

PLANIFICACIÓN ANUAL¹

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
1 Similar or different?	10 a 15 horas	Vida cotidiana: describir personas, objetos y animales. Yo y la vida en sociedad: la importancia de la organización de las propias tareas. El mundo a nuestro alrededor: China, descripción y comparación de la propia cultura y tradiciones con la cultura y tradiciones de China.	Describir personas, objetos y animales. Describir y comparar lugares. Leer un correo electrónico. Leer un artículo en un blog: El Ejército de Terracota. Realizar una presentación comparando dos ciudades.	Adjetivos para describir personas/ animales: <i>hungry, thirsty, tall, short, fat, thin, clean, dirty</i> Adjetivos para describir objetos: <i>delicious, comfortable, dangerous, beautiful, colourful, interesting, expensive</i> Revisión: Present simple: <i>It's a delicious cake. Do you like it?</i> Present continuous: <i>I'm attaching some photos.</i> Establecer comparaciones entre dos elementos: <i>My sunhat is cleaner than your sunhat. A chocolate cake is more delicious than a cheese sandwich.</i>	Historietas Correo electrónico Chat Cuestionario tipo trivia Entrada de blog 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 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. La aproximación a la comprensión de 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.	Reflexionar sobre la importancia de aceptar la diversidad cultural y étnica. Reflexionar sobre la importancia de la integración con personas de diferentes culturas. Comparar y apreciar con respeto las diferencias culturales.

¹ 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
2 The most amazing...	10 a 15 horas	El mundo a nuestro alrededor: especies animales, fauna marina y terrestre de España, sus ciudades. Deportes populares. Especies amenazadas. Parques nacionales y reservas naturales.	Establecer comparaciones entre especies animales. Hablar sobre deportes y actividades populares. Describir ciudades. Leer un correo electrónico. Leer y escribir un poema. Leer un texto informativo sobre el lince ibérico. Leer y escribir un artículo para una enciclopedia online: parques nacionales y reservas naturales. Realizar una presentación.	Animales marinos: <i>dolphins, whales, squid, swordfish, seals, seahorses, sharks, crabs</i> Animales silvestres: <i>eagle, lizard, parrot, monkey, scorpion, bear, snake, butterfly</i> Establecer comparaciones entre más de dos elementos: <i>The whale is the biggest animal.</i> <i>The shark is the most dangerous ocean animal.</i>	Póster Historietas Texto para proyecto escolar Correo electrónico Poema Enciclopedia online Fichas técnicas (Activate) 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 lectura/escucha de textos breves instruccionales, relacionados con situaciones de la vida cotidiana de los niños y niñas. El reconocimiento de algunas similitudes y diferencias relevantes en relación con el español. La reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende. 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 escucha de diferentes textos orales expresados por el/la docente o provenientes de fuentes diversas fuentes. La consideración de la lengua oral y escrita como espacio privilegiado para el aprendizaje de saberes relacionados con otras áreas del currículum y la ampliación del universo cultural. 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. La reproducción y producción de rimas, canciones, adivinanzas, trabalenguas, entre otros.	Darle importancia al medio ambiente. Reflexionar sobre la importancia del cuidado y respeto a las especies animales. Reflexionar sobre la importancia y la función de los parques nacionales y las reservas naturales.

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
3 I'm going to be...	10 a 15 horas	Vida cotidiana: diferentes tipos de trabajos, profesiones y oficios; rutinas y actividades frecuentes. Vida en sociedad: profesionales famosos. El mundo alrededor nuestro: ciudades de Italia, costumbres, profesiones.	Hablar sobre profesiones y oficios. Hablar sobre planes y ambiciones de futuro. Hablar sobre las rutinas diarias y actividades frecuentes. Escribir una entrada en un blog sobre las actividades diarias de un personaje famoso. Realizar una presentación.	Trabajos, profesiones y oficios: <i>fisherman, nurse, pilot, football player, writer, vet, firefighter, police officer, cook</i> Rutinas diarias o actividades frecuentes: <i>do my homework, have a shower, text a friend, use the Internet, brush my teeth, buy sweets</i> Expresar planes para el futuro: <i>going to: I'm going to be a vet. I'm not going to be a writer. Are you going to do your homework? What are you going to do tomorrow? Where is Frank going to study?</i>	Historietas Diálogo Canción Artículo periodístico Entrada de blog	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.	Reflexionar sobre la importancia del trabajo y el esfuerzo personal y profesional. Comparar y apreciar con respeto las diferencias culturales.

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
4 Abilities and talents	10 a 16 horas	Vida personal y social: describir las habilidades y talentos propios y ajenos. El mundo alrededor nuestro: Corea del Sur, sus costumbres y actividades de diferente tipo.	Describir costumbres y actividades sociales y culturales en Corea del Sur. Hablar sobre las diferentes habilidades propias y ajenas. Hablar sobre habilidades en el pasado. Leer información en una página web sobre artes marciales. Realizar una encuesta y un póster sobre actividades deportivas y de tiempo libre. Realizar una presentación.	Actividades (habilidades): <i>catch a ball, skip the rope, rollerblade, do a handstand, do jigsaw puzzles, do magic tricks, do taekwondo, do a cartwheel</i> Adverbios de modo: <i>fast, slowly, badly, well</i> Expresar habilidad en el pasado: <i>When I was two, I could walk but I couldn't run fast. Could you ride a bike when you were five?</i>	Diálogo Historietas Página web Encuesta Póster Relatos sobre experiencias personales (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 producción asidua de descripciones y relatos breves de experiencias personales. 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 ficcionales y no ficcionales como, por ejemplo, cuentos, anécdotas, diálogos, entrevistas sencillas, poesías, adivinanzas, trabalenguas), con el apoyo de material rico en imágenes. 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.	Reflexionar sobre la importancia de trabajar en equipo. Valorar la cooperación entre las personas como elemento esencial para la consecución de objetivos comunes. Reflexionar sobre los valores deportivos. Comparar y apreciar con respeto las diferencias culturales.

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
5 Where did you go?	10 a 16 horas	<p>Vida personal y social: rutinas en el pasado.</p> <p>El mundo alrededor nuestro: el vecindario, negocios y edificios que se encuentran en el entorno.</p> <p>El mundo alrededor nuestro: Polonia, sus museos y lugares de interés.</p>	<p>Describir hechos del pasado.</p> <p>Describir rutinas y actividades en el pasado.</p> <p>Describir el vecindario y los negocios y edificios que allí se encuentran.</p> <p>Leer sobre aspectos de la vida en Polonia.</p> <p>Leer un proyecto sobre una mina de sal en Polonia y sobre el museo Scalabrini Ortiz.</p> <p>Realizar un proyecto sobre un edificio famoso o un museo famoso.</p> <p>Realizar una presentación.</p>	<p>Verbos (formas irregulares): <i>got up, went to, ate, drank, bought, did, read</i></p> <p>Negocios: <i>butcher's, greengrocer's, bookshop, clothes shop, restaurant, bakery</i></p> <p>Expresar acciones en el pasado: Past simple: <i>This morning I got up at 6 o'clock. I didn't do my homework. Did you drink milk? Where did you go? What did you buy? When did you go to the bakery?</i></p>	<p>Relatos</p> <p>Historietas</p> <p>Diálogos</p> <p>Canción</p> <p>Texto de proyecto escolar</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 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.</p> <p>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).</p> <p>El reconocimiento de algunas similitudes y diferencias relevantes en relación con el español.</p> <p>El reconocimiento de la vinculación entre la lectura y la escritura como modo de favorecer el proceso de aprender a escribir.</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 (mensajes, cartas breves, descripciones, invitaciones, adivinanzas, historietas, entre otros), a partir de un disparador y con diferentes propósitos comunicativos.</p> <p>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.</p>	<p>Reflexionar sobre la importancia del esfuerzo sostenido en la consecución de objetivos.</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
6 Story time	10 a 14 horas	Vida en sociedad: el cine, las películas. El mundo alrededor nuestro: Irlanda y su tradición literaria, escritores famosos.	Nombrar distintos géneros fílmicos. Expresar y justificar preferencias por uno u otro tipo de película. Contar historias en pasado. Leer y redactar una historia de terror. Leer una página web con información sobre escritores irlandeses famosos. Planificar y redactar un cuento. Contar una historia.	Géneros fílmicos: <i>animated, thriller, horror, musical, science fiction, fantasy</i> Verbos (formas irregulares): <i>swam, rode, saw, made, sat, sang, told, wrote</i> Revisión de tiempos verbales: Past simple: <i>They went to the cinema to see a thriller.</i> Going to: <i>They are going to see a basketball match.</i> Present simple: <i>They usually see animated films.</i> Indicación de secuencia: <i>First, they knocked on the door. Then they walked in. Finally, they opened the last door.</i>	Relatos sobre películas Historietas Historias Página web con resúmenes de libros Tarjeta postal Resúmenes de películas (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. 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.	Ayudar en casos de emergencia. Ser cuidadosos con el medio ambiente.

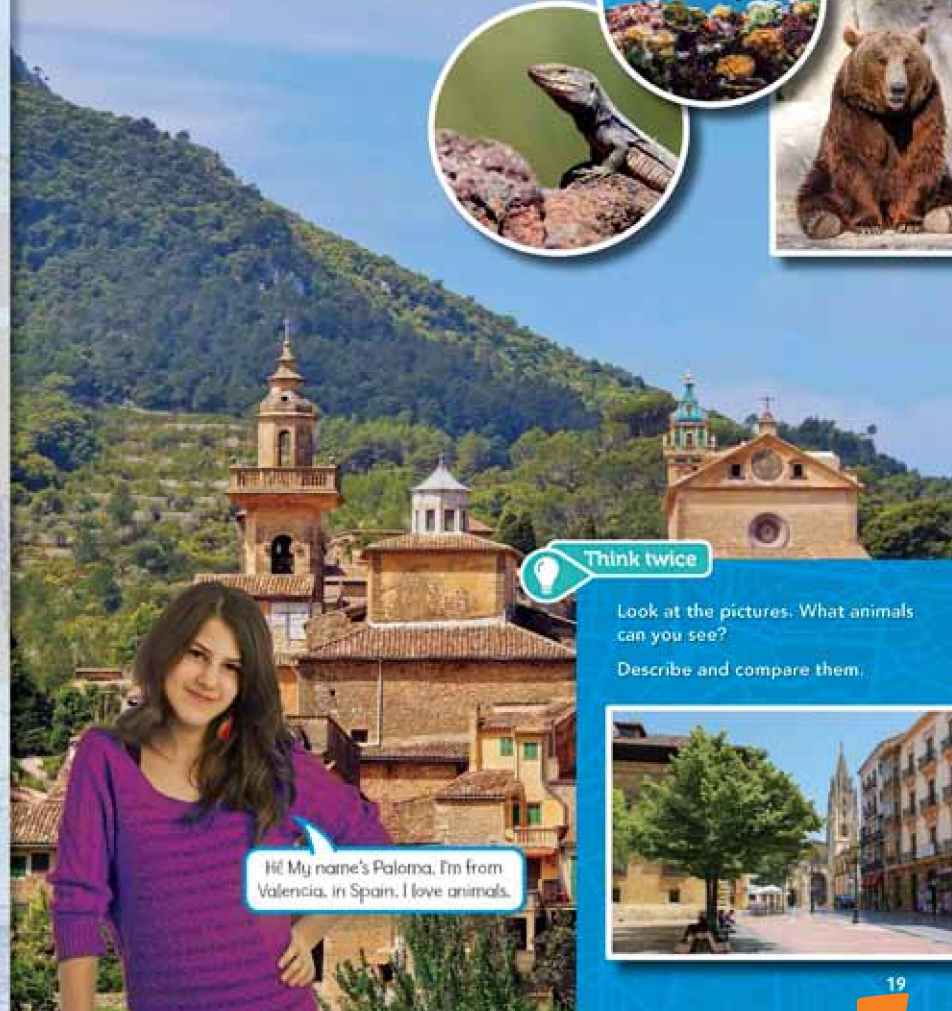
UNIT
2




The most amazing...







Think twice

Look at the pictures. What animals can you see?
 Describe and compare them.



Hi! My name's Paloma. I'm from Valencia, in Spain. I love animals.

19

- ▶ Invite pupils to look at the picture of Paloma. Before they read the speech bubble, ask if they remember where she is from.
- ▶ Ask pupils to read the speech bubble. Were they right?
- ▶ Focus on the title of the unit and encourage the class to guess the meaning. What is the relation with the pictures? Elicit ideas from the class.

TIP

Pupils are quite likely to discuss this in their mother tongue as they will lack the vocabulary to do it in English. Echo their contributions in English and encourage them to repeat after you. Write any key language on the board for reference.

- ▶ Invite pupils to say what they know about Spain. Do they know anybody from Spain? You may ask pupils about their grandparents or great-grandparents. Are/Were they from Spain? If yes, where from in Spain? Do they have relatives in Spain? Where?
- ▶ Bring a map of the world and ask pupils to locate Spain and any cities that have been mentioned on the map.
- ▶ Ask them to describe where Paloma is. Is this place similar or different from their home town?
- ▶ Focus on the pictures and discuss what they can see in them. Remember to use L1 or allow the use of L1 when it is necessary. Echo their words in English.
- ▶ Focus on the picture of the Oceanogràfic. Ask pupils what they think they can see in this building.
- ▶ Encourage them to describe and compare it with the other buildings they can see in the pictures.

- ▶ Focus on the first question and ask the class about the animals they can see.
- ▶ Have pupils compare and contrast the animals they see. Remind them of the adjectives they learnt in Lesson 1 and the comparative form of those adjectives.
- ▶ If necessary, supply additional vocabulary and write key words on the board.
- ▶ Ask the class if they can see the same animals in their country or region. Are there bears in their country?
- ▶ Ask the class to work in groups. Tell them to look for information about Spain and tell the class about what they have found. Encourage them to look for information about fauna and endangered animals, important cities, rivers and mountains, traditions and celebrations, famous buildings, famous Spanish people, etc.

Optional activity

Ask pupils to bring maps of Spain. They can print them from the Internet. As you work along the unit, locate the places that appear in each lesson on the map. Pupils do the same on their maps. Ask them to find information about these places. They can also prepare a special file on the fauna of the Iberian Peninsula.



Here are some links to guide your conversation:

<http://www.cac.es/oceanografic/>
<http://www.lonelyplanet.com/spain/valencia-and-murcia/valencia>
<http://www.donquijote.org/culture/spain/wildlife/>

LESSON 1

Optional lesson starter

Revise the adjectives pupils have learnt so far. Collect a number of pictures that can be described using those adjectives, eg: somebody who is hungry, a colourful picture, etc and ask pupils to generate sentences about them.



- ▶ Focus on the picture in Activity 1. Tell the class to listen to the track and follow in their books.
- ▶ Play track 09 once. Pupils only listen and follow in their books.
- ▶ Play the track again at least twice. Pause after each word and ask the class to repeat.
- ▶ Have pupils pay attention to the pronunciation of some of the new words as they may cause some difficulty, eg: 'shark', 'swordfish' /'sɔːdfɪʃ/, 'crab'.
- ▶ Play each exchange again and ask volunteers to repeat individually.
- ▶ Focus on the question and ask pupils to answer.
- ▶ Invite pupils to read what Paloma says about her school project. Do they agree with her or not? Have them justify.

Suggested answer: Sharks and swordfish are dangerous ocean animals. Some whales can be dangerous, too.



TIP

It is difficult to detect pronunciation mistakes or who has not repeated the lines with chorus answers. Use this technique first and then ask individual pupils to repeat.

LESSON 1

09 Listen and say. Which ocean animals are dangerous?

Project: Ocean animals By Paloma Sánchez

Do you like my drawing? It's for a school project. Look! There is only one squid and one swordfish. They are difficult to draw.

Complete. Then compare with a friend.

strong small dangerous ~~big~~ colourful

- Which is larger - the whale or the seal?
- Which is _____ - the seahorse or the shark?
- Which is _____ - the crab or the dolphin?
- Which is _____ - the seahorse or the whale?
- Which is _____ - the shark or the dolphin?

Look at Activity 1 and play a guessing game.

They are small and they are yellow. There are ten. Seahorse!

MP3 1, 2 & 3 and

Page 20

Optional activity

Play a 'True/False' game. Show pupils pictures of the sea animals they have learnt and say the word. Make some deliberate mistakes. Pupils say *True* or *False*. If they say *False*, they have to say the right word. Keep a quick pace to make the game more exciting. You may also add pictures of other animals pupils have learnt the names of in English.



- ▶ Ask pupils to look at the rubric and invite them to work out what they have to do.
- ▶ Give them time to read and complete the questions.
- ▶ When they have finished, ask them to work with a partner and compare their answers. Then check as a class.

Suggested answers: 2 smaller; 3 more dangerous; 4 more colourful; 5 stronger



Optional activity

Still working in pairs, ask pupils to search the Internet or look for the information in reference books and answer the questions. When they have finished, they make a mini poster with pictures of the animals and the answers. They can share their findings with the class. Display the mini-posters around the class. Alternatively, glue all the mini-posters on one large sheet of poster paper and give it a title, eg: 'Sea quiz'.



- ▶ Ask pupils to look at the rubric and invite them to work out what they have to do.
- ▶ Have the class work in pairs. They take turns to give clues and guess the sea animal.



Optional activity

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



- 1 whale; 2 squid; 3 (down) seahorse; 3 (across) swordfish; 4 shark; 5 dolphin; 6 crab; 7 seal
- 2 Pupils' own answers
- 3 Pupils' own answers

Optional lesson starter

Play a guessing game to revise the names of sea animals. Begin drawing a sea animal very slowly and encourage pupils to ask questions to guess which animal it is, eg: *Is it big? Is it bigger than a seahorse?* The first pupil to guess correctly takes your place. You may turn this into a class competition by dividing the class into two teams. One pupil from Team A comes to the board and begins drawing. Team B has to guess which animal it is.



- ▶ Revise comparatives by asking the class to compare the sea animals they have in Lesson 1. Ask, eg: *Which is bigger, a shark or a whale? Which is more dangerous a crab or a seahorse?* etc.
- ▶ Tell pupils to open their books at page 21. Ask them to look at the pictures and ask a few questions. What animals can they see? Where are Tina and Bouncer?
- ▶ Tell them to listen and read. Play track 10 once and invite the class to follow in their books.
- ▶ Play the track again. Stop after each exchange and invite the class to repeat.
- ▶ Play each exchange again and ask volunteers to repeat individually.
- ▶ Ask pupils to re-read the dialogue and circle the adjectives they know. What do they notice about these adjectives? Encourage them to discover the meaning / function of the '-est' ending, ie: make the superlative of the adjective.
- ▶ Focus on the first speech bubble. Ask students to compare the sentences in the comparative and the superlative and explain, in their L1 if necessary, when they use one and the other.
- ▶ Focus on the 'Grammar Trip' section. Ask pupils to read the examples and decide which the correct option is.
- ▶ When they have finished, check as a class.

Answer: ✓ The whale is the biggest.

Listen and read.

Tina and Bouncer are snorkelling in an aquarium.

Hey, that's not fun. The shark is bigger than the seahorse! The poor seahorse is the smallest of them all!

Out look! The whale is the biggest!

The largest aquarium in Europe is in Valencia, a city on the east coast of Spain. It has an underwater exhibition room and restaurant. Visitors can have lunch and see the animals in the aquarium around them!

GRAMMAR TRIP

Tick (✓) the correct sentence.

The whale is the bigger.	<input type="checkbox"/>
The whale is biggest.	<input type="checkbox"/>
The whale is the biggest.	<input checked="" type="checkbox"/>

Look at Activity 1 and complete.

1 small	the small _____	5 long	the long _____
2 slow	the slow _____	6 big	the big _____
3 fast	the fast _____	7 hungry	the hungry _____
4 strong	the strong _____	8 dirty	the dirty _____

Which animal is...? Talk to a friend.

(the hungriest? _____)

(the slowest? _____)

(the fastest? _____)

(the strongest? _____)

I think sharks are the hungriest.

No, I think the crab is the hungriest.

Page 21

- ▶ Ask pupils to work in pairs and act out the dialogue.

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."

2

- ▶ Have the class look at the adjectives in the exercise. They write the correct superlative form using the superlatives in Activity 1 as a model.
- ▶ Check as a class. Ask individual pupils to come to the board and write the superlatives to check spelling.

Answers: 1 smallest; 2 slowest; 3 fastest; 4 strongest; 5 longest; 6 biggest; 7 hungriest; 8 dirtiest

3

- ▶ Tell pupils to work in pairs. They take turns to give their opinion about the animals using the adjectives in the superlative and the answers in the speech bubble as a model.
- ▶ Circulate checking for correct pronunciation and use of superlatives.
- ▶ When they have finished, you may ask pupils to share their opinions with the class.

Optional activity

You may help the class write a simple rule to remind themselves of when they use the comparative and the superlative, eg: '-er' to compare two / '-est' to compare more than two. Ask them to provide a few examples. Write some on the board for class discussion.



- 4 2 the dirtiest; 3 the biggest; 4 the cleanest; 5 the smallest
- 5 **Suggested answers:** 2 Sandy is bigger than Tess, but Mike is the biggest. 3 Sandy is smaller than Mike, but Tess is the smallest. 4 Sandy is younger than Mike, but Tess is the youngest. 5 Sandy is fatter than Tess, but Mike is the fattest. 6 Sandy is thinner than Mike, but Tess is the thinnest.
- 6 Pupils' own answers

LESSON 3

Optional lesson starter

Revise adjectives and comparison. Show pictures that allow for comparison: animals, objects, places, clothes, and encourage the class to say sentences about them using comparative and superlative forms, eg: *A whale is bigger than a shark. The shark is the most dangerous sea animal.*



- Focus on the picture in Activity 1. Tell pupils to listen to the track and follow in their books.
- Play track 11 once. Pupils only listen and follow in their books.
- Play the track again at least twice. Pause after each word and ask the class to repeat.



Have pupils pay attention to the pronunciation of some of the new words. Highlight the pronunciation of 'scorpion' and 'snake'. Highlight the fact that there is no sound, eg: /e/ before /s/. Remind the class of the pronunciation of 'strong' and 'smart'. This is a typical mistake with words beginning with /s/ + consonant.

- Play each exchange again and ask volunteers to repeat individually.
- Focus on the question and ask pupils to answer. Are there bears in their country? Are there lizards? Where?

Suggested answer: All animals except bears. They can be seen in zoos.

- Focus on Paloma's words. Explain that the Iberian Peninsula is not just Spain but Spain and Portugal. Show Portugal on the map of the world.



LESSON 3

11 Listen and say. Which of these animals can you find in your country?

This is another poster for the school project. It is about wildlife in the Iberian Peninsula. These are some of the animals that live here.

Project: Wildlife By Paloma Sánchez

1 eagle 2 lizard 3 parrot 4 monkey 5 scorpion 6 bear 7 snake 8 butterfly

2 Write True or False. Then correct the false sentences.

- The eagle is more colourful than the parrot.
- The bear is bigger than the monkey.
- The scorpion is longer than the lizard.
- The butterfly is more dangerous than the scorpion.

3 Look at Activity 1 and play a guessing game.

It is colourful. It can fly and it is bigger than the scorpion.

It's a parrot.

Page 22



It is difficult to detect pronunciation mistakes or who has not repeated the lines with chorus answers. Use this technique first and then ask individual pupils to repeat.



- Invite pupils to look at the rubric and **make sure** they understand what they have to do.

- Focus on the pictures and the sentences and check that they understand all the words.
- Invite the class to decide if the sentences are True or False.
- When they have finished, ask pupils to work in pairs and check their answers. Then check as a class.

Answers: 1 False. The parrot is more colourful than the eagle. 2 True; 3 False. The lizard is longer than the scorpion. 4 False. The scorpion is more dangerous than the butterfly.



- Invite pupils to work with a friend. They look at their answers in Activity 2 and take turns to give each other clues and then guess the animal.
- You may wish to include the sea animals they learnt in Lesson 1.
- Model the activity with a pupil first.
- Circulate listening to pupils' conversations. Take notes of mistakes for remedial work. Give help only if necessary.



Optional activities

1. Ask the class what animals there are in their country or region. Have them search the Internet or look up information in books. Provide the words in English or have pupils look at articles in English and find the names, eg: <http://kids.nationalgeographic.com/explore/countries/argentina/> They can make a poster or an album with information and pictures of the fauna in Argentina and in the Iberian Peninsula.
2. [Click here](#) for photocopiable material (p12).



- 7 **Across:** lizard (2), snake (7), bear (6)
Down: scorpion (5), parrot (3), eagle (1), butterfly (8), monkey (4)

LESSON 4

Optional lesson starters

- Play a spelling game, eg: Hangman, to revise animal vocabulary. Divide the class into two groups and have a class competition.
- Draw a table on the board with these categories: *Land, Sea, Air*. Ask pupils to classify the animals in the correct category.



- Ask pupils to look at the pictures. Do they like these animals? Can they name all of them? Invite the class to look at the text quickly and find the name of the animal they don't know, ie: spider.
- Ask a few questions to introduce the text, eg: *Are you scared of these animals? Which do you think is the most dangerous?*

• N A P •

EJE: EN RELACIÓN CON LA LECTURA

"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."

- Tell pupils to listen to track 12 and read the text. Play the track at least twice.
- Ask a few comprehension questions, eg: *Which animals are mentioned in the text? Are they all dangerous? etc.*
- Ask pupils to re-read the text and find all the superlative forms.
- Focus on the 'Grammar Trip' section. Ask pupils to read the examples and decide which the correct sentences are.
- When they have finished, check as a class.
- Write other examples on the board the superlative form of long adjectives.
- Underline the superlative forms and have pupils infer form and meaning.

Answer: ✓ The snake is the most dangerous.

Listen, read and say.

Dangerous animals

The spider is more dangerous than the snake, but the snake is the most dangerous. Be careful when you have a picnic in a park or you climb a tree.

Snakes live near water and from water.

In the ocean, be careful too. There are a lot of species of animals and some are dangerous. The swordfish is more dangerous than the dolphin on the coast, but the shark is the most dangerous. There are about 50 species of sharks in the Mediterranean.

Sea, the most dangerous is the great white shark.

Grammar Trip

Task (a) the correct sentence:

The snake is the more dangerous.

The snake is the most dangerous.

The snake is most dangerous.

Put the words in order to make sentences:

- bird / is / most / The / the / parrot / colourful
- eagle / dangerous / The / is / bird / the / most
- dangerous / the / most / is / ocean / The / shark / animal
- butterfly / The / most / is / the / beautiful / insect

Page 23

• 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."



- Tell pupils to go back to page 19 and look at the pictures of the animals. They compare the animals in the pictures and answer the questions.

Answers: The bear is the biggest. The lizard is the smallest. The bear is the most dangerous. The parrot is the most colourful.



Optional activity

Provide extra speaking practice. Display pictures of all the animals pupils have learnt so far, you may include animals they learnt in previous years. Ask pupils to work in pairs and talk about the animals using the comparative and superlative forms of adjectives.



- Focus on the rubric and **make sure** pupils understand what they have to do. Explain that they don't need to add more words to make correct sentences.
- Allow enough time for the class to make their sentences.
- When they have finished, ask pupils to work with a partner. They compare their sentences and discuss any differences.
- Check as a class. You may ask individual pupils to come to the board and copy the sentences.

Answers: 1 The parrot is the most colourful bird. 2 The eagle is the most dangerous bird. 3 The shark is the most dangerous ocean animal. 4 The butterfly is the most beautiful insect.



Optional activity

[Click here](#) for photocopiable material (p13).



- Suggested answers:** 1 The bear is the most interesting animal.
- 2 The snake is the most dangerous animal. 3 The butterfly is the most beautiful insect. 4 The parrot is the most colourful animal.
- 9 Pupils' own answers

LESSON 5

Optional lesson starter

Play Bingo to revise vocabulary learnt so far. Ask pupils to complete the grid ([click here](#) for photocopiable material, p14) with eight animals and/or adjectives they have learnt in Units 1 and 2. Write all the words on slips of paper, fold them and put them in a small box or bag. Play Bingo in the usual way. As you call out the words, pupils cross out the words they have in their grid. The first pupil to complete the grid shouts, *Bingo!*



- Focus on the pictures. Do pupils know what these buildings are? Ask the class to describe them. Which is older / bigger? Which of these buildings do they like most? Elicit answers.
- Tell them to look at the rubric and work out what they have to do.
- Allow enough time for pupils to complete the email.
- Ask pupils to read the text and circle new words.
- Ask what they think these words mean. How do they know?
- If you wish, ask leading questions to check comprehension.

Answers: 1 most important; 2 most beautiful; 3 biggest; 4 dangerous; 5 most famous; 6 oldest



TIP

Ask pupils to read the whole email before attempting to complete it. This will help them have a general idea of what it is about and will make the task of choosing the correct adjective easier.

• N A P •

EJE: EN RELACIÓN CON LA LECTURA

"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."



LESSON 5

Complete the email with these words. There is one extra option.

biggest dangerous most beautiful older
most famous most important oldest

From: Paloma
To: Jason
Subject: Welcome to Spain!

Hi Jason,

I'm so happy you are in Spain. Come to my house this weekend! I can take you to one of the ¹ _____ places in Valencia, the Aquarium.

Mum has three tickets for the Aquarium and we can go together! I was there last summer and I think it is the ² _____ tourist place in the area. It is my favourite! This Aquarium is the ³ _____ in Europe. There are more than 45,000 animals – 500 different species. I like the penguins, the red coral and the Giant Spider Crab. It looks scary but it is not ⁴ _____. I also like the dolphins. Some have names, for example, Kate and Ely. They are the ⁵ _____ dolphins in the group. They are very popular!

Well, we can also visit the Alhambra or Red Palace. It is one of the ⁶ _____ constructions in Spain. It is just like the Aladdin film. I'm sending you two photos!

Phone me or write to me soon.

Hugs,
Paloma

13 Listen and check.

Read Activity 1 and write True or False.

1 Jason doesn't live in Spain. _____
2 Paloma can take three friends to the aquarium. _____
3 The Valencia Aquarium is Paloma's favourite tourist place. _____
4 Kate and Ely are not dolphins. _____

Page 24

"El disfrute de la lectura en la lengua extranjera que se aprende, de las imágenes que pueda suscitar, de la apertura a mundos imaginarios."

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

"El reconocimiento de algunas similitudes y diferencias relevantes en relación con el español como, por ejemplo, los cognados."



- When pupils have finished Activity 1, ask them to work with a partner and compare their answers.
- Tell them to listen carefully to the track and check their answers.
- Play track 13 at least twice. Pupils check their answers.
- Ask them how many correct answers they had.



- Ask pupils to read the email in Activity 1 again. Then have them read the sentences carefully. They decide if the sentences are True or False.
- When they have finished, check the answers as a class. Encourage pupils to justify their answers using the text as reference.

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



Optional activities

Ask the class re-read the email and look for the name of a famous palace in Spain. Tell them to look for information about the Alhambra and Granada. They write a short text about these places and locate Granada on the map of Spain. They add this to the file about Spain.

Optional lesson starter

Ask the class if they like poems. Do they know any poem in their L1? Invite them to recite the poem. Ask if they know any poems in English and encourage them to say the poem. Remind them of poems in English they have learnt in previous years.

1

- Ask the class to look at the pictures and guess what the poem may be about. Elicit some answers.
- Invite pupils to read the poem and complete it using the words in the box.
- Remind them to use the context and pictures to guess the meaning of unfamiliar words.
- When they have finished, have pupils work in pairs and compare their answers.
- When they have finished, discuss the answers as a class. At this stage, do not tell the class if their answers are right or wrong.

• 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."

2 14

- Tell the class that they are going to listen to the poem and check their answers.
- Play track 14 at least twice while pupils read and check their answers.



UNIT 2 LESSON 6

Complete the poem with these words.

football ball (x2) fun game goal black

Set the spot
In the club
With some animals
Having _____
A new kind of sport,
A special _____
Underwater
Is its name.
Marten keeps the _____
Then Sukkoo opens
And kicks it out.
It's _____ ball is in the net!
Get ready and know
He can't see the
Marten runs fast
And scores a _____

Listen and check.

Write a poem with a friend.

It is _____ the _____ A new kind of sport.
With _____ animals A _____
Is its name.

Read your poem with a friend.

Answer. Then compare with a friend.

- What's the most popular sport in your country?
- Which is the biggest stadium?
- Who are the most popular sportspeople in your country?

Page 25

- Ask the class how many correct answers they got.

Answers: 1 fun; 2 game; 3 football; 4 ball; 5 black; 6 ball; 7 goal

Optional activity

Play the track again and ask pupils to re-read it. Ask them what difference there is between a poem and a story. Elicit answers from the class. Have pupils work in pairs. Play the track again and ask them to circle the words that rhyme. When they have finished, share as a class. You may wish to write the rhyming words on the board.

• N A P •

EJE: EN RELACIÓN CON LA LECTURA

"La comprensión y construcción de sentidos del texto escrito apelando a diferentes estrategias. Esto supone:

- la identificación del género;
- el recurso a pistas que brindan los textos y su paratexto..."

3

- Brainstorm sport vocabulary with the class, eg: names of sports, equipment used in different sports. With the help of pupils, write the words on the board.
- Ask the class to find sports vocabulary in the poem. Add this to the list.
- Ask the class to work in pairs. Have them write a poem using the poem in Activity 1 as a model. Tell pupils to make a first draft of their poem. When they have finished this draft, you may help them revise and make corrections. Then they produce the final version.
- Circulate helping with additional vocabulary if necessary.

4

- Once the poems are ready, ask pairs to read their poem to the class or to another pair.

5

- Focus on the questions. Ask pupils to read them carefully and answer them. Circulate helping if necessary.
- When they have finished, ask pupils to work in pairs and compare their answers.
- You may ask the class to share their answers and see who the most popular sportspeople are and which the most popular sport is.

LESSON 7

Optional lesson starter

Remind the class of the animals they have read about so far. Which animals can they find in the Iberian Peninsula? Are there any other animals they know that live there? Eg: eagle, wolf. Bring some encyclopedias to the class or if conditions permit, do a quick search on the Internet with the class to find out.



- ▶ Ask pupils to look at the title of the lesson. Do they ever use encyclopedias at home? Do they have books or do they use online encyclopedias? Which one do they use? If you have an Internet connection in the class, you may look for some examples, eg: <http://www.refseek.com/directory/encyclopedias.html>
- ▶ Focus on the picture. What animal is that? Have they ever seen one?
- ▶ Have pupils read the encyclopedia article. Tell them to circle or underline the new words.
- ▶ Remind them to use the context to guess the meaning of the words.
- ▶ Ask a few questions to check comprehension.

EJE: EN RELACIÓN CON LA LECTURA

"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 lectura de textos descriptivos, narrativos o instruccionales breves, de diferentes géneros discursivos, relacionados con temáticas variadas, de extensión y complejidad acordes al momento de la escolaridad y a las condiciones de enseñanza."



Page 26

"La resolución de dificultades de comprensión durante la lectura. Esto supone:

- ▶ la consulta al/la docente y/o pares;
- ▶ el uso de textos de consulta en soporte físico o digital, como, por ejemplo, diccionarios ilustrados, bilingües o monolingües o enciclopedias ilustradas;
- ▶ la remisión a textos leídos anteriormente."

2

- ▶ Focus on Activity 2 and ask the class to read the rubric.
- ▶ Have them re-read the article and decide if the sentences are True or False.

- ▶ When pupils have finished, discuss the answers as a class. Ask pupils to justify their answers.

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

- ▶ Point out that this animal is an Iberian lynx. Ask them why it is called Iberian? Is there another kind of lynx? Have pupils read the 'It's a fact!' section and find out. Help them locate Canada on a map and explain what Eurasia is.

Think twice

- ▶ Focus on the questions. Elicit answers from the class. Invite them to look for information about these animals.
- ▶ Focus on the second question. Elicit answers from the class.
- ▶ Supply additional vocabulary as necessary.



Optional activities

1. Ask pupils to look for information about endangered species in the Iberian Peninsula, eg: the wolf, the Iberian Lynx, the Cantabrian brown bear. They prepare a short dossier with information and maps of these animals' habitats and add it to the folder about Spain.
2. Pupils prepare a similar dossier about endangered animal species of Argentina.



For more information about the lynx, visit:

<http://www.arkive.org/eurasian-lynx/lynx-lynx/>
<http://www.wildcatconservation.org/wild-cats/eurasia/eurasian-lynx/>
http://www.panda.org/about_our_earth/species/profiles/mammals/iberian_lynx/

For more information about endangered species in Argentina, visit:

http://commons.bcit.ca/catttrax2/south_america/argentina/endangered/index.html
<http://www.earthsendangered.com/continent11M.html>
http://www.temaiken.com/en/sec_que_hacemos_subsecciones.php?id=3&subcategoria=27

Optional lesson starter

Bring a map of South America. Ask the class to locate Argentina on the map. Remind the class of important cities and holiday resorts. Locate them on the map. Focus on the title of the lesson and elicit names of national parks and natural reserves. Help pupils locate them on the map.

1

- ▶ Ask pupils to look at the pictures on page 27. Do they know the names of these animals? Ask pupils to look quickly at the text and look for the names.
- ▶ Have them read about the Esteros del Iberá. Locate them on the map.
- ▶ Ask the class to circle the words they don't know and have them guess the meaning from the context. If they can't understand them, ask them to look them up in a dictionary or online.
- ▶ Have pupils work in groups and ask them to choose a national park or nature reserve they would like to do the project about. They can search the Internet to find a list and choose.
- ▶ When they have decided, invite them to look for information in books or on the Internet.



Here is a link with information about National Parks and Nature Reserves of Argentina:

<http://www.portalplanetasedna.com.ar/parques.htm>

2

- ▶ Tell pupils to use the questions and the fact file as help to focus and organise their search.
- ▶ Have them complete the fact file with the information they would like to use.



Page 27

- ▶ When they have finished searching for information, tell pupils to write about the place they have chosen using the text about Iberá as a model and using also the structures in this activity.
- ▶ Circulate giving help if necessary.
- ▶ They write the final version of the text they have written, putting in pictures and maps.

➔ Learning strategy

Explain that it is very useful to use the questions and the fact file as a tool for selecting the information they need to use. They are quite likely to find a lot of information so planning ahead will make the task easier.



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

- ▶ Invite groups to make a short presentation explaining what they have done.
- ▶ Invite the class to ask questions.
- ▶ Display the articles as in a giant newspaper page.

• 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."

Optional lesson starter

Ask pupils to look at the pictures quickly and predict what happens. Elicit ideas from the class. Help pupils with new vocabulary. If you wish, invite pupils to invent a story based on these illustrations. 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.



- ▶ Tell pupils to read the rubric and the question. **Make sure** they understand what they have to do.
- ▶ Play track 15 at least twice while the class reads.
- ▶ When they have finished, invite pupils to answer the question.
- ▶ Have the class re-read the text and ask them to circle words they don't know. Encourage pupils to guess the meaning from the context.
- ▶ Ask a few questions about the story, eg: *Where are the children? Where are they taking the squid and the starfish? Are they pets?*

Answer: At the beach./In the sea.

Optional activity

Ask pairs of pupils to read the dialogues. Highlight the importance of using the correct intonation.

• N A P •

EJE: EN RELACIÓN CON LA LECTURA

"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."

LESSON 9

15 Listen and read. Where did the children find the animals?

1 In the morning, Jasper and Kirsty are at the beach. They're looking for animals.

2 It's lunchtime and time to go home.

3 In the evening, Mum goes into the bathroom.

4 They're our new pets.

5 They're special, but they aren't pets. They need seawater.

6 Big squid! Big starfish!

7 They're home now.

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

3 Do you respect wildlife and nature? Think and answer Yes or No.

1 I don't disturb animals. ☐

2 I am quiet near wild animals. ☐

3 I use the litter bins to put my litter. ☐

1 Respect your pets. ☐

2 Don't disturb wildlife. ☐

3 Have wild animals as pets. ☐

Page 28

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."

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..."



- ▶ Focus pupils' attention to 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 answers from the class. Encourage pupils to justify their choices.

Answer: 2 ✓

• 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)."



- ▶ Focus on the question. Have pupils look at the options and reflect on their behaviour.
- ▶ Invite them to answer. Highlight the importance of being honest in their answers.
- ▶ Invite them to share their answers with the class.
- ▶ You may wish to discuss what animals make good pets, eg: dog, cat, goldfish; and which don't, eg: wild animals, ocean animals. Always encourage pupils to give reasons for their answers even if this means allowing for some use of L1.



Progress Check 2

- 1 the biggest; 2 the smallest; 3 the longest; 4 the most dangerous; 5 the most beautiful
- 1 (The snake is hungrier than the seahorse, but) the shark is the hungriest.
2 (The crab is smaller than the turtle, but) the starfish is the smallest.
3 (The spider is more dangerous than the beetle, but) the scorpion is the most dangerous.
4 (The snake is longer than the lizard, but) the whale is the longest.

Activate

Look at the cards and compare with a friend. Use these adjectives:

Bottlenose dolphin
Length: 3–4 metres long
Speed: 35 km/hour
Weight: 500 kg

Great white shark
Length: 4.5–6 metres long
Speed: 40 km/hour
Weight: 2,300 kg

Southern right whale
Length: 12.5–15.5 metres long
Speed: 14 km/hour
Weight: 60,000–70,000 kg

Look at the cards and compare the cities using these adjectives. Write the text in your folder.

attractive popular dangerous
interesting hot cold

Winter City
800,000 visitors
10,000 robberies a year
Weather: snowy, very cold

Autumn City
10,000 visitors
8,000 robberies a year
Weather: cold

Summer City
20,000 visitors
500 robberies
Weather: sunny, hot

Summer City is more popular than Autumn City.
Winter City is the most popular of all the cities.

Page 33

Optional lesson starter

Play a spelling game to remind the class of the animal vocabulary they have learnt in Units 1 and 2. Divide the class into two teams. Call a pupil from each team in turn. Whisper a word in their ear and have them spell the words aloud. Their team has to say the correct word. Give a point for each correct answer.



- ▶ Focus pupils' attention on the pictures of the sea animals and information on page 33.
- ▶ Give them a few minutes to read the texts. Remind the class to try and guess the meaning of unfamiliar words from the context.
- ▶ Ask pupils to work in pairs. They compare the sea animals using the adjectives in the word box.



Optional activity

Ask pairs to choose three other animals. They look for information about them and make file cards similar to the ones in Activity 1. They get together with another pair and compare their animals using any adjectives they wish. You may wish to ask pupils to copy their sentences into their notebooks/folders. Then they can show the class their cards and share some of their sentences. Have some pupils write the sentences on the board for class discussion. Circulate listening to pupils' exchanges. Focus on pronunciation and correct use of comparatives and superlatives. Make notes of frequent mistakes for future remedial work.



- ▶ Focus on the cards and the information they give. Ask pupils to guess the meaning of unfamiliar words from the context.
- ▶ Focus on the words 'robberies' and 'visitors'. Point out the similarity with the Spanish words *robos* / *visitantes*.

• N A P •

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

"El reconocimiento de algunas similitudes y diferencias relevantes en relación con el español como, por ejemplo, en lo alfabético, el uso de mayúsculas, el orden de palabras, el uso de tiempos verbales y su morfología, el uso de pronombres, los cognados y falsos cognados ('falsos amigos')."

- ▶ Ask pupils to read the example sentences and compare the cities using the adjectives in the box.
- ▶ Allow enough time for pupils to think and write their sentences.
- ▶ Circulate checking for correct spelling and grammar. Give help if necessary. Make notes of possible mistakes for future remedial work.
- ▶ When they have finished, invite pupils to work with a partner and compare their sentences.
- ▶ When they have finished, ask pupils to read their answers to the class.

• N A P •

EJE: EN RELACIÓN CON LA PRODUCCIÓN ORAL

"La participación en intercambios orales breves, a partir de disparadores, para resolver una tarea comunicativa."

Explore

Read Chen's blog entry about endangered animals in his country. Then write True or False.

Endangered species in China

The Giant panda is an amazing animal. It lives mainly in the bamboo forest in China. Its fur is black and white with black patches around its eyes.

Panda bears eat bamboo, grass and sometimes small animals like birds and rats. They are quiet animals but they are dangerous when their babies are in danger.

This species is in danger of extinction. Why? Because people are destroying its habitat.

Unfortunately, there are also other wild animals in China that are in danger of extinction, like the Siberian tiger. This tiger is more dangerous than the panda and it is faster, too. Many people consider this tiger as the largest and most dangerous wild cat.

The Chinese government promotes protection measures to help the panda and the tiger survive.

1 The panda bear eats only meat. _____

2 The most common panda bear is brown. _____

3 Panda bears are quiet animals. _____

4 The Siberian tiger doesn't run fast. _____

5 Nobody is protecting these animals in China. _____

Read and match. There is one extra option.

A This panda baby is at the Taipei Zoo, in Taiwan. It is a week old. It is white and pink and very small. These pandas cannot see.

B Baby pandas don't open their eyes until they are seven or eight weeks old. They cannot move until three months. They start with their bamboo diet when they are nine months old. In the picture, you can see the baby panda with its mother.

Page 34

Optional lesson starter

Write the word *ENDANGERED* on the board. Ask the class what it means and what it reminds them of, ie: the text about the Iberian lynx, the information they looked up about endangered animals in Argentina.

TIP

When discussing the meaning of 'endangered', pupils may need to use their L1. Allow them to do so and echo their words in English.

1

- ▶ Ask pupils to look at the pictures. Which animals are these? Invite the class to describe them. Ask how they feel about these animals, do they like them? Are they scared of them?
- ▶ Focus on the text and invite the class to read it. Tell the class to ignore the words they don't know and try to understand the general meaning of the text.
- ▶ When they have finished reading, make pupils scan the text for words they don't know. Make them underline the words and discuss the meaning.
- ▶ Tell them to re-read the text and decide if the sentences are True or False.
- ▶ When they have finished, check as a class. Encourage pupils to give reasons for their answers.

Answers: 1 False; 2 False; 3 True; 4 False; 5 False

2

- ▶ Ask the class to read the texts about pandas and match them to the correct picture.
- ▶ When they have finished, discuss the answers as a class.

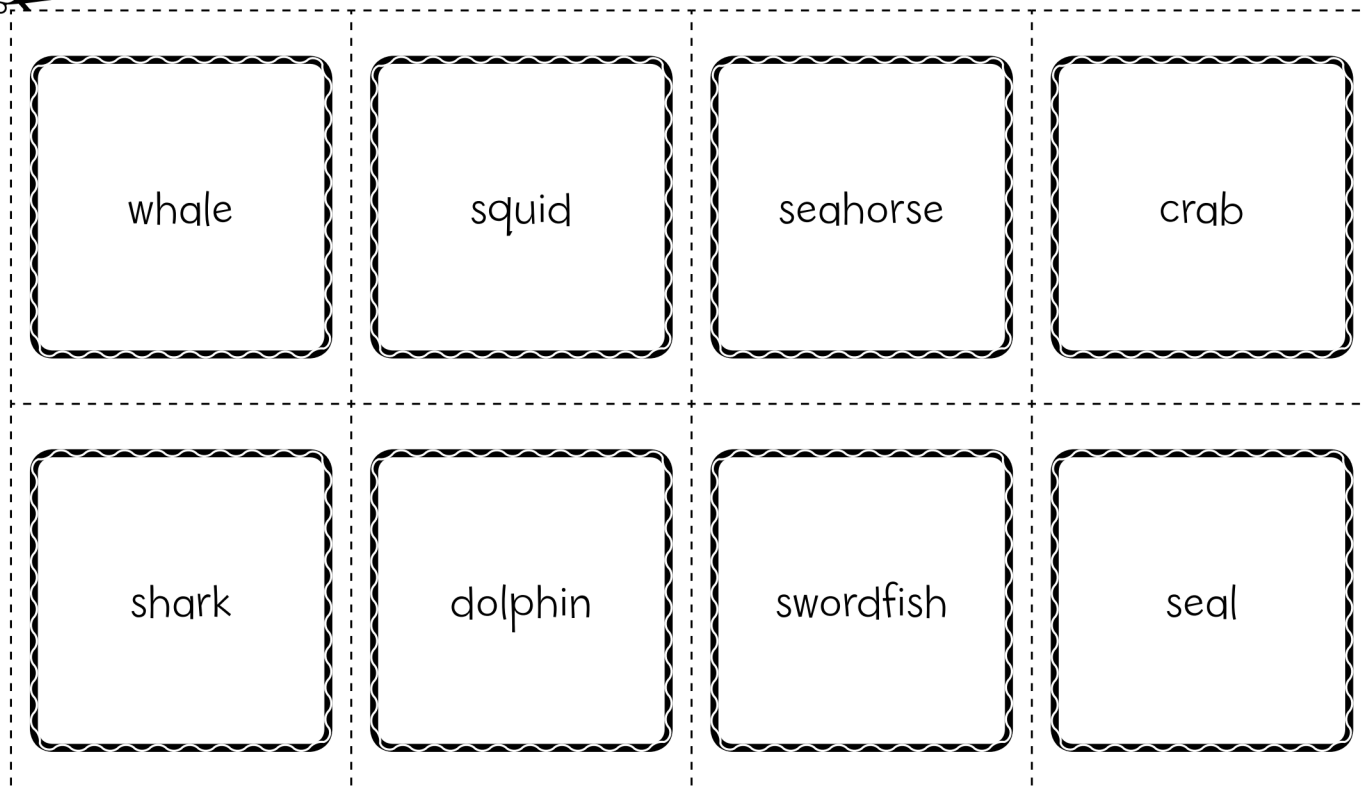
Answers: A 2; B 3

Optional activity

Ask the class to work in pairs and write a text for the third picture. Invite pairs to read what they have written. If you wish, hold a writing competition and choose the best text written on the extra picture.

Unit 2 • Lesson 1

Play with a friend. Take turns to find matching pairs.



Unit 2 • Lesson 3

- 1 Do a class survey. Write the names of five animals. Then ask your friends: *Do you like...? Write Yes or No.* 

Name	Animal 1:	Animal 2:	Animal 3:	Animal 4:	Animal 5:

- 2 Now write sentences comparing the animals in the table. 

1 Complete the table. Then write three more adjectives.

Adjective	Comparative	Superlative
smart	_____	_____
_____	more delicious	_____
_____	_____	biggest
dangerous	_____	_____
colourful	_____	_____
beautiful	_____	_____
hungry	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 Find twelve animals. Then write them in the correct group.



M	S	C	O	R	P	I	O	N	G
S	B	R	E	D	I	P	S	K	Q
W	B	U	T	T	E	R	F	L	Y
O	S	J	D	O	S	N	X	I	H
R	N	I	O	M	R	C	L	Z	R
D	A	R	L	T	O	R	R	A	P
F	K	A	P	N	H	A	R	R	Z
I	E	E	H	W	A	B	O	D	B
S	V	B	I	Y	E	K	N	O	M
H	P	J	N	Q	S	U	P	A	J

Ocean

Land

Air

Play Bingo! Choose eight animals and/or adjectives from Units 1 and 2.

