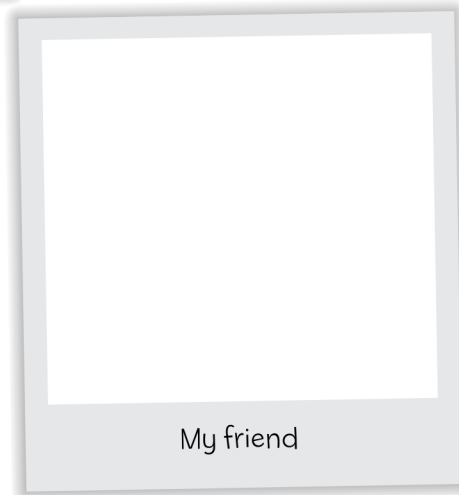
3 Year: \_\_\_\_\_



4 Year: \_\_\_\_\_



5 Year: \_\_\_\_\_



- 1 These are my parents. They were \_\_\_\_\_.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



# Unit 4 • Lesson 3

## 1 Read and complete the clocks.



1 It's three twenty.

2 It's eight o'clock.

3 It's nine fifteen.

4 It's seven thirty.

## 2 Look and complete the sentences.

1



Ted

2



Sue and Meg

3



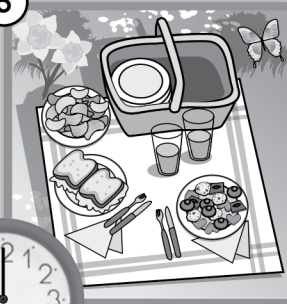
Kevin

4



Helen

5



John and Kate

- 1 At three o'clock, Ted was in a wedding.
- 2 At \_\_\_\_\_, Sue and Meg \_\_\_\_\_.
- 3 At \_\_\_\_\_, Kevin \_\_\_\_\_.
- 4 At \_\_\_\_\_, Helen \_\_\_\_\_.
- 5 At \_\_\_\_\_, they \_\_\_\_\_.

# Unit 4 • Lesson 4

Play with a friend. Take turns to make combinations and ask and answer questions.



You	at an airport	in the morning
My friend	at a birthday party	in the afternoon
My father	at school	in the evening
My mother	at the beach	in 1985
Oona	in the park	in 2006
Zac	at a tennis match	yesterday
Rosalía	at a football match	last night
Maite	at the library	last year
Paulo	at the pool	at 12:15
Daniel	at home	at 8:30
Tom	sad	Monday
Sue	happy	Tuesday
John	scared	Wednesday
Sarah	excited	Thursday
Nick	tired	Friday
Your brother	bored	Saturday
Helen	angry	Sunday

**YES**

**NO**



# Unit 4 • Lesson 5

Look at the places in the box. Ask and answer with a friend to complete the table. Today is Sunday.



club   mall   market   picnic   barbecue   birthday party   wedding

## Student A

Student A: Was Tom at the mall last Monday?

Student B: No, he wasn't.

Student A: Was Tom at the club last Monday?

Student B: Yes, he was.

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tom	club	mall	picnic		birthday party	barbecue
Jenny	mall		picnic			club
Flor	market		club			market
Erik		picnic		market	wedding	

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Unit 4 • p15

Look at the places in the box. Ask and answer with a friend to complete the table. Today is Sunday.



club   mall   market   picnic   barbecue   birthday party   wedding

## Student B

Student B: Was Tom at a wedding last Wednesday?

Student A: No, he wasn't.

Student B: Was Tom at a picnic last Wednesday?

Student A: Yes, he was.

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tom	club		picnic	market		
Jenny		club		wedding	market	
Flor		birthday party		mall	wedding	
Erik	mall		club			