



Ruby Nancy Inostroza Domínguez • María José Caamaño Romero

# BACKPACKERS



Ciclo 2

Lengua extranjera. Inglés

Teacher's Guide

**Estimado(a) maestro(a)**

La Guía didáctica que tiene en las manos es el resultado del esfuerzo que realizan el Gobierno de la República y los gobiernos estatales para que con su ayuda se garantice que los alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés, cuenten con materiales educativos para apoyar su aprendizaje, y con ello ser usuarios de la lengua inglesa.

Los materiales educativos que forman parte del Programa Nacional de Inglés (PRONI) se ofrecen a la comunidad escolar para apoyar su trabajo cotidiano en el aula, de tal manera que sea posible la familiarización, el contacto y el dominio del Inglés como lengua extranjera, tanto para usted como para sus estudiantes en la escuela.

Esta Guía didáctica contribuirá a su formación docente ya que encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y de aprendizaje de la lengua inglesa. Además, cuenta con un disco que contiene modelos orales e imágenes fijas que apoyarán su quehacer docente.

Le deseamos éxito.

**Distribución gratuita. Prohibida su venta.**

# TEACHER'S GUIDE

ENGLISH



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PRIMARY

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# BACKPACKERS

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*Social practice of the language:* Exchange expectations in a dialogue.

*Environment:* Family and Community.

*Communicative activity:* Exchanges associated to specific purposes.

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## UNIT 2

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*Communicative activity:* Literary Expression.

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*Environment:* Academic and Educational.

*Communicative activity:* Interpret and follow instructions.

**Getting ready** 31

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*Environment:* Family and Community.

*Communicative activity:* Exchanges associated to media.

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*Social practice of the language:* Listen to stories to put them in order.

*Environment:* Recreational and Literary.

*Communicative activity:* Lodic expression.

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## UNIT 6

**Asking questions about interesting animals** 66

*Social practice of the language:* Identify and ask questions to obtain information about a specific topic.

*Environment:* Academic and Educational.

*Communicative activity:* Search and selection of information.

**Getting ready** 67

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## UNIT 7

### Expressions to get what you need 78

**Social practice of the language:** Understand and share expressions to convey personal needs.

**Environment:** Family and Community.

**Communicative activity:** Exchanges associated to personal and other people's needs.

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### Reading short stories from different countries 90

**Social practice of the language:** Read short stories to share opinions about cultural expressions.

**Environment:** Recreational and Literary.

**Communicative activity:** Comprehension of others and myself.

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### Analyzing graphic resources 102

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**Environment:** Educational and Academic.

**Communicative activity:** Information processing.

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## UNIT 10

### Describing activities at a celebration or party 114

**Social practice of the language:** Describe activities performed at a celebration or party.

**Environment:** Family and Community.

**Communicative activity:** Exchanges associated to social environment.

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**Product**  
Mobile book

- 1 Discuss your expectations. Choose 3 expectations that you share with your partner.
- 2 Cut squares of green and pink cardboard (8x10).
- 3 Write your sentences on different pieces of cardboard and illustrate them.
- 4 Cut the cardboard squares. Make holes at the top of the cardboard squares. Use thread to tie the pieces of cardboard, as shown in the picture.
- 5 Use the mobile book to practice expectations. Compare your books with the rest of the class.

Can make sentences using worked expressions:  Yes  No  Not yet

Can make expectation statements:  Yes  No  Not yet

Can answer to expectations:  Yes  No  Not yet

If you answer the 'Not so well' ask your teacher for help.

Find the verbs and complete the sentences

Write the verb in the correct form.

Example: I hope to visit my grandparents next year.

1. I hope to visit my grandparents next year.

2. She hopes to go to the university.

3. They hope to get married next year.

4. He hopes to become a doctor.

5. We hope to go to the beach next summer.

Read the sentences below and write an appropriate expectation for each one.

1. I'm going to study for the next week.

2. I'm going to visit my grandparents next year.

3. I'm going to get married next year.

4. I'm going to become a doctor.

5. I'm going to go to the beach next summer.

Complete the dialogues.

Tom: Hi, John. How are you?

John: I'm fine, thanks.

Tom: How are your studies?

John: They're going well.

Tom: What are your expectations for the future?

John: I hope to become a doctor.

Tom: That's a good goal. I hope you achieve it.

John: Thank you. I will try my best.

Choose a partner and evaluate his/her performance. Tick (✓) the corresponding column.

Can change expectations in a dialogue:  Yes  No  Not yet

Can listen to expressions related to expectations:  Yes  No  Not yet

Can understand context in a dialogue:  Yes  No  Not yet

Can participate in dialogues:  Yes  No  Not yet

If you answer the 'Not so well' ask your teacher for help.

The **Final Destination** section contains the Product, which is a series of group activities. There, you can apply everything you have learned throughout the unit and consolidate your learning.

The **Final Check** is an evaluation at the end of the unit. It evaluates your achievements and helps you discover your strengths and what you need to revise.

**EVALUATION INSTRUMENTS**

**Assessment Observation Checklist**  
UNIT 1

Instruction: Evaluate students from 1-5

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Satisfactory
- 5 Poor

Competence	1	2	3	4	5
Ability of students to understand a concept					
Ability to explain the concept					
Ability to answer a question related to the concept					
Production					
Ability to participate in a dialogue					
Ability to participate in a dialogue					
Total score					

**Assessment Observation Checklist**  
UNIT 2

Instruction: Evaluate students from 1-5

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Satisfactory
- 5 Poor

Competence	1	2	3	4	5
Listening	Can understand and identify most of the words and phrases in the text.	Can understand and identify most of the words and phrases in the text.	Can understand and identify most of the words and phrases in the text.	Can understand and identify most of the words and phrases in the text.	Can understand and identify most of the words and phrases in the text.
Speaking	Can speak clearly and fluently in a dialogue.	Can speak clearly and fluently in a dialogue.	Can speak clearly and fluently in a dialogue.	Can speak clearly and fluently in a dialogue.	Can speak clearly and fluently in a dialogue.
Reading	Can read and understand the text.	Can read and understand the text.	Can read and understand the text.	Can read and understand the text.	Can read and understand the text.
Writing	Can write clearly and fluently in a dialogue.	Can write clearly and fluently in a dialogue.	Can write clearly and fluently in a dialogue.	Can write clearly and fluently in a dialogue.	Can write clearly and fluently in a dialogue.
Total score					

The **Glossary** is a useful list of words at the end of the textbook to help you understand meanings.

The **Bibliography** contains references of books and websites used in your textbook and websites for extra practice.

## Sections



This section contains activities that help you revise a particular aspect of language or language structure.

### Towards the product



This section includes activities necessary to develop the Product at the end of the unit.

## Icons



This icon indicates you will listen to a recording.



This icon indicates you may work in pairs.



This icon indicates you may work in groups.



This icon indicates you may read a text in the Reader.



This icon indicates you may look for the meaning of a word in the Glossary.



This icon indicates you may visit a webpage related to the unit.



## UNIT 1

Social practice of the language: Exchange of expectations in a dialogue

### Sharing Expectations in a dialogue

<p><b>Lead-in activities</b></p> <ul style="list-style-type: none"> <li>• Prepare students to be active participants in a dialogue.</li> <li>• Prepare students to be active participants in a dialogue.</li> <li>• Prepare students to be active participants in a dialogue.</li> </ul>	<p><b>Product</b></p> <ul style="list-style-type: none"> <li>• Prepare students to be active participants in a dialogue.</li> <li>• Prepare students to be active participants in a dialogue.</li> <li>• Prepare students to be active participants in a dialogue.</li> </ul>
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**GETTING READY**

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**Lead-in activities**

You may ask the students about their own expectations for the unit at the start to help them make the meaning. They can then write to the partner on the board. Encourage them to be active in the board as a model. Start the unit by writing the words as a model. The board can be used to check the meaning of the words. Write the words on the board and ask the students to write the answers before you write. Use the word bank to check the meaning of the words.

**List of words**

Use the words in the list to check the meaning of the words. Use the words in the list to check the meaning of the words. Use the words in the list to check the meaning of the words.

**1. Listen to the dialogues and read the texts. Then, act them out with your partner.**

2. Read the dialogues and read the texts. Then, act them out with your partner.

**REMARKS**

1. Listen to the dialogues and read the texts. Then, act them out with your partner.

Unit overview detailing time, environment, communicative activities, social practice, expected outcomes, materials, Product, and Reader.

There is a lead-in to the unit and step-by-step methodological suggestions for each activity, including communicative activity, social practice of the language, learning goals and answers.

Answer: They have to choose... they write different students... of the... to check answers.

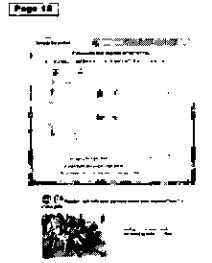
**Answer:**

1. They have to choose... they write different students... of the... to check answers.

**Towards the product**

**SUBPRODUCT 2:**

1. Read the dialogues and read the texts. Then, act them out with your partner.



**13. Reader: Talk with your partners about your expectations for these dialogues.**

Use the words in the list to check the meaning of the words. Use the words in the list to check the meaning of the words.

Step-by-step methodological suggestions for the making of the Product, where students integrate and put to work different sections of the unit.





## A message from the author

*Backpackers 3<sup>rd</sup> Primary* has been designed according to the main guidelines and orientations of the new National Curriculum framework. Its main objective is to expose students to a variety of authentic written and oral texts that foster the different social practices of the language for the fourth year of Primary Education. With engaging activities that develop the social practices of the language in real or close to real situations, students of this level will be guided to learn the foreign language – English - by using it.

The contents in *Backpackers 3<sup>rd</sup> Primary* are intended for students who have been already exposed to English in the first grades of Primary Education (*3<sup>o</sup> Pre-escolar, 1<sup>o</sup> y 2<sup>o</sup> de Primaria*).

On this stage, students may be familiarized with high-frequency vocabulary and they should be able to interact in a simple manner through the development of the Social Practices of the Language.

New contents are introduced systematically throughout the year, so that the student's knowledge can be constantly consolidated.

Finally, the purpose of the book is to offer fun in the sometimes dry and arduous knowledge and learning acquisition process.

We hope that both students and teachers will enjoy *Backpackers* and use it to its maximum extent.

**The Author**

*Backpackers 3<sup>rd</sup> Primary* has been written especially for children in third year of primary school and has been designed according to the main guidelines and orientations incorporated into the curricular proposal of English as a foreign language in the Educational Reform.

## Curricular proposal

Over the past few years, national curriculum development has considered the growing challenges of our emerging global society, generating a wide range of efforts to equip students with the necessary skills, abilities and attitudes to adapt to the requirements of the 21<sup>st</sup> century.

In this new scenario, where technological advances have provided global access to information and communication, English as a foreign language is no longer approached as an abstract object of speculations or a collection of speech acts to learn. Rather, English in this new paradigm is conceived as an instrument of socialization which allows the performance of a variety of tasks in a collaborative way, in all the different contexts in which students are immersed.

In light of this recent paradigm shift, the current curricular requirements have been directed to more ambitious aims and objectives for students, such as the following:

- **Participate** as users and learners of the language, engaging in tasks or communication activities that are real or close to their reality, such as the elaboration of a product of language. The products being oral or written texts which have social and methodological purposes.
- **Develop** ideas and questionings about basic skills and the cultural and linguistic resources that are necessary for communicative exchanges. This is done by analyzing the use which students give to the language and the people they interact with in the different social learning environments where they participate.
- **Be conscious** of the skills, the knowledge, the attitudes, the learnt emotions and the strategies used to achieve this goal when making decisions and taking responsibilities and making compromises with their own learning process.

- **Develop**, expand and use the knowledge, the strategies, the attitudes, the behaviors and the necessary values to successfully interact with others.
- **Analyze** their communicative practices and those of other speakers of English in order to comprehend them, explain them, question them, adjust them and correct them according to the function of the social environment in which they take place and the purposes that they have.
- **Face** communication situations that are new and unknown that facilitate the solving of problems and questions related to the use, the form of language, the attitudes and the behaviors adapted in the social practices of the language.
- **Make** of the foreign language tasks or activities a cooperative work in which the problems of oral and written interaction are faced by negotiating, giving and receiving feedback and analyzing the knowledge, the strategies and the search of solutions.

### **Social practices**

The curricular proposal of English as a foreign language has adopted an action approach centered on social practices of the language. These practices are oriented to the process and the integration of learning. They offer students opportunities to participate in different communicative exchanges which demand the appropriate use of knowledge, skills, and strategies, and to reflect on different aspects of language and culture.

The social practices of the language observe communicative interaction and how this establishes itself as the center of attention of teaching and learning.

## Objectives

The main objective of the book is to enable students to fulfill the purposes of cycle 2. According to these purposes, students should be able to interact in immediate and usual situations, through expressions used in common contexts. Thus, students are expected to:

- 1. Identify** shared and different aspects between them and other people's cultures, obtained from intercultural experiences.
- 2. Participate** in taking decisions destined to improve the cooperation to learn a foreign language.
- 3. Use** information of previous experiences of learning English as a foreign language to anticipate new situations.
- 4. Use** simple linguistic set for basic expressions about personal information and personal needs.
- 5. Exchange** predictable information of immediate interest.
- 6. Establish** basic social interactions in common situations.

## Level of competence

The level of competence corresponds to A1, according to the Common European Framework of Reference for Languages. In this level, students understand and use English to interact through basic expressions which are broadly used in habitual contexts.

Particularly, they recognize and use everyday expressions in basic personal exchanges to meet common needs. Students' reactions show they understand the communicative situation. They introduce themselves and others, ask for and offer basic personal information (address, belongings, preferences, expectations). They understand and formulate basic questions and answers related to offering and requesting help, and other specific topics. They communicate in a simple way provided the interlocutor speaks slowly and clearly.

Students establish some relationships with the language and culture through games, and recreational and literary activities of their interest.

**Adapted from:** COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

Source: Retrieved from: [https://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)



## Methodology

*Backpackers 3<sup>rd</sup> Primary* helps students to develop language and learning skills, participating in real communication activities that are relevant to their reality and interests.

The book works around three learning environments: **Family and community, Recreational and Literary** and **Academic and Educational** and develops the Social Practices of the Language through activities that have been specially designed to engage students in communication and enable them to interpret and produce contextualized oral and written texts.

The following are the main approaches that have been taken into account in *Backpackers 3<sup>rd</sup> Primary*:

- **Learning by doing** An action approach that increases motivation, as learners become personally involved in their learning process. In *Backpackers 3<sup>rd</sup> Primary*, all four skills – reading, writing, listening, and speaking – are integrated through topic units organized around a product. Thus, students will reflect about their own process of acquiring a new language through making decisions and compromise themselves with their learning.
- **Collaborative work** Working in groups develops several very important skills, including collaboration, error correction, linguistic and cultural exchange and respect for other people's opinions. As students work together in the elaboration of a product, they have the opportunity to share their strengths with others, develop social skills and use the language in an authentic way.
- **Communicative approach to language learning** Based on the idea that learning a language successfully comes through having to communicate real meaning. When students are involved in real communication, they are able to use natural strategies for language acquisition, which in turn will allow them to learn to use the language.

## Evaluation

Evaluation in *Backpackers 3<sup>rd</sup> Primary* is an ongoing, permanent and formative process. Every unit in the book gives students the opportunity to self-evaluate and reflect on their work and, at the same time, it helps teachers collect evidence of students' development in the learning process.

From this perspective, evaluation in *Backpackers 3<sup>rd</sup> Primary* is:

- *Formative*, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, on their strong and weak points, so that positive and effective feedback among students and the teacher is guaranteed.
- *Continuous*, because it takes into consideration work and performance done throughout the development of the stages of the social practice of the language, not only the final product.
- *Global*, because it considers the students' English language skills as a whole and does not isolate or break them down into fragments.

*Backpackers 3<sup>rd</sup> Primary* advocates the importance and applies the guidelines of Evaluation for learning theoretical principles. It has been defined as any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. Evaluation that fosters understanding (rather than simply evaluating it) has to be more than an end-of-the-term/unit test. It needs to inform students and teachers about both what students currently understand and how to proceed with subsequent teaching and learning. In this way, an assessment activity can help learning, if it provides information that teachers and their students can use as feedback in assessing themselves and in modifying the teaching and learning activities in which they are engaged.

In *Backpackers 3<sup>rd</sup> Primary*, the evaluation activities are not different from the rest of the tasks that are proposed but they include evaluation instruments and suggestions that provide opportunities for a variety of perspectives on assessment, and teacher's assessment.

This aims at helping students develop the skills they will need to provide one another and themselves with useful feedback. Self-reflection and peer-assessment do not come easily to most students, but both can be learned from practice along the earliest stages of education.

## COMPONENTS

### Activity Book

*Backpackers 3<sup>rd</sup> Primary* is a 128-page color book consisting of ten units. Each unit is based on a Social Practice of the Language, taking place in a learning environment. In *Backpackers 3<sup>rd</sup> Primary*, the learning environments have been alternated, so that students can have a variety of experiences throughout the school year.

The topic and the Social Practice are introduced in the first stage called *Getting ready*, where students also activate their prior knowledge. In the second stage, *On the Road*, the Social Practice of the Language is developed through activities that have been proposed with the purpose of working with the expected learning goals and to prepare the Product. At the end of every unit, in the stage *Final destination*, there is a motivating Product that will allow every student to work in groups, so they are able to put into practice the necessary skills and learning to perform the social Practice of the Language.

Based on the contents settled in the *Curricular Proposal for English as a foreign language*, the object of study is the Social Practice of the Language. Therefore, the Social Practices of the Language have been distributed and organized into topics related to the following learning environments: Family and Community, Recreational and Literary and Academic and Educational.

#### Unit features

##### Towards the Product

In this section, the final product is divided into steps or sub-products, which are activities that provide evidence of students' learning.

##### Evaluation throughout the book

- **Self-assessment.** A simple set of statements to help students reflect on their own performance in specific aspects of the lesson.
- **Reflect on your product.** This tool allows students to evaluate their own performance during the preparation and presentation of the Product, as well as their interaction with their classmates so as to have a better performance in the future when it comes to preparing another product.

Also, each unit in *Backpackers, 3<sup>rd</sup> Primary* includes two instances of formative evaluation:

- **Check your progress.** Evaluation of the Social Practice of the Language in the middle of the learning process.
- **Final check.** Evaluation of the Social Practice of the Language at the end of the unit.

## Teacher's Guide

This component includes:

- an introduction with a description of the course and the course components, the methodology used, and suggestions for classroom management;
- detailed teaching notes for every class;
- background notes that contain information to complement the lessons and extension activities.
- answers for all the tasks in the Activity Book and the Reader, and for all the tests;
- a tracklist and the transcripts of all the recordings included on the audio CD;
- evaluation instruments to assess students' performance in each unit.

The book includes a great number of varied activities. The teacher should choose the ones which are more appropriate for his/her group, depending on their general level. The important thing for the teacher to bear in mind is the Social Practice of each unit, and how the different students are advancing towards it.

### Evaluation instruments

This section contains the assessment instruments proposed by the national program. They are samples presented per unit that can be photocopied.

### Bibliography and websites

This section includes the reference books and online references of both the Teacher's Guide and the Activity Book. They offer a list of books that support the present textbooks and others that can be used as reference. They also provide a list of websites that can be used for reference and extra practice.

## Reader

The texts included in the Reader aim at giving students more opportunities to work with the social practices that have been studied in each unit, and also develop their reading comprehension skills.

Students are invited to extend reading practice, at the same time that they analyze and discuss the informative and literary texts that are included.

The main objective of this component is to provide extra reading time and foster students' interest in different types of texts. It includes informative and literary texts that are related to the learning goals and the Social Practice of the Language proposed for each unit. All the texts are varied and have been specially selected to prompt students' motivation and interest. After reading, students are invited to reflect on the content, give opinions and share ideas.

Also, the reading activities proposed will help students get familiarized with language structures, acquire new vocabulary and consolidate what they have learned. These activities are divided into three sections: Before Reading, to introduce the topic and some vocabulary, While Reading, to guide them and help them understand what they read, and After Reading, to allow students to connect the content of the text with their own reality, with the rest of the world or with other areas of the curriculum.

At the end of each unit in the Reader, there is a Glossary with pictures to illustrate the meaning of words.

## CD

The CD includes all the material for the listening activities in the Activity Book and the Reader. It also includes five flashcards for each unit. It also includes five flashcards per unit, which contain photos and illustrations related to the Social Practices of the Language of each unit.

## TEACHING GUIDELINES

### Teaching strategies for skills development

#### Reading comprehension strategies

Comprehension strategies are conscious plans or procedures that are under the control of a reader, who makes decisions about which strategies to use and when to use them to get meaning from text.

Strategies can help students become better readers if they:

- use different strategies before, during, and after reading,
- use strategies whenever they read
- think about how strategies can help them

#### Before Reading

- Preview the text by looking at the title, headings, and images.
- Recall prior knowledge; think about what they already know about the topic of the text.
- Set goals for their reading. Note the structure, or organization of the text, and create a mental overview or outline of the text to help decide whether it is relevant to their goals.
- Predict what the text will be about by using prior knowledge.

#### While Reading

- Evaluate predictions and revise them as needed.
- Connect the meaning of one sentence to the meaning of another; use background knowledge to try to clarify the meanings of words and phrases.
- Interact with the text; ask questions about its content and reflecting on its ideas.
- Focus the attention on the reading goals.
- Reread a passage before going on.
- Summarize the content of a passage as they read it.
- Make inferences as they read.
- Create mental images, or visualize a setting, event, or character to help understand a passage in a text.
- Monitor comprehension as they read.
- Rephrase a passage in their own words.
- Look up the meanings of difficult words.

#### After Reading

- Think about, or reflect on what they read.
- Mentally summarize major points or events in the text.
- Go to other sources to find additional information about the topic of the reading.
- Talk with a classmate about which strategies they used and why they used them.

The following chart shows examples of questions teachers can use to help students develop reading comprehension strategies while they read.

Making connections	<p>Does this remind you of something?</p> <p>Has this ever happened to you?</p> <p>Do you know someone like him / her?</p> <p>Are you like this character?</p> <p>What do you already know that will help understand what you're reading?</p> <p>Does this information confirm or conflict with what you've read in other sources?</p>
Predicting	<p>What do you think will happen next?</p> <p>Based on the material you've looked over before reading, what can you predict...</p> <p>What does this title / heading / picture make you think?</p> <p>Although the author hasn't mentioned it, what do you think about...</p>
Questioning	<p>What is the author saying?</p> <p>Why is that happening?</p> <p>Why did this character...?</p> <p>Is this important?</p> <p>How does this information connect with what you have already read?</p>
Monitoring	<p>Is this making sense?</p> <p>What's going on here?</p> <p>What have you learned?</p> <p>Do you need to reread?</p> <p>What does this word mean?</p> <p>What text clues help you fill in missing information?</p>
Summarizing	<p><i>This story is mainly about...</i></p> <p><i>How is the story organized?</i></p> <p><i>The author's most important ideas were...</i></p> <p><i>How does the text organization help you?</i></p> <p><i>What are the key words?</i></p>
Visualizing	<p><i>What are the pictures/scenes in your mind?</i></p> <p><i>What do you hear / taste / smell or feel?</i></p> <p><i>What do the characters, the setting, and the events of the story look like in your mind?</i></p> <p><i>Can you picture this new information?</i></p>

Adapted from: Capistrano Unified School District. (2003). Student Reading Comprehension Strategies. Retrieved from: <http://www.readinglady.com/mosaic/tools/Student%20Reading%20Comprehension%20Strategies%20explanation%20from%20Leslie.pdf>

## Listening and Speaking Strategies

Listening strategies are techniques or activities that contribute directly to comprehension.

In the **Before listening** stage, students need to understand how to recognize the purpose of the listening message, and make connections about the topic or tone to tune in as preparation for processing the information. Teachers can use directions, vocabulary competition, film watching, or description of drawing sketches to tune their brain in the second language listening.

In the **While listening** part, the teaching task will mainly focus on note taking skills. EFL learners need to be taught and encouraged to actively think about what they're listening to. In order to teach EFL learners to think when listening, focusing on note-taking skills is a good way of helping learners to concentrate and to look for clues in what they're listening to.

**After listening**, students need to act upon what they have heard to expand their thinking.

Here are examples of strategies to help develop students' listening comprehension.

Before listening
<ul style="list-style-type: none"><li>• <b>Think</b> about what they already know about the topic of the recording.</li><li>• <b>Anticipate</b> what will come.</li><li>• <b>Evaluate</b> which listening strategies will serve best in the particular situation.</li><li>• <b>Predict</b> what the speaker(s) might say.</li></ul>
While listening
<ul style="list-style-type: none"><li>• <b>Figure out</b> the purpose for listening.</li><li>• <b>Listen</b> carefully to the speaker.</li><li>• <b>Attend</b> to the parts of the listening input that are relevant to the identified purpose and ignore the rest.</li><li>• <b>Listen</b> for more information that the speaker mentions about an idea.</li></ul>
After listening
<ul style="list-style-type: none"><li>• <b>Think</b> about what they have listened to.</li><li>• <b>Monitor</b> their comprehension and the effectiveness of the selected strategies.</li><li>• <b>Evaluate</b> if they they achieved the listening comprehension goals.</li><li>• <b>Evaluate</b> if the combination of listening strategies selected was effective.</li></ul>

On the other hand. The teaching of speaking involves more than just providing them with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people.



These strategies help all students improve their language development in a supportive, encouraging way.

- Model language by saying aloud and writing the ideas and concepts you're teaching.
- Have students retell stories aloud.
- Teach choral speaking and reading
- Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.
- Have students read and perform Readers Theater scripts.
- Correct content, not grammar. To model proper grammar and syntax, restate or rephrase students' questions or statements.
- When asking questions, give choices for the answer.
- Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just describe when teaching a new concept, idea, or vocabulary.

### **Writing strategies**

For a second language learner, writing is an extension of listening and speaking. Therefore, students must be provided opportunities to build, extend, and refine oral language in order to improve written output.

A great deal of research on writing highlights the fact that this skill is rarely done in isolation, but is virtually always done in response to source texts (Cumming, Kantor, Powers, Santos, & Taylor, 2000; Hale et al., 1996; Hamp-Lyons & Kroll, 1996; Horowitz, 1991; Leki & Carson, 1997; Weigle, 2002).

That is, students are rarely asked to write essays based solely on their background knowledge; before they write on a given topic they are expected to read, discuss, and think critically about that topic and the type of text they are expected to produce.

Currently there is general agreement that reading and writing are both fundamental cognitive processes that depend upon cognitive activities such as selecting important information, organizing and retrieving information, summarizing or consolidating information, and so forth. Thus, instruction in reading and writing becomes an important aspect of enhancing students' skills.

Recently, writing instruction has moved from a product orientation to a process orientation that stresses response during writers' planning, drafting, revising, editing and publishing.

Fundamental to this process is writing for real purposes and audiences, students' sharing of ideas and written work, students' ownership of their topics, frequent writing opportunities, and opportunities for extended writing.

It is also important for students to view their own writing published, informally or formally. This provides them with a purpose for planning their texts, as well as purposes for drafting and revising (since their work will be “public”, they experience the need to shape the work to best represent their own goals).

The writing process involves a series of steps to follow in producing a finished piece of writing. Every writer follows his or her own writing process. Here are the five steps in the Writing Process and some useful tips and instructions to use with your students.

Step	Actions	Tips and instructions
1. Prewriting	Prewriting is forming ideas and planning how to present information. This is the planning phase of the writing process, when writers brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts.	<ul style="list-style-type: none"> <li>• Use brainstorming or create a graphic organizer.</li> <li>• Observe, imagine, interview.</li> <li>• Gather the information.</li> </ul>
2. Drafting	Drafting is creating the first version of a paragraph. This step turns prewriting ideas into sentences. Writers create their initial composition by writing down all the ideas in an organized way.	<ul style="list-style-type: none"> <li>• Use three or more important ideas from the prewriting and add specific, interesting details.</li> <li>• Develop complete sentences.</li> <li>• Add supporting details.</li> <li>• Don't worry about making mistakes - just get your ideas down on paper.</li> </ul>
3. Revising	Revising is changing, taking out, or adding words to make meaning more clear. The goal of this phase of the writing process is to improve the draft.	<ul style="list-style-type: none"> <li>• Read carefully to make sure the wording is clear and complete.</li> <li>• Ask yourself: <i>Is my message clear?</i> <i>Did I include enough information?</i> <i>Did I accomplish my purpose?</i></li> </ul>
4. Editing	Editing is correcting spelling, punctuation, and grammar errors. At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity.	<ul style="list-style-type: none"> <li>• Read it aloud to yourself.</li> <li>• Ask a friend/ peer to listen to your work.</li> <li>• Use a checklist to check capitalization, punctuation and spelling.</li> <li>• Have another writer's feedback.</li> </ul>
5. Publishing	Publishing is making a final copy. In this last step of the writing process, the final writing is shared with the audience.	<ul style="list-style-type: none"> <li>• Submit to the teacher/ peers /editors / etc.</li> <li>• Send it to interested / individual groups.</li> </ul>

Adapted from: The 5-Step Writing Process: From Brainstorming to Publishing. (n.d.) Retrieved from: <http://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx>

## Integrating the four skills in the English classroom

Skills integration generally refers to linking the traditional four skills of language learning: reading, writing, listening, and speaking in the context of a lesson. An integrating approach for the development of communicative skills in the classroom is highly recommended for acquisition because, as skills are integrated in the classroom, the relevant knowledge of the foreign language is taught in a coherent, meaningful way.

In everyday life, there are many situations in which we use more than one language skill. For this reason, integration is concerned with realistic communication. When teachers integrate skills in a lesson, they are able to teach the foreign language at a *discourse level*. At this level, language is presented to students through texts which are whole units of communication (either spoken or written) rather than separated segments or parts they must analyze in isolation.

Skills integration allows students to process language by: contextualizing, interpreting, exploring, analyzing, experiencing, challenging, confronting, assimilating, practicing and sharing the new information. In addition, an integrating approach has a positive impact on the classroom atmosphere, creating a relaxed environment and fostering motivation and active engagement.

### Forms of integration

There are two general forms to integrate skills in the classroom:

- **Simple integration.** It is the easiest form of integration. In this type of lesson, a receptive language skill serves as a model for a productive language skill.  
**For example:** A reading activity which provides a model for a writing task, a listening comprehension activity which guides students to oral production.
- **Complex integration.** In this form of integration, skills are integrated around a theme. The specific distribution of skills integration in the lesson will depend on the target topic.  
**For example:** A pre-reading discussion of the topic to activate schemata, followed by listening to a series of informative statements about the topic or passage to be read. While reading, teacher focuses the lesson on a certain reading strategy (for instance, scanning). After reading, students react by writing a paraphrase of a section of the reading passage and making a comment.

Adapted from: Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> Ed., New York: Pearson Education.

## Using literature in the language classroom

When students are faced with reading literature, an extensive list of reading sub-skills is applied:

- deducing meaning and use of unfamiliar words;
- understanding explicitly stated information;
- understanding information which is not explicitly stated;
- understanding conceptual meaning;
- understanding relations between the parts of a text through lexical cohesion devices;
- understanding cohesion between the parts of a text through grammatical cohesion devices;
- interpreting text by going outside of it.

The methodological implications of the use of literature in the language classroom are:

- EFL classroom strategies such as cloze, rewriting, prediction activities, role playing are adapted and adopted to teach literary texts in the language lesson;
- text manipulation (e.g., rearrangement and dramatization);
- two-way channel of teacher-student communication and pair/ group work, in order to achieve more self-sufficiency.
- literature favors students' development of creative and interpretative skills.

The following is a three-stage framework proposed as a working model for the presentation of literary texts in the language classroom:

- Framing (thematic preparation): turning students' attention to the content or theme of the text. Also, it will focus on distinguishing prose from poetry.
- Focusing (engaging): the designed activities which lead them to understand the text and to interpret it for the purposes in hand.
- Diverging (moving on): leading students into parallel activities of various kinds, e.g., role play, transfer to other text-types, creative writing, etc.

Adapted from: Mirzaei, A., & Domakani, M. R. (2008). *The Theory and Practice of Bringing Literature into the EFL Classroom*.

## Orientations to develop critical thinking

Recent research has shown that, in general, students who develop critical thinking skills are more able to achieve better marks, become less dependent, create knowledge, evaluate, and change the structures in society. Teachers' questions constitute a central aspect to develop students' critical thinking.

These are examples of questions and tasks that consider the different levels of thinking proposed in the New Bloom's Taxonomy (Anderson et al., 2001).

Skill	Key words	Questions	Examples of tasks
Remembering	Remember, repeat, identify match, reproduce	What / How / Where is...? When / How did ...happen? How would you explain / describe...? How would you show...? Who / what were the main...? What are the ...? What is the definition of...?	Answer questions Discriminate between true and false information Name... Recite a poem
Understanding	Describe, explain, paraphrase, give examples, infer, interpret, predict, summarize	How would you classify...? How would you compare / contrast...? How would you rephrase the meaning of...? What is the main idea of...? What can you say about...? How would you summarize...?	Classify the ... Elaborate a list of the main ideas Compare two characters of the story.
Apply	Demonstrate, dramatize, illustrate, show, use	How would you use...? What examples can you give... How would you solve the...? What have you learned about...? What would result if...?	Read a paragraph. Check and correct a text written by a classmate.
Analyze	Compare, contrast, critique, discriminate, show in a diagram, select	What are the parts / characteristics of...? Why do you think...? What is the theme...? What conclusions can you draw...? How would you classify...? What evidence can you find...? What is the relationship between...?	Read and identify authors' points of view about global problems. Determine the character's motivation in a story.
Evaluate	Discuss, justify, evaluate, monitor, check, confirm	What is your opinion of...? What would you recommend...? How would you rate / evaluate...? How would you support the view...?	Evaluate the arguments in favor / against ... Justify the idea that...
Create	Design, create, elaborate, generate, plan	How would you improve...? What would happen if...? What alternative can you propose...? How could you change the plot / plan...? What can you predict...?	Write an article about... Write a song... Dramatize...

## Common European Framework of Reference for Languages

The restructured version of the Common European Framework of reference for language learning, teaching and assessment represents the latest stage in a process which has been actively pursued since 1971 and owes much to the collaboration of many members of the teaching profession across Europe and beyond.

The Common European Framework of Reference for Languages (abbreviated as CEFR or CEF) is a standard, international scale of levels for language learning.

One of the aims of the Framework is to help describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Common Reference Levels have been developed. Ideally a scale of reference levels in a common framework should meet the following criteria. The table below shows the three bands and six levels of the CEF, together with the approximate hours required to achieve each level and what a person is able to do with the language at each level.

CEF band	CEF level		hours	level descriptor (ability at this level)
C Proficient user	C2	Mastery or Proficiency	1000+	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</li> </ul>
	C1	Effective Operational Proficiency or Advanced	800	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer texts, and recognize implicit meaning.</li> <li>• Can express him/herself fluently and spontaneously without much obvious searching for expressions.</li> <li>• Can use language flexibly and effectively for social, academic and professional purposes.</li> <li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</li> </ul>

B Independent user	B2	Vantage or Upper Intermediate	600	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>
	B1	Threshold or Intermediate	400	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Can produce simple connected text on topics which are familiar or of personal interest.</li> <li>• Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</li> </ul>
A Basic user	*A2	Waystage or Elementary	200	<ul style="list-style-type: none"> <li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>
	*A1	Breakthrough or Beginner		<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>

Adapted from: Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.

## Some basic teaching reminders

- Start every lesson in a way that focuses everyone's attention. This creates expectation and prepares students for what is to come. For example, with books closed, write the topic of the lesson on the board and ask some questions about it, show a poster / picture related to the lesson, ask who can remember what they did the previous class, etc.
- Students should not open their books until everyone is paying attention.
- End an activity before students get bored with it. Equally, do not hurry the students or end the activity too soon if they are obviously enjoying it.
- Ask students to express their opinions.
- Don't assume that if one student says they understand, everyone else does.
- Ask (elicit) rather than tell. Students get bored of listening to the teacher explaining; someone in the class will probably know the answer.
- Don't ask students to explain difficult things, such as definitions of words, in English.
- Don't interrupt students during pair / group speaking activities to correct their English. It is better to note the main, common mistakes, write them on the board, and correct them with the class at the end.
- Don't insist on 100% accuracy all the time. Mistakes are a normal part of the learning process, and a valuable source of information for the teacher.
- Give praise and encouragement, especially to the weaker students. Write positive comments on their work. Let them know what they are doing well, as well as what they need to improve.
- Remember that you are the main motivator in the classroom.



### Greetings

- Good morning. / Good afternoon. / Hello. / Hi.
- Goodbye. / See you tomorrow. / See you later.
- Have a nice weekend. / Enjoy your holiday.

### Moods and feelings

**A:** How are you today?

**B:** I'm fine. / I'm great. / OK. / Very well, thank you. / I'm not very well. / I have a problem. / I'm feeling down. / I'm sad.

### Asking for clarification

- Can you repeat that, please?
- Can you say that again, please?
- Sorry. I'm afraid I didn't understand.
- Can you help me with this exercise, please?

### Encouragement

- Well done! / Good! / Excellent! / Good work! / Congratulations!
- Do it more carefully. / Say it again. / Try to correct that, please.
- Not too bad. / You'll do better next time. / Keep trying!

## The date

**A:** What day is it today?

**B:** It's Monday. / It's Tuesday. / It's Wednesday. / It's Thursday. / It's Friday. / It's Saturday. / It's Sunday.

**A:** What's the date today?

**B:** It's (Monday) March 9th. / It's (Monday) 9<sup>th</sup> March.

## The weather

**A:** What's the weather like today?

**B:** It's sunny. / It's cloudy. / It's hot. / It's cold. / It's nice and warm. / It's nice and cool. / It's raining. / It's snowing.

## The time

**A:** What's the time? / What time is it?

**B:** It's one o'clock. / It's two o'clock. / It's three o'clock. / It's ten o'clock. / It's twelve o'clock.

**A:** What's the time? / What time is it?

**B:** It's quarter past nine. / It's half past ten. / It's five past eleven. / It's ten past twelve. / It's twenty past one. / It's twenty five past two.

**A:** What's the time? / What time is it?

**B:** It's quarter to eight. / It's twenty five to nine. / It's twenty to ten. / It's ten to three. / It's five to four.

## Turn-taking and permission

- Can I talk to you after the class?
- Excuse me; can I say something?
- Excuse me; can I leave the room for a minute?
- May I go to the bathroom?
- It's your turn.
- Sorry, it's my turn.

## Some commands and instructions

- Answer the questions.
- Be quiet.
- Check your answers.
- Check your predictions.
- Close the door.
- Come to the board.
- Compare your answers.
- Complete the paragraph.
- Copy the instructions.
- Discuss the ideas in your group.
- Do exercise 1.
- Do not write in your book.
- Fill in the blanks.
- Find examples in the text.
- Find the cognates in the text.
- Listen to the recording.
- Look at the pictures.
- Look up these words in the dictionary.
- Make a list.
- Make some notes.
- Match the pictures.
- Name three activities.
- Open your books.
- Pay attention, please.
- Put the pictures in order.
- Read the instructions.
- Select the correct answer.
- Silence, please.
- Sit down.
- Stand up.
- Talk to your partner.
- That's all for today, thank you.
- Work in groups of four.
- Work with your partner.
- Write the sentences.

## THE SOUNDS OF ENGLISH

The consonants in the table are the consonant phonemes of British and American English.

Consonant sounds			
/p/	put, supper, lip	/ʃ/	show, washing, cash
/b/	bit, ruby, pub	/ʒ/	leisure, vision
/t/	two, letter, cat	/h/	home, ahead
/d/	deep, ladder, read	/tʃ/	chair, nature, watch
/k/	can, lucky, sick	/dʒ/	jump, pigeon, bridge
/g/	gate, tiger, dog	/m/	man, drummer, comb
/f/	fine, coffee, leaf	/n/	no, runner, pin
/v/	van, over, move	/ŋ/	young, singer
/θ/	think, both	/l/	let, silly, fall
/ð/	the, brother, smooth	/r/	run, carry
/s/	soup, fussy, less	/j/	you, yes
/z/	zoo, busy, use	/w/	woman, way

The vowels in the table above are the vowel phoneme of British English. All long vowels are followed by colons /:/. Most of the differences between British and American English are to do with the quality and length of the vowels. The most significant differences are explained in the foot notes.

Vowel sounds	
/ɪ:/	eat, sleep
/ɪ/	silly, baby, it, swim
/e/	edge, lead
/æ/	apple, man
/ɑ:/	father, calm, <sup>1</sup> can't, <sup>2</sup> car
/ɒ/	<sup>3</sup> odd, want
/ɔ:/	or <sup>4</sup> , daughter, more
/ʊ/	put, full
/u:/	shoe, suit
/ʌ/	under, enough, butter
Br/ɜ/ Am/ɝ/	earn, bird, occur
/ə/	above, support, possible, Africa, mother

<sup>1</sup> In American English, this is pronounced with vowel /æ/. Before /nt/ /t/ /s/, as in can't, half, grass, bath.

<sup>2</sup> In American English, the r after a vowel is pronounced.

<sup>3</sup> This vowel is not found in American English. Instead it is pronounced as /ɑ/.

<sup>4</sup> In American English, the r after a vowel is pronounced.

/eɪ/	ache, pay	ɛə	air, dare
/aɪ/	I'm, right	ʊə	pure, tour
/ɔɪ/	oil, noise	aʊ	out, cow
/ɪə/	ear, here	əʊ	own, coat

\* In American English, the final r is typically pronounced.

Adapted from: Yule, G. (2010). *The Study of Language*, Fourth Edition. New York: Cambridge University Press.



# UNIT 1

• Social practice of the language: Exchanges expectations in a dialogue.

## Sharing expectations in a dialogue

Context	Family and Community
Communicative Competency	Exchanges associated to specific purposes.
Scope and Sequence of the Program	Exchanges expectations in a dialogue.
Learning Objectives	<ul style="list-style-type: none"> <li>• Listens to expressions related to expectations.</li> <li>• Understands contents in a dialogue.</li> <li>• Participates in oral exchanges.</li> </ul>
Instructional Strategies	<ul style="list-style-type: none"> <li>- Create a supportive environment that generates positive attitudes in your students when listening and speaking in English, in which they feel accepted and valued, in order to develop confidence and enthusiasm to:               <ul style="list-style-type: none"> <li>• Understand the purpose and the addressee</li> <li>• Distinguish talking turns</li> <li>• Examine the structure of dialogues (beginning, development and closure).</li> </ul> </li> <li>- Teach strategies to take advantage of students' previous knowledge of language and help them to:               <ul style="list-style-type: none"> <li>• Predict general meanings.</li> <li>• Interpret non-verbal language.</li> <li>• Contrast topics with usual expectations in their own culture.</li> <li>• Compare acoustic characteristics.</li> <li>• Analyze expressions used to share expectations (She'll be ready in five minutes; I hope they are OK, etc.).</li> <li>• Examine acoustic characteristics (for example: intonation, speed, etc.).</li> </ul> </li> <li>- Establish routines that offer several opportunities for students to participate in spontaneous authentic exchanges, for example: Greetings (hello/hi...), answer when you receive something (thank you), ask for something (Can you give/May I have...please?) or share a personal opinion (I like.../My favorite...), etc. In this way, students will gain more confidence to:               <ul style="list-style-type: none"> <li>• Use expressions to mention expectations.</li> <li>• Pay attention to nonverbal signs (visual contact, body gestures, etc.).</li> <li>• Use relevant nonverbal language to express expectations.</li> <li>• Control some acoustic characteristics (volume of voice, tone, etc.).</li> </ul> </li> </ul>
Project	Mobile book
Activities	<i>School expectations around the world.</i>
Approximate time	12 classes (45 minutes each)
Evaluation Instrument	Observation Rubric.





- b. **Luki:** What's the matter with you? Are you feeling OK?  
**Farah:** No, not really. I have a toothache.  
**Luki:** Have you seen the dentist?  
**Farah:** Not yet.  
**Luki:** You must talk to your parents. You have to tell them it is painful.  
**Farah:** I'll do that.  
**Luki:** Hope you'll feel better. Take care. Farah: Thanks.
- c. **Dian:** When do we have our vacations?  
**Rian:** We are supposed to have vacations next week.  
**Dian:** Are we taking some video games?  
**Rian:** Yes, because we won't have other fun activities.
- d. **Chris:** Tomorrow I will start my new school.  
**Tammy:** Oh, that's great.  
**Chris:** I hope my teacher will introduce me to the class.  
**Tammy:** You will see them tomorrow.  
**Chris:** Yes, I'll meet my new classmates.  
**Tammy:** I see. I hope they are nice and not aggressive.  
**Chris:** I hope so too.

2. Discuss and find a feeling from the box for each dialog in activity 1.

**Answers:** dialog a: happy, dialog b: sad, dialog c: bored, dialog d: worried.

**ON THE ROAD**

Page 8

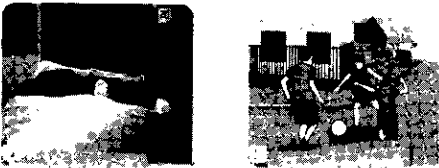
**ON THE ROAD** Exchange expectations in a dialogue

1. Listen to what the people are doing in the pictures. What are their expectations? Discuss with your classmate if you both have similar expectations.



2. Create some sentences expressing expectations, using the pictures below.

Example: *I hope I can go to the beach.*



Page 9

1. Listen to what the people are doing in the pictures. What are their expectations? Discuss with your classmate.

You may ask students to describe the pictures. You may ask them questions about the children in the pictures. E.g. What's Patricio thinking? Does he look happy? Etc. Play the audio. Invite students to discuss the children's expectations and see if they are similar to their own expectations.

**TRANSCRIPT**

- a. When I grow up, I hope I can become a pilot!  
b. When I grow up, I will be a mechanic!  
c. When I am older, I hope I can be a doctor!  
d. When I'm older, I will be a football player.

2. Create some sentences expressing expectations, using the pictures below.

You may invite some volunteers to look at the pictures and read the actions below. You may mime the sentences to help them to realize the meaning of the actions. You may invite students to work in pairs to make full sentences expressing expectations, using the images below. You may encourage some confident students to read their sentences in front of the class.

**Answers:**

- a. She hopes she can go to bed early.  
b. He hopes he can play with his friends.

1. Listen and take notes in your notebook. Then, write the pictures in order. Discuss with your partner the expectations expressed.



2. Listen and number the dialogues in the correct order. Pay attention to the volume, intonation and pronunciation. Then listen again, check and practice.



Jessica: I'm going to bed now.  
Luki: Goodnight!  
Jessica: It's OK. I'll find a way to go to bed early.  
Luki: Goodnight!

Patricio: I'm going to play soccer with my friends.  
Luki: Goodbye!  
Patricio: Goodbye!

3. Complete the dialogs with your own ideas, include expectations. Then practice them in pairs. Glossary page 126

Cloudy weather  
I'm going to play soccer with my friends.  
Goodbye!



3. Listen and take notes in your notebook. Then, write the pictures in order. Discuss with your partner the expectations expressed.

You may invite some volunteers to listen the audio and ask them to tell what is the listening about?

Then you may play the audio again and ask students to take notes in their notebooks about the dialogs. After that ask them to order the pictures according to the listening. Finally, ask students to discuss the people's expectations in the dialogs. Check their answers on the board.

**Answers:**

- a. 2 b. 3 c. 1

**TRANSCRIPT:**

1. **Dad:** Good morning, Sara!  
**Sara:** Hello! I'm sleepy dad.  
**Dad:** You're late for school. I hope you arrive at school on time.  
**Sara:** I'll be ready in ten minutes.
2. **Teacher:** Hello, Jose. You look sad. What's wrong?  
**Jose:** I got a bad mark.  
**Teacher:** Don't worry! You'll do better next time.  
**Jose:** Thank you, Miss Brown.
3. **Grandad:** Are you tired, Simon?  
**Simon:** Yes, I am.  
**Grandad:** I hope you go to bed early.  
**Simon:** Don't worry, grandad.

4. Listen and number the dialogs in the correct order. Pay attention to the volume, intonation and pronunciation. Then listen again, check and practice.

You may ask students different questions about the pictures. You may invite a student to read one of the dialogues. Then, you may invite them to work in pairs to number the dialogues in the correct order. Then, encourage students to listen, check and practice aloud.

**Answers:**

- a. 3, 2, 4, 1  
b. 3, 1, 2, 4, 5

**TRANSCRIPT:**

- a. **Joan:** Hello, sister! How are you?  
**Jessica:** I'm bored! I don't like reading  
**Joan:** I hope you read more.  
**Jessica:** It's OK. I'll do it.
- b. **Son:** Dad you look tired.  
**Dad:** Yes, I'm really tired.  
**Son:** You just run for ten minutes.  
**Son:** I hope you do sports this year, dad.  
**Dad:** Yes, I know.

5. Complete the dialogs with one expectation. Then, practice them in pairs.

You may ask some students to read the dialogues. Invite them to complete the dialogues. Then, you may invite some volunteers to act out the dialogues to check answers.

**Possible answers:**

- a. I hope he is ready.  
b. I hope you arrive on time.

**Page 10**



To exchange expectations in a dialog you can use the structures: I hope something happens or someone does something. Also we use will + verb (infinitive)...

**Examples:**

- a. I hope the bus in on time.  
b. I hope she invites me. (When we talk about another person the verb takes the s).  
c. I will arrive at school in ten minutes. (Or I'll arrive...)  
d. She will get a good mark in the test. (Or She'll get...)

5. Listen to the dialog as a model for activity 7.

7. Write these sentences in the correct order. Then, role-play them with your classmate.



Mom: Exhausted / Tired / Sick  
Jack: OK / Yeah / It's mom  
Mom: You should be sleeping / you're not / need to be / excited / hope  
Jack: It's not worry / mom, have / more / I'll / emergency  
Mom: It's not / you're



To exchange expectations in a dialog you can use the structures: I hope something happens or someone does something. Also we use will + verb (infinitive)

**Examples:**

- a. I hope the bus in on time.  
b. I hope she invites me. (When we talk about another person the verb takes the s).  
c. I will arrive at school in ten minutes. (Or I'll arrive...)  
d. She will get a good mark in the test. (Or She'll get...)

You may give students different examples about expectations. Then, you may invite some students to read the examples. You may also elicit students' personal expectations.



own list of words and expressions included in this unit so far. You may invite some students to read their lists.

**Answers:** Different answers might be provided.

### Self-assessment

You may invite students to read the statements and evaluate their own performance in these activities.

### 8. Reader: Read the text, discuss the situation and write one expectation for Kathera.

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text. You may tell students that during this unit they will read and listen to a story related to the topic of expectations. You may also tell them that this activity could be listen more than once if necessary.

Before reading the text, you may show students where Afghanistan is located in a world map. You may encourage students to read the text and write an expectation they have for this girl. The following prompt is given: I hope Kathera...

#### Possible answers:

- I hope Kathera studies.
- I hope she studies.
- I hope Kathera can study.

## CHECK YOUR PROGRESS

### Check Your Progress

Read the statements and write one expectation for each situation. Use the verbs in the boxes. Then, practice the dialogs with your partner.

I can't study for the test.     I forgot my password.     I lost my dog.     I hope you sleep well.

- |                                |                           |
|--------------------------------|---------------------------|
| A: I can't study for the test. | B: I hope you sleep well. |
| A: I forgot my password.       | B:                        |
| A: I lost my dog.              | B:                        |
| A: I can't study for the test. | B:                        |
| A: I forgot my password.       | B:                        |

Match the sentences to create expressions to share expectations.

- |                            |                             |
|----------------------------|-----------------------------|
| I'm studying for the test. | I hope you sleep well.      |
| I'm worried about Marta.   | I hope you get a good mark. |
| You look tired tomorrow.   | She'll be OK!               |

Order the dialog.



Dad: ...  
Dad: ...  
Dad: ...  
Alonso: ...  
Alonso: ...

I can create expressions to share expectations.  I'm well.  Well.  Not so well.  
If your answers are not so well, ask your teacher for help.

You may tell students the activities in this page will help them to evaluate their performance in the unit, so far.

### 1 Read the statements and write one expectation for each situation. Use the verbs in the boxes. Then, practice the dialogs with your partner.

**Answers:**

- a. A: Next week it's my birthday!  
B: I hope you have a good party.
- b. A: Tomorrow I have a test.  
B: I hope you pass.
- c. A: I lost my dog.  
B: I hope you find (it) / (your dog)
- d. A: My friend is new at school.  
B: I hope your friend makes friends.
- e. A: I forgot my cellphone password.  
B: I hope you find it.

### 2 Match the sentences to create expressions to share expectations.

**Answers:**

1. b    2. c    3. a

### 3 Order the dialog.

**Answers:** 3 - 1 - 5 - 4 - 2

## Self-assessment

You may invite students to read the statements and evaluate their own performance in these activities.

### Page 13

9. In pairs look at the pictures, discuss and complete the kids' expectations. Then, listen and write (J) for Jacob or (E) for Elena's ones in the circles.

wants to \_\_\_\_\_ a funfair  
wants to \_\_\_\_\_ travel to school by bus.  
wants to \_\_\_\_\_ live in a house in Oaxaca.  
wants to \_\_\_\_\_ eat a chocolate cake  
wants to \_\_\_\_\_ have a new bike.  
wants to \_\_\_\_\_ speak Spanish and English.

10. Write Jacob and Elena's feelings. Now write a short dialog using some of these expectations in your notebook.

happy sad scared interested

I wish she feels glad. /  
I hope he doesn't feel unhappy. /  
I hope he doesn't get scared. /  
I wish she didn't feel uninterested. /

Glossary page 126

Game about similar words

9. In pairs look at the pictures, discuss and complete the kids' expectations. Then, listen and write (J) for Jacob or (E) for Elena's ones in the circles.

You may use some flashcards to show students the new vocabulary. You may also talk about yourself using the new vocabulary. E.g. I want to buy an ice-cream. I want to buy a new notebook. Then, you may invite students to match the sentences to the correct person, according to their expectations. Play the audio to check answers. You may invite some students to talk about Elena and Jacob's expectations.

Answers:

a. J.    b. E.    c. E.    d. J.    e. J.    f. E.

### TRANSCRIPT

- Jacob wants to go to a funfair.
- Elena wants to travel to school by bus.
- Elena wants to live in a house in Oaxaca.
- Jacob wants to eat a chocolate cake.
- Jacob wants to have a new bike.
- Elena wants to speak Spanish and English.

10. Write Jacob and Elena's feelings.

You may invite the whole class to mime the adjectives in the box. You may also encourage students to make sentences. E.g. I feel afraid when I ...

You may write the sentence on the board, so students use it as an example. Then, you may encourage them to complete the sentences and realize that glad and happy have the same meaning. You may do the same with the rest of the words.

Answers:

a. happy    b. sad    c. afraid    d. bored

Game about similar words: <https://goo.gl/gQs3f5>. You may tell students they can use this link to practice with more similar words. You may check the link with them during the lesson and check the videos included in this web page or you may invite them to visit it at home.

### Page 14

11. Complete. You have more than one option. Then, role-play.

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| I hope Elena can learn French too.  | I hope you make friends at school |
| I hope she isn't late for school.   | She'll be ready soon.             |
| I hope we can speak French someday. | I hope you like Mexican people.   |
| Elena will be happy to see you.     | I hope she's ready for school.    |



Sarah: Hi, Ivan. I'm Sarah. I'm from Canada.  
Ivan: Hi, Sarah. I'm Elena's dad. I'm from Mexico.  
Sarah: How do you like Mexico?  
Ivan: Yes, I do. Oh, there's Elena!

12. Read the dialogue. Write suitable answers.

Jacob: Hi, Sarah. How are you?  
Sarah: I'm fine, thanks. How are you?

Jacob: \_\_\_\_\_

Jacob: \_\_\_\_\_  
Sarah: \_\_\_\_\_

11. Complete. You have more than one option. Then, role-play.

You may encourage students to look at the pictures and ask them who the girl and the man are (they are Sarah from Canada and Elena's dad, the girl from Mexico). Then, you may invite some students to read the sentences in the chart. Ask students to complete the dialogue between Sarah and Ivan, Elena's dad. You may tell them there are two options for each missing

answer, so they have to choose. You may invite different students to act out the dialogue to check answers.

**Answers:**

**Sarah:** I hope she isn't late for school. / I hope she's ready for school.

**Ivan:** Elena will be happy to see you. / She'll be ready soon. / I hope you make friends at school / I hope you like Mexican people.

**Ivan:** I hope we can speak French someday. / I hope Elena can learn French too.

**12. 🗣️ Read the dialogue. Write suitable answers.**

You may read aloud some examples to the students to show the kind of answers are expected to. You can write the examples on the board. You may invite them to say aloud their ideas or they can write their ideas on their copybooks.

**Eg:** I am hungry. (Possible answer: I hope you can eat something).

I have a difficult test tomorrow....(possible answer: I hope you pass the exam).

If you think is necessary you can add new examples until the idea of activity is understood by everybody.

**Answers:**

Different answers might be provided. You can make sure they are all expectations and are properly conveyed.

**Towards the product**

**5. SUBPRODUCT 2: Statements that express expectations.**

**1. 🎲 Throw the dice. Read the sentence. Answer with the proper expectation.**


<ul style="list-style-type: none"> <li>I'm sleepy.</li> <li>I've finished.</li> <li>I'm confused.</li> <li>I'm confused with math.</li> <li>I'm bored.</li> <li>I'm not getting good marks.</li> </ul>	<ul style="list-style-type: none"> <li>I don't go to bed early.</li> <li>I hope you / go to bed early.</li> <li>I live in a flat. / I hope you / live in a house someday.</li> <li>I feel tired. / I'll do more sports to have energy.</li> <li>I'm confused with math. / I hope you study math at home.</li> <li>I'm bored. / I'll read a book.</li> <li>I'm not getting good marks. / I'll have to study more.</li> </ul>
--	---

I can express my expectations. Yes/No/Well/Not well.

I can understand other people's expectations. Agree/Disagree.

If you have answers, ask your teacher for help.

**6. 🗣️ Reader: Talk with your partners about your expectations for these girls.**



- These girls are from India.
- They travel to school by boat.

**Towards the product**



**Expressions and suggestions when trading**

**SUBPRODUCT 2:**

**Statements that express expectations.**

**1. 🎲 Throw the dice. Read the sentence. Answer with the proper expectation.**

You may ask students to bring some dice for this lesson in advance or you may bring some dice for the whole class. You may ask some students to read the sentences and expectations. Model the game. Then, you may ask students to throw the dice, read the sentence and his/her partner should answer with a suitable expectation statement. Después de statement agregar: To mean want to or be willing to: we use hope and will expressions.

**Eg:** I hope you will come to my party.  
George says he will help us.

**Answers:**

- I'm sleepy. / I hope you / go to bed early.
- I live in a flat. / I hope you / live in a house someday.
- I feel tired. / I'll do more sports to have energy.
- I'm confused with math. / I hope you study math at home.
- I'm bored. / I'll read a book.
- I'm not getting good marks. / I'll have to study more.

**Self-assessment**

You may invite students to read the statements and evaluate their own performance in these activities.

**13. 🗣️ 6 Reader: Talk with your partners about your expectations for these girls.**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

You may find information about education in India on this link: <https://www.bbc.com/news/av/business-39191345/education-in-india-winy-it-s-such-a-costly-business>

Explain some features of the education system in India to the students.

Ask students to describe the picture. Also ask them different questions. E.g. *Where are they from? Where are they?* Encourage students to work in groups of three, read the sentence and talk about the expectations they have for these girls. Then, you may invite different groups to share their expectations with the rest of the class.

**Answers:**

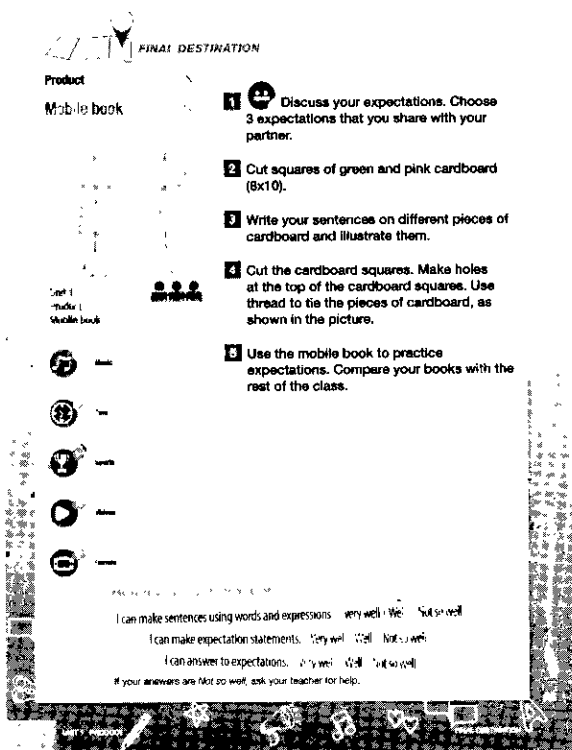
Different answers might be provided. Make sure they are all expectations and that they are all well conveyed.



**FINAL DESTINATION**

**Product**

Page 16



**Mobile book**

You may make the mobile book of sentences and expectations in advance, so that you may show it to students. Invite a student to play with you in front of the class. E.g. Student pick a sentence on the mobile book and you may use the "expectations" part on the mobile book to answer with a suitable expectation statement.

- 1 Discuss your expectations. Choose 3 expectations that you share with your partner.

You may ask students to work in pairs. You may

remind students that their product is almost ready. Encourage them to go back to **Towards the Product, subproduct Step 1**. Ask each student to choose three sentences and three expectations for those sentences.

- 2 Cut squares of green and pink cardboard (8 x 10).

You may encourage students to use their pink and green cardboard and cut squares of 8 x 10 centimeters.

- 3 Write your sentences on different pieces of cardboard and illustrate them.

You may ask students to look at the examples in instruction 3. You may also draw a three square chart and write a sentence. You may also draw and divide a chart for an expectation statement.

- 4 Cut the cardboard squares. Make holes at the top of the cardboard squares. Use thread to tie the pieces of cardboard, as shown in the picture.

You may explain students that there have to be some pieces of cardboard with just sentences and others with expectations, so that they can pick a sentence and find the suitable expectation. You may model this instruction, so it is easier for them to understand.

- 5 Use the mobile book to practice expectations. Compare your books with the rest of the class.

You may explain students how to play the game again if necessary.

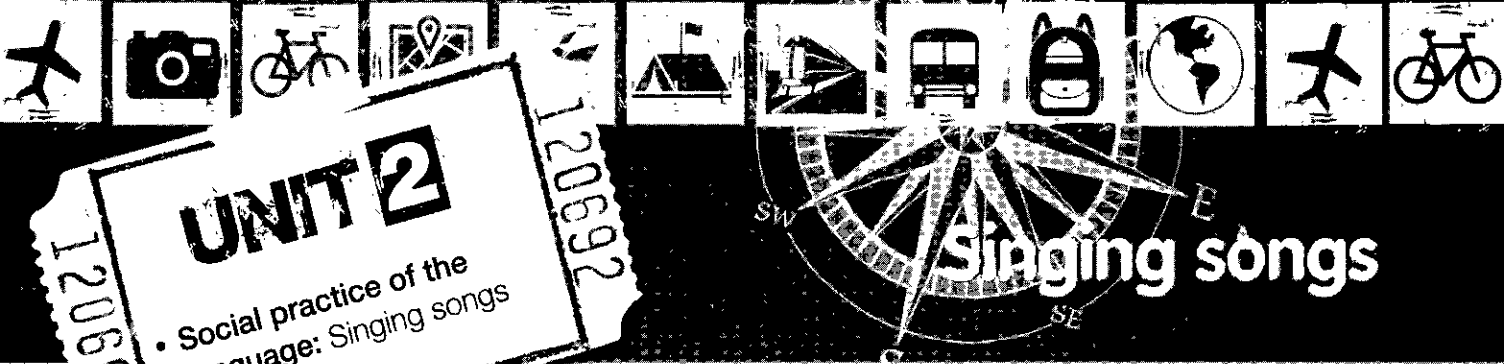
**Reflect on your product**

You may invite students to read the statements and evaluate their performance in these activities.

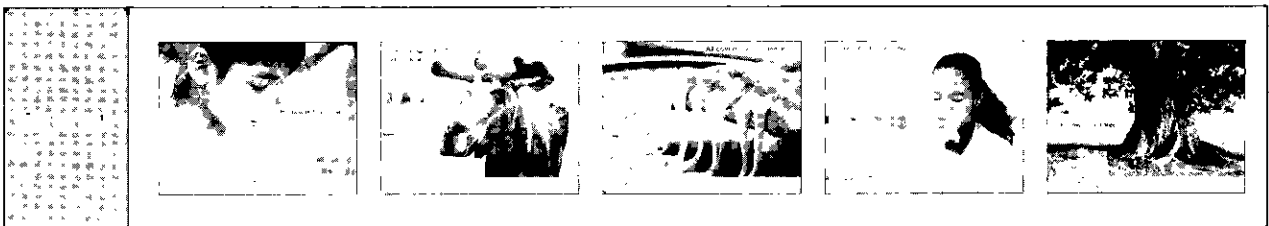
In this activity, you may use the suggested assessment instrument:

**Assessment Observation Checklist.** You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

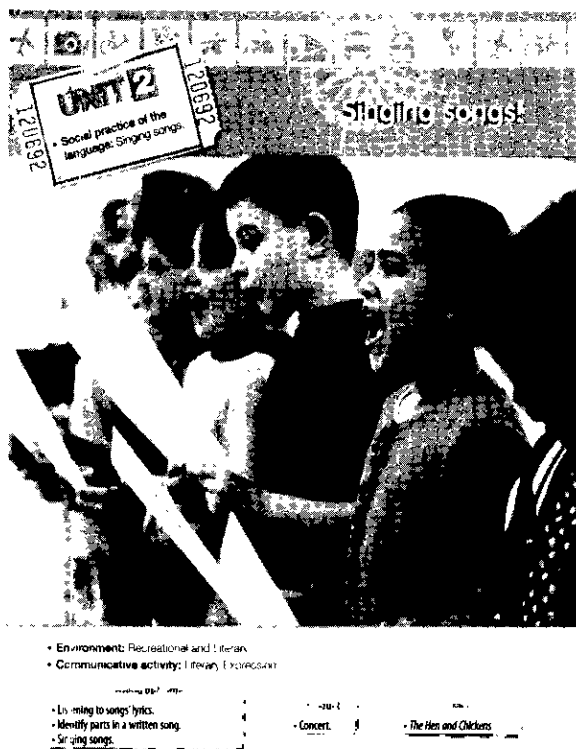




	Recreational and Literary
	Literary Expression
	Singing songs
	<ul style="list-style-type: none"> <li>• Listening to songs' lyrics.</li> <li>• Identify parts in a written song.</li> <li>• Singing songs.</li> </ul>
	<ul style="list-style-type: none"> <li>- Share with your students personal experiences related to songs and feelings. Set a cozy and safe environment with the purpose of observing individual and group behavior in a playful context, so that they will be able to:             <ul style="list-style-type: none"> <li>• Compare the topic, the purpose and the addressee;</li> <li>• Continue with listening resources, the rhythm of a song;</li> <li>• Classify words that rhyme;</li> <li>• Repeat and use rhyme to recognize sounds;</li> <li>• Identify words and expressions students know.</li> <li>• Continue with changes of intonation.</li> </ul> </li> <li>- Set an environment that arouses students' curiosity to know the content of songs and enjoy the music and the words, so that they will be able to:             <ul style="list-style-type: none"> <li>• Find textual information (title, author's name, etc.) and distinguish the structure of songs (stanza, chorus, verses);</li> <li>• Ask for the meaning of new words;</li> <li>• Organize answers and questions using questions words (what...? Who...? How...?, etc.);</li> <li>• Write words with rare consonant letters or groups of words that are hardly used or that don't exist in their mother tongue; establish connections between spelling and pronunciation;</li> <li>• Vocalize specific phonemes;</li> <li>• Re-read each stanza to improve understanding;</li> <li>• Dictate parts of the song and check the appropriate use of capital letters and small letters.</li> </ul> </li> <li>- Show and share with your students your personal reaction to some songs.</li> <li>- Set a trustful and safe environment that encourages respect to the different ways of reaction in the presence of an artistic play, so that they will be able to:             <ul style="list-style-type: none"> <li>• Relate a song with new experiences or feelings using short messages;</li> <li>• Rehearse a song individually or in groups;</li> <li>• Use gestural and intonation changes to interpret a song;</li> <li>• Sing a song.</li> </ul> </li> </ul>
	Concert
	<i>The Hen and the Chickens</i>
	12 classes (45 minutes each)
	Assessment Observation Checklist







## Lead-in Activities

### Drawing share

To begin the unit

**Materials:** paper and pencil.

#### Steps:

1. Give each student a piece of paper, ask them to read the title and draw a picture related to the topic.
2. Ask students to show their drawings and tell what they have drawn.

### No words!

**Materials:** flashcards representing different types of music.

#### Steps:

1. Place flashcards face down on a table.
2. Ask a volunteer to take a flashcard and act out the type of music it represents.
3. Encourage the rest to the class to identify it.
4. The student who guessed the correct type of music comes to the front of the class, chooses a card, and repeat the process.

### Bingo

**Material:** paper and pencil, 18 pieces of paper with a vocabulary word in each, and a bag.

#### Steps:

1. Ask students to draw a 9-square grid.

2. Write on the board at least 18 words covered during the unit.
3. Ask students to write a different word in each grid.
4. Ask a volunteer to be the announcer.
5. The announcer picks up a piece of paper from the bag and calls it out.
6. The students who have the word on their grids cross it out.
7. The first student to cross out all the words in the grid wins the game.

### Chinese Whisper

**Material:** Sentences from songs covered during the unit.

#### Steps:

1. Organize students in groups of six and stand in line.
2. The first person in the line chooses a verse from one of the songs covered during the lesson and whispers into the ear of the person standing to their right.
3. That student whispers to her/his neighbors until it reaches the last player in line.
4. The last student says the verse out loud so everyone can hear how much it has changed from the first whisper at the beginning of the line.

### Toss the ball and spell

**Materials:** a small ball

1. Have students to make a circle.
2. Toss a ball to a student and say a word covered during the lesson.
3. The student who catches the ball spells the word. Then toss the ball to another student who will proceed in the same way.
4. Continue until all students have had the chance to participate.

### Quiz show

**Materials:** English dictionary.

#### Steps:

1. Divide the class in three groups.
2. Choose a word from the unit and read the definition in the dictionary.
3. The group which first says the target word gets a point.
4. The team which gets higher score wins the game.

### What do you prefer?

**Materials:** no materials required

#### Steps:

1. Organize students in pairs.
2. Each student thinks in a type of music or food she or he likes.
3. Students take turns to ask using the target structure DO YOU LIKE ....?

- If the students get a correct answer before the 3<sup>rd</sup> chance, gets a point.
- The student who gets more points is the winner.

### Pictionary

**Materials:** paper and pencil

#### Steps:

- Organize students in pair.
- Give each pair a bag with 6 verses of any of the songs covered during the unit.
- Students take turns choosing a paper and draw the verse.
- The student who guesses correctly the verse and name the song draws another verse.
- The student who gets more correct answers is the winner.

## Wrap up Activities

### The lottery

**Materials:** paper and pencil.

#### Steps:

- Write on the board different types of music.
- Ask students to write sentences using the structure **I love ...** and complete the sentence with a type of music she/he likes.
- All students stand up.
- Teacher elicits a sentence and all those who have a coincidence sit down, all those who have not stay on their feet.
- The student/students who remain stand is the winner.

### Simon says

**Materials:** no materials required

#### Steps:

- Ask students to stand up and tell them you will elicit them verses of the songs covered in the unit that they must mime.
- If you begin the command with **Simon says** they should mime something associated with the verse.
- If you do not begin **Simon says** then they should remain quiet.
- If a student mimes something that does not begin with **Simon says** or acts out an incorrect mime, they are out of the game and must sit down.
- Continue giving commands until only one student is left.

### Spelling Race

**Materials:** Board and three markers.

- Organize students in three teams.
- Ask one student from each team to come to the board.

- Call out a target word and have the students try to write the word on the board.
- Begin with easier words and progress to more difficult words. Teachers can even elicit phrases.
- Give one point to the first student who spells the word correctly.

### Words Slam

**Materials:** 6 set of flashcards with vocabulary from the songs covered during the unit.

#### Steps:

- Divide the class into 6 groups.
- Give each group a set of flashcards.
- Ask students to place the flashcards face up on a table.
- Call out a word and have students slam the correct card and say the verse in which it is used.
- The first students to slam the correct word and say the verse keep the flashcard.
- The team that takes the most cards is the winner.

### Mirror

**Materials:** No materials are required.

#### Steps:

- The teacher acts out a stanza of one of the songs covered during the unit, and have students to sing the stanza.

### Poll

**Materials:** paper and pencil

#### Steps:

- Students draw a 6x6 square grid.
- Draw and complete the grid on the board as a model. In the first column write sentences using the structures **I love ...**, **Folk music makes me feel...**, etc.
- In the first file write the name of 5 students.
- Have students walk around the class and carry out the poll.
- After finishing, organize students in groups of three and ask them to analyze the data they collected and exchange results.

### Find a Partner

**Materials:** No materials are required

#### Steps:

- Ask students to stand up.
- Explain students you will elicit some sentences about music likes **Find a partner if you don't like pop music**, if that sentence represents her/his feelings she/he has to find a partner who share it too.

### Postcard

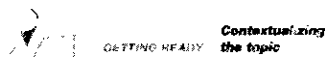
**Materials:** A postcard format handout

**Steps:**

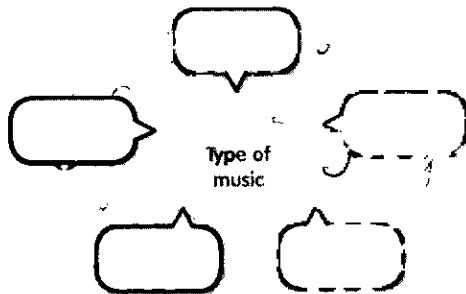
1. Give each student a postcard.
2. Have students to write a postcard to you indicating what they liked the most of the class or unit.
3. Ask them to make a drawing in the front part of the postcard that represents what they liked.
4. Show and read some postcards to the class.



**GETTING READY**



1. What type of music do you know? Complete the word spider.



2. Listen to the songs and match them to the type of music they represent.

Pop music      Classical music



The activities on this stage were designed to activate students' previous knowledge. These activities will give students a starting point to the following activities, motivating and engaging students to the learning process.

It would be relevant for students to activate prior knowledge by presenting the unit and asking them to identify and describe the elements in it. You may build a background by sharing the kind of music you like, when and where you listen, the way music makes you feel, etc. You may discuss these ideas with the whole class and you may ask students to sing their favorite song by singing yours first or, if it is possible, share it by means of an audio device.

You may ask some volunteers to read the learning outcomes and ask them what kind of things they can do to reach those outcomes.

**1. What type of music do you know? Make Complete the word spider.**

Words spider diagrams are useful tools for brainstorming. Teachers can organize in small groups and have students talk about the type of music they know and complete the word spider. Ask them to share their answers with the rest of the class and write them on the board. It would be helpful if students or you hum the styles of music they name.

**2. Listen to the songs and match them to the type of music they represent.**

Students will listen to different music styles. Teachers may ask them to look at the pictures, describe them and guess what type of music they may represent and the elements that make them think that.

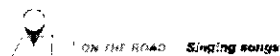
If it is possible, present students some other types of music in order to broaden vocabulary.

**Answers**

- a. Classical music      b. Pop music



**ON THE ROAD**



1. Listen and repeat.



2. Listen to the children's song *On top of Spaghetti* and complete with the vocabulary provided.



meatballs    table    cheese    pizza

On top of spaghetti,  
All covered with  
I lost my poor meatball,  
When somebody

knocked off the table,  
And onto the floor,  
And then my poor  
rolled out the door

1. Listen and repeat.

This activity will help students identify target vocabulary that will be used in the following exercises. You may ask students to point at the pictures while they listen to the corresponding word. You can also elicit the expression at random. Once they are able to associate the target word to the picture, ask them to repeat. To make sure students are producing the English sounds correctly, monitor them by checking in small groups, pairs or individually. Draw students' attention to the correct pronunciation of the unvoiced fricative sound /ʃ/ in the words *mush* and *bush*.

Answers

- a. cheese
- b. *mush*
- c. sneeze
- d. meatball
- e. moss
- f. *bush*

TRANSCRIPT

- a. cheese
- b. *mush*
- c. sneeze
- d. meatball
- e. moss
- f. *bush*

2. Listen to the children's song. On top of Spaghetti and complete with the vocabulary provided.

Through this activity, students will develop listening and speaking skills in an authentic and natural language practice. Teachers can begin this activity by asking volunteers to describe the pictures in exercise 1. Ask students to listen and fill in the gaps with the missing words.

Answers

On Top Of Spaghetti  
By Tom Glaze

On top of spaghetti,  
All covered with cheese,  
I lost my poor meatball,  
When somebody sneezed.

It rolled off the table,  
And on to the floor,  
And then my poor meatball,  
Rolled out of the door.

TRANSCRIPT

On top of spaghetti,  
All covered with cheese,  
I lost my poor meatball,  
When somebody sneezed.

It rolled off the table,  
And on to the floor,  
And then my poor meatball,  
Rolled out of the door.

3. Sing along to the song you just heard.

4. Listen to the rest of the song On top of Spaghetti and put the sentences in order.

**On Top Of Spaghetti**  
By Tom Glaze

And then my poor meatball  
1 It rolled in the garden,  
Was nothing but *mush*,  
And under a bush.

As tasty could be,  
It grew into a tree,  
And then the next summer,  
The *mush* was as tasty

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5. Musicalize the song with elements you have in your classroom (making noise with pens, hitting the tables, using your body, clapping hands, stamping your feet, etc). Then sing it.

3. Sing along to the song you just heard.

Play the recording again and ask them to sing. You can pause the song to make it easier for the students the activity. Teachers can divide the class into 4 groups, assigning each group a verse, or into two groups and assign each one a stanza or what they consider to be more appropriate to consolidate the skills. Make sure students are using appropriate pronunciation, intonation and speed when singing.

4. Listen to the rest of the song On top of Spaghetti and put the sentences in order.

In order to keep on working on the social practice of language, as well as developing listening skills, teachers may introduce the following two stanzas of the song *On top of Spaghetti* by asking students to describe the pictures and making them put the verses in the correct order. Students can read the verses of the song (following the tune) in order to check the answers and pronunciation.

Answers

- 3 And then my poor meatball,
- 1 It rolled in the garden,
- 4 Was nothing but *mush*.
- 2 And under a bush,
- 6 As tasty could be,
- 8 It grew into a tree.
- 7 And then the next summer,
- 5 The *mush* was as tasty

**TRANSCRIPT**

It rolled in the garden,  
 And under a bush,  
 And then my poor meatball,  
 Was nothing but mush  
 The mush was as tasty  
 As tasty could be,  
 And then the next summer,  
 It grew into a tree.

**5. Musicalize the song with elements you have in your classroom and sing it.**

You may provide students with different ways to make music by watching the link provided at the bottom of the page. Encourage students to musicalize the song by tapping pens, knocking tables, etc. Agree with your students on the materials you will use to follow the music and then sing the song with the whole class.

<https://www.kididdles.com/lyrics/allsongs.html>

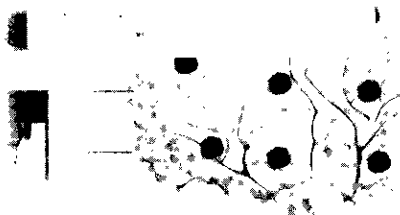
You may tell students they can use these links to get some ideas to musicalize the song with classroom objects or their own bodies. You may check the link with them during the lesson and check the videos included in this web page or you may invite them to visit it at home.

**Page 22**

**6. Sing the last 2 verses of the song.**

**On Top Of Spaghetti**  
 By Tom Glavin

On top of spaghetti, All covered with cheese, I had my  
 poor meatball. When somebody sneezed  
 It rolled off the table, And on to the floor. And then my  
 poor meatball, rolled out of the door.  
 It rolled in the garden, And under a bush, And then my  
 poor meatball, Was nothing but mush.  
 The mush was as tasty As tasty could be, And then the  
 next summer, It grew into a tree.



**7. Now, let's sing along to the whole song!**

**6. Sing the last 2 stanzas of the song.**

After going over the target words in the stanza, teachers can develop listening skills by having students listen to the final part of the song in order to identify target vocabulary and practice oral skills by dividing the class in groups, assigning different stanzas to practice and later switch.

**TRANSCRIPT**

The tree was all covered,  
 All covered with moss,  
 And on it grew meatballs,  
 And tomato sauce.  
 So if you eat spaghetti,  
 All covered with cheese,  
 Hold on to your meatball,  
 Whenever you sneeze.

**7. Now, let's sing along to the whole song!**

Students can be asked what kind of song it is, whether they like the song, what stanza they liked the most, if it is an easy song to follow, etc. Motivate students to musicalize and sing the children song.

**Answer:**  
 Children song

**Page 23**

**Towards the product**

**Sub-PRODUCT 1** In groups of 6, work with the song *On top of Spaghetti*.

1. Your teacher will give you a set of words to work with.
2. Replace those target words in the song by those given by your teacher
3. Each member will write and draw each verse of the song in a piece of white paper.



4. Practice the song with this new vocabulary

I can identify vocabulary and expressions: it, well, still, not well  
 I can understand the meaning of a song: very well, well, not well  
 If your answers are Not so well, ask your teacher for help

**5. Reader:** In groups, write a list with 5 different favorite songs that you know in English or in your Mother tongue.





Concert

**SUBPRODUCT 1: In groups of 6, work with the song *On top of Spaghetti*.**

With this activity students will be developing the target practice of language of the unit. Teachers can motivate students to work on the first part of the Product. You may explain students what it is about, answer their questions and monitor their work.

**Set 1**

Replace:  
spaghetti for  
**my pizza** and  
meatball for  
**pepperoni**

**Set 2**

Replace:  
Spaghetti for  
**my taco** and  
meatball for  
**olives**

**Set 3**

Replace:  
spaghetti for  
**burrito** and  
meatball for  
**chili**

**Self-assessment**

You may invite students to read the statements and evaluate their own performance in these activities.

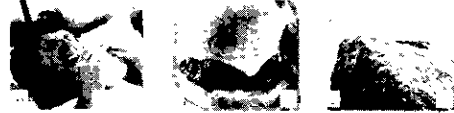
**8. Reader: In groups, write a list with 5 different favorite songs that you know in English or in your Mother tongue.**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text. You may tell students that, according to the Merriam Webster's Dictionary, a Nursery Rhyme is a short rhyme for children that often tells a story. This activity will activate students' previous knowledge and will help them identify particular features in a Nursery rhyme. Teachers may encourage student to work in small groups and brainstorm some ideas about nursery rhymes they know. Teachers can ask students to share their titles and motive them to sing part of those songs as a class.

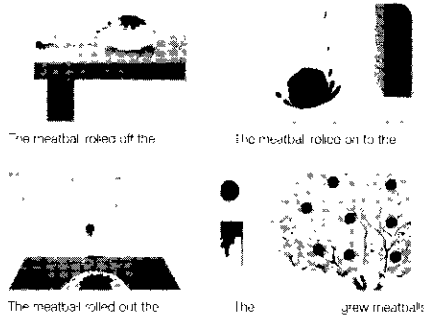
**CHECK YOUR PROGRESS**



**1 Listen and number.**



**2 Listen and complete.**



I can identify vocabulary from a song very well / well / not well  
If your answers are Not so well, ask your teacher for help.

In order to make sure that all students are achieving their goals, and/or adjust strategies to achieve the goals of the unit, ask students to check their progress by means of the activities in the test. Check the answers as a class and ask students to comment on their strengths and the contents they must improve.

**1 Listen and number.**

**Answers**

- a. 3                      b. 1                      c. 2

**TRANSCRIPT**

1. I want a **cheese** burger, please.
2. That stone is covered with **moss**.
3. Hey! **Sneeze** into a tissue, please!

**2 Listen and complete.**

**Answers**

- a. The meatball rolled off the table.
- b. The meatball rolled on to the floor.
- c. The meatball rolled out the door.
- d. The tree grew meatballs.



**TRANSCRIPT**

- a. The meatball rolled off the table.
- b. The meatball rolled on to the floor.
- c. The meatball rolled out the door.
- d. The tree grew meatballs.

## Self-assessment

You may invite students to read the statements and evaluate their own performance in these activities.

### Page 25

  Read the title and then sing along to the song.


#### The Great Big Moose (Camp Song)

There was a great big moose	The moose's name was Fred
He liked to drink a lot of juice	He liked to drink his juice in bed
There was a great big moose	The moose's name was Fred
He liked to drink a lot of juice	He liked to drink his juice in bed

**Chorus**  
Singin' oh way oh  
Way oh way oh way oh way oh  
WAAAY oh way oh  
Way oh way oh way oh way oh



He drank his juice with care	Now there's a sticky moose
But he spilled some in his hair	All covered in juice
He drank his juice with care	Now there's a sticky moose
But he spilled some in his hair	All covered in juice

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  Let's mime and sing the song along with the class.

## 9. Read the title and then sing along to the song.

Students will be able to get an idea of the new song by looking at the title, and identifying vocabulary in the song with the help of a dictionary.

### TRANSCRIPT

#### The Great Big Moose (camp song)

There was a great big moose  
He liked to drink a lot of juice  
There was a great big moose  
He liked to drink a lot of juice

### Chorus

Singin' oh way oh  
Way oh way oh way oh way oh  
WAAAY oh way oh  
Way oh way oh way oh way oh

The moose's name was Fred  
He liked to drink his juice in bed  
The moose's name was Fred  
He liked to drink his juice in bed

### Chorus

Singin' oh way oh  
Way oh way oh way oh way oh  
WAAAY oh way oh  
Way oh way oh way oh way oh

He drank his juice with care  
But he spilled some in his hair  
He drank his juice with care  
But he spilled some in his hair

### Chorus

Singin' oh way oh  
Way oh way oh way oh way oh  
WAAAY oh way oh  
Way oh way oh way oh way oh

Now there's a sticky moose  
All covered in juice  
Now there's a sticky moose  
All covered in juice

### Chorus

Singin' oh way oh  
Way oh way oh way oh way oh  
WAAAY oh way oh  
Way oh way oh way oh way oh

In order to present students meaningful sources to the social practice of language, you may tell your students that the song they listened to is an adaptation of a popular Canadian camp song. Explain to them that these kinds of songs are also known as "repeating songs", due to the fact that, after every single verse the leader sings, the rest of the group repeats it.

## 10. Let's mime and sing the song along with the class.

Invite students to sing the song and follow what the teacher mimes. You can emphasize the importance of intonation, speed and gestures when singing camp songs.





13. **Reader: The Hen and Chickens.** Turn and talk! Choose a partner. In 30 seconds, talk about your favorite part of the story. Then, listen quietly and carefully to your partner.

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

To improve speaking skills, teachers can put students into collaborative groups of 4 students to take turns and talk about their favorite part of the reading in only 30 seconds. Monitor.

Invite your students to visit the following link to get some ideas: <https://www.thebump.com/a/nursery-rhymes>



## FINAL DESTINATION

### Product

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**FINAL DESTINATION**

Product

Gr 1/2/3/4

- Place in order each verse of your song on the board.
- Decide on a head speaker to present the members of the group and the title of the song.
- Each member reads the verse out loud.
- Now, it is time to sing and have fun!

I can follow directions Very well Well Not so well

I can work collaboratively with my partner Very well Well Not so well

I can do my best and have a positive attitude Very well Well Not so well

I can respect my classmates' presentations Very well Well Not so well

If your answers are Not so well, ask your teacher for help.

### Concert

- 1 Place in order each stanza of your song on the board.

- 2 Decide on a head speaker to present the members of the group and the title of the song.
- 3 Each member reads the stanza out loud.
- 4 Now, it is time to sing and have fun!  
Invite students to perform their concerts. Teachers can promote a climate of respect during the presentations and provide students with feedback about their performance and work.

### Reflect on your product

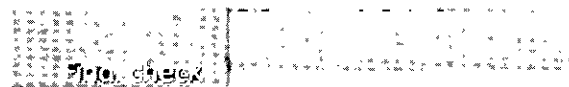
You may invite students to read the statements and evaluate their performance in these activities.

Engaging students in reflecting on their own work will help them get involved and motivated in the project, and it will also encourage self-reflection and responsibility for their learning. Motivate students to reflect on their performance.

You can use the rubric at the end of the unit to gather information about the performance on the product.

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## FINAL CHECK



- 1 Listen and read the children's song. Then, sing it in front of the class.

**Old MACDONALD**  
Farmer

Old MacDonald had a farm  
E-I-E-I-O  
And on the farm he had some chicks,  
E-I-E-I-O  
With a cluck-cluck here  
And a cluck-cluck there  
Here a cluck, there a cluck,  
Everywhere a cluck-cluck  
Old MacDonald had a farm  
E-I-E-I-O

And a bird on the tree  
Here, a bird, there a bird,  
Everywhere a bird-a-bird,  
Old MacDonald had a farm,  
E-I-E-I-O

Old MacDonald had a farm  
E-I-E-I-O  
And on the farm he had some pigs  
E-I-E-I-O  
With a oink-oink here  
And an oink-oink there  
Here an oink-oink, there an oink-oink,  
Everywhere an oink-oink  
Old MacDonald had a farm  
E-I-E-I-O

- 2 Listen and write the word.




I can listen to songs/lyrics Very well Well Not so well

I can sing songs Very well Well Not so well

I can respect my partners' turns of participation Very well Well Not so well

If your answers are Not so well, ask your teacher for help.

This activity will help teachers identify weaknesses, areas on which to focus attention, practicing particular skills and/or consolidate learning.

- 1  Listen, read and sing the song. Then, sing it in front of the class.

**Old MacDonald had a farm**

Old MacDonald had a farm,  
Ee i ee i oh!  
And on his farm he had some chicks,  
Ee i ee i oh!  
With a cluck-cluck here,  
And a cluck-cluck there  
Here a cluck, there a cluck,  
Everywhere a cluck-cluck  
Old MacDonald had a farm  
Ee i ee i oh!

Old MacDonald had a farm,  
Ee i ee i oh!  
And on his farm he had some cows,  
Ee i ee i oh!  
With a moo-moo here,  
And a moo-moo there  
Here a moo, there a moo,  
Everywhere a moo-moo  
Old MacDonald had a farm,  
Ee i ee i oh!

Old MacDonald had a farm,  
Ee i ee i oh!  
And on his farm he had some pigs,  
Ee i ee i oh!  
With an oink-oink here,  
And an oink-oink there  
Here an oink, there an oink,  
Everywhere an oink-oink  
Old MacDonald had a farm  
Ee i ee i oh!

**Taken from:** children's songs. Old Mac Donald. <http://www.theteachersguide.com/kidsongs/oldmacdonaldold.htm>

- 2  Listen and write the word.

**TRANSCRIPT**

**Answers**

a. sneeze      b. cheese      c. chair      d. hair

**Self-assessment**

You may invite students to read the statements and evaluate their performance in these activities.

Invite students to evaluate whether they fulfilled the achievements of the unit by completing the self-assessment chart. Teachers can collect data and analyze it with the class. The activity will help students and teachers identify strengths and weaknesses in order to set a plan to overcome the difficulties through the unit.



**Reader**

**The Hen and Chickens**

**BEFORE READING**

1.  Read and answer these questions:

You may invite your students to tell you any nursery rhymes they know. Invite them to tell the rest of the class what they are about and encourage them to write some verses in the space provided and then recite them in front of the other students.

2. Look at the picture on page 18 and predict what the nursery rhyme is going to be about. Write two ideas.

You may invite your students to look at the picture on page 18 and write some ideas about what they think the nursery rhyme is going to be about. You can encourage them to share their ideas with the class.

**WHILE READING**

3. Circle two unknown words from each stanza and try to infer their meaning from the context. Then, look for their meaning in a dictionary. Check your predictions and write them on your notebook.

Students will scan the text and choose 2 words from each stanza of the song that they do not know. After looking for the meaning and writing them on their notebooks, encourage students to draw or represent a word on the board. If not possible, put students in collaborative groups of three to carry out the same procedure.

**AFTER READING**

4. Read the nursery rhyme again and practice it with the whole class.

Invite your students to read the nursery rhyme and recite it with the whole class. You may check for pronunciation and intonation mistakes.

**5. Read and order the sentences in the correct sequence of events.**

By sequencing, students will be developing comprehension strategies. Teachers may have students identify specific sentences in the nursery rhyme. To extend the activity, teachers can ask students to retell the events.

- a.     . . . . Some chickens are breaking the shell.
- b.     . . . . Mother hen is eating.
- c.     . . . . Little chicks and Mother Hen are going away.
- d.     . . . . Mother hen is keeping the eggs warm.
- e.     . . . . All the chickens are peeping away.

**Answers**

- a. 2            b. 4            c. 5            d. 1            e. 3

**TRANSCRIPT**

The Hen and Chickens

Good Mother Hen sits here on her nest,  
Keeps the eggs warm beneath her soft breast,  
Wa ting, waiting, day after day.

Hark! there's a sound she knows very well:  
Some little chickens are breaking the shell,  
Peck-ing, pecking, pecking away.

Now they're all out, Oh, see what a crowd!  
Good Mother Hen is happy and proud,  
Cluck-cluck, cluck-cluck, clucking away.

Into the coop the mother must go;  
But all the chickens run to and fro,  
Peep-peep, peep-peep, peeping away.

Here is some corn in my little dish;  
Eat, Mother Hen, eat all that you wish,  
Pick-ing, picking, picking away.

Happy we'll be to see you again,  
Dear little chicks and good Mother Hen!  
Now good-by, good-by for to-day.

**Taken from:** Finger Games for Nursery and Kindergarten.

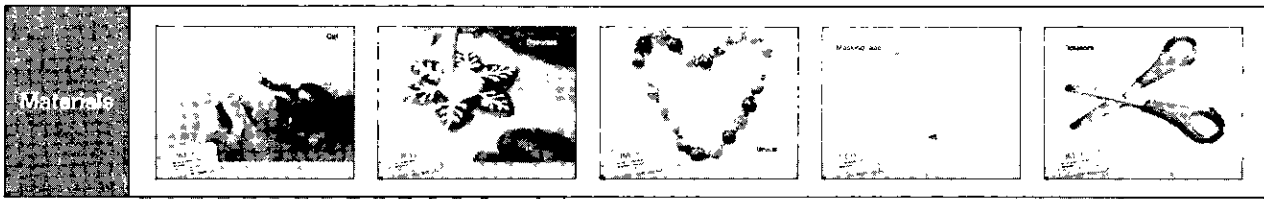
By Emilie Poulsson <https://www.gutenberg.org/files/24912/24912-h/24912-h.htm>



**UNIT 3**  
 Social practice of the language: Follow and carry out steps in an Instructive text in order to make an object.  
 120692

# Following instructions to make an object!

<b>Environment</b>	Academic and Educational
<b>Common practice activity</b>	Interpret and follow instructions.
<b>Social practice of the language</b>	Follow and carry out steps in an instructive text in order to make an object.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore instructions to make an object.</li> <li>• Understand Illustrated Instructive texts.</li> <li>• Write an Instructive text.</li> </ul>
<b>Methodology or Strategy</b>	<ul style="list-style-type: none"> <li>- Support your students to raise their awareness of factors involved in the register of a language (what to say and how to say it) such as: the purpose (what is the reason to say it), the addressee (to whom you say it) and the topic (what to say). In this way, they will be able to:               <ul style="list-style-type: none"> <li>• Activate previous knowledge to recognize the topic, the purpose and the addressee;</li> <li>• Connect instructions with illustrations;</li> <li>• Examine graphic distribution;</li> <li>• Clarify the meaning of words;</li> <li>• Analyze the structure of manuals:</li> </ul> </li> <li>- List of materials, sequence of instructions and illustrations;               <ul style="list-style-type: none"> <li>• Compare statements (declarative, imperative and interrogative);</li> <li>• Contrast absent consonant or rarely used in mother tongue sounds (enjoy, five, etc);</li> </ul> </li> <li>- Teach your students how to think actively before (for example: what does he/she say?) and while (for example: why does he /she say?) and after reading (for example: doubts, conclusions, etc.). This way, they will be able to:               <ul style="list-style-type: none"> <li>• Make connections with personal experiences;</li> <li>• Foresee instructions based on images;</li> <li>• Value accentuation of words (for example: in together, the second syllable is different from others, etc.);</li> <li>• Compare some common and simple patterns of letters (for example: tr, ch);</li> <li>• Compare ordinal and cardinal numbers;</li> <li>• Analyze the way of writing instructions (cut a circle, paste using glue, etc);</li> <li>• Recognize actions displayed in instructions (cut, paste, etc);</li> <li>• Practice reading of instructions.</li> </ul> </li> <li>- Help your students understand that writing is used with the intention of communicating a message, meaning, the one who writes has a purpose, for example: remind, express gratitude, give instructions, etc. So they will be able to:               <ul style="list-style-type: none"> <li>• Plan the writing of instructions;</li> <li>• Determine the number and order of instructions;</li> <li>• Distinguish the instructions from the list of materials;</li> <li>• Write ordinal and cardinal numbers;</li> <li>• Write words to complete instructions;</li> <li>• Re-write instructions;</li> </ul> </li> <li>- Check the appropriate use of capital letters.</li> </ul>
<b>Product</b>	A craft tutorial
<b>Reader</b>	<i>How to make a Kaleidoscope</i>
<b>Allocated time</b>	12 classes (45 minutes each)
<b>Evaluation Instrument</b>	Questionnaire





**Lead-in activities**

**Spelling bee**

**Materials:** 4 small balls

**Steps**

1. Teacher will elicit a Cardinal / Ordinal number, toss a ball, and students who receive it must say and spell the corresponding Ordinal.
2. Model. Organize students in groups of four, and ask them to proceed in the same way.
3. Monitor.

**Hangman**

**Materials:** Write board and marker

**Steps**

1. Teachers will think a sentence including a cardinal number and draw on the board a stick and as many lines as letters this sentence has.
2. Then do the same with ordinal numbers.
3. Ask different students to guess a letter, if the letter is present in the expression write it/them in the corresponding line.
4. If student's guess is wrong, draw part of the hangman in the stick (head, neck, arms, etc.).The student who guesses the sentence is the winner.

**I spy with my little eye...**

**Materials:** No materials required

**Steps**

1. Organize students in groups of 3.
2. Have students take turns to describe a material or action covered during the lesson while the rest or the partners identify word that matches the description.
3. If the players are unable to guess the object based on the first clue, a second clue is given. Play continues as such until one of the players correctly identifies the object.
4. The player who guesses correctly is the winner and gets to be next to select an object.

**The verb game**

**Materials:** Notebook and pencil

**Steps**

1. Have students look at a picture of a material used when making a craft. Ask them to write in their notebooks as many verbs as they can, associate to that material.
2. Those who have all the words correct gets a point.
3. The winner is the student who gets more points.

**Clap, snap, stomp**

**Materials:** No materials are required

**Steps**

1. Explain students they must clap every time you elicit a Declarative sentence, snap finger for Imperative sentences and stomp feet when you elicit an interrogative sentence. Encourage a student/students to lead the game.

**What's wrong?**

**Materials:** 6 sets of 6 sentences each.

**Steps**

1. Organize students in groups of 4.
2. Explain them they will receive a set with 6 sentences with spelling and/or punctuation mistakes.
3. Have students identify those mistakes and rewrite the sentences.
4. Those who finish the first and have them all sentences correct are the winners.

**Bingo**

**Materials:** paper and pencil, 18 pieces of papers with a vocabulary word in each, and a bag.

**Steps**

1. Ask students to draw a 9 square grid.
2. Write on the board at least 18 words covered during the unit.
3. Ask students to write in each grid a different word.
4. Ask a volunteer to be the announcer.
5. The announcer picks up a piece of paper from the bag and calls it out.
6. The students who have the word on their grids, cross it out.
7. The first student to cross out all the words in the grid wins the game.

## Wrap up

### What did I learn?

**Materials:** No materials are required

#### Steps

1. Have students to comment or write about the new contents they have learned throughout the development of the unit, and the difficulties they have faced.

## Step by Step

**Materials:** 5 sets of Craft tutorials pictures

#### Steps

1. Each student will receive a step of an Instructional text.
2. They will have to find out the students who have the other steps.
3. Once they get together, they must line in order of steps.
4. Ask each group to describe the steps of their craft. Model.

## Origami Rabbit

**Materials:** 1 sheet of Origami paper

#### Steps

1. Start with a square piece of origami paper with white side up.
2. Fold the paper in half by folding the bottom corner to the top corner, then unfold.
3. Now fold the left corner to the right corner, and then unfold.
4. Fold a small portion of the triangle base up as shown.
5. Fold the left and right bottom edges up at the center as shown. These are the origami rabbit ears.
6. Turn the figure over.
7. Fold the top corner of the head down as shown.
8. Fold the bottom corner of the chin up as shown, finally draw on the face.

## Stop Light

**Materials:** A picture of a traffic light for each pair of students.

#### Steps

1. Give each pair of students a picture of a traffic light.
2. Explain students that in the green light, they must write something they already knew about the class. In yellow light, students must write something they learned during the class. In the red light, students must write something they didn't understand about what was discussed.
3. Give students feedback.

## Toss the ball

**Materials:** a small ball

#### Steps

1. Ask students to stand up in a circle.
2. Explain students you will elicit a type of sentences and will toss the ball.
3. The student who receives the ball must say a sentence.
4. Once she/he says a sentence and elicits a type of sentence, and toss a ball to other students.
5. The game finishes when all students have participated.

## Simon says

**Materials:** No materials are required.

#### Steps

1. Organize students in groups of 6 students.
2. One person is designated Simon, the others are the players.
3. Standing in front of the group, Simon tells players what they must do (covering the structures seen during the unit). The players must only obey commands that begin with the words "Simon Says". If Simon simply says the command, players must not obey.
4. The last player standing wins and becomes the next Simon.

## Exit Pass

**Materials:** As many "post-its" as students in the class.

#### Steps

1. Give each student a post-it with any of these options: Declarative, Imperative or Interrogative.
2. Explain students that, in order to leave the room, they must say a sentence representing the type of sentences the post-it indicates.

3. Ask them to make a line next to the door. Those who elicit the sentence correctly can leave the room. Those who don't must go to the end of the line.



## GETTING READY

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**GETTING READY** Exploring vocabulary to make an object

1. Match the cardinal number with the corresponding ordinal number. Listen and repeat.

six      three      eight      seven      four      nine      two

second      third      fifth      sixth      eighth      ninth      tenth

2. Look at the pictures and complete. Listen to check.

The construction paper is in the \_\_\_\_\_ place.  
The \_\_\_\_\_ is in the fifth place.  
The \_\_\_\_\_ are in the tenth place.  
The Eva foam is in the \_\_\_\_\_ place.  
The egg carton is in the \_\_\_\_\_ place.  
The \_\_\_\_\_ is in the seventh place.

Ordinal Numbers:

The activities at this stage were designed to activate students' prior knowledge. Teachers can bring some crafts made by students from other classes to identify materials, steps, etc.

1. Match the cardinal number with the corresponding ordinal number. Listen and repeat.

Teachers may recycle ordinal and cardinal numbers and then write a numeral on the board and students can write their cardinal and ordinal form. Teachers can also write on the board the abbreviation and students write the complete form. Invite students to look at the box and match the numbers.

## TRANSCRIPT

one-first, two-second, three-third, four-fourth, five-fifth, six-sixth, seven-seventh, eight-eighth, nine-ninth, ten-tenth

## Answers:

Cardinal Numbers: One, two, three, four, five, six, seven, eight, nine, ten.

Ordinal Numbers: First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.

2. Look at the pictures and complete. Listen to check.

By asking students to identify the material in the picture, teachers can activate and consolidate previous knowledge, and present new one. If any student does not know the vocabulary, teachers can spell the word for the student to present it. Students look at the pictures to complete the sentences, and listen to check. Teachers can extend the activity by covering those words that were not included previously by asking students to make some sentences. Teachers can also practice the oral form of the words by modeling for the students and asking them to repeat.

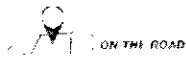
## Answers:

- |               |                  |
|---------------|------------------|
| i. second     | iv. first        |
| ii. marker    | v. eighth        |
| iii. scissors | vi. masking tape |

## TRANSCRIPT

- The construction paper is in the second place.
- The marker is in the fifth place.
- The scissors are in the tenth place.
- The Eva foam is in the first place.
- The egg carton is in the eighth place.
- The masking tape is in the seventh place.

You can invite your students to visit the website for further practice on ordinal numbers.  
<https://www.woodwardenglish.com/lesson/ordinal-numbers-in-english/>



Following and carrying out steps in an instruction manual to make an object

How to make a Dream Catcher. Read and listen.



Materials

- Paper plates
- Yarn
- Crayons
- Sequins
- Feathers
- Pony beads
- Glue
- Scissors
- Hole puncher

- First: **Cut** out the center of the paper plate just leaving the outer ring.
- Second: **Punch** holes along the inner edge of the ring.
- Third: **Punch** two holes at the top of the ring (for hanging) and three holes at the bottom (to hang feathers).
- Fourth: **Decorate** one or both sides of the paper ring with crayons and sequins.
- Fifth: **Cut** three strings of yarn and tie a feather to one end.
- Sixth: **String** beads onto the yarn and feather.
- Seventh: **Cut** a length of yarn to string across the middle of the plate.
- Eighth: **Attach** the feathers and a loop of yarn to the plate for hanging. You are done!

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- Complete the definitions with the verbs in bold in exercise 1.
  - Make **holes**.
  - Join something to a surface.
  - Make something more attractive by adding things to it.
  - Remove or separate something using scissors or a knife.
  - Pass a yarn or similar through one or more holes.
- Take turns to mime every step of the craft, with a partner.

1. How to make a Dream Catcher. Read, listen and point at the pictures.

In order to develop reading skills, teachers can use some comprehension strategies such as asking what a Dream catcher is, its purpose, how it was made, guess the steps to make it, what other uses the different materials can have, if they can make any other craft following the same steps, what changes they would make, etc.

TRANSCRIPT

How to make a Dream Catcher

- First: Cut out the center of the paper plate just leaving the outer ring.
- Second: Punch holes along the inner edge of the ring.
- Third: Punch two holes at the top of the ring (for hanging) and three holes at the bottom (to hang feathers).
- Fourth: Decorate one or both sides of the paper ring with crayons and sequins.
- Fifth: Cut three strings of yarn and tie a feather to one end.
- Sixth: String beads onto the yarn and feather.
- Seventh: Cut a length of yarn to string across the middle of the plate.
- Eighth: Attach the feathers and a loop of yarn to the plate for hanging. You are done!

2. Complete the definitions with the verbs in exercise 1.

Teachers can ask volunteers to read the definitions in front of the class in order to identify the word that represents each of them. To extend the activity, teachers can ask students what kind of materials can be associated with those verbs. Draw a Word spider with some of those verbs on the board; ask them to complete it with their contributions.

Some useful links:

- <https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/9SixComprehension.pdf>
- <https://teachables.scholastic.com/teachables/search-results.html?search=-1&text=-Craftivities&prefilter=&filters=-&selected=-%5B%5D>

Answers:

- a. Punch
- b. Attach
- c. Decorate
- d. Cut out / cut
- e. String

3. Take turns to mime every step of the craft, with a partner.

Organize students in pairs and have them take turns to read and mime each step of the craft. To extend the activity, teachers can play the recording again and ask them to mime while reading. Students can lead the activity by saying a verb and the rest of the class can mime.


The teacher can cover the coordinating conjunctions AND and Or presented on the steps of the craft. Have students find out the sentences where they have been used and ask them to identify the difference:

- Punch two holes at the top of the ring **and** three holes at the bottom.
- Decorate one **or** both sides of the paper ring with crayons and sequins.

Teachers can indicate students that conjunctions connect parts in a sentence. On the one hand, **and** is used to add information, while the conjunction **or** is used to suggest a choice. Encourage students to write some sentences on the board, in order to represent this difference.



4. Listen to the steps and number them.



**Materials:**

- 1 x 6-cup egg carton
- 1 x 2-cup egg cups joined together
- Colored craft paper
- Googly craft eyes
- Black marker pen
- Scissors
- Masking tape

1. Attach the eyes to the top of the dragon's mouth.

2. Use your marker pen to draw on nostrils.

3. Glue the googly eyes in the 2-cup egg carton.

4. Make two holes in the back for your fingers.

5. Cut the 6-cup egg carton in half.

6. Cut and paste the dragon's tongue and side bits.

7. Draw scales on a piece of colored craft paper and shape it.

Make this egg carton dragon at home. Visit the following links

4. Listen to the steps and number them.

Teachers can ask students if they have ever seen this kind of dragon, and if they know what they represent in Chinese culture (wisdom, benevolence, good luck). Teachers can have students look at the pictures and describe the steps followed to make the craft. The teacher may write their contributions on the board. After listening and doing the activity, teachers can ask students whether their contributions were correct.

**Answers:**

- a. Third                      c. Fourth                      e. First                      g. Sixth  
b. Seventh                      d. Second                      f. Fifth

**TRANSCRIPT**

**How to make a dragon's head**

**Steps**

- First: Cut the 6-cup egg carton in half.  
Second: Make two holes in the back for your fingers.  
Third: Attach the eyes to the top of the dragon's mouth.  
Fourth: Glue the googly eyes on the 2-cup egg carton.  
Fifth: Cut and paste the dragon's tongue and side bits.  
Sixth: Draw scales in a piece of colored craft paper and shape it.  
Seventh: Use your marker pen to draw on nostrils.

Students who want to make this craft, can be invited to visit the link and bring it to school to present it to the class. How to make an egg carton dragon - <https://iheartcraftythings.com/egg-carton-dragon-craft.html>



We use **imperatives** to tell someone to do something or to give instructions, orders, warnings, directions, etc.

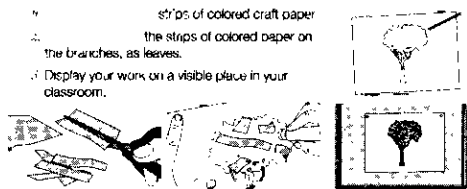
- Examples:**
- Wrap the gift with paper.
  - Read the instructions carefully.
  - Cut out three pieces of cardboard.

5. Complete these sentences to participate in the writing of an instructive. Can you say what the creation is?

1. Draw a \_\_\_\_\_ in the middle of a piece of cardboard.

2. \_\_\_\_\_ strips of colored craft paper \_\_\_\_\_ the strips of colored paper on the branches, as leaves.

3. Display your work on a visible place in your classroom.



6. Use the sentences in activity 5 to write a short instruction manual. Include materials and ordinal numbers in the instructions.



Teachers can introduce these categories of sentences by eliciting the answers to questions such as if they both have a subject, what they intent to convey, punctuation, etc. Teachers can have students give some examples of commands and encourage them to write them on the board.

<http://pediaa.com/difference-between-declarative-and-imperative/>


5. Complete these sentences to participate in the writing of an instructive. Can you say what the creation is?

You can invite your students to complete the sentences provided with the correct words and encourage them to guess what the creation is. You can invite them to draw the steps on a separate sheet of paper, so that they can visualize the creation. You may also ask questions to lead in they discover the object.

Eg: Is it an animal or an object?

**Answers:**

- a. Tree  
b. Cut out  
c. Paste/Stick

6.  Use the sentences in activity 5 to write a short instruction manual. Refer to the materials and use ordinal numbers in the instructions.

You can invite your students to take the sentences in exercise 6 and use them to write a proper short instruction manual to create the tree. You should notice the importance to include the materials needed for the craft in an instruction manual. You should make sure they are using ordinal numbers at the beginning of the sentences and that their ideas are well-conveyed. You can check orally and on the board.

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
Towards the product **A craft tutorial**

**SUBPRODUCT 1: At the end of the unit, students will present a Craft tutorial.**  
 Suggestions to make an object following an first action manual:  
 First, pay attention to the steps (Ordinal number)  
 Second, read the actions (verbs) you should carry out (imperative)


In groups of 6, work with a picture of a craft your teacher will give you.

1. Your teacher will give you a picture of a craft.
2. Look carefully at the picture and identify the materials and steps
3. Make a list of the materials used to make the craft and verbs you will use to write a tutorial.
4. If there is a word you don't know, look it up in the dictionary.

I can identify materials and steps in a tutorial. *Very well* *Well* *Not so well*  
 I can make a list of materials. *Very well* *Well* *Not so well*  
 I can make a list of verbs I will use in the instructive. *Very well* *Well* *Not so well*  
 If your answers are Not so well, ask your teacher for help.

7.  **Reader: How to make a Kaleidoscope.**  
 Read the manual how to make a Kaleidoscope. Then, in groups of three, write a list of 5 material you can use to make a craft and a verb associated to them

Example: **Material** Origami paper **Verb** fold

 For more tutorials visit.

Towards the product



**A Craft tutorial**

**SUBPRODUCT 1: At the end of the unit, students will present a craft tutorial.**

In groups of 6, work with a picture of a craft your teacher will give you.

1. Your teacher will give you a picture of a craft.
2. Look carefully at the picture and identify the materials and steps.
3. Make a list of the materials used to make the craft and verbs you will use to write a tutorial
4. If there is a words you don't know, look it up in the dictionary.

With this activity, students will develop the target practice of language of the unit. Teachers can motivate students to work in the first part of the Product. You may explain to students what it is about, answer their questions and monitor their work. If this activity is too difficult for the level of your class you can do another activity from the following page: <http://www.istate.com/v2b-games-craft-ideas/>

Remember to check any activity you will carry out with your students in advance.

**Self-assessment**

You may invite students to read the statements and evaluate their own performance in these activities.

7.  **Reader: How to make a Kaleidoscope.**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

This activity will activate students' previous knowledge and will help them identify particular features on an Instructional text. You may encourage students to share their experiences making crafts. After that, invite them to read the manual How to make a Kaleidoscope. Then, in groups of three, write a list of 5 materials you can use to make a craft and a verb associated to them.



<http://www.bbc.co.uk/skillswise/0/>

You can encourage your students to find more similar tutorials in the link provided and see if the steps are presented in a similar way.

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**CHECK YOUR PROGRESS**



**1** Label the parts of the Instructive.

Materials: Title: Content:

• 33 Popsicles sticks • Colored pens • Duck Tape • Yarn

1<sup>st</sup>: Decorate the popsicles sticks with different patterns.  
 2<sup>nd</sup>: Separate the popsicles sticks in 1-40 parts.  
 3<sup>rd</sup>: Put the popsicles sticks face down and stick a piece of Duct tape on each set.  
 4<sup>th</sup>: Place the sets in different directions and stick them all together on piece of duct tape.  
 5<sup>th</sup>: Stick, with duct tape, a piece of yarn into the top of the sticks to make a hanger.  
 6<sup>th</sup>: Make some fringe with yarn and attach it to the bottom of the wall hanging.

Match the pictures in activity 1 with their corresponding instructions.

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I can identify materials in a tutorial. Very well Well Not so well  
 I can identify steps in an instruction manual to make an object. Very well Well Not so well  
 If your answers are Not so well, ask your teacher for help.

In order to make sure that all students are achieving their goals, and/or adjust strategies to achieve the goals of the unit, you may ask students to check their progress by means of the activities in the assessment test. You may check the answers as a class and ask students to comment about their strengths and the contents they must improve.

**1** Label the parts of the Instructive.

**2** Match the pictures in activity 1 with their corresponding instructions.

**Answers / TRANSCRIPT**

Materials:	How to make a Stick Wall Hanging
- 33 Popsicles sticks	- Duck Tape
- Colored pens	- Yarn

1 <sup>st</sup> : Decorate the popsicle sticks with different patterns.	a.
2 <sup>nd</sup> : Separate the popsicles sticks in three parts.	b.
3 <sup>rd</sup> : Put thepopsicles sticks face down and stick a piece of Duct tape on each set.	d.
4 <sup>th</sup> : Place the sets in different directions and stick them all together on piece of duct tape.	c.
5 <sup>th</sup> : Stick, with duct tape, a piece of yarn on the top ofthe sticks to make a hanger.	e.
6 <sup>th</sup> : Make some fringe with yarn and attach in to the bottom of the wall hanging.	f.

**Self-assessment**

You may invite students to read the statements and evaluate their own performance in these activities.

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**3** Look at the pictures and complete the instructive with the corresponding verb.

Criss-cross Fold Arrange

Materials:  
 • 4 hole buttons in various sizes  
 • 20 cm cotton cord



First your patterns to lay out your pattern.

Second a 20 cm long cotton cord

Third your cords in half and a knot in the looped end



Fourth the cotton cord through your button holes

Fifth your cord for the 4 hole buttons

Sixth a square knot in the last button

**4** Listen to the instructions to learn how to make a buttons bracelet and check your answers.

**8** Look at the pictures and complete the instructive with the corresponding verb.

Teachers can recycle and present new vocabulary to students by miming the actions in order to elicit an answer. To practice listening and oral skills, students can repeat each word after the teacher. Teachers can also expand the activity by pointing or miming a verb and ask students at random to answer. After these activities, students will be able to associate the

correct verb after looking at the pictures and reading the steps.

**Answers:**

- a. Arrange
- b. Cut
- c. Fold / tie
- d. Thread
- e. Criss-cross
- f. Tie

**9. 🗣️ 👂 Listen to the instructions to learn how to make a buttons bracelet and check your answers.**

Teachers can ask students to share their answers with the closest partner. Encourage students to listen to the recording to check the answers, and then students can take turns to read the instructive, picture by picture, until everyone has read a step. You may correct any mistakes.

To extend the activity, teachers can ask comprehension questions about the instructional text.

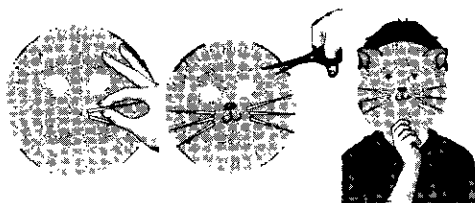
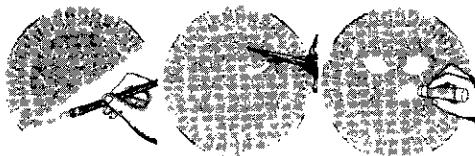
**TRANSCRIPT**

- a. Arrange your buttons to lay out your pattern.
- b. Cut a 20cm long cotton cord.
- c. Fold your cord in half and tie a knot in the looped end.
- d. Thread the cotton cord through your button holes.
- e. Criss-cross your cord for the 4 hole buttons.
- f. Tie in a square knot in the last button.

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**🗣️ 🗣️ Write the instructions for each step of the instructive on how to make a mask. Use the verbs in the box.**

Cut   Paint   Glue   Paste



**10. 🗣️ 🗣️ Write the instructions for each step of the instructive on how to make a mask. Use the verbs in the box.**

First, you may ask students to read the instruction manual in exercise 8 again and identify the actions in each instruction. Then, you can have students look at the six pictures, and write below the corresponding action, according to the instructions or steps from the manual.

**Answers:**

Make sure students make sentences with the following words:

- a. Paint.
- b. Cut.
- c. Glue.
- d. Paste.
- e. Punch.
- f. Wear.

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Towards the product **A craft tutorial**

**SUBPRODUCT 2: Drafting an instructive.**

- Each member will write a step of the tutorial in a white cardstock paper. In your notebook write a draft of the description and ask your teacher to check spelling and/or grammar before you write the final product.
- Each member will make an illustration representing a step of the tutorial above the instruction.
- Read the steps in front of your teacher to check pronunciation.

I can make a draft of an instructive. Very well. Well. Not so well.

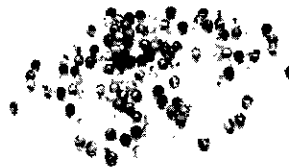
I can draw an illustration representing a step in the instructive. Very well. Well. Not so well.

If your answers are Not so well, ask your teacher for help.

**🗣️ 🗣️ Reader: How to make a Kaleidoscope.**

Comment in groups:

- a. Is it possible to replace the translucent beads with any other material?
- b. Is it possible to use any other material to stick the plastic lid?
- c. What other craft can you make with these materials?





## A Craft Tutorial

### SUBPRODUCT 2: Drafting an instructive.

1. Each member will write a step of the tutorial in a white cardstock paper. In your notebook write a draft of the description and ask your teacher to check spelling and/or grammar before you write the final product.
2. Each member will make an illustration representing a step of the tutorial above the instruction.
3. Read the steps in front of your teacher to check pronunciation.

With this activity, students will be developing the target practice of language of the unit, in oral and written form. Teachers can monitor students while working, check spelling, grammar, pronunciation and intonation.

You can give students some positive feedback while working. This will help them feel more willing to learn and participate actively in classes.

### Self-assessment

You may invite students to read the statements and evaluate their own performance in these activities.

### 11. Reader: How to make a Kaleidoscope.

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

#### Comment in groups.

- a. Is it possible to replace the translucent beads by any other material?
- b. Is it possible to use any other material to stick the plastic lid?
- c. What other craft can you make with these materials?

These questions will help students develop critical thinking skills according to their age. Teachers can put students into collaborative groups of 4 students to take turns and answer the questions. You may encourage students to share their answers with the rest of the class. Monitor.




## FINAL DESTINATION

### Product

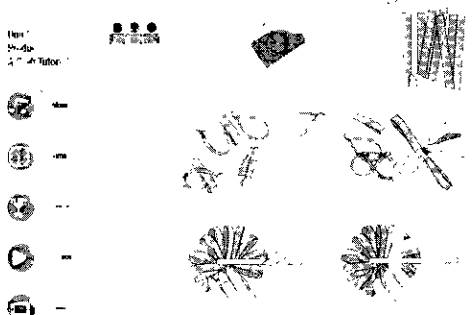
#### Page 40

Product  
A Craft Tutorial



- 1 Gather all the material you made on the Towards the Product sections.
- 2 Write the steps in each illustration.
- 3 Read the steps in front of your teacher and check your pronunciation. Practice.
- 4 Present your tutorial to the rest of the class.

Illustration



I can write an instructive \_\_\_\_\_

I can read an instructive \_\_\_\_\_

I can present a tutorial to my classmates \_\_\_\_\_

If your answers are Not so well, ask your teacher for help.

### A craft tutorial

- 1 Gather all the material you made on the Towards the Product sections.
- 2 Write the steps in each illustration.
- 3 Read the steps in front of your teacher and her/him to check your pronunciation. Practice.
- 4 Present your tutorial to the rest of the class. Students finish their projects, and present their tutorials in front of the class. Teachers can promote a climate of respect during the presentations and provide students with feedback about their performance and work. To extend the activity, teachers can encourage students to share what they have learned, drawbacks, etc. If time allows, students can make one of the crafts presented in classes.
- 5 In groups give your opinion about the craft presented.

You can write some questions on the board for helping students to give an opinion.

Eg: Were the instructions clear?  
 Were the pictures of the steps visible for everyone?  
 Was pronunciation clear? etc.

### Reflect on your product

Engaging students in reflecting on their own work will help them to get involved and motivated in the project, and it will also encourage self-reflection and responsibility for their learning. Motivate students to reflect on their performance and share their achievements with the class.

In this activity, you may use the suggested assessment instrument: **Questionnaire**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

### 1 Look at the pictures and write the instructions to make a corkboard.

Answers:

Steps

- a. Glue the wine corks into the shoebox lid.
- b. Cover the edge of the shoebox lid.
- c. Cut a length of Jute twine for a handle.

You can find an example of this craft in the link:  
<https://www.pastelsandmacarons.com/2017/05/24/diy-cork-board/>

### Self-assessment

Invite students to evaluate whether they fulfilled the achievements of the unit by completing the self-assessment chart. Teachers can collect data and analyze it with the class. The activity will help students and teachers identify strengths and weaknesses in order to set a plan to overcome the difficulties through the unit.

Page 41

## FINAL CHECK

Look at the pictures and write the instructions to make a corkboard. Use ordinal numbers in the instructions.

DIY cork board

Materials



Steps



I can explore instructions to make an object. Yes, I can. No, I can't.

I can understand illustrated instructive texts. Yes, I can. No, I can't.

I can write an instructive text. Yes, I can. No, I can't.

If your answers are Not so well, ask your teacher for help.



## How to make a Kaleidoscope

### Let's do it!

Instructional text: How to make a Kaleidoscope

### BEFORE READING

1.  Read and answer the questions.

- What is a Kaleidoscope?
- What is it used for?
- What crafts have you made?

You may organize students in groups of 4 and monitor them while speaking.

2. Skim the text and write a list of, at least, 6 unknown words. Then check their definition with a dictionary and write them in your notebook. Share your words with your classmates. Remember: Skim is to read, study, or examine superficially and rapidly.

### WHILE READING

3. Label the sentences true (T) or false (F).

This activity will help students to focus attention on specific contents of the text, and engage them.

Answers:

- a. False      b. True      c. False      d. False

### AFTER READING

4. Get in groups of four, read the instruction manual again and make the Kaleidoscope. Make sure you have the materials needed.

You can invite your students to develop the craft themselves. You can make sure they respect their classmates' turns of participation and ideas.

5. Fill in the gaps with the corresponding words.

By developing this activity, students will practice a specific language point. Teachers can ask students to read the sentences to check the answers.

Answers:

- a. Marker      c. Ruler      e. Slide  
b. Hot glue      d. Cut out

6. Number the sequence of instructions in the correct order.

By sequencing students will be developing comprehension strategies. Teachers have students identify specific sentences in the instructional text.

Answers:

- b. c. a

### TRANSCRIPT

#### How to make a Kaleidoscope

#### Materials

Paper towel roll	Clear plastic lid
Ruler	Marker
Multicolored translucent beads	Scissors
Tape	One sheet of holographic paper
Glue	
Hot glue gun	Wrapping paper

#### INSTRUCTIONS

##### Steps 1

Use the marker to trace around the end of the paper towel roll on the clear plastic.

##### Step 2

Cut out the piece of plastic that fits the edge of the paper towel roll.

##### Step 3

Put a small amount of hot glue along the edge of the paper towel roll; then, place the plastic circle in the roll so the glue holds it in place. Caution: Only adults should handle the hot glue gun.

##### Step 4

Start dropping the translucent beads into the paper towel roll.

##### Step 5

Cut a second small plastic circle slightly smaller than the first circle. Drop the circle inside the tube on top of the beads. Use your ruler to help it lay flat if necessary.

##### Step 6

Drop the ruler down into the tube and measure the distance between the second plastic circle and the top of the paper towel roll.

##### Step 7

Cut out 3 strips of holographic paper that are 3cm wide and as long as the paper tube.

##### Step 8

Tape the 3 pieces of cardboard together, so they form a triangle. Put the holographic part of the sheet of paper facing inside.

##### Step 9

Slide the triangle inside the tube. Secure the triangle in place with tape or hot glue if necessary.

##### Step 10

Cut the piece of wrapping paper and cover the roll. Then point the kaleidoscope toward a window and spin it to see the different colors and reflections!

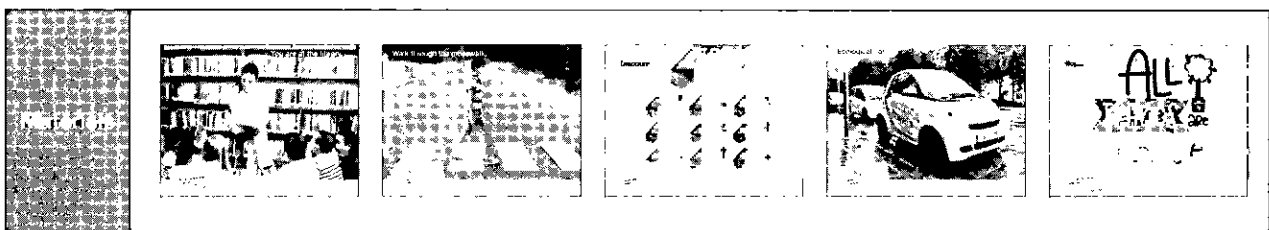


# UNIT 4

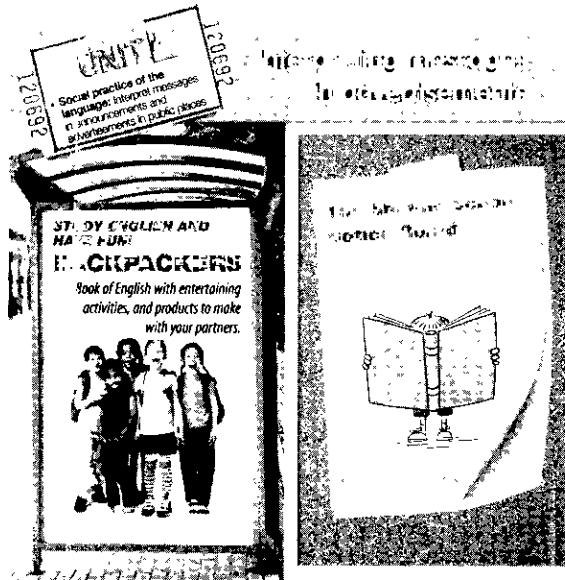
**Social practice of the language:** Interpret messages in announcements and advertisements in public places.

## Interpreting messages in advertisements

	Family and Community
	Exchanges associated to media.
	Interpret contents in notices and advertisements in public places.
	<ul style="list-style-type: none"> <li>• Explores notices and advertisements in public places.</li> <li>• Understands contents in notices and advertisements.</li> <li>• Writes statements for notices or advertisements.</li> </ul> <p>- Teach students strategies to check if they understand what they listen to, such as: making questions or make connections with personal experiences. Thus, they are in conditions to achieve:</p> <ul style="list-style-type: none"> <li>• Activate previous knowledge to foresee the topic;</li> <li>• Compare the purpose and the addressee using pictures or context clues;</li> <li>• Associate the images to a message;</li> <li>• Contrast graphic resources (strips, hyphens, colors, images, etc.);</li> <li>• Establish similarities and differences of statements with similar purposes in the mother tongue.</li> </ul> <p>- Encourage cooperation and participation between students, in order that they feel supported and accepted by you and their classmates.</p> <p>- Offer opportunities to answer a Reading activity, in this way they will:</p> <ul style="list-style-type: none"> <li>• Make questions about the message (for example: What does /he/ she say?/ How does he/she say?);</li> <li>• Clarify the meaning of words;</li> <li>• Organize explicit information in announcements (for example: animals, places, people, objects, actions, etc);</li> <li>• Connect two explicit ideas in a message and notices (for example: action and result);</li> <li>• Contrast the beginnings and endings in words (opening, ceremony, street, block, etc);</li> <li>• Examine the use of capital letters and exclamation marks;</li> <li>• Combine familiar letters with regular sounds (M says 'mmm' in "mall", A say 'a' in "Ann", etc.).</li> </ul> <p>- Show, explicitly, how you write announcements and notices. Encourage them to take risks with confidence. This way they will learn:</p> <ul style="list-style-type: none"> <li>• To plan how to write (for example: what do I want to say?, How am I going to say?, What do I need to know? And what do I do to get it?);</li> <li>• Use knowledge of letters to represent words (for example: cd-seed);</li> <li>• Define words and expressions to build messages;</li> <li>• Order words and expressions to form messages;</li> <li>• Check the appropriate use of capital letters (for example: in names or at the beginning of a sentence).</li> </ul>
	Advertisement
	Advertising throughout history
	12 classes (45 minutes each)
	Assessment Questionnaire







- Environment: Family and Community
- Communicative activity: Exchanges associated to market
- Places announcements and advertisements in public places.
- Understand contents in notices and advertisements.
- Write statements for notices or advertisements.
- Advertisement
- Advertising throughout history

### Lead-in activities

You may use the following activities as lead-in.

#### Bingo

**To present new vocabulary or check vocabulary from the last lessons.** Ask students to draw a 3x3 grid at the back of their notebooks. Use flashcards with pictures of the new vocabulary to check them with students before the bingo. Write the new vocabulary on the board, so that students can write them correctly. Write at least fifteen words on the board, ask students to choose 9 of them and write them on their grids. You can include vocabulary from the last unit too. Then, write the fifteen words in different pieces of paper and put them in a bag. Pick up the first word from the bag and ask students to cross the word if it is in their bingo card. The first students who have 9 words mentioned says BINGO.

### Spelling Bee

Check alphabet with students first. Use choral repetition, so all students can say the alphabet after you. Then, divide students into three teams. Ask them to stand in three rows. Call out the first word for the first player on team 1 to spell. If the word is correct, the entire team moves one space forward. If the child does not spell the word correctly, he/she moves to the back of his/her team row, and the team does not move forward. Call out the word for team 2 and continue in the same manner.

### Warmers

Warmers are activities that get students talking and ready to learn. Warmers are not necessarily related to the topic of the lesson.

Command drills used in a fun way may wake up students and get them ready to learn. (e.g. stand up. Sit down. HOLD UP your right hand. SHOW me your pen....)

Writing a long word on the board (e.g. CONSTITUTION) and asking students to provide words using the letters of the word on the board.

### Closure Activities

You may use these activities at the end of the lesson to check what students have learned.

Ask students in advanced to bring magazines for next class. Invite them to choose an advertisement and use their imagination to use their own words to create a new advertisement using the illustration. They can also translate the advertisement from their mother tongue to English.

Write a set of words and expressions students have already studied during the unit. Invite a student to choose a word and say to you. In five minutes, you have to make an advertisement including that word in it. Then, divide the class in groups of four. Now, you choose the key word and say it to students. Give them five minutes. Invite different groups to present their advertisement to the rest of the class.



## GETTING READY

Page 43

GETTING READY Exploring announcements in public places

1. Match the verbs with the correct announcement. Then, listen and check.

arrive speak

### Definitions:

An advertisement is what a store, business, or company uses to announce a sale or to promote one of their services or products. It can be in writing or printed in a newspaper or on the Internet, or on the television or on the radio.

An announcement can be made by a company about their products and services, but you could also have an announcement in your family, such as the birth of a new baby, or a marriage, or even to announce that you are making a certain type of food for dinner. Unlike an advertisement, you are not necessarily trying to get anyone to do anything because of what you are saying. You are merely letting everyone know about the event or thing.

You may bring magazines or pictures with advertisements. You may also bring printed announcements. Show them to the class and ask students what they think this unit is going to be about. Then, you may invite students to open their books and look at the advertisement and announcement on the cover of the unit. You may encourage them to use their mother tongue to talk about what they are about. You may also ask

students where they can find advertisements and announcements (advertisements: streets, magazines, freeway, subway, etc. Announcements: school, libraries, shops, roads, etc.) Encourage them to share their opinions with the rest of the class. Then, you may tell them that in this unit they are going to make a product: an advertisement and read a story related to the topic of this unit: Advertising throughout history.

1. Match the verbs with the correct announcement. Then, listen and check.

You may invite students to look at the announcements and ask them where they can find these ones: (school, road/street, library). Before doing the activity, you may explain to students that “the main objective of an announcement is to inform about a piece of news, to warn someone about something, etc.”)

You may encourage students to read the words in the box and match them with the correct notice. Then, you may play the audio track. You may invite some students to read the announcements to check the answers.

### Answers:

- a. arrive.                      b. ride.                      c. speak.

### TRANSCRIPT

- a. River School. We remind our students to arrive at school on time. Be responsible. Administrative office.  
 b. Ride your bike on the bikeway.  
 c. Speak quietly! You are at the library.



## ON THE ROAD

Page 44



ON THE ROAD

Interpreting messages in announcements and advertisements in public places



24 Match the pictures to the sentences to interpret the meaning of the advertisements. Then, listen and check.



Drink milk and stay strong.

Invest your money well. Buy an ecological car.



Glossary page 126

1. Match the pictures to the sentences to interpret the meaning of the advertisements. Then, listen and check.

You may ask students to bring advertisements of mineral water, milk, cars, places in Mexico, etc. so that they can connect the new vocabulary (drink, drive, visit, etc.) with these advertisements. You may invite students to look at the pictures in this activity and read the sentences. Then, you may ask them "Do you have an advertisement related to ... drink/visit/drive?". You may invite some students to use their own words to translate their advertisements into English or they can use new statements. Then, ask students to read the instruction and do the activity. After that, you may play the audio. You may ask different students to read the statements to check answers.

### Answers:

a. 2. b. 1. c. 4. d. 5. e. 3.

### TRANSCRIPT

- a. Invest your money well. Buy an ecological car.  
 b. Drink milk and stay strong.  
 c. Are you responsible? Walk through the crosswalk.

d. Drive a comfortable car.

e. Visit Mexico. The Toluca Volcano is waiting for you.



Classroom Commands Song: <https://goo.gl/6vUhUq>. You may tell students they can use this link to practice more about commands. You may check the link with them during the lesson or you may invite them to visit the web page at home.

Page 45



24 Read and listen to the advertisement. Then read and answer the questions.



### Dog Lover's sheiter



Enjoy your life!

The new elegant and convertible car of today



What is the purpose of this announcement?

- To inform.
- To sell a product.

Who is the addressee?

- Boys and girls.
- Adult people.

What is the purpose of this advertisement (ad)?

- To inform.
- To sell a product.

Who is the addressee?

- Boys and girls.
- Adult people.



Glossary page 126

2. Read and listen to the advertisement. Then read and answer the questions.

First, you may invite some students to read the announcement and the advertisement. After that, you may play the audio and give students some time to circle the correct answer. Finally, you may encourage students to share their answers and opinion with the rest of the class.

**Answers:**

- a. (announcement)      purpose: i      addressee: i and ii  
 b. (advertisement)      purpose: ii      addressee: ii

**TRANSCRIPT**

**a. Dog Lover's shelter**

Thousands of dogs live on the streets. Adopt a dog! Visit us one Tuesday, at 9 o'clock.

**b. Enjoy your life! Soku.**

The new elegant and convertible car of Soku.  
 www.sokucar.com




To write statements for public announcements, you can use the **imperative form**.

Affirmative:	Verb	Complement	
	Close	the door.	
	Buy	the new energy drink.	
Negative:	Don't	Verb	Complement
	Don't	run	on the crosswalk.
	Don't	speak	in the library.

Towards the product      Advertisement

**SUBPRODUCT 1: Words and expressions used in advertisements.**

you      guarantee      discover  
 love      new      now  
 increase      opportunity



- Look at the advertisement. Then write imperatives in relation to the ad in your notebook.
- Work in pairs. Now think about a product. Write some ideas about it. Use imperative form.

Self-assessment:  
 I can understand contents in announcements and advertisements. Very well   Well   Not so well  
 I can use imperatives. Very well   Well   Not so well  
 If your answers are not so well, ask your teacher for help.



To write statements for public announcements, you can use the **imperative form**.

First, you may play "Simon says" with your students. You may encourage them to do the different commands you say. Use vocabulary included in this unit or unit 1. E.g. *Drink water, drive a car, read a book, go to bed, do sports*, etc. Then, you may ask a student to read the examples provided in the chart. After this, you may write, on the board, an example of imperative form and present simple, in affirmative and negative forms. You may invite students to realize the difference between these grammatical structures. E.g. Present simple: *I drive a car*. Imperative form: *Drive a car!*. You may elicit from students that the imperative form does not have subject.

**Note:** You may write on the board some example about the use of "Be" in negative imperative form. E.g. Don't be sad. NOT Don't is sad.

Towards the product



**Advertisement**

**SUBPRODUCT 1: Words and expressions**

- Look at the advertisement. Then write imperatives in relation to the ad in your notebook.

Examples of words used in Advertisements  
 you -results- health-guarantee- discover-  
 love-safe- new-best-now-free-increase-  
 compare-opportunity

You may tell students that, at the end of the unit, they will make a product that consists of an advertisement. You may create your own advertisement, so that students can see the real product in advance. You may also tell them that the activities on this page will help them to practice and do the first part of their Final Products. Invite students to work in pairs and complete the sentences with the words and expressions in the box.

**Answers:** will vary.

2. :Work in pairs. Now think about a product. Write some ideas about it. Use imperative form.

You may ask students to name different products or things. E.g. yoghurt, a city of Mexico, bicycles, cereals, computer, mobile phone, etc. Remember the students they have to use imperative sentences. You might provide some examples on the board. Then, you may ask a student to choose one of the words from the list and make a slogan for that product. After that, you may invite students to make their own list.

Answers: Different answers might be provided.

### Self-assessment

You may invite students to read the statements and evaluate their performance in these activities.

## Page 47

44 45 Reader: Look at the advertisements and match them to the correct year. Use the timeline.



Winston Brothers



3. 46 Reader: Look at the advertisements and match them to the correct year. Use the timeline. in order to deal with the text of the Reader, you

should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text. You may bring a magazine with an advertisement and write "1472" on the board. Then, you may ask, "Do you think they had magazines in 1472? Do you think that advertisements were like the ones in this magazine?" After that, you may invite students to look at the three advertisements and discuss with their partners the correct order.

Answers:  
1. b. 2. c. 3. a.

## Page 48

# CHECK YOUR PROGRESS

Match the illustrations with the correct legend. Then indicate if they are advertisement or announcement.



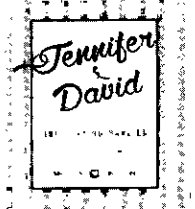
Pay attention while walking. Buy the new unknown bicycle. Slow down around schools. The TV is on sale!

Talk about the addressee and purpose of the advertisements below.

Eat green to stay healthy!  
CHOC-CHOC



Purpose: A person.



Purpose: A person.

I can understand contents in announcements and advertisements. I will use them well. I can write statements for announcements or advertisements. I will use them well. If your answers are not so well, ask your teacher for help.

You may tell students the activities on this page will help them to evaluate their performance in the unit so far.

- 1 Match the illustrations with the correct advertisement.

Answers:  
1. b. 2. c. 3. a. 4. d

2 Talk about the addressee and purpose of the advertisements below.

Answers:

- a. An advertisement: for children, to sell.
- b. A announcement: for parents, to inform.

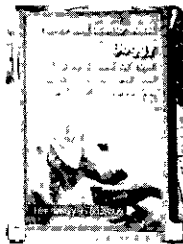
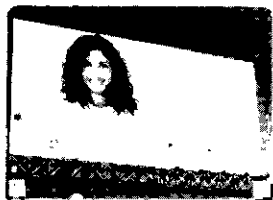
Self-assessment

You may invite students to read the statements and evaluate their own performance in these activities.

Page 49

Listen to some advertisements and match them to the corresponding topics.

- Health and beauty.
- Tourism.
- Pet care.



4. Listen to some advertisements and match them to the corresponding topics.

First, you may invite students to read the advertisements. Then, you may ask "What is the purpose of the advertisement about Mexico? Who is the addressee?" You may continue with the rest of the advertisements. After that, you may play the audio and you may invite students to read the instructions and do the activity. Finally, you may encourage some students to read the answers.

Answers:

- a. 3. b. 1. c. 2.

TRANSCRIPT

a. Now it's the time! Travel now, tomorrow it's late.

b. Happy and healthy dogs.

Doggy, the best food for your dog. It contains fiber that will help its digestion.

Free delivery 9 76539308

c. Smile and show your white treasure.

Silver

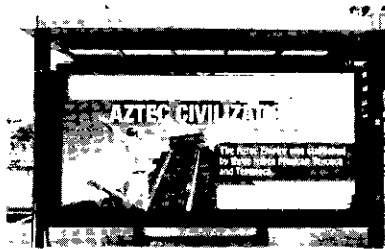
A toothpaste that will make your teeth luminous.

Buy silver in your nearest supermarket.

Page 50

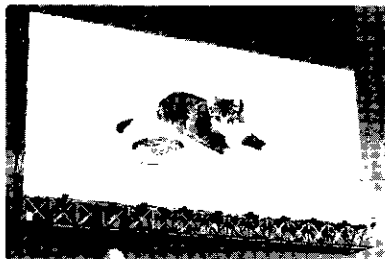
Write the missing sentences in the advertisement.

Travel to Mexico and jump with happiness. www.aztecos.com



- Slogan
- Headline
- Illustration
- Body
- Contact

Complete the advertisement. Write the missing information.



- Slogan
- Headline
- Illustration
- Body
- Contact

5. Write the missing sentences in the advertisement.

Slogan: Simple and catchy phrase accompanying a logo or brand, that encapsulates a product's appeal or the mission of a firm and makes it more memorable. And which (when used consistently over a long period), becomes an important component of its identification or image. Also called catch line, strap line, or tag line.

Headline: a statement printed in large letters at the beginning of a newspaper article, summarizing the subject of the article.

You may invite some students to read the different parts of the advertisement. Then, you may ask students to work in pairs and complete the advertisement with the sentences. After that, you may encourage a student to read the whole advertisement to check answers.

**Answers:**

- a. Slogan: Travel to Mexico and jump with happiness.
- b. Contact information: www.aztecs.com

**6. 🧩 Complete the advertisement. Write the missing information.**

First, you may invite some students to describe the picture on this advertisement. Then, you may ask them "What do you think the purpose of this advertisement is? Who is the addressee? You may invite them to work in pairs and write the missing parts of the advertisement. You may invite some pairs of students to write their versions on the board.

**Answers:**

Different answers might be provided.

**Page 51**

Towards the product

**ADVERTISMENT**

**SUBPRODUCT 2: Writing statements for advertisements.**

1. Use the words and expressions in the box to write an advertisement. Then, draw.

study English

2. Go back to **Towards the Product, Subproduct 1**. Use your list to write your own advertisement. Follow the example in exercises 5 and 6.

I can understand contents in advertisements. Well, well, not so well.

I can write statements for advertisements. Well, well, well, well, well.

If your answers are not so well, ask your teacher for help.

**7. 🧩 46 Reader: Read the text and write an advertisement in your notebook. Use slogan, headline, illustration, body, contact.**

**Towards the product**



**Advertisement**

**SUBPRODUCT 2:**

**Writing statements for advertisements.**

**1. Use the words and expressions in the box to write an advertisement. Then, draw.**

You may encourage different students to think about a product and make

sentences using the information in the box. You may write some examples on the board. Then, you may ask students to make an advertisement using the words and expressions given. Finally, you may invite some students to present their advertisements to the rest of the class.

**Answers:** different answers might be provided.

**2. Go back to Towards the Product, Subproduct 1. Use your list to write your own advertisement. Follow the example in exercise 5.**

First, you may encourage students to think about a product. Then, you may invite them to read use the list they made in **Towards the Product Step 1**. Invite them to check the advertisements included in this unit as examples.

**Answers:** different answers might be provided.

**Self-evaluation**

You may invite students to read the statements and evaluate their performance in these activities.

**7. 🧩 46 Reader: Read the text and write an advertisement in your notebook. Use slogan, headline, illustration, body, contact.**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

Before the activity you may give some information about the context of this culture, the Egyptians so the students know some characteristics before the reading in advance. You may visit the following link: <https://www.bbc.com/mundo/topics/9519c450-d886-406a-8fc3-aaa847a2cf88>

First, you may encourage students to read the text in silence. Then, you may invite them to make an advertisement about the text. Encourage them to use their imagination. Finally, you may ask different students to show the advertisement they made.

**Answers:**

Different answers might be provided.



# FINAL DESTINATION

## Product

Page 52

FINAL DESTINATION

Product

Go back to Towards the Product Subproduct 2, exercise 2.

Talk about the advertisement you made.

Rewrite your advertisement on a piece of cardboard. Use punctuation marks.

Show your advertisement to the rest of the class.

I can explore announcements and advertisements in public places. Well Not so well

I can understand contents in announcements and advertisements. Well Not so well

I can write statements for announcements or advertisements. Well Not so well

If your answers are Not so well, ask your teacher for help.

cardboard. Encourage them to color the illustrations they made.

### 4 Show your advertisement to the rest of the class.

Finally, you may invite some students to show their advertisement to the rest of the class. You may encourage the rest of the class to ask them about the purpose and addressee of the advertisements they made and the different parts of their advertisements.

### Reflect on your product

You may invite students to read the statements and evaluate their performance in these activities.

In this activity, you may use the suggested assessment instrument: **Questionnaire**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

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## FINAL CHECK

Put the parts of the advertisement in the correct order.



Write the words to complete the advertisement.

You can \_\_\_\_\_ or oranges.

**Green changes**

Bezy phog on the road to a vibrant C

see "Changes in your studies"

I can explore announcements and advertisements in public places. Well Not so well

I can understand contents in announcements and advertisements. Well Not so well

If your answers are Not so well, ask your teacher for help.

In this activity, you may use the suggested assessment instrument: **Questionnaire**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

## Advertisement

You may encourage students to bring the materials for this lesson in advance. You may also make your own advertisement in advance and show it to your students. After this, you may ask them for the purpose and addressee of your advertisement. Finally, you may ask them about the different parts of your advertisement.

### 1 Go back to Towards the Product Subproduct 2, exercise 2.

You may encourage students to work in pairs and go back to **Towards the Product, Step 2**.

### 2 Talk about the advertisement you made.

Then, you may invite them to talk with their partners about the product and advertisement they made about it.

### 3 Rewrite your advertisement on a piece of cardboard. Use punctuation marks.

After that, you may ask students rewrite the advertisement they made in a piece of



**Answers:** 3, 4, 2, 1

2. Write the words to complete the advertisement.

**Answers:** Drink, Eat, Buy.

### Self-assessment


You may invite students to read the statements and evaluate their performance in these activities.



**Reader**

## Advertising throughout history

### BEFORE READING

 You may ask students "When do you think the first advertisement was made? Do you think the first advertisement had a slogan, a headline, and contact information? Then, you may ask students to open their Reader. You may invite a student to read the title of the story. After that, you may ask them to look at the illustrations and predict what they think the text is about. You may write some of their opinions on the board. After that, you may encourage them to do exercise number 2, about an advertisement they know.

### WHILE READING

You may invite students to look at the highlighted words included in the text. Then, you may ask them to check the meaning of those words in the Picture Dictionary. Then, play the audio. You may invite students to follow the reading in silence. You may ask students different comprehension questions. E.g. Who made the first advertisement? What was its purpose? Who was the addressee? Then, you may invite some confident students to read the story aloud. You may also ask students to read in pairs. Stop after each paragraph and ask students different questions about the advertisement. Encourage them to answer the question in exercise 3.

### AFTER READING

You may encourage your students to answer questions 4 and 5 with their own opinions and share their answers with the class. You may ask students to choose one of the advertisements included in the story and make a modern version of it. Encourage them to include all the parts an advertisement should have. Finally, you may ask some students to show the new version, of the advertisement they chose, to the rest of the class.

### Exercise 6 answers:

1000 BC: First written advertisement.

1661: First Product Brand.

1882: First electric banner.

### TRANSCRIPT:

#### Advertising Throughout History

Maybe advertisements from TV or internet are familiar to you. Nowadays, an advertisement may have different characteristics: headline, slogan, illustration, characteristics of the product, contact information, etc.

Nevertheless, advertising started thousands of years ago when the Egyptians invented advertising, carving advertisements in stone.

Three thousand years ago, Egyptians also created the first written advertisement. An Egyptian slave ran away from his boss. Because of that, the boss offered one coin of gold for his capture. Here you can see the original advertisement and see the interpretation of it.

Then, in 1472, the first printed advertisement is designed in England; the leaflet announces a religious book for sale.

After that, in 1661, the first product brand is created for a tube of Toothpaste.

When the first cars appeared in 1835, billboard advertisements were made to show the new invention and sell them to the people in the United States.

After the invention of the light bulb, the first electric banner is turned on in Times Square, New York, in 1882.

In 1911, for the first time in history, a soap brand used the image of a woman to sell a product, in an advertisement.

Nowadays, businessmen and businesswomen invest billions in online advertisements.

Are advertisements today similar to the ones that were designed years ago?



# UNIT 5

• Social practice of the language: Listen to stories to put them in order.

120692

## Fabulous Fables



Category	Recreational and Literary
Objective (Learning Outcome)	Ludic expression
Specific Objective of the Lesson	Listen to stories to put them in order.
Learning Activities	<ul style="list-style-type: none"> <li>• Explore illustrated fables ordered at random.</li> <li>• Listen to an illustrated sequenced fable.</li> <li>• Sequence illustrations in a fable.</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>- Tell a short fable to your students using images. Then, share with them some sets of pictures in disorder, related to the fable. This way, they will be able to:             <ul style="list-style-type: none"> <li>• Compare the topic, the purpose and the addressee;</li> <li>• Examine events portrayed in each image of a sequence;</li> <li>• Suggest sentences for each image of a sequence;</li> <li>• Analyze some characteristics of objects, characters, places, etc.);</li> <li>• Compare actions portrayed in the images of a sequence;</li> <li>• Suggest an order for the images of a sequence.</li> </ul> </li> <li>- Set an appropriate environment so that students listen to constructive stories.</li> <li>- Model a respectful attitude towards listening, so they will be able to:             <ul style="list-style-type: none"> <li>• Listen to a fable several times;</li> <li>• Compare words and expressions already known or similar to their mother tongue;</li> <li>• Contrast ways of starting or ending a fable;</li> <li>• Classify characters (fox, ant, tortoise, etc), actions (The crow was eating... / The hare ran, etc), actions (past, past continuous and scenarios (forest, river, etc);</li> <li>• Associate characters, actions and scenarios with images of a sequence;</li> <li>• Link the characters' actions with the moral</li> <li>• Evaluate the moral;</li> <li>• Decide if students like or not a fable and why.</li> </ul> </li> <li>- Encourage students and cooperate with them to make them tell a fable in teams, based on a sequence of pictures. Create a respectful environment. This way, students will be able to:             <ul style="list-style-type: none"> <li>• Analyze and discuss a sequence of pictures of a fable to order it;</li> <li>• Ask for new vocabulary and expressions;</li> <li>• Propose sentences to describe each picture of a sequence;</li> <li>• Suggest morals and decide what the most appropriate moral is.</li> <li>• Practice how to tell a fable in teams;</li> <li>• Keep rhythmic patterns of the sentences to practice the fable orally;</li> <li>• Propose and decide gestural changes of intonation and repetition.</li> </ul> </li> <li>- Tell a fable to the whole group, in teams, and with a sequence of images.</li> </ul>
Resources	Illustrated Fable Sequence Game
Reader	<i>The Cock and The Fox</i>
Approx. duration	12 classes (45 minutes each)
Key resources in the unit	Observation Checklist





## Lead-in activities

### Brain storm

**Materials:** No materials are required.

#### Steps

1. Brainstorm about the benefits of reading fables in everyday life and academically. Write their contributions on the board.

### Spelling bee

**Materials:** pencil and paper.

#### Steps

1. Organize students in groups of 6.
2. Assign a student to be the Judge (the one who checks whether the spelling is correct or incorrect), and another to be the pronouncer (the one who elicits the word). The other members of the group will be the participants.
3. The pronouncer elicits a word covered during the lesson to each participants, each participant spell the word assigned, and the judge verify its spelling.
4. If the participants spell the word correctly, they pass to the next round of words, if not, the participant is out of the contest.
5. The competitor who gets more points is the winner.

6. Model if necessary.

7. Monitor.

## Mime the Fable

**Materials:** no materials are required

#### Steps

1. Organize students in groups of 4 students.
2. Indicate students will work in pairs.
3. The pairs will take turns to mime a fable in 1 minute.
4. The pair of students which gets more points is the winner.

## Guess the moral

**Materials:** a bell, a bag, pieces of paper with a moral of a fable.

#### Steps

1. Organize students in groups of 4 students.
2. Put the bell on a table in front of the board, and put the morals in the bag.
3. Tell students to stand facing the board.
4. Take a moral off from the bag and read it. If one member on the group know the fable it belongs to, ring the bell and indicate it. If the answer is correct, the group gets a point.
5. Proceed in the same way until you have read all the morals in the bag.

## Chinese Whisper

**Material:** a bag and papers with name of Fables

#### Steps:

1. Organize students in groups of six and stand in line.
2. The first person in the line chooses a piece of paper and whispers the title into the ear of the person standing to their right.
3. That student whispers to her/his neighbors until it reaches the last player in line.
4. The last student says the title out loud so everyone can hear how much it has changed from the first whisper at the beginning of the line.

## I spy with my little eye...

**Materials:** No materials required

#### Steps

1. Describe a character from any fable you have covered.
2. The player who guesses correctly is gets a point.
3. The one who gets more points is the winner.

## Bingo

**Materials:** paper and pencil, 18 pieces of papers with a vocabulary word in each, and a bag.

### Steps

1. Ask students to draw a 9 square grid.
2. Write on the board at least 9 verbs in past and 9 verbs in past continuous covered during the unit.
3. Ask students to write in each grid a verb form from the board.
4. Ask a volunteer to be the announcer.
5. The announcer picks up a piece of paper from the bag and calls it out.
6. The students who have the verb forms on their grids, cross them out.
7. The first student to cross out all the words in the grid wins the game.

## Wrap up Activities

### Past tenses hangman

**Materials:** Paper and pencil

### Steps

1. Organize students in groups of three.
2. Tell students to take turns to play.
3. Ask different students to guess a sentence in past simple or past continuous.
4. Have student draw on the paper a stick and as many lines as letters this sentence has.
5. The other participants take turns to elicit a letter. if the letter is present in the sentence, write it/ them in the corresponding line.
6. If student's guess is wrong, draw part of the hangman in the stick (head, neck, arms, etc.).The student who guesses the sentence is the winner.

### The best fable ever

**Materials:** 6 balls

### Steps

1. Organize students in 6 groups.
2. Write on the board: What is the Best Fable Ever? Name, theme, moral
3. One member of the group will elicit What is the Best Fable Ever? and toss a ball to another student who will have to say the name of her/his favorite fable, what it is about, and its moral.
4. Once she/he finishes, elicit the question and toss a ball to another students.
5. The game finishes when all students have participated.

## Compare and Contrast

**Materials:** paper and pencil

### Steps

1. Organize students in groups of three.
2. Have students choose 2 fables they know, and compare and contrast the elements in those fables.
3. Monitor.

	The Ants and the Grasshopper	Two Travelers and a Bear
Characters		
Setting		
Theme		
Moral		

## What did I learn?

**Materials:** No materials are required

### Steps

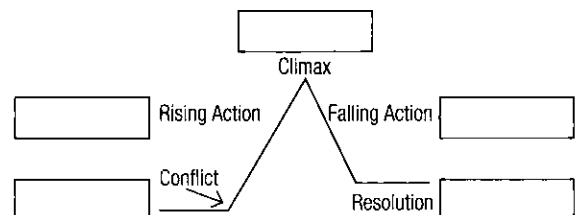
1. Have students comment or write about the new contents they have learned throughout the development of the unit, and the difficulties they have faced.

## Plot Roller Coaster

**Materials:** Notebook and pencil

### Steps

1. Organize students in groups of 3.
2. Have students choose a fable they know, draw a Plot Roller Coaster and complete it.
3. Monitor.
4. Students can share their diagrams with the rest of the class.



## Simon says

**Materials:** no materials required

### Steps

1. Ask students to stand up and tell them you will elicit an action performed by characters in different fables covered in the unit that they must mime.
2. If you begin the command with Simon says they should make a mime the action.
3. If you do not begin Simon says then they should remain quiet.

- If a student makes a mime that does not begin with Simon says or acts out an incorrect mime, they are out of the game and must sit down.
- Continue giving commands until only one student is left.

## Roll and Tell

**Materials:** 13 dice

### Steps

- Organize students in groups of 3.
- Give each group a copy of the handout Roll and Retell and a die, and ask them to take turns to roll the die, read and answer the corresponding question about the Fables **The Ox and the Frog** or **The Hare and The Tortoise**.

### Roll & Retell

- Who are the characters?
- Where does the story take place?
- When does the story take place?
- What happened at the beginning of the story?
- What happened in the middle of the story?
- What happened at the end of the story?



## GETTING READY

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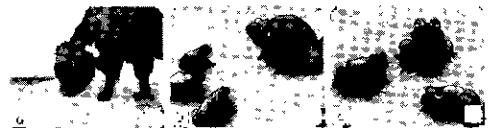


GETTING READY Exploring illustrated fables

- Discuss the questions:
  - What is a fable?
  - What are its characteristics?
- In pairs read the fable and put the story in order. Write the numbers 1-6.

### THE FROGS AND THE OX

*Adapted from Aesop's fable*



But the little Frogs said: "he was much, much bigger" The old Frog kept puffing herself out more and more until, all at once, she burst.

The frogs and the Ox An Ox was drinking in a reedy pool, when he splashed into the water, and crushed a young frog into the mud

The old Frog soon missed the little one and asked his brothers and sisters: "Where is your brother?"



"Much bigger than this," she asked and puffed up still more.

"Oh, much bigger!" they cried.

"Was he as big as this?" said the old Frog, puffing herself up.

This activity will give students a starting point to the following exercises, motivating and engaging them in the learning process. Teachers can bring some illustrated fables and have students comment about them. **A fable is a short story, typically with animals as characters, conveying a moral.**

Since animals in fables portray human features, students can make a word spider web indicating the characteristics they can take. Teachers can also ask what kind of attributes people usually give to lions / courage, monkey / playful, sheep / weakness, etc.

Teachers may continue practicing oral skills by asking them if they know any famous fables and/or what fables are their favorites and why.

- Discuss the questions:
  - What is a fable?
  - What are its characteristics?
- In pairs read the fable and put the story in order. Write the numbers 1-6.
 

Teacher can introduce the activity by asking them if they have ever read the fables *The Hare and the Tortoise* and *The Ants and the*

*Grasshopper*. Indicate that these fables were told by Aesop. Aesop is a mysterious figure who may have lived in Ancient Greece by the 600 BC. Indicate students that, even though there is no record of his existence and he can even be a legend, Aesop's fables has been told for centuries and they are still popular nowadays.

You may have students look at the sequence in the fable and comment each scene. Then, you can read the script of the fable aloud, for everyone to hear. Make sure you read it slowly so that everyone can understand. After each scene, ask them to point at the picture that represents it.

You may also discuss that a fable is a literary device that can be defined as a concise and brief story intended to provide a moral lesson at the end. Emphasising the idea that fables are supposed to give a message to the reader (**Moral: Do not attempt the impossible**).

### Script

#### The frogs and the Ox

An Ox was drinking in a reedy pool, when he splashed into the water, and crushed a young frog into the mud.

The old Frog soon missed the little one and asked his brothers and sisters:

"Where is your brother?"

"Was he as big as this?" said the old Frog, puffing herself up.

"Oh, much bigger!" they cried.

"Much bigger than this," she asked and puffed up still more.

But the little Frogs said:

"he was much, much bigger"

The old Frog kept puffing herself out more and more until, all at once, she burst.

**Answers:** 1 - d, 2 - e, 3 - a, 4 - f, 5 - b, 6 - c



## ON THE ROAD

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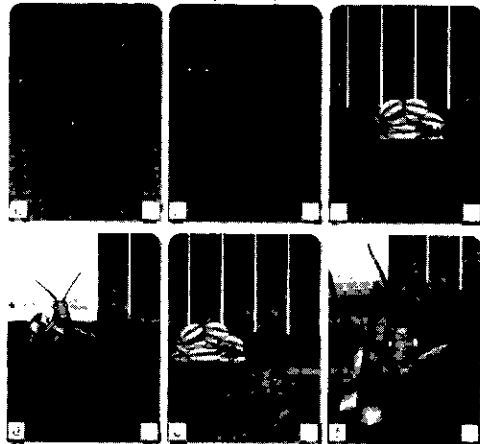
ON THE ROAD

Listen to stories to put them in order



Listen to the fable *The Ants and The Grasshopper*. Then, listen again and put the fable in order.

Adapted from Aesop's fable



Short stories

Do you like listening to and reading stories?

1. Listen to the fable *The Ants and The Grasshopper*. Then, listen again and put the fable in order.

In order to develop oral skills, teachers may have students explore and comment each scene in the fable. After listening and checking the answers, teachers can develop comprehension strategies, asking them who the characters are, what human characteristic they have, what setting it is, the theme, etc. Teachers may explain students that a moral is a lesson or an advice to the reader. Discuss with the class the situation in which they would need advice, if they would give any advice, or if they were ever given some advice that did not appreciate and what happened.

**Moral:** *There is a time for work and a time for play.*



Short stories Do you like listening to and reading stories? <http://learnenglishkids.britishcouncil.org/es/short-stories>

**Answers:**

a. 3, b. 5, c. 1, d. 2, e. 6, f. 4.

### TRANSCRIPT

*The Ants and The Grasshopper*

In an autumn day a family of ants was very busy drying out the grain they had stored up during the summer.

A starving grasshopper, his fiddle under his arm, came up and asked for a bite to eat.

"What!" the ants cried surprised, "haven't you stored anything away for the winter? What were you doing all last summer?"

"I didn't have time to store up any food," said the grasshopper; "I was so busy making music."

The Ants crossed arms in disgust.

"Making music?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

**The moral:** *if you want to succeed tomorrow, you have to start working today. Those who do not plan for the long term will not succeed in the long term.*

## Page 57

2. Listen and read the original description of the setting in *The Ants and The Grasshopper*, and circle the one which is correct.

*One bright day in late autumn a family of Ants were bustling about in the warm sunshine drying out the grain they had stored up during the summer.*



Glossary page 126

3. Match the pictures with the corresponding word. Then write one sentence in each stage using the words in the box.

Grasshopper ant grain fiddle



2. Listen and read the original description of the setting in *The Ants and The Grasshopper*, and circle the one which is correct.

Remember: Setting is the location or period in which the action of a novel, play, fable, etc., takes place.

Discuss with the students about the settings that fables usually have and if they have something in common. Teachers can ask a volunteer to read the description in front of the class and check by comparing and contrasting the pictures. You may ask your students What does the fable teach you?

Answers:

b

## TRANSCRIPT

"One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer..."

3. Match the pictures with the corresponding word.

Grasshopper ant grain fiddle

Teachers can invite students to think of the narrative sequence of the fable **The Frog and The Ox**. Teacher invite students to make sentences according to the stages of the fable. You may write on the board: Beginning, Development and Conclusion in order to write students' sentences.

Answers:

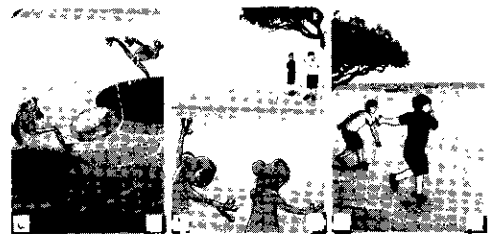
a. grasshopper, b. grain, c. ant, d. fiddle.

## Page 58

4. Listen to the fable *The Boys and The Frogs* by Aesop and number the pictures.

### THE BOYS AND THE FROGS

*Adapted from an Aesop's fable*





When you want to tell stories in the past, you can use the **Past Simple** to indicate completed actions and the **Past Continuous** to indicate actions that were in progress in the past:

**Past simple:** *We wrote a fable. Sandra played basketball yesterday.*

**Past Continuous:** *We were writing a fable. Sandra was playing basketball, and broke her leg.*

**The use of Was / Were in Past Continuous:**

I	He	She	It	+ was + verb (ing)
You	We	They	+ were + verb (ing)	

4.   Listen to the fable *The Boys and The Frogs* by Aesop and number the pictures.

Students can develop listening and comprehension skills by looking at the pictures, identifying the components and associating them with the corresponding illustration. In order to extend the activity, teachers may ask a student to retell the fable.

**Answers**

- a. 2                      b. 3                      c. 1

**TRANSCRIPT**


**THE BOYS AND THE FROGS**

Some Boys were playing in a pond in which lived a family of Frogs. The Boys were throwing stones into the pond to make them skip out of the water.

The stones were flying thick and fast and the boys were having fun, but the poor Frogs in the pond were terrified.

At last, the oldest and bravest Frog put his head out of the water, and said, "Oh, please, dear children, stop your cruel play! It may be fun for you, but it means death to us!"

**Moral:** Always stop to think whether your fun may not be the cause of another's unhappiness.

 Teachers may introduce these tenses by eliciting some sentences from the fables previously covered. You may have students give some examples and encourage them to write them on the board. Teachers can also point out the use of **was** or **were** to form the past continuous tense followed by a verb in "-ing" to express a period of action. Invite students to check the examples given and come up with some new sentences and share them with the whole class.

The use of Was / Were in Past Continuous:  
**I He She It + was + verb- ing**  
**You We They + were + verb-ing**

Towards the product

**Illustrated Fable Sequence Game**

**SUBPRODUCT 1: Names of characters and settings.**

In groups of 3, work with a fable your teacher will give you.

1. Look at the fable your teacher assigned you, and look up for new words in the dictionary
2. Complete the chart.
 



Fable
Characters
Setting
Theme
Moral
3. Identify 6 important scenes within the fable. Write the sequence in the chart.

- |        |
|--------|
| First  |
| Second |
| Third  |
| Fourth |
| Fifth  |
| Sixth  |

I can identify elements in a fable.  Yes  No  Not sure

I can identify facts in fable.  Yes  No  Not sure

If your answers are Not so well, ask your teacher for help

5.   Reader: Imagine you are a writer. Choose two different animals for the fable *The Cock and The Fox*. Explain your choice.

Towards the product



**Illustrated Fable Sequence Game**

**SUBPRODUCT 1:**

**Names of characters and settings.**

In groups of 3, work with a fable your teacher will give you.

With this activity, students will be developing the unit's language target. Teachers can motivate students to work on the first part of the **Product**. Explain to students what it is about, answer their questions, monitor their work and check their answers.

Teachers if possible, work with students at a computer lab.

1. Look at the fable your teacher assigned you, and look up for new words in the dictionary.



2. Complete the chart.

Title	
Characters	
Setting	
Theme	
Genre	

3. Identify 6 important scenes within the fable. Write the sequences in the chart.

First	
Second	
Third	
Fourth	
Fifth	
Sixth	

**Self-assessment**

Teachers may invite students to self-assess their skills. This activity will help students to be aware and responsible for their own learning processes. Teachers can invite student to share their assessments with the class.

5. **Reader:** Imagine you are a writer. Choose two different animals for the fable "The Cock and The Fox". Explain your choice.

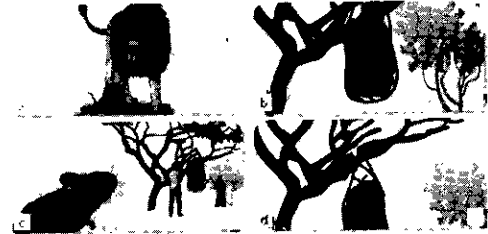
In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

This question will help students develop critical thinking skills. Teachers may encourage students to share their answers with the class.

**CHECK YOUR PROGRESS**

Check your progress

Listen to the fable *The Lion and the Mouse*. Look at the pictures and write the numbers 1-4 in a chronological order.



Look at the pictures and listen to the fable. Label them:

Beginning      Development



I can listen to an illustrated sequenced fable. Very well! Well! Not so well!  
 I can explore sentences about illustrated fables ordered at random. Yes! A bit! No! Not so well!  
 If your answers are Not so well, ask your teacher for help.

In order to monitor the achievements of every student, and/or adjust strategies to achieve the goals of the unit, ask students to check their progress by means of the activities in the test. You may check the answers as a class and ask students to comment on their strengths and the contents they must improve.

1 Listen to the fable *The Lion and the Mouse*. Look at the pictures and write the numbers 1-4 in a chronological order.

**Answers:** 1-a, 2-c, 3-b, 4-d.

**TRANSCRIPT:**

**The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the

King of the Beasts. "Was I not right?" said the little Mouse.  
 Little friends may prove great friends  
 We learnt at least three morals, they are:  
*A good act gets its return.*  
*Even the strongest may need help.*  
*Everything counts in life, even the smallest.*

2. Listen to the pictures and listen to the fable. Label them: Beginning - Development - Conclusion.

Answers:

- a. Development      b. Conclusion      c. Beginning

**TRANSCRIPT**

**THE BOY AND THE NETTLE** By Aesop

Adaptation

A Boy, stung by a Nettle, ran home crying, to get his mother to blow on the hurt and kiss it.

"Son," said the mother, when she had comforted him, "the next time you come near a Nettle, grasp it firmly, and it will be as soft as silk."

**Moral:** *Whatever you do, do with all your might.*

**Self-assessment**

You may invite students to read the statements and evaluate their performance in these activities.

5. Listen to the fable *Two Travelers and a Bear* by Aesop and number the pictures.



7. In groups, compare and contrast the following features in the fables *The Ants and the Grasshopper* and *Two Travelers and a Bear*.

- a. The theme of the fable
- b. The purpose of the fable.

6. Listen to the fable *Two Travelers and a Bear* by Aesop and number the pictures.

Students practice comprehension skills by listening to a fable and sequencing it.

Answers:

- a. 3      b. 5      c. 2      d. 3      e. 4      f. 1

**TRANSCRIPT**

**Two Travelers and a Bear** by Aesop

Adaptation

Two Men were walking in the forest, when, suddenly, a huge Bear crashed out of the bush near them.

One of the Men, thinking of his own safety, climbed a tree. The other man threw himself on the ground and lay still, as if he were dead. He had heard that a Bear will not touch a dead body. It must have been true, because the Bear sniffed at the man's head, thought he was dead, walked away.

The Man in the tree climbed down. "It looked just as if that Bear whispered in your ear," he said. "What did he tell you?" "He said," answered the other, "that it was not at all wise to keep company with a fellow who would desert his friend in a moment of danger." Misfortune is the test of true friendship.

7. In groups, compare and contrast the following features in the fables *The Ants and the Grasshopper* and *Two travelers and a Bear*.

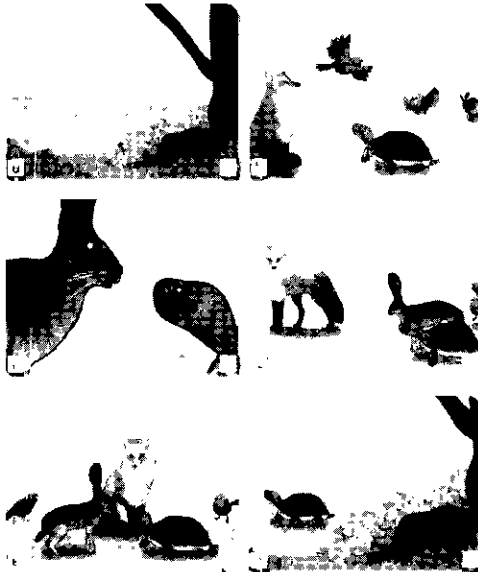
- a. The theme of the fable.
- b. The purpose of the fable.

In order to compare and contrast elements in the fables *The Ants and the Grasshopper* and *Two travelers and a Bear*. Teachers can have students work cooperatively in pairs, draw the chart below on the board and complete it with the corresponding information. Teachers may also ask volunteers to complete this chart on the board to check.

The ants and the Grasshopper		
Two travelers and a Bear		

7. In groups, listen and look at the pictures of the fable. Are the pictures in the correct order? Discuss with your group and number them.

**THE HARE AND THE TORTOISE**  
by Aesop Adaptation



8. In groups, listen and look at the pictures of the fable. Are the pictures in the correct order? Discuss with your group and number them.

Teachers can encourage students to improve grammar, spelling and punctuation by writing what each scene of the fable represents. Monitor and check groups' work. Students can be invited to read their paragraphs to the rest of the class.

**Answers:**

- a. 4    b. 6    c. 2    d. 3    e. 1    f. 5

**TRANSCRIPT**

**THE HARE AND THE TORTOISE** by Aesop

Adaptation

One day, a Hare was making fun of the Tortoise for being slow. "Do you ever get anywhere?" he asked with a mocking laugh. "Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise passed the place where the Hare was sleeping.

The Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time. **The moral:** *Success depends on using your talents, not just having them.*

Towards the product

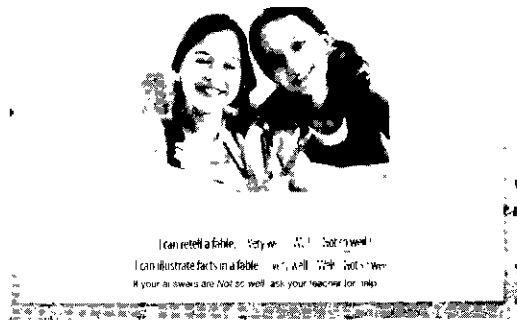
**Illustrated Fable Sequence Game**

**SUBPRODUCT 2: Retelling a fable.**

1. Retell the fable you were assigned
2. In pairs, remember the fables of the lesson and choose your favorite.
3. Divide the sheet of white cardstock paper into 6 pieces.
4. In each square, illustrate and color one sequence of the fable.

**MATERIALS**

- 1 sheet of white cardstock paper
- Scissors
- Glue
- Crayons
- Colours



7. **Reader:** Discuss with your partners:

- Do all fables begin describing the setting?
- Is it necessary to begin describing the setting? Why?

Towards the product



**Illustrated Fable Sequence Game**

**SUBPRODUCT 2: Retelling a fable.**

1. Retell the fable you were assigned.
2. In pairs, remember the fables of the lesson and choose your favorite.
3. Divide the sheet of white cardstock paper into 6 pieces
4. In each square, illustrate and color one sequence of the fable

With this activity students will be developing the unit's language target. Students can be monitored while working.

You may give students positive feedback. This will help them feel more willing to learn and participate actively in classes.

**Self-assessment**

Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. Invite students to comment on their progress.

9.   **Reader: Discuss with your partners.**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

- a. Do all fables begin describing the setting?
- b. Is it necessary to begin describing the setting? Why?

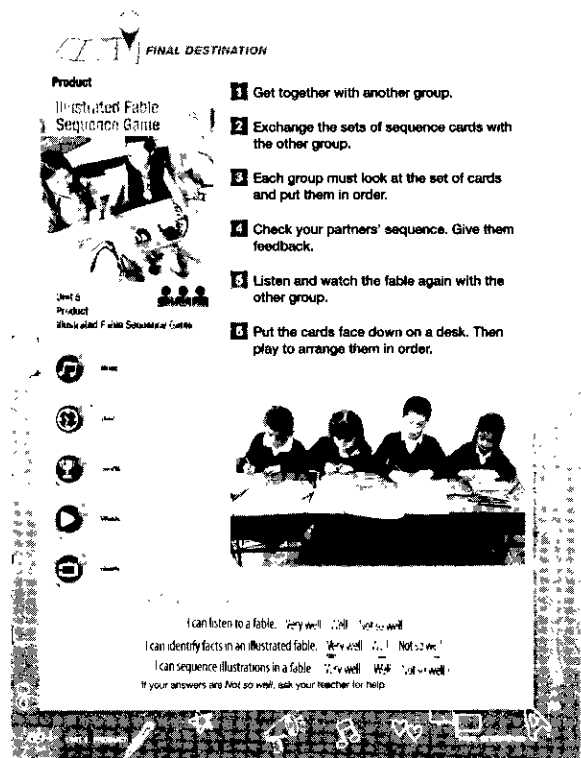
These questions will help students to develop critical thinking skills according to their age. Teachers can put students into collaborative groups of 4 students to take turns and answer the questions. Encourage students to share their answers with the rest of the class. Monitor.



## FINAL DESTINATION

### Product

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**FINAL DESTINATION**

**Product**

**Illustrated Fable Sequence Game**

- 1 Get together with another group.
- 2 Exchange the sets of sequence cards with the other group.
- 3 Each group must look at the set of cards and put them in order.
- 4 Check your partners' sequence. Give them feedback.
- 5 Listen and watch the fable again with the other group.
- 6 Put the cards face down on a desk. Then play to arrange them in order.

I can listen to a fable.  Very well  Well  Not so well

I can identify facts in an illustrated fable.  Very well  Well  Not so well

I can sequence illustrations in a fable.  Very well  Well  Not so well

If your answers are not so well, ask your teacher for help.

### Illustrated Fable Sequence Game.

- 1 Get together with another group.
- 2 Exchange the sets of sequence cards with the other group.
- 3 Each group must look at the set of cards and put them in order.
- 4 Check your partners' sequence. Give them feedback.
- 5 Listen and watch the fable again with the other group.
- 6 Put the cards face down on a desk. Then play to arrange them in order.

Students finish their projects, and play the game. Teachers can promote a climate of respect during the presentations and provide students with feedback about their performance and work. To extend the activity, teachers can encourage students to share what they have learned, drawbacks, etc.

### Reflect on your product

Engaging students in reflecting on their own work will help them get involved and motivated with the project, and it will also encourage self-reflection and responsibility for their learning. Motivate students to reflect on their performance and share their achievements with the class.

## FINAL CHECK



10 Listen to the fable and number the pictures in the correct order.

THE WOLF AND THE CRANE  
by Aesop (Adaptation)



11 Past Simple or Past Continuous? Read, discuss and circle the correct tense.

The wolf asked for help.       was       asked  
The crane was making fun of the tortoise.       was       made  
The old frog pulled still more.       pulled       was pulling

I can explore sequences of pictures in a fable.       well       all       not so well  
I can listen to a sequenced fable.       very well       well       not so well  
I can sequence illustrations in a fable.       very well       well       not so well  
If your answers are not so well, ask your teacher for help.

12 Listen to the fable and number the pictures in the correct order.

Answers:

a. 6      b. 5      c. 3      d. 4      e. 2      f. 1

### TRANSCRIPT

#### THE WOLF AND THE CRANE by Aesop

Adaptation

A Wolf was enthusiastically eating, when suddenly a bone got stuck crosswise in his throat. He could get it neither up nor down, and of course he could not eat a thing.

So away he hurried to the Crane. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.


"Help, help! I will reward you very handsomely if you pull that bone out for me" said the Wolf. The Crane, as you can imagine, was very uneasy and said: I don't trust you!. But she was grasping in nature, so she did and said: "Ok, it's ready".

When the Wolf felt that the bone was gone, he started to walk away.

"But what about my reward!" the Crane asked.

"What!" the wolf shouted surprisingly "I didn't eat you! That's your reward!

**Moral: Expect no reward for serving the wicked.**

**2**  **Past Simple or Past Continuous? Read, discuss and circle the correct tense.**

**Answers:**

- a. Past Simple    b. Past Continuous    c. Past Simple

**Self-assessment**

Invite students to evaluate whether they fulfilled the achievements of the unit by completing the self-assessment chart. Teachers can collect data and analyze it with the class. The activity will help students and teachers identify strengths and weaknesses in order to set a plan to overcome the difficulties through the unit.

 **Reader**  
*The Cock and the Fox*

**60** **BEFORE READING**

**1. Answer the questions.**

- a. Have you ever read a fable?
- b. Do you have a favorite fable? Which one?
- c. What is the moral of your favorite fable?

Teachers may organize students in collaborative groups of 4 and have them comment on the questions.

**2. Look up in the dictionary the meaning of the following words. Then, write the corresponding synonym from the box.**

nervously - hug - job - quick look

**Answers:**

- a. quick look    b. hug    c. job    d. nervously

This activity will help students identify synonyms of target words, by previously learning its definition. If it is not possible for them to answer, work with dictionaries. Teachers may scaffold the meaning of each word.

**WHILE READING**

- 3. Do you believe in the Fox's intentions? Why?**
- 4. What do you think the Cock will do?**
- 5. What do you think the outcome of the fable will be? Discuss.**
- 6. Why do you think the fox has that behavior?**

You may encourage your students to answer questions 3 and 4 in pairs or groups. Invite them to share their ideas with the rest of the class and justify their answers.

Comprehension skills can be developed by asking students to recap the events in the fable and predict the end of the fable supported by the evidence provided in the text. Teachers can encourage students to work in small groups and make comments on the possible outcomes of the fable. Teachers may write their contributions on the board to be checked after the reading is finished.

You may also encourage your students to answer question 6 in pairs or groups. Invite them to share their ideas with the rest of the class and justify their answer.

## AFTER READING

### 7. Number the events as they occur in the fable.

Answers:

a. 2      b. 1      c. 6      d. 4      e. 5      f. 3

To develop comprehension strategies, teachers may have students sequence parts of the story.

### 8. Look at the pictures and put them in order.

You may invite your students to look at the pictures and put them in order, according to what they remember about the fable. After that, you may encourage them to retell the fable in their own words.

Answers:

a. 4      b. 3      c. 2      d. 1      e. 6      f. 5

## TRANSCRIPT

### The Cock and the Fox

One bright evening as the sun was sinking on a glorious world, a wise old Cock flew into a tree to roost. Before he composed himself to rest, he flapped his wings three times and crowed loudly.

But just as he was about to put his head under his wing, his eyes caught a flash of red and a long pointed nose, and there just below him stood Master Fox.

"Have you heard the wonderful news?" cried the Fox in a very joyful and excited manner.

"What news?" asked the Cock very calmly. But he had a strange feeling inside him, because he was very much afraid of the Fox.

"Your family and mine and all other animals have agreed to forget their differences and live in peace and friendship from now on forever. Just think of it! I simply cannot wait to embrace you! Do come down, dear friend, and let us celebrate the joyful event."

"How grand!" said the Cock. "I am certainly delighted at the news." But he spoke in an absent way, and stretching up on tiptoes, seemed to be looking at something far-off.

"What is it you see?" asked the Fox a little anxiously.

"It looks to me like a couple of Dogs coming this way. They must have heard the good news and..."

But the Fox did not wait to hear more. He started on a run.

"Wait!" cried the Cock. "Why do you run? The Dogs are friends of yours now!"

"Yes," answered the Fox. "But they might have not heard the news. Besides, I have a very important duty that I had almost forgotten about."

The Cock smiled as he buried his head in his feathers and went to sleep, for he had succeeded in tricking a very crafty enemy.

Moral: The trickster is easily tricked.



120692

# UNIT 6

120692

- **Social practice of the language:** Identify and ask questions to obtain information about a specific topic.

## Asking questions about interesting animals

<b>Environment</b>	Academic and educational
<b>Communicative activity</b>	Search and selection of information.
<b>Social practice of the language</b>	Identify and ask questions to obtain information about a specific topic.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explores illustrations about science topics.</li> <li>• Listens and understands questions.</li> <li>• Writes questions to search and obtain information.</li> <li>• Makes questions.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Offer opportunities to use and combine writing, speaking and visual processes to generate the mood and enthusiasm for writing.               <ul style="list-style-type: none"> <li>• Connect previous knowledge with images to identify the topic;</li> <li>• Discover purpose using images;</li> <li>• Compare similarities and differences between illustrations;</li> <li>• Classify illustrations according to the topic.</li> </ul> </li> <li>- Show students how to recognize the purpose of what they listen to; what they already know about what they are going to listen and what they think he/she is going to say, etc. This way, they will:               <ul style="list-style-type: none"> <li>• Examine question words (<i>Which is the..., How many... do...?</i>);</li> <li>• Clarify the meaning of words and expressions;</li> <li>• Analyze the ways of expressing questions in present time (<i>What is the...?, What do we...?</i>);</li> <li>• Compare auxiliaries in questions (for example: <i>do, does, etc</i>);</li> <li>• Connect images with questions;</li> <li>• Examine use and position of question marks;</li> <li>• Contrast statements (for example: interrogative, declarative, etc);</li> <li>• Understand questions.</li> </ul> </li> <li>- Promote positive attitudes towards writing, and focus their attention on the purpose of writing (ask questions to look for and get information):               <ul style="list-style-type: none"> <li>• Analyze word order in questions;</li> <li>• Use question words in questions;</li> <li>• Complete questions;</li> <li>• Value intonation in questions;</li> <li>• Check spelling and punctuation.</li> </ul> </li> <li>- Invite students to try to write in English and celebrate their efforts, be flexible with their errors and concentrate on what they can do. In that manner, they will learn to recognize their strengths and use them to face new challenges:               <ul style="list-style-type: none"> <li>• Complete questions with question words;</li> <li>• Make questions based on an example;</li> <li>• Repeat questions to practice pronunciation;</li> <li>• Dictate questions to look for information.</li> </ul> </li> </ul>
<b>Product</b>	Paper accordion with questions about animals.
<b>Reader</b>	<i>Native animals of different countries</i>
<b>Allocated time</b>	12 classes (45 minutes each)
<b>Evaluation Instrument</b>	Observation Checklist

**Materials**

What does a bear eat?

Does a camel have humps?

Does a sheep eat your homework?

How healthy is a lion's mane?

Is a pig or sheep?





- Environment, Academic, and Educational
- Communicative activity. Search and selection of information
- Explore illustrations about science topics.
- Listen and understand questions.
- Write questions to search and obtain information.
- Make questions.
- Paper accordion with questions about animals.
- Active animals at different courses.

### Lead-in activities

You may use the following activities as lead-ins.

Write a long word on the board, such as HIPPOPOTAMUS or RHINOCEROS. Ask students to use the letters of the word on the board to make other words about animals. Write these words on the board.

One sentence: Write a sentence on the board from the lesson. E.g. Lions live in the African Savanna, they eat meat, etc. Ask one student to read it aloud. Now get students to guess what they think the lesson is going to be about. Call on several students to give you their ideas.

One question: Write a conversational question on the board that uses some of the vocabulary or grammar that students will encounter in class that day. Drill the question a couple of times with the class. Next, ask students to stand up and ask 5 people this question before returning to their seats.

### Closure Activities

You may use these activities at the end of the lesson to check what students have learned.

You may play "animal charades" with your students. Students mime out various animals and their team guesses. You may also say a sentence related to the contents and ask a member from each group to

mime the whole sentence. E.g. A hippo has skin, a lion has a tail, etc.

You may give a student a key words and encourage him/her to make a question related to the content. E.g. Has – a Snow monkey has one tail.



### GETTING READY

#### GETTING READY Exploring illustrations about science topics

1. Listen and read the text. Pay attention to the words in bold. Then, listen and answer the questions.



A Hippo is a big semi-aquatic mammal. It lives in the African savanna. A hippo **eats** grass. It doesn't really **swim**. A hippo gallops and walks in rivers and lakes. It runs at 90 kms. per hour

- Where does a hippo live?
- What does a hippo eat?
- Does it swim?
- Does it run at 30 km. per hour?

Glossary page 126

2. Listen to the questions and circle the correct answer. Then, use the words in the box to write your own questions in your notebook.

big    cold    wet    ...



- Does a penguin live in a hot place? Yes, it does. / No, it doesn't.
- Is an elephant small? Yes, it is. / No, it isn't.

You may invite students to open their books and read the title of the unit. You may encourage them to name the animals included in the pictures throughout the unit.

Elicit different answers from students. You may help them and write a list of animals native to Mexico. Eg. Spider monkey, Cacomistle, Axolotl, Mexican Prairie dog, Coatl, Ocelot, Mexican grey wolf, Ceniztli, Xoloitzcuintli, etc.

1. Listen and read the text. Pay attention to the words in bold. Then, listen and answer the questions.

You may ask students different questions about Hippos. E.g. Do you like hippos? Are they big or small? What color are hippos? Then, you may invite students to listen and read the text. Stop the audio and you may ask a student to read the text. Then, you may write one of the

questions, in exercise 1, on the board. Next to it, you may write the same question in the student's mother tongue. You may use a color marker to highlight the question marks. You may elicit from students that, in English, question marks go at the end of the question, not at the beginning. Then, play the rest of the audio and encourage student to pay attention to intonation. After that, ask some students to read the questions and answer them.

**Answers:**

- a. It lives in the African savanna.
- b. It eats grass.
- c. No, it doesn't.
- d. Yes, it does.

**TRANSCRIPT**

A Hippo is a big semi-aquatic mammal. It lives in the African savanna. A hippo eats grass. It doesn't really swim. A hippo gallops and walks in rivers and lakes. It runs at 30 km. per hour.

2. Listen to the questions and circle the correct answer. Then, use the words in the box to write your own questions in your notebook.

You may invite a student to read the words in the box. Then, you may encourage some students to mime the words or you may start a sentence and they finish it. Then, play the audio. You may ask students to repeat the questions, paying attention to intonation. After that, you may invite students to work in pairs and talk with their partners.

**Answers:**

- a. No, it doesn't
- b. No, it isn't.

**Possible questions:**

- Does an elephant live in a hot place?
- Is a penguin small?

**TRANSCRIPT**

- a. Does a penguin live in a hot place?
- b. Is an elephant small?



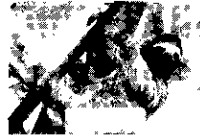
**ON THE ROAD**



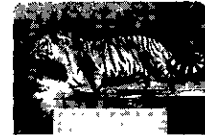
ON THE ROAD

Identifying and asking questions to obtain information about a specific topic

1. Listen, read and look at the words in bold. What do they mean?



It lives in the **rainforest**. It is considered an **herbivorous** animal. It eats **leaves** and **fruit**.



It lives in the **Siberian forest**. It is a **carnivorous** animal. They eat **meat**.



It lives in the **desert**. It is an **herbivorous** animal. It eats **thorny** plants.



It lives in the **sea**. It is considered a **carnivorous** animal. They eat **sea animals**, such as **fish**, **sea lions**, and **seabirds**.

Glossary page 126

2. Listen and repeat the questions. Then, in pairs ask questions to your partner about different animals. Exchange turns.

1. Listen, read and look at the words in bold. What do they mean?

First, you may invite students to answer the questions: "What do we eat? Are human beings omnivore?"

After this, you may invite students to look at the pictures and read the names of the animals. Then, you may play the audio and ask students to guess the meaning of the words in bold. Finally, you may ask students to read and listen to the texts in pairs and point at the pictures when they are mentioned.

**Answers:**

Different answers might be provided. Encourage them to use a bilingual dictionary.

**TRANSCRIPT**

Sloth: It lives in the rainforest. It is considered an herbivorous animal. It eats leaves and fruit.

Siberian tiger: It lives in the Siberian forest. It is a carnivorous animal. It eats meat.

Camel: It lives in the desert. It is an herbivorous animal. It eats thorny plants.

Whale: It lives in the sea. It is considered a carnivorous animal. They eat sea animals, such as fish, sea lions, and seabirds.

2. Listen and repeat the questions. Then, in pairs ask questions to your partner about different animals. Exchange turns.

When students have read the text, you may encourage some of them to read the questions and answers. You may also invite them to make more questions. Write some examples on the board.

**Answers:**

Different answers might be provided.

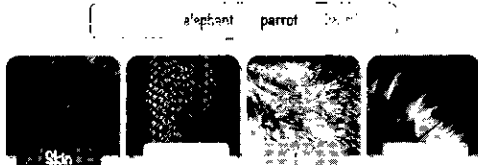
**TRANSCRIPT**

What does a camel eat? It eats plants.

Where does a whale live? It lives in the ocean.

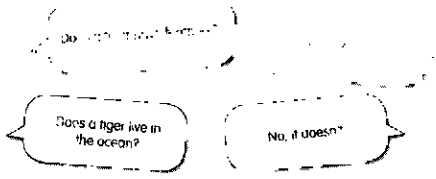
**Page 69**

3. Look at the pictures. Then, listen and say the animal.



- a. Which animal has feathers, lives in the rainforest and eats seeds?
- b. Which animal has scales, lives in the desert and eats insects?
- c. Which animal has fur, lives in the rainforest and eats leaves?
- d. Which animal has skin, lives in the African savanna and eats plants?

4. Listen to the questions and answer them. Then, practice with your partners. Glossary page 126



Do you want to know more about animals' facts? Go to this link.

3. Look at the pictures. Then, listen and say the animal.

You may invite students to read the words in the box. You may also ask some students to mime them. Play the audio and ask students to guess the animal. After that, you may write on the board an affirmative sentence and an interrogative sentence. You may encourage students to realize the differences between them. E.g. Where does a lizard live? A lizard lives in the rainforest. Does a parrot have feathers? Yes, it does.

**Answers:**

a. parrot b. lizard c. sloth d. elephant

**TRANSCRIPT**

- a. It has feathers and lives in the rainforest. It eats seeds.
- b. It lives in the desert. It has scales. It eats insects.
- c. It lives in the rainforest. It has fur. It eats leaves.
- d. It lives in the African savanna. It has skin. It eat plants.

4. Listen to the questions and answer them. Then, practice with your partners.

You may explain students that, when a question begins with the auxiliary verb "Does", the only two possible answers are: Yes, I do. No, I don't. You may ask them to listen to the questions and answer them with their partners. Finally, you may invite some confident students to make more questions with the information in exercise 3.

**Answers:**

Different answers might be provided.

**TRANSCRIPT**

- a. Does a tiger have feathers?
- b. Does a tiger live in the ocean?

Videos, games and animals: <https://kids.nationalgeographic.com>. You may tell students they can use this link to get more information about animals. You may check the link with them during the lesson or you may invite them to visit the web page at home.

**Page 70**



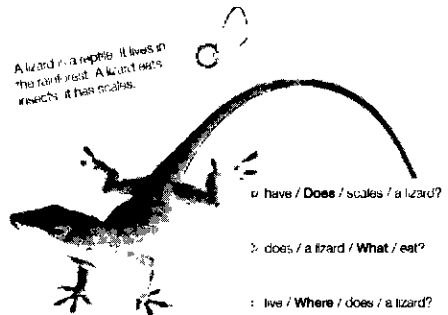
To make Yes - No questions about animals and other topics, you can use **Present simple: Does + subject + verb?**

- a. Does the elephant live in the African savanna? Yes, it does
- b. Does the Siberian tiger eat plants? No, it doesn't

To obtain more information about different topics you use **Wh-question words: where, what, how many, which**

- a. Where does a hippo live? It lives in the African savanna
- b. What does a tiger eat? It eats meat.
- c. How many legs does an elephant have?
- d. Which is the biggest animal?

5. Read the text. Write the words in the correct order to make questions. Then, listen and check.





You may explain to your students that, to make yes/no questions you can use Present simple: Does + subject + verb? You may invite them to look at the examples and come up with some questions of their own. Then, you may explain to your students that to obtain more information about different topics, you can use *Wh*-question words: *where, what, how many and which*.

You may invite them to look at the examples and then come up with some questions of their own. You may encourage them to practice them with their partners.

**5. Read the text. Write the words in the correct order to make questions. Then, listen and check.**

You may read the information about Present Simple with the whole class and ask different students to read the examples. Then, you may invite students to look at the picture and describe it. You may help them asking different questions to elicit information. E.g. What color are lizards? Do you like them? What do they eat? You may give students a couple of minutes to read the text and write the questions in the correct order. Finally, you may ask some students to read their answers. Write some examples on the board, so students can realize the difference between *Wh*-question words and Yes-No questions.

**Answers:**

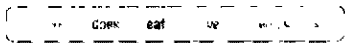
- a. Does a lizard have scales? Yes, it does.
- b. What does a lizard eat? It eats insects.
- c. Where does a lizard live? It lives in the rainforest.

**TRANSCRIPT**

- a. Does a lizard have scales?
- b. What does a lizard eat?
- c. Where does a lizard live?

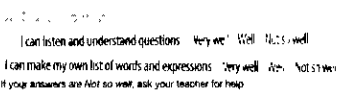
**Towards the product Paper accordion with questions about animals.**

**SUBPRODUCT 1: Words and expressions.**  
 1. Use the words below to complete the questions.



- a. Does a sloth \_\_\_\_\_ live?
- b. What does a hippo \_\_\_\_\_ ?
- c. \_\_\_\_\_ does a parrot live?
- d. \_\_\_\_\_ a dolphin live in the ocean?
- e. Does a lizard have \_\_\_\_\_ ?

2. Now, write your own list of questions about animals in your notebook.



**5. Reader: Read the text with your partner and answer the questions.**



**Mexican Prairie dog**

It lives in states such as Coahuila and Zacatecas in Mexico. It has brownish-grey fur. Prairie dogs live in social groups. They show their love by kissing each other. It is an herbivorous animal.


- a. What color is its fur? Where does it live?
- b. Is it a carnivorous animal?



**Paper accordion with questions about animals**

**SUBPRODUCT 1:**

**Words and expressions.**

1.  Use the words below to complete the questions.

You may tell students that, at the end of the unit, they will make a product that consists in a paper accordion with questions about animals. You may make your own product, so students can see the final product in advance. You may also tell them that the activities on this page will help them practice and will also help them to make the first part of their products. Invite students to work in pairs and complete the sentences with the words and expressions in the box.

**Answers:**

a. have b. eat c. Where d. Does e. green scales?

2. **Now, write your own list of questions in your notebook.**



You may invite students to check the vocabulary included in this unit so far. Then, you may encourage them to make a list of questions that they might include in their final product.

**Answers:**

Different answers might be provided.

**Self-assessment**

You may invite students to read the statements and evaluate their performance in these activities.

6.   **Reader: Read the text with your partner and answer the questions.**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

You may tell students that, during this unit, they will read a story related to the topic of the unit. You may also tell them that this activity will help them find out the topic of the story. You may ask students what they know about Mexican Prairie dog.

You may invite students to read the text with their partner and answer the questions. Finally, you may invite some students to share their answers with the rest of the class.

**Answers:**

- a. Brownish-grey fur - In the states of Coahuila, Zacatecas.  
b. No, it isn't. It is an herbivorous animal.

CHECK YOUR PROGRESS



1. Listen and complete the questions using the question words below.

When  
 does a parrot eat?  
 does a parrot sleep?  
 does a parrot live?

2. Read the text. Use the words in bold to make questions.

**British Barn owl**  
 Barn owl species live in every continent, but they don't live in Antarctica. **British Barn owl has white feathers on its breast. It eats mice and young rats.**



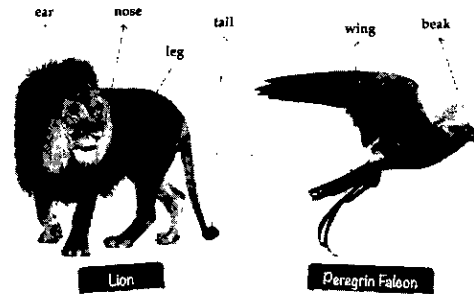
Glossary page 126

Where  
 What  
 Does

I can read short texts about animals. My level is well. Not so well.  
 I can listen and understand questions. My level is well. Not so well.  
 I can write questions with prompts. My level is well. Not so well.  
 If your answers are not so well, ask your teacher for help.

7. Look at the pictures. Then, listen to the questions and answer them. Pay attention to the words in bold.

PARTS OF THE BODY



- a. How many **legs** does a lion have? *It has four legs.*
- b. How many **wings** does a falcon have?
- c. How many **ears and eyes** does a lion have?
- d. How many **legs** does a falcon have?
- e. How many **tails and noses** does a lion have?

Animal body parts:

7. Look at the pictures. Then, listen to the questions and answer them. Pay attention to the words in bold.

You may write on the board the Wh-question word "how many". You may use your body language to ask students different questions about their body. E.g. *How many eyes do you have? How many legs do you have? How many ears do you have?* Then, you may invite students to look at the pictures and answer the questions. You may invite some students to read the questions and share their answers with their classmates.

TRANSCRIPT

- a. *It has four legs.*
- b. *It has two wings.*
- c. *It has two ears and two lions.*
- d. *It has two legs.*
- e. *It has one tail and one nose.*

Animal body parts: <https://goo.gl/MY27kG> / <https://goo.gl/Lq5FHF> You may tell students they can use these links to get more information about animals. You may check the link with them during the lesson or you may invite them to visit the web page at home.

You may tell your students that the activities on this page will help them evaluate their performance in the unit so far.

1. Complete the questions using the question words below.

Answers:  
 a. What                      b. When                      c. Where

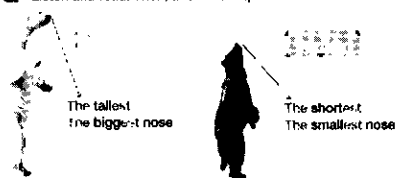
2. Read the text. Use the words in bold to make questions.

Answers:  
 a. Where does a Barn owl live?  
 b. What does a Barn owl eat?  
 c. Does a Barn owl have feathers?

Self-assessment


You may invite students to read the statements and evaluate their performance in these activities.

8.   Listen and read. Then, answer the questions.



The Polar bear and the Sun bear are species of bears. They have two ears, four legs and a short tail. The Polar bear is considered **the biggest** bear of all. The Sun bear is considered **the smallest** one. The Sun bear is also **the shortest** bear of all. The Polar bear is **the tallest** one. The Sun bear has **the smallest** nose and the Polar bear has **the biggest** nose.



- a. Which bear is the biggest of all?
- b. Which bear is the shortest of all?
- c. Which bears is the tallest of all?
- d. How many legs do a Sun bear and a Polar bear have?

9.  Look at the animals and make questions. Use the examples seen in activities 7 - 8.



- a. How many
- b. Which
- c. Do they



8.   Listen and read. Then, answer the questions.

You may bring flashcards of different species and paste them on the board to make sentences using superlative adjectives. Then, you may invite your students to look at the pictures. Play the audio. You may ask students to listen and read the text. You may stop the audio and encourage different students to read the text. Then, you may play the audio again and stop it after each question, so that students can answer them.

You may write on the board questions using do and does. Help students to realize the use of these auxiliary verbs. You may remind them that they have to give short answers. E.g. Does a whale have fins? Yes, it does. Do parrots have feathers? Yes, they do.

**Answers:**

- a. The Polar bear is the biggest of all.
- b. The Sun bear is the shortest of all.

- c. The Polar bear is the tallest of all.
- d. They have four legs.

**TRANSCRIPT**

The Polar bear and the Sun bear are species of bears. They have two ears, four legs and a short tail. The Polar bear is considered the biggest bear of all. The Sun bear is considered the smallest one. The Sun bear is also the shortest bear of all. The Polar bear is the tallest one. The Sun bear has the smallest nose and the Polar bear has the biggest nose.

9.  Look at the animals and make questions. Use the examples seen in activities 7 - 8.

You may ask students questions about Brown bears and wombats. You may also write different words and phrases on the board that will help them make questions. Finally, you may invite some students to share their answers with the rest of the class.

**Answers:**

- a. How many ears does a wombat have?
- b. Which is the tallest?
- c. Do they have fur?

Towards the product Paper accordion with questions about animals.

SUBPRODUCT 2: List of questions.

1. Circle the correct option to complete the questions. Classify the illustrations using the words below.

tallest live legs

What / Where does a giraffe live? tallest live legs

How Many / Which does it have? Size

Is / Are it or small?

I can classify illustrations. Very well. Well. Not so well  
 I can make a list of questions. Very well. Well. Not so well  
 If your answers are Not so well, ask your teacher for help.

Reader: Listen, read and answer the question.



**Panda**  
 They live in bamboo forests, in the mountains of China. Pandas have black and white fur. They occasionally eat small animals, but 99 percent of their diet is . . . **What else do you think Pandas eat?**

Towards the product



Paper accordion with questions about animals

SUBPRODUCT 2: List of questions

1. Circle the correct option to complete the questions. Classify the illustrations using the words below.

You may invite students to look at the 3 pictures of giraffes. Then, you may ask them questions to elicit information. You may invite students to pay attention to the words and phrases.

Answers:

- a. Where does a giraffe live?
- b. How many legs does a giraffe have?
- c. Is it big or small?

Self-assessment

You may invite students to read the statements and evaluate their performance in these activities.

10. Reader: Listen, read and answer the question.

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

You may divide the class in groups of 3 or 4 and encourage students to read the text. Then, you may play the audio and encourage students to listen, read and answer the questions.

Answers:

99 percent of their diet is Bamboo.





## FINAL DESTINATION

### Product

Page 76

**Product**  
Paper accordion with questions about animals


**1** Talk with your partner about the 6 questions you wrote on page 71 activity 2.

**2** Cut a strip of color cardboard paper (10x40). Then, fold it in 4 squares (10x10).

**3** Draw the animal you chose on the cover and back cover of your accordion.

**4** Follow the model questions in **Towards the Product, Subproduct 2**, to write six questions about the animal you chose. Draw pictures for each question.

**5** Ask the questions to your partner.



I can explore illustrations about science topics. Very well Well Not so well  
I can listen and understand questions. Very well Well Not so well  
I can write questions to search and obtain information. Very well Well Not so well  
I can make questions. Very well Well Not so well  
If your answers are Not so well, ask your teacher for help.

### Paper accordion with questions about animals.

You may encourage students to bring the materials for this lesson in advance. You may make your own paper accordion with questions about animals, so you may show it to students. You may also invite a student to play with you in front of the class.

**1** Talk with your partner about the 6 questions you wrote in page 71 activity 2.  
You may ask students to talk with their partners about the animals they chose and the words and expressions they used to write questions about them. You should try to elicit some questions made for the students in previous exercises. Invite them to say the questions aloud. You can write their answers on the board.

**2** Cut a strip of color cardboard paper (10x40). Then, fold it in 4 squares (10x10).

You may show them a cardboard with the measures that you want.

You may invite students to use a ruler to cut a strip of paper and fold it in 4 squares.

**3** Draw the animal you chose on the cover and back cover of your accordion.

You may ask students to draw the animal they chose on the cover and back cover. You may encourage your students showing some flashcards of animals prepared in advance.

**4** Follow the model questions in **Towards the Product, Subproduct 2**, to write six questions about the animal you chose. Draw pictures for each question.

You may encourage students to follow the model questions in **Towards the Product, Subproduct 2**, to write six questions about the animal you chose. Draw pictures for each question. Monitor the progress of their drawing moving around the class.

**5** Ask the questions to your partner.

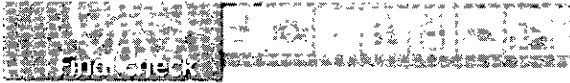
Finally, you may invite students to swap the paper accordion with their partner and answer the questions.

### Reflect on your product

You may invite students to read the statements and evaluate their performance in these activities.

In this activity, you may use the suggested assessment instrument: **Anecdotal Record**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

# FINAL CHECK



1 Write the letters in the correct order. Complete the questions. Then, listen to check your answers.

htwa                      hwrree                      hwo mriay  
 avho                      hhw                      slami

ears does                      Is the hippo                      ?                      does  
 a hippo have?                      a Camel eat?

does a                      Does a Siberian tiger                      is  
 Camel live?                      fur?                      the shortest animal?

2 Match the answers with the correct question in exercise 1.

No, it isn't.                      It eats leaves and plants.                      It has two ears  
 In the African savanna.                      Yes, it does                      Hippo

3 Choose an animal. Draw it and write three questions about it.

Use these verbs:

live eat

Self-assessment

I can explore illustrations about science topics. Very well Well Not so well  
 I can listen and understand questions. Very well Well Not so well  
 I can write questions to search and obtain information. Very well Well Not so well  
 I can make questions. Very well Well Not so well  
 If your answers are Not so well, ask your teacher for help



## Transcript

- How many ears does a hippo have?
- Is the hippo small?
- What does a Camel eat?
- Where does a Camel live?
- Does a Siberian tiger have fur?
- Which is the shortest animal?

2 Match the answers with the correct question in exercise 1.

Answers:

- a. b, b. d, c. c, d. e, e. a, f. f

3 Choose an animal. Draw it and write three questions about it. Use the verbs: have, live and eat.

Answers:

Different answers might be provided. Encourage students to swap their drawings and questions and check around the classroom, if possible.

## Self-assessment

You may invite students to read the statements and evaluate their performance in these activities.

In this activity, you may use the suggested assessment instrument: **Anecdotal record**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

1 Write the letters in the correct order. Complete the questions. Then, listen to check your answers.

Answers:

- what / c
- have / e
- where / d
- which / f
- how many / a
- small / b

## Native animals of different countries

### Lead-in

**74** You may bring different flashcards of animals, students have already studied throughout the unit. You may ask them questions about these animals. You may also paste some flashcards on the board and write the countries these animals are native. You may invite some students to match the animal with the correct country

### BEFORE READING

1. Look at the pictures on pages 74 and 75 and write, on the map, where you think these animals are from.

You may bring a world map and paste it on the board. Then, you may ask some students to find, on the map, the countries included in the story.

Finally, you may ask students to write where the animals in the story are from.

### WHILE READING

You may encourage students to check all the highlighted words in the story in the Picture dictionary. Then, you may invite students to listen and read the text. You may stop after each paragraph and ask a student to read the questions and invite some students to answer. Then, you may continue with the rest of the text and questions. You may encourage different students to read the story aloud and use the correct intonation for questions.

#### Answers:

- |                    |                 |
|--------------------|-----------------|
| 3. Yes, it does.   | 5. No, it isn't |
| 4. No, it doesn't. | 7. México       |

### AFTER READING

#### Circle the correct option.

You may ask students different reading comprehension questions based on the text. E.g. What Does Komodo dragon eat? Does Snow monkeys eat meat? etc. Then, you may ask them to do exercise 9.

#### Answers:

- a. i b. ii c. i d. i

### TRANSCRIPT

#### Native Animals of Different Countries

Each country has native species that represent them as a country around the world. These animals live in particular ecosystems. Do you know where Pandas are native to? Where is the Prairie dogs native to?

#### Bare-nosed Wombat

Bare-nosed wombat is native to Australia. It is also called Common Wombat. It is an herbivorous animal because it eats grass. A baby wombat is called a wombat pinkie because they don't have fur. Female wombats carry their babies in their pouches. Wombats have a very long digestion process; because of this, their poo is square.

#### Rhinoceros

There are different species of rhinoceroses. Indian rhinoceros is native to India. It has brownish-grey skin. It has flexible ears, big body, and a short tail. It eats grass, fruit, leaves and aquatic plants. Indian rhinoceros has only one horn.

#### Komodo dragon

Komodo dragon is considered the biggest and tallest lizard in the world. It is native to the islands of Indonesia. It is up to 3 meters long and is carnivorous. Eats animals, such as pigs, snakes, and buffalos. It has venom glands that cause paralysis to its victims. Komodo dragon has a forked tongue like snakes.

#### White-nosed Coati

There are different species of coati. They live all across North, South and Central America. But white-nosed coati is native to Mexico, from the island of Cozumel. It is an omnivorous animal because eats plants and animals; such are lizards, birds, snakes, and spiders. Female and young coatis live together in groups of 10 to 30 members.

#### Snow Monkey

Snow monkey is native to Japan. It is an omnivorous animal. It eats both meat and vegetation, such as fruit, insects, eggs and small mammals. They live in warm subtropical lowlands and cold subalpine regions. It has fur, and its color varies from brown to white. Adult monkeys have red skin face. During winter time, snow monkeys hold each other tightly to keep warm. They live in big groups called troops.

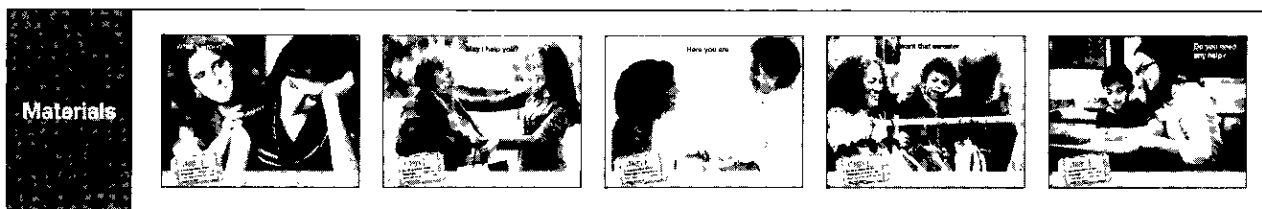


# UNIT 7

• **Social practice of the language:** Understand and share expressions to convey personal needs.

## Expressions to get what you need

<b>Environment</b>	Family and community
<b>Communicative activity</b>	Exchanges associated to personal and other people's needs.
<b>Social practice of the language</b>	Understand and share expressions to convey personal needs.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Listen to dialogues that express wants and needs.</li> <li>• Understand and express wants and needs.</li> <li>• Exchange expressions to convey wants and needs.</li> <li>• Write a message to get what is wanted or needed.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Give examples of common contexts to the students and pay attention to the structure of expressions and how to say them. This way, they will be in better condition to:             <ul style="list-style-type: none"> <li>• Analyze speakers and turns of speaking;</li> <li>• Examine nonverbal language (for example, eye contact, poses, gestures, etc.);</li> <li>• Understand purpose and addressee;</li> <li>• Define the structure of a dialogue;</li> <li>• Discriminate between consonant sounds (give, five, etc.).</li> </ul> </li> <li>- Contrast expressions that express wishes or needs (<i>I want a glass of water / I need a pen. Let me borrow your pen, please, etc.</i>);             <ul style="list-style-type: none"> <li>• Examine the words used to refer to others (for example: names and personal pronouns);</li> <li>• Analyze ways of expressing wishes or needs (<i>I want..., she wishes..., Do you need...?, etc.</i>);</li> <li>• Establish the use of connectors to connect ideas (that, and, etc.);</li> <li>• Compare the vowel - like sounds in words (pencil, paper, etc);</li> <li>• Contrast the uses of nonverbal language (visual contact, gestures, etc) with some acoustic characteristics (volume, tone and pronunciation).</li> </ul> </li> <li>- Offer opportunities to practice and rehearse the expressions that students will use in the exchanges and give them several examples so that they use them as a model. In that way, students will:             <ul style="list-style-type: none"> <li>• Decide what needs or wishes they will express;</li> <li>• Define expressions to indicate an exchange;</li> <li>• Determine the words to refer to the other person;</li> <li>• Write expressions to mention needs;</li> <li>• Rehearse and practice expressions to express needs or wishes;</li> <li>• Express and answer to the needs or wishes expressed by others;</li> <li>• Use strategies to make the other person understand a message (speak slower, re-start, ask for clarification, etc.);</li> <li>• Use verbal language and appropriate tone of voice.</li> </ul> </li> <li>- Help your students to understand that writing has different social functions such as: asking for help, requesting something, etc. Help them complete their writings to generate positive and encouraging attitudes. So that they will be able to:             <ul style="list-style-type: none"> <li>• Explore messages to plan the writing of something (for example: Who is the addressee? What are the elements needed? etc.);</li> <li>• Write messages using examples;</li> <li>• Read messages to test their clarity.</li> </ul> </li> </ul>
<b>Product</b>	Write a Message
<b>Reader</b>	<i>The Discovery of Oz, the Terrible</i>
<b>Allotted time</b>	12 classes (45 minutes each)
<b>Evaluation Instrument</b>	Rating Scale Rubric





## Lead-in activities

### What we need

**Materials:** Wants and Needs Cards prepared by Unicef JK. Visit the following link: <https://www.tes.com/teaching-resource/wants-and-needs-cards-6041097>

#### Steps

1. Organize the class into collaborative groups of 3 students.
2. Give each group a set of "Wants and Needs" Cards.
3. Have each group decide which six cards they think are the most important ones.
4. As a class, share each group's findings and decide on the six most important for the class.

### Needs and Wants Box

**Materials:** A box and cards with the following pictures or vocabulary: healthy food, water, shelter, clothing, love, sleep, medicine, clean air, shoes, sunshine, ice cream, cell phone, television, toys, bike, couch, cookies, tablet, pets, camera, vacation

#### Steps

1. Put the cards in the box.
2. Choose a student to pick up a card and show it to the rest of the class.
3. The class must indicate whether it is a Need or a Want and support their answer.

**Variation:** if possible, organize students in groups of five, and have them proceed in the same way.

### 3 wishes!

**Materials:** Paper and pencil

#### Steps

1. Ask your students to imagine it is a summer night, and they meet their Fairy Godmother. She offers to grant them 3 wishes of any sort. Have students write their wishes on a piece of paper.
2. Monitor. Write the structure of Wish on the board if necessary.
3. Students read their wishes in front of the class.

### Bingo

**Materials:** paper and pencil, 18 pieces of papers with a vocabulary used in the activity **Needs and Wants Box**, and a bag.

#### Steps

1. Ask students to draw a 9-square grid.
2. Write the vocabulary in the cards of the activity **Needs and Wants box** on the board.
3. Ask students to write, in each grid, a word from the board.
4. Ask a volunteer to be the announcer.
5. The announcer picks up a piece of paper from the bag and calls it out.
6. The students who have the word on their grids, cross them out.
7. The first student to cross out all the words in the grid wins the game.

### Good wishes for our planet

**Materials:** Paper and pencil

#### Steps

1. Have students work in groups of three, and ask them to write 3 wishes that could help save the planet we live in.
2. Monitor. Write the structure of Wish on the board if necessary.
3. Place the wishes on the bulletin board of your classroom or the school.

### Survivor Spelling

**Materials:** Vocabulary covered in previous lessons.

#### Steps

1. Teachers call out a word.
2. The first student begins by saying the word and giving the first letter, the second student the second letter of the word, the third student the third letter, and so on until the word is spelled correctly.

3. If somebody makes a mistake they must sit down and start from the beginning again until the word is spelled correctly.
4. The student who is left standing is the “survivor” and wins the game.

## Charades

**Materials:** 6 or 9 Sentences related to the topic of the unit per group and 10 bags depending on the number of groups

### Steps

1. Organize students in groups of three.
2. Teachers give each group a bag with a set of sentences
3. Students take turns to act out the sentence on the paper without speaking, while others guess the answer.

## Wrap up Activities

### The Jumping Game

**Materials:**

#### Steps

1. Get students to stand in line in front of the white board.
2. Indicate students you will utter a statement about the contents covered during the unit.
3. If the statements is correct, students jump to the right, if it is false jump to the left.
4. Those students who jump to the incorrect side just go back to their seats.

## Quick Check

**Materials:**

#### Steps

1. Explain to students that, in order to leave the room, they must say if the word you will elicit is a Want, a Need or Wish.
3. Ask them to make a line next to the door. Those who answer correctly can leave the room. Those who don't must go to the end of the line.

## What did I learn?

**Materials:** No materials are required

#### Steps

1. Have students comment or write about the new contents they have learned throughout the development of the unit, and the difficulties they have faced.

## Stop Light

**Materials:** A picture of a traffic light for each pair of student.

### Steps

1. Give each pair of students a picture of a traffic light.
2. Explain students that on the green light, they must write something they already knew about the class. On yellow light, students must write something they learned during the class. On the red light, students must write something they didn't understand about what was discussed.
3. Give students feedback.

## Quick doodles

**Materials:** marker

### Steps

1. Explain to students you will draw on the board two or three concepts in a sentence covered during the unit, they will have to guess.

## Tilts

**Materials:** pencil and notebook

### Steps

1. Explain students that TILT means “Today I learned to...”
2. Have students write in their notebooks what they learned during the class, and share it with the rest of the class.

## Sell It to us

**Materials:** pencil and notebook

### Steps

1. Organize students in groups of three.
2. Have students write an ad that “sells” or promotes what they learned in the current class.

## The message

**Materials:** pencil and piece of paper, plastic bottle.

### Steps

1. Assign each student a partner to whom he/she will write a message, saying what he/she has learned during the latest lessons.
2. Encourage students to read it in front of the class.

## Clear or Cloudy?

**Materials:** pencil and notebook

### Steps

1. Ask students to divide the page in two, vertically.
2. On the left write Clear, and on the right Cloudy.
3. Ask students to write under Clear what they understand and under Cloudy what they are having trouble understanding.
4. Have students share their achievements and difficulties with the class. Give them feedback.



# GETTING READY

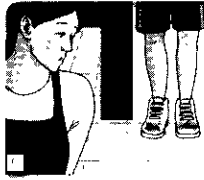


GETTING READY *Listening to dialogues that express wants and needs*

1 Listen and read the dialogue. Act it out.



Mom: It's going to be your birthday soon, honey! What do you want?  
Don: Mmm... I'm not sure yet. I need some football boots, mines are too old.



Mom: Wow! It's true.  
Don: Mmmm... but I also want a new video game.

Mom: But you already have so many.

# TRANSCRIPT

Mom: It's going to be your birthday soon, honey! What do you want?

Don: Mmm... I'm not sure yet. I need some football boots, mines are too old.

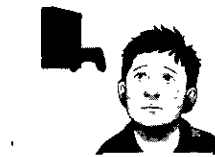
Mom: Wow! It's true.

Don: Mmmm... but I also want a new video game.

Mom: But you already have so many.

Don: Mmm... I really wish I could go to the park with my friends.

Mom: That's a great idea!



Don: Mmm... but I also wish to go to the park with my friends.



Don: Mmm... I really wish I could go to the park with my friends.

2 Underline the expressions used by Don in the story to express his needs.



# ON THE ROAD



ON THE ROAD *Understanding and sharing expressions to convey personal needs*



1 Listen to the following dialogues and number. What do these children want or need? Discuss with your partners.



2 Look at the pictures. Use the vocabulary below to write a sentence (verb and complement). (2) means you can use the word twice.

an ice cream new clothes a book a doctor



Alison



Orjugal



Robert



My mom

The activities at this stage were designed to activate students' prior knowledge. This activity will give students a starting point to the following exercises, motivating and engaging them in the learning process. Teachers may brainstorm about the difference among Want (not essential to our life), Need (things we rely on to live physical, emotional and individual) and Wish (a desire that is highly impossible to happen). Teachers may ask students to make a 3-column chart and stick and label things they want, need or wish. Have them bring the chart the following class and comment on their work.

## 1. Listen and read the dialogue. Act it out.

This activity will help students practice listening and speaking skills. After listening to the recording, teachers may have students listen again, identify the tone of the dialogue and imitate it when repeating. Monitor and correct whenever necessary.

## 1. Listen to the following dialogues and number. What do these children want or need? Discuss with your partners.

Students will develop listening skills by interpreting the conversations and associating them to pictures. To extend the activity, teachers may ask students to repeat after each pause as a class, or assign a character to different groups to repeat. Invite students to act out the dialogue.

### Answers:

- a. They want to go to the attractions park.
- b. She needs to find her book.

### TRANSCRIPT

- 1. A: What's wrong?  
B: I can't find my book.





3. A: Aah!  
 B: What's wrong?  
 A: I need to text my son! I forgot to take the chicken out of the freezer.

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4. Fill in the blanks. Then, act out the dialogue.

Max: I need to text my son!  
 Fran: What's wrong?  
 Max: I forgot to take the chicken out of the freezer.

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 Fran: What's wrong?  
 Max: I forgot to take the chicken out of the freezer.

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Max: I need to text my son!  
 Fran: What's wrong?  
 Max: I forgot to take the chicken out of the freezer.

Glossary page 126

5. Circle the correct option in the sentences.

- Max **needs** / wants to prepare some omelets.  
 Max **needs** / wants some eggs.  
 Max **needs** / wish a cooking lesson.

Group Time: Games for Turn Taking

**Answers:**

- a. want to  
 b. need / anything else  
 c. please / I wish  
 d. Here you are

5. Circle the correct option in the sentences.

- a. Max **needs** / wants to prepare some omelets.  
 b. Max **needs** / wants some eggs.  
 c. Max **needs** / wish a cooking lesson.

To learn about taking turns in a conversation you can visit the following link: <https://www.youtube.com/watch?v=3RjRZ9jMfs0>

4. Fill in the blanks. Then, act out the dialogue.


In order to reinforce high frequency vocabulary and present expressions used to convey wants or needs, teachers may have students read the dialogue and indicate what it is about. Students listen to the dialogue and complete it with the target words or phrases. To extend the activity, teachers may organize students to work in pairs and practice the dialogue. Teachers may also take into account the tone of voice used in the dialogue for students to be reproduced. Encourage students to act it out in front of the class.

Towards the product **Write a Message**

**SUBPRODUCT 1: Writing dialogues to express needs or wants.**

- In pairs, look at the following pictures and create sentences. Use the words in the box. Practice them with your partner.

need



- In groups, read the sentences of activity 1.
- Ask your teacher to check your sentences.

I can make up a message out of a picture. very well Well Not so well

I can write dialogues to express needs or wants. very well Well Not so well

If your answers are Not so well, ask your teacher for help.

- Go to the Reader. Read the story. Then, discuss the question about what you have read in group.
  - If you were to visit Wizard of Oz, what would you ask him? Why?

Towards the product



**Write a Message**

**SUBPRODUCT 1: Writing dialogues to express needs or wants.**

- In pairs, look at the following pictures and create sentences. Use the words in the box. Practice them with your partner.
- In groups, read the sentences of activity 1.
- Ask your teacher to check your sentences.

With this activity students will develop the unit's target of language. Students can be monitored while working.

Giving students positive feedback will help them feel more willing to learn and participate actively.

**Self-evaluation**

Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. Invite students to comment on their progress.

- Go to the Reader. Read the story. Then, discuss the question about what you have read in group.

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

- If you were to visit Wizard of Oz, what would you ask him? Why?

This questions will help students to develop critical thinking skills, according to their age. Teachers can put students into collaborative groups of 4 students to take turns and answer the questions. Encourage students to share their answers with the rest of the class. Monitor.

**CHECK YOUR PROGRESS**

Look at the situations and write a personal need for each protagonist. You can use the verbs in the box.



Look at the pictures and complete what these people need or want.



My mom



I can understand expressions to convey needs and wishes. Very well Well Not so well  
 I can express wants and needs. Very well Well Not so well  
 If your answers are Not so well, ask your teacher for help.

In order to ensure achievements of every student, and/or adjust strategies to achieve the goals of the unit, ask students to check their progress by means of the activities in the test. Check the answers as a class and ask students to comment about their strengths and the contents they must improve.

- 1 Look at the situations and write a personal need for each protagonist. You can use the verbs in the box.

**Answers:**

Sandra needs a mechanic.  
 Maurice needs a bandage.  
 Laura want to sleep /need to sleep.

- 2 Look at the pictures and complete what these people need or want.

**Answers:**

a. My mom needs to go to the market.  
 b. Matt needs to study more.

**Self-assessment**

Teachers may invite students to self-assess their skills. This activity will help students to be aware and responsible for their own learning processes. Teachers can invite student to share their assessments with the class.

Draw in the spaces something you need and something you want. Then explain what you need and why you need and want the things to your partner.

need

Now write a list about your partner's needs.

Example: He/ She needs a new pencil (because she lost it)

7. Draw in the spaces something you need and something you want. Then explain why you need and want these things to your partner.

In order to practice the target verbs want and need encourage them to draw in a ludic form in the spaces provided. Then, in pairs ask them to share their drawings and what they mean. Check their partner's needs and desires. Write their contributions on the board.

8. Now discuss with your partner about other people's needs. Then, write a list about your partner's needs.

Example: He/ She needs a new pencil (because she lost it).

Students use the previous activity to gather the information.

Encourage them to talk about their findings about their partner's needs or wants. Example: He/She needs a new bag.

Complete the dialogue. Then listen and practice.

Anything else    Good afternoon    thanks



**Seller:** Good afternoon, how can I help you?  
**Michelle:** I need some notebooks, please.  
**Seller:** They are next to the pencils.  
**Michelle:** Mmm... I see them. Thanks.  
**Seller:** Anything else you need?  
**Michelle:** Yes, I want that beautiful pen.

In pairs choose a topic and write down a short dialogue using the activity 9 as a model. Then practice it.

9. Complete the dialogue. Then listen and practice.

In order to identify high frequency expressions used in a conversation, students complete the dialogue with the expression in the box. Students listen to the dialogue to check. Teachers may have students listen to the recording and read along to identify, and later reproduce tone of voice and intonation of the dialogue. Teachers can encourage students to act out the dialogue in front of the class.

Answers:

**Seller:** Good afternoon Michelle. May I help you?  
**Michelle:** Hi. Yes, I need some notebooks, please.  
**Seller:** They are next to the pencils.  
**Michelle:** Mmm... I see them. Thanks.  
**Seller:** Anything else you need?  
**Michelle:** Yes, I want that beautiful pen.

Towards the product

Write a Message

SUBPRODUCT 2: Identifying elements and purpose of a message.

1. Read the following message. Who wrote it?

A message includes a sender (that is, a speaker), a receiver (that is, an audience), and a channel (that is, the way the message is conveyed).

September 1<sup>st</sup> 2000

Tom,  
 On the table, there is some money to buy the guitar you need for school.  
 Love you  
 Mom



2. Imagine you are Tom. Write a message for your mom.

I can identify elements in a message. Try well. Well. Not so well.  
 I can identify the purpose in a message. Well well. Well. Not so well.  
 I can write a short message. Try well. Well. Not so well.  
 If your answers are Not so well, ask your teacher for help.

Reader: Pretend you are Dorothy, or the Scarecrow, or the Tin Woodman, or the Cowardly Lion and write a short message to the Wonderful Wizard of Oz in your notebook, reminding him of doing any of these activities:



- grant you a wish
- help the Cowardly Lion

Towards the product

Write a Message

SUBPRODUCT 2: Identifying elements and purpose of a dialogue.

1. Read the following message. Who wrote it?  
 You may invite your students to read the note and ask them who wrote it and how they can tell.
2. Imagine you are Tom. Write a message for your mom.

With this activity, students will be developing one of the learning outcomes of the unit. Teachers can motivate students to work on the first part of the Product. Explain to students what it is about, answer their questions, monitor their work and check what they wrote.

Self-assessment

Teachers may invite students to self-assess their skills. This activity will help students to be aware and responsible for their own learning processes. Teachers can invite student to share their assessments with the class.

10. Reader: Pretend you are Dorothy, or the Scarecrow, or the Tin Woodman, or the Cowardly Lion and write a short message to the Wonderful Wizard of Oz, in your notebook, reminding him of doing any of these activities:
- grant you a wish
  - help the Cowardly Lion

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

By means of this activity teachers may reinforce the structure of a message and encourage independent writing. Teachers can ask volunteers to read the messages in front on the class.

1, activity 1 and write a message for each sentence.

- 2 Make a draft of your message and ask your teacher to check.
- 3 Make a fair copy of your messages in the sheets of cardstock.
- 4 Read your messages.
- 5 In pairs, role- play your messages.

Students finish their projects, and present them. Teachers can promote a climate of respect during the presentations and provide students with feedback about their performance and work. To extend the activity, teacher can encourage students to share what they have learned, drawbacks, etc.



## FINAL DESTINATION

### Product

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**FINAL DESTINATION**

**Product**

Write a Message

- 1 Read the sentences you wrote in Subproduct 1, activity 1 and write a message for each sentence.
- 2 Make a draft of your message and ask your teacher to check.
- 3 Make a fair copy of your messages in the sheets of cardstock.
- 4 Read your messages.
- 5 In pairs, role- play your messages.

Glossary page 126

I can write expressions to convey needs or wants. I'll write. Well. Yes, so will.

I can listen to dialogues that express needs or wants. Well, write. Well. Yes, so will.

I can write a message. I'll write. Well. Yes, so will.

If your answers are Not so well, ask your teacher for help.

### Reflect on your product

Engaging students in reflecting on their own work will help them get involved and motivated with the project, and it will also encourage self-reflection and responsibility for their learning. Motivate students to reflect on their performance and share their achievements with the class.

- 1 Read the sentences you wrote in Subproduct



**BEFORE READING**

1. Do you know the story or the movie "The Wonderful Wizard of Oz"? Ask your partners.
2. Talk in groups. What do you think the story is about. Write a few ideas.
3. Read the title of the Chapter and look at the picture. Then answer the following questions.
  - a. Who do you think is Oz and what makes him "terrible"?
  - b. What kind of things do you think Oz can do?

Making predictions is a strategy in which readers use information from the text and their own personal experiences to anticipate what they are about to read. Teachers may organize students in small groups and monitor while they make predictions about what the story is about. Encourage students to share their predictions with the rest of the class. Write their contributions on the board.

**WHILE READING**

4. Answer the following questions:

In order to monitor comprehension, teachers have students answer the questions and encourage them to read their answers.

**Answers:**

- a. Dorothy wishes to go back to Kansas.
- b. The Scarecrow wishes a brain.
- c. The Tin Woodman wishes a heart.
- d. The Cowardly Lion wishes courage.

**AFTER READING**

5. Read and circle the correct alternative.

Students scan the text to find specific information. This activity will help student to develop their reading skills. Teachers may give some clues to find the answer, and have a student to read the answer in front of the class to check.

**Answers:**

- a. The voice of Oz came from **the top of a great dome**.
- b. Oz asked them to come back **the next day**.
- c. Toto jumped away and tipped **the screen** over.
- d. Oz was a **little old man**.

6. Write a short dialogue between you and the Wonderful Wizard of Oz, asking him to grant you a wish and the reason why.

Teachers can organize students in pairs and have them take turns to act out the dialogue

taking into account all features we use when we talk to someone else. Monitor. Teachers may encourage students to represent parts of the text in front of the class.

7. If you were any of the characters of the story, and you find out that the Wonderful Wizard of Oz is a fake and won't grant your wish, what would you do to make your wish come true?

Teachers organize students in groups of three and have them discuss about the target topic. Monitor. Teachers may invite students to share what they would do in the given situation with the rest of the class.

**TRANSCRIPT****Wonderful Wizard of Oz, Chapter 15 "The Discovery of Oz, the Terrible"**

They heard a solemn Voice, which seemed to come from somewhere, and it said: "I am Oz, the Great and Terrible. Why do you seek me?" They looked again and seeing no one, Dorothy asked, "Where are you?"

"I am everywhere," answered the Voice, "but to the eyes of common mortals I am invisible." They stood in a row while Dorothy said: "We have come to claim our promise, Oz." "What promise?" asked Oz. "You promised to send me back to Kansas when the Wicked Witch was destroyed," said the girl. "And you promised to give me brains," said the Scarecrow. "And you promised to give me a heart," said the Tin Woodman. "And you promised to give me courage," said the Cowardly Lion. "Is the Wicked Witch destroyed?" asked the Voice. "Yes," she answered, "I melted her with a bucket of water." "Dear me," said the Voice, "how sudden! Well, come to me tomorrow, for I must have time to think it over." "You've had plenty of time already," said the Tin Woodman angrily. "We won't wait a day longer," said the Scarecrow. "You must keep your promises to us!" exclaimed Dorothy.

The Lion gave a loud roar, which was so fierce that Toto (the dog) jumped away from him and tipped over the screen that stood in a corner. There, they looked that way and saw standing in the spot the screen had hidden, a little old man, with a bald head who seemed to be as much surprised as they were. The Tin Woodman, raising his ax cried out, "Who are you?"

"I am Oz, the Great and Terrible," said the little man, in a trembling voice. "But don't strike me please don't and I'll do anything you want me to."



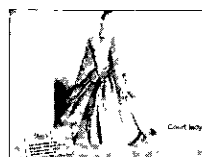
# UNIT 8

**Social practice of the language:** Read brief stories to share appreciations about cultural expressions.

## Reading short stories from different countries

<b>Environment</b>	Recreational and Literary
<b>Communicative activity</b>	Comprehension of others and myself.
<b>Social practice of the language</b>	Read brief stories to share appreciations about cultural expressions.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explores short stories.</li> <li>• Interprets the contents of a story.</li> <li>• Records an audiobook.</li> </ul>
<b>Methodological Suggestions</b>	<p>Share with your students something that you have learned about other cultures since the reading of a tale, and present literature as a way of knowledge, learning and having fun.</p> <ul style="list-style-type: none"> <li>- Set up a trust and safe space so that your students:             <ul style="list-style-type: none"> <li>• Activate previous knowledge;</li> <li>• Foresee content based on the title and illustrations (graphic and textual elements);</li> <li>• Compare the topic, the purpose and the addressee;</li> <li>• Point out words and expressions that they already know;</li> <li>• Compare actions of tales to establish their structure (theme, climax, development and denouement);</li> <li>• Classify elements of a tale (narrator, protagonist, scenarios, etc.);</li> <li>• Ask for new words and expressions and propose meanings based on the context;</li> <li>• Select from a group of words those that describe the characters' characteristics;</li> <li>• Discriminate protagonists and principal actions.</li> </ul> </li> <li>- Make comments, questions and suggestions to your students to make them choose and read a tale, and reread to imagine characters and situations in detail. In that way, they will be able to:             <ul style="list-style-type: none"> <li>• Connect tales with personal experiences;</li> <li>• Answer questions about characteristics (adjectives) and characters' actions in the verbal time in which they are carried out (past and present);</li> <li>• Emphasize the importance of pronouns (personal and relative pronouns: that, whose, etc. in the reading comprehension);</li> <li>• Compare similarities and differences between actions, values and scenarios showed in different tales;</li> <li>• Distinguish between narrator and characters' different ways of expressions;</li> <li>• Find possible and appropriate effects of sound for an audio tale.</li> </ul> </li> <li>- Help your students recognize the value of stories written by other cultures, and also the importance to share and understand them for personal and collective enrichment.</li> <li>- Students will:             <ul style="list-style-type: none"> <li>• Decide and assign the interventions for an audio book (narrator, characters, sound effects, etc.);</li> <li>• Practice reading for an audio book;</li> <li>• Propose and decide changes of intonation;</li> <li>• Keep, during the practice, the rhythmic patterns of sentences;</li> <li>• Record an audio book.</li> </ul> </li> </ul>
<b>Product</b>	Audiobook
<b>Reader</b>	<i>The Happy Prince</i>
<b>Allotted time</b>	12 classes (45 minutes each)
<b>Evaluation instrument</b>	Assessment Self-Evaluation Checklist

### Materials





UNITE!  
Social practice of the language: Read short stories to share opinions about cultural expressions.

- Environment hour strike and jokes
- Communicative activity: Comprehension of news and my self
- Explore short stories
- Write and the contents of a story
- Read an audiobook
- The Happy Prince

### Lead-in activities

You may use the following activities in this unit.

### Pre-reading activities

#### Brainstorming

Give the class five minutes to brainstorm ideas related to the topic of the reading. Then, give them a further five minutes to organize their ideas and to form sentences. After that, invite students to share their ideas with the rest of the class.

#### Pictures

Select three or four pictures related to the topic of the reading. Ask your students to make small groups and give each group a copy of the pictures. Students should work together to connect the pictures and to try to guess what the reading will be about. Groups take turns and present their ideas.

#### The title

Organize students into small groups. Write the title of the story on the board. Students work together to guess what the story will be about. Ask some students to share their ideas with the rest of the class. Write some ideas on the board.

### While-reading activities

You can ask students to have a conversation after they have finished a paragraph, so that they can clear up any confusions they might have. You may also check whether or not predictions and guesses were confirmed.

### Closure Activities

You may use these activities at the end of the lesson to check what students have learned.

### Post-reading activities

#### Using the vocabulary

Ask students to choose 10 words from the text. Invite them to find a variety of different kinds of words (nouns / verbs / adjectives etc.). Students then use these words to produce their own text on a new topic.



#### Making collages

This would require access to a computer or students could bring magazines. Students could use images, music, movies, poems, or other readings. Then, invite students to get together in a small group and make a collage using the materials they have found. Encourage some students to give a short presentation

### Getting started

You may tell students a story from Mexico or another culture. Write the title on the board and the country it comes from. You may give students different information about the country. Then, you may invite a student to read the title of the unit and encourage them to describe the pictures. You may write some students' ideas on the board.



1.   Listen and read the story. Pay attention to the expressions in green, yellow and red.

Write on the board the action verbs included in the story: called – played – married - went – ate. You may mime the verbs if necessary. Then, play the audio. After that, you may write on the board: beginning, middle, end and ask students “What happened in the beginning/middle/end of the story? Who called the young men? Who played the flute?” Then, encourage different students to read the story and ask the rest of the class to make the sound effects.

You may explain that the words indicated refer to the structure of the story: beginning, middle, and end.

#### TRANSCRIPT



##### The King and his daughter a *Nathuatl* story (Mexico)

A long time ago, a king's daughter wanted to get married. The king called all the young men in the village. “My daughter will marry the man who can make a miracle.” said the king.

After that, a group of men went to the castle. Between all the men, there was a poor man. The king said to him “I will release 100 rabbits and you will have to collect them.” The man had a flute. When he played his flute in the mountains, all the rabbits went towards him. However, the king, who was a suspicious man, was not happy. “If you are a brave man, I will lock you up in a house.

You will have to eat 2.400 tortillas.” he said.

Later, the men started to play his flute again. Immediately, 1.000 rats went towards him. The rats ate all the tortillas. Finally, the next morning, the king was impressed, so the mostest, intelligent man married the king's daughter.

2.   Use the expressions in green, yellow and red (exercise 2) and the sentences (exercise 1) to rewrite the story.

You may invite 2 students to retell the story in their own words and make the sound effects. Then, you may encourage them to do the activity. Check the answers with the whole class.



#### Answers:

**Beginning:** A long time ago, the king's daughter wanted to get married.



**Middle:** After that, the man played the flute and the rabbits went towards him.

**Later:** he played the flute and the rats went towards him.

**End:** Finally, he married the King's daughter.

3.   Listen to the story and underline the names and places mentioned.

The beauty of difference.  
*A Farsi story from Iran*

3.   Listen to the story and underline the names and places mentioned.

You may ask students “What is a chador?” You may explain students that a chador is a long tunic that only leaves woman's face uncovered. You may tell them that Muslim woman wear chadors for cultural or religious reasons. Muslim religion says that woman and man have to cover themselves to be modest. Some men wear tunics and most women wear chadors. After that, you may invite students to read and listen to the story and underline names and places in the story. You may also write some examples on the board to help students.

#### Possible answers:

Names: Shirin, Stephen. Places: London, school.

#### TRANSCRIPT

##### The beauty of difference A *Farsi* story from Iran

One day, Shirin had to leave her home in Iran. She was an intelligent and brave girl. When Shirin arrived in London, everything was different from Iran. She was the only girl with a chador on her head.

She felt like an alien wearing it. Unfortunately, on her first day of school, the girls in her class did not speak to Shirin. They did not want to talk to a girl who had brown skin, black eyes and wore a chador.


Suddenly, during lunch break, a boy went towards Shirin, "My name is Stephen. You can drink from my milkshake if you want!" Shirin drank.

Stephen was a nice and polite boy. "I think your headscarf is cool." He said. "It is a chador. All the women in my culture wear it." said Shirin.


Stephen told Shirin about fun places in London. Shirin told Stephen about Iran.

At last, the other children realized Shirin and Stephen were having so much fun. They sat around them. Shirin was grateful to Stephen.

"It is okay to be different." Shirin said to herself.

 The well of truth, a story from Egypt: <https://goo.gl/q7w4eq> You may tell students they can use this link to listen to a story from Egypt. You may check the link with them during the lesson or you may invite them to visit the web page at home.

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4.  Answer these questions. Share your opinions with your group.

- a. What is your opinion of Shirin's chador? Why?
- b. What's your opinion about the behaviour of Shirin's classmates at the beginning? Why?
- c. What's your opinion about Stephen's behavior? Why?
- d. Do you think it is ok to be different? Why?



To share your opinion, we usually use Present Simple to describe actions in **the past**, you need to change the verb for **Present to Past Simple**.

**Present**

- a. I **eat** my lunch.
- b. She **likes** her teacher.

**Past**

- a. The man **played** his flute.
- b. I **was** scared yesterday morning.
- c. They **were** polite with me, last night.

Some verbs are **irregular**.

- a. The rabbits **went** towards him.
- b. The man **had** a flute.

- c. What's your opinion about Stephen's behavior? Why?
- d. Do you think it is ok to be different? Why?

These questions will help students to develop critical thinking skills, according to their age. Teachers can put students into collaborative groups of 4 students to take turns and answer the questions. Encourage respect towards different opinions and invite students to share their answers with the rest of the class. Answers will vary.



You may invite some students to read the examples. You may also write on the board examples in past simple and present simple, so that students can realize the difference.


You may write a chart on the board with regular and irregular verbs included on this unit.

**Regular Verbs**

Present simple	Past simple
Fly	Flew
Play	Played
Marry	Married
Want	Wanted
Push	Pushed
Arrive	Arrived
Look	Looked
Climb	Climbed

**Irregular verbs**

Present simple	Past simple
Have	Had
Go	Went
Eat	Ate
Drink	Drank

4.  Answer these questions. Share your opinions with your group.

- a. What is your opinion of Shirin's chador? Why?
- b. What's your opinion about the behavior of Shirin's classmates at the beginning? Why?

Towards the product

**SUBPRODUCT 1: Words and expressions used to connect stories.**

- Number the story in the correct order.
  - After that, the magpies started to push the sky up very slowly.
  - In the end, the magpies... they felt so happy that they started to sing.
  - In the beginning, the clouds were so low that animals had to crawl.
- Classify the transition words included in the 3 stories you have read in the unit.

Transition words

In the beginning      After that      In the end

- Choose a story from the unit. Write new actions and add transition words in your story.

I can interpret the contents in a story. How well? Not well.

I can make a list of words and expressions. How well? Not well.

If your answers are not so well, ask your teacher for help.

- Reader:** Read the title. Discuss in pairs what the story is about. Include transition words in your ideas.

Towards the product



**Audiobook**

**SUBPRODUCT 1: Array of words and expressions.**

- Number the story in the correct order.**  
You may tell students that, at the end of the unit, they will make a product that consists of an **Audiobook**. You may make your own product, so that students can see the final product in advance. You may also tell them that the activities on this page will help them practice and make the first part of their products. Invite students to work in pairs and number the story.  
**Answers:** a. 2 b. 3 c. 1
- Classify the transition words included in the 3 stories you have read in the unit.**  
You may encourage students to work in groups of three, so that each student reads a story to find the transition words. You may check answers with whole class.

**Answers:**

In the beginning A long time ago One day,	After that Suddenly Unfortunately,	In the end Finally At last,
---	--	-----------------------------------

- Now, write your own list in your notebook. Think about actions, sound effects and transition words you want to include in your story.**

You may encourage students to make different sound effects included in the stories they have read so far. Then, you may also invite them to talk about what happened in the stories. You may write the verbs on the board. After that, invite them to do the activity.

**Answers:** different answers might be provided.

**Self-assessment**

You may invite students to read the statements and evaluate their performance in these activities.

- Reader:** Read the title. Answer what the story is about. \_\_\_\_\_  
**Check your predictions reading the story. Then, retell the story using transition words in pairs.**  
In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text. You may tell students that during this unit they will read a story related to the topic of this unit. You may invite your students to retell the story in their own words. You may encourage them to use the transition words in their ideas.



**TRANSCRIPT**

**The magic mirror**


**A traditional story from Spain**

Once upon a time, the king of Granada, who was an honest man, decided to get married. He said: "The woman who wants to marry me will have to look into a magic mirror. If the woman doesn't have good values when she looks into the mirror, her face will be full of horrible spots."

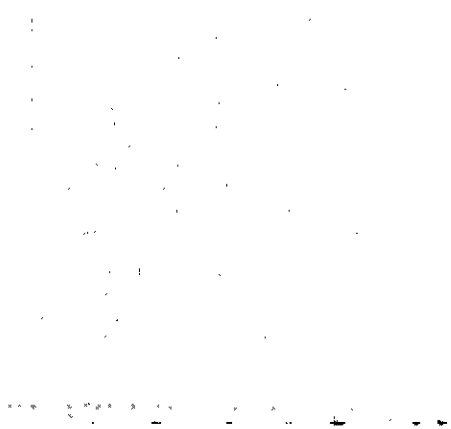
Days went by and women did not want to look into the mirror. However a shepherdess, who was a sincere woman, went to visit the king to the castle. "Your majesty, I made mistakes too, but I am not scared to look into the magic mirror," she said. Then, she looked into the mirror and there were no horrible spots. Suddenly, one of the court ladies, who was an ambitious woman, took the mirror and looked into it. "There are no horrible spots when I look into the mirror either", she said.

The king replied: "It is not a magic mirror. However, you are not sure about your values. The shepherdess is a courageous and honest person; she is going to be my wife".

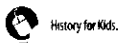
**Page 98**


7.  Listen and color the ... values and ... of the main character. Follow the color code. Complete the chart.

**The Island of the Sun**  
*A Chinese folk tale*



The Island of the Sun



7.  Listen and color the setting, values and actions of the main character. Follow the color code. Complete the chart.

You may ask students what they know about China. You may also search on the internet some pictures and show them to the students. You may talk with them about these facts about China.

1. In China, every year is represented by a different animal.
2. In Ancient China, soldiers sometimes wore armors made of paper.
3. The Forbidden City, a palace complex in Beijing, contains about 9,000 rooms!
4. Put together, all of China's railways lines could loop around the earth twice!
5. The mortar used to bind the Great Wall's stones was made with sticky rice!

Now, you may encourage students to read and listen to the text and follow the instructions. Give them examples to complete the chart if necessary.

**Answers:**

story	main character	action	value	setting
The Island of the Sun	Younger brother	He took one piece of gold.	kind and generous	the island

**TRANSCRIPT**

**The island of the sun**  
*A Chinese folk tale*

<https://goo.gl/zy26DH>

A long time ago, there were two brothers. The older brother was selfish and greedy. The younger brother was kind and generous. One day, the older brother took everything from his brother.

After that, the younger brother climbed a mountain. Suddenly, he saw a bright bird flying towards him. "Why do you sit here?" said the bird. "I am poor," he said. "Is it true or is it false?" asked the bird. "It is true," he said. "Climb onto my back. I will carry you to the Island of the Sun." There, he took one piece of gold and he climbed onto the bird's back again. He bought a small piece of land and animals with the piece of gold. Soon, his old brother came. His younger brother told him about the bird, so he decided to climb the mountain too. There, the bird said. "Why do you sit here?" "I am poor." said the older brother. "Is it true or is it false?" said the bird. "It is true." he said. "Climb onto my back. I will carry you to the Island of the Sun."

In the island, he filled three baskets of gold. Finally, the older brother saw that the bird had flown away. The sun started to rise and the older brother was burned into a crisp.







# FINAL DESTINATION

## Product

Page 100

The screenshot shows a digital interface with a navigation menu on the left containing icons for Home, Text, Audio, and Video. The main content area is titled 'FINAL DESTINATION' and includes a 'Product' section with an 'Audio book' player. Below the audio player, there are five numbered instructions:
 

- 1 Go back to Towards the Product, Subproduct 2, exercise 2. Talk with your partner about the script you wrote.
- 2 Highlight the sound effects in your script.
- 3 Read your story and ask you partner to make the sound effects. Practice the script as much as you need.
- 4 Record your story but if it is not possible. Role play the story.
- 5 Play the audio or represent your story to the rest of the class.

 A video player shows a scene with several people. At the bottom, there are four self-evaluation statements:
 

- I can write a list of words and expressions. very well Well Not so well
- I can make a scheme with actions, values and settings. very well Well Not so well
- I can make a script with sound effects to include in the reading of the audiobook. very well Well Not so well
- If your answers are Not so well, ask your teacher for help.

You may encourage students to bring the materials for this lesson in advance. You may record an audiobook in advance too, so you may show it to students. Make sure you bring a small tape recorder (or dig tal) or your cellphone, in case your students don't have anything to use to record their script.

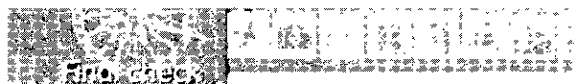
- 1 Go back to **Towards the Product, Subproduct 2**, exercise 2. Talk with your partner about the script you wrote.
- 2 Highlight the sound effects in your script.
- 3 Read your story and ask your partner to make the sound effects. Practice the script as much as you need.
- 4 Record your story but if it is not possible. You role-play the story.
- 5 Play the audio or represent your story to the rest of the class.

### Reflect on your product

You may invite students to read the statements and evaluate their performance in these activities.

In this activity, you may use the suggested assessment instrument: **Self-evaluation Rubric**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

# FINAL CHECK



1. Complete the sentences using the past simple form.

- |           |         |                              |
|-----------|---------|------------------------------|
| He didn't | enjoy   | with his friends last Monday |
| Lisa      | flew    | by plane to France last year |
| Paul      | drank   | a bottle of soda last night  |
| They      | climbed | the mountain last Sunday     |

2. Complete the chart.

greedy	polite	generous	selfish
--------	--------	----------	---------

3. Use the words above to write the first paragraph of a short story. Use past simple.

I can explore short stories very well. I can interpret the contents of a story. I can record an audiobook.

If your answers are not so well, ask your teacher for help.

In this activity, you may use the suggested assessment instrument: **Self-Evaluation Rubric**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

**Answers:**

1. Complete the sentences using the correct form of the verb.

**Answers:**

- a. play b. flew c. drank d. climbed

2. Complete the chart.

**Answers:**

- Positive values: polite – generous – brave – honest  
 Negative values: suspicious – greedy – ambitious – selfish

3. Use the words above to write the first paragraph of a short story. Use the past simple.

**Answers:** Different answers might be provided.

**Self-assessment**

You may invite students to read the statements and evaluate their performance in these activities.



**BEFORE READING**

102 You may bring a world map and ask students to find England, Wales, Scotland and Northern Ireland. You may tell students that this is a classic story from the United Kingdom. You may also bring flashcards of the main character and secondary characters. Write the name of the story on the board. You may ask students to guess the main character and secondary character.

1. Read the title of the story. Imagine what the story is going to be about, and write it. Then, share it with a partner.
2. Tick the words that you think describe the Happy Prince.

Making predictions is a strategy in which readers use information from the text and their own personal experiences to anticipate what they are about to read. Teachers may organize students in small groups and monitor while they make predictions about what the story is about. Encourage students to share their predictions with the rest of the class. Write their contributions on the board.

**Answers Exercise 2:** humble – polite – unselfish

## WHILE READING

Now, you may encourage students to read and listen to the story. You may play the audio and stop it after each paragraph. After that, you may ask students different reading comprehension questions. Then, you may divide the class into rows and invite each row to read a paragraph.

### 4. Who was the first person the Happy Prince helped? What did he give her?

**Answers:**

The ruby from his sword.

## AFTER READING

Finally, you may write keywords on the board: had leaves of gold, flew over the city, he saw a poor woman/a student/a Match-girl, gave a sapphire/a ruby, etc. and invite students to narrate the story including the keywords. Then, you may invite different groups to retell the story to the rest of the class. You may invite them to answer the questions after the story.

Number the sentences in the correct order.

### 5. Read the sentences and write T (true) or F (false).

**Answers:** a. T b. F c. F d. T

## TRANSCRIPT

### The Happy Prince

High above the city stood the statue of the Happy Prince. He had thin leaves of gold all over his body, for eyes, he had two bright sapphires and a large red ruby on his sword. One night, a little Swallow flew over the city. His friends had gone away to Egypt before, so he went under the statue to sleep. Suddenly a drop of water fell on him. They were the tears of the Happy Prince.

"Who are you?" asked the Swallow. "I am the Happy Prince."

"If you are the Happy Prince, why are you crying?" asked the Swallow. "From here I can see all the misery of my city. I can see a poor woman and her little boy with the fever. Little Swallow, will you bring her the ruby out of my sword?"

"My friends are waiting for me in Egypt." said the Swallow. "Will you stay with me for one night?" asked the Prince. "Ok!" said the Swallow. So he picked out the ruby and flew away. He came to a poor house and he laid the ruby on the table.

"Look! I see a student. He is too cold" said the Prince. "My eyes are made of sapphires. Take one of them and bring it to him." And the Swallow did it.

The next day, the Swallow said to the Prince. "I have to say good-bye." "Little Swallow, will you stay with me one more night? There is a poor little match-girl. Take my other eye, and give it to her." And the Swallow did it.

"You are blind now. I will always stay with you" said the Swallow. The next day, the Prince asked the Swallow to fly over his city and tell him what he sees there. So the Swallow did, and he saw starving children. "You must take the gold out of my body and give it to my poor." And the Swallow did it.

One day, the snow came and the poor Swallow got colder and colder, but he would not leave the Prince, because he loved him. "Goodbye, dear Prince! I am going to the house of death" said the Swallow. At that moment, the Prince's heart broke right in two.

The next morning, the statue was melted in a furnace, because it was no longer beautiful, but it was impossible to melt the Prince's heart, so they threw it where the dead Swallow was also lying.

At that moment, God said to one of his angels, "Bring me the two most precious things in the city." The angel brought him the Prince's heart and the dead bird.



**UNIT 9**  
 Social practice of the language: Find out and include information in a graphic resource

120692

# Analyzing graphic resources

<b>Environment</b>	Academic and Educational
<b>Communicative activity</b>	Information processing
<b>Social practice of the language</b>	Find and include information in a graphic resource
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explores short stories.</li> <li>• Interprets the contents of a story.</li> <li>• Records an audiobook.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Share with students some instrumental music; ask them if they liked it, and if they know the names of the musical instruments. Set an environment of interest about music, thus the students will be available to:             <ul style="list-style-type: none"> <li>• Anticipate topic from graphic and textual elements (titles, illustrations, dates, abbreviations, etc.) and previous knowledge;</li> <li>• Recognize the topic, purpose and addressee;</li> <li>• Foresee the names and dates of musical instruments;</li> <li>• Organize groups of musical instruments, according to their similarities and differences.</li> </ul> </li> <li>- Invite students to value and show curiosity and respect for artistic expressions of their own culture and others.</li> <li>- Offer your students different musical examples (performed with few instruments) of different countries. Encourage them to express their feelings because of music and musical instruments, thus, they will:             <ul style="list-style-type: none"> <li>• Identify words and expressions when they listen to them;</li> <li>• Compare words similar to their mother tongue, check meaning and make them part of their repertoire;</li> <li>• Find dates in illustration monographs based on questions and answers;</li> <li>• Re-read monographs to precise the reading comprehension;</li> <li>• Point out names and characteristics of musical instruments using demonstratives and adverbs of place (<i>This is a guitar, Those are some drums, etc / Here we have some maracas, There is a piano over there, etc</i>);</li> <li>• Mention characteristics of musical instruments to practice pronunciation and intonation (<i>The guitar is a string musical instrument, This drum comes from Africa, etc.</i>).</li> </ul> </li> <li>- Share with students the interest in music and ask them how they feel when they hear different genders of music. With this, you will create an environment of interest and empathy that, in groups, students will:             <ul style="list-style-type: none"> <li>• Propose guidelines to create a graphic resource about musical instruments, based on type (strings, percussion, wind, etc.) origin (instruments from their community, of another country or another culture) or interest for a specific kind of music (regional, classic, pop, etc.);</li> <li>• Suggest design of a graphic resource;</li> <li>• Write names and short descriptions of musical instruments following an example;</li> <li>• Check the use of capital or small letters, and full stop;</li> </ul> </li> <li>- Generate interest in your students to learn about music of different periods, regions, countries and cultures.</li> </ul>
<b>Product</b>	A Bar Graph
<b>Reader</b>	<i>Musical instruments in numbers in UK</i>
<b>Allotted time</b>	12 classes (45 minutes each)
<b>Evaluation Instrument</b>	Rubric Checklist

**Materials**



• Environment: Academic and Educational  
 • Communicative activity: Information processing

• Explore musical illustrated monographs.  
 • Read and understand written information in illustrated monographs.  
 • Participate in the design and evaluate written information in a Musical instrument bar graph.

### Lead-in activities

#### Open up the ears!

**Materials:** Notebook and pencil.

#### Steps

1. Ask students to write down all the sounds they hear in the classroom for a period of one minute.
2. Create a list of observed sounds inside and outside the classroom
3. Discuss and categorize the kinds of sounds students heard e.g. loud, soft, raspy, which were continuous, which were occasional, etc.
4. Ask them to listen a second time, focusing on sounds they didn't notice during the first listening
5. Comment on that.

#### Bingo

**Material:** paper and pencil, 18 pieces of papers with a vocabulary word in each, and a bag.

#### Steps

1. Ask students to draw a 9-square grid.
2. Write on the board at least 18 words covered during the unit.
3. Ask students to write in each grid a different word.
4. Ask a volunteer to be the announcer.

5. The announcer picks up a piece of paper from the bag and calls it out.
6. The students who have the word in any of their grids, cross it out.
7. The first student to cross out all the words in the grid wins the game.

### Toss the ball and spell

**Material:** a small ball

1. Have students make a circle.
2. Toss a ball to a student and say a word covered during the lesson.
3. The student who catches the ball spells the word. Then toss the ball to another student who will proceed in the same way.
4. Continue until all students have had the chance to participate.

### Quiz show

**Materials:** English dictionary.

#### Steps

1. Divide the class into three groups.
2. Choose a word from the unit and read the definition in the dictionary.
3. The group which first says the target word gets a point.
4. The team which gets the highest score wins the game.

### I spy with my little eye...

**Materials:** No materials required

#### Steps

1. Organize students in groups of 3.
2. Have students take turns to describe a musical instrument covered during the lesson while the rest or the partners identify the word that matches the description.
3. If the players are unable to guess the musical instrument based on the first clue, a second clue is given. The game continues as such until one of the players correctly identifies the object.
4. The player who guesses correctly is the winner and gets to be next to select a musical instrument.

### Rhythm Chinese Whisper

**Materials:** Sentences from songs covered during the unit.

#### Steps

1. Organize students in groups of six and stand in line.
2. Tap a rhythm on the shoulder of the first person in the line.

3. That student taps the same pattern on his/her neighbor's shoulder. Proceed in the same way until it gets all the way to the last player in line.
4. The last student taps the rhythm to check how much it has changed, from the first player at the beginning of the line.

### Who am I?

**Materials:** Pictures of Musical Instruments. You can visit the link below to get some musical instrument flashcards. <http://flashcardfox.com/files/flash-cards/pdf/musical-instrument-flash-cards-2x3.pdf>

#### Steps

1. Write on the board Yes/No questions as examples of the kind of questions they will use later to guess the musical instrument they have on their backs, e.g. Am I in the woodwind family, Do I use a reed to play my instrument?, Do I shake my instrument?, etc.
2. Stick a picture of a musical instrument on each student's back. Everyone but the student will be able to see her/his instrument.
3. Explain students they may roam around the classroom asking Yes/No questions to discover her/his target instrument.
4. If the student's guessing is correct, she/he gets a point, and gets another flashcard.
5. If a student guesses incorrectly, teacher gives her/him an additional instrument to figure out.

### Wrap up activities

#### What's wrong?

**Materials:** 6 sets of 6 sentences each.

#### Steps

1. Organize students in groups of 4.
2. Explain them they will receive a set with 6 sentences with spelling and/or punctuation mistakes.
3. Have students identify those mistakes and rewrite the sentences.

#### What did I learn?

**Materials:** No materials are required.

#### Steps

1. Have students to comment or write about the new contents they have learned throughout the development of the unit, and the difficulties they have faced.

### Play the rhythm

**Materials:** One empty coffee can, one big balloon, masking tape, two chopsticks/sticks.

#### Steps

1. Cut the nozzle off the balloon and simply stretch around the can.
2. Secure the balloon with masking tape.
3. Divide the class in three groups.
4. Model each group a rhythm to follow, change the tempo of the rhythm.
5. Model a new rhythm pattern and ask them to play it with a song you have covered in a previous lesson.

### Stop Light

**Materials:** A picture of a traffic light for each pair of students.

#### Steps

1. Give each pair of students a picture of a traffic light.
2. Explain students that in the green light, they must write something they already knew about the class. In yellow light, students must write something they learned during the class. Finally, in the red light, students must write something they didn't understand about what was discussed.
3. Give students feedback.

### Exit Pass

**Materials:** As many post-its as students in the class.

#### Steps

1. Give each student a sticky note with the name of a musical instrument.
2. Explain to students that, in order to leave the room, they must say a sentence describing any aspect of the target musical instrument.
3. Ask them to make a line next to the door. Those who elicit the sentence correctly can leave the room. Those who don't must go to the end of the line.

### My Favorite Instrument

**Materials:** My favorite Instrument file, pencil. You can visit the following link to get the file: <http://thesweetestmelodymusic.blogspot.cl/2013/10/spider-web-instrument-family-game.html>

#### Steps

1. Give each student a My Favorite Instrument file.
2. Have students complete the file.
3. Monitor. Post the files all over the classroom.

## What's that sound?

**Materials:** Teachers may use the following links to carry out this activity.

Musical Instrument Sounds English Part 1  
<https://www.youtube.com/watch?v=Dtd8N-8SucM>

Musical Instrument Sounds English Part 2  
<https://www.youtube.com/watch?v=FbS4dKGthGc>

### Steps

1. Play the video and make a pause after every sound.
2. Have students listen to the different sounds and identify the musical instrument they hear.



## GETTING READY

Page 103

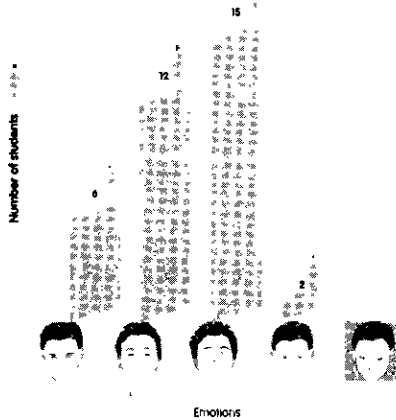


### GETTING READY

Exploring a graph  
 about music

1. Answer these questions.
  - a. What do you know about graphs?
  - b. Why are they used?
  - c. What instruments can you identify in the music you just heard?
2. Look at the results of a survey. Then listen to the music and decide how you feel. Discuss with your partner.

How does this music make you feel?



1. Answer these questions:
  - a. What do you know about graphs?
  - b. Why are they used?
  - c. What instruments can you identify in the music you just heard?

2. Look at the results of a survey. Then listen to the music and decide how you feel. Discuss with your partner.

The activity at this stage was designed to activate students' prior knowledge. It will give students a starting point to the following exercises, motivating and engaging them in the learning process.

Students may brainstorm about musical instruments and their interests. Point out the difference between a band and an orchestra. An average orchestra has between 75 and 100 different musicians, who play symphonic music, while bands vary in numbers and the type of music they play.

Teachers may invite students to listen again and see if they recognize any of the instruments used in the music. Encourage them to share their answers with the rest of the class.

Teachers may present the bar graph by asking student if they have ever seen this kind of graphic resource before, in which context and purpose. Have students look at the bar graph, identify the elements in it and comment.

Teachers may also indicate students that Johann Pachelbel was a German composer who composed over 500 pieces between 1600 and 1700. Teachers can also add that Canon in D is one of the most famous pieces of classical music of all time. Even though it is unclear when the piece was composed, it is thought to have been written around 1680.

By means of this activity students will develop music appreciation, as well as oral skills by explaining the feelings that a particular piece of music makes them feel and support their answer. To extend the activity, teachers may reproduce the audio again and ask students to draw what this piece of music inspires them. Have students share their works and comment about them with the rest of the class.

### Answers:

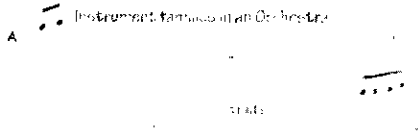
- a. Answers will vary
- b. Bar graphs are used to compare things between different groups or to track changes over time.
- c. Harp, violin, cello.



ON THE ROAD

Locating and including information in a graphic resource

1. Mention all the instruments heard in activity 1 page 103. Can they be in an orchestra?
2. Listen and read the first part of the monograph *Instruments families in an Orchestra*?



3. Listen and read the second part of *Instrument Families in an Orchestra* monograph and circle True or False. Glossary page 126

**Strings**

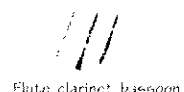
Instruments in the string family produce sound by the vibration of strings



Guitar, double bass, harp

**Woodwinds**

Instruments in the woodwind family produce sound by blowing vibrating air inside a tube



Flute, clarinet, bassoon

- a. String instruments produce sound by shaking strings. T F
- b. Woodwind instruments produce sound by blowing air T F
- c. The guitar, bass and bassoon are woodwind instrument. T F

1. Mention all the instruments heard in activity 1 page 102. Can they be in an orchestra?
2. Listen and read the first part of the monograph *Instruments families in an Orchestra*.

Students are introduced the concept of Illustrated Monograph. Teachers may indicate students that it is a written essay that provides specific information about a subject, which makes use of illustrations to clarify and/or exemplify concepts in the monograph. Teachers invite students to read independently the first part of the illustrated monograph *Family instruments in an Orchestra* and have them underline words they think are relevant in the text.

Teachers invite students to follow the reading in silence, and later read along with the audio. This activity will help students develop fluency, understand complex ideas in a text and teach systematically and explicitly how to be readers and, consequently, writers.

Teachers may extend the activity by recycling the use of Capital letters and Period (full stop) in a Monograph. Ask students to read the text again, identify the target contents and identify their purpose. Point out that the period is used to mark the end of a sentence, and that the first letter of the first word of a new sentence must always begin with a Capital Letter.

**TRANSCRIPT**

**Family instruments in an Orchestra**

An Orchestra is a group of musicians that play a variety of different instruments, directed by the Conductor, who indicates when to start or stop playing and how fast or slow to play the music.

The different instruments of the orchestra are grouped into Instrument Families, according to their traits: the way an instrument is played, the sound it makes or the material it is made from.

3. Listen and read the second part of *Instrument families in an Orchestra* monograph and circle True or False.

Teachers may invite students to read the second part of the monograph and answer the comprehension activity. After each paragraph, teachers may ask students to indicate what it was about. Play the audio and encourage students to read along. To extend the activity teachers may invite students to read the paragraphs out loud.

**Answers:**

- a. False
- b. True
- c. False

**TRANSCRIPT**

**Strings**

Instruments in the string family produce sound by the vibration of strings.

**Woodwind**

Instruments in the woodwind family produce sound by blowing vibrating air inside a tube.



4. Listen and read the third part of Instrument families in an Orchestra monograph and complete.

**Brass**

Instruments in the brass family are made out of brass. They produce sounds by buzzing their lips against the mouthpiece and blowing air inside the instrument.



Trumpet, trombone, tuba.

**Percussion**

Instruments in the percussion family produce sound by striking, rubbing or shaking the instrument. They keep the rhythm and beat for the orchestra.



Xylophone, tambourine, maracas.

Glossary page 126

- a. Brass family instruments are made out of
- b. Brass instruments have
- c. Percussion instruments can be

5. Look at the instruments. Can you guess where they come from? What instrument family do they belong to? Listen, read and check.

**Instruments around the world**

Here you can see the bagpipes. It is a woodwind instrument, played especially in Scotland and Ireland. The sound is produced by blowing air into a bag and pressing it out through pipes.



This is a Balafon. It is an African percussion instrument. It is made of a wooden frame with wooden keys over calabash resonators.



This is a Charango. It is a small traditional South American stringed instrument that resembles a ukulele. It has 5 sets of paired strings.



This is the French horn. It is descended from hunting horns used in France and Germany.



It is a very long brass tube which coils round and round.

Glossary page 126

6. Read again and complete the chart.

- a.
- b.
- c.
- d.

4. Listen and read the third part of Instrument families in an Orchestra monograph and complete.

Teachers may invite students to read the third part of the monograph and answer the comprehension activity. Play the audio and ask students to repeat after each pause. Then, encourage students to read along with the audio.

**Answers:**

- a. brass
- b. mouthpieces
- c. shaken/ struck-stricken/ rubbed

**TRANSCRIPT**

**Brass**

Instruments in the brass family are made out of brass. They produce sounds by buzzing their lips against the mouthpiece and blowing air inside the instrument: trumpet, trombone, tuba.

**Percussion**

Instruments in the percussion family produce sound by striking, rubbing, or shaking the instrument. They keep the rhythm and beat for the orchestra: xylophone, tambourine, maracas.

5. Look at the instruments. Can you guess where they come from? What instrument family do they belong to? Listen, read and check.

Teachers may invite students to look at the pictures, describe the instruments and guess where they must come from, the family they belong to, how they may be played, and the sound they may produce. Teachers may have students read independently the text and share if their guessing was correct. Teachers may assign students to read each sentence of the text. Correct pronunciation and intonation whenever it is necessary.

Teachers may write on the board the following chart to explain to students the use of here, there, his, that, these and those.

Adverb of place	Singular Demonstrative	Plural Demonstratives
Here	This	These
There	That	Those

Indicate students that the adverb **here** is used to refer to the place where the speaker is, while **there** is used to refer to the place where the listener or another person is.

**Demonstratives** are used to indicate which person or thing is being referred to. The singular demonstrative **This** refers to singular nouns that are near the speaker. **That** refers to singular nouns that are far from the speaker. The plural demonstrative **These** refers to plural nouns that are near the speaker. **Those** refers to plural nouns that are far from the speaker.

Teachers may provide real context examples for students to understand their use.

**TRANSCRIPT**

**Instruments around the world**

Here you can see the Bagpipes.

It is a woodwind instrument, played especially in Scotland and Ireland. The sound is produced by blowing air into a bag and pressing it out through pipes.

This is a Charango. It is a small traditional South American stringed instrument that resembles a ukulele.

That is a Balafon. It is an African percussion instrument. It is made of a wooden frame with wooden keys over calabash resonators.

This is the French horn. It is descended from hunting horns used in France and Germany. It has 5 sets of paired strings. It is a very long brass tube, which curls round and round.

**6. Read again and complete the chart.**

Students are invited to complete the chart to check their comprehension of the text. Teachers may draw the chart on the board and ask volunteers to complete it with the information requested.

**Answers:**

	Instrument	Country	Instrument family
a.	Bagpipes	Scotland Ireland	Woodwind
b.	Charango	South America	Strings
c.	Balafon	Africa	Percussion
d.	French Horn	France Germany	Brass

Towards the product

**A Bar Graph**



**SUBPRODUCT 1: Array of words and expressions.**

1. Work in groups of 3 students.
2. The teacher will assign your group a topic. Conduct a survey about the preferences of 20 of your partners.  
Example: favorite instruments, favorite music, etc.
3. Decide about 5 instruments you will include in your survey.
4. Write the question you will ask in your survey.

5. Copy this chart in your notebook to conduct the survey. Then ask questions to your classmates to get the information of the table.  
Examples: What is the instrument? (name) or What kind of instrument is? (string, woodwind, brass, percussion).

7. **Reader:** Read the text and answer this question in groups: What are the advantages of learning a musical instrument? Discuss.

Towards the product



**A Bar Graph**

By the end of the unit, you will present a Bar Graph to your classmates and ask them some questions about the data provided in it.

**SUBPRODUCT 1: Words and expressions.**

With this activity students will be developing one of the target learning outcomes of the unit. Teachers can motivate students to work in the first part of the Product. You may explain to students what it is about, answer their questions, monitor their work and check their answers.

1. Work in groups of 3 students.
2. The teacher will assign your group a topic. Conduct a survey about the preferences of 20 of your partners.  
Example: favorite instruments, favorite music, etc.
3. Decide about 5 instruments you will include in your survey.



## Self-assessment

Teachers may invite students to self-assess their skills. This activity will help students to be aware and responsible for their own learning process. Teachers can invite students to share their assessments with the class.

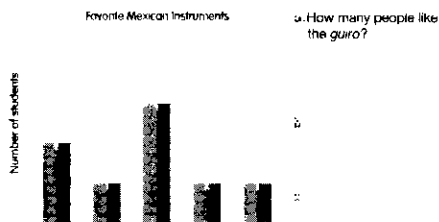
### Page 109

8. Analyze the following survey and answer the questions.

What is your favorite instrument?	Güiro	Vihuela	Accordion	Mandolina	Cajón de Típac
Sol	✓				
Joe			✓		
Mia		✓			
Clemente					✓
Joseph			✓		
Agustina			✓	✓	
Lucy					
Rodrigo	✓				

- How many students participated in the survey?
- How many girls are included in the survey?
- How many boys are included in the survey?

9. Write and answer two more questions about the data in the bar graph.



8. Analyze the following survey and answer the questions.

Teachers may introduce what a survey is and its purpose, by indicating them that it is a kind of questionnaire made to gather information about a particular topic. Have students look at the table and identify the elements in it, in order to answer comprehension questions. To extend the activity, teachers can ask students what instrument they like the best and the least.

**Answers:**

- a. 8                                      b. 4                                      c. 4

9. Write and answer two more questions about the data in the bar graph.

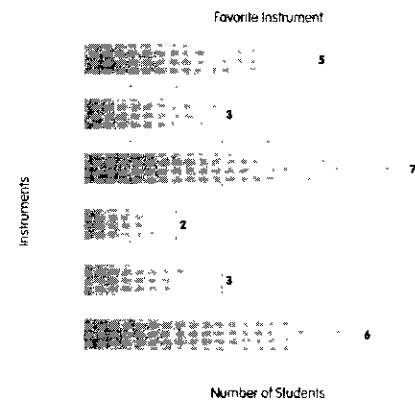
Have students write and answer some questions with the information in the bar graph. Teachers may invite students to write their questions on the board to check.

**Answers:**

- a. 2 people like the güiro.

### Page 110

10. Some students voted for their favorite instruments. Use the bar graph to answer the questions.



- How many students participated in the survey?
- Which instrument was the least favorite?
- Which instrument did the students like the best?
- How many students liked guitars?
- How many students liked the saxophone?

11. Write two more questions about the data in the bar graph.

10. Some students voted for their favorite instruments. Use the bar graph to answer the questions.

Teachers may introduce the activity by asking students to identify the elements in the bar graph. After that, students analyze the data provided and answer comprehension questions.

**Answers:**

- a. 26                                      d. 3  
b. Oboe                                      e. 5  
c. Drums

11. Write and answer two more questions about the data in the bar graph.

You may have students write and answers some questions with the information in the bar graph.

To extend the activity, teachers may conduct the same survey on the students of the class by asking them to raise hands only once, to indicate the instrument family they like. Draw a chart on the board and ask volunteers to record the data in a chart. Encourage students to make a graph in their notebook with the information on the board. You may ask a volunteer to do it on the board to check.

**Possible answers:**

- a. How many students liked the violin? /3
- b. How many students liked the piano? /6

**Page 111**

Towards the product

**A Bar Graph**



**5. SUBPRODUCT 2: Interpreting data.**

- 1. Use the data you collected during Subproduct 1 and make a bar graph. It can be a vertical or horizontal bar graph.
- 2. Make a draft of your bar graph.

- 3. Once your teacher has checked your product, make a fair copy of the graph.

I can interpret data from a survey. Very well Well Not so well

I can make a bar graph. Very well Well Not so well

If your answers are Not so well, ask your teacher for help.

- 11. **Reader: Discuss with your partners.**

Do you think gender is relevant when a girl or boy chooses an instrument? Why? Why not?

**Towards the product**



**A Bar Graph**

**SUBPRODUCT 2: Interpreting data**

- 1. Use the data you collected during step 1 and make a Bar graph. It could be a vertical or horizontal bar graph.
- 2. Make a draft of your bar graph. Remember to include all features in your graph.
- 3. Once your teacher has checked your product, make a fair copy of the graph.

With this activity, students will develop the unit's target language. Students are monitored while working.

Giving students positive feedback will help them feel more willing to learn and participate actively in classes.

**Self-assessment**

Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. Invite students to comment on their progress.

- 11. **Reader: Discuss with your partners: Do you think gender is relevant when a girl or boy chooses an instrument? Why? Why not?**

In order to deal with the text of the Reader, you should go to the end of this unit. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

This question will help students to develop critical thinking skills. Teachers may encourage students to share their appreciations with the class. Remind them to justify their answers and respect their partner's opinions.



## Product

Page 112

**1** Based on the data, Subproduct 1, draw a graph in paper craft or a cardboard.

**2** Practice your presentation. Include the following information:

- Title of the Bar Graph.
- The question asked to your classmates.
- Number of female classmates included in the survey.
- Number of male classmates included in the survey.
- Number of classmates per instrument.

**3** Present your Bar Graph to the class.

I can make questions based on data.  Yes  Well  Not so well

I can interpret data.  Yes  Well  Not so well

I can present data in a bar graph.  Yes  Well  Not so well

If your answers are Not so well, ask your teacher for help.

**1** Based on the data, Subproduct 1, draw a graph in paper craft or a cardboard.

**2** Practice your presentation. Include the following information:

- Title of the Bar Graph
- The question asked to your classmates.
- Number of female classmates included in the survey.
- Number of male classmates included in the survey.
- Number of classmates per instrument.

**3** Present your Bar Graph to the class.

Students finish their projects and present them. Teachers can promote a climate of respect during the presentations and provide students with feedback about their performance and work. To extend the activity, teachers can encourage students to share what they have learned, drawbacks, etc.

## Reflect on your product

Engaging students in reflecting on their own work will help them get involved and motivated with the project, and it will also encourage self-reflection and responsibility for their learning. Motivate students to reflect on their performance and share their achievements with the class.

Page 113

## FINAL CHECK



**1** Listen and complete the monograph

### The tambourine

The tambourine is a \_\_\_\_\_ instrument.

The tambourine can be traced down to \_\_\_\_\_ and Greece.

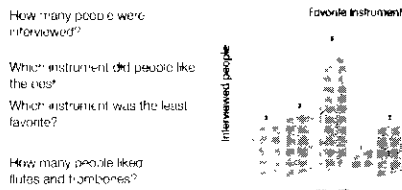
It is made up of a \_\_\_\_\_ or plastic frame with pairs of discs.

The tambourine can be played while held in the musician's hand or it can be mounted on a stand.

You can hold the tambourine with your dominant hand and shake it, or hit with the other hand.

It is commonly played by the lead singer in a band or by the drummer.

**2** Analyze the data in the bar graph and write the answers.



- I can identify different musical instruments.  Yes  Well  Not so well
  - I can complete information in a monograph.  Yes  Well  Not so well
  - I can read and interpret data in a bar graph.  Yes  Well  Not so well
- If your answers are Not so well, ask your teacher for help.

**1** Listen and complete the monograph.

**Answers:**

### The tambourine

The tambourine is a percussion instrument. The tambourine can be traced down to Egypt and Greece. It is made up of a wooden or plastic frame with pairs of discs. The tambourine can be played while held in the musician's hand, or it can be mounted on a stand. You can hold the tambourine with your dominant hand and shake it, or hit with the other hand. It is commonly played by the lead singer in a band or by the drummer.

### TRANSCRIPT

#### The tambourine

The tambourine is a percussion instrument. The tambourine can be traced down to Egypt and Greece. It is made up of a wooden or plastic frame with pairs of discs. The tambourine can be played while held in the musician's hand, or it can be mounted on a stand.

You can hold the tambourine with your dominant hand and shake it, or hit with the other hand. It is commonly played by the lead singer in a band or by the drummer.

- 2 Analyze the data in the bar graph and write the answers.

Answers:

- a. 17    b. Tambourine    c. Triangle    d. 3 and 2

### Self-assessment

Invite students to evaluate whether they fulfilled the achievements of the unit by completing the self-assessment chart. Teachers can collect data and analyze it with the class. The activity will help students and teachers to identify strengths and weaknesses in order to set a plan to overcome the difficulties through the unit.



Reader

## Musical Instruments in Numbers in The UK.



### BEFORE READING

1. Read and answer the following questions:
- Do you know what a bar graph is?
  - Do you know what kind of information it provides?
  - Do you know the elements you must include in a bar graph?

Teachers may organize students in collaborative groups of 4 and have them comment on the questions.

2. Look at the cover images on page 119 and predict what the reading is about. What's the purpose of the text?

Making predictions will help students improve reading comprehension. Students are able to make predictions about a text, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process.

### WHILE READING

3. Read and circle the correct alternative

Students scan the text to find specific information. This activity will help students to develop their reading skills. Teachers may give some clues to find the answer, and have a student to read the answer in front of the class to check.

Answers:

- A bar graph is a visual representation of data.
- The title indicates what the graph is about.
- Learning the components of a bar graph will help us

understand the data in the report.

### AFTER READING

4. Where your predictions about the topic of the text correct? Comment with your partner.

Students may be required to reread parts of the text to determine if their predictions were correct. Encourage students to share their assumptions.

5. Look at figure 5 and answer the questions.

In order to monitor comprehension, teachers have students complete the sentences with specific information in the text.

Answers:

- 7.4 million
- 5.5 million
- In 1999

6. Look at figure 7 and

answer True (T) or False (F).

Students read the statements and identify whether they are True or False. Teachers may ask volunteers to read the sentences out loud to check.

Answers:

- False
- True
- True
- True
- True

### TRANSCRIPT

#### Musical Instruments in Numbers in The UK.

A graph is used to give a visual representation of data. Each bar represents a value, and its length or height is proportional to the value each category has.

Bar graphs have the following components: Title, bars, categories, and a scale.

Some bar graphs may run horizontally as in figure 2, or vertically as in figure 3.

Or they can be Comparative bar graphs that compare two sets of data on a bar chart as in figure 4.

Learning the components of a bar graph will help us understand the data in the following report.

According to a survey conducted by the ABRSM entitled *Teaching, Learning and Playing in the UK*, the percentage of children between 5 and 14 or 17 years claiming to know how to play an instrument has increased significantly, climbing from 41 % in 1999 to 76 % in 2014.

As you can see in figure 5, 76 % of the children in UK between 5 and 14 years, indicated they knew how to play a musical instrument.

There has been an important increase in the popularity of instruments such as the electric guitar, keyboard and bass guitar. All now appear in the top ten instruments played. However, it is the piano which has seen a 15 % growth in interest between 1999 and 2014 as it is represented in figure 6.

There is also differentiation on gender, with more boys playing drum kit and percussion compared with girls. Simultaneously, many more girls than boys are playing the recorder, violin, and flute, as it can be observed in figure 7.

This research offered an insight that highlighted the trends and revealed changes to patterns of playing, teaching and learning in UK, in order to provide the multiples actors in this area to influence, change and further improve the circumstances in which children and adults engage with music.



120692

120692

# UNIT 10

• **Social practice of the language:** Describe activities performed at a celebration or party.

## Describing activities at a celebration or party

<b>Environment</b>	Family and community
<b>Communicative activity</b>	Exchanges associated to social environment.
<b>Social practice of the language</b>	Describe activities performed at a celebration or party.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Listen to short descriptions of activities in a celebration or party with support of images.</li> <li>• Understand descriptions of activities.</li> <li>• Describe activities from images.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Give your students images, illustrations or pictures that show activities of a celebration or a party. When your students listen to the description of images, offer them different strategies so that they can:             <ul style="list-style-type: none"> <li>• Foresee the topic using key words (birthday party, wedding, etc.);</li> </ul> </li> <li>- Classify names of activities (<i>sing, play, etc.</i>), and of objects (<i>cake, ball, etc.</i>), taking into account the functions (collective or individual activities done inside or outside, etc.).             <ul style="list-style-type: none"> <li>• Understand the purpose (remember, share, celebrate, etc.) and the addressee (friends, relatives, neighbors, etc.);</li> <li>• Connect activities with images;</li> <li>• Recognize letters by their name or by common sounds.</li> </ul> </li> <li>- Focus the student's attention not only in the expressions, but also on how to say them. Support them in the process of building them, so that students will be able to:             <ul style="list-style-type: none"> <li>• Compare names of activities and objects by their name;</li> <li>• Analyze how to express some characteristics of activities (<i>exciting, funny, etc.</i>) and of objects (<i>color, size, etc.</i>) of actions (<i>dancing, eating</i>);</li> <li>• Clarify the meaning of new words;</li> <li>• Examine letters by their name and sound (for example: <i>n-en/i-ai, etc.</i>) contrast some acoustic characteristics (for example: tone, intonation, etc.);</li> <li>• Spell words aloud;</li> <li>• Point out activities and objects when they listen to description of some of their characteristics.</li> </ul> </li> <li>- Celebrate the students' wishes of expressing themselves, and give them the opportunity to practice and rehearse. Offer students help to:             <ul style="list-style-type: none"> <li>• Use names to complete expressions to describe activities and objects;</li> </ul> </li> <li>- Use expressions to describe the characteristics of activities and the objects with visual aids (the party was great, there was a chocolate cake, etc.):             <ul style="list-style-type: none"> <li>• Try out with alternatives to describe (<i>there was a chocolate cake/They had a chocolate cake</i>) and evaluate the addressee's effect;</li> <li>• Refine the pronunciation of words in the descriptions.</li> </ul> </li> </ul>
<b>Product</b>	Description of celebrations and parties in an audio.
<b>Reader</b>	<i>Celebrations and parties from different countries.</i>
<b>Allocated time</b>	12 classes (45 minutes each)
<b>Evaluation Instrument</b>	Anecdotal Record

<b>Materials</b>					
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- Environment: Family and Community
- Communicative activity: Exchanges associated to social environment

- List: In short descriptions of activities in a celebration or party with support of images.
- Understand descriptions of activities.
- Describe activities from images.
- Poster and description of celebrations.
- Celebrations and parties from different countries.

### Lead-in activities

You may use the following activities as lead-in activities.

### Picture Profiles

You may choose a small number of interesting pictures of people doing different activities, in parties, festivals or celebrations. You may encourage students to work together to describe what kind of celebration it is, if the celebration is indoor or outdoor, if it is a collective or individual celebration, what activities the people in the pictures are doing, etc. You may also invite students to invent the people's names and nationalities.

### Picture Collage

You may ask students in advance to bring a set of pictures related to a celebration or party and colored cardboard. You may give students 10 minutes to work in groups and make a collage about a celebration. Then, you may encourage students to present the description of their collage to the rest of the class.

### Picture Dictation

**Student A** – The Describer

**Student B** – The Artist

**Student C** – The Scribe

You may divide the class in groups of three students. Hand out pictures of celebrations or parties with people doing different activities. The pictures need enough details so that students may describe, draw and write about them. Assign your strongest student in each group the role of **'Describer'**. This student is the only one who will see the picture; in the group of the rest of the students, the **'Artist'** will draw what **student A** describes and the **'Scribe'** will write the description. Finally, you may ask the three students to compare their picture, drawing and written description and together discuss the similarities and differences. The drawings and pictures could be posted on the classroom walls afterwards for other groups to decide which representation is the best and why!

### Closure Activities

You may use these activities at the end of the lesson to check what students have learned.

### Guessing game

You may hand out pictures and encourage different students to describe them.

The rest of the class should discover what kind of celebration or party it is.

### Storyboards

You may encourage students to choose a celebration from their country or community or a foreign celebration. You may divide the class in groups of four students. Then, you may ask students to draw a series of images, in sequence, related with the activities included in the celebration. Finally, you may invite them to write a description of the celebration.



## GETTING READY

Page 115



GETTING READY *Listening to short descriptions of activities in a celebration or party*

1. Listen and read the descriptions. Then, match them with the correct pictures below.



Glossary page 126



You may bring a set of pictures of a foreign celebration or photos you have of a celebration in which you have participated. Describe the pictures, and talk about the activities in it. Use adjectives to describe the activities. You may write some examples on the board. Then, invite some students to describe the pictures in the cover of the unit. Help them with names of the celebrations. Encourage them to use the sentences on the board as a model. You may encourage students to share their experiences with their classmates.

1. Listen and read the descriptions. Then, match them with the correct pictures.

You may invite students to underline the vocabulary they know to get the main idea of the text. You may also ask them to connect the texts with the images below. Check the answers with the class. You may invite some confident students to read the texts.

Answers: a. 1 - 4 b. 2 - 3

### TRANSCRIPT

- a. My name is Maritza. It was my son's birthday party yesterday. We celebrated the party in the yard of our house.

The children were glad. There was a big chocolate cake and there were big colored balloons.

They played ball, sang karaoke and jumped on the trampoline. Playing ball and jumping on the trampoline were exciting for them.

- b. I'm Mateo. My grandmother's birthday was last Sunday. The party was in her dining room. There was a small cake decorated with flowers. Singing happy birthday to my grandma was wonderful. We danced and listened to music too. I think dancing was fun and my grandmother was happy.



## ON THE ROAD

Page 116



ON THE ROAD *Describing activities performed at a celebration or party*

1. Listen to the descriptions. Pay attention to the words in bold. What do they have in common?

*Traditional wedding*

**TRADITIONAL WEDDING**

nice

marvelous

fantastic

great



gorgeous



1. Listen to the descriptions. Pay attention to the words in bold. What do they have in common?

You may write on the board the words in bold and you may also write a list of activities, so that students can realize what they have to do. Play the audio. Then, make reading comprehension questions about the description. Check the answers with the class.

### Answer:

They are adjectives. They are used to describe activities performed at a celebration or party.

Answers: great - fantastic - nice - marvelous - gorgeous

**TRANSCRIPT**

**a. Traditional wedding**

It was my sister's wedding. It was a nice ceremony. It was in the countryside. We threw rice to the groom and the bride. All the guests had food and drinks. The photographer took many photos.

We also danced all night long. My sister and her husband were glad. Throwing rice to the newlyweds was fantastic. Un hombre adulto de edad media, ojalá con acento de la india. De fondo, música tradicional india.

**b. Indian wedding**

My daughter's wedding was last Friday. It was a marvelous ceremony. The groom and the bride sat under a pavilion decorated with flowers. My daughter wore a red sari. She had henna floral patterns in her hands. It is a gorgeous tradition. Eating the traditional cake was great!



**Holi Festival India:** <https://goo.gl/XXPn4S>  
You can use this link to invite students to learn about another traditional celebration and encourage them to describe it in their own words.

**Page 117**



Read and listen to the description of this Mexican celebration.

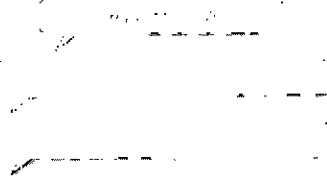
**Cultural facts**

Quinceañera is a traditional Mexican celebration for a girl's 15th birthday. It is a religious and cultural event. The girl is dressed in a beautiful gown and a tiara. She is presented with a doll and a bouquet of flowers. The celebration includes a church service, a banquet, and dancing. It is a time for family and friends to gather and celebrate the girl's transition to womanhood.



3. Write two short sentences describing the party above. Use the words in the box and follow the example.

Example:  
It was a marvelous celebration.



**2. Read and listen to the description of this Mexican celebration.**

Ask students what they know about *Quinceañera*. You may also ask them about the activities people do in this celebration. You may write some descriptions on the board. Play the audio. You may encourage them to check

their predictions. Finally, ask some students if they have ever attended a *Quinceañera* party and you may ask some girls if they would like to have one once they turn fifteen and why.

**TRANSCRIPT**

**Quinceañera**

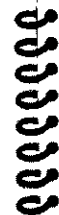
I'm José. Two weeks ago, it was my daughter's *Quinceañera*. This Mexican custom celebrates a girl's transition to womanhood. First, we went to church to the thanksgiving mass. Then, we went to the banquet hall. There were flowers and balloons. Our family and friends ate typical Mexican food. My daughter danced with her chamberlains. She gave her last doll to her sister. Then, my daughter received her first bouquet of flowers. We also cut the cake and sang "Las mañanitas". It was a nice celebration.

3. Write two short sentences describing the party above. Use the words in the box and follow the example.

You may ask students to work in pairs. You may invite them to read the text in exercise 2 again and find ideas to write two sentences, describing the party in their own words. Then, you may ask some students to talk about the celebration in front of the class and read their sentences.

Answers: different answers might be provided

**Page 118**



To talk about the characteristics of activities, objects, people, etc. You can use the verb **be + adjective**.

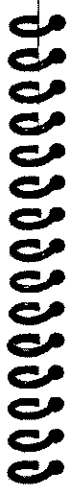
- It was a marvelous celebration.
- The flowers were beautiful.

To talk about activities you did in the past you can use **subject + verb in past**.

- I went to a birthday party last Friday.
- She drank milk and ate cereal for breakfast yesterday.

4. Find pictures of your favorite celebration. Look at the pictures and write a short description about the activities. Use the past and the structure (be + adjective).

played	took the guitar	fantastic	dining room
took	photographs	wonderful	living room
ate	food + cake	interesting	house
cut	the cake	gorgeous	garden
danced	Mexican music, tango	nice	yard
drank	soda, juice	glad, happy	countryside
sang	songs / karaoke	exciting	banquet hall
intended to	music	beautiful	
jumped	on the trampoline		



To talk about the characteristics of activities, objects, people, etc. you can use the verb be + adjective.

You may encourage students to read the examples. Then, you may invite them to write in their notebooks two more examples including adjectives and ask them to share them with the rest of the class. Then, you may tell students that, when we talk about a situation in the past, we use expressions such as *last Friday, last week, last month, last year, two days ago, yesterday, yesterday morning.*

**4. Find pictures of your favorite celebration. Look at the pictures and write a short description about the activities. Use the past and the structure (be + adjective).**

You may ask students to tell you the present simple form of the activities in the chart. You may help them if necessary. Then, encourage students to follow the instruction. You may invite some students to read their description in front of the whole class.

**Answers:** different answers might be provided.

**Page 119**

Towards the product

**Poster and description of celebrations**

**SUBPRODUCT 1:** Array of words and expressions to describe a celebration.

1. Go back to exercise 4 and check the chart. Think about a celebration you want to describe in an audio recording. Find pictures of it. Look at the pictures and make your own list of words and phrases.

Activities	Adjectives	Places
------------	------------	--------

2. Write short sentences about your celebration or party. Remember to use the pictures. Include adjectives.

- a.
- b.
- c.
- d.

I can make a list of interesting situations and pieces of information about a celebration or party. Very well    Well    Not so well

I can gather information and illustrated resources about a celebration or party. Very well    Well    Not so well

If your answers are Not so well, ask your teacher for help.

3. **Reader:** Discuss in groups what these celebrations are about. Then, go to the page 132 to check your answers.

**Towards the product**



**Audio description of celebrations**

**STEP 1: Array of words and expressions to describe a celebration.**

You may ask students to search information about a celebration or party in their country or from another country in advance. You may encourage them to bring pictures related to the celebration they chose. You may also tell them that, at the end of the unit, they will develop a product (audio description of a celebration). You may want to record your own description of a celebration in an audio track to show the final product to students.

**1. Go back to exercise 4 and check the chart. Think about a celebration you want to describe in an audio recording. Find pictures of it. Look at the pictures and make your own list of words and phrases.**

You may ask students different examples of activities, adjectives, and places. Then, you may encourage them to do the activity. You may ask some students to read their chart.

**Answers:** different answers might be provided.

**2. Write short sentences about your celebration or party. Remember to use the pictures. Include adjectives.**

You may encourage students to show the pictures they brought. Use one of the pictures to describe the situation. Then, you may encourage students to do the activity.

**Answers:** different answers might be provided.

**Self-assessment**

You may invite students to read the statements and evaluate their own performance in these activities.

**5. Reader:** Discuss in groups what these celebrations are about. Then, go to the page 132 to check your answers.

You may tell students that, during this unit, they will read a story related to the topic of celebrations. You may encourage them to discuss and give them the opportunity to express in groups their previous knowledge about these two celebrations. You may write some answers on the board. You may also tell

students that *La Tomatina* is celebrated in a city of Spain and the Ying Pen Lantern Festival is celebrated in Thailand. Encourage them to find information about these festivals online or an encyclopedia.

**CHECK YOUR PROGRESS**



Read the descriptions and match them with the correct picture.



It was a marvelous wedding. When the groom and the bride cut the cake their family sat behind them. Everybody was happy for the newlyweds.



The photographer took the picture. Suddenly, I saw my brother on the grass. He threw the cake. It was a fantastic moment!

Look at the picture and use the texts in activity 1, as a model. Describe the situation in your notebook.



Self-assessment  
 I can understand descriptions of activities. Very well Well Not so well  
 I can describe activities from images. Very well Well Not so well  
 If your answers are Not so well, ask your teacher for help.

You may tell students the activities in this page will help them to evaluate their performance in the unit, so far.

1 Read the descriptions and match them with the correct picture.

Answers: 1. b, 2. a

2 Look at the picture and use the texts in activity 1, as a model. Describe the situation in your notebook.

Answers: different answers might be provided. You may make sure students use the texts above as a model.

**Self-assessment**

You may invite students to read the statements and evaluate their performance in these activities.

6. Read and listen to the article. Pay attention to the words in colors in the text. Now, match them with the pictures below.

**Chinese New Year**

Chinese New Year is celebrated in China and other countries. It is a very important festival. People clean their houses and decorate them with red lanterns. They also have a big dinner with their family. After dinner, they watch the fireworks. It is a very exciting moment. Many people go to the parades to see the lion and dragon dances. It is a very happy time for everyone.



Use the keywords in exercise 6 and the pictures to describe the Chinese New Year in your own words.



Crafts and Activities for Chinese New Year

6. Read and listen to the article. Pay attention to the words in colors in the text. Now, match them with the pictures below.

You may ask your students to scan the text and focus on the phrases in different colors and check if they understand them. After that, you may play the audio and ask students to read and do the activity. You may check the answer with the whole class. You may ask a student to read the description.

Answers:

- a. decorated the house
- b. cleaned the house
- c. watched the fireworks
- d. had dinner

**TRANSCRIPT**

**Chinese New Year**

My name is Bao. I'm Chinese. I'm eight years old. Last February, I celebrated with my family the Chinese New Year. It is an important Chinese celebration. The day before, my father and my mom cleaned the house. They cleaned the house to sweep away bad luck. We decorated our house with red lanterns. We had dinner with our family. We ate fish and mandarin oranges. We also watched the fireworks. We believe that the noise of fireworks scare away evil spirits. I went with my grandma to see the parades. We saw the traditional lion and dragon dances.

7. Use the keywords in exercise 6 and the pictures to describe the **Chinese New Year** in your own words.

You may give students ten minutes to practice the description. Then, you may invite different students to share it with the rest of the class. You may make sure that they use the text in exercise 6 as an example.



**Answers:** different answers might be provided

**Crafts and Activities for Chinese New Year** <https://bit.ly/2y0LUdp>

You may tell students they can use this link for further practice. You may check the link with them during the lesson and check the videos included in on web page or you may invite them to visit it at home.

**Page 122**

7. Read the text. Circle the correct answers. Then, look at the pictures of this celebration and use the words in bold to write your own description.

*The Day of the Dead*  

celebrate, receive, entertaining, exciting

Purpose: to have fun to receive our deceased relatives

Addressee: children people in general

Place: outdoors indoor both

Kind of activity: individual collective

8. Read the text. Circle the correct answers. Then, look at the pictures of this celebration and use the words in bold to write your own description in your notebook.

You may encourage students to look at the pictures of *The Day of the Dead* and you may invite them to tell you what they know about this celebration. You may write some keywords on the board. You may also ask them: *what is the purpose of this celebration? Who are*

*the addressees? Is it a collective or individual celebration?* Then, you may play the audio and you may ask students to do the activity.

**Answers:**

The day of the dead: a. ii b. ii c. iii d. ii

**TRANSCRIPT**

**a. The day of the Dead**

My name is Manuel. In my community, we celebrate *The Day of the Dead* at the cemetery. The purpose of this celebration is to receive the visit of our deceased relatives. Last October, I spent the night at the cemetery. We decorated with Cempasuchil flowers. We had dinner too. We ate bread called *pan de muerto* and sugar skulls. We also played music, talked and drank. I think eating sugar skulls and playing Mexican music was entertaining and exciting.

**Page 123**

Towards the product

**Poster and description of celebrations**

**SUBPRODUCT 2 Writing a short description.**

1. Go back to **Towards the Product**, Subproduct 1, exercise 2. Use the sentences that you wrote about the celebration or party you chose to write a short paragraph, describing the celebration. You can add new ideas, using exercises 6 and 7 as a model

Very well Well Not so well

I can obtain information and illustrations about activities in a celebration. Very well Well Not so well

I can write a short description of a celebration. Very well Well Not so well

If your answers are Not so well, ask your teacher for help.

2. Find pictures of a celebration or party from your country. Show the pictures in your group and describe the chosen celebration or party to them.

**Towards the product**

**Audio description of celebrations**

1. Go back to **Towards the Product**, Subproduct 1, exercise 2. Use the sentences that you wrote about the celebration or party you chose to write a short paragraph, describing the celebration. You can add new actions, using exercises 6 and 7 as a model.

1. Use the sentences that you wrote about the celebration or party you chose. You may encourage students to use the pictures of the celebration they chose to write a 50 words paragraph. You may remind them to include the sentences they wrote and include adjectives (exciting, fantastic, etc.).

**Answer:** different answers might be provided.

### Self-assessment

You may invite students to read the statements and evaluate their performance in these activities.

9. Find pictures of a celebration or party from your country. Show the pictures in your group and describe the chosen celebration or party to them.

You may tell students about other celebrations around the world. You may also search some videos of the Holi Festival and the Burning man Festival online, show them to your students and encourage them to describe what is happening.

**Answers:** different answers might be provided.



## FINAL DESTINATION

### Product

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**Product**  
Poster and description of celebrations

Unit 10  
Product  
Poster and description of celebrations

- 1 Go back to Towards the Product, Subproduct 2, exercise 1. Talk with your partner about the celebration you described. Show him/her the pictures of the celebration you described.
- 2 Make a poster of your celebration or party. Add pictures to it.
- 3 Practice the description. Ask your partner for his/her opinion.
- 4 Share your description with the rest of the class.

I can listen to short descriptions of activities in a celebration or party with the support of images. Very well Well Not so well

I can understand descriptions of activities. Very well Well Not so well

I can describe activities from images. Very well Well Not so well

If your answers are Not so well, ask your teacher for help.

### Audio description of a celebration.

- 1 Go back to Towards the Product, Subproduct 2, exercise 1. Talk with your partner about the celebration you described. Show him/her the pictures of the celebration you described.
- 2 Make a poster of your celebration or party. Add pictures to it.
- 3 Practice the description. Ask your partner for his/her opinion.
- 4 Share your description with the rest of the class. Add pictures to it.

You may encourage students to bring the materials for this lesson in advance. Remember you can vary this activity recording the description in an audio in case you have the tools for all the students.

## Reflect on your product

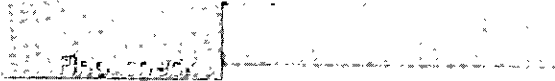
You may invite students to read the statements and evaluate their performance in these activities.

In this activity, you may use the suggested assessment instrument: **Observation Rubric**.

You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.

Page 125

## FINAL CHECK



Read the descriptions and match them with the correct picture.



The girls wore colorful hats. We had red plastic cups. The girls smiled when I took the picture. It was a fantastic party.



The children had fun. There were cupcakes and a chocolate cake on the table. We also had bowls with fruit and sandwiches.

Look at the pictures and write a short description for each of them.



I can listen to short descriptions of activities in a celebration or party with the support of images.  Very well  Well  Not so well

I can understand descriptions of activities.  Very well  Well  Not so well

I can describe activities from images.  Very well  Well  Not so well

If your answers are Not so well, ask your teacher for help.

1 Read the descriptions and match them with the correct picture.

Answers: a. i b. ii

2 Look at the pictures and write a short description for each of them.

Possible answers:

Last week I went to a wedding.

The bride wore a beautiful dress.

We danced all night.

We also drank.

There was a big white cake.

The groom and the bride cut the cake.

## Self-assessment

You may invite students to read the statements and evaluate their performance in these activities.

In this activity, you may use the suggested assessment instrument: **Observation Rubric**. You may use it to evaluate the social practice of the language and the expected outcomes included in this unit.





## Reader

### Celebrations and festivals from different countries

#### BEFORE READING

You may write on the board the capitals of the countries included in the text: Bangkok (Thailand), Madrid (Spain), Mexico City (Mexico) and encourage students to match them with the correct country. Then, you may tell students that the capital of the United Kingdom is London. You may also explain to them that the United Kingdom is a country formed by four countries: Scotland (Edinburgh), England (London), Wales (Cardiff) and Northern Ireland (Belfast). Then, you may invite students to do the **Before Reading** activities and share their answers with the class.

**Answers:** answers may vary.

#### WHILE READING

Now, you may encourage students to read and listen to the story. You may play the audio and stop it after each paragraph. After that, you may ask students different reading comprehension questions. Then, you may divide the class into rows and invite each row to read a paragraph. You may also invite confident students to read a paragraph.

#### Answers

5. to leave negativity behind.
6. different answers may be provided.

#### AFTER READING

Finally, you may invite students to draw the festival or celebration they considered the most interesting on a piece of white cardboard. You may encourage them to draw how they imagine the celebration and include some of the descriptions they read in the Reader. Then, ask some students to show their drawing to the rest of the class and describe it.

#### 7. Complete the descriptions.

**Answers:** a. lanterns   b. costumes   c. saw   d. threw

#### 8. Write a short description about a celebration or festival answering the following questions:

**Answers:** Different answers might be provided.

#### 9. Match the title of each festival or celebration with what you think is its best description.

#### Answers

- a. iii, b. iv, c. i, d. ii.

#### 10. Now, match the festivals and celebrations with the country they belong to.

#### Answers

- a. Thailand
- b. Mexico
- c. Spain
- d. United Kingdom

#### TRANSCRIPT

##### Celebrations and festival from different countries

Every year, people around the world celebrate special events for their countries. Most festival and celebrations are colorful and fun. These occasions bring together people from all over the world.

##### Ying Pen Lantern Festival

My name is Anurak. I'm from Thailand. Last November, my family and I celebrated the Yan Pen Lantern Festival, the arrival of a new cycle where we leave negativity behind and welcome good luck. There were a lot of kites and small lanterns in the darkness of the night. The streets, gardens, and rivers were full of light. People danced traditional Thai dances and watched fireworks. It was an exciting and colorful celebration.

##### La Guelaguetza

My name is Isabel. I'm from Mexico. Last July, I traveled with my family to Oaxaca to celebrate La Guelaguetza Festival. Guelaguetza means "offering" and refers to the tradition where if there is an event, everyone contributes. During the festival, we wore traditional costumes and danced at the Cerro del Fortín. This is a big amphitheater on a hill overlooking the city. I think dancing and wearing a traditional costume was exciting and gorgeous for me.

##### Summer solstice

My name is Alex. I'm British. Last June, in the United Kingdom (England, Northern Ireland, Scotland, and Wales) we celebrated the summer solstice, the longest day and shortest night of the year. My brother and I gathered at the ancient monument of Stonehenge with thousands of people. Some people wore special clothes for this celebration. I stood inside the monument facing northeast and I saw the sunrise. For me, it was a wonderful event.

##### La Tomatina

I'm Sofía. I'm from Spain. The last Wednesday of August I went to Buñol, Valencia, to participate in La Tomatina. It is a tomato fight just to have fun for one hour. We squashed the tomatoes before throwing them to avoid hurting others. At the end of the festival, fire trucks cleaned the streets with water. I used a hose to remove the tomatoes from my body. I had fun!



## Assessment Observation Checklist

### UNIT 1

**Instruction:** Evaluate students from 1 - 5

- 1 : Insufficient
- 2 : Needs improvement
- 3 : Good
- 4 : Very good
- 5 : Excellent

<b>Student's name:</b>	<b>Date:</b>
------------------------	--------------

Did student ...	Group 1	Group 2	Group 3	Group 4	Group 5
Vocabulary of words and expressions of concern					
Statements that express expectation					
React to expressions related with expectations					
Pronunciation					
Reaction to contents in a dialogue.					
Participate in oral exchanges in a dialogue					
<b>Total score</b>	___/60	___/60	___/60	___/60	___/60

PHOTOCOPIABLE

## Assessment Observation Checklist

### UNIT 2

**Instruction:** Evaluate students from 1 - 5

- 1 : Insufficient
- 2 : Needs improvement
- 3 : Good
- 4 : Very good
- 5 : Excellent

Student's name: _____	Date: _____
-----------------------	-------------

SKILLS	5	2	1
Listening	Can discriminate and identify most of the words and phrases related to songs.	Can identify or recognize some of the words and phrases related to songs.	Can listen and recognize few, or none, of the words and phrases related to songs.
Reading	Can demonstrate advanced level of identifying parts in a written song	Can demonstrate intermediate level of identifying parts in a written song	Can demonstrate basic level of identifying parts in a written song
Speaking	Sings clearly and distinctly all (100-85%) the time, and mispronounces no words.	Sings clearly and distinctly all (85-70%) the time, but mispronounces few words.	Often mumbles or can not be understood or mispronounces most of the words.
Writing	Can write original sentences with the target vocabulary and structures.	Can write original sentences with the target vocabulary and structures but there are few errors in grammar, spelling, punctuation, or capitalization.	Can't write original sentences with the target vocabulary and structures. The message is not conveyed. There are many errors in grammar, spelling, punctuation, or capitalization.

PHOTOCOPIABLE

# Questionnaire

## UNIT 3

<b>Lesson</b>		<b>Unit</b>	
<b>Name of students</b>		<b>Date</b>	

	<b>Very well</b>	<b>Wel</b>	<b>Not so well</b>
Can I identify Instructional texts?			
Can I identify parts in an Instructional text?			
Can I read instructional texts?			
Can I write Instructional texts?			
Can I identify types of sentences?			

# Assessment Questionnaire

## UNIT 4

Student's name:		Date:	
-----------------	--	-------	--

Criteria	Yes	No
1. Write words and expressions related to advertisements.		
2. Draw pictures with non-verbal language.		
3. Make a chart with stamens in order.		
4. Explores notices and advertisements in public places.		
5. Understand contents in notices and advertisements.		
6. Write statements for advertisements.		

# Observation Checklist

## UNIT 5

<b>Student's name:</b>		<b>Date:</b>	
------------------------	--	--------------	--

Criteria	Outstanding	Good	Satisfactory	Needs improvement
Identify elements after listening a fable.				
Identify sequences of events after listening a fable.				
Associate illustrations to scenes after listening to a fable listening.				
Sequence illustrations after listening to a fable.				
Make use of previous knowledge to make associations and apply them to the new contents.				
Use working time productively and efficiently.				
Participate actively during classes.				

# Anecdotal Record

## UNIT 6

<b>Student's name:</b>		<b>Date:</b>	
------------------------	--	--------------	--

Date	Place	Criteria	Description of the Activity	Anecdote / student's performance
		List of words and expressions		
		Classify illustrations		
		Make a list of written questions		
		Explore illustrations about science topics		
		Listen and understand questions		
		Write questions to search and obtain information		
		Make questions orally		

# Rating Scale Rubric

## UNIT 7

Student's name:

Date:

SKILLS	Best	Better	Good	Poor
<b>Listening</b> The student can discriminate and identify most of the expressions conveying wants, needs or wishes.				
<b>Reading</b> The student can identify and understand most of the expressions conveying wants, needs or wishes.				
<b>Speaking</b> The student can speak clearly and distinctly all (100-85%) the time, and mispronounces no words.				
<b>Writing</b> The student can write original sentences with the target vocabulary and structures.				





















# Assessment Self-Evaluation Checklist

## UNIT 8

Student's name: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>
--	--

Color the faces that best represent you according to the following statements.

Criteria	Insufficient	Good	Excellent
I can make a list of words and expressions.			
I can make a scheme with actions, values and settings.			
I can make a script with sound effects to include in the reading of the audio book.			
I can explore short stories.			
I can interpret the contents in a story.			
I can record and audio book			

# Checklist

## UNIT 9

Student's name:		Date:	
-----------------	--	-------	--

	✓	X
Student can read an illustrated monograph.		
Student can understand information in an illustrated monograph.		
Students can identify type of instruments.		
Students can classify instruments.		
Students can write short descriptions of instruments.		
Student can identify information in a graphic resource.		
Student can interpret information in a graphic resource.		
Student can include information in a graphic resource.		

# Anecdotal Record

## UNIT 10

Student's name:		Date:	
-----------------	--	-------	--

Date	Place	Criteria	Description of the Activity	Anecdote / student's performance
		Make a list of interesting situations and pieces of information about a celebration or party		
		Search information and illustrated resources about a celebration or party.		
		Make an illustrated self-assessment checklist		



## Evaluation instruments

These evaluation instruments are assessment tools you can use to assess students' performance. They are scoring guides that seek to evaluate students' performance based on the sum of a full range of criteria rather than a single numerical score.

The evaluation instruments provided here include:

- Rubrics
- Rating Scales
- Self- assessment

The instruments included in this section differ from traditional methods of assessment in that they examine students in the actual process of learning, clearly showing them how their work is being evaluated. They communicate detailed explanations of what constitutes excellence throughout a task and provide a clear teaching directive.

These instruments are meant, above all, to inform and improve teachers' instruction while giving students the feedback they need to learn and grow.

These instruments can also be used in peer assessment and then used to provide feedback.

Prior to assessment, the evaluation instruments can be used to communicate expectations of achievement to students. During the assessment phase, they are used to easily score a subjective matter.

After an instrument is scored, it should be given back to students to communicate to them their grade and their strengths and weaknesses.

Students can use them to see the correlation between effort and achievement. Sharing the instruments with students is vital as the feedback empowers students to critically evaluate their own performance.

## Advantages of using a variety of evaluation instruments

- Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding teacher expectations.
- Students can use these instruments as a tool to develop their abilities.
- Teachers can reuse these instruments for various activities.

### Self- assessment

Is a process of formative assessment where students reflect on and evaluate the quality of their work and their learning. They also judge the degree to which they reflect goals or criteria and identify strengths and weaknesses in their work. Give copies to students and ask them to assess their own performance on a task or project.

Always give students time to revise their work after assessing themselves.

### Rubric

Similar to rating scale, the rubric is a formative evaluation which provides a student's performance rating. It sets out clearly criteria and standards for assessing different levels of performance and are used for grading student work. A rubric can also be known as a global assessment scale and is helpful in assessing student performance because learners:

- Set goals and assume responsibility for their learning, because they know what comprises an optimal performance and can strive to achieve it.
- Receive specific feedback about their areas of strength and weakness and about how to improve their performance.
- Can notice their progress through teachers' assessment over a period of instruction.

### Rating Scales

Indicates the degree of achievement of a student's knowledge, skills, and/or attitudes through a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

**Rubrics**

**1. Listening comprehension**

Student name:		Date:	
---------------	--	-------	--

Skills	Criteria				Score
	1	2	3	4	
Understanding key events or facts.	Understands 1 or 2 events or key facts.	Understands 1 or 2 events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
Responding appropriately to features such as: laughter, silence, etc., and / or accentuation, intonation, and rhythm	Almost never.	Sometimes.	Most of the time.	Nearly always.	
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
At the end of the session, the listener is able to:	Answer factual questions on general information.	Answer factual questions on general and specific information.	Summarize the beginning, middle, and end of the story.	Reveal the sequence of events, providing details on dialog, and motivation of characters.	
<b>Total points</b>					

## 2. Reading comprehension

Student's name:		Lesson:		Date:	
-----------------	--	---------	--	-------	--

Skills	Criteria				Score
	1	2	3	4	
1. Understands key events or facts.	Understanding one or two events or key facts.	Understanding some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
2. Understands details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
3. Identifies characters or topics.	Identifies one or two characters or topics using pronouns (he, she, it, they).	Identifies one or two characters or topics by generic name (boy, girl, dog).	Identifies many topics or characters by name in text (Ben, Giant).	Identifies all characters or topics by specific name (Old Ben Bailey).	
4. Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
5. Answering tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
<b>Total points</b>					

Taken and adapted from: <http://www.storyarts.org/classroom/usestories/listenrubric.html>

### 3. Reading comprehension

Student Name		Lesson		Date	
--------------	--	--------	--	------	--

Step	1	2	3	4	Points
Planning / Brainstorming	Gets no or limited key words / ideas.	Gets few key words / ideas	Gets numerous key words / ideas.	Gets numerous and detailed key words / ideas.	
Drafting	Uses no or limited key words / ideas from planning stage. Shows no organization and structure of first draft.	Uses few key words / ideas from planning stage. Shows weak organization and structure of first draft.	Uses most of key words / ideas from planning stage. Most of first draft is organized.	Uses all of key words/ ideas from planning stage. Uses additional ideas. First draft is highly organized.	
Revising	Does not add, delete or rearrange ideas from the first draft. Details are not specific and clear.	Add, deletes or rearranges a few ideas from the first draft. Few details are specific and clear.	Adds, deletes or rearranges adequate ideas from the first draft. Most details are specific and clear.	Adds, deletes or rearranges numerous adequate ideas from the first draft. All details are specific and clear.	
Editing	Does not correct errors of: spelling, punctuation, capitalization, and sentence structure.	Corrects some errors of: spelling, punctuation, capitalization, and sentence structure.	Corrects most of errors of: spelling, punctuation, capitalization, and sentence structure.	Corrects all the errors of: spelling, punctuation, capitalization, and sentence structure.	
Publishing	Does not write the final copy in clear handwriting nor types correctly on a computer. Sentence fluency is poor.	Writes part of the final copy in clear handwriting nor types it correctly on a computer. Sentence fluency is poor in most parts.	Writes most of the final copy in clear handwriting or types it correctly on a computer. Sentence fluency is strong in most parts.	Writes the final copy in clear handwriting or types it correctly on a computer. Sentence fluency is strong.	
<b>Total points</b>					

### 4. Making connections

Skill	1	2	3	4	Points
Text-to-self connections	Without prompting, student can explain connections with own life that are closely related to the text.	Without prompting, student can explain connections with own life. However, they are vaguely related to the text.	With prompting, student can explain connections with own life that are closely related to the text.	With prompting, student can explain connections with own life. However, they are vaguely related to the text.	
Text-to-text connections	Without prompting, student can explain connections with other texts that are similar.	Without prompting, student can explain connections with other texts that are vaguely similar to the text.	With prompting, student can explain connections with other texts that are very similar to the text.	With prompting, student can explain connections with other texts. However, they are vaguely related to the text.	
Text-to-world connections	Without prompting, student can explain connections with the world that are closely related to the text.	Without prompting, student can explain connections with the world. However, they are vaguely related to the text.	With prompting, student can explain connections with the world that are closely related to the text.	With prompting, student can explain connections with the world. However, they are vaguely related to the text.	
<b>Total points</b>					

## 5. Webquest

Excellent information, qualities addressed for all aspects. Good support provided.	Good information, qualities addressed for several aspects. Minimal support provided.	Information is not important, qualities are not addressed. No support provided.	
All relevant ideas clearly identified with images. Creative.	Some relevant ideas identified. Few images. Neat and creative.	One relevant idea, few images, lacks creativity.	
All important aspects considered in comparison. Clear, complete information.	Some aspects considered in comparison. Incomplete information.	Irrelevant information, few aspects considered in comparison.	
Good organization, topic sentence and clear supporting details.  Few grammar and spelling mistakes.	Provides main idea and few supporting details.  Some grammar and spelling mistakes.	Minimal or lacks organization, unclear main idea, no support.  A lot of grammar and spelling mistakes.	
<b>Total points</b>			

## Rating Scales

### 1. Use of reading strategies

Student's name	Lesson	Date
----------------	--------	------

	Always	Sometimes	Never
1. I make predictions before I read.			
2. I understand the message-the text makes sense to me.			
3. I know when I am having trouble understanding the text.			
4. I know the main idea of the text.			
5. I understand the words in the text.			
6. I understand the punctuation.			
7. I know how to find different parts of the text (chapters, pages, beginning, middle, end).			
8. I can pick out clues from the reading to help me make an interpretation.			
9. I give my opinion-make a judgment-about the text.			
10. I support my opinion with details from the text.			
11. I know the difference between fact and opinion.			
12. I can see similarities and differences between the texts I read.			
13. I can make connections between the text and my own life.			
14. I can make connections between the text and other subjects.			
15. I can pick out words from the story that help me work out the setting.			



## 2. Oral exchange

Skills to be assessed	4	3	2	1	Points
talk briefly about a topic.	4	3	2	1	
ask and answer questions to keep the conversation going.	4	3	2	1	
answer questions including information and details.	4	3	2	1	
use appropriate language expressions and vocabulary.	4	3	2	1	
imitate the model and use correct intonation and pronunciation.	4	3	2	1	
speak naturally without unnecessary pauses.	4	3	2	1	
<b>Total points</b>					

## 3. Oral presentation

Skills to be assessed	4	3	2	1	Points
-----------------------	---	---	---	---	--------

Criteria	4	3	2	1	Points
Topic was covered deeply.					
Presentation was well planned and coherent.					
Presentation was practiced.					
Relevant comments were included.					
Opinions / conclusions were supported by reasons.					
Visual aids were useful.					

Created by: Publishing team.

## 4. Writing

Skills to be assessed	4	3	2	1	Points
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Criteria	4	3	2	1	Points
Punctuation	• uses accurate punctuation.				
Capitalization	• uses capital letters to begin sentences and for names.				
Content / ideas	• uses graphic organizers and writes a draft. • adds details to improve the text.				
Language and vocabulary	• uses subject/verb agreement. • uses adequate vocabulary and connectors. • writes complete sentences that make sense.				
Spelling	• writes most words correctly.				

Created by: Publishing team.

## 5. Project

Process	Needs Improvement	Satisfactory	Excellent	Points
1. Has clear vision of final product.	1	2	3	
2. Properly organized to complete project.	1	2	3	
3. Managed time wisely.	1	2	3	
4. Acquired needed knowledge base.	1	2	3	
5. Communicated efforts with teacher.	1	2	3	
Product (Project)	Needs Improvement	Satisfactory	Excellent	Points
1. Format.	1	2	3	
2. Mechanics of speaking / writing.	1	2	3	
3. Organization and structure.	1	2	3	
4. Creativity.	1	2	3	
5. Demonstrates knowledge.	1	2	3	
<b>Total:</b>				
<b>Teacher's comments:</b>				

Source: <http://www.sdast.org/shs/library/resrub.html>

# Assessment tools to evaluate attitudinal objectives

## Rubrics

### 1. Self-evaluation of attitude towards learning

A: To show a positive attitude towards themselves and their own capacity to learn English.					Points
I always complete work to the best of my ability, within set guidelines and on time.	With few exceptions, I complete work to the best of my ability, within set guidelines and on time.	I usually complete work to the best of my ability, within set guidelines and on time.	I frequently do not complete work to the best of my ability, within set guidelines and on time.		
I always work with care and attention to detail.	I generally work with care and attention to detail.	I usually work with care and attention to detail.	I rarely work with care and attention to detail.		
I am always ready and motivated to learn by being punctual, attentive in class, eagerly participating, curious and contributing positively.	I am ready and motivated to learn, usually attentive in class, eagerly participating, curious and contributing positively.	I am usually punctual, ready and motivated to learn, and sometimes curious, but sometimes distracted.	I am often late, not ready or motivated to learn and need constant reminders to be attentive.		
I always bring required texts, materials, and equipment to class.	With few exceptions I bring required texts, materials and equipment to class.	I usually bring required texts, materials and equipment to class.	I frequently do not bring required texts, materials and equipment to class.		
<b>Total points:</b>					

### 2. Effective use of communication and information technology

Score	Strong	Average	Weak
4	Helps clarify information, emphasizes important points, adds interest.	Helps clarify part of the information, emphasizes some of the important points.	Does not clarify information, does not emphasize important points, does not add interest.
3	Very creative, graphic elements effectively enhance understanding of concepts, ideas and relationships.	Some graphic elements do not contribute to understanding of concepts, ideas and relationships.	Lacks creativity, graphic elements do not contribute to understanding of concepts, ideas and relationships.
2	All slides include: title, text, background color, appropriate fonts color and size.	Color, background and fonts styles, for and sub headings are generally used consistently.	Background, color and fonts style decrease readability of text.
1	Sources and links are up to date, relevant and properly cited.	There are some relevant sources and links, citation needs some editing.	Sources are not relevant and poorly cited, there are not links.
0	3 sources cited, several links add to reader comprehension.	2 sources cited, some links add to reader comprehension.	1 or no sources cited, no links that add to reader comprehension.

## Rating Scales

### 1. Cultural awareness and comprehension

OBJECTIVE	B: To develop cultural awareness and comprehension showing interest, respect and tolerance for one's and other cultures.						
Rating	Highly negative	Negative	Slightly negative	Neutral	Slightly positive	Positive	Highly positive
Criteria: Student demonstrates a	attitude regarding...						Points
<ul style="list-style-type: none"> <li>Social                             <ul style="list-style-type: none"> <li>his / her interactions with individuals from different countries.</li> <li>the benefits of interacting with people from different countries.</li> <li>his / her participation in international or intercultural social experiences.</li> <li>his / her interest in developing intercultural relationships.</li> <li>his / her desire to participate in intercultural experiences in the future.</li> </ul> </li> </ul>							
<ul style="list-style-type: none"> <li>Cognitive                             <ul style="list-style-type: none"> <li>the way in which his / her thinking has changed as a result of exposure to different cultures.</li> <li>his / her understanding how learning about specific topics can be enhanced when done in a different culture.</li> </ul> </li> </ul>							
<ul style="list-style-type: none"> <li>Sensitivity                             <ul style="list-style-type: none"> <li>the art of different cultures.</li> <li>the music of different cultures.</li> <li>the political systems or structures of different cultures.</li> <li>the different art expressions of other cultures.</li> </ul> </li> </ul>							
<ul style="list-style-type: none"> <li>Self-awareness, taking perspective, empathy                             <ul style="list-style-type: none"> <li>the value of similarities and / or differences among cultures.</li> <li>the need for tolerance toward different cultural practices, values or beliefs.</li> <li>the need to provide comprehensive and balanced support for his / her conclusions regarding cultural differences and similarities.</li> <li>the fact that differences among people and cultures may be neither good nor bad.</li> <li>manifestations that are culturally unfamiliar.</li> </ul> </li> </ul>							
<b>Total points:</b>							

### 2. Self - evaluation: Interest in on-going and independent learning

Statements	Yes	Needs Improvement
I set challenging and relevant long-term goals.		
I demonstrated autonomy in the learning process.		
I identified strengths and weaknesses of the learning process.		
I focused on weaknesses of the learning process.		
I showed a positive attitude towards language learning.		
I recognized the advantages of learning English for future academic or working life.		
I shared the new information about a familiar topic.		
I deepened knowledge about a topic by consulting bibliography or reference material.		
I showed confidence when consulting reference material.		

# CD TRACKLIST



- **Track 1** – Activity book – Unit 1 – Page 7 – Activity 1
- **Track 2** – Activity book – Unit 1 – Page 8 – Activity 1
- **Track 3** – Activity book – Unit 1 – Page 9 – Activity 3
- **Track 4** – Activity book – Unit 1 – Page 9 – Activity 4
- **Track 5** – Activity book – Unit 1 – Page 10 – Activity 6
- **Track 6** – Activity book – Unit 1 – Page 13 – Activity 9
- **Track 7** – Reader – Unit 1 – Page 6
- **Track 8** – Activity book – Unit 2 – Page 19 – Activity 2
- **Track 9** – Activity book – Unit 2 – Page 20 – Activity 1
- **Track 10** – Activity book – Unit 2 – Page 20 – Activity 2
- **Track 11** – Activity book – Unit 2 – Page 21 – Activity 4
- **Track 12** – Activity book – Unit 2 – Page 22 – Activity 6
- **Track 13** – Activity book – Unit 2 – Page 22 – Activity 7
- **Track 14** – Activity book – Unit 2 – Check your progress – Page 24 – Activity 1
- **Track 15** – Activity book – Unit 2 – Check your progress – Page 24 – Activity 2
- **Track 16** – Activity book – Unit 2 – Page 25 – Activity 9
- **Track 17** – Activity book – Unit 2 – Page 26 – Activity 12
- **Track 18** – Activity book – Unit 2 – Final check – Page 29 – Activity 1
- **Track 19** – Activity book – Unit 2 – Final check – Page 29 – Activity 2
- **Track 20** – Reader – Unit 2 – Page 18
- **Track 21** – Activity book – Unit 3 – Page 31 – Activity 1
- **Track 22** – Activity book – Unit 3 – Page 31 – Activity 2
- **Track 23** – Activity book – Unit 3 – Page 32 – Activity
- **Track 24** – Activity book – Unit 3 – Page 33 – Activity 4
- **Track 25** – Activity book – Unit 3 – Check your progress – Page 36 – Activity 1
- **Track 26** – Activity book – Unit 3 – Page 37 – Activity 9
- **Track 27** – Reader – Unit 3 – Page 30
- **Track 28** – Activity book – Unit 4 – Page 43 – Activity 1
- **Track 29** – Activity book – Unit 4 – Page 44 – Activity 1
- **Track 30** – Activity book – Unit 4 – Page 45 – Activity 2
- **Track 31** – Activity book – Unit 4 – Page 49 – Activity 4
- **Track 32** – Reader – Unit 4 – Page 46
- **Track 33** – Activity book – Unit 5 – Page 56 – Activity 1
- **Track 34** – Activity book – Unit 5 – Page 57 – Activity 2
- **Track 35** – Activity book – Unit 5 – Page 58 – Activity 4
- **Track 36** – Activity book – Unit 5 – Check your progress – Page 60 – Activity 1
- **Track 37** – Activity book – Unit 5 – Check your progress – Page 60 – Activity 2
- **Track 38** – Activity book – Unit 5 – Page 61 – Activity 6
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- **Track 40** – Activity book – Unit 5 – Final check – Page 65 – Activity 1
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- **Track 47** – Activity book – Unit 6 – Page 69 – Activity 4
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- **Track 49** – Activity book – Unit 6 – Check your progress – Page 72 – Activity 1
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- **Track 51** – Activity book – Unit 6 – Page 74 – Activity 8
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- **Track 53** – Activity book – Unit 6 – Final check – Page 77 – Activity 1
- **Track 54** – Reader – Unit 6 – Page 74
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- **Track 56** – Activity book – Unit 7 – Page 80 – Activity 1
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- **Track 78** – Activity book – Unit 10 – Page 121 – Activity 6
- **Track 79** – Activity book – Unit 10 – Page 122 – Activity 8
- **Track 80** – Reader – Unit 10 – Page 132



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In the following sites, you will find the bases for the current national curriculum:

- [http://www.aprendizajesclave.sep.gob.mx/descargables/LENGUA\\_EXTRANJERA\\_INGLES.pdf](http://www.aprendizajesclave.sep.gob.mx/descargables/LENGUA_EXTRANJERA_INGLES.pdf)
- [https://www.uv.mx/cpue/colped/N\\_29/el\\_fen%C3%B3meno\\_del\\_biling%C3%BCismo.htm](https://www.uv.mx/cpue/colped/N_29/el_fen%C3%B3meno_del_biling%C3%BCismo.htm)
- <http://www.cambridgeenglish.org/exams-and-tests/key-for-schools/>
- [http://ec.europa.eu/dgs/education\\_culture/repository/languages/policy/language-policy/documents/young\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/languages/policy/language-policy/documents/young_en.pdf)
- [https://www.teachingenglish.org.uk/sites/teacheng/files/D120%20Survey%20of%20Teachers%20to%20Ys\\_FINAL\\_Med\\_res\\_online.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/D120%20Survey%20of%20Teachers%20to%20Ys_FINAL_Med_res_online.pdf)
- <https://k12.thoughtfullearning.com/FAQ/what-are-21st-century-skills>

These websites will provide you with a variety of teaching resources:

- <http://learnenglishkids.britishcouncil.org/en/>
- <http://www.readingrockets.org/>
- <http://www.onestopenglish.com/>
- <http://www.teachingenglish.org.uk/teaching-kids>



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- <http://www.magickeys.com/books/>
- <https://fit.webmd.com/kids/food/videos/feeding-your-friends>
- <http://learnenglishkids.britishcouncil.org/en/writing-practice/penpal-letter>
- <http://learnenglishkids.britishcouncil.org/en/writing-practice/postcard-london>
- <https://learnenglishkids.britishcouncil.org/en/songs/people-work>
- <https://learnenglishkids.britishcouncil.org/en/games/job-mixer>
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- <http://www.eluniversal.com.mx/articulo/english/2017/07/30/child-prodigy-solves-70-operations-3-minutes>
- <https://kidshealth.org/en/kids/homework-help.html#catgames>
- <https://www.inside-mexico.com/category/myths-and-legends/>
- <https://superbrainybeans.com/english/myths-and-legends/>
- <https://kidshealth.org/en/kids/recipes/#catgames>
- <http://www.e-learningforkids.org/science/lesson/center-of-the-ocean-healthy-eating-habits/>
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- <https://www.sciencealert.com/6-scientific-benefits-of-playing-videogames>
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