Summary
Tulio and Miguel are two friends, who live in Spain. By accident, they find themselves on Cortes' ship sailing for the New World to conquer it, with a map to El Dorado, the city of gold. Shipwrecked, they find their way to the hidden entrance to the city. They meet Chel, a young woman who stays with them but who is the cause of a quarrel between the friends. They are greeted as gods, given all the gold they want. They prevent the evil priest Tzekel-Kan from killing the people in sacrifice. Tzekel-Kan betrays his people by leading Cortes to them. Tulio and Miguel take drastic measures to save themselves and the people of the city. In the end, they lose the gold but are good friends again, ready for the next adventure.

Background to the story
The legend of a hidden city where people are rich, happy and safe from invasion is found in many forms. When the Spanish found gold in the New World in the sixteenth century, many believed that the legend was true and the hidden city was somewhere in South America. It became known by its Spanish name El Dorado – City of Gold. The movie by Dreamworks, The Road to El Dorado, was brought out in 2000. This story is from the screen play by Peter Lerangis, adapted by Margaret Lo, a contemporary writer and teacher.

Topics and themes
Friendships Tulio and Miguel are very good friends, although they have misunderstandings. Brainstorm how do pupils sort out misunderstandings with their friends?

Magic Tzekel-Kan has magic powers he uses to try to force people to do what he wants. How is magic used in other stories pupils have read?

Making use of the Reader
What happens next: This is a relay storytelling activity, where pupils guess and talk about what they think happened at the end of the story. First elicit some jungle and travel vocabulary. Then remind the pupils of the cast of characters. Sit the pupils in a circle and one pupil begins the story. ‘The friends rode into the jungle with no map and no plan. That night they slept by a small pool.’ The next pupil might continue: ‘The next morning Chel awoke first and......’ and so on. With big classes tun the class into groups, each making their own circle.

Hardly/ No sooner...than The story is full of action. Rewrite suitable passages in sentences using hardly and/or no sooner to practice verb inversion, (e.g. p. 7. Hardly (the ship/sail), than Cortes discovered the two friends and put them in prison. No sooner (Altivo/drop) the keys down to them than they ran to the lifeboats etc or the ball game action on p. 20). Write them on the blackboard. Pupils should use the correct form of the words given in parentheses to complete the sentences.

Plan the ideal town Extend the discussion on the Towns theme. First: brainstorm issues involved: the need for space and buildings for living, working, storage, play, transportation of goods and people, markets, and worship. You could draw a map of a possible site on the blackboard, perhaps including a river and hilly area as well as flat land. In groups of four, pupils can draw and label their town plan. They should write a few sentences explaining their choice.

South America Pupils can bring in any items, pictures, newspaper articles on South America and/or Spain, their geography, history, animals and plants, and people. Depending on the collection, decide on the main topics and arrange as a wall display. Link into a long-term project for parent’s evening, investigating dress, food, dance, and music, which will give many opportunities for language practice: eg. catwalk commentary for costume parade. English cooking instructions and recipes for food, etc.
Using the accompanying audio cassette

While listening activity Once the pupils have read the story, elicit the names of the main characters: Tulio, Miguel, Tzekel-Kan, Chel, Tannabok, Cortes. Write the following sentences on the blackboard and ask the pupils if they can remember who said each one:
1. ‘I never had enough gold’ (Tulio)
2. ‘Do not question the gods’ (Tzekel-Kan)
3. ‘We’ll live like Kings’ (Miguel)
4. ‘The gods wish to receive the gold in their temple.’ (Tannabok)
5. ‘Maybe I don’t want to go to Spain.’ (Chel)
6. ‘HAAA! Now everyone will know you are not real gods.’ (Tzekel-Kan)
7. ‘Get off the boat quickly Miguel’ (Tulio)
8. ‘There’s nothing here! No water, no tunnel.’ (Cortes)

Then play the cassette. Pupils raise their hands when they hear the sentences and check their answers.

Both/Either/Neither game On cards, write sentences starting Both, Either or Neither, using events from the story, and taking care that only one word will fit the sense. Leave a blank for that first word (eg. ——— the friends were put in prison); ——— of the friends had dreamed of such a beautiful city). Divide pupils into three groups, one for each of the three starting words, explaining that one of them will fit the blanks on the cards. Now play or read through the story, stopping after each passage and producing the relevant sentence card. A group should shout out their word if it fits the sentence eg. For the first example, the Both group should answer, for the second, the Neither group.

Chants

Chants help pupils become familiar with the sounds and rhythm of English, in a fun way. The language in each chant recycles language from the story. Pupils listen to the chant a few times and clapping in time with the rhythm. Then they say the chant, verse by verse, with the cassette, beating out the rhythm as they say it. A possible activity with the chants, is to split a class into groups and they each say one verse.

Answers to the activities

In the back of the Reader

After you read
1. a. False.  
   b. True. If pupils unsure, ask why were Altivo’s cheeks full.  
   c. False.  
   d. True.  
   e. True.  
   f. False/only Tzekel-Kan  
   g. True  
   h. False

In the Factsheet

Activity 1 Answers will vary but pupils might mention A: Miguel and Tulio, new clothes, drinking, party for the gods, food, music and dancing. B: Tulio, the Ball game, Bibo as ball, the ring, the crowd

Activity 2 The sentence order is e, f, a, h, b, d, c, g.

Activity 3 Tzekel-Kan: He can do magic; is a priest; has a mean look; leads Cortes to El Dorado; wants sacrifice. Miguel: He has blonde hair; plays the guitar; likes adventure; wears a red shirt; has a sunny smile.

Activity 4 ‘I have a plan’ said Tulio from the boat. ‘We must knock over the gates to the city and block the entrances at the end of the tunnel by the waterfall. We’ll use the boat. El Dorado will be safe and hidden.’
Activity 1

Look at pictures A and B. Can you describe what is happening? Write on the lines below. Use 3-4 sentences for each picture.

A

B

Activity 2

Cut out the sentences. Put them in the same order as the story.

a. Tzekel-Kan led Tulio and Miguel to a beautiful temple.

b. Chel threw Bibo into the field instead of the real ball.

c. The stone jaguar chased Tulio and Miguel through the city.

d. Tzekel-Kan discovered the friends were not real gods.

e. Tulio and Miguel sailed to the New World on Cortes’ boat.

f. The friends came to a giant waterfall and a tall stone.

g. The boat hit the entrance and everyone jumped into the water.

h. They asked Chief Tannabok for a boat.
Activity 3

Here are two people from the story. Check the box next to the picture if the sentence is true.

- He has blonde hair.
- He plays the guitar.
- He can do magic.
- He likes adventure.
- He is a priest.
- He has a mean look.
- He wears a red shirt.
- He leads Cortes to El Dorado.
- He has a sunny smile.
- He wants sacrifice.

Activity 4

Play this game with a friend. One of you has A, and the other B which you take turns to read out. Find the missing words by listening to your partner.

A
'I have a _____,' said Tulio from the _____.
'We must knock over the _____ to the city and _____ the entrances at the _____ of the tunnel by the _______. We'll _____ the boat. _________ will be safe ..... and _______.'

B
'I have a plan,' said ______ from the boat. 'We must _____ over the gates to the ____ and block the _______ at the end of the _______ by the waterfall. _____ use the _____. El Dorado will be _____ ..... and hidden.'